

# A Phenomenological Study of the Implementation of Deep Learning in the Merdeka Curriculum for Indonesian Language Subjects at Islamic Elementary Schools

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**Abstract:** The purpose of this study was to analyze the implementation of deep learning in Indonesian language subjects at MI NU Yapika. This study used a qualitative phenomenological approach. Data collection techniques included interviews, observation, and documentation. The data analysis technique in this study used the Miles & Huberman & Saldana model, which consists of data condensation, data presentation, and data verification. The results showed that the implementation of deep learning in Indonesian language lessons had applied the principles of deep learning, which include awareness, meaning, and enjoyment. Indonesian language learning has also applied learning experiences, namely understanding, applying, and reflecting. The impact of deep learning in Indonesian language subjects can make it easier for students to understand the material, be more active, and be more enthusiastic, because the learning is more contextual. The learning methods used by teachers are discussions, interactive question and answer sessions, and singing. The learning media used are quizzes and Canva. The obstacle in implementing deep learning in Indonesian language subjects is the different characteristics and abilities of students.

**Keywords:** Deep Learning, Indonesian Language, and Madrasah Ibtidaiyah.

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## Introduction

The Ministry of Primary and Secondary Education (Kemendikdasmen) has issued Ministerial Regulation No. 13 of 2025 as an amendment to Permendikbudristek No. 12 of 2024. This amendment is an administrative adjustment and policy reinforcement aimed at optimizing the implementation of the existing curriculum. The main objective of this regulation is to respond to contemporary challenges while strengthening the quality of learning without making substantial changes to the existing curriculum structure. The Minister of Primary and Secondary Education (Mendikdasmen), Abdul Mu'ti, emphasized that Minister of Primary and Secondary Education Regulation (Permendikdasmen) Number 13 of 2025 is not about a new curriculum but is an integrated series of several other Ministerial Regulations with a deep learning approach. Judging from the

ministerial regulation, deep learning aims to ensure that students not only memorize, but also understand concepts in depth and are able to relate them to real life.

Deep learning is a learning approach that places learners at the center of the learning process. Deep learning is an approach that emphasizes the creation of a learning environment and a learning process that is conscious, meaningful, and enjoyable. This approach is aimed at overcoming the problem of education quality in Indonesia by realizing quality education that produces graduates with eight dimensions of profile, including faith and devotion to God Almighty, citizenship, critical thinking, creativity, collaboration, independence, health, and communication. (Ministry of Primary and Secondary Education, 2025)

Deep learning is necessary because in this approach, students are involved as subjects of learning to gain meaningful learning experiences.

Students are also encouraged to become active learners who are intrinsically motivated to learn, as well as actively developing learning strategies to achieve their goals. Teachers and students can also apply multi/interdisciplinary knowledge in the learning process.

Deep learning should be implemented at every level of education, especially in Indonesian language classes. According to the Ministry of Education and Culture, the objectives of Indonesian language learning are to develop literacy skills (language, literature, and critical-creative thinking), noble character, pride in the Indonesian language, polite communication skills, and awareness of local culture and contribution as democratic citizens. This learning focuses on strengthening oral, written, visual, and audiovisual language skills for various purposes, contexts, genres, and situations. (Ministry of Education and Culture. 2024)

Based on interviews with Indonesian language teachers at MI NU Yapika, it was stated that Indonesian language lessons have implemented deep learning by applying the principles of deep learning, namely awareness, meaning, and enjoyment. Indonesian language learning has also applied learning experiences, namely understanding, application, and reflection. The impact of deep learning on Indonesian language subjects is that it makes it easier for students to understand the material, be more active, and be more enthusiastic, because the learning is more contextual.

Previous studies have examined innovations in deep learning in Indonesian language subjects. Researcher Mersty E. Rindengan (2023) states that the Project-Based Learning model can improve elementary school students' Indonesian language learning outcomes. And researcher Rahmawati (2024) states that collaborative learning and peer review models can provide reflective learning experiences and foster empathy for literacy among students. None of the above researchers have examined the implementation of deep learning in Indonesian language subjects in Elementary Schools/Islamic Elementary Schools. Therefore, further research will examine the implementation of deep learning in Indonesian language subjects in Elementary Schools/Islamic Elementary School.

Learning Indonesian is a process of

understanding skills through various methods and strategies. The importance of learning Indonesian lies in the ability to communicate effectively in everyday situations and social contexts. This process includes understanding grammar, vocabulary, and developing listening, speaking, reading, and writing skills in the context of Indonesian. (Irfan, A. 2024)

Based on the background, the purpose of this study is to analyze the implementation of deep learning in Indonesian language subjects at MI NU Yapika. In other words, this study aims to determine and understand how deep learning is applied in Indonesian language subjects at the school, including the aspects involved. In addition, another objective is to evaluate the effectiveness of the implementation of deep learning on student learning outcomes.

The problem formulation in this study is how deep learning is implemented in Indonesian language subjects at MI NU Yapika, as well as how students' learning experiences in understanding, applying, and reflecting on learning materials. In addition, this study also formulates problems related to the impact of deep learning on Indonesian language subjects at MI NU Yapika. The next problem formulation is what methods are used in deep learning in Indonesian language classes at MI NU Yapika and what obstacles occur in applying deep learning in Indonesian language classes.

## **Materials and Methods**

This research approach uses a qualitative approach, while this type of research uses phenomenology. Phenomenology is a type of qualitative research method applied to reveal the common meanings that are the essence of a concept or phenomenon, which are consciously and individually experienced by a group of individuals in their lives. Intentionally, phenomenology was first initiated as a philosophical study by Edmund Husserl (1859-1938). This research was conducted at MI NU YAPIKA with research subjects including Indonesian language teachers and sixth-grade students. Data collection techniques used interviews, observation, and documentation.

Data validity using triangulation techniques. In

data collection techniques, triangulation is defined as a data collection technique that combines various existing data collection techniques and data sources (Sugiyono, 2017). The data analysis technique in this study uses the Miles & Huberman & Saldana model, which consists of data condensation, data presentation, and data verification.

Data condensation is the process of selecting, simplifying, summarizing, abstracting, and/or transforming raw data so that it becomes more concise and focused until the analytical step organizes and focuses the data so that conclusions can be drawn. (Miles, M. B. & Huberman, A., 1994). Data presentation is a way of organizing and displaying information (e.g., tables, matrices, graphs, diagrams, structured narratives) to facilitate drawing conclusions and taking action. (Verdi Nili, S. & Scagnoli, N., 2022). Meanwhile, data verification is the process of ensuring the truth, credibility, and reliability of research findings, often involving techniques such as triangulation (methods, sources, researchers), member checking, audit trails, and cross-checking evidence to confirm or refute initial findings. (Creswell, J. W., 2014)

## Results and Discussion

### Results

1. The implementation of deep learning in Indonesian Language lessons at MI NU Yapika has applied three principles of deep learning, namely: awareness, meaningfulness, and enjoyment.
2. The impact of deep learning on Indonesian Language lessons at MI NU Yapika is that it makes it easier for students to understand the material and become more active and enthusiastic, because the learning methods used are more contextual.
3. The deep learning methods used by teachers in Indonesian Language classes at MI NU Yapika include discussions, interactive question and answer sessions, and singing.
4. The obstacle in implementing deep learning in Indonesian Language classes at MI NU Yapika is the different characteristics and abilities of students.

### Discussion

#### 1. Implementation of Deep Learning in Indonesian Language Subjects at MI NU Yapika

Deep learning activities in Indonesian language classes at MI NU Yapika have implemented three main principles of deep learning, namely mindful learning, meaningful learning, and joyful learning. In addition, classroom learning activities also involve the processes of understanding, applying, and reflecting, which are stages of deep learning.

According to the Ministry of Education, Culture, Research, and Technology (2023) in the Deep Learning and Assessment guidelines, deep learning must provide space for students to understand concepts, relate them to real contexts, and reflect on their learning processes. The goal is for learning to focus not only on cognitive outcomes but also on the development of self-awareness and the meaning of learning (Kemendikbudristek, 2023).

In line with this, Fitriani and Santiani (2023) in the journal *Implementation of the Deep Learning Approach in Indonesian Language Learning* state that deep learning aims to help students understand concepts comprehensively, connect them to real experiences, and foster higher learning motivation. Thus, the application of the principles of “awareness, meaning, and enjoyment” at MI NU Yapika shows that teachers have succeeded in creating a learning atmosphere that not only emphasizes understanding the material but also provides an enjoyable and reflective learning experience (Fitriani & Santiani, 2023).

#### 2. The Impact of Deep Learning on Indonesian Language Subjects at MI NU Yapika

The results of the study show that the impact of implementing deep learning at MI NU Yapika includes: students find it easier to understand the material, are more active in learning activities, and show high enthusiasm. This is because learning is carried out contextually, linking Indonesian language material to everyday life experiences.

These findings are in line with the results of research by Wibowo, Gunawan, and Mardiana (2022), which show that the application of the

deep learning approach at the elementary school level can improve students' conceptual understanding and active participation in class (Wibowo, Gunawan, & Mardiana, 2022).

In addition, Adnyana (2022) also found that Indonesian language learning developed through a deep approach can improve critical thinking skills and understanding of language context because it involves reflective activities, discussions, and text analysis (Adnyana, 2022).

According to Sugiyono (2020), the learning process that links material to students' real experiences will form a strong and sustainable meaning of learning. Thus, contextual learning applied at MI NU Yapika contributes greatly to increasing students' understanding and enthusiasm.

### 3. Deep Learning Methods Used by Indonesian Language Teachers at MI NU Yapika

Teachers at MI NU Yapika use several methods in implementing deep learning, including discussions, interactive question and answer sessions through the Quizizz application, and singing methods. These three methods reflect a combination of cognitive, affective, and social approaches in Indonesian language learning.

According to Adnyana (2022), methods that are in line with the principles of deep learning include problem-based learning, project-based learning, inquiry learning, and flipped classrooms, as they enable students to think critically and solve real-world problems. Meanwhile, the discussion method provides opportunities for students to express their ideas, listen to others' opinions, and build meaning together (Adnyana, 2022).

The use of digital media such as Quizizz also strengthens the interactive and contextual aspects of learning. According to Rahayu and Hidayat (2023), the use of digital quiz applications can increase student engagement and provide a more enjoyable and competitive learning experience in a positive atmosphere (Rahayu & Hidayat, 2023).

The singing method used by teachers also has a strong pedagogical basis. Based on Munawaroh's (2021) research, the use of songs in Indonesian language learning helps students understand vocabulary and language structure

more easily because the rhythm and melody of songs facilitate the memorization process (Munawaroh, 2021). Therefore, the application of singing as part of in-depth learning is a form of innovation that is in line with the principle of "joyful learning."

### 4. Barriers to Implementing Deep Learning in Indonesian Language Subjects at MI NU Yapika

Although the implementation of deep learning has been going well, there are several obstacles that arise in its implementation, one of which is the differences in student characteristics and abilities. Teachers face challenges in developing strategies that are appropriate for students with diverse abilities.

According to Sani (2021) in his book "Learning Strategies in Schools," teachers need to apply differentiated learning so that differences in students' abilities, interests, and learning styles can be accommodated properly. Deep learning will not be effective if teachers do not adjust their methods and learning pace to the needs of students (Sani, 2021).

In addition, Wulandari and Astuti (2022) mention that the main obstacles in implementing deep learning in elementary schools are time constraints, differences in student abilities, and the lack of teacher readiness in designing reflection- and meaning-based learning (Wulandari & Astuti, 2022).

Other factors such as limited digital learning facilities and media are also obstacles. Based on the results of Kurniawan's (2023) research, the use of digital media in learning is often hampered by a lack of devices and internet networks, especially in private elementary schools (Kurniawan, 2023).

To overcome these obstacles, teachers can differentiate their lesson plans, provide additional guidance to students who are experiencing difficulties, and utilize simple media that is easily accessible to all students. This is in line with Tomlinson's (2017) opinion, which emphasizes that effective learning must take individual differences into account so that each student can reach their maximum potential (Tomlinson, 2017).

## Conclusions

This study shows that the implementation of deep learning in Indonesian Language lessons at MI NU Yapika is good. Teachers create a learning atmosphere that is in line with the principles of deep learning, namely awareness, meaning, and enjoyment. Teachers have also applied learning experiences, namely understanding, applying, and reflecting. The impact of deep learning on students is that it makes it easier for them to understand the material, become more active, and enthusiastic in learning activities because of contextual learning. The methods used by teachers in the classroom also influence student understanding, for example, the use of interactive question and answer methods (Quizizz), discussions, and singing. However, the application of deep learning is not without obstacles, as differences in student characteristics and abilities pose challenges. This requires teachers to be able to adjust their strategies to suit all students.

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