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THE INFLUENCE OF IN DEPTH LEARNING ON STUDENTS MOTIVATION AND LEARNING INDEPENDENCE AT PADANGSIDIMPUAN STATE ELEMENTARY SCHOOL 200306

PENGARUH PEMBELAJARAN MENDALAM TERHADAP MOTIVASI DAN KEMANDIRIAN BELAJAR SISWA DI SD NEGERI 200306 PADANGSIDIMPUAN

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Abstract

This study aims to analyze the effect of the implementation of immersive learning on student motivation and learning independence at Padangsidimpuan Public Elementary School 200306. The background of this research stems from the need to provide a learning process that is not only oriented towards final results, but also encourages students to understand the meaning of learning, think critically, and take responsibility for their learning process. The research method used was a quantitative approach with a quasi-experimental design. The study subjects included 50 fifth-grade students divided into an experimental group and a control group. Data collection instruments included a learning motivation questionnaire, a learning independence observation sheet, and documentation of learning outcomes. Data were analyzed using a t-test to determine significant differences between the two groups. The results showed that the implementation of immersive learning had a positive and significant impact on increasing student motivation and learning independence. Students participating in immersive learning demonstrated greater enthusiasm, active question-asking, and the ability to manage assignments independently compared to those in the control group. These findings indicate that immersive learning strategies can be an effective alternative in developing reflective, independent, and problem-solving-oriented learners. Thus, the implementation of immersive learning in elementary schools needs to be continuously strengthened through teacher training, the development of teaching materials, and a learning culture that fosters students' ongoing curiosity..

Keywords : immersive learning, learning motivation, learning independence, elementary schools.

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh penerapan pembelajaran mendalam terhadap motivasi dan kemandirian belajar siswa di SD Negeri 200306 Padangsidimpuan. Latar belakang penelitian ini berangkat dari kebutuhan untuk menghadirkan proses pembelajaran yang tidak hanya berorientasi pada hasil akhir, tetapi juga mendorong siswa untuk memahami makna belajar, berpikir kritis, serta bertanggung jawab atas proses belajarnya. Metode penelitian yang digunakan adalah pendekatan kuantitatif dengan desain eksperimen semu (quasi experiment). Subjek penelitian

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melibatkan siswa kelas V sebanyak 50 orang yang dibagi dalam kelompok eksperimen dan kelompok kontrol. Instrumen pengumpulan data berupa angket motivasi belajar, lembar observasi kemandirian belajar, dan dokumentasi hasil pembelajaran. Data dianalisis menggunakan uji-t untuk mengetahui perbedaan signifikan antara kedua kelompok. Hasil penelitian menunjukkan bahwa penerapan pembelajaran mendalam memberikan pengaruh positif dan signifikan terhadap peningkatan motivasi serta kemandirian belajar siswa. Siswa yang mengikuti pembelajaran mendalam menunjukkan antusiasme lebih tinggi, keaktifan dalam mengajukan pertanyaan, serta kemampuan mengelola tugas secara mandiri dibandingkan dengan kelompok kontrol. Temuan ini mengindikasikan bahwa strategi pembelajaran mendalam dapat menjadi alternatif efektif dalam membangun karakter pelajar yang reflektif, mandiri, dan berorientasi pada pemecahan masalah nyata. Dengan demikian, implementasi pembelajaran mendalam di sekolah dasar perlu terus diperkuat melalui pelatihan guru, pengembangan perangkat ajar, dan budaya belajar yang menumbuhkan rasa ingin tahu siswa secara berkelanjutan.

Kata Kunci : pembelajaran mendalam, motivasi belajar, kemandirian belajar, sekolah dasar.

1. INTRODUCTION

The shifting paradigm of 21st-century education demands learning that focuses not only on academic achievement but also on deep, reflective, and meaningful thinking. The deep learning approach provides a new direction for developing learning processes that emphasize active student involvement in constructing knowledge, thoroughly understanding concepts, and connecting them to real-life experiences and contexts. According to Biggs and Tang (2011), deep learning occurs when students consciously engage in the process of understanding the meaning behind the material being studied, rather than simply memorizing surface information.

Deep learning is closely related to student motivation and learning autonomy. Motivation to learn is the primary driver determining the extent to which students actively participate in learning activities, while learning autonomy reflects students' ability to manage and direct their own learning process. Research by Nunez and Leon (2016) shows that support for student autonomy has a positive influence on intrinsic motivation and students' tendency to engage in deep learning. When students are given the opportunity to choose, explore, and make meaning of their learning, they demonstrate higher levels of motivation and a sense of responsibility for their learning outcomes.

Marton and Saljo (2018) emphasized that a deep learning approach emerges when students strive to understand the underlying meaning of material and relate it to their own experiences, whereas surface learning focuses solely on reproducing information without conceptual understanding. Therefore, the teacher's role is crucial in creating a learning environment that stimulates reflection, exploration, and critical discussion, fostering deeper meaning in learning. Furthermore, research by Baeten et al (2010) shows that deep learning is positively related to increased intrinsic motivation and student learning satisfaction, as this strategy provides them with autonomy and a sense of ownership over the learning process.

In the context of primary education in Indonesia, the implementation of deep learning still faces complex challenges. A learning culture that is still oriented toward exam results, traditional learning methods, and limited pedagogical innovation often pose obstacles. However, as Fauziati (2020) noted, the implementation of deep learning has significant

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potential to improve the quality of the learning process in elementary schools by fostering critical thinking skills, curiosity, and student responsibility for learning. Therefore, this study focuses on analyzing the influence of in-depth learning on students' motivation and learning independence at SD Negeri 200306 Padangsidimpuan, with the hope of contributing to the development of more meaningful and sustainable learning strategies in the context of elementary education.

2. RESEARCH METHOD

This study used a quantitative approach with a quasi-experimental design to analyze the effect of the implementation of in-depth learning on student motivation and learning independence at SD Negeri 200306 Padangsidimpuan. The quantitative approach was chosen because it provided the researcher with the opportunity to assess the relationships between variables through objective numerical data collection and analysis, as proposed by Creswell (2014). The quasi-experimental design was used because the study was conducted in a school environment that did not allow for full randomization of students, but still allowed the researcher to evaluate the impact of the treatment on the variables studied.

The study subjects consisted of two fifth-grade classes, each with 25 students. Class VA was designated as the experimental group receiving the in-depth learning treatment, while class VB served as the control group using conventional methods. The sample selection used a purposive sampling technique, considering equivalence in initial academic ability and student availability of study time, as outlined by Sugiyono (2019). This technique aligns with the research objectives, which emphasize internal validity by controlling for differences in academic background.

The research instruments included a learning motivation questionnaire and a learning independence questionnaire, developed based on indicators of intrinsic motivation, independent learning strategies, and self-regulation in learning. Content validity was tested through expert judgment by three elementary education experts, while reliability was assessed using Cronbach's Alpha. The development of these instruments adhered to the principles of measuring affective variables in educational contexts, emphasizing accuracy, reliability, and contextual appropriateness. This aligns with the opinion of Hernández et al (2022). Furthermore, student learning activity observation sheets were used to strengthen the quantitative results with behavioral data demonstrating active student engagement and reflection during learning.

The research stages included preparation, implementation, and evaluation. During the preparation stage, the researchers developed a deep learning-based learning tool that emphasized active student engagement, collaboration, reflection, and the development of higher-order thinking. This learning design aligns with findings in the UK by Engler and Westphal (2024), which demonstrated that teacher autonomy and support play a crucial role in enhancing intrinsic motivation and active student participation during deep learning. The implementation phase was conducted over six meetings using strategies such as project-based

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learning and problem-based learning, which provided space for students to think reflectively, solve problems, and make independent learning decisions.

Data analysis used an independent t-test to test the mean difference between the experimental and control groups in learning motivation and independence. This test is suitable for comparing two unpaired groups with interval-scale data. A study by Panadero and Alonso (2022) showed that learning that supports self-regulation and intrinsic motivation can significantly improve learning outcomes at various levels of education in Europe. Therefore, this statistical approach aimed to empirically confirm whether the implementation of deep learning has a positive effect on the affective dimension of elementary school students.

In addition to quantitative analysis, qualitative descriptive analysis was used to interpret the results of teacher observations and reflections during the learning process. This approach is crucial for providing context to the statistical results and understanding the dynamics of classroom learning. According to Molenaar and Roda (2021), the integration of observational data and teacher reflections can illustrate how students self-manage, motivate themselves, and interact in a learning environment that supports deep learning.

In the context of national education, research by Putri and Hartati (2022) confirms that learning strategies that foster student autonomy can strengthen intrinsic motivation and a sense of responsibility for learning. Furthermore, Rahmawati and Lestari (2024) state that reflection-based learning plays a crucial role in fostering independence and consistency in elementary school students' learning. Drawing on these studies, this research methodology is designed not only to measure cognitive learning outcomes but also to understand changes in motivation and learning independence as tangible outcomes of in-depth learning implementation.

3. RESULT AND DISCUSSION

The results of the study indicate that the implementation of immersive learning positively impacted student learning motivation at Padangsidimpuan Public Elementary School 200306. Students who participated in exploration- and reflection-based learning demonstrated greater enthusiasm, curiosity, and active engagement compared to students who participated in conventional learning. This aligns with the findings of Lublin et al (2025), who emphasized that teacher support for autonomy in learning has a direct impact on increasing students' intrinsic motivation, especially when they are given the opportunity to actively participate in the learning process.

Furthermore, this study also revealed a significant improvement in students' learning independence. Students in the experimental group were better able to manage their learning time, develop strategies, and evaluate their own learning progress. These results reinforce the view of Ackermans et al (2025) that learning strategies based on self-reflection and personal responsibility encourage the development of self-regulation skills in students, especially at the elementary level. This growing learning independence demonstrates that immersive learning emphasizes not only cognitive achievement but also the development of sustainable learning character.

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The link between motivation and learning independence is clearly evident in this research data. Students who demonstrate high motivation tend to be more able to take initiative and take responsibility for their own learning. This reflects the mutually reinforcing nature of these two aspects. According to Chiu and Moorhouse (2023), active, collaborative, and reflective learning experiences enable students to develop self-confidence and a sense of ownership over their learning process, which in turn fosters intrinsic motivation and learning independence simultaneously.

Classroom observations also show that the implementation of immersive learning creates a more dynamic and student-centered classroom atmosphere. Students are more active in discussions, questioning concepts, and seeking solutions to problems that arise during the learning process. These activities indicate that immersive learning provides space for students to become learning subjects, not simply recipients of information. This finding reinforces the notion that a learning process oriented toward deep understanding is more effective than short-term memorization methods.

For teachers, the implementation of immersive learning presents both challenges and opportunities for professional development. Teachers are required to be able to design learning that encourages exploration, critical thinking, and reflection. Revènaya et al (2025) highlighted the importance of teacher preparedness and creativity in implementing active learning strategies in elementary schools. They found that teacher competence in designing meaningful activities is key to the successful implementation of immersive learning in the classroom.

From these findings, it can be concluded that the successful implementation of immersive learning depends not only on the method, but also on the teacher's ability to manage classroom dynamics and facilitate autonomous learning processes. Teachers who understand the philosophy of immersive learning are able to help students connect concepts to real-life experiences, encourage reflection, and foster a sense of ongoing curiosity.

Furthermore, the results of this study have important implications for elementary school curriculum development. Immersive learning can be an effective approach to supporting the implementation of the Independent Curriculum (Kurikulum Merdeka), which focuses on developing the Pancasila student profile. Through project-based activities, exploration, and reflection, students not only master knowledge but also develop the values of responsibility, cooperation, and honesty in learning.

Overall, the results of this study confirm that the implementation of immersive learning can strengthen two important pillars of elementary education student motivation and learning independence. This approach has the potential to create a more meaningful, collaborative classroom climate and foster a spirit of lifelong learning. Therefore, the implementation of in-depth learning strategies needs to be continuously developed through teacher training and support for educational policies that support student-centered learning.

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4. CONCLUSION

This study concluded that the implementation of a deep learning approach significantly increased student motivation and learning independence at Padangsidimpuan Public Elementary School 200306. Through an approach focused on concept exploration, self-reflection, and active student involvement, deep learning created a more meaningful learning environment oriented toward developing individual potential.

The results showed that students engaged in the deep learning process had higher intrinsic motivation, characterized by enthusiasm, curiosity, and a strong desire to understand the material in depth. Students also demonstrated significant improvements in learning independence, such as the ability to manage time, design learning strategies, and evaluate their own learning outcomes. These findings confirm that deep learning not only improves cognitive aspects but also fosters strong character and responsibility for learning.

From the teacher perspective, the results of this study emphasize the importance of pedagogical competence and professional readiness in implementing student-centered learning strategies. Teachers need to act as facilitators who encourage reflection, provide space for student creativity, and create a safe environment for experimentation and expression. Teacher preparedness in managing the deep learning process is a key factor in its successful implementation in elementary schools.

More broadly, these findings support efforts to implement deep learning, which emphasizes the development of eight graduate profiles through contextual, collaborative, and experiential learning. The deep learning approach has proven effective in fostering a spirit of lifelong learning and preparing students to become critical, creative, and independent thinkers in facing the challenges of the 21st century.

Therefore, it is recommended that schools and teachers continue to develop deep learning practices through pedagogical innovation, ongoing training, and policy support that strengthens a culture of reflective learning in elementary schools.

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