ANALISIS IMPLEMENTASI PENDEKATAN *DEEP LEARNING* PADA PEMBELAJARAN IPAS KELAS V SD GUGUS 1 KECAMATAN PUPUAN

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ABSTRAK

Pengkajian ini dilatarbelakangi oleh sedikitnya keterlibatan juga wawasan siswa saat belajar Ilmu Pengetahuan Alam juga Sosial di sekolah dasar yang masih sebagian besar mempergunakan cara konvensional. Pengkajian ini guna menganalisa pengimplementasian cara belajar mendalam saat memaksimalkan kontribusi juga pemahaman konsep siswa. Penelitian ini mempergunakan cara kualitatif deskriptif pada subjek guru juga siswa kelas V sekolah dasar. pengakumulasian data dijalankan dengan observasi, mewawancara, juga studi dokumentasi. Perolehan pengkajian menjabarkan jika pembelajaran telah mengarah pada penerapan pembelajaran mendalam melalui aktivitas eksploratif, diskusi, dan praktik yang melibatkan siswa secara aktif. Namun, masih terdapat kendala pada aspek waktu, sarana, serta konsistensi penerapan refleksi dan interaksi pembelajaran. Hingga, pendekatan pembelajaran mendalam berpotensi meningkatkan kualitas pembelajaran, tetapi memerlukan penguatan dalam implementasinya.

Kata Kunci: pembelajaran mendalam, IPAS, keterlibatan siswa, pemahaman konsep, sekolah dasar.

ANALYSIS OF THE IMPLEMENTATION OF THE DEEP LEARNING APPROACH TO SCIENCE LEARNING IN GRADE V OF ELEMENTARY SCHOOL GUGUS 1, PUPUAN DISTRICT

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ABSTRACT

The low level of student involvement and comprehension in science and social learning at the basic level, which is still dominated by traditional teaching methods was the driving force for this study. This study aims to examine how a deep learning technique might be used to increase students' conceptual understanding and engagement. Teachers and fifth-graders served as research subjects in this descriptive qualitative study. Documentation, interviews, and observation were used to gather data. The findings show that learning activities that actively involve students through exploratory tasks, conversations, and hands-on activities have represented the principles of deep learning. However, several challenges remain, including limited time, learning resources, and the consistency of reflective and interactive practices. Therefore, the deep learning approach has the potential to improve learning quality but requires further reinforcement in its implementation.

Keywords: *deep learning, science and social learning, student engagement, conceptual understanding, elementary school.*