



DEEP LEARNING LEARNING MODEL IN SOCIAL SCIENCE LEARNING IN ELEMENTARY SCHOOLS

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Abstract

Innovation in learning approaches is needed to create a fun and collaborative learning environment. Traditional learning methods are said to be less effective in learning because students only learn by memorizing and repeating without a deep understanding of the concepts in learning. To improve students' conceptual understanding, critical thinking, and skills in in-depth learning of social studies in elementary schools, this study describes a deep learning model. This approach focuses on making students more sensitive to social issues and ready to face the challenges of the 21st century. A descriptive qualitative method based on a literature review was used in this study. An in-depth and comprehensive analysis was conducted for the application of deep learning in the context of social studies in elementary schools. As part of the deep learning model, teachers help students to think critically, become more engaged, and develop positive social attitudes. The process and outcomes of social studies learning in elementary schools are improved through the implementation of a deep learning model that focuses on the role of teachers and student-centered learning design. This method is proposed as an alternative learning method in the 21st century.

INTRODUCTION

Education is a planned process to help students develop their potential, both intellectually, morally, spiritually, and skillfully, so that students can live their lives and socialize effectively. Social studies (IPS) is a field of study that studies, researches, and analyzes phenomena and problems within society using an

interdisciplinary approach. It integrates material from social sciences such as geography, history, and economics into elementary school education. According to Khairie (Rahmandani et al., 2025), in-depth education is a pedagogical approach that aims to enhance student understanding through critical analysis and in-depth exploration. In this regard, the teacher's role is crucial in teaching and fostering positive student participation and engagement in the classroom. The teacher's role is not only to deliver material but also to manage the classroom, creating a more conducive and collaborative environment, thereby increasing student interest in learning.

The main problem in traditional social studies education is the lack of critical thinking skills. According to Nuraeni (2025), selecting the right teaching method not only helps students understand theoretical concepts but also equips them with critical, creative, collaborative, and communication skills. Teachers are key to successful classroom leadership. Therefore, teachers must pay close attention to students to ensure the learning process runs smoothly and achieves the ultimate goal. Therefore, teacher strategies are crucial to ensure students feel supported in the learning process, as learning is inclusive and collaborative.

Therefore, a teaching paradigm is needed that encourages active student participation and strengthens understanding. One relevant approach is immersive learning. This model facilitates critical, reflective, and contextual thinking, resulting in more robust learning and a focus on developing 21st-century competencies. To ensure a more effective social studies learning process in elementary schools, a developed and relevant deep learning approach is essential. Education in the 21st century has equipped students with relevant learning, and technology has also advanced rapidly. This allows for a more optimal deep learning approach. According to (Syafi'i, 2025), this approach has a positive impact on building mindfulness, creating meaningful learning experiences, and making learning more enjoyable for students. This approach tends to foster more critical thinking and higher learning motivation in students.

Therefore, the researcher was interested in choosing the topic "Deep Learning Model in Social Studies Teaching in Elementary Schools." The basic concept of deep learning in education is a teaching method that facilitates conceptual understanding through higher-level thinking processes. Rather than simply absorbing information, students actively process, analyze, and develop knowledge based on learning experiences.

The characteristics of deep learning are student-centered, encouraging student activeness, and encouraging reflection and meaning-making. This learning model differs from conventional educational models, which tend to emphasize memorization and repetition without understanding the concepts taught. According to Latif (in Safitri et al., 2025), deep learning in education refers to a learning method

that encourages students to gain deeper understanding through exploration, reflection, and application of concepts in real-life situations.

METHOS

This research employs a descriptive qualitative method based on a literature review. It utilizes up-to-date sources. This aims to comprehensively describe and understand the phenomenon. In the context of elementary school social studies, this method is useful for researching the use of deep learning to improve social studies comprehension in elementary schools. This approach not only enhances student understanding and enthusiasm but also fosters a positive view of social studies as a meaningful and enjoyable subject.

RESULT AND DISCUSSION

Based on the literature review, the immersive learning model is understood as a learning approach that emphasizes deep conceptual understanding, meaningful learning, and students' ability to connect knowledge to real-life contexts. This model encourages students to think critically, reflectively, and analytically, so that learning is not only oriented towards superficial mastery of material (surface learning). In the context of elementary education, immersive learning is seen as an approach that suits student characteristics, because it helps students build knowledge through active and contextual learning experiences. The immersive learning model has positive implications for the social studies learning process in elementary schools. Learning becomes more meaningful because students are encouraged to connect the material to everyday experiences and their surrounding environment. The literature also shows that the application of the immersive learning model has the potential to improve students' critical thinking skills, conceptual understanding, and social attitudes. This is in line with the objectives of social studies learning in elementary schools, which emphasize not only cognitive aspects but also the development of social attitudes and skills. The literature review shows that teachers have a crucial role in the successful implementation of the immersive learning model. Social issues are presented as stimuli, teachers design contextual learning, and they help students learn and think. For social studies learning to be successful and meaningful, teachers must be able to choose appropriate methods, media, and learning resources. One of the keys to the successful implementation of the in-depth learning model in elementary schools is careful learning planning.

CONCLUSION

Based on the results of the literature review and qualitative analysis, descriptive analysis, it can be concluded that the application of the immersive learning model to social studies learning in elementary schools can improve the learning process and student learning outcomes. This model emphasizes students'

understanding of concepts, and the development of critical thinking skills, reflective thinking, and relevant problem-solving skills. According to several sources, immersive learning has the potential to increase student engagement, increase their desire to learn, and help them build a relevant and contextual understanding of social studies learning. In addition, the role of teachers as facilitators is crucial for the successful implementation of this model, especially in student-centered learning designs. Consequently, the immersive learning model can be used as an alternative social studies learning method in elementary schools to achieve 21st-century educational goals.

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