

Assessing Teachers' Understanding and Readiness for Implementing Deep Learning in Pancasila Education: A Descriptive Study in Ponorogo, Indonesia

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ABSTRACT

The shift toward the Merdeka Curriculum in Indonesia positions deep learning — an approach emphasising cognitive, emotional, and metacognitive engagement through exploration, reflection, and meaning-making — as central to classroom practice. In Pancasila Education, this approach carries particular strategic importance because learning outcomes extend beyond civic knowledge to the internalisation and reflective application of Pancasila values in everyday life. Prior studies indicate that teachers' conceptual grasp of curriculum reform often outpaces their capacity to translate it consistently into differentiated, exploratory, and reflective classroom practice, revealing a persistent gap between understanding and readiness. This study aimed to describe the level of Pancasila Education teachers' understanding of, and readiness to implement, deep learning at the senior high school level in Ponorogo Regency, Indonesia. A quantitative approach with a descriptive survey design was employed. Respondents comprised 16 Pancasila Education teachers drawn from eight public senior high schools representing the western, eastern, northern, and southern regions of Ponorogo Regency. Data were collected using a 24-item, four-point Likert-scale questionnaire measuring understanding and readiness across four deep learning dimensions: pedagogical practices, learning partnerships, learning environments, and leveraging digital. Data were analysed using descriptive statistics. The overall level of teachers' understanding and readiness fell into the moderate category, with a mean score of 62.82. The understanding variable obtained a mean of 23.82, with 56.25% of respondents in the moderate category, while the readiness variable obtained a mean of 24.18, with 56.25% of respondents likewise in the moderate category. Teachers already possess a conceptual foundation and an initial readiness to implement deep learning, but this foundation has not yet developed into strong and evenly distributed practice. Contextual, practice-oriented, and sustained professional development is therefore needed to strengthen implementation.

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1. INTRODUCTION

The policy transformation embodied in the Merdeka Curriculum positions learning as a process that does not stop at information mastery, but instead encourages students to understand concepts, think critically and reflectively, and build character. One approach relevant to this direction is *deep learning*, i.e., learning that emphasises students' cognitive, emotional, and metacognitive engagement through exploration, reflection, problem-solving, and the active construction of knowledge. Unlike *surface learning*, which tends to be oriented toward memorisation and the reproduction of information, deep learning encourages students to connect knowledge with real experience and to use it meaningfully [1]. This approach aligns with the character of the Merdeka Curriculum, which emphasises meaningful learning, differentiation, competency development, and character formation through the Pancasila Student Profile [2], [3].

In Pancasila Education, deep learning carries strategic significance because the subject's learning objectives are not limited to the mastery of civic knowledge. Students are also expected to understand, reflect on, and internalise Pancasila values in daily life. Learning therefore needs to connect subject matter with social reality, moral dilemmas, and the challenges of national and civic life. Civic education that is overly abstract, factual, and textual risks severing the link between the knowledge taught and everyday civic practice [4], [5], [6]. In this context, deep learning becomes important so that students do not merely come to know norms and values, but are also able to reflect on them and translate them into concrete attitudes and actions [7], [8].

For the purposes of this study, it is necessary to distinguish clearly among three related but conceptually separate constructs. First, deep learning is treated as an educational and pedagogical approach — a set of principles and practices (encompassing pedagogical practices, learning partnerships, learning environments, and leveraging digital) that describe how meaningful, reflective, and student-centred learning should be designed and enacted [1], [31]. Second, teacher understanding of deep learning refers to teachers' cognitive grasp of this approach — their capacity to recall (C1) and comprehend (C2) its concepts, principles, and dimensions, following the revised Bloom's Taxonomy [28]. Third, teacher readiness to implement deep learning refers to teachers' capacity to apply (C3) these concepts in actual classroom practice — designing meaningful activities, facilitating reflective dialogue, and using authentic assessment. Distinguishing these three constructs matters because a teacher may understand deep learning conceptually without yet being ready to enact it, and it is precisely this potential gap between cognitive understanding and applied readiness that this study sets out to describe.

The success of implementing deep learning depends heavily on the readiness of teachers as the key actors who translate policy into classroom practice. This readiness is not sufficiently represented by concept mastery or policy understanding alone; it also encompasses the ability to design meaningful learning, to facilitate exploration and reflective dialogue, and to use authentic assessment that evaluates both process and outcome holistically [9]. A number of studies indicate a tendency for teachers' cognitive or pedagogical understanding to be relatively stronger than their capacity to apply it consistently in deep learning classrooms [10], [11]. This condition points to a gap between knowing the principles of deep learning and being ready to implement them in planning, delivery, and evaluation.

This gap is also evident in the implementation of the Merdeka Curriculum in Indonesia more broadly. Teachers generally understand the direction of curricular change, but still encounter difficulty translating it into differentiated, student-centred, exploratory, reflective, and process-oriented learning. Similar challenges appear in the preparation of teaching modules, the selection of instructional strategies, and the consistent application of formative and authentic assessment [12]–[18]. The skill of designing active, collaborative, exploratory, and discursive activities also remains a challenge for some teachers (Hadiyati et al., 2025). Teacher readiness therefore needs to be understood as a capacity that combines conceptual understanding with the pedagogical ability to implement this approach.

Various factors influence this readiness, including teaching experience, access to professional development, school support, clarity of implementation guidance, infrastructure, and organisational culture. One-off or purely technical training is insufficient to build teacher readiness for this paradigm shift. Teachers need contextual, practice-oriented, and sustained professional

development in order to convert knowledge into pedagogical action [19], [20]. Other studies likewise underscore the importance of pedagogical capacity, 21st-century competencies, institutional support, and school leadership in improving the quality of learning implementation [21]–[24]. Without such support, policy change risks being understood only at the administrative level, while classroom practice remains conventional.

The question of teacher readiness becomes especially important in Pancasila Education, because successful learning here concerns the simultaneous development of civic knowledge, attitudes, character, and competence. Teachers are required not only to understand the terminology of deep learning, but also to integrate it into lesson planning, discussion- and reflection-facilitation strategies, contextual learning experiences, and authentic assessment. Where such readiness is inadequate, deep learning risks being reduced to a mere variation of method, without substantive change to the quality of students' learning experience. Mapping the level of teacher understanding and readiness is therefore necessary as a basis for identifying more precisely targeted capacity-strengthening needs.

Ponorogo Regency is an important context for this study because of the variation among its schools in terms of school characteristics, access to training, the intensity of professional mentoring, and the quality of educational facilities. This variation is likely to influence the level of Pancasila Education teachers' understanding and readiness to implement deep learning. To date, however, no structured empirical mapping of this condition has been available, meaning that capacity-building efforts risk being generic rather than grounded in actual regional needs. Some schools have developed internal training to support Merdeka Curriculum implementation, but capacity and support vary across schools [25]–[27].

This study treats teacher understanding and readiness as two interrelated aspects. Understanding is needed to determine the extent to which teachers recognise and interpret the concept of deep learning, while readiness reflects their capacity and preparedness to apply it in practice. Measuring understanding cannot stop at the level of knowing; it must also capture the capacity to comprehend and apply the concept. One basis used in this study for developing the understanding indicators is the revised Bloom's Taxonomy, specifically the dimensions of remembering (C1), understanding (C2), and applying (C3) [28]. Teacher readiness, meanwhile, is positioned more broadly through pedagogical aspects and practical capacity in designing and delivering learning.

The urgency of this study is further grounded in the still-limited body of research that specifically addresses deep learning in Pancasila Education. Existing studies more often evaluate Merdeka Curriculum implementation in general or focus on particular subjects, while studies that combine teachers' conceptual understanding and pedagogical readiness within a single analytical framework — particularly at the regional level — remain scarce [29], [30]. Yet local school characteristics, organisational culture, and access to professional development can produce considerable variation in how education policy is implemented. This study therefore seeks to provide a comprehensive picture of the level of understanding and readiness of Pancasila Education teachers with respect to deep learning in Ponorogo Regency. The findings are expected not only to map the empirical condition, but also to serve as a basis for developing more contextual and sustainable teacher capacity-building, and for supporting the strengthening of deep learning implementation and regional education policymaking.

2. METHOD

This study used a quantitative approach with a descriptive survey design. It aimed to describe the level of Pancasila Education teachers' understanding of, and readiness for, implementing deep learning at the senior high school (SMA) level in Ponorogo Regency. The survey approach was used to obtain an empirical picture of respondents' conditions based on data collected through a questionnaire instrument. The study was not designed to test relationships or effects between variables, but rather to map tendencies in the level of teacher understanding and readiness within the studied context.

The study population comprised Pancasila Education teachers at the senior high school level in Ponorogo Regency. Sample selection was carried out in stages, taking into account representation

from four geographic regions: west, east, north, and south. The sampling procedure in this study is therefore more accurately described as multistage sampling with regional stratification rather than cluster random sampling. The four regions served as the initial grouping basis; within each region, two public senior high schools were designated as data-collection sites, and two Pancasila Education teachers were then obtained from each school as respondents. A total of 16 teachers participated in this study.

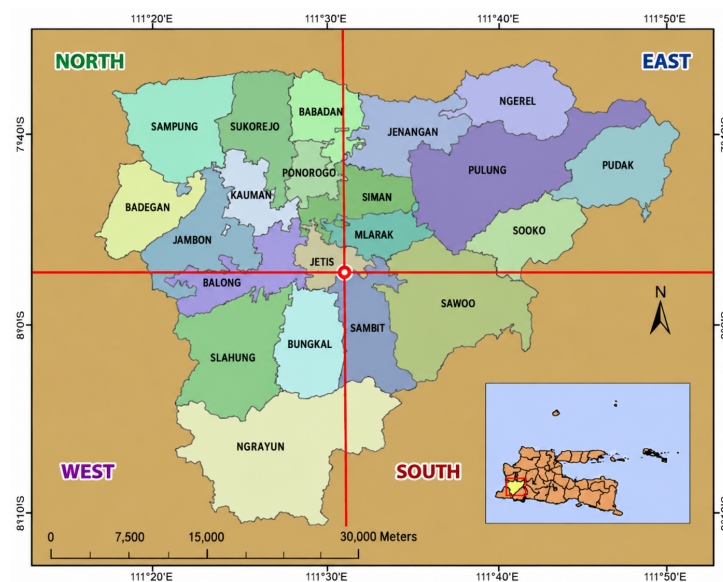


Figure 1. Map of regional distribution

The sample schools comprised SMA Negeri 1 Kauman and SMA Negeri 1 Badegan, representing the western region; SMA Negeri 1 Sambit and SMA Negeri 1 Pulung, representing the eastern region; SMA Negeri 1 Babadan and SMA Negeri 1 Jenangan, representing the northern region; and SMA Negeri 1 Slahung and SMA Negeri 1 Bungkal, representing the southern region. Because the procedure for selecting schools and teachers did not involve randomisation at every stage, the results of this study are positioned as a descriptive picture of the 16 respondents studied. The findings are therefore not intended for statistical generalisation to all Pancasila Education teachers in Ponorogo Regency.

Table 1. Distribution of Research Subjects

Region	Schools	Number of Teachers
West	SMA Negeri 1 Kauman; SMA Negeri 1 Badegan	4
East	SMA Negeri 1 Sambit; SMA Negeri 1 Pulung	4
North	SMA Negeri 1 Babadan; SMA Negeri 1 Jenangan	4
South	SMA Negeri 1 Slahung; SMA Negeri 1 Bungkal	4
Total	8 schools	16

The study variables consisted of teachers' level of understanding and their level of readiness for implementing deep learning. Both variables were operationalised through four deep learning dimensions: pedagogical practices, learning partnerships, learning environments, and leveraging digital. For the understanding variable, indicators were developed to measure the ability to remember (C1) and understand (C2); for the readiness variable, indicators targeted the ability to apply (C3). This use of indicators is consistent with the revised Bloom's Taxonomy framework used in this study to distinguish conceptual mastery from readiness for application.

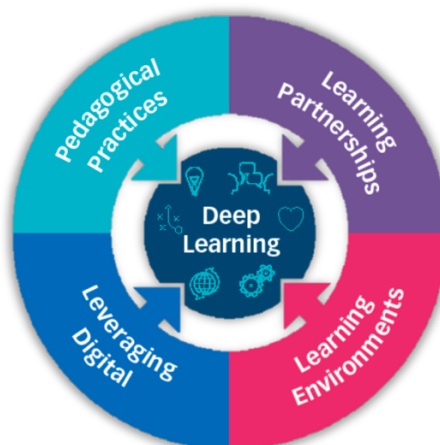


Figure 2. The four elements of deep learning practice [31]

Table 2. Questionnaire Indicators

Variable	Dimension	Indicator
Teacher Understanding	Pedagogical practices	Remembering (C1); Understanding (C2)
Teacher Understanding	Learning partnerships	Remembering (C1); Understanding (C2)
Teacher Understanding	Learning environments	Remembering (C1); Understanding (C2)
Teacher Understanding	Leveraging digital	Remembering (C1); Understanding (C2)
Teacher Readiness	Pedagogical practices	Applying (C3)
Teacher Readiness	Learning partnerships	Applying (C3)
Teacher Readiness	Learning environments	Applying (C3)
Teacher Readiness	Leveraging digital	Applying (C3)

Data were collected using a non-test instrument in the form of a questionnaire distributed via Google Forms. The instrument consisted of 24 items measuring the two variables of teacher understanding and teacher readiness. Each item was developed according to the indicators of its respective dimension and used a four-point Likert scale. For positive statements, scores of 4, 3, 2, and 1 were assigned respectively to Strongly Agree, Agree, Disagree, and Strongly Disagree; scoring was reversed for negative statements. The use of a questionnaire allowed simultaneous data collection from respondents across different school locations and enabled anonymous completion.

Table 3. Questionnaire Scoring

Statement	SA	A	D	SD
Positive	4	3	2	1
Negative	1	2	3	4

Instrument validity was tested through content validity using Aiken's V coefficient based on expert judgement, with ratings on a 1–4 scale used to assess the representativeness of each item for the construct measured. Items were considered valid if they obtained an Aiken's V coefficient ≥ 0.70 ; items below this threshold were revised according to the expert assessment. Instrument reliability was then estimated using Cronbach's Alpha in SPSS, with a coefficient ≥ 0.70 considered adequate.

Data were analysed using quantitative descriptive statistics, including frequency distributions and percentages, and the calculation of mean, median, mode, minimum, maximum, and standard deviation. Respondent scores were then grouped into five categories — very good, good,

moderate, poor, and very poor — based on the categorisation intervals used in the study. The analysis was intended to describe the condition of teacher understanding and readiness, both overall and by variable. Given the limited number of respondents and the descriptive design of the study, the results are interpreted as a picture of the studied respondents' condition rather than as a basis for statistical generalisation to the entire population of Pancasila Education teachers in Ponorogo Regency.

3. RESULTS AND DISCUSSION

The results of this study are intended to describe the level of teacher understanding and readiness for deep learning in Pancasila Education in Ponorogo Regency. The construct was measured using a 24-item questionnaire divided into two variables: teacher understanding and teacher readiness. The data used are primary data obtained from the questionnaire distributed to 16 senior high school Pancasila Education teachers in Ponorogo.

The overall results for teacher understanding and readiness in deep learning implementation in Pancasila Education in Ponorogo Regency showed a minimum score of 42.00, a maximum score of 88.00, a mean of 62.82, a median of 65.00, a mode of 62.00, and a standard deviation (SD) of 2.74. The complete results are presented in Table 4 below.

Table 4. Descriptive statistics for the overall level of teacher understanding and readiness in deep learning implementation in Pancasila Education

Statistic	
<i>N</i>	16
<i>Mean</i>	62.82
<i>Median</i>	65.00
<i>Mode</i>	62.00
<i>Std. Deviation</i>	2.74
<i>Minimum</i>	42.00
<i>Maximum</i>	88.00

The results show that the overall level of teacher understanding and readiness for deep learning implementation in Pancasila Education in Ponorogo Regency falls into the moderate category. Based on data from the 16 Pancasila Education teachers, the mean score obtained was 62.82, with a minimum score of 42 and a maximum of 88. The distribution of respondents shows that 8 teachers (50%) fell into the moderate category, 3 teachers (18.75%) into the good category, 2 teachers (12.5%) into the very good category, 2 teachers (12.5%) into the poor category, and 1 teacher (6.25%) into the very poor category. The main finding, therefore, is not that teachers lack understanding of deep learning, but that this understanding and readiness have not yet consistently reached a high level among the majority of teachers.

The data were subsequently categorised into five groups: very good, good, moderate, poor, and very poor. The categorisation results are presented in Table 5 below.

Table 5. Overall categorisation of teacher understanding and readiness for deep learning implementation in Pancasila Education

Interval	Category	Frequency	Percentage
$X > 78$	Very Good	2	12.5%
$69 < X \leq 77.5$	Good	3	18.75%
$60 < X \leq 68.5$	Moderate	8	50.0%
$47 < X \leq 59.5$	Poor	2	12.5%
$X \leq 46.5$	Very Poor	1	6.25%
Total		16	100%

The dominance of the moderate category suggests that Pancasila Education teachers in Ponorogo Regency generally already possess the initial knowledge and readiness to recognise and

carry out deep learning, but this mastery is not yet fully strong or evenly distributed. This is consistent with the study's measurement framework, which positions understanding at the level of remembering (C1) and comprehending (C2), while readiness is directed toward applying (C3). In other words, teacher understanding is not sufficiently demonstrated merely by the ability to recognise deep learning terms or concepts; it needs to develop further into the ability to translate these concepts into learning practice. In this context, the moderate category can be understood as a condition in which some teachers already possess a conceptual foundation, but their ability to consistently operationalise that foundation in classroom practice still requires strengthening.

Based on Table 5, the level of teacher understanding and readiness for deep learning implementation in Pancasila Education in Ponorogo Regency is illustrated below.

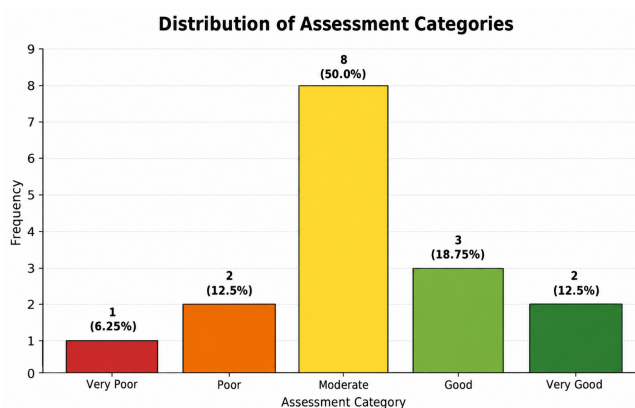


Figure 3. Bar chart of the overall level of teacher understanding and readiness for deep learning implementation in Pancasila Education in Ponorogo Regency

Table 5 and Figure 3 show that 6.25% of teachers fell into the very poor category, 12.5% into the poor category, 50% into the moderate category, 18.75% into the good category, and 12.5% into the very good category. The overall mean score of 62.82 falls within the interval $60 < X \leq 68.5$, so it can be concluded that the overall level of teacher understanding and readiness for deep learning implementation in Pancasila Education in Ponorogo Regency is moderate.

This finding becomes more meaningful when connected to the nature of deep learning discussed in the literature review. Deep learning does not merely position students as recipients of information, but emphasises cognitive, emotional, and metacognitive engagement through exploration, reflection, problem-solving, and connecting knowledge with real experience. Teachers are therefore required to shift learning from mere content delivery toward a meaningful, reflective, and contextual learning experience. The finding that 50% of teachers fall into the moderate category indicates that this transformation process already has a foundation, but has not yet become a strong practice among all teachers.

3.1. Level of Understanding

Specifically, the teacher understanding variable obtained a mean score of 23.82, with a median of 24 and a mode of 22. The distribution shows that 9 teachers (56.25%) fell into the moderate category, 4 teachers (25%) into the good category, 1 teacher (6.25%) into the very good category, 2 teachers (12.5%) into the poor category, and no teacher into the very poor category. This pattern shows that more than half of the teachers already have adequate understanding of deep learning, while about a third have shown good to very good understanding. In other words, the issue is not the absence of knowledge about deep learning, but rather the depth and even distribution of concept mastery among teachers.

The results of this study on the teacher understanding variable are presented in Table 6 below.

Table 6. Descriptive statistics for the teacher understanding variable

Statistic	
<i>N</i>	16
<i>Mean</i>	23.82
<i>Median</i>	24.00
<i>Mode</i>	22.00
<i>Std. Deviation</i>	1.64
<i>Minimum</i>	15.00
<i>Maximum</i>	42.00

This condition is consistent with the study's objective of positioning teacher understanding at the level of mastering the concepts, principles, and characteristics of deep learning. The research indicators were also developed through four aspects — pedagogical practices, learning partnerships, learning environments, and leveraging digital — and, for the understanding aspect, teachers were measured on their ability to remember and comprehend each dimension. The dominant moderate category therefore indicates that most teachers already possess basic knowledge of pedagogical practice, learning partnerships, learning environments, and the use of digital technology, but not all aspects can yet be said to be deeply mastered.

The teacher understanding variable was subsequently categorised into five groups, as presented in Table 7 below.

Table 7. Categorisation of the teacher understanding level

Interval	Category	Frequency	Percentage
$X > 40$	Very Good	1	6.25%
$31 < X \leq 39.5$	Good	4	25%
$22 < X \leq 30.5$	Moderate	9	56.25%
$13 < X \leq 21.5$	Poor	2	12.5%
$X \leq 12.5$	Very Poor	0	0%
Total		16	100%

This finding can also be explained through the characteristics of Pancasila Education, which requires contextual learning. The study's conceptual framework emphasises that teaching Pancasila Education is not sufficient if limited to civic knowledge; it must also develop value understanding, civic awareness, democratic attitudes, and social responsibility. Content needs to be connected to social reality, moral dilemmas, and the practice of national and civic life. The moderate level of teacher understanding thus suggests that the challenge is not simply understanding the definition of deep learning, but understanding how its principles translate into a Pancasila Education learning experience that is genuinely close to students' lives.

Based on Table 7, the level of teacher understanding for deep learning in Pancasila Education in Ponorogo Regency can be seen in Figure 4 below.

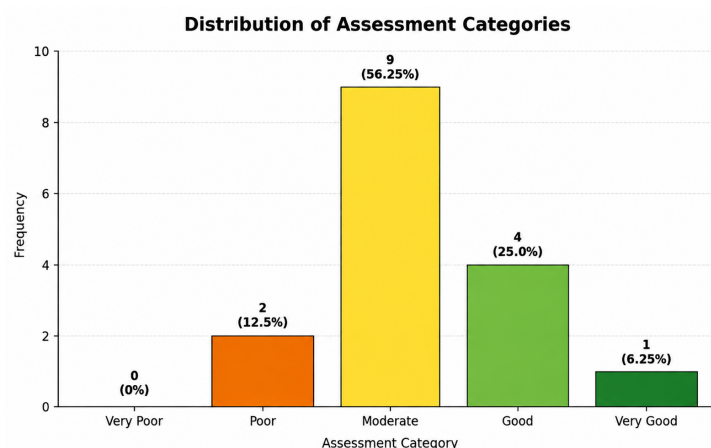


Figure 4. Bar chart of the teacher understanding level

Table 7 and Figure 4 show that 0% of teachers fell into the very poor category, 12.5% into the poor category, 56.25% into the moderate category, 25% into the good category, and 6.25% into the very good category for the understanding variable. It can therefore be concluded that the level of teacher understanding of deep learning in Pancasila Education in Ponorogo Regency falls into the moderate category.

This result confirms prior findings reported by Waloyo, Prayitno, Toharudin, and Rahmawati [10] and by Hadiyah, Surahmat, and El Walida [11], who likewise found that teachers' cognitive or conceptual grasp of deep learning tends to outpace their capacity for consistent classroom application — a pattern replicated here in the gap between the moderate-understanding category and the somewhat more positive readiness distribution. It is also consistent with, and extends, studies on Merdeka Curriculum implementation more broadly [12]–[18], which show that teachers can grasp reform goals in principle while still struggling to translate them into differentiated, student-centred, and systematically assessed practice; the present study extends this literature by demonstrating that the same understanding–readiness pattern holds specifically within Pancasila Education, a subject whose success depends on internalising values rather than only cognitive mastery. Teachers with stronger pedagogical competence, as this framework also suggests, tend to be better able to use innovative approaches, whereas exploratory, reflective, and discursive learning remains a shared challenge. The present findings therefore reinforce the view that teachers' conceptual understanding is beginning to take shape, but that its depth still needs to be developed to serve as a foundation for more innovative pedagogical practice.

3.2. Level of Readiness

For the readiness variable, the results in Table 8 show a mean score of 24.18, with a median of 24 and a mode of 22. As shown in Table 9, 9 teachers (56.25%) fell into the moderate category, 5 teachers (31.25%) into the good category, 1 teacher (6.25%) into the very good category, and only 1 teacher (6.25%) into the poor category, with no teacher in the very poor category. This distribution is slightly more positive than that of the understanding variable: the combined proportion of teachers in the good and very good categories reached 37.5% for readiness compared with 31.25% for understanding, while the proportion in the poor category was lower for readiness (6.25%) than for understanding (12.5%).

The results of this study on the teacher readiness variable are presented in Table 8 below.

Table 8. Descriptive statistics for the teacher readiness variable

Statistic	
<i>N</i>	16
<i>Mean</i>	24.18
<i>Median</i>	24.00
<i>Mode</i>	22.00

<i>Std. Deviation</i>	1.68
<i>Minimum</i>	17.00
<i>Maximum</i>	40.00

The teacher readiness variable was subsequently categorised into five groups, as presented in Table 9 below.

Table 9. Categorisation of the teacher readiness level

Interval	Category	Frequency	Percentage
$X > 40$	Very Good	1	6.25%
$31 < X \leq 39.5$	Good	5	31.25%
$22 < X \leq 30.5$	Moderate	9	56.25%
$13 < X \leq 21.5$	Poor	1	6.25%
$X \leq 12.5$	Very Poor	0	0%
Total		16	100%

Based on Table 9, the level of teacher readiness for deep learning in Pancasila Education in Ponorogo Regency can be seen in Figure 5 below.

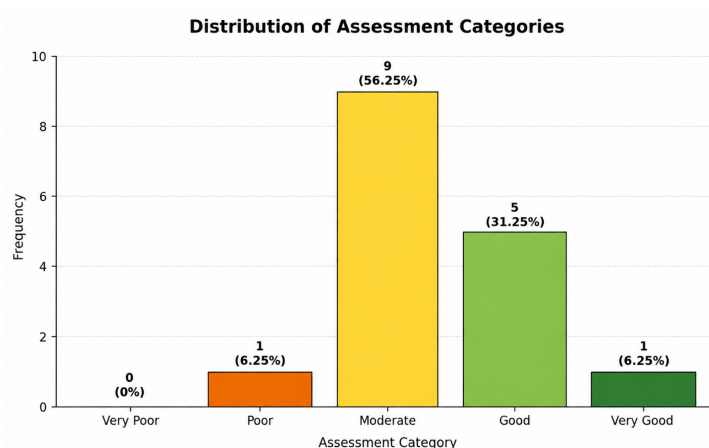


Figure 5. Bar chart of the teacher readiness level

Table 9 and Figure 5 show that 0% of teachers fell into the very poor category, 6.25% into the poor category, 56.25% into the moderate category, 31.25% into the good category, and 6.25% into the very good category for the readiness variable. It can therefore be concluded that the level of teacher readiness for deep learning implementation in Pancasila Education in Ponorogo Regency is moderate.

This finding indicates that, although teachers' conceptual understanding remains predominantly moderate, a number of teachers already show readiness to begin implementing deep learning. Readiness in this study is directed at the ability to apply (C3), so its meaning is closer to the ability to translate deep learning principles into concrete action. Within the study's conceptual framework, readiness encompasses the ability to design learning that fosters mindful learning, creates meaningful learning, creates joyful learning through digital technology, and reflects the willingness and commitment to strengthen professional competence in Digital Citizenship and Deep Learning.

The moderate category for readiness should therefore not be read as teacher unreadiness to implement deep learning. Rather, it more accurately reflects an initial readiness that is not yet fully optimal or evenly distributed. Teachers already possess the capital to change their teaching, but still need strengthening in designing reflective activities, connecting content to students' real experiences, using technology meaningfully, and building active, enjoyable learning. This is consistent with the

conceptual framework's emphasis that the success of deep learning depends heavily on teachers' ability to design meaningful learning, facilitate reflective dialogue, and use authentic assessment that evaluates both process and outcome holistically.

Taken together, the two variables show a relatively consistent pattern: understanding and readiness are both moderate, though readiness shows a slightly more positive distribution. This matters because deep learning does not stop at concept mastery — teachers need to move from knowing and understanding toward applying. The study's conceptual framework affirms that the measurement of understanding and readiness was designed precisely to capture the relationship between cognitive aspects and practice, through the C1, C2, and C3 levels of Bloom's Taxonomy. This pattern is broadly consistent with Fitrah et al. [22] and Subiyantoro and Musa [24], who similarly found that Indonesian teachers' readiness for deep learning tends to track slightly ahead of, or alongside, their conceptual understanding once an initial knowledge base is in place, and it can be read as context-specific evidence in that, unlike studies conducted in urban or better-resourced settings, the teachers in this study operate across geographically dispersed schools in a single regency with uneven access to training and mentoring — a structural condition raised in the introduction [25]–[27] that plausibly shapes the specific 56.25% moderate concentration observed here rather than a more polarised distribution. The results can therefore be read as indicating that teachers already possess a knowledge foundation and an inclination toward readiness for change, but that professional strengthening is still required for this understanding to translate into consistent deep learning practice.

Overall, the results show that the implementation of deep learning in Pancasila Education in Ponorogo Regency is at a developmental stage, rather than a condition of complete unreadiness. The dominance of the moderate category in both variables indicates an adequate foundation, but also considerable room for development. This is consistent with the study's background, which emphasises that the success of a pedagogical paradigm shift depends on teacher readiness, school support, infrastructure, organisational culture, and opportunities for professional development. Consequently, the necessary follow-up is not merely informative or one-off training, but contextual, practice-oriented, and sustained professional development. The study's conceptual framework itself affirms that short-term technical training is not sufficient; teachers need systematic support, opportunities for practice, and mentoring to be able to implement participatory and reflective learning.

These findings thus suggest that Pancasila Education teachers in Ponorogo Regency already possess an initial capital of understanding and readiness for implementing deep learning, but that this capital has not yet fully developed into strong and evenly distributed competence. This finding also reinforces the urgency of developing teacher capacity-building programmes grounded in empirical need. Such programmes should ideally not only discuss the concept of deep learning, but also provide practical experience in designing reflective, contextual, collaborative, and differentiated learning, making appropriate use of digital technology, and developing authentic assessment. With this approach, improvements in teacher understanding can move toward improvements in readiness, and ultimately toward Pancasila Education practice that connects knowledge, reflection, Pancasila values, and the real lives of students.

4. CONCLUSION

The understanding and readiness of Pancasila Education teachers for implementing deep learning are at a developmental stage. Teachers already possess a conceptual foundation and initial capital for implementing deep learning, but this foundation has not yet developed strongly and evenly into consistent pedagogical practice. The slightly more positive readiness compared with understanding also indicates teachers' potential to move from concept mastery toward application in learning. This matters because the success of deep learning in Pancasila Education is not determined solely by familiarity with the concept, but by teachers' ability to translate it into a learning experience that is reflective, contextual, participatory, and meaningful for students' lives. Strengthening the implementation of deep learning should therefore be directed toward professional development that is grounded in teachers' real needs, practice-oriented, contextual, and sustained. Training should not

stop at the socialisation of concepts, but should provide space for teachers to develop the ability to design, deliver, and evaluate deep learning in ways appropriate to the characteristics of Pancasila Education. Mapping teacher understanding and readiness thus has important relevance as a basis for formulating more precisely targeted capacity-strengthening strategies, while also affirming that the transformation of deep learning requires systematic support so that the initial capital teachers already possess can develop into more substantive and consistent learning practice.

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