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Learning Management for Advancing SDG 4 through a Deep Learning Approach: A Multi-Site Case Study in Indonesian Junior High Schools

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ABSTRACT

Objective: To describe, analyze, and construct propositions for a conceptual model of learning management through a deep learning approach at SMP Negeri 1 Gedangan and SMP Negeri 4 Sidoarjo. **Method:** The research employed a descriptive qualitative design using a multi-site case study approach. Data were collected through in-depth interviews, direct observation, and document analysis. The data were then analyzed through single-site and cross-site analysis to identify patterns, similarities, and conceptual findings from both research sites. **Results:** The findings show that the implementation of learning management through a deep learning approach requires principals to move beyond administrative and managerial functions toward a stronger role as instructional leaders. Principals facilitate teacher professional development through coaching, mentoring, and supportive clinical discussions. They also play a transformational role in translating curriculum vision into classroom practices based on mindful, meaningful, and joyful learning. Effective implementation is supported by teacher capacity building, principal managerial competence, curriculum integration, infrastructure optimization, digital technology utilization, and stakeholder collaboration. **Novelty:** Offering a conceptual model of learning management that integrates instructional leadership, teacher professional development, curriculum transformation, digital learning support, and stakeholder collaboration as strategic elements in implementing deep learning in junior high schools for SDG 4.

INTRODUCTION

Learning transformation has become an urgent agenda in junior high schools as students are increasingly required to develop critical thinking, creativity, collaboration, communication, and digital literacy. Conventional learning practices that emphasize memorization and teacher-centered instruction are no longer sufficient to prepare students for complex academic and social challenges. In this context, the deep learning approach offers an alternative framework for creating learning experiences that are more meaningful, contextual, reflective, and applicable to real-life situations. Deep learning enables students to understand the relationship between fundamental concepts within a subject and apply their knowledge and skills in both familiar and unfamiliar contexts (Bråten & Skeie, 2020).

Deep learning is not merely a teaching technique, but a pedagogical approach that encourages students to construct knowledge actively and deeply. It emphasizes the relationship between conceptual and procedural knowledge, as well as the ability to transfer understanding into new contexts (Hattie & Donoghue, 2016; Parker et al., 2011; Winch, 2017). In practice, deep learning is closely related to project-based learning, collaboration, inquiry, and critical reflection, allowing students to become active learners rather than passive recipients of information (Latif et al., 2025). This approach also aligns with constructivist