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Examining deep learning implementation in Pancasila education: classroom practices, student outcomes, and challenges

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ABSTRACT

This study aimed to examine the implementation of deep learning-based Pancasila Education, explore students' learning experiences and academic outcomes, and identify implementation challenges at a model senior high school in Indonesia. A qualitative descriptive design was employed involving 24 purposively selected informants at SMAN 2 Padang. Data were collected through classroom observations, semi-structured interviews, and document analysis. The data were analyzed using an interactive qualitative framework and validated through source and methodological triangulation. Deep learning principles were implemented inconsistently across classrooms. Observations identified 85% of instructional indicators in class X E3 compared with 40% in class X E10. Meaningful learning, structured reflection, and assessment follow-up remained insufficiently integrated. Student achievement varied across assessment components, while implementation challenges included differences in student readiness, instructional practices, and learning resources. Deep learning-based Pancasila Education demonstrates potential to support student engagement and contextual understanding. However, consistent instructional planning, differentiated support, and reflective assessment are necessary to strengthen implementation. The descriptive findings do not establish causal effects on academic achievement.

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Introduction

Contemporary education increasingly emphasizes critical thinking, reflective reasoning, collaboration, and knowledge application rather than memorization (Patras et al., 2025; Rahmat et al., 2026). Deep learning represents a pedagogical approach grounded in active knowledge construction and meaningful engagement. In Indonesian education, this approach integrates mindful learning (conscious engagement), meaningful learning (contextual understanding), and joyful learning (positive learning experiences). These interconnected principles align with constructivist learning and the learner-centered orientation of the Merdeka Curriculum. However, their implementation requires coherence between instructional objectives, classroom activities, and assessment practices rather than merely adopting interactive teaching strategies (Benawa et al., 2022; Benawa & Sihombing, 2023).

Pancasila Education plays a fundamental role in developing civic knowledge, democratic values, critical reasoning, and responsible citizenship. However, achieving these competencies requires learning experiences beyond memorizing constitutional principles and national values. Deep learning offers opportunities to connect civic concepts with authentic social issues through collaborative inquiry, contextual problem-solving, and structured reflection (Benawa et al., 2023; Pujiastuti et al., 2025). Mindful learning encourages critical awareness, meaningful learning supports the application of Pancasila values, and joyful learning promotes active participation. Nevertheless, classroom engagement does not necessarily indicate deeper conceptual understanding without opportunities for critical reasoning and reflective knowledge application (Hidayat et al., 2023; Widiyanto et al., 2026).

Previous studies have examined digital learning resources, interactive instructional strategies, and contextual approaches in Pancasila Education. Technology-supported learning has been explored as a means of encouraging student engagement and supporting civic learning experiences (Abdulkarim et al., 2026; Sarkadi et al., 2020). However, these investigations have largely emphasized particular instructional innovations, learning outcomes, or educational contexts rather than the consistency of pedagogical implementation. Studies across different educational levels also provide limited explanations of how deep learning principles operate within senior secondary classrooms (Chalistha et al., 2026; Yusuf et al., 2020). Consequently, further investigation is needed to understand how instructional planning, classroom interaction, meaningful engagement, and reflective assessment function as interconnected learning processes.

Despite growing scholarly attention, limited contextual evidence explains how mindful, meaningful, and joyful learning are consistently implemented across classrooms within the same secondary school. Existing studies have examined instructional innovation and civic competencies but have provided less attention to discrepancies between planned and enacted pedagogical practices (Astawa et al., 2026; Komalasari et al., 2025). Such discrepancies may arise from differences in teacher preparedness, student readiness, instructional support, and assessment practices. The central research gap therefore concerns the insufficient understanding of instructional coherence across planning, implementation, and reflective evaluation. Addressing this gap requires integrating classroom observations, participant perspectives, and instructional documentation without assuming causal relationships between pedagogical practices and academic achievement (Abdulkarim et al., 2020; Juanta et al., 2025).

This study investigates deep learning-based Pancasila Education at SMAN 2 Padang, a designated model senior high school in Indonesia. It examines the implementation of mindful, meaningful, and joyful learning, students' learning experiences and descriptive academic outcomes, and challenges affecting instructional practices. Its novelty lies in comparing classroom-level implementation within a shared institutional setting while examining alignment between instructional planning, classroom activities, and reflective assessment. By integrating observations, interviews, and documentary evidence, the study identifies discrepancies between intended and enacted pedagogical practices. The findings aim to contribute to understanding instructional coherence in citizenship education and inform differentiated teaching, contextual learning, and systematic assessment practices (Puspitasari et al., 2025; Wedhatami et al., 2024).

Method

Research Design

This study employed a qualitative descriptive research design to examine the implementation of a deep learning approach in Pancasila Education at a model senior high school in Indonesia. The qualitative approach was selected to provide an in-depth understanding of instructional practices, students' learning experiences, and the challenges encountered during implementation within a natural educational setting. Rather than introducing an experimental intervention, the study investigated existing classroom practices and examined how the principles of mindful learning, meaningful learning, and joyful learning were incorporated into instructional planning, classroom activities, assessment, and reflection. The research focused on three interrelated dimensions: the implementation of deep learning-based instruction, its perceived contributions to students' learning processes and academic outcomes, and the instructional and institutional challenges affecting implementation. This design enabled a contextualized examination of the relationship between pedagogical intentions and actual classroom practices.

Research Setting and Participants

The study was conducted at SMAN 2 Padang, a public senior high school in Padang, West Sumatra, Indonesia, designated as a model school for implementing the deep learning approach. The research site was selected because of its institutional involvement in promoting deep learning practices and the observed differences between the intended pedagogical principles and their classroom implementation. Participants were selected

through purposive sampling based on their roles, experiences, and direct involvement in implementing or experiencing deep learning-based Pancasila Education. A total of 24 informants participated, comprising one representative of the West Sumatra Provincial Education Office, one vice principal responsible for curriculum affairs, two Pancasila Education teachers, and 20 tenth-grade students equally drawn from classes X E3 and X E10. The inclusion of educational administrators, teachers, and students enabled the investigation to capture institutional, instructional, and learner perspectives. The two classes served as the primary settings for examining variations in classroom implementation and student learning experiences.

Data Collection Procedures

Data were collected through classroom observations, semi-structured interviews, and document analysis to obtain complementary evidence regarding the implementation of deep learning-based Pancasila Education. Classroom observations focused on instructional preparation, teacher–student interactions, student participation, collaborative learning activities, and the application of mindful, meaningful, and joyful learning principles. Particular attention was given to students' attentiveness, contextual understanding, engagement, reflection, and the assessment practices employed by teachers. Semi-structured interviews were conducted with educational administrators, teachers, and students to explore their experiences, perceptions, instructional strategies, and challenges associated with implementing the approach. The interview format allowed the researcher to address predetermined research themes while accommodating additional explanations from participants. Document analysis involved examining instructional modules, teaching materials, assessment instruments, student achievement records, classroom observation sheets, institutional policy documents, and learning activity documentation. These multiple sources of evidence provided a comprehensive description of instructional practices and supported comparisons between reported experiences and observed classroom activities.

Research Instruments

The researcher served as the primary research instrument, supported by structured observation guidelines, semi-structured interview protocols, and document analysis guidelines. The observation instrument was organized around five instructional components: learning planning, mindful learning, meaningful learning, joyful learning, and assessment and follow-up. These components were used to examine the extent to which deep learning principles were reflected in classroom practices. The interview guidelines addressed instructional planning, teaching strategies, students' learning experiences, perceived learning outcomes, implementation challenges, and strategies adopted to address those challenges. Meanwhile, the documentation guidelines facilitated the systematic examination of instructional materials, assessment records, and institutional documents. The instruments were developed in accordance with the research objectives and the conceptual dimensions of deep learning, allowing the researcher to investigate consistency between instructional intentions, classroom implementation, and students' reported learning experiences.

Data Analysis

Data were analyzed using the interactive qualitative analysis model developed by Miles, Huberman, and Saldaña, encompassing data collection, data reduction, data display, and conclusion drawing and verification. Data analysis was conducted iteratively during and after fieldwork to identify emerging patterns and relationships across the collected evidence. During data reduction, information obtained from interviews, classroom observations, and documents was selected, organized, and categorized according to the research objectives. The analysis emphasized the implementation of mindful, meaningful, and joyful learning, students' engagement and learning experiences, assessment practices, and challenges affecting instructional implementation. The organized findings were subsequently presented through descriptive narratives and comparative matrices to facilitate interpretation across classrooms and participant groups. Conclusions were developed by identifying recurring patterns, similarities, and discrepancies among the different data sources and were verified through repeated examination of the available evidence. Student achievement records were summarized descriptively to illustrate learning outcomes across assessment components; however, these records were not treated as evidence of causal effects because the study did not employ an experimental design or establish equivalent baseline achievement across the observed classrooms.

Trustworthiness and Data Validation

The trustworthiness of the findings was strengthened through source triangulation and methodological triangulation. Source triangulation involved comparing information obtained from educational administrators, Pancasila Education teachers, and students to identify convergent and divergent perspectives regarding the implementation of deep learning. Methodological triangulation was conducted by examining the consistency of evidence derived from classroom observations, semi-structured interviews, and institutional documentation. Observational field notes were compared with participants' accounts and relevant instructional records to determine whether reported practices were supported by classroom evidence. Where inconsistencies emerged,

the researcher revisited the available information and conducted further clarification or observation as described in the research procedures. This verification process supported the credibility of the interpretations and reduced reliance on individual accounts. The resulting findings were therefore grounded in multiple forms of evidence and interpreted within the specific educational context of the participating model school.

Results and Discussions

The findings are presented in four tables, drawing on Chapter IV and the abstract of Desrianti's thesis, An Analysis of Deep Learning-Based Civic Education Learning in a Model School (A Study at SMAN 2 Padang). The results are organized into four themes: implementation of deep learning principles, classroom observations, student learning outcomes, and implementation challenges. The study employed a qualitative descriptive design involving 24 informants, with classroom observations conducted in classes X E3 and X E10. The presentation retains the original findings while using formal academic English appropriate for an international journal article.

Instructional Planning and Implementation of Deep Learning

The findings presented in Table 1 indicate that both teachers had incorporated the principles of deep learning into their instructional planning, although differences were evident in their pedagogical approaches and the documentation of instructional procedures. Teacher N emphasized differentiated classroom activities, contextual learning, and the integration of digital resources, whereas Teacher H focused on student readiness, classroom agreements, and structured discussions. Documentary analysis revealed that both teachers used the same deep learning teaching module, which incorporated problem-based learning, project-based learning, and activities designed to facilitate understanding, application, and reflection. Nevertheless, several limitations were identified, particularly the absence of detailed student-readiness mapping, the lack of explicitly stated learning objectives in introductory activities, and insufficient documentation of assessment follow-up procedures. These findings suggest that deep learning principles had been incorporated into instructional design, but their translation into systematic and differentiated classroom practices remained incomplete.

Table 1. Instructional Planning and Implementation of Deep Learning Principles in Pancasila Education

Component	Teacher N (Class X E3)	Teacher H (Class X E10)	Documentary Findings
Instructional planning	Based on students' learning conditions and needs	Based on student mapping and learning objectives	Student readiness was identified generally, without detailed group-level mapping
Learning strategies	Group discussions and varied learning activities	Strategies selected according to student characteristics	Problem-based and project-based learning were included in the teaching module
Mindful learning	Learning reflection and connections to everyday practices	Classroom agreements, guiding questions, and discussions	Reflection was planned, but learning objectives were not explicitly stated in the introductory activities
Meaningful learning	Connecting Pancasila values with daily experiences	Group discussions and presentations	Contextual activities were included to encourage the application of Pancasila values
Joyful learning	Varied activities and creative digital media	Interactive discussions and group presentations	Learning activities were designed to encourage engagement and positive classroom experiences
Assessment and reflection	Diagnostic, formative, and summative assessment	Learning assessment, reflection, and student assistance	Detailed procedures for processing assessment results, remediation, and enrichment were not documented

Classroom Implementation of Deep Learning Principles

Table 2 demonstrates substantial variation in the observed implementation of deep learning principles between the two classrooms. Class X E3 demonstrated 17 of the 20 observed indicators (85.0%), compared with eight indicators (40.0%) in class X E10. The most pronounced difference was identified in meaningful learning, where all three indicators were observed in class X E3, whereas none was recorded in class X E10. Similarly, class X E3 demonstrated more consistent implementation of instructional planning, mindful learning, and joyful learning activities. Both classrooms exhibited positive teacher–student interactions, classroom readiness, and assessment activities; however, opportunities for student reflection, systematic processing of assessment results, and assessment-based follow-up were not observed in either classroom. These findings highlight substantial differences in the enactment of deep learning principles across instructional settings and identify reflection and assessment follow-up as common areas requiring improvement.

Table 2. Comparative Classroom Observation Results for Deep Learning Implementation

Observed Dimension	Number of Indicators	Class X E3 (Observed)	Class X E10 (Observed)
Instructional planning	4	4	2
Mindful learning	4	3	2
Meaningful learning	3	3	0
Joyful learning	4	4	2
Assessment and follow-up	5	3	2
Total	20	17	8
Observed indicators (%)	100	85.0	40.0

Student Learning Outcomes

As shown in Table 3, student learning outcomes varied across classrooms and assessment components. In class X E3, the mean score was 92.1 for the first summative assessment and 79.3 for the mid-semester assessment, with the proportion of students scoring above 60 decreasing from 100.0% to 88.9%. In class X E10, the mean scores were 87.4 for formative assessment, 79.9 for the first summative assessment, 71.3 for the mid-semester assessment, and 76.3 for the final grade. Although class X E3 demonstrated higher mean scores than class X E10 on the two shared assessment components, these differences should be interpreted cautiously because the study did not establish equivalent baseline achievement or employ an experimental comparison. Furthermore, the assessment records represented achievement during implementation rather than measured changes from pre-intervention to post-intervention. Consequently, the findings provide descriptive evidence of student achievement patterns but do not establish a direct causal relationship between deep learning implementation and academic performance.

Table 3. Descriptive Summary of Student Learning Outcomes in Pancasila Education

Class	Assessment Component	Students (n)	Mean Score	Scores Above 60 (%)	Scores ≤60 (%)
X E3	Summative Assessment 1	36	92.1	100.0	0.0
X E3	Mid-Semester Assessment	36	79.3	88.9	11.1
X E10	Formative Assessment Average	34	87.4	97.1	2.9
X E10	Summative Assessment 1	34	79.9	94.1	5.9
X E10	Mid-Semester Assessment	34	71.3	85.3	14.7
X E10	Final Grade	34	76.3	88.2	11.8

Implementation Challenges and Coping Strategies

Table 4. Challenges and Reported Strategies in Implementing Deep Learning-Based Pancasila Education

Implementation Challenge	Stakeholders	Reported Responses or Strategies
Differences in student characteristics and learning needs	Teachers	Adapting instructional models, varying learning activities, and identifying students requiring additional support
Limited instructional time	Teachers and students	Allocating instructional time across introductory, core, and closing activities
Limited facilities, digital resources, and network reliability	Teachers, school, and students	Promoting digitalization and using alternative instructional media according to available resources
Need for updated teaching materials	Teachers	Supplementing textbooks with videos, digital resources, and student worksheets
Differences in student readiness, attention, and engagement	Teachers and students	Providing individual assistance, identifying learning difficulties, and offering remedial support
Teacher adaptation to the deep learning approach	School administrators and teachers	Providing adaptation time, professional training, and instructional assistance
Insufficiently detailed explanations and inconsistent teacher availability, as reported by students	Students	Consulting alternative learning resources, asking teachers or peers for clarification, and reviewing learning materials independently

Table 4 identifies seven interrelated challenges affecting the implementation of deep learning-based Pancasila Education. The findings indicate that implementation difficulties emerged at the instructional, student, and institutional levels. Teachers encountered challenges in adapting instructional strategies to heterogeneous student characteristics, managing limited classroom time, and integrating learning resources under varying technological conditions. Student-related difficulties included differences in readiness, concentration, and participation, while some students reported insufficiently detailed explanations and inconsistent teacher availability. In response, teachers described strategies involving instructional adaptation, individualized assistance, supplementary learning resources, and remedial activities, whereas the school emphasized professional development and digitalization support. Nevertheless, the available evidence primarily documents reported responses rather than systematically evaluated intervention outcomes. These findings indicate that the sustainability of deep learning implementation depends on coordinated instructional support, responsive classroom practices, and more consistent mechanisms for assessing and addressing students' learning needs.

The findings reveal a persistent gap between instructional planning and the actual implementation of deep learning principles in Pancasila Education. Although teachers incorporated collaborative activities, contextual materials, and digital resources, insufficient student-readiness mapping and structured reflection limited instructional coherence. From a constructivist perspective, active participation alone cannot ensure meaningful knowledge construction without opportunities to connect prior knowledge, conceptual understanding, and reflective reasoning. This discrepancy also reflects weaknesses in constructive alignment between learning objectives, instructional activities, and assessment. Therefore, effective implementation requires integrating mindful, meaningful, and joyful learning into a coherent instructional process rather than treating them as separate teaching activities (Sudarmin et al., 2024; Sumardjoko & Musyiam, 2018; Suwandi et al., 2025; Yulianti, 2024).

Differences between classrooms suggest that instructional quality depends on how teachers facilitate contextual understanding rather than merely organize interactive activities. The absence of observed meaningful learning indicators in class X E10, despite reported discussions and presentations, indicates that participation did not necessarily involve conceptual connections or authentic applications of Pancasila values. This distinction is consistent with sociocultural learning perspectives, which emphasize instructional scaffolding and purposeful interaction in developing understanding. Differences in teacher guidance, student readiness, and opportunities for reflection may help explain the observed variation, although their relative contributions remain unverified. These findings emphasize the importance of evaluating the cognitive quality of classroom interactions rather than relying exclusively on participation indicators (Dharma et al., 2025; Fernandes et al., 2025; Ruyadi et al., 2026; Wibisono et al., 2026).

Student achievement patterns provide additional context but cannot establish the effectiveness of deep learning implementation. Although class X E3 demonstrated higher achievement on shared assessment components, differences in student readiness, instructional delivery, and assessment conditions may have influenced these outcomes. Furthermore, the absence of baseline measurements and comparable assessment conditions limits interpretations of the relationship between classroom practices and academic performance. Previous studies have examined contextual learning, instructional innovation, and academic achievement, but their findings cannot directly explain the differences observed in this qualitative investigation (Achadi & Fithriyana, 2020; Kusdarini et al., 2020; Yani et al., 2025). Accordingly, academic records should be interpreted alongside classroom observations and student experiences, while future research should investigate whether instructional coherence contributes to measurable learning development (Sukriono & Sudirman, 2020; Widana et al., 2023; Zakso et al., 2021).

Implementation challenges reflect interconnected pedagogical, learner-related, and institutional conditions rather than isolated instructional limitations. Differences in student readiness require differentiated guidance, while limited instructional time and resources constrain opportunities for contextual inquiry and reflection. Students' reports of insufficient explanations further suggest that interactive activities require clear instructional scaffolding to support meaningful understanding. Although previous studies have addressed teacher preparedness, educational resources, and character-oriented learning, their different contexts limit direct comparisons with the present findings (Firmansyah et al., 2024; Karyadi & Khasanah, 2020; Mudlofir et al., 2021). Therefore, professional development should prioritize diagnostic assessment, contextual task design, and reflective feedback, supported by institutional collaboration and continuous instructional evaluation (Ruyadi & Dahliyana, 2022).

The principal contribution of this study is identifying instructional coherence as a critical consideration in implementing deep learning-based Pancasila Education. The findings suggest that mindful, meaningful, and joyful learning should function as interconnected pedagogical processes linking student awareness, contextual reasoning, and reflective assessment. This interpretation extends discussions of citizenship education by

emphasizing the distinction between adopting student-centered activities and facilitating substantive civic understanding. Practically, teachers should strengthen student-readiness assessment, authentic civic problem-solving, and structured reflection to address the observed implementation gaps. However, the single-school setting, limited observations, and descriptive achievement records restrict broader generalization and causal interpretation. Future studies should employ longitudinal and multi-school designs to examine how instructional coherence relates to civic competencies and learning outcomes (Benawa et al., 2024; Santoso, 2020; Sarkadi et al., 2022; Subaidi, 2020).

Conclusions

This study concludes that the implementation of deep learning-based Pancasila Education at SMAN 2 Padang has incorporated the principles of mindful, meaningful, and joyful learning, although their application remains inconsistent across classrooms. The findings indicate that this pedagogical approach supports positive learning experiences, particularly in student engagement, active participation, collaboration, independent learning, and contextual understanding. However, variations in academic achievement cannot be directly attributed to deep learning implementation because of the study's descriptive qualitative design. The principal challenges include differences in student readiness, teachers' instructional adaptation, limited learning resources, and insufficient integration of reflection and assessment follow-up. These findings emphasize the importance of strengthening instructional planning, contextual learning activities, differentiated teaching strategies, and continuous formative assessment to ensure more coherent and sustainable implementation. Overall, the study contributes empirical insights into the practical implementation of deep learning in Pancasila Education and highlights the need for systematic pedagogical support to enhance instructional consistency and meaningful student learning.

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