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Implementation of Learning Management with the Deep Learning Approach: A Multi-Site Study in Sidoarjo toward SDG 4

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ABSTRACT

Objective: To describe, analyze, and construct propositions regarding a conceptual model of learning management with the Deep Learning approach at State Junior High School 1 Gedangan and State Junior High School 4 Sidoarjo. **Method:** Using a descriptive qualitative design with a multi-site case study approach. Data were analyzed to explore the role of school principals, teachers, curriculum integration, infrastructure, digital technology, and stakeholder collaboration in supporting the implementation of Deep Learning-based learning management. **Results:** The findings show that school principals do not only perform managerial functions but also strengthen their role as transformational leaders. They facilitate teacher professional development through coaching, mentoring, and supportive clinical discussions. The principal's transformational leadership becomes a determining factor in translating the curriculum vision into real action through the principles of mindful, meaningful, and joyful learning. The implementation of learning management with the Deep Learning approach requires the strengthening of human resources, especially teachers, as well as the improvement of principals' managerial competencies, curriculum integration, optimization of facilities and digital technology, and collaboration with stakeholders. **Novelty:** Offering a conceptual model of learning management based on the Deep Learning approach by emphasizing the strategic role of transformational school leadership in aligning policy commitment, teacher and student mindset transformation, and managerial strategies in educational units. The proposed model contributes to SDG 4 by promoting inclusive, equitable, and quality education through meaningful, mindful, and joyful learning practices.

INTRODUCTION

The government, through the Ministry of Primary and Secondary Education, has launched a deep learning approach to strengthen the Independent Curriculum, which will be widely implemented starting in the 2025/2026 academic year. This approach aims to enable students to develop their understanding of fundamental elements and apply that knowledge to both familiar and unfamiliar contexts. Deep learning addresses the need for 21st-century skills because it enables students to build competencies to create a positive impact in their world, not simply to succeed on exams (Baihaqi et al., 2025; Patrinos, 2020; Zebua, 2025). Education, as an active and social process aligned with the constructivist approach (Vygotsky, 1978), learning strategies that encourage reflection, discovery, and integration of information have been shown to create deeper and more lasting understanding (Ramadhan et al., 2023). The integration of cognitive, affective, and social aspects in deep learning is also directly proportional to learning outcomes, where this approach produces high-quality learning outcomes, while less in-depth methods result in lower outcomes (Gao, 2025; Jiao et al., 2020; Peng & Chen, 2019). This concept is described as an approach that emphasizes creating a mindful, meaningful, and joyful learning environment through the holistic development of intellectual, ethical, aesthetic, and kinesthetic aspects (Alim et al., 2025; Andayanie et al., 2025; Feriyanto & Anjariyah, 2024).