



Implementation of Deep Learning Approach in Indonesian Language Learning at SMA/SMK/MAN Cirebon City

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Abstract:

Background. Indonesian language instruction at the high school (SMA), vocational high school (SMK), and Islamic high school (MAN) levels still tends to be focused on mastering course content, resulting in students' in-depth understanding not yet being optimal.

Aims. This study aims to describe the implementation of the deep learning approach in Indonesian language instruction at high schools, vocational high schools, and Islamic high schools in Cirebon City, examining aspects of planning, implementation, language use, instructional structure, as well as challenges and their solutions.

Methods. The study employed a qualitative approach using descriptive methods; data were collected through observation, interviews, and documentation, then analyzed using the Miles and Huberman interactive model.

Result. The results indicate that all three schools have applied the principles of meaningful learning, mindful learning, and joyful learning to varying degrees, with one school demonstrating the most optimal implementation due to consistency across all aspects of instruction. Challenges still faced include time constraints, variations in student abilities, and less-than-ideal classroom conditions, which teachers address through adaptive strategies such as the use of engaging learning media and adjustments to teaching methods.

Conclusion. This study concludes that the successful implementation of deep learning depends not only on the planning and execution of instruction but also on strengthening teacher competencies and support from the learning environment.

Keywords: deep learning; Indonesian language learning; learning implementation; High School



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INTRODUCTION

The development of 21st-century education requires a learning process that is not only oriented towards mastering the material but also towards developing critical, creative, communicative, and collaborative thinking skills as essential competencies students need to

possess (Indrawati & Wardono, 2019). In line with these demands, learning the Indonesian language plays a strategic role in developing literacy skills through activities such as understanding, interpreting, evaluating, and producing texts critically and contextually (Aulia & Abdurrahman, 2024). Indonesian language learning is also expected to be able to equip students with language competencies that can be applied to understand various academic and social life problems (Setiawan et al., 2025). Therefore, Indonesian language learning needs to be designed to be able to develop high-level thinking skills through a student-centered learning process.

The tendency of learning that is still oriented towards mastering the material has implications for limited opportunities for students to develop in-depth understanding (Firdaus et al., 2025). In learning practice, students are more often directed to master linguistic structures and rules rather than to analyze meaning, evaluate content, and relate texts to real-life contexts, so learning tends to be centered on delivering material rather than on developing students' thinking skills (Hayat et al., 2025). In fact, learning Indonesian is expected to develop critical literacy so that students not only understand the content of the text but also interpret, reflect, and apply knowledge in various learning situations to deal with various life dynamics in the digital era (Pare & Sihotang, 2023). This condition indicates that learning Indonesian still requires a learning approach that is able to facilitate students to build understanding in a more meaningful way through active involvement in the learning process.

One of the approaches considered relevant to addressing these needs is the *Deep Learning* approach, which emphasizes learning in a deep, active, and contextual manner so that students not only master the material but also understand the meaning and relationships between concepts (Imron, 2025). This approach views that knowledge will be easier to understand if it is connected to the experience and cognitive structure that students already have so that learning becomes more meaningful (Ausubel, 1968). In its implementation, *Deep Learning* is grounded in the principles of meaningful, mindful, and joyful learning, which complement one another to create a learning experience that is conscious, meaningful, and fun (Jannah et al., 2026). With these characteristics, *the Deep Learning* approach is seen as having the potential to help students develop a deeper understanding and critical, reflective, and contextual thinking skills in learning Indonesian (Qoyyim & Salsabil, 2026).

Various studies have examined the application of *Deep Learning* in learning with diverse focuses. The application of *the Deep Learning approach* in learning Bahasa Indonesia has resulted in recommendations for learning methods that are feasible to be applied to support the improvement of the quality of the teaching and learning process and the development of

innovative learning strategies (Setiawan et al., 2025). The integration of *Deep Learning technology* in text analysis is also able to improve the quality of text, writing skills, learning motivation, and critical thinking skills of students, although its implementation still faces challenges in the form of digital gaps, teacher competence, and ethical aspects in the use of artificial intelligence (Nugrah, 2026). In addition to being applied in learning Bahasa Indonesia, *the Deep Learning* approach has also been implemented in other subjects and has shown a contribution to improving the quality of learning through the development of critical thinking skills and a deeper understanding of concepts (Agustin, 2026).

Various studies have proven that *the Deep Learning* approach has the potential to improve the quality of learning, integrate technology, and improve learning outcomes (Setiawan et al., 2025; Nugrah, 2026; Agustin, 2026). However, the implementation of this approach in the field still requires contextual studies so that it is not just a discourse, but a learning practice that is really applied in schools. Therefore, this study aims to describe the implementation of *the Deep Learning approach* in Indonesian language learning in high schools, vocational schools, and MAN Cirebon City from the aspects of planning, implementation, language use, learning structure, as well as obstacles and solutions in its implementation. This research is expected to make theoretical and practical contributions to the development of Indonesian language learning, making it more engaging, meaningful, and fun.

METHODS

This study uses a descriptive research design with a qualitative approach to describe the phenomenon of the implementation of deep learning in Indonesian language learning in depth and in context, in accordance with real conditions in the field (Moleong, 2021). The type of descriptive research is used to systematically explain aspects of planning, implementation, language use, learning structure, as well as obstacles and solutions in the application of deep learning by Indonesian language teachers in high schools, vocational schools, and MAN Cirebon City, so as to produce a complete description of the phenomenon being studied (Yuliani, 2018).

The research was carried out in high schools, vocational schools, and MAN Cirebon City. The three educational units were selected *purposively* with consideration: (1) representing three different types of secondary education levels (general, vocational, and religious-based) so as to provide a varied picture, (2) having Indonesian language teachers who have applied the *Deep*

Learning approach for at least one semester, and (3) being in the same area of Cirebon City so that geographical and cultural aspects do not become significant disruptive variables. The research informants consisted of Indonesian teachers as the main data source, students as supporting data sources, and learning documents as additional data sources. The research data consisted of primary data obtained through observations of the Indonesian language learning process and interviews with teachers and students, while secondary data were obtained through documentation studies of teaching modules or lesson plans, teaching materials, and learning media (Moleong, 2021).

Data collection was conducted through passive participatory observation, semi-structured in-depth interviews, and documentation studies. Observation is used to observe the implementation of deep learning during the learning process, interviews are used to explore information about the understanding of planning, implementation, obstacles, and teachers' efforts in overcoming these obstacles, while documentation is used to complement and strengthen the data from observations and interviews. The validity of the data is carried out through technical triangulation, source triangulation, and data confirmation to informants if necessary (*member check*), while data analysis uses the Miles and Huberman interactive model, which includes data reduction, data presentation, and conclusion drawing and verification (Nurfajriani et al., 2024; Nurrisa et al., 2025).

DISCUSSION

This study aims to describe the implementation of *deep learning Deep Learning* in Indonesian language learning in SMA/SMK/MA Cirebon City. Research data was obtained through observation, interviews, and documentation. The results of the study show that the implementation of deep learning in learning Indonesian can be identified through five aspects, namely learning planning, learning implementation, language use, learning structure, and implementation constraints. These five aspects provide an overview of the level of deep learning implementation in each school, while showing how implementation varies with the characteristics and conditions of learning in each educational unit.

Table 1. Implementation of Deep Learning in Learning Planning Aspects

Indicator	School A (High School)	School B (SMK)	School C (MAN)
Achievement of learning objectives	Clearly conveyed	Clearly conveyed	Not always explicitly conveyed
Material relationship to real life	It is carried out through the task of writing biographies	Adapted to teenage life	The material is linked to the learner's experience

	of surrounding figures		
HOTS Development	Already implemented	Optimally applied	Not yet maximum
Project-based learning	There are several activities	Implemented through infographic creation and discussion	Not yet looking optimally
Attention to the characteristics of students	Considering the needs of learners	Considering the character and learning style of students	Adjusting students' abilities
Implementation categories	Good	Excellent	Pretty Good

Based on Table 1, the implementation of deep learning in the aspect of learning planning shows variations in the three education units. In general, teachers have designed learning by paying attention to learning objectives, the relationship of the material with real life, the development of higher-order *thinking skills* (*Higher Order Thinking Skills*) of project-based learning, and the characteristics of students.

The learning plan at School A is in a good category. The teacher conveys the learning objectives clearly, relates the material to the lives of students through the task of writing biographies of figures in the surrounding environment, and considers the needs of students in determining learning strategies. The results of the observation also show that learning is designed through discussions, presentations, and projects so that students not only receive information but also process it into a deeper understanding.

A more optimal implementation can be seen at School B, in the very good category. The teacher conveys the goals and targets to be achieved before learning activities begin, relates the material to students' lives, and considers students' character and learning styles when compiling learning activities. The results of observations and interviews show that learning activities are developed through interviews with classmates, discussions to compile biographical texts, and infographics using *Canva* to encourage students to think critically, creatively, and actively during the learning process.

Meanwhile, the implementation at School C is quite good. The learning plan has been adjusted to the diverse characteristics of students and integrates religious values as characteristics of the madrasah. Learning materials are also distributed to students before learning activities take place so that they have the opportunity to learn the material first. However, learning objectives have not always been explicitly conveyed, and project-based activities have not been optimally implemented compared to the other two schools.

The findings show that teachers in all three schools have tried to apply deep learning principles through planning that is oriented to the characteristics of students and the relevance

of the material to their learning experiences. Learning planning that considers the needs of students and connects the material with real life is one of the characteristics of student-centered learning so as to support the creation of *Meaningful Learning* and *Mindful Learning* (Fuadin et al., 2025). These findings also reinforce the results of previous research that showed that the application of deep learning in Indonesian language learning is able to produce more innovative learning designs and support meaningful learning processes (Setiawan et al., 2025). However, there are still differences in the level of implementation in each school, especially in the explicit delivery of learning objectives and the implementation of project-based learning. This shows that the quality of deep learning planning is determined not only by the completeness of learning tools but also by the teacher's ability to integrate the principles of Meaningful Learning, Mindful Learning, and Joyful Learning into the learning design, tailored to students' characteristics.

Table 2. Implementation of Deep Learning in the Implementation Aspect of Learning

Indicator	School A (High School)	School B (SMK)	School C (MAN)
Open-ended and critical questions	Questions and discussions	Open-ended questions and discussions	Trigger statement and video analysis
Active involvement of learners	Active discussion	Active through vlogs and observations	Be active through presentations and discussions
Joyful learning atmosphere	Relaxed atmosphere	Personal approach	Rewards and group work
Use of contextual media	PPT and digital media	Video, PPT, <i>vlog</i> , <i>podcast</i>	PPT and <i>YouTube videos</i>
Teacher mentoring	Teachers guide the learning process	Teachers accompany the work on assignments	Teachers group students according to their abilities
Implementation categories	Good	Excellent	Pretty Good

Based on Table 2, the implementation of deep learning in the three schools shows that there are efforts by teachers to create active, contextual, and student-centered learning. The results of the observation showed that teachers applied various learning activities such as discussions, presentations, observations, *vlog* making, and video analysis to encourage student involvement. The results of interviews with Informant 1, Informant 2, and Informant 3 also show that the selection of learning activities is not only about receiving material but also about being actively involved in the learning process.

The optimal implementation was observed in School B. Learning is developed through a variety of practical activities, such as environmental observation, vlogging, podcasting, and infographics, which encourage students to think critically and connect the material to real

experiences. Informant 2 explained that students tend to be more active when given practical tasks rather than just working on written questions. In School A, learning is carried out through group discussions, case studies, and triggering questions that provide space for students to express their opinions, analyze problems, and draw conclusions. The use of digital media relevant to students' lives and a relaxed learning atmosphere also support more enjoyable learning, even though student involvement is not evenly distributed. Meanwhile, in School C, learning is carried out through spark questions, video analysis, discussions, presentations, and group work. Informant 3 explained that students understand the material more easily when teachers use PPT and Video media, but learning activities are still dominated by presentations so that they do not fully encourage in-depth exploration of critical thinking.

The findings show that the implementation of deep learning in the implementation aspect is not only seen from the delivery of material, but also from learning activities that provide opportunities for students to think, discuss, collaborate, and produce works. Learning activities grounded in students' real experiences reflect the application of *Meaningful Learning*, while students' active involvement in discussions, observations, presentations, and project completion demonstrates the characteristics of *Mindful Learning*. The learning atmosphere supported by the use of diverse learning media, the teacher's personal approach to students, and the provision of *rewards* also reflects the application of *Joyful Learning*. These findings are in line with research showing that Deep Learning can improve students' understanding through active, contextual, and student-centered learning activities (Asdar & Idris, 2025). The results of this study also reinforce that *the Deep Learning* strategy in learning Indonesian encourages students to think critically, collaborate, and build deeper understanding (Simanungkalit & Damanik, 2025). Thus, the implementation of deep learning in the three schools has led to student-centered learning, although the level of implementation for each indicator still varies across schools.

Table 3. Implementation of Deep Learning on Language Aspects

Indicator	School A (High School)	School B (SMK)	School C (MAN)
Use of language in learning	Communicative and easy-to-understand language	Using a combination of standard and casual language according to the learning situation	Use easy-to-understand colloquial language
Ease of language understood by students	Easy for students to understand	Easy for students to understand	Easy for students to understand

Use of questions to encourage understanding	Using open-ended questions	Questions are associated with learners' experiences	Questions are associated with the personal experiences of learners
Opportunity for students to express their opinions	Awarded to students	Awarded to all students	Awarded to all students
Implementation categories	Good	Excellent	Good

Based on Table 3, the implementation of deep learning in the language aspect shows that teachers in the three schools use language that is communicative and easy for students to understand. The results of the observation showed that teachers used language adapted to students' characteristics, developed open-ended questions, and provided opportunities for students to express their opinions during the learning process. Interview results with Informant 1, Informant 2, and Informant 3 also show that the use of flexible language aims to create a more comfortable learning atmosphere without ignoring the rules of good and correct Indonesian language.

The most optimal implementation is seen in School B, where teachers combine the use of standard language and more relaxed language according to the learning situation so that the interaction between teachers and students takes place more actively. In School A, teachers use communicative, simple, and easy-to-understand language and utilize open-ended questions to encourage students to think and discuss. Meanwhile, in School C, teachers use everyday language in explaining the material, but still emphasize the use of good and correct Indonesian in assignments and presentations. The three schools also provide opportunities for students to express their opinions so that communication takes place in two directions.

The findings show that the use of language in learning not only serves as a means of delivering material, but also as a strategy to build active interaction between teachers and students. The use of communicative language and questions associated with students' experiences supports the creation of meaningful learning and encourages students to actively build their understanding (Mahmuddah et al., 2024). These findings also reinforce research showing that deep learning in learning Indonesian requires effective communication so that students are able to think critically, collaborate, and build deeper understanding (Simanungkalit & Damanik, 2025). In addition, the use of adaptive technology and communication in learning Indonesian supports improved students' understanding through more contextual interactions (Nugrah, 2026). Thus, the use of communicative, easy-to-understand language is one of the

factors that support the successful implementation of deep learning, as it fosters more active, reflective, and meaningful learning interactions.

Table 4. Implementation of Deep Learning on the Aspect of Learning Structure

Indicator	School A (High School)	School B (SMK)	School C (MAN)
Suitability of learning stages with teaching modules	In accordance with the teaching module	In accordance with the teaching module	Most of them are compliant
Implementation of preliminary, core, and closing activities	Implemented systematically	Implemented systematically and in-depth	Implemented, but not optimal
Reflection and conclusion activities	Implemented at the end of the learning	Implemented consistently with feedback	Not implemented optimally
Implementation of learning evaluation	Through assignments, presentations, and discussions	Through assignments, projects, presentations, and discussions	Through assignments and presentations
Implementation categories	Good	Excellent	Pretty good

Based on Table 4, the implementation of deep learning in the aspect of learning structure shows that the three schools have implemented the learning stages in accordance with the teaching modules or lesson plans, even though the level of implementation is different. The results of the observation showed that the preliminary activities, core activities, and closing activities had been carried out systematically, while the results of interviews with Informant 1, Informant 2, and Informant 3 showed that teachers strive to carry out learning in accordance with the learning tools that have been prepared, including through evaluation activities at the end of learning.

The most optimal implementation is seen in School B. The learning structure is implemented systematically in accordance with the teaching module or lesson plan, accompanied by reflection activities conducted consistently to assess students' understanding of the material. Learning evaluation is also carried out through assignments, projects, presentations, and discussions so that students have the opportunity to show their understanding in more depth. In School A, the learning structure has been carried out according to the planned stages, but the reflection activities have not been carried out in depth because the teacher provides more reinforcement to the material at the end of the lesson. Meanwhile, in School C, learning activities have followed the stages in the teaching module or lesson plan, but the delivery of learning objectives has not always been carried out explicitly, and reflection

activities have not been carried out optimally due to time constraints, so that more evaluation is carried out through assignments and presentations.

The findings show that the learning structure in the three schools has supported the implementation of deep learning through the implementation of learning that takes place systematically from the introduction, core, to closing activities. The difference in implementation is mainly seen in the implementation of reflection and evaluation of learning. Reflection is an important part of deep learning because it provides opportunities for students to evaluate the thinking process and understanding that has been built during learning (Rahmawati et al., 2025). These findings are also in line with studies that affirm that Deep Learning requires a systematic learning structure so that each stage is able to support the formation of meaningful learning (Imron, 2025). In addition, the implementation of the complete learning stages, including reflection and evaluation, is an important indicator of realizing principled learning in *Meaningful Learning*, *Mindful Learning*, and *Joyful Learning* (Qoyyim & Salsabil, 2026). Thus, a systematic learning structure has supported the implementation of deep learning across the three schools, although the optimization of reflection activities is still needed to give students the opportunity to reflect on their learning processes and outcomes in greater depth.

Table 5. Implementation of Deep Learning on Constraint Aspects

Indicator	School A (High School)	School B (SMK)	School C (MAN)
Student Activity	Some students are not active in discussions	Learners are active, but decline in the last hour	Student activity is not even
Class conditions	Classes are sometimes less conducive	The temperature of the classroom is hot enough to affect the concentration	The classroom atmosphere is sometimes less conducive
Limited learning time	Limited learning time	Learning takes place at the last hour	Learning time is often reduced due to school activities or cut due to MBG distribution
Teachers' strategies to overcome obstacles	Motivate and condition the class	Using interesting learning media and <i>ice breaking</i>	Adapting learning methods to classroom conditions
Implementation categories	Good	Good	Good

Based on Table 5, the implementation of deep learning on the aspect of constraints shows that the three schools face different obstacles in the implementation of Indonesian language learning. The results of the observation show that the obstacles that arise include uneven

student activity, less conducive classroom conditions, and limited learning time. Interview results with Informant 1, Informant 2, and Informant 3 It also shows that teachers have tried to overcome these various obstacles so that the learning process continues optimally.

In School A, the main obstacles are that some students remain less active in discussions, sometimes less conducive classroom conditions, and limited learning time. Informant 1 Explained that teachers overcome these obstacles by providing motivation to students and conditioning the classroom atmosphere before learning begins. In School B, students' activeness tends to decrease when learning takes place at the last hour, plus classroom conditions are hot enough to affect learning concentration. Informant 2 overcome these conditions by utilizing interesting learning media and inserting *Ice Breaking* so that students stay focused and enthusiastic. Meanwhile, in School C, the activeness of students is not even and learning time is often reduced due to school activities and the distribution of the Free Nutritious Meal (MBG) program. Informant 3 conveyed that teachers adjust the learning method to the classroom conditions and available time so that learning goals can still be achieved.

The findings show that the obstacles to the implementation of deep learning are not only influenced by the readiness of students, but also by the conditions of the learning environment and the limited learning time. These findings are in line with research that states that the implementation of deep learning still faces various challenges, such as student readiness, time constraints, and learning conditions that are not fully supportive (Rodhiyah et al., 2026). These obstacles are also a challenge in the implementation of deep learning in various educational units so that teachers are required to be able to adjust learning strategies to the conditions faced (Isnayanti et al., 2025). Teachers' efforts through motivation, the use of interesting learning media, the application of *Ice Breaking*, as well as adjustments to learning methods show the existence of adaptive strategies to maintain student involvement during the learning process (Nurjamin et al., 2025).

Cross-faceted findings show that differences in implementation rates *Deep Learning* inseparable from the characteristics of each educational unit. The advantage of School B (SMK) over the other two schools is due to the culture of vocational learning that curricular emphasizes practices and projects (the creation of *vlog*, *Podcast*, and infographics), so that it is in line with the principles *Joyful Learning* and *Meaningful Learning*. On the other hand, madrasah-based School C (MAN) still faces structural constraints, such as the density of religious activities and the Free Nutritious Meal (MBG) program, which has an impact on the

reduced allocation of learning time. This condition encourages teachers to choose lecture and presentation methods that are considered more time-effective, although less in-depth when compared to project-based learning. Thus, these findings indicate that the successful implementation of *Deep Learning* It is not only determined by the pedagogic competence of the teacher alone, but also by the curriculum structure, time management, and systemic support from the learning environment in each school.

Deep Learning Implementation Solutions Based on Found Constraints

Based on the results of observations and interviews at School A, School B, and School C, several obstacles affect the implementation of deep learning in Bahasa Indonesia. These obstacles include limited learning time, low involvement of some students, differences in students' academic abilities, limited learning media, and less conducive classroom conditions. These findings show that the success of the implementation of deep learning is not only determined by the planning and implementation of learning, but also by the readiness of teachers to manage various obstacles that arise during the learning process (Rodhiyah et al., 2026).

One solution that can be done is to increase the active involvement of students through discussions, presentations, and project-based learning activities. Teachers can also form heterogeneous learning groups so that students can help each other in understanding the material. In addition, giving appreciation to students who actively participate can increase their motivation to learn and involvement during the learning process. This strategy aligns with the characteristics of deep learning, which position students as active agents in building knowledge through meaningful learning experiences (Asdar & Idris, 2025).

Another obstacle found is the students' *Higher Order Thinking Skills* (HOTS) that have not developed optimally. To overcome this, teachers need to familiarize students with tasks that require the ability to analyze, evaluate, and develop solutions through case studies, analysis of real-world issues, problem-solving, and real-life projects. The questions given by the teacher also need to be directed to the process of critical thinking, not just remembering or understanding the material. Learning that encourages students to think reflexively and critically is one of the main characteristics of deep learning (Simanungkalit & Damanik, 2025).

Limited learning time also requires more effective management strategies. Teachers can determine the priorities of learning activities that support the achievement of learning goals, while utilizing digital media to continue discussions, assignments, and reflection activities outside of face-to-face hours. The use of technology in learning allows the learning

process to continue even when face-to-face time is limited (Nugrah, 2026). In terms of learning facilities and media, the use of easily accessible digital media, such as learning videos, online learning platforms, educational social media, and interactive quiz applications, can be an alternative to support the implementation of deep learning. In addition, school support in providing facilities and infrastructure, as well as improving teacher competence, is also needed so that the learning process can take place more effectively. Synergy between teachers, technology, and institutional support is an important factor in optimizing the implementation of deep learning (Nurjain et al., 2025).

The difference in heterogeneous characteristics and abilities of students also needs to be responded to through the application of learning that adjusts to the learning needs of students. Adjustments to strategies, methods, and assignment forms allow each student to gain a learning experience that is in accordance with their abilities and potentials so that all students can participate optimally. This adaptive approach supports the creation of more inclusive and meaningful learning (Rahmawati et al., 2025).

Overall, the results of the study show that the success of the implementation of Deep Learning does not only depend on the ability of teachers to deliver material, but also on their ability to create meaningful learning, encourage active involvement of students, and develop critical thinking skills. Therefore, teachers need to continue to reflect, evaluate, and innovate learning in a sustainable manner. School support through the provision of facilities, improving teacher competence, and strengthening learning culture is also an important factor in optimizing the implementation of deep learning in Indonesian language learning.

CONCLUSION

Of the five aspects observed (planning, implementation, language use, learning structure, and constraints), School B showed the highest consistency in carrying out all aspects so that its implementation was in the most optimal category. School A has also done quite well, especially in creating contextual and interactive learning, although equitable student involvement is still a challenge. Meanwhile, School C still needs various adjustments, especially in the consistency of implementation, time limitations, and variety of learning activities that are not as optimal as the other two schools.

The obstacles that arise in the three schools are relatively similar, including time constraints, uneven student activity, and less supportive classroom conditions. However, these obstacles can be overcome by teachers through adaptive strategies, such as providing

motivation, *applying icebreakers*, and adjusting learning methods to classroom conditions. These findings indicate that the success of Deep Learning implementation is determined not only by careful planning but also by teachers' ability to adapt responsively to the dynamics of learning in the field.

Implementation

Based on the findings that School C (MAN) experienced time constraints due to the Free Nutritious Meal (MBG) program, the researcher suggested that the madrasah set a schedule of non-academic activities outside the core hours of Indonesian language lessons so that the allocation of learning time was not eroded. For A schools (SMA) that are still relatively weak in higher-order *thinking skills* (HOTS), it is recommended that teachers take special training on the preparation of questions and project-based activities that are integrated with *the Deep Learning* approach. Meanwhile, School B (SMK), whose implementation is classified as optimal, is advised to maintain these good practices and make it a pilot program for teachers of other subjects in the same school environment.

For future researchers, it is recommended to expand the scope of research to more diverse levels and regions, use a quantitative approach or *mixed methods* to empirically measure the impact of Deep Learning, and conduct longitudinal studies to examine the long-term effects of its application on students' critical thinking skills and learning outcomes.

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