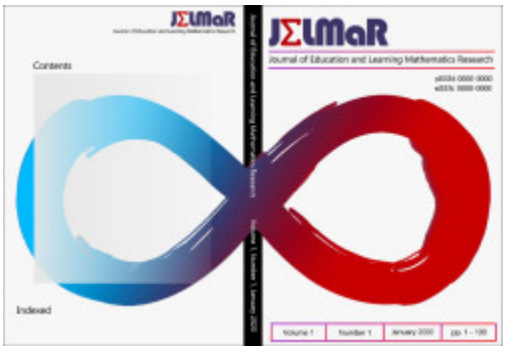

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Embodying Deep Learning in Pancasila Student Profile

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***Abstract**: Education in Indonesia faces challenges in shaping students' characters according to the values of the Pancasila Student Profile. The lack of learning approaches that support deep understanding and critical thinking skills is one of the main obstacles in the implementation of character education. This article examines the application of Deep Learning in learning as an innovative strategy to strengthen the internalization of Pancasila values. Using the literature study method, this study analyzes the concept of Deep Learning, the challenges of its implementation, and the opportunities for its application in the Indonesian education system. The results of the study indicate that Deep Learning can improve conceptual understanding, high-level thinking skills, and active student involvement in the learning process. Therefore, the integration of Deep Learning in Pancasila-based character education has the potential to be an effective solution in facing the challenges of 21st-century learning. This article provides recommendations for educators and policy makers in designing learning strategies that are more contextual, reflective, and oriented towards problem-solving.*
*Keywords**:** deep learning, pancasila student profile, character education, innovative learning, independent curriculum*

INTRODUCTION

Education in Indonesia aims not only to improve students' academic competence but also to shape characters in accordance with the values of Pancasila. To realize this, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has developed the Pancasila Student Profile as a character education framework that emphasizes six main dimensions: faith and devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity (Kemendikbudristek, 2022).

However, the application of these values in learning still faces challenges, such as the lack of approaches that support meaningful and in-depth learning (Woolfolk, 2022). The Deep Learning approach offers a solution by allowing students to gain a deeper understanding through exploration, reflection, and problem solving in real contexts (Schunk, 2021). By adopting Deep Learning, learning can be more oriented towards high-level thinking processes that support the achievement of the Pancasila Student Profile.

This article aims to: 1. Analyze how the Deep Learning approach can be applied in learning to strengthen students' character according to the Pancasila Student Profile; 2. Identify the challenges and opportunities in implementing Deep Learning in the Indonesian educational environment; and 3. Provide recommendations for educators and policy makers to integrate Deep Learning into the character education curriculum.

Learning in Indonesia is still dominated by conventional approaches that are oriented towards passive knowledge transfer, which is less effective in shaping character and critical thinking skills (Novak, 2020). The lack of student involvement in in-depth exploration leads to a low understanding of Pancasila values in everyday life. Deep Learning offers a solution by emphasizing active student involvement, problem-solving, and contextual learning that can help internalize Pancasila values more effectively.

In addition, the digital era demands education that is able to equip students with 21st-century skills, such as critical thinking, collaboration, and complex problem-solving (Zhao, 2020). Therefore, this study is crucial in building a learning system that is adaptive, innovative, and relevant to future challenges.

This article offers a new perspective by connecting the concept of Deep Learning—which is generally associated with artificial intelligence and information technology—into the context of character education based on the Pancasila Student Profile. This study enriches the literature by explaining how Deep Learning principles can be applied in character-based learning to improve the effectiveness of education in Indonesia.

METHOD

This study uses a literature study approach by reviewing various academic journals, books, and research reports that are relevant to Deep Learning and character education. The analysis was carried out using the content analysis method, which compares various concepts and theories to produce a comprehensive synthesis of findings.

RESULTS AND DISCUSSION

The twenty references reviewed reflect the latest developments in educational theory and practice. The various perspectives put forward in this literature highlight important aspects of learning, ranging from cognitive theory, innovative pedagogy, to the role of technology in learning. education. Overall, the conclusions of these references can be grouped into several main themes:

1. Learning Theory and Cognitive Development

References such as Anderson & Krathwohl (2021), Schunk (2021), and Vygotsky (2018) highlight various learning theories that form the basis for curriculum development and teaching methods. Anderson & Krathwohl (2021) revised Bloom's taxonomy, which is a reference in compiling learning objectives based on cognitive levels. Meanwhile, Schunk (2021) discusses various perspectives on learning theory, including behaviorism, cognitivism, and constructivism. On the other hand, Vygotsky (2018) emphasizes the importance of social interaction in learning, where the zone of proximal development (ZPD) is a key concept in guidance-based learning.

The National Research Council (2020) and Zull (2020) further discuss how the brain processes information and how learning experiences can be optimized based on neuroscience.

2. Effective Learning Strategies and Models

Many references highlight the importance of more interactive and understanding-based teaching methods, including Wiggins & McTighe (2021) introducing the Understanding by Design approach, which emphasizes deep understanding-based learning. Meanwhile, Weimer (2021) proposed the concept of learner-centered teaching, which changes the role of the teacher to a facilitator in the learning process. In line with Waimer, Novak (2020) shows how concept maps can help in structuring and understanding the relationships between concepts in learning. Mayer (2021) examines the effectiveness of multimedia learning, which combines visual and verbal elements to improve student understanding.

This approach emphasizes that effective learning requires strategic design and is based on scientific research.

3. Motivation, Self-Regulation, and Character in Learning

The role of psychology in education is a major theme in several references. Dweck (2020) introduces the concept of growth mindset, which shows that belief in one's own abilities can affect learning achievement. Zimmerman (2021) discusses the importance of self-regulated learning, where students who are able to manage their own learning process tend to achieve better results. Brown et al. (2022) explain learning strategies based on cognitive research, such as gradual practice and reflection. Meanwhile, Sunarti (2023)

highlights character-based learning, which is important in building ethics and social values in education. This reference shows that in addition to cognitive aspects, psychological factors such as motivation and self-regulation play a major role in successful learning.

4. The Role of Technology in Education

Modern education is increasingly dependent on technology as a tool in the learning process. Gee (2021) explores how video games can be an effective educational tool. Yamin (2021) highlights innovative learning strategies that are relevant to the Industry 4.0 era. The Ministry of Education, Culture, Research and Technology (2022) developed the Pancasila Student Profile as a guide for implementing the Independent Curriculum, which emphasizes flexibility in project-based learning and the digitalization of education. This reference shows that technology can be a powerful tool in increasing the effectiveness of learning if applied with the right strategy.

5. Future Education and Global Readiness

Several references highlight how education systems must adapt to global demands, including OECD (2021) emphasizes the importance of education to equip students with 21st-century skills, such as creativity, collaboration, and problem-solving. Zhao (2020) emphasizes the need for a more flexible education system to foster innovation and entrepreneurship among students. Freire (2018) highlights the importance of education as a tool for social liberation, focusing on student equity and empowerment.

This literature indicates that future education must be adaptive, innovative and must prepare students to face global challenges.

CONCLUSION

Overall, the literature reviewed shows that effective learning requires a comprehensive and holistic approach. Successful education must:

1. Be based on strong learning theories (such as cognitivism and constructivism).
2. Use effectively designed learning strategies (such as learner-centered teaching and Understanding by Design).
3. Motivate students to develop self-regulation and character (by instilling a growth mindset and independent learning strategies).
4. Integrating technology as an educational tool (with the use of multimedia and digitalization of learning).
5. Adapting to global and future needs (by emphasizing 21st-century skills and innovation in the curriculum). The implication of this study is that the education system must

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