

THE EFFECT OF IMPLEMENTING A DEEP LEARNING APPROACH ON STUDENTS' LEARNING OUTCOMES IN JUNIOR HIGH SCHOOL

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Abstract

The purpose of implementing the deep learning approach is to create a learning process that is mindful, meaningful, and joyful. The objective of this study is to identify the effect of the deep learning approach on the learning outcomes of seventh-grade students. This study involved a total of 60 students divided into two classes. This study used a test as its research instrument. The results of the Independent T-test showed a significant difference between the scores of the experimental class ($M = 26.86$, $SD = 3.58$) and the control class ($M = 19.46$, $SD = 4.02$); $t(7.51)$, $p = 0.001$. Thus, it can be concluded that the application of the deep learning approach has a significant effect on students' learning outcomes. Based on the eta-squared results, deep learning also has a high-level effect on learning outcomes, with a value of 0.49. The implications of this study indicate that the implementation of deep learning contributes to the improvement of skills and creativity and makes learning more meaningful.

Keywords: Deep learning, student's learning outcomes, junior high school.

INTRODUCTION

The Indonesian education system has undergone several curriculum changes. This is in line with changing demands for quality and competency for graduates. In the 13th curriculum, the government implemented a contextual teaching and learning approach, a learning approach that focuses on linking subject matter to real-world situations to meet graduate competencies. Furthermore, this approach aims to encourage students to apply knowledge in meaningful contexts. Students are guided to actively and flexibly construct knowledge according to their own life context, with the teacher acting as a facilitator.

The application of the CTL approach can significantly improve student learning outcomes. This study concluded that the CTL approach can develop contextual thinking skills and provide more meaningful understanding (Haziyah SF et al., 2024). Subsequently, the Indonesian education system implemented the Independent Curriculum, which shifted the CTL approach to a constructivist learning approach, focusing on how individuals or groups construct their own knowledge and understanding through experience, social interaction, and reflection. In this context, students actively construct concepts through discovery learning and problem-based learning. Indicators of the success of the constructivist approach can be seen from: a). Students are actively involved directly in learning; b) the educator acts