

Curriculum Management in Integrating Deep Learning Principles into English Language Learning at SMA Negeri 1 Sindue

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ABSTRACT

This study was motivated by the demand for educational transformation in the Merdeka Curriculum era, which emphasized student-centered learning through a deep learning approach. The study aimed to examine curriculum management in integrating deep learning principles into English language learning at SMA Negeri 1 Sindue, including impacts, opportunities, and challenges. This study employed a qualitative approach using descriptive case study method. Data collection techniques were carried out through observation, interviews, and documentation. Data analysis was conducted through data reduction, data presentation, and conclusion, while data validity was tested using triangulation techniques. The results showed that curriculum management in integrating deep learning principles had been implemented through the stages of planning, organizing, implementation, and evaluation. The implementation of deep learning positively impacted school management, teacher professionalism, teacher-student relationships, and students' active participation in learning. Then, supporting opportunities included curriculum policy support and school leadership commitment, teacher collaboration, the development of teacher creativity and innovation, digital technology utilization, and sustainable learning. However, several challenges were identified, including differences in teachers' readiness, administrative workload, diverse student abilities, and limited school facilities. Therefore, strengthening teacher competencies and optimizing learning facilities were needed to ensure more effective integration of deep learning principles.

Informasi Artikel

Kata Kunci:

Manajemen Kurikulum; Prinsip Deep Learning; Pembelajaran Bahasa Inggris

ABSTRAK

Penelitian ini dilatarbelakangi oleh tuntutan transformasi pendidikan pada era Kurikulum Merdeka yang menekankan pembelajaran berpusat pada siswa melalui pendekatan deep learning. Penelitian ini bertujuan untuk mengkaji manajemen kurikulum dalam pengintegrasian prinsip deep learning pada pembelajaran Bahasa Inggris di SMA Negeri 1 Sindue, termasuk dampak, peluang, dan tantangannya. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus deskriptif. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diuji melalui triangulasi. Hasil penelitian menunjukkan bahwa manajemen kurikulum dalam pengintegrasian prinsip deep learning telah dilaksanakan melalui tahap perencanaan, pengorganisasian, pelaksanaan, dan evaluasi. Penerapan deep learning memberikan dampak positif terhadap pengelolaan manajemen sekolah, profesionalitas guru, kedekatan guru dan siswa, serta peningkatan keaktifan siswa dalam pembelajaran. Peluang yang mendukung penerapan deep learning meliputi dukungan kebijakan kurikulum dan komitmen pimpinan sekolah, kolaborasi profesional antar guru, pengembangan kreativitas dan inovasi guru, pemanfaatan teknologi digital, serta pembelajaran berkelanjutan. Namun, masih ditemukan tantangan berupa perbedaan kesiapan guru, beban administrasi, kemampuan siswa yang beragam, dan keterbatasan sarana prasarana sekolah. Oleh karena itu, diperlukan penguatan kompetensi guru dan optimalisasi fasilitas pembelajaran agar pengintegrasian prinsip deep learning berlangsung lebih optimal.

Article History

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1. Introduction

Education is a strategic aspect in the development of human resources in the globalization era. In a continuously developing global context, the quality of education has become an important indicator of a country's progress. In the Industrial Revolution 4.0 era, the education sector faces various challenges due to the advancement of digital technology, artificial intelligence, and digitalization. These developments require the education system to focus not only on mastering knowledge, but also on developing critical, creative, collaborative, and adaptive thinking skills. Educational institutions need to create and develop a curriculum management systems that are flexible, innovative, and aligned with the demands of the digital era (Mulyasa, 2019).

One of the government's efforts to improve the quality of education is through the implementation of the Merdeka Curriculum. Curriculum is a major component of the education system that functions as a guideline for all learning activities. Merdeka Curriculum emphasizes flexible, contextual, and student-centered learning. In the implementation, teachers are given the freedom to design learning activities based on students' needs and characteristics. Learning is not only focus on knowledge mastery, but also on competency development and meaningful learning experiences.

In line with this, the deep learning approach is considered relevant to support the implementation of the Merdeka Curriculum, particularly in the integration of deep learning principles. Marton and Säljö (1976), who first introduced the term of deep learning in the educational context, explained that deep learning as a learning approach that emphasizes deep understanding of meaning rather than memorization. In addition, Uswatun (2025) also stated that the deep learning approach encourages students to understand concepts deeply, process information critically, and apply knowledge in various contexts or new situations. M. Anwar and Hairus S. (2025) also stated that deep learning is a learning approach that aims to help students understand learning materials through meaningful learning experiences.

In practice, the deep learning approach has three main principles, include meaningful learning, mindful learning, and joyful learning (Suyanto et al., 2025). The meaningful learning connects learning with students' real-life experiences, mindful learning develops awareness and reflection in learning process, while joyful learning creates enjoyable and interactive learning experiences. Suwandi et al. (2024) stated that the deep learning approach focuses on developing broader and more comprehensive understanding, including emotional and cognitive aspects, thus creating a more comprehensive and meaningful learning experience.

The implementation of the deep learning approach requires a well-managed curriculum system in order to achieve learning objectives optimally. Syafaruddin and Amiruddin (2017) explained that curriculum management is the process of applying various management functions to ensure that curriculum goals can be achieved effectively within an educational institution. Hidayati et al. (2021) further stated that, curriculum management not only functions to organize learning

administration, but also to develop innovative learning strategies in accordance with current developments and students' needs. Therefore, curriculum management plays an important role in supporting the implementation of the deep learning approach in schools.

In English language learning, the implementation of deep learning principles is highly relevant because learning English does not only emphasize mastery of grammar and vocabulary, but also communication skills, critical thinking, collaboration, and problem-solving abilities. Saepudin (2014) explained that English learning includes four main skills, namely listening, speaking, reading, and writing that should be developed in an integrated manner. Modern English learning is directed at communicative, interactive, and contextual learning in accordance with deep learning principles, so that students are able to use the language effectively in real-life situations.

However, the success of integrating deep learning approach largely depends on how curriculum management. Curriculum management has a strategic role in organizing the planning, organizing, implementation, and evaluation of learning to align with educational goals. Without proper management, the implementation of deep learning principles is difficult to achieve optimally. Murniati et al. (2016) stated that many schools are still unable to manage the curriculum effectively, particularly in synchronizing the stages of planning, implementation, and evaluation of learning. Similar findings were presented by Waruwu and Setiawati (2025), stated that the implementation of deep learning in many educational institutions is still constrained by the lack of teacher readiness, limited supporting facilities, and weak curriculum management in organizing learning strategies. Furthermore, Susanto et al. (2025) found that teachers still experience difficulties in consistently integrating deep learning principles into learning activities because lack of guidance from school management.

Based on these findings, it can be concluded that the integration of deep learning requires a mature, well-planned, and sustainable curriculum management system. Many schools have implemented the deep learning approach, but it has not been fully supported by effective curriculum governance. This gap between concept and practice highlights the need for a deeper study of how curriculum management is implemented. Without effective management, the integration of deep learning cannot achieve optimally. Therefore, proper curriculum management is needed to make learning more systematic and directed.

SMA Negeri 1 Sindue is one of the schools that has implemented the Merdeka Curriculum and started applying the deep learning approach in English learning activities. The integration of deep learning principles in English language learning has been initiated through curriculum management and classroom learning practices. However, curriculum management in integrating deep learning principles into English learning has not been thoroughly examined. Therefore, this study aims to examine how curriculum management in integrating deep learning principles into English learning at SMA Negeri 1 Sindue, including impacts, opportunities, and challenges.

2. Method

This study used a qualitative approach with a descriptive case study research design. The research was conducted at SMA Negeri 1 Sindue, with research subjects consisting of the principal, vice principal of curriculum, English teachers, and students. Data collection techniques were carried out through classroom observations, in-depth interviews, and research documentation. Data analysis was conducted through the stages of data reduction, data presentation, and conclusion. Furthermore, the validity of the data was tested through triangulation techniques to verify the authenticity and credibility of the data.

3. Result and Discussion

3.1 Curriculum Management in Integrating Deep Learning Principles into English Language Learning

The results of the study showed that curriculum management in integrating deep learning principles into English language learning at SMA Negeri 1 Sindue had been implemented through managerial stages consisting of planning, organizing, implementation, and evaluation. These findings indicate the existence of systematic efforts in managing the learning process. In addition, the integration of deep learning principles has significant opportunities for further development, despite several implementation challenges.

3.1.1 Curriculum Planning

At the planning stage, the implementation of deep learning was carried out through the analysis of students' needs, the formulation of learning outcomes, learning objective, and the development of teaching instruments such as annual programs, semester programs, and teaching modules. The preparation of teaching instruments must be aligned with the principles of deep learning, namely mindful, meaningful, and joyful learning. Hidayati et al. (2021) stated that curriculum planning is the initial stage in determining the direction of learning through the systematic formulation of objectives, materials, and learning strategies. Learning was designed by emphasizing active, contextual, and deep understanding-oriented learning.

3.1.2 Curriculum Organizing

At the organizing stage, curriculum management was implemented through clear task distribution, structured coordination, and collaboration among the principal, vice principal of curriculum affairs, and teachers. The principal acted as the leader in directing the learning process, the vice principal for curriculum affairs served as the technical coordinator who ensured alignment between educational policies and classroom practices, while teachers carried out classroom learning activities in accordance with deep learning principles. The systematic and well-organized management of educational resources contributed to the

more optimal implementation of the curriculum.

3.1.3 Implementation

At the implementation stage, the learning process had shifted toward student-centered learning through the application of various active learning methods such as discussions, role play, problem-based learning, and project-based learning. Michael A. Peters (2018) emphasized the importance of students' active involvement in building critical and reflective understanding. Teachers integrated deep learning principles through communicative, contextual, and interactive learning activities. In addition, the use of teaching media and digital technology in the learning process was also implemented to make learning more engaging and less monotonous.

The integration of deep learning principles in English language learning was reflected through the application of three main aspects: meaningful learning, mindful learning, and joyful learning. The principle of meaningful learning was implemented by connecting learning materials with students' real-life contexts. The principle of mindful learning was reflected in teachers' efforts to foster students' learning awareness and responsibility. Meanwhile, the principle of joyful learning was implemented through the creation of a pleasant learning atmosphere using various interactive learning methods and media. Artadhewi et al. (2025) showed that deep learning increase students' engagement and learning motivation through meaningful and enjoyable learning experiences.

3.1.4 Evaluation

Rusman (2020) explained that curriculum evaluation aims to assess the effectiveness of the learning and continuous improvement. In this study, the evaluation was conducted through academic supervision, monitoring, learning reflection, and authentic assessment. The results of the evaluation were used as follow-up actions, both in the form of improving teachers' competencies through training, mentoring, and improving students' learning outcomes through remedial and enrichment activities. This process encouraged continuous improvement in school management and strengthened the implementation of deep learning principles to become more effective. This finding is related to the study of Yaya and Fadhila (2019), which stated that evaluation is conducted to measure the achievement of objectives and to provide feedback for improving and refining the established learning strategies.

3.2 The Impact of Curriculum Management in Integrating Deep Learning Principles into English Language Learning

Curriculum management in integrating deep learning principles had an impact on school management, teacher professionalism, teacher-student relationships, the quality of learning process, and student participation. This finding is related to the theory proposed by Fawad Naseer et al.

(2024), which states that the implementation of deep learning provides opportunities for teachers to develop learning models and utilize technology to encourage students' critical thinking in completing their tasks.

From the perspective of school management, the integration of deep learning encourages systematic curriculum management, starting from curriculum planning to evaluation. In terms of teacher professionalism, the implementation of deep learning improves teachers' creativity, flexibility, collaboration, innovation, and the use of technology in designing varied and meaningful learning activities. In addition, the relationship between teachers and students becomes closer because the learning process is more active and interactive, allowing teachers to better understand students' difficulties and needs. Furthermore, the quality of learning process becomes more active, due to student-centered learning and supported the use of varied learning methods. Finally, the impact on students can be seen in the increased motivation, learning interest, and self-confidence in communicating in English. This finding is consistent with the study conducted by Suwandi and Sulastri (2024), stated that the implementation of deep learning can increase students' motivation and engagement in the learning process.

3.3 Opportunities and Challenges in Integrating Deep Learning Principles into English Language Learning

The integration of deep learning principles into English language learning has considerable opportunities for further development. These opportunities include support from the Merdeka Curriculum policy and the commitment of school leadership, professional collaboration among teachers, the development of teachers' creativity and innovation, the utilization of technology and educational facilities, as well as the development of sustainable learning through a culture of reflection and learning evaluation.

On the other hand, several challenges were found in integrating deep learning principles. These challenges include differences in teachers' readiness and understanding in implementing deep learning principles, limited planning time and teachers' administrative workload, diverse student abilities, and limited learning facilities and infrastructure. Nevertheless, the school made various strategic efforts to address these challenges, such as provided gradual teacher mentoring and training, strengthened collaboration, simplified administration tasks, and improved coordination.

Conclusion

Curriculum management in integrating deep learning principles into English language learning at SMA Negeri 1 Sindue has shown positive progress, although it has not yet been fully optimal, through systematic stages of planning, organizing, implementation, and evaluation. Planning was carried out through the analysis of students' needs and the

preparation of teaching instruments that integrate deep learning principles. Organizing was conducted through systematic task distribution and coordination. The implementation stage showed active student participation and the use of varied and contextual learning methods. Evaluation was conducted continuously by emphasizing the importance of reflection as an effort to improve the overall quality of learning.

The success of integrating deep learning is strongly influenced by school leadership, teacher collaboration, and the readiness of available resources. The implementation of the deep learning approach has an impact on improving the quality of learning, teacher creativity, and student participation. However, the implementation of deep learning still faces several challenges, such as limited facilities, differences in teachers' readiness, and variations in students' abilities. Therefore, improving teachers' competencies and strengthening curriculum management are necessary to ensure optimal implementation of deep learning principles.

This study concludes that effective curriculum management plays a crucial role in the successful integration of deep learning principles into English learning. The implications of this research emphasize the importance of improving teachers competency through continuous training, mentoring, and collaboration. Furthermore, schools need to optimize learning facilities and infrastructure to support the effective implementation of deep learning principles. Therefore, the learning process can more effectively improve students' understanding and engagement.

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