

# Integration of Deep Learning and Curriculum Love as an Education Revitalization Strategy

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**Abstract:** Education in Indonesia still faces dominant challenges in the form of cognitive orientation that emphasizes academic achievement alone, while aspects of character, emotional health, and 21st century skills have not developed optimally. This condition demands a revitalization of education through a more holistic approach. This research aims to analyze the urgency of integrating deep learning and love curriculum in education, identify the contribution of each approach, and formulate an integrative model that can support the realization of a healthy, smart, and characterful generation. The research method used is a literature study with a descriptive-analytical qualitative approach, conducted through a systematic search of academic literature, books, and education policy reports from the last ten years. The results show that deep learning contributes significantly to improving critical, reflective thinking and 21st century skills, while the love curriculum plays an important role in building learners' character, empathy and emotional health. Further analysis shows that the integration of the two can lead to a holistic education model that balances cognitive and affective development and creates a meaningful, reflective and caring learning climate.

**Keywords:** Deep Learning, Curriculum of Love, Holistic Education, Education Revitalization, Character.

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## Introduction

Modern education faces increasingly complex challenges along with the rapid flow of globalization, the development of digital technology, and socio-cultural changes. (Sabila et al., 2025) The education system tends to be trapped in a cognitive-oriented approach. (Khabib et al., 2024) emphasizes academic achievement, but neglects affective, spiritual, emotional health, and character building. (Asrofi et al., 2025) This condition creates a generation that excels in academic achievement, but is vulnerable to moral crises, low empathy, and weak life skills, which are actually the foundation of success in the 21st century era.

Revitalization of education is an urgent need to restore the function of education as a vehicle for the formation of a whole person. (Fatimah & Nurrohimi, 2025) Two important approaches that can be offered are deep learning and curriculum of love. Deep

learning provides space for learners to understand knowledge critically, applicatively, and reflectively, rather than simply memorizing information. (Ratnasari et al., 2025) While the love curriculum is based on a humanistic education paradigm that emphasizes compassion, care, and respect for human dignity in the learning process. (Ifendi, 2025) The integration of the two is believed to be able to present holistic education that touches the cognitive, affective and psychomotor dimensions of students.

The concept of deep learning emphasizes meaningful understanding, knowledge transfer, and higher order thinking skills. (Widagdo, 2024) Learners do not simply memorize information, but are able to integrate it in real life. This model supports the formation of 21st century skills such as collaboration, communication, creativity, and problem solving. Meanwhile, the love curriculum is based on the humanistic education paradigm. According to Noddings, care-based education

makes compassion and care the core of the relationship between teachers and learners. (Damayanti, 2022) The love curriculum seeks to foster an inclusive learning climate, empathy, and respect for diversity (Khabib et al., 2024) Thus, education not only produces individuals who are intellectually intelligent, but also emotionally healthy, environmentally concerned, and have moral awareness. (Mahmudinata, 2024)

The integration of deep learning and love curriculum can be seen as an effort to build holistic education. (Syaripudin & Hasna, 2025) An in-depth analysis of several recent studies supports this. For example, a study by Muh. Ibnu Sholeh et al, found that students who engaged in deep learning showed significant improvement in critical and reflective thinking skills. (Sholeh et al., 2024) Meanwhile, research by Debyo et al. revealed that the application of a compassion-based approach in elementary schools can increase learning motivation while reducing students' academic stress levels. (Debyo et al., 2024) These results show that their integration not only has an impact on improving academic quality, but also on the emotional health and character building of learners.

Further analysis shows that the revitalization of education through the integration of deep learning and love curriculum is not only a conceptual solution, but also practically relevant in addressing the needs of future generations. The resulting generation is not only cognitively "smart", but also has social sensitivity, stable mental health, and strong human values - the main characteristics of a healthy, intelligent and characterful generation.

The integration of deep learning and love curriculum is the framework for revitalizing holistic education. The synergy of the two allows the achievement of the full goals of national education: producing a generation that is academically superior, has a strong character, and is able to contribute positively to society.

## **Materials and Methods**

### **Study area**

This research uses a library research method with a descriptive-analytical qualitative approach. The choice of this method is based on the research objectives that focus on the assessment, synthesis, and critical analysis of relevant literature on deep learning and the love curriculum in the context of educational revitalization. The library study method was chosen objectively because it allows researchers to trace various findings and theories from previous research that can be reproduced through the same dataset, thus facilitating validity and verification of results.

The main data sources were international and national reputable journal articles, academic books on humanistic education theory and 21st century learning, as well as educational research and policy reports from official institutions such as MoEC, UNESCO and OECD. The literature selected is focused on publications of the last ten years (2013-2023) to maintain relevance, although some fundamental classics, such as the work of Nel Noddings (2013), are still used as key references.

### **Procedures**

The data collection process was conducted through systematic searches on scientific databases such as Scopus, Web of Science, Google Scholar, and Garuda, using the keywords deep learning in education, care-based curriculum, holistic education, and character education. Articles or books found were then filtered using the criteria of topic relevance, publisher reputation, and number of significant citations. The collected data were then analyzed through several stages, starting from data reduction by selecting appropriate literature, then thematic categorization was carried out into the main focus of the research, namely deep learning, love curriculum, and holistic education.

### **Data analysis**

Further analysis was conducted using a comparative approach, comparing research results from various experts to find similarities, differences, and open research gaps. Furthermore, a verification analysis was conducted to ensure that the results of

the study can be re-tested using the same literature dataset, so that this research has a high level of reproducibility. The final stage is the theoretical synthesis, where the author formulates a conceptual model of the integration of deep learning and love curriculum as an educational revitalization strategy

## Results and Discussion

The results of this literature study show a number of important findings relevant to the research questions. The findings are presented in the form of a synthesis of the literature and analyzed to answer the urgency of integrating deep learning and love curriculum in revitalizing education.

### The Urgency of Integrating Deep Learning and the Love Curriculum

A review of the literature shows that education in Indonesia still focuses on academic achievement and mastery of exam material, so that aspects of character, empathy, and emotional health of students receive less attention. (Fitriani et al., 2025) A review of the literature shows that education in Indonesia still focuses on academic achievement and mastery of exam material, so that aspects of character, empathy, and emotional health of students receive less attention. (Putri et al., 2025) Meanwhile, Adzima et al, revealed that a compassion-based approach increased students' motivation to learn while reducing academic stress levels. (Adzima & Hisaaniah, 2024) These two results strengthen the argument that the integration of deep learning and love curriculum is urgent to create a more holistic education.

The education system in Indonesia still emphasizes cognitive aspects that are measured through examinations. (Handayani et al., 2025) so that there is an imbalance between academic achievement and the formation of character and emotional health of students (Muttaqin et al., 2025). This is in line with the findings that highlight the weak implementation of meaningful learning in the context of primary and secondary schools. If learning continues to be rote-oriented, then students will only master reproductive skills, not productive or reflective ones. (Rosyid, 2024)

The integration of deep learning and love curriculum comes as a critical response to this problem. Deep learning provides the methodological framework for internalizing knowledge, while the curriculum of love provides the emotional and ethical base that supports the process. Without a base of compassion, deep learning risks becoming too cognitive and dry. Conversely, without cognitive depth, a curriculum of love can be trapped in educational romanticism without transformational power. As such, the two complement each other, addressing the urgent need to revitalize a more whole and humane education.

### Contribution of Deep Learning to Academic Quality and 21st Century Skills

The synthesized results of several studies, such as Kusasih's, show that deep learning is effective in improving critical thinking, problem solving skills, and the ability to transfer knowledge to real contexts. (Kusasih & Satria, 2024) Students who engage in deep learning are better able to connect subject matter to social issues and daily life. This is in accordance with the objectives of the Merdeka Curriculum in Indonesia, which emphasizes project-based learning (PjBL) to form 21st century competencies. (Kharisma et al., 2025) As such, deep learning contributes significantly to the achievement of academic quality that is relevant to global demands.

Deep learning is proven to improve academic quality and 21st century skills such as critical thinking, creativity, communication and collaboration. Kusasih and Satria emphasized the importance of constructive alignment between learning objectives, activities, and assessment. Critical analysis shows that if teachers only provide linear instructions, then students tend to become passive. But when teachers design project-based learning experiences or real case studies, students are forced to integrate knowledge across disciplines.

Kharisma's research shows a correlation between the application of deep learning and the improvement of problem solving skills. In the Indonesian context, the implementation of Merdeka Curriculum, which adopts project-based learning, can be considered as a local form of deep learning. However, an in-depth analysis found that the

quality of implementation is highly dependent on teachers' capacity to design reflective learning, not just replacing the exam format with projects. This confirms that deep learning is not just a method, but a paradigm of thinking that must be embedded in the entire educational ecosystem.

### **The Role of Love Curriculum in Character Building and Emotional Health**

Love curriculum is proven to have a strategic role in fostering empathy, solidarity, and emotional health of learners. (Handayani et al., 2025) Tiara et al's research emphasizes that care-based education can strengthen relationships between teachers and students, create a supportive learning environment, and reduce deviant behavior. (Tiara et al., 2025) Azhar's research supports this by finding that learners who learn in a positive emotional climate show higher attachment to school, strong intrinsic motivation, and mutual respect. (Azhar & Wahyudi, 2024) Thus, the love curriculum serves as a moral and emotional foundation in building a generation of strong character.

The curriculum of love emphasizes empathic relationships between educators and learners. Toara's research proposes the concept of ethics of care that places caring at the core of educational interactions. Azhar and Wahyudi's in-depth analysis of the literature shows that a loving classroom climate not only reduces deviant behavior, but also increases academic engagement.

In the Indonesian context, this approach is in line with the values of Pancasila, particularly the second principle of just and civilized humanity. However, the implementation of the loving curriculum still faces the challenge of a competitive and bureaucratic school culture. A critical analysis found that many teachers understand character education only as disciplinary rules or rewards, not as a true emotional connection. Thus, the love curriculum should not be reduced to moral jargon, but should be realized in consistent pedagogical practices: respectful greetings, recognition of diversity, and providing space for students to express themselves without fear.

### **Integrative Model of Holistic Education**

An important finding of this study is the need for an integrative model between deep learning and love curriculum. This model places deep learning as the epistemological framework for building critical, creative and applied thinking skills, while the love curriculum serves as the axiological foundation that ensures that the learning process is carried out with compassion, empathy and care. The integration of the two results in a holistic education that not only develops academic ability, but also mental health, social attachment and moral sensitivity.

Analytically, this integration answers the research questions posed. Firstly, the urgency of integration proved important to overcome the weaknesses of cognitive-centric education. Second, deep learning is proven to improve academic quality and 21st century competencies. Third, the love curriculum effectively builds character and emotional health. Fourth, the synthesis of the two produces a conceptual model of a balanced educational revitalization, in accordance with the goal of producing a healthy, intelligent and characterful generation.

Conceptually, this integrative model addresses the weaknesses of contemporary education that is too fragmentary. From a practical perspective, teachers can develop project-based learning that not only targets cognitive outcomes, but also contains values of love, empathy and collaboration. For example, environmental literacy projects not only teach scientific analysis, but also internalize concern for nature and the surrounding community. This model shows that revitalizing education is not enough with curriculum reform, but requires a paradigm transformation that places humans at the center.

### **Conclusions**

The results of this study show that education in Indonesia still tends to be oriented towards cognitive achievement, so that aspects of character, emotional health, and 21st century skills have not developed optimally. The integration of deep learning and curriculum of love comes as a strategic solution to revitalize education towards a more

holistic approach. Deep learning is proven to improve critical, reflective and creative thinking skills and encourage knowledge transfer to real-life contexts. Meanwhile, the love curriculum plays an important role in fostering empathy, building character and strengthening learners' emotional health through a compassionate learning climate. The synthesis of the two gives birth to an educational model that balances cognitive and affective development while creating a healthy, intelligent and characterful generation. Thus, the integration of these two approaches can be seen as a key strategy in facing global challenges and realizing the goals of national education as a whole.

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