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Deep Learning Paradigm In The Context Of Multicultural Education In Indonesia

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Abstract

This study aims to analyze the deep learning paradigm as a pedagogical strategy for strengthening multicultural education in Indonesia. The main problem identified is that the current implementation of multicultural education in schools tends to be normative-theoretical, resulting in the value of tolerance often being understood only textually without any concrete internalization of attitudes. Furthermore, previous studies on deep learning have focused more on cognitive achievement or critical thinking skills without specifically linking them to the context of Indonesia's cultural plurality. Using library research, this study explores carious relevant literature to formulate a conceptual foundation for developing learning practices. The result indicate that a deep learning approach that integrates the principles of mindful, meaningful, and joyful learning is capable of transforming diversity issues into an authentic and reflective learning context. The novelty of this research lies in the synthesis of aspects of thought, heart, feeling, and body within a multicultural framework, enabling students not only to master material but also to internalize the values of inclusivity. This strategy offers a solution to the dominance of conventional learning, enabling a generation that is academically intelligent and possesses sustainable multicultural awareness.

Keyword: Deep Learning, Multicultural Education, Social Studies Education.

INTRODUCTION

The development of 21st-century education demands a change in the learning paradigm that is not only oriented towards knowledge transfer alone, but also on the formation of meaningful understanding, critical thinking skills, and student character that is relevant to the

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challenges of the times. The concept of deep learning emphasizes the active involvement of students in the learning process so that learning outcomes are not only in the form of memorization, but a deep understanding of the material being studied, namely mindful, meaningful, joyful learning. This is reinforced by research by Hattie & Donoghue, (2016), which showed that immersive learning strategies significantly improve the quality of student understanding and learning outcomes. Furthermore, immersive learning can create meaningful and high-quality learning experiences through reflective understanding and application of concepts in various life contexts (Anwar & Sodik, 2025).

However, learning practices in many educational institutions in Indonesia are still dominated by conventional teacher-centered approaches and an emphasis solely on mastering cognitive content, thus reducing students' opportunities for active and critical engagement in the learning process. This condition is in line with the findings of the Bank (2018) in the World Development Report that traditional learning methods are one of the causes of low learning quality. This orientation often results in shallow learning that is less able to equip students with higher-order thinking skills and social relevance. Rahmandani et al., (2025) in their literature review explain that the transformation of learning towards deep learning is one of the main challenges in the current Indonesian educational context.

Indonesia, as a country with a very high level of diversity across ethnicities, religions, cultures, and socioeconomic statues, requires an education system capable of effectively responding to this plurality. According to Fauzan & Rajab (2022), multicultural education is defined as an approach that emphasizes the recognition, appreciation, and management of differences in the learning process, so that students are not only academically intelligent but also able to interact harmoniously with others from diverse cultures. However, the implementation of multicultural education in Indonesia still faces various obstacles. As stated by Tualaulelei & Halse (2023) in practice, multicultural values are often conveyed normatively and theoretically without learning strategies that can lead students to a deep and reflective understanding of the context of diversity. As a result, students often understand the concept of tolerance textually but are unable to internalize these values in their daily attitudes and actions, as found in various studies of the implementation of multicultural education in schools (Safi et al., 2024; Zulyana et al., 2025).

In the context, the immersive learning paradigm becomes relevant to study as a pedagogical approach that can strengthen multicultural education. Immersive learning encourages students to understand material comprehensively, connect knowledge to social experiences, and reflect on the implications of learned values for real life (Anwar & Sodik, 2025).

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Thus, students not only know but also understand, live, and apply the learned values in various real-life situations. The immersive learning paradigm has significant potential to strengthen multicultural education in Indonesia, as it allows diversity issues to be raised as an authentic learning context. Through this approach, students are encouraged to think critically about differences, engage in open dialogue, and build mutual respect based on holistic understanding. Research by Umroh & Arjiman (2025) shows that integrating mindful, meaningful and joyful learning strategies can foster inclusive attitudes and empathy among students in diverse contexts.

However, studies on the direct relationship between deep learning and multicultural education in Indonesia are still relatively limited. Most existing research focuses on the application of deep learning to improve conceptual understanding or critical thinking skills without directly linking it to the context of Indonesia's cultural plurality (Rahmandani et al., 2025). Yet, integrating these two aspects is crucial to addressing the challenges of national education in a pluralistic society.

Based on the above description, an in-depth study of the deep learning paradigm in the context of multicultural education in Indonesia is needed. This research is necessary to provide a conceptual and pedagogical foundation for the development of learning practices that are oriented not only toward developing students' understanding, attitudes, and character, enabling them to coexist harmoniously within diversity. Thus, education in Indonesia is expected to produce a generation that is not only intellectually intelligent but also possesses a strong and sustainable multicultural awareness.

METHOD

The method used in compiling this article uses a qualitative approach with a literature review method (library research). Library research is a research used by collecting information and data, studying various literary references and the results of previous similar studies to obtain a theoretical basis related to the problem to be studied (Ridwan et al., 2021; Sari & Asmendri, 2020; Sugiyono, 2017). This method was chosen because the research aims to examine and analyze conceptually the deep learning paradigm in the context of multicultural education in Indonesia by reviewing various relevant literature sources (Sina, 2022). In the data collection process for writing this article, a library study technique was used, consisting of collecting related literature, reviewing and exploring several relevant literatures. So that the collected data results are then presented narratively and conclusions are drawn to obtain a final summary of the study conducted (Moleong, 2020).

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RESULTS AND DISCUSSION

The Concept of the Deep Learning Paradigm in Education

Deep learning is a learning approach developed in response to the challenges of educational quality in the contemporary era, particularly in addressing the low quality of student understanding, high-level thinking skills, and the need for holistic and sustainable character development (Fauziati, 2025). In an official document from the Ministry of Primary and Secondary Education of the Republic of Indonesia, deep learning is defined as a learning approach that honors humanity by emphasizing the creation of a conscious, meaningful, and joyful learning atmosphere and process through the holistic and integrated development of thought, feeling, and physical activity (Kemendikdasmen, 2025). This definition emphasizes that deep learning is not solely oriented towards academic achievement but also towards the holistic development of student' humanity.

This concept of respect is the main foundation of in-depth learning, which positions students as whole human beings with potential, dignity, and human values that must be respected. In this approach, the relationship between teacher and student is no longer hierarchical and solely instructional, but rather and educational relationship based on mutual respect, empathy, and trust (Eid, 2020). Ennobling learning encourages the creation of a safe and inclusive learning environment, where students are given space to express ideas, ask questions, explore, and develop their identities without fear of error (Fauziati, 2025). Thus, in-depth learning seeks to shift authoritarian and teacher-centered learning practices toward an approach that centers students as active subjects of learning.

In addition to glorifying, deep learning also emphasizes the importance of mindful learning. Mindful learning refers to a condition where students have a clear understanding of learning objectives, are aware of their thinking processes, and are able to manage and regulate themselves in achieving these objectives (Fauziati, 2025). In this context, students do not merely receive information passively, but are actively involved in planning, monitoring, and evaluating their learning process. This learning awareness encourages the growth of intrinsic motivation, so that students learn not solely because they understand the value and meaning of the learning itself (Rohmah, 2025). Mindful learning is also closely related to the development of metacognitive abilities, namely the ability to reflect on the way of thinking and learning strategies used.

Deep learning further emphasizes the principle of meaningful learning as the core of students' learning experiences (Li, 2025). Meaningful learning occurs when students are able to connect new knowledge with prior knowledge and experiences, and understand the relevance

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of learning materials to real life (Mohan et al., 2026). In meaningful learning, knowledge is not viewed as a collection of isolated facts but must demonstrate a connection to the social. Cultural, and everyday contexts of students' lives. Through this process, students are encouraged to actively construct knowledge and apply it in various situations, so that learning outcomes become more contextual, applicable, and sustainable (Mystakidis, 2021). Meaningful learning also enables students to develop the critical thinking and problem-solving skills necessary to face the complexity of future challenges.

In addition to being conscious and meaningful, in-depth learning must also take place is in an enjoyable atmosphere. Enjoyable learning is defined as a learning process that takes place in a positive, enjoyable, challenging and motivating emotional climate (Komariyah, 2025). In this atmosphere, students feel valued for their involvement and contribution, thus fostering a strong emotional connection to the learning process. Enjoyment in learning is not merely interpreted as entertainment, but as a psychological state that supports active and in-depth student engagement. When students experience positive emotions in learning, the process of understanding remembering, and applying knowledge is optimized, allowing learning to take place more effectively and meaningfully (Cronqvist, 2024).

The uniqueness of in-depth learning lies in its holistic approach that integrates thinking, feeling, feeling, and physical activity as an inseparable whole (Azzahra & Jaya, 2025). Thinking is related to the development of cognitive abilities, such as understanding concepts, analyzing information, evaluating arguments, and solving problems logically and critically. This domain forms the basis for strengthening higher-order thinking skills, which are essential in the 21st-century context (Fitriani & Santiani, 2025). Heart training focuses on character formation, moral sensitivity, and the internalization of spiritual and ethical values that guide students' attitudes and actions. Through heart training, in-depth learning contributes to the formation of individuals with integrity, empathy, and responsibility.

Meanwhile, emotional processing plays a role in developing students' emotional and social sensitivity, including the ability to appreciate beauty, build empathy, and establish harmonious relationships with others. This domain emphasizes that education is not only related to intellectual intelligence, but also emotional and social intelligence, which are important in social life (Fitriani & Santiani, 2025). Sports, on the other hand, are an aspect of education related to physical development and health. Deep learning views physical health as an integral part of student well-being, as a healthy physical condition supports mental readiness and learning ability. The integration of these four domains reflects deep learning's balanced and holistic manner (Mystakidis, 2021). In a broader context, the definition of deep learning as

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formulated by the ministry of Primary and Secondary Education aligns with the national education goals and the vision for Indonesian human resource development (Wathon, 2024). Deep learning is aimed at developing graduates who possess the dimensions of faith and devotion to God Almighty, citizenship, critical reasoning, creativity, collaboration, independence, health, and communication skills (Mohan et al., 2026). Thus, deep learning serves not only as a pedagogical approach but also as a conceptual framework for developing a generation with character, adaptability, and readiness to face global challenges.

Based on this description, it can be concluded that deep learning is a learning approach that positions students as the primary subjects in the educational process through learning experiences that are noble, conscious, meaningful, and joyful. This approach integrates the development of cognitive, affective, social, spiritual, and physical aspects holistically through the development of thinking, feeling, feeling, and sports (Indrianingsi et al., 2025). With these characteristics, in-depth learning is expected to substantially improve the quality of learning and contribute to realizing quality education for all. A summary of the discussion above can be seen in the table 1 below.

Table 1. Summary of the Discussion of the Concept of the Deep Learning Paradigm

Definition	Deep learning is an educational approach that emphasizes conscious, meaningful, and enjoyable learning experiences to support the holistic development of learners.
Humanizing Principle	Learners are positioned as central subjects whose dignity is respected through supportive, inclusive, and respectful learning relationship.
Awareness in Learning	Leaners understand learning goals, reflect on their thinking processes, and regulate their own learning activities independently.
Meaningful Learning	Now knowledge is connected to prior experiences and real-life context, making it more relevant and applicable.
Joyful Learning	Learning occurs in a positive, engaging, and motivating environment that enhances student participation.
Holistic Approach	Learning integrates cognitive (thinking), moral (values), emotional-social (feeling), and physical (action) development.
Purpose	To develop individuals who are critical thinkers, self-directed, adaptable, and posses strong character.

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Measurement accuracy rate

The Relevance of Deep Learning in Multicultural Education in Indonesia

The immersive learning paradigm holds strong relevance in supporting the implementation of multicultural education in Indonesia, a country steeped in diversity. This approach emphasizes not only conceptual understanding but also encourages students to connect knowledge to the social realities they face daily (Sharma, 2020). In the context of a multicultural society, immersive learning enables students to understand diversity more contextually and reflectively, rather than simply as theoretical knowledge. This relevance is further demonstrated when immersive learning positions the learning experience as a meaningful process (Elbashbishy, 2024). Student are encouraged to relate the material to real life, including experiences interacting with individuals from diverse backgrounds. As Anwar & Sodik (2025) point out, immersive learning can provide contextual and reflective learning experiences.

In multicultural education, understanding of differences is not solely built through the normative delivery of concepts. Fauzan & Rajab (2022) emphasize that multicultural education must foster an attitude of respect for and management of differences in social life. Immersive learning supports this by providing space for students to engage in dialogue, ask questions, and explore various perspectives around them (Mcgregor, 2020). This learning approach also helps overcome the tendency toward conventional learning that still dominates many educational institutions. Rahmandani et al (2025) stated that conventional learning often fails to develop students' critical thinking skills. In a multicultural context, this situation has the potential to hinder the development of a comprehensive understanding of diversity.

Therefore, the relevance of in-depth learning in multicultural education lies in its ability to build bridges between knowledge and social experience. Students not only understand the concept of diversity but are also able to internalize and apply it in their daily lives.

Table 2. findings of the relevance of deep learning in multicultural education

Findings	Meaning	Impact
Contextual learning	Connects academic content with real-life social situations	Enhances understanding of diversity in a concrete way
Meaningful learning experiences	Learning occurs through interaction and reflection	Increases multicultural awareness
Attitude development	Encourages dialogue and respect for differences	Fosters empathy and tolerance

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Critical and applied thinking	Links theoretical knowledge with practical application	Promotes the implementation of multicultural values in daily life

Deep Learning Strengthens Students' Understanding of Multicultural Values

Deep learning strengthens the understanding of multicultural values through an active, reflective, and contextual learning process. Utomo et al (2025) explain that students are no longer positioned as mere recipients of information, but rather as subjects involved in constructing knowledge. In this process, values such as tolerance, empathy, and mutual respect are not only conceptually understood but also applied in everyday life. A meaningful learning process is key to strengthening these values. Furthermore, Mohan et al (2026) explain that meaningful learning occurs when students are able to connect material with their experiences. In a multicultural context, these experiences can include social interactions, environmental observations, or discussions about diversity issues.

Deep learning also fosters students' reflective skills. Through reflection, students can evaluate their attitudes and perspectives on differences (Mulyani et al., 2025). This is important because multicultural understanding is not only related to knowledge but also to self-awareness and social attitudes. Rohmah (2025) emphasized that learning awareness plays a role in fostering intrinsic motivation and deeper understanding. Furthermore, students are given the opportunity to listen to and understand others' perspective, so this type of interaction can foster empathy and inclusive attitudes among students (Umroh & Arjiman, 2025). Thus, in-depth learning not only enriches cognitive aspects but also strengthens students' affective and social aspects. Multicultural values are not just about knowledge but also become part of attitudes and behaviors in everyday life.

Table 3. findings of strengthening multicultural values through in-depth learning

Findings	Meaning
Active engagement	Multicultural values are developed through direct student participation
Experiential linkage	Understanding is strengthened through real social experiences
Reflective process	Self-evaluation builds awareness of differences

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Perspective exchange	Diverse interactions foster empathy and inclusivity

Challenges in Integrating Deep Learning with Multicultural Education

One of the main challenges in integrating in-depth learning with multicultural education is the continued dominance of conventional learning approaches (Manik et al., 2025). Teacher-centered learning tends to limit active student participation, making it difficult to develop the processes of reflection and dialogue that are at the heart of in-depth learning. Rahmandani et al (2025) highlight that this condition is still prevalent in educational practices in Indonesia. Furthermore, teachers' understanding of the concepts of in-depth learning and multicultural education is also uneven. In many cases, multicultural values are simply presented as subject matter without learning strategies that support the internalization of these values. (Safi et al (2024; Zulyana et al (2025) show that theoretical approaches are often ineffective in shaping student attitudes.

Limited learning resources also pose a challenge, as in-dept learning requires teaching materials that are contextual and relevant to students' lives (Sudarmono et al., 2025). Without adequate resource support, educators will struggle to develop learning that connects material to social realities. On the other hand, a learning culture that is still results-oriented also presents a barrier because the focus on achieving grades often leads to a lack of attention to understanding and reflection in the learning process (Palangda et al., 2025). However, in-depth learning emphasizes the process as a crucial component of the learning outcome (Fauziati, 2025).

Given these challenges, targeted efforts are needed to support the implementation of in-depth learning. Strengthening teacher competency, developing the curriculum, and providing a conducive learning environment are crucial steps in overcoming these obstacles.

Table 4. findings of challenges in deep learning within multicultural education

Findings	Meaning
Conventional learning	Limits participation and reflection
Limited teacher understanding	Values remain theoretical
Limited learning resources	Difficult to connect with real context
Outcome orientation	Overlooks process and understanding

CONCLUSION

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Based on the result of the literature review, it can be concluded that the learning paradigm (deep learning) plays a very important role in addressing the challenges of multicultural education in Indonesia. This approach not only focuses on mastery of material, but also emphasizes a conscious, meaningful, and enjoyable learning process, thereby forming a more comprehensive understanding in students. In a multicultural context, deep learning becomes relevant because it can connect knowledge with the social realities faced by students in everyday life. Deep learning has also been proven to strengthen the understanding of multicultural values through an active, reflective, and contextual learning process. Not only does it understand the concept of diversity, but students also learn to internalize and apply it in real life. However, the implementation of deep learning in multicultural education still faces challenges, such as the dominance of conventional learning, limited teacher understanding, and a lack of support for contextual learning resources. This condition shows that learning transformation cannot be done instantly, but requires continuous and targeted efforts from various parties. Deep learning can be seen as a strategic approach to strengthening multicultural education in Indonesia. Efforts to integrate these two concepts are important to produce a generation that is not only academically intelligent, but also has a strong multicultural awareness, so that it is able to contribute positively to the lives of diverse communities..

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