

Pancasila Education Teachers' Perspectives on Deep Learning in the Context of Collaboration Dimension

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Abstract

Deep learning in the context of collaboration has been implemented in grade ten at SMA Negeri 12 Semarang, specifically in the Pancasila education subject. However, its implementation has not been evenly distributed, as indicated by the presence of passive students and their limited contributions in group work. Encourage the necessity of an in-depth understanding of the teachers' perspective as learning implementers. This study aims to explore the perspective of Pancasila education teachers on deep learning in the collaboration dimension and the teachers' endeavors to overcome these challenges. Using a qualitative approach with a case study design, the data were collected through observation, interviews, and documentation. The results of the study indicate that teachers perceive deep learning as an instructional approach that connects learning materials through collaborative activities. Teachers implement strategies such as role distribution, group management, and monitoring of collaborative processes to encourage student participation. The implementation of this learning approach must be supported by the availability of learning facilities and teacher training provided by the school. These findings highlight that the perspectives of Pancasila education teachers play a crucial role in optimizing deep learning within the collaboration dimension at SMA Negeri 12 Semarang.

Keywords: deep learning, collaboration dimension, and Pancasila education

INTRODUCTION

Education plays a crucial role in enhancing students' knowledge and shaping their character. Education is a conscious and well-planned initiative to create learning environments and processes that enable students to develop strong character as future generations and leaders of the nation (Wardhani & Wahono, 2017). Therefore, education does not merely emphasize the mastery of knowledge but also the cultivation of character. Character building must be implemented from an early age, as it is essential in order to instill a sense of morality in younger generations (Hidayat & Oktaviani, 2023). Education plays a crucial role in shaping character, focusing not only on academic achievement but also on moral and social values.

Indonesian education is currently undergoing a period of transformation through the implementation of the Merdeka Curriculum. This curriculum offers schools and teachers the flexibility to design learning experiences tailored to the unique potential and needs of students (Amalia et al., 2024). One of the primary focuses of the Merdeka Curriculum is character development and the cultivation of 21st-century skills. This transformation requires teachers not only to deliver material but also to create meaningful, contextual, and student-centered learning processes.

Efforts to improve the quality of education in Indonesia continue, one of which is the strengthening of deep learning approaches. According to the Ministry of Primary and Secondary Education (2025), deep learning is described as a humanizing approach to learning. Humanizing deep learning is associated with three principles: mindful, meaningful, and joyful learning, achieved through the holistic and integrated

development of cognitive, affective, emotional, and physical activities (Rahmawati et al., 2025). Each student has their own uniqueness and interests, and teachers have the authority to guide and facilitate students' learning process (Anwar, 2017). The deep learning approach in Indonesia has been integrated into the Merdeka Curriculum to support the development of the Graduate Profile, which serves as an enhancement of the Pancasila Student Profile. The graduate profile is designed to reflect eight interrelated dimensions, including Faith and Piety to God Almighty, Citizenship, Critical Reasoning, Creativity, Collaboration, Independence, Health, and Communication (Widagdo, 2024). These eight dimensions form the foundation for developing students' competencies, enabling students to demonstrate their capability in character and contribute to society.

The transition from the Pancasila Student Profile to the Graduate Profile is not merely administrative, but also reinforces the direction of education based on character and competency development. Collaboration is one of the critical dimensions of the Graduate Profile. The collaboration dimension in the Graduate Profile emphasizes cooperation, mutual respect for differences, and affective communication to achieve common goals. Teacher participation in fostering this character plays a crucial role in directing the learning processes that encourage students to participate, think critically, and collaborate productively and actively. As key figures in education, teachers play a significant role in guiding and educating students to become character-intelligent individuals (Musfirah et al., 2024).

One group of teachers with a significant responsibility in shaping collaborative character is Pancasila education teachers, as they are the primary educators responsible for internalizing national and moral values in students. Besides delivering content related to national ideology, Pancasila education teachers guide students in developing collaborative and cooperative skills, as this will be beneficial in fostering successful social relationships with society (Ayu Rukmana, 2025).

Based on the concept, deep learning strategies are ideal for addressing the challenges of 21st-century education. However, their implementation was limited in the field due to significant obstacles, similar with the previous research conducted by (Nur Isnayanti, 2025). The application of deep learning approaches in schools still requires further adaptation processes. Its implementation requires teachers to adjust their lesson planning, conceptual understanding, and classroom strategies. Although the Merdeka Curriculum has been implemented in various educational institutions, not all teachers share the same perspective on integrating deep learning into the collaboration dimension.

SMA Negeri 12 Semarang is one of the schools that has implemented the Merdeka Curriculum. This school consistently strives to support student learning outcomes by equipping students with the knowledge, skills, and positive attitudes necessary for success. Specifically in grade X, Pancasila education has implemented deep learning, and the development of the collaboration dimension within the Graduate Profile has begun in accordance with government directives. However, the implementation of collaborative learning in classrooms still presents challenges. Based on observations conducted on November 17, 2025, in Grade X at SMA Negeri 12 Semarang, the spirit of togetherness and cooperation among students still needs to be strengthened. This was evident during group discussion activities, where students' diverse characteristics resulted in varying levels of participation. Some students actively express their opinions and collaborate effectively, while others still require encouragement to become more involved in the collaborative process. In general, implementing the collaboration dimension in the classroom requires continuous effort to accustom students to working together, taking responsibility, and respecting one another. The development of the collaboration dimension is still in an adjustment phase, requiring teachers to align deep learning practices with these ongoing changes.

The perspectives on these policies become crucial for practitioners in the field when these education policies are implemented. Teachers, as policy implementers, play essential roles and hold valuable perspectives in ensuring that policy directions and objectives are achieved effectively. Pancasila education teachers, in particular, play a significant role in realizing deep learning within the collaboration dimension in classrooms. As educators, teachers' responsibilities extend beyond teaching and transferring knowledge to include character education, enabling students to develop into individuals who are intellectually, emotionally, and spiritually mature, as well as responsible (Ibnu Prayoga et al., 2024).

The research conducted focused on the perspectives of Pancasila education teachers on deep learning within the collaboration dimension in Grade X classrooms. The selection of Pancasila Education teachers as the primary focus of this research is highly relevant, as these teachers not only serve as content

deliverers but also play a crucial role in shaping national moral values and collaborative character, which are fundamental to the learning process (Cahya et al., 2024).

Based on the above discussion, this study aims to examine the perspectives of Pancasila Education teachers on deep learning within the context of the collaboration dimension in Grade X at SMA Negeri 12 Semarang. This research is expected to provide in-depth and valuable insights for teachers on how to effectively strengthen collaborative character, foster cooperation to achieve shared goals through role distribution, and promote respect for diverse opinions.

METHOD

This study employs a qualitative approach, an in-depth method, to gather relevant data from subjects or informants, focusing on descriptions related to the perspectives of Pancasila Education teachers on deep learning in the context of collaboration in class X at SMA Negeri 12 Semarang. The purpose of qualitative research is to understand phenomena such as behavior, perceptions, motivations, actions, and others holistically through descriptive language (Moleong, 2014).

A case study research design was chosen to investigate in depth the perspectives of Pancasila Education teachers in a more specific context, namely, in class X at SMA Negeri 12 Semarang. This provides researchers with the opportunity to collect data related to teachers' perceptions of deep learning in the context of collaboration, classroom learning implementation, as well as the supporting and constraining factors in learning implementation broadly and comprehensively.

This research was conducted at SMA Negeri 12 Semarang, located on Jl. Raya Gn. Pati, Plalangan, Kec. Gn Pati, Semarang City, Central Java. This location was chosen based on the implementation of the Merdeka Curriculum, which incorporates a deep learning approach relevant to current curriculum developments. The research was conducted from November to December 2025.

The data sources in this study were divided into primary and secondary data. Primary data were collected through interviews with Pancasila Education teachers and class X students. In contrast, secondary data were obtained from classroom observations, school documents, records of teaching and learning activities, and other relevant sources that supported the research.

The data collection techniques employed in this study included observation, interviews, and documentation. Observations were conducted directly in the field to obtain information related to Pancasila Education teachers' understanding of deep learning in the dimension of collaboration in class X at SMA Negeri 12 Semarang. Interviews were conducted with Pancasila Education teachers and class X students using a structured interview method, beginning with systematically arranged questions to gather information about their perspectives. The interviews were facilitated with the help of voice recorders and interview sheets. Documentation was used to collect data from school profiles, informants, and the conditions of Pancasila Education learning in the class X as research data.

The data analysis technique employed in this study aims to collect data systematically, facilitating the drawing of conclusions. According to Miles and Huberman (1992:16), analysis consists of three activity streams: data reduction, data presentation, and conclusion drawing and verification. Data reduction is achieved by summarizing and selecting data relevant to the research focus from the large amount of data obtained, thereby avoiding the loss of important information. Data are presented in a narrative form to provide a clear overview. At the same time, the conclusion drawing focuses on the perspectives of Pancasila Education teachers on deep learning in the collaboration dimension at SMA Negeri 12 Semarang.

RESULT AND DISCUSSION

This section presents the results and discussion regarding the perceptions of Pancasila Education teachers on deep learning in the context of collaboration in the class X at SMA Negeri 12 Semarang. The research data were obtained through interviews with Pancasila Education teachers, as well as students, and classroom observations, and were supported by supporting documentation. The research results are presented and discussed based on the research questions, which include Pancasila Education teachers' perspectives on deep learning, Pancasila Education teachers' perspectives on the dimension of collaboration, the implementation of the deep learning approach in the context of the dimension of

collaboration in classroom learning activities, as well as the supporting and inhibiting factors in its application.

Perspectives of Pancasila Education Teachers on Deep Learning in Class X of SMA Negeri 12 Semarang

Based on the results of interviews with Pancasila Education teachers, deep learning is understood as a learning approach that emphasizes three main principles: mindful learning, meaningful learning, and joyful learning. Teachers explained that mindful learning is realized by conditioning students to be aware of the objectives of Pancasila Education learning and its benefits in life. In practice, teachers initiate the learning process by discussing case studies relevant to everyday life, enabling students to understand the rationale behind the material they are learning. The principle of meaningful learning is applied through reflection activities at the end of the learning process, as well as by providing students with opportunities to ask questions and express their feelings after participating in a deep learning of Pancasila Education. Teachers emphasize that deep learning is not only about delivering material, but also about understanding concepts that can be grasped and interpreted by students. Meanwhile, joyful learning is achieved through icebreakers and a variety of learning activities, ensuring the classroom atmosphere is not monotonous, and students do not feel bored during the learning process. According to teachers, the main objectives of deep learning are to build students' awareness in participating in learning, provide meaningful impressions, and create a joyful learning atmosphere.

Teachers implement deep learning by applying the stages of knowing, applying, and reflecting. The knowing stage is facilitated by asking provocative questions and delivering core concepts. The application stage is achieved by relating learning materials to everyday life, and the reflection is conducted by inviting students to reflect on the meaning of the learning process and the actions that should be taken after understanding the material.

Teachers also distinguish deep learning from rote or superficial learning. According to teachers, learning that emphasizes memorization alone risks causing students to easily forget the material because it does not accompany a deeper understanding of the material. Teachers believe that memorization needs to be accompanied by an understanding and connections to real-life contexts, enabling students to explain the meaning more broadly and in greater depth.

The results of interviews with students showed differences in views regarding the practice of Pancasila education in the classroom. A small number of students stated that learning still tended to be rote memorization. Meanwhile, most of the other students stated that learning in the classroom emphasized understanding and connecting the material to real life, such as through examples of deliberation in the classroom, social issues, and actual cases in society. Teachers also revealed that the principle of mindfulness is the most challenging aspect to implement. This is because students often become easily bored during lessons when the material is explained in too much detail.

The results of the study indicate that Pancasila Education teachers' understanding of deep learning aligns with the concept, which emphasizes the principles of mindfulness, meaningfulness, and joy in the learning process. Teachers also interpret deep learning as learning that is not merely about memorization, but instead emphasizes conceptual understanding and real-life connections, which encourages learning to be more contextual and reflective. This finding is also in line with research conducted by (Mubarok et al., 2025), which suggests that deep learning can encourage students to understand material more meaningfully through connections to real-life situations.

The application of case studies and the linking of material to current issues reflect the teacher's efforts to build meaningful learning for students. This is important in Pancasila Education because Pancasila values are not enough to be understood conceptually, but need to be internalized through learning experiences that are relevant to students' lives. This finding is reinforced by (Pardi, 2025), who states that effective Pancasila Education must be directed at forming awareness of humanity and social responsibility.

However, a small number of students still view Pancasila education as being oriented towards memorization. This view suggests that students' learning experiences are still not entirely uniform. Hence, the implementation of deep learning still needs to be strengthened to ensure a more equitable distribution among all students. Teachers' difficulties in applying the mindful principle indicate that deep learning

requires effective classroom and time management strategies, as effective classroom management plays a crucial role in creating a conducive learning atmosphere and enhancing the quality of education (Mudarris, 2024).

Overall, this study reveals that deep learning in Pancasila Education for grade X is being recognized and gradually implemented by teachers. This implementation involves enhancing conceptual understanding, connecting educational material to real-life contexts, and applying the stages of knowing, applying, and reflecting. Nevertheless, there remains a need to reinforce this approach to ensure that learning is not only enjoyable but also fosters awareness and a profound understanding among all students. By strengthening these practices, educators can better engage students, facilitating a deeper appreciation of the subject matter and its relevance in their lives.

Teachers' Perspectives on the Profile of Graduates in the Context of Collaboration in Grade X at State Senior High School 12 Semarang

Based on the interview results, Pancasila Education teachers view the dimension of collaboration as an essential aspect of the Graduate Profile that needs to be developed through classroom learning. Teachers identified several key values that need to be designed to build collaboration among students, namely cooperation, responsibility, and empathy. The value of cooperation is trained through group activities that require the joint involvement of students. Responsibility is manifested through the division of roles in groups to create fairness, while empathy is developed through mutual respect and respect for the opinions of friends when working in groups.

According to the teacher, the dimension of collaboration is vital to develop mutual understanding and respect, and reduce discriminatory attitudes among students. Collaboration is also seen as a means of strengthening friendships and creating a more inclusive classroom atmosphere. Teachers also view collaboration as a two-way interaction between teachers and students in the learning process, where teachers act as facilitators who guide and provide space for participation. In contrast, students are actively engaged in the learning process. This collaboration is understood as an effort to foster mutual involvement and responsibility, rather than merely completing academic tasks.

Teachers also believe that, in the dimension of collaboration, the values of cooperation, responsibility, and empathy in students cannot be formed instantly. Instead, they need to be built through habituation during the learning process. Teachers recognize that each student has a unique character and level of participation in the collaboration dimension. Therefore, the dimension of collaboration in deep learning is understood as a means to nurture student character.

The teachers' views were reinforced by interviews with students, which showed differences in their involvement in group work. Some students noted that there were still group members who were passive or lacked confidence, while others were already actively participating in discussions. Teachers understood this situation as part of the learning process, which demonstrated that the values of cooperation, responsibility, and empathy still needed to be continuously developed in students. Responding to this condition, the teacher also said that the development of collaboration needs to be supported by a learning approach that encourages active student involvement. According to the teacher, learning that provides space for discussion, group work, and joint problem solving is more effective in fostering cooperation, responsibility, and empathy than one-way learning.

The findings of this study indicate that Pancasila Education teachers understand the dimension of collaboration as an essential part of the Graduate Profile that needs to be developed through classroom learning. Teachers' understanding of the dimension of collaboration, which encompasses cooperation, responsibility, and empathy, indicates that this dimension is viewed not only as an academic skill but also as a crucial aspect of shaping students' character. This understanding aligns with the deep learning framework proposed by the Ministry of Primary and Secondary Education (2025), which emphasizes the importance of collaboration in terms of working together effectively, respecting each other's roles, and being responsible for achieving common goals.

Although collaboration has been understood and pursued, teachers view its implementation as still facing challenges. The presence of passive or dominant students in group work indicates that collaboration has not been fully internalized evenly, resulting in collaboration among students reaching only 80 percent of the expected level. This finding aligns with research (Fauza Okta Ramadan et al., 2024), which suggests

that differences in group involvement levels can impact the dynamics and effectiveness of learning. Therefore, teachers play a crucial role in ensuring that each group can contribute optimally.

The role of teachers in facilitating collaboration is an essential factor in overcoming the challenges of student collaboration. Teachers view themselves as the primary actors in learning, both as instructors and class managers, who play a crucial role in fostering a spirit of cooperation among students (Muthmainah et al., 2024). Overall, the teachers' perspective indicates that the dimension of collaboration is a crucial aspect of Pancasila Education learning in grade X.

Implementation of the Deep Learning Approach in the Context of the Collaboration Dimension in Teaching and Learning Activities in Grade X

Based on the results of interviews with Pancasila Education teachers, student interviews, and observations of learning in Grade X, the implementation of the deep learning approach in the context of the collaboration dimension has been achieved through various learning strategies and classroom management that promote student cooperation.

The teacher assessed that the collaborative skills of students in class X were beginning to improve, although they were not yet optimal, as there were still students who were passive, uninvolved, or tended to choose certain friends. To overcome this, teachers implement straightforward task and role divisions within groups. For example, teachers employ random group division strategies, such as using a spinner or counting, to help students learn to work together with their friends. Additionally, teachers conduct direct monitoring during the discussion process. Teachers also convey that in classes that tend to be passive, more firm guidance is needed so that students are willing to engage in collaborative activities.

The teacher's efforts to guide students in working together are also evident in the instillation of values such as communication, responsibility, empathy, and social awareness. The teacher provides concrete examples, such as encouraging students to help each other when a friend is experiencing difficulties. For example, when a student does not have enough internet quota while working in a group, other students must help, so that students become accustomed to caring for the conditions of their groupmates. The results of interviews with students show that most students feel that teachers have provided guidance and divided roles when there are passive group members. Some students consider this method to be quite effective, while others believe that passive students require firmer reprimands and personal awareness to participate in group work truly.

The results of the learning observation reinforced the findings of the interviews. During the learning activities, teachers began to implement learning in accordance with the teaching module by explaining the objectives of the collaborative activities, providing clear work instructions, dividing groups according to task structure, and monitoring the work process of each group. In addition, teachers concluded the learning session with group reflection activities, reinforcing the meaning of the learning experience and ensuring that the collaboration process was not only focused on results but also on the significance of the learning experience.

Research findings indicate that Pancasila Education has adopted a deep learning approach in collaboration contexts, utilizing active learning models such as inquiry, cooperative, discovery learning, problem-based learning, and project-based learning, which are tailored to the material's characteristics and emphasize group discussion.

This implementation reflects that learning is not only about mastering the material, but also about the process of interaction and cooperation among students. For example, through discussion, students can develop critical thinking skills, solve problems together, and increase their confidence in expressing their opinions (Ujang Ruslandi et al., 2025). This approach is particularly relevant in Pancasila Education because Pancasila values, such as cooperation, tolerance, and empathy, are more effectively understood through direct experience and collaborative activities than through one-way learning.

The study results indicate that teachers play a dual role in the classroom, acting not only as conveyors of information but also as facilitators who guide, direct, and create an environment conducive to student collaboration. The role of teachers as facilitators is crucial to the success of student collaboration. As facilitators, teachers act as intermediaries to help students solve problems. The role of teachers as facilitators encompasses presenting teaching materials, providing learning support tools and methods, and acting as guides rather than leaders (Aulia et al., 2024). The implementation of deep

learning in collaboration within Grade X has been progressing well. However, it still requires improvement, especially in fostering a positive attitude of cooperation and mutual respect among students. This strengthening is vital so that deep learning does not only result in momentary involvement but also enables the shaping of students' collaborative character in a sustainable manner.

Inhibiting and Supporting Factors for Pancasila Education Teachers in Implementing Deep Learning in the Context of Collaboration in Grade X at SMA Negeri 12 Semarang

According to interviews with Pancasila Education teachers, deep learning is viewed as a process that links the material to students' real-life experiences. This approach allows students not only to understand the theoretical aspects of the material but also to apply it in their daily lives. This understanding forms the basis for teachers to implement learning that encourages student involvement in collaborative activities within the classroom.

The implementation of deep learning in the dimension of collaboration still faces several obstacles. Teachers of Pancasila Education reported that they faced challenges related to the differing personalities of students when working in groups. Some students were passive and did not contribute significantly during discussions. Additionally, teachers encountered difficulties in creating teaching modules that effectively promote deep learning. These findings align with the results of interviews with students. Students reported that in some discussion activities, certain group members did not contribute sufficiently, and the division of tasks was unclear. However, students also reported that discussion and group work activities had a positive impact on their confidence in expressing their opinions and their ability to respect the views of others.

To overcome these obstacles, teachers implemented several strategies within the learning process, with a focus on collaboration and teamwork. Teachers clearly divided roles within the group by assigning different responsibilities to each student, ensuring that all members had an equal opportunity to be actively involved in collaborative activities. During the activities, teachers monitored the group work process. If they found students who were not participating, they immediately approached them and guided them to ensure that the group cooperation ran according to the learning objectives. Teachers also emphasize the importance of an effective learning model, ensuring that the material is adequately conveyed and that the collaboration process can take place efficiently.

The teacher's efforts need backing from several measures to enhance the implementation of deep learning in a collaborative environment. This support includes access to educational resources, such as projectors, as well as students having a positive attitude and a willingness to work together. In addition, school support is also an essential aspect in the success of deep learning in a collaborative context. This support is expected to encourage the implementation of collaborative learning in the classroom, making it more effective and focused.

The results of this study indicate that there are inhibiting and supporting factors in the application of deep learning in the context of collaboration. These inhibiting and supporting factors can provide a framework for implementing the learning process, allowing teachers to understand and assess what needs to be done to ensure that learning proceeds effectively.

The factors inhibiting teachers in developing teaching modules and the differences in student characteristics highlight that collaborative learning requires careful planning and flexible classroom management. Differences in student participation levels suggest that, without the right strategy, collaboration can be uneven. Therefore, teachers need to design learning that provides equal opportunities for all students to participate.

On the other hand, the study's results also show that there are supporting factors that facilitate the implementation of deep learning in the dimension of collaboration. These supporting factors are related to teachers' understanding of the importance of deep learning in the dimension of collaboration, the selection of appropriate learning models, contextual learning, and school facility support, which are important assets in encouraging student engagement. In addition, school support can also be provided through In-House Training (Suhartini et al., 2021) or teacher training, which is essential to help teachers develop their understanding and skills in implementing collaborative learning in line with deep learning and to assist teachers in creating teaching modules, because for the learning process to run well, a teacher must be able to develop learning tools (Ceda & Purnomo, 2024).

Pancasila Education teachers can also act as learning facilitators, as reflected in their role by providing a space for students to express their opinions, respect others' views, and work together to solve problems (Zikra Putri et al., 2025). Teachers can facilitate effective collaborative learning by fairly dividing roles among students, monitoring discussions to gauge their understanding and progress, and implementing a more equitable and transparent assessment system. These steps are essential for supporting collaborative learning. These strategies help teachers reduce the number of students who are too passive, thereby creating more equitable participation. Through learning in a collaborative context, teachers hope that students will not only learn about cooperation but also develop responsibility, respect for others' opinions, empathy, and a non-discriminatory attitude.

The results of this study indicate that deep learning, particularly in the collaboration dimension, is being effectively implemented in Pancasila Education. While several challenges remain to be addressed, the potential for further development of collaborative deep learning is promising. Successful implementation requires not only careful and strategic planning but also strong support from schools and an active involvement of teachers in managing the learning process. By fostering a collaborative learning environment, educators can enhance the educational experience and better achieve the goals of Pancasila Education.

CONCLUSION

This study reveals that Pancasila Education teachers view deep learning as a form of learning that is conscious, meaningful, and enjoyable for students. Deep learning is not just memorization, but is related to real life, enabling students to gain a broad understanding. Teachers apply deep learning in relation to the dimension of collaboration, which is implemented in the classroom through discussion and group work activities. While some students may remain passive in collaborative learning, many educators strive to enhance engagement by providing guidance and fostering an inclusive classroom atmosphere. Through strategies like group discussions and peer feedback, teachers encourage all students to participate and share their ideas. This supportive environment helps even the quieter students find their voice, transforming the dynamics of collaboration and creating a more vibrant learning community. These efforts by teachers demonstrate that classroom learning practices are in line with the direction of deep learning policies. Support from the school can also help teachers in their efforts to implement better learning. This study offers an overview of the perceptions held by Pancasila Education teachers and the actual implementation of learning within the dimension of collaboration. The findings can serve as a valuable reference for enhancing collaborative learning practices in secondary schools.

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