

Teacher Readiness in Deep Learning for the IPAS Subject My Indonesia: Rich in Culture and History at SDN Sungai Lutut 4 Banjarmasin

Daud Yahya^{1*}, Hijrah Safitri²

^{1,2}Universitas Lambung Mangkurat, Indonesia

*correspondence email : daud.yahya@ulm.ac.id

Received 24 November 2025; Received in revised form 3 December 2024; Accepted 11 Desember 2025

Abstrak

Pembelajaran Mendalam sebagai pendekatan inti dalam Kurikulum Merdeka menuntut guru memiliki kemampuan merancang pengalaman belajar yang bermakna, kontekstual, dan berpusat pada peserta didik. Penelitian ini bertujuan untuk mendeskripsikan tingkat kesiapan guru di SDN Sungai Lutut 4 Banjarmasin dalam mengimplementasikan Pembelajaran Mendalam pada mata pelajaran Ilmu Pengetahuan Alam dan Sosial (IPAS) khususnya materi “Indonesiaku Kaya Budaya dan Sejarah”. Penelitian menggunakan pendekatan kualitatif deskriptif melalui teknik wawancara mendalam, observasi kelas, serta studi dokumen perangkat ajar. Informan utama adalah guru kelas IV SDN Sungai Lutut 4 Banjarmasin. Hasil penelitian menunjukkan bahwa guru memiliki pemahaman dasar mengenai konsep Pembelajaran Mendalam, namun masih menghadapi tantangan dalam penerapannya, terutama pada aspek perencanaan asesmen autentik, pengelolaan kegiatan berbasis proyek, dan pemanfaatan sumber belajar lokal. Selain itu, guru menunjukkan antusiasme untuk mengintegrasikan nilai budaya lokal Banjar, tetapi keterbatasan waktu dan pelatihan menyebabkan implementasi belum optimal. Kesimpulannya, kesiapan guru tergolong cukup, namun masih memerlukan peningkatan kompetensi pedagogis, pemahaman kurikulum, dan dukungan sekolah untuk memastikan pembelajaran IPAS menjadi lebih mendalam, relevan, dan kontekstual bagi peserta didik.

Kata kunci: kesiapan guru, mata pelajaran ipas, pembelajaran mendalam.

Abstract

Deep Learning as a core approach in the Merdeka Curriculum requires teachers to design meaningful, contextual, and student-centered learning experiences. This study aims to describe the readiness level of teachers at SDN Sungai Lutut 4 Banjarmasin in implementing Deep Learning in the subject of Natural and Social Sciences (IPAS), particularly for the topic “My Indonesia Rich in Culture and History.” This research employed a descriptive qualitative approach through in-depth interviews, classroom observations, and document analysis of teaching materials. The main informants were two fourth-grade teachers at SDN Sungai Lutut 4 Banjarmasin. The findings indicate that teachers possess a basic understanding of the Deep Learning concept; however, they still encounter challenges in its implementation, particularly in planning authentic assessments, managing project-based activities, and utilizing local learning resources. In addition, teachers expressed enthusiasm for integrating Banjar cultural values, yet limited time and training hinder optimal implementation. In conclusion, the teachers’ readiness level is categorized as adequate, but further improvement in pedagogical competence, curriculum understanding, and school support is needed to ensure IPAS learning becomes deeper, more relevant, and contextual for students.

Keywords: teacher readiness, IPAS subject, deep learning.

INTRODUCTION

The phased implementation of the Merdeka Curriculum across various educational institutions in Indonesia

emphasizes learner-centered instruction and the cultivation of higher-order thinking skills (Alzoraiki et al., 2023). Within this framework, Deep Learning

serves as a strategic pedagogical approach because it enables students not only to grasp concepts at a surface level, but also to relate these concepts to real-life situations, integrate learning experiences, and develop long-lasting understanding (Fullan, Quinn, & McEachen, 2018).

In the elementary-level IPAS subject, particularly in the unit “My Indonesia: Rich in Culture and History,” teachers are expected to guide students in exploring Indonesia’s cultural diversity in a meaningful and contextual manner (Arviansyah & Shagena, 2022). Learning in this area goes beyond memorizing cultural facts; it encompasses deeper comprehension of cultural values, practices, local histories, and their relevance to contemporary society (Mawati et al., 2023). Through a Deep Learning approach, students are encouraged to investigate cultural phenomena, conduct observations, link personal experiences with cultural realities, and engage in analytical activities that strengthen their cultural literacy (Kemdikbudristek, 2022).

Teacher readiness plays a crucial role in ensuring the successful implementation of Deep Learning. This readiness involves pedagogical knowledge, the ability to design inquiry-based teaching modules, mastery of active learning strategies, and proficiency in utilizing diverse learning resources especially those rooted in local culture

(Pak et al., 2020). Previous studies indicate that teacher preparedness in applying the Merdeka Curriculum varies widely (Mahmudah, 2022). While some teachers demonstrate an understanding of competency-based learning principles, many still struggle to consistently translate these principles into classroom practice (Nurdyansyah & Fahyuni, 2020; Widana, 2021).

SDN Sungai Lulut 4 Banjarmasin is one of the schools implementing IPAS learning under the Merdeka Curriculum. Its surrounding environment is rich in Banjar cultural heritage, which holds significant potential to serve as contextual learning resources that support Deep Learning. However, the extent to which teachers are able to effectively harness this cultural potential remains insufficiently examined (Camellia et al., 2022). Field observations indicate that teachers are still adapting to shifts in pedagogical paradigms, making it essential to analyze their readiness to identify strengths, challenges, and areas requiring professional development (Jannah et al., 2022).

Based on these considerations, this study aims to analyze the readiness of teachers in implementing Deep Learning in the IPAS topic “My Indonesia: Rich in Culture and History” at SDN Sungai Lulut 4 Banjarmasin. The findings are expected to contribute to enhancing teacher capacity, refining strategies for implementing the

Merdeka Curriculum, and optimizing the use of local cultural resources in learning.

METHOD

This study employs a qualitative descriptive approach, as its primary aim is to obtain an in-depth understanding of teachers' readiness in implementing Deep Learning (Patton, 2015). This approach is appropriate for exploring educational phenomena that are complex, context-bound, and require a comprehensive understanding of teachers' perceptions, practices, and lived experiences (Creswell & Poth, 2018).

1. Research Site and Participants

The research was conducted at SDN Sungai Lutut 4 Banjarmasin. The participants consisted of classroom teachers responsible for teaching the IPAS subject.

2. Data Collection Techniques

Three main techniques were used to gather data:

a. Classroom Observation

Observations were carried out to directly examine how teachers implemented Deep Learning, including their use of instructional media, interaction patterns, inquiry-based strategies, integration of local cultural elements, and management of learning activities. A structured observation guide was

employed to maintain focus and alignment with the objectives of the study (Sugiyono, 2020).

b. In-Depth Interviews

Semi-structured interviews were conducted to explore teachers' understanding of Deep Learning concepts, the challenges they encounter, the strategies they adopt, and their professional development needs. This interview format allows for rich, detailed, and flexible responses (Kvale & Brinkmann, 2015).

c. Document Analysis

The documentation review included teaching modules, learning media, student work samples, and records of professional training attended by teachers. These documents served to verify the consistency between planning and instructional practices.

3. Data Analysis Techniques

The data were analyzed using the Miles and Huberman model, which consists of three major steps (Miles, Huberman, & Saldaña, 2014):

a. **Data Reduction:** identifying, selecting, and simplifying significant information derived

from interviews, observations, and documents.

- b. Data Display: organizing and presenting the reduced data in narrative form to facilitate interpretation.
- c. Conclusion Drawing: deriving conclusions regarding the level of teacher readiness and identifying supporting and inhibiting factors in the implementation of Deep Learning.

4. Data Validity

The credibility of the data was ensured through triangulation of sources and methods, comparing findings from observations, interviews, and document analysis. Member checking was also conducted to confirm the accuracy of interpretations with the participants.

RESULT AND DISCUSSION

1. Teachers' Understanding of Deep Learning

Interview findings indicate that the teachers involved in this study possess a basic understanding of the concept of Deep Learning, although the depth of their comprehension varies. Teacher A stated that Deep Learning is a form of instruction that “encourages students to think beyond the surface and not merely receive information from the teacher.”

This teacher understands that the approach emphasizes the ability to connect concepts and explore meaning. Deep Learning requires teachers to guide students in asking questions, interpreting cultural contexts, and linking content to their own experiences (Sanusi, 2022).

However, classroom observations reveal that this conceptual understanding has not yet been fully translated into instructional practice. For instance, during discussions, the teacher still tended to provide direct answers rather than prompting students with guiding questions. This suggests that although the foundational conceptual awareness is present, further pedagogical strengthening is needed for consistent implementation (Mapuya, 2021).

2. Teacher Readiness in Lesson Planning

An analysis of the teaching modules and instructional documents shows that the teacher has attempted to align lesson plans with the expectations of the Merdeka Curriculum. Nevertheless, components that support inquiry-based activities, exploratory projects, and the integration of local cultural elements remain limited. Teacher A acknowledged that they are not yet accustomed to designing learning scenarios that require students to gather data through environmental observations. For example, within the topic of cultural diversity, the

teacher only included lists of traditional clothing and dances, without providing opportunities for students to investigate Banjar cultural practices present in the surrounding community (Maulida, 2022).



Figure 1. Interview with the Teacher

Teacher A admitted experiencing difficulty in mapping learning objectives that align with students' developmental phases, particularly when formulating learning outcomes aimed at fostering critical thinking skills. The teacher stated, *"I can handle factual material, but when it comes to developing a cultural project, I am still unsure where to begin."* This indicates a need for strengthening pedagogical competence in planning lessons grounded in the principles of Deep Learning.

3. Implementation of Learning in the Classroom

Classroom observations show that the teacher has attempted to engage students through group discussions, question-and-answer activities, and the use of images or videos about Indonesian culture. However,

the learning activities have not yet fully reflected the characteristics of Deep Learning. When teaching the topic *"My Indonesia: Rich in Culture and History,"* the teacher tended to emphasize conveying information about types of cultural expressions rather than encouraging students to analyze why those cultural forms exist, how cultural values function in society, or how local culture compares to that of other regions.



Figure 2. Classroom Learning Process

During instruction, for example, Teacher A was observed trying to introduce a question-and-answer activity related to Banjar culture. Yet, when students responded, no deeper exploration followed. Teacher A acknowledged difficulty in formulating follow-up questions that would guide students toward analytical thinking. *"Sometimes I want to ask deeper questions, but I get confused about how to elicit students' responses,"* the teacher admitted.

Furthermore, project-based learning strategies have not been

optimally implemented due to time constraints within the instructional schedule. Teacher A mentioned that activities requiring students to directly explore local cultural elements such as traditional Banjar cuisine or local architectural heritage would require more extended time. Therefore, these activities are often replaced with video presentations.

4. Utilization of Local Culture-Based Learning Resources

One of the key strengths of SDN Sungai Lulut 4 is its location within a Banjar cultural area. However, the findings reveal that this local potential has not been optimally used as a learning resource. Teacher A explained that the school does not yet have instructional materials on Banjar culture in either printed or digital formats. The teacher added that they typically rely on images retrieved from the internet and rarely incorporate resources from the surrounding environment because they lack experience in designing culturally based learning activities.

This situation highlights a gap between the cultural potential of the environment and its actual use in classroom instruction. Ideally, Deep Learning should make extensive use of the immediate environment as an authentic learning resource, enabling students to engage in direct exploration. However,

limited training and a lack of reference materials have made teachers less confident in planning activities rooted in local cultural practices.

5. Challenges in Implementing Deep Learning

In-depth interviews identified several major challenges in implementing Deep Learning in the IPAS subject:

a. Limited Training

Teachers reported that training on the Merdeka Curriculum has not specifically addressed strategies for applying Deep Learning in IPAS. The professional development they received remains general, making it difficult to translate the concepts into classroom practice.

b. Difficulty in Developing Guiding Questions

Teachers acknowledged their difficulties in crafting questions that stimulate deeper thinking. Most questions currently used are factual rather than analytical or reflective.

c. Lack of Contextual Learning Media

Teachers need instructional media that concretely represent Banjar cultural elements, such as traditional musical instruments, local attire, or recorded interviews with cultural practitioners. However, the school does not yet provide such materials.

d. **Administrative Burden**

Teacher A noted that the time-consuming nature of preparing instructional administrative documents reduces the time available for designing exploratory and inquiry-based learning activities.

6. Teachers' Potential and Attitudes Toward Change

Although the implementation of Deep Learning has not yet reached an optimal level, the teachers' attitudes toward curriculum changes are highly positive. All three teachers expressed that they felt "challenged and eager to learn more" about the new approach. Teacher A even stated a desire to participate in further training specifically related to culturally based instruction. This indicates that, psychologically, the teachers are prepared to adapt, even though they still require pedagogical strengthening.

The findings show that teacher readiness falls into the "adequate" category, yet several critical aspects still need reinforcement for Deep Learning to be implemented effectively. Teachers have begun to develop a conceptual understanding of the approach, but this understanding has not been consistently translated into pedagogical action. This aligns with the findings of Widana (2021) and Nurdyansyah & Fahyuni (2020), which highlight teachers' need for intensive

training in applying competency-based and inquiry-oriented learning.

The limited quality of lesson planning demonstrates that teachers remain more focused on content coverage rather than on fostering students' thinking processes. In fact, Deep Learning emphasizes the ability to connect concepts, explore cultural meaning, and build holistic understanding (Fullan, Quinn, & McEachen, 2018). The insufficient use of local cultural resources also suggests that teachers have not fully utilized the surrounding environment as an authentic learning source.

Nevertheless, the teachers' motivation and openness to change represent essential assets for developing their competencies. With structured mentoring and more targeted professional development, teachers have the potential to enhance their capacity to implement Deep Learning more effectively and contextually.

CONCLUSION

The study concludes that teacher readiness in implementing Deep Learning for the IPAS topic "My Indonesia: Rich in Culture and History" at SDN Sungai Lulut 4 Banjarmasin is at a moderate level, yet remains suboptimal. Teachers possess a foundational understanding of Deep Learning, but its application in daily instruction is still limited. Lesson planning has not fully incorporated elements of inquiry, cultural analysis, or systematic

integration of local cultural knowledge. Classroom practices also tend to rely on factual questioning rather than prompting deeper thinking, which is central to the Deep Learning approach.

Furthermore, the use of Banjar cultural resources as learning materials has not been maximized despite the culturally rich environment surrounding the school. Challenges encountered include limited training opportunities, scarcity of locally relevant teaching media, difficulties in crafting guiding questions, and heavy administrative workloads. Even so, teachers exhibit strong motivation and a positive attitude toward curriculum reform, which serves as an important foundation for future capacity building.

REFERENCES

- Alzoraiki, M., Ahmad, A.R., Ateeq, A.A., Naji, G.M.A., Almaamari, Q., & Beshr, B.A.H. (2023). Impact of Teachers' Commitment to the Relationship between Transformational Leadership and Sustainable Teaching Performance. *Sustainability*, 15 (5): 4620.
- Amin, A., & Ningsih, S. (2023). Implementasi Pembelajaran Mendalam dalam Kurikulum Merdeka pada Jenjang Sekolah Dasar. *Jurnal Pendidikan Dasar*, 11(2), 45-56.
- Arviansyah, M.R. & Shagena, A. (2022). Efektivitas dan Peran dari Guru dalam Kurikulum Merdeka Belajar. *LENERA Jurnal Ilmiah Kependidikan*, 17(1): 40-50.
- Camellia, Alfiandra, Faisal, E.E., Setiyowati, R., & Sukma, U.R. (2022). Pendampingan dan Pengenalan Kurikulum Merdeka Bagi Guru. *SATWIK: Jurnal Pengabdian kepada Masyarakat*, 2 (2): 01-11.
- Dewi, R. K. (2022). Kesiapan Guru dalam Mengimplementasikan Kurikulum Merdeka. *Jurnal Pendidikan dan Pembelajaran*, 9(3), 101-112.
- Direktorat Jenderal Guru dan Tenaga Kependidikan. (2022). *Panduan Pembelajaran dan Asesmen Kurikulum Merdeka*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Jannah, F., Fathuddin, T.I., & Az Zahra, P.F. (2022). Problematika Penerapan Kurikulum Merdeka Belajar 2022. *Al YAZIDIY: Ilmu Sosial, Humaniora, dan Pendidikan*, 4(2): 55-65.
- Kemendikbudristek. (2021). *Kurikulum Merdeka: Capaian Pembelajaran IPAS*. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Mahmudah, M. (2022). Korelasi Media dan Sumber Pembelajaran dalam Implementasi Kurikulum Merdeka. *PROGRESSA: Journal of Islamic Religious Instruction*, 6(2): 105-113.
- Mapuya, M. (2021). First-Year Accounting Student Teachers' Constructivist Learning Experiences, The Lecturer's Role and Implications for Curriculum Implementation. *International Journal of Learning, Teaching and Educational Research*. 20(1): 103-119.
- Maulida, U. (2022). Pengembangan Modul Ajar Berbasis Kurikulum Merdeka. *Tarbawi*, 5(2): 130-138.
- Mawati, A.T., Hanafiah, & Arifudin, O. (2023). Dampak Pergantian Kurikulum Pendidikan Terhadap Peserta Didik Sekolah Dasar. *Jurnal Primary Edu (JPE)*, 1(1): 69-82
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). SAGE Publications.

- Moleong, L. J. (2017). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Mulyasa, E. (2022). *Implementasi Kurikulum Merdeka dalam Pembelajaran*. Bandung: PT Remaja Rosdakarya.
- Pak, K., Polikoff, M.S., Desimone, L.M., & Garcia, E.S. (2020). The Adaptive Challenges of Curriculum Implementations: Insights for Educational Leaders Driving Standards-Based Reform. *AERA Open*, 6(2): 1-15.
- Sanusi, H. (2022). Media Kurikulum Merdeka Belajar Suatu Kajian Sosiologi Pendidikan dalam Menggugah Perspektif Masa Kini. *Jurnal Pemikiran dan Pengembangan Pembelajaran*, 4 (3): 14-21.
- Sari, D. P., & Huda, M. (2023). Teacher Readiness in the Implementation of Deep Learning in Elementary Schools. *Journal of Education Research*, 5(1), 12-23.
- Sugiyono. (2019). *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*. Bandung: Alfabeta.
- Trianto. (2018). *Model Pembelajaran Terpadu: Konsep, Strategi, dan Implementasinya dalam Kurikulum*. Jakarta: Kencana Prenada Media Group.