

RECONSTRUCTION OF PANCASILA EDUCATION TEACHING PRACTICES THROUGH A DEEP LEARNING APPROACH TO STRENGTHEN STUDENTS' CRITICAL THINKING SKILLS AT SD NEGERI 02 KEBONDALAM, PEMALANG

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ABSTRAK

Penelitian ini bertujuan untuk merekonstruksi praktik pengajaran Pendidikan Pancasila melalui pendekatan pembelajaran mendalam (*deep learning*) dalam upaya memperkuat kemampuan berpikir kritis siswa di SD Negeri 02 Kebondalem Pemalang. Pendekatan pembelajaran mendalam dalam penelitian ini menekankan pembelajaran yang bermakna dan mendalam yang berorientasi pada pemahaman konseptual yang komprehensif, sehingga mendorong siswa untuk menganalisis, mengevaluasi, dan menarik kesimpulan secara kritis dari informasi yang ada. Penelitian ini menggunakan pendekatan kualitatif dengan metode penelitian lapangan. Data dikumpulkan melalui observasi dan wawancara. Kemudian dianalisis secara deskriptif melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan pendekatan *deep learning* mendorong keterlibatan aktif siswa dalam pembelajaran Pendidikan Pancasila. Siswa telah menunjukkan pemahaman materi, mampu mengaitkan pembelajaran dengan kehidupan sehari-hari, serta mulai dapat mengidentifikasi masalah dan mengumpulkan informasi. Namun, kemampuan menganalisis informasi, memberikan alasan, dan menarik kesimpulan secara mandiri masih belum optimal.

Kata kunci: Pembelajaran mendalam, rekonstruksi pembelajaran, berpikir kritis, pembelajaran kontekstual, sekolah dasar

ABSTRACT

This study aims to reconstruct the teaching practices of Pancasila Education through a deep learning approach in an effort to strengthen students' critical thinking skills at SD Negeri 02 Kebondalem Pemalang. The deep learning approach in this study emphasizes meaningful and in-depth learning oriented toward comprehensive conceptual understanding, thereby encouraging students to analyze, evaluate, and draw conclusions critically from available information. This study employed a qualitative approach using field research methods. Data were collected through observation and interviews. The data were then analyzed descriptively through the stages of data reduction, data presentation, and drawing conclusions. The results of the study indicate that the implementation of the deep learning approach encourages students' active engagement in Pancasila

Education. Students have demonstrated an understanding of the material, are able to relate learning to daily life, and have begun to identify problems and gather information. However, their ability to analyze information, provide reasons, and draw conclusions independently is still not optimal.

Keywords: *Deep learning, learning reconstruction, critical thinking, contextual learning, elementary school*

INTRODUCTION

Education is a process aimed at developing students' potential in a holistic manner, encompassing cognitive, affective, and psychomotor aspects. In the context of elementary education, learning focuses not only on mastering subject matter but also on developing higher-order thinking skills, one of which is critical thinking (Tim Pengembang Pendidikan UPI, 2007). Critical thinking skills are essential for elementary school students because they help students analyze information, solve problems, make decisions, and respond wisely to various situations encountered in everyday life. In the modern era, where the flow of information develops rapidly due to technological advancement and globalization, students are required not only to receive information passively but also to evaluate and interpret information critically and responsibly. Through Pancasila education, students are expected not only to understand national values but also to internalize and apply them in their daily lives (Bukhari, 2024). However, in practice, Pancasila Education learning is still often oriented towards memorizing material, so that it provides little space for students to develop critical thinking skills.

Elementary school students are in an important stage of cognitive development, where learning experiences strongly influence the formation of their way of thinking and problem-solving abilities. Therefore, the learning process in elementary schools should provide opportunities for students to actively participate in classroom activities, express ideas, ask questions, and reflect on the knowledge they acquire. Learning that only focuses on memorization and teacher-centered instruction tends to limit students' opportunities to develop analytical and reflective thinking skills. As a result, students may understand concepts superficially without being able to apply them meaningfully in real-life situations.

This situation indicates a gap between learning objectives and actual practice. Students tend to be passive, less engaged in the learning process, and not

yet accustomed to analyzing, reasoning, or drawing conclusions independently. This impacts students' low critical thinking skills, particularly in understanding and solving problems related to everyday life (Society et al., 2025)

However, in practice, Pancasila Education learning is still often dominated by conventional teaching methods that focus primarily on memorizing concepts and completing textbook-based tasks. Teachers frequently become the central source of information, while students tend to act as passive recipients during the learning process. Such learning conditions provide limited opportunities for students to discuss, analyze, question, and reflect critically on the learning material. Consequently, students' critical thinking skills are not fully developed, particularly in identifying problems, analyzing information, providing logical reasons, and drawing conclusions independently.

One approach that can be used to address these issues is deep learning. This approach emphasizes meaningful learning, where students not only receive information but also understand, relate, and apply knowledge in various contexts. Through a deep learning approach, students are encouraged to be active in the learning process, think critically, and construct their own understanding. The application of a deep learning approach in Pancasila Education is expected to create a more active, contextual, and meaningful learning environment (Syafi'i, Darnaningsih, 2025). Furthermore, this approach also allows for the reconstruction of previously teacher-centered learning practices to become student-centered. This way, students not only gain a superficial understanding of the material but are also able to develop critical thinking skills more optimally.

Based on initial observations conducted at SD Negeri 02 Kebondalem, it was found that the learning process in Pancasila Education had not fully supported the development of students' critical thinking skills. During classroom learning activities, some students still experienced difficulties in identifying problems, analyzing information, providing logical reasons, and drawing conclusions independently. Most students tended to rely on teacher guidance when responding to questions or solving problems presented during the lesson. As a result, students were often passive and less confident in expressing their own ideas and opinions during classroom discussions.

In addition, the learning process observed in the classroom still tended to focus on the delivery of material and memorization activities rather than encouraging students to actively explore, analyze, and reflect on learning content. Students generally understood the material at a surface level, but they still encountered challenges when required to connect concepts with real-life situations or explain the reasoning behind their answers. This condition indicates that students' higher-order thinking skills, especially critical thinking, have not yet developed optimally.

Critical thinking skills are highly important for elementary school students because they help students solve problems, make decisions, and respond wisely to various situations in everyday life. Therefore, the learning process should not only emphasize cognitive achievement but also encourage students to become active thinkers who are capable of understanding information deeply and independently. In this context, teachers play an important role in creating meaningful learning experiences that can stimulate students' curiosity, analytical thinking, and reflective abilities.

One approach that can be applied to overcome these problems is the *deep learning* approach. This approach emphasizes meaningful learning by encouraging students to actively engage in the learning process, construct their own understanding, connect knowledge with real-life experiences, and reflect on what they have learned. Through *deep learning*, students are expected not only to memorize information but also to understand concepts more comprehensively and apply them critically in different situations. In addition, this approach can transform learning practices from teacher-centered learning into student-centered learning, where students are given more opportunities to participate actively and think independently.

Therefore, efforts are needed to reconstruct learning practices in Pancasila Education through a more meaningful and in-depth learning approach that can strengthen students' critical thinking skills. Based on these considerations, the researchers are interested in conducting a study entitled "*Reconstructing Pancasila Education Learning Practices through a Deep Learning Approach to Strengthen Students' Critical Thinking Skills at SD Negeri 02 Kebondalem, Pematang*."

METHOD

This study employed a qualitative approach with a phenomenological approach. This approach was used to deeply understand the experiences and practices of Pancasila Education learning through a deep learning approach and their relationship to students' critical thinking skills. The study was conducted at SD Negeri 02 Kebondalem, Pematang Jaya. The research subjects consisted of fifth-grade teachers and fifth-grade students directly involved in the learning process. Data collection techniques in this study focused on in-depth interviews. Interviews with fifth-grade teachers were conducted to obtain information related to learning practices and students' critical thinking skills. Furthermore, the researcher also conducted limited observations as supporting data to determine the alignment between the interview results and classroom learning conditions. The data analysis technique used refers to an interactive model that includes data reduction, data presentation, and conclusion drawing.

DISCUSSION

Deep Learning

Based on an interview with a fifth-grade teacher at SD N 02 Kebondalem, the teacher stated that students' in-depth understanding was demonstrated by how they explained the material in their own words and grasped the learning concepts more broadly. Therefore, during the lesson, students were divided into groups and presented with diversity material before making presentations. However, not all students were able to explain the material independently, so peer assistance was still needed.

Relationship Between Concepts

Interview results showed that students were able to relate the material to everyday life, such as citing examples of diversity in their environment. However, their ability to connect concepts was still limited and required teacher assistance through illustrations (Rosid, 2021).

Students' Critical Thinking Skills

Interview results regarding students' critical thinking skills indicate progress, although not yet optimal across all indicators. In terms of problem identification, students are able to understand issues through teacher-provided

stimuli, such as stories or videos. However, this ability still needs to be encouraged through prompting questions to help students identify the core issues more clearly.

In terms of information gathering and analysis, students obtain information from various sources such as books, student worksheets (LKPD), and the use of technology. Some students are able to select information relevant to the given problem. However, in the analysis process, students' abilities are still limited, particularly in processing and linking information more deeply.

Give reasons and Drawing Conclusion

Furthermore, in terms of providing reasons, students have begun to be able to articulate reasons for their answers or opinions, particularly in group discussions and presentations. However, the reasons provided are still simple and do not fully demonstrate logical and in-depth thinking.

Finally, in terms of drawing conclusions, students are generally not yet able to formulate conclusions independently. The conclusion-drawing process is still dominated by the teacher's role through prompting questions, resulting in classical conclusions. This indicates that students' ability to formulate conclusions still requires guidance.

Linguist

Based on the interview results presented, the discussion is divided into several points as follows:

The Ability To Identify Problems

The ability to identify problems is considered the initial stage in the critical thinking process because it enables students to understand and recognize a problem comprehensively before finding solutions. Based on the results of the research, students were able to identify problems through various stimuli provided by the teacher, such as stories, videos, and contextual examples related to daily life. These learning stimuli helped students become more engaged in the learning process and encouraged them to think about the issues presented during the lesson. Through these activities, students began to demonstrate their ability to recognize the main issues discussed in the classroom.

However, the findings also revealed that students' ability to identify problems was still not fully developed independently. Most students still required

guidance from the teacher in the form of prompting questions to help them focus on the core issue being discussed. The teacher's role was therefore very important in directing students to think critically and systematically. Without assistance, some students experienced difficulties in distinguishing the main problem from supporting information. This indicates that students at the elementary school level still need scaffolding in developing their critical thinking skills.

Theoretically, the ability to identify problems is an important component of critical thinking because it involves understanding, analyzing, and formulating problems accurately. According to Hasanah et al. (2023), critical thinking is a reflective and rational thinking process used to determine what should be believed or done. In this context, students are expected not only to receive information passively but also to actively interpret and analyze the information they obtain during the learning process.

These findings are consistent with previous research conducted by Munawaroh (2024), which stated that elementary school students generally require assistance in developing critical thinking skills, particularly in the early stages such as problem identification. Students are still in the developmental stage of learning how to analyze situations and determine the essence of a problem. Therefore, teachers need to apply learning strategies that encourage active participation and student independence. One of the appropriate approaches is the deep learning approach, which emphasizes meaningful learning experiences and encourages students to explore concepts more deeply through active involvement in the learning process.

Ability to Collect and Analyze Information

The ability to collect and analyze information is an important component of critical thinking because it allows students to understand, process, and interpret information more deeply. Based on the results of the research, students were able to gather information from various learning sources, such as textbooks, student worksheets (LKPD), classroom discussions, and technology-based media. The use of these various sources helped students broaden their understanding of the learning material and encouraged them to become more active in the learning process. In

addition, students also demonstrated the ability to select information that was relevant to the problems or questions given by the teacher.

However, the findings revealed that students' analytical abilities were still limited, particularly in processing information critically and connecting one piece of information to another in a deeper way. Most students were still focused on understanding information at a surface level rather than interpreting or evaluating it critically. Students often relied on direct explanations from the teacher and experienced difficulties when asked to analyze relationships between concepts independently. This condition indicates that students have not yet fully developed higher-order thinking skills, especially in analyzing and synthesizing information.

The limited analytical ability of students may also be influenced by learning habits that are still oriented toward memorization and teacher-centered instruction. In many classroom situations, students are more accustomed to receiving information passively rather than exploring and analyzing information independently. As a result, students still require guidance and support from the teacher to process information more systematically and critically. Teacher assistance through questioning strategies, group discussions, and contextual learning activities becomes essential in helping students develop their analytical thinking skills (Muwaroh, 2024).

Theoretically, the ability to analyze information is closely related to logical reasoning in critical thinking. Critical thinking requires students not only to collect information but also to evaluate, compare, and interpret information logically before making conclusions or decisions. According to the use of logical reasoning is an important indicator in the development of critical thinking skills. Therefore, the relatively simple analytical abilities demonstrated by students indicate that they are still in the early stages of developing critical thinking skills.(Wasuha, 2021).

These findings are also consistent with the research which explains that elementary school students generally still face difficulties in developing higher-order thinking skills, especially in analyzing information deeply and independently. Therefore, teachers need to implement learning approaches that encourage active student participation and meaningful learning experiences. One approach that can support this process is the *deep learning* approach, which emphasizes active

involvement, deeper understanding of concepts, and the integration of knowledge with real-life situations. Through this approach, students are expected to gradually improve their ability to analyze information critically and independently.

Ability to Draw Conclusions

The ability to draw conclusions is the final stage in the critical thinking process because it reflects students' ability to summarize, interpret, and determine the main points of the information they have obtained during the learning process. Based on the results of the research, most students were still unable to draw conclusions independently. The process of drawing conclusions was still largely dominated by the teacher through probing or guiding questions, so the conclusions produced tended to be collective or classical rather than individual. This indicates that students still depend on teacher guidance in organizing and synthesizing the information they have learned.

In classroom learning activities, teachers often provided stimulus questions at the end of the lesson to help students identify the core ideas of the material. Through this strategy, students were able to participate in concluding the lesson, although the process was still heavily guided by the teacher. Some students could restate the material using simple language, but many still experienced difficulties in summarizing information independently and systematically. This condition demonstrates that students' reflective thinking skills are still developing and require continuous practice. (Rahmawaty et al., 2020).

Theoretically, the ability to draw conclusions is an important aspect of critical thinking because it involves the processes of generalization, reflection, and interpretation of information. Students are expected not only to understand information but also to connect ideas and formulate meaningful conclusions based on their understanding. According to (Sabani, 2019), drawing conclusions is closely related to students' ability to process information critically and identify the essence of learning material. explained that in the context of *deep learning*, students should be encouraged to construct their own understanding through reflection and meaningful learning experiences.

However, the findings of this study indicate that the dominant role of teachers in helping students draw conclusions shows that the learning process has

not fully encouraged independent thinking. Students still rely on external guidance rather than constructing conclusions based on their own reasoning and understanding. This condition may occur because students are still accustomed to teacher-centered learning, where teachers play the primary role in summarizing lessons and providing final explanations.

Therefore, efforts are needed to provide students with more opportunities to reflect, discuss, and formulate conclusions independently during classroom learning. Teachers can facilitate this process by implementing student-centered learning strategies, such as collaborative discussions, reflective questioning, and contextual learning activities. Through the *deep learning* approach, students are expected to become more active in processing information, connecting concepts, and constructing conclusions independently. As a result, students' critical thinking skills, particularly in drawing conclusions, can develop more optimally and meaningfully.

CONCLUSION

Based on the research results, students' critical thinking skills at SD Negeri 02 Kebondalem are beginning to develop, particularly in identifying problems and gathering information. However, their ability to analyze information in depth and draw conclusions independently is still suboptimal. These findings suggest that a deep learning approach has the potential to strengthen students' critical thinking skills, but further instruction is needed to encourage independent thinking.

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