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CONCEPTUAL STUDY OF ELEMENTARY SCHOOL MATHEMATICS TEACHING MODULES IN IMPLEMENTATION OF IN-DEPTH LEARNING

KAJIAN KONSEPTUAL MODUL AJAR MATEMATIKA SD DALAM IMPLEMENTASI PEMBELAJARAN MENDALAM

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Abstract

Learning mathematics in primary school ought not to stop at memorizing formulas and procedures; it should also develop conceptual understanding, reasoning, and the ability to solve problems. An approach that suits this need is Deep Learning, which rests on mindful, meaningful, and joyful learning. In practice, teaching modules serve as instruments that turn these principles into concrete classroom activities. This article seeks to examine, from a conceptual standpoint, the features of primary school mathematics teaching modules that sustain the implementation of Deep Learning. The study applied a literature review of scholarly journal articles issued from 2022 to 2026. The analysis involved identifying, comparing, and synthesizing findings on Deep Learning, primary mathematics instruction, teaching modules, contextual approaches, thinking skills, problem solving, and assessment. The review suggests that modules supporting Deep Learning should contain contextual problems, concrete objects, mathematical games, discussion and exploration tasks, prompting questions, as well as reflection and assessment that pay attention to how students think. Such features may strengthen conceptual understanding, engagement, problem-solving competence, and students' motivation to learn. Accordingly, primary mathematics teaching modules should be designed not simply as bundles of content and practice items, but as vehicles for creating conscious, meaningful, and enjoyable learning experiences.

Keywords : Deep Learning, Teaching Module, Elementary School Mathematics, Mindful Learning, Meaningful Learning, Joyful Learning.

Abstrak

Pembelajaran Matematika di Sekolah Dasar (SD) semestinya tidak berhenti pada hafalan rumus dan langkah prosedural, tetapi juga menumbuhkan pemahaman konsep, daya nalar, serta keterampilan

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menyelesaikan masalah. Pendekatan yang sejalan dengan kebutuhan itu ialah Pembelajaran Mendalam, yang bertumpu pada proses belajar yang berkesadaran (*mindful*), bermakna (*meaningful*), dan menggembirakan (*joyful*). Pada tataran praktik, modul ajar berfungsi sebagai instrumen yang mengubah ketiga prinsip tersebut menjadi aktivitas nyata di ruang kelas. Tulisan ini bermaksud menelaah secara konseptual ciri-ciri modul ajar Matematika SD yang menopang penerapan Pembelajaran Mendalam. Kajian dilaksanakan melalui studi literatur (*library research*) terhadap artikel jurnal ilmiah yang terbit antara tahun 2022 dan 2026. Tahapan analisisnya meliputi pengidentifikasian, pembandingan, dan penyintesisan hasil-hasil penelitian yang berkaitan dengan Pembelajaran Mendalam, pengajaran Matematika SD, modul ajar, pendekatan kontekstual, keterampilan berpikir, penyelesaian masalah, dan asesmen. Berdasarkan telaah itu, modul ajar Matematika SD yang menyokong Pembelajaran Mendalam sebaiknya memuat persoalan kontekstual, benda konkret, permainan matematika, kegiatan diskusi dan eksplorasi, pertanyaan pemantik, serta refleksi dan asesmen yang memerhatikan cara siswa berpikir. Ciri-ciri tersebut berpotensi memperkuat pemahaman konsep, keterlibatan, kecakapan memecahkan masalah, dan semangat belajar siswa. Oleh karena itu, modul ajar Matematika SD hendaknya dirancang bukan hanya sebagai himpunan materi dan latihan soal, melainkan sebagai wahana untuk melahirkan pengalaman belajar yang berkesadaran, bermakna, dan menggembirakan.

Kata Kunci : Pembelajaran Mendalam, Modul Ajar, Matematika Sekolah Dasar, *Mindful Learning, Meaningful Learning, Joyful Learning*.

1. INTRODUCTION

Mathematics is a fundamental subject that plays a significant role in training elementary school students to think logically, coherently, and critically. These skills are not only useful for solving math problems but also serve as a foundation for students in addressing everyday life challenges. However, current elementary school mathematics teaching practices tend to emphasize memorizing formulas and procedural exercises, resulting in students becoming accustomed to calculating without truly understanding the underlying concepts. This situation makes it difficult for students to face contextual problems that require deeper mathematical literacy and problem-solving skills (Rosita et al., 2024).

Numerous studies have shown that elementary school students' problem-solving and critical thinking skills still need to be strengthened through learning models and strategies that actively engage students, such as contextual problem-based learning (Andriyanti & Prihastari, 2023; Putri et al., 2024). Mathematics instruction that simply requires students to memorize steps without understanding their meaning tends to produce shallow and easily lost understanding. Therefore, an approach is needed that not only focuses on achieving material achievement but also motivates students to fully master concepts and be able to apply them in various situations.

To address this need, the Indonesian education sector has begun introducing the Deep Learning approach. In this context, this term is not related to deep learning in the fields of artificial intelligence or machine learning; it is a pedagogical approach based on three pillars: mindful learning, meaningful learning, and joyful learning (Feriyanto & Anjariyah, 2024; Widyastuti et al., 2025). Mindful learning encourages students to be consciously present in their own learning process, while meaningful learning emphasizes the need to connect new material with students' existing knowledge and experiences. Joyful learning fosters a pleasant learning climate that encourages student enthusiasm and engagement (Diputera et al., 2024). These three principles complement each other and are inseparable in realizing holistic learning (Mustaghfirin & Zaman, 2025).

For Deep Learning to truly be implemented in the classroom, teachers need carefully designed teaching tools, one of which is a teaching module. A teaching module is a tool that lists objectives, a series of activities, media, and assessments as a guide for teachers in implementing learning (Mustofa et al., 2024). A good teaching module not only compiles material and practice questions but is also structured to guide students through a meaningful learning process. Therefore, elementary school

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mathematics teaching modules need to be designed with attention to the principles of mindful, meaningful, and joyful learning so that students don't stop at procedural knowledge, but also understand concepts, are able to solve problems, and enjoy their learning activities.

Alignment between teaching modules and the principles of Deep Learning is important because teaching modules serve as a direct bridge between curriculum policy and classroom practice. Modules that fail to incorporate the principles of mindful, meaningful, and joyful learning risk keeping Mathematics teaching conventional even after the curriculum has changed. Based on this description, this article aims to conceptually examine the characteristics of elementary school Mathematics teaching modules that can support the implementation of Deep Learning. This can serve as a reference for elementary school teachers and prospective teachers in developing mindful, meaningful, and joyful Mathematics teaching modules.

2. RESEARCH METHOD

This article was compiled using a literature study or library research method, which involves searching, reading, and analyzing various sources related to the topic without directly collecting data in the field. The primary sources of the study were scientific journal articles covering Deep Learning, mindful learning, meaningful learning, joyful learning, elementary school mathematics teaching, modules or teaching materials, contextual approaches, mathematical problem-solving skills, critical thinking, mathematical literacy, and learning assessment, with emphasis on articles published between 2022 and 2026.

The literature was selected based on the relevance of the title, abstract, and content to the study's focus, namely elementary school mathematics teaching modules in the application of Deep Learning. The sources used were national scientific journals whose existence can be tracked and verified through the journal's official website, DOI (Digital Object Identifier), or academic search engines such as Google Scholar and Garuda.

Data analysis was carried out in several stages. First, each collected article was carefully read. Second, the main ideas and significant findings from each source were identified. Third, the research results between the articles were compared to identify similarities and differences in perspective. Finally, the findings are synthesized to formulate the concept and characteristics of elementary school mathematics teaching modules that are in line with the principles of mindful, meaningful, and joyful learning in Deep Learning.

3. RESULTS AND DISCUSSION

Deep Learning is a pedagogical approach that is being promoted in primary and secondary education policies in Indonesia. Unlike the term deep learning in the field of artificial intelligence, Deep Learning in education emphasizes the creation of a mindful, meaningful, and joyful learning atmosphere through the integration of thinking, feeling, feeling, and exercise. A literature review by Feriyanto and Anjariyah (2024) emphasized that these three principles do not stand alone, but are interconnected and mutually reinforcing: meaningful learning forms the foundation for conceptual understanding, joyful learning drives student engagement, and mindful learning provides a means for students to reflect and develop metacognition. A similar view was expressed by Diputera et al. (2024), who explained that meaningful learning occurs when students are able to connect new information with existing knowledge, resulting in deeper and more lasting understanding. Meanwhile, Widyastuti et al. (2025), through a case study of an integrated Islamic elementary school, found that meaningfulness is achieved when teachers connect the material to everyday life, learning awareness emerges through activities that encourage students to think consciously, and the joy of learning is realized through creative and participatory learning.

In relation to elementary mathematics, deep learning is highly relevant because this subject has traditionally been easily taught procedurally and lacks meaningful content. Research by Mutmainnah et al. (2025) on the application of a deep learning approach to elementary mathematics teaching

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demonstrated a positive impact on student understanding, as students were encouraged to be active through interactive activities such as simulations and simple experiments, although implementation was still constrained by limited time and availability of resources. These results reinforce the view that elementary mathematics teaching modules need to be designed so that students not only carry out problem-solving steps mechanically but also understand the rationale behind each step.

Teaching modules play a key role as a means of translating the principles of deep learning into daily learning activities. In the mindful learning dimension, elementary mathematics teaching modules need to provide space for students to be aware of and reflect on the problem-solving process they are undergoing, rather than simply copying example problems. This aligns with the research findings of Rosita et al. (2024) found a positive relationship between mathematical literacy and elementary school students' problem-solving abilities; that is, students who are able to consciously understand and interpret problems tend to be more skilled at solving them. Modules that accommodate mindful learning can include prompting questions that invite students to explain their own strategies, as Andriyanti and Prihastari (2023) also found that problem-based learning involving active thinking processes has been proven effective in improving elementary school students' mathematical problem-solving abilities.

In the meaningful learning dimension, elementary school mathematics teaching modules should include contextual issues that are close to students' daily lives. Gazali and Atsnan (2022) found that a contextual approach makes mathematics learning more meaningful because students can directly see the relationship between mathematical concepts and real-world situations around them. Afidati and Nur Malasari (2023) made a similar point: mathematics learning becomes meaningful when new information received by students can be linked to their existing knowledge structures, in accordance with cognitive theory. Research by Hafidzhoh et al. (2023) also confirms that meaningful learning can be achieved through thematic learning that links material to students' real-life experiences. A concrete example of the application of meaningful learning in elementary school mathematics teaching modules is the use of real objects, as demonstrated by Afiani and Faradita (2022) through folding paper media in learning about fractions, and Febrianti et al. (2024) who applied a realistic mathematics education approach with the help of concrete media to strengthen lower-grade students' conceptual understanding. The use of concrete objects like this helps students build a gradual understanding of mathematical concepts, from the concrete to the abstract.

In the joyful learning dimension, elementary school mathematics teaching modules can combine math games and fun activities to reinforce concepts. Hurriyati et al. (2022) found that the joyful learning method significantly increased elementary school students' interest in learning mathematics. This finding was reinforced by Hatmawati et al. (2022), who demonstrated that the joyful learning strategy significantly improved mathematics learning outcomes in plane geometry, as the pleasant atmosphere increased students' sense of comfort and increased student engagement during learning. More recent research by Saputra et al. (2026) also demonstrated that the joyful learning strategy significantly impacted students' conceptual understanding of plane geometry compared to conventional learning. Similarly, Ramadhani et al. (2024) and Damayanti et al. (2025) emphasized that the success of joyful learning is largely determined by teachers' creativity in designing activities, such as games, interactive media, and group work, without always requiring sophisticated technology.

In addition to learning activities, elementary school mathematics teaching modules that support in-depth learning should also include assessment components aligned with these three principles. Mujiburrahman et al. (2023) outlined that in the Independent Curriculum, assessments in elementary schools should not only assess students' final answers but also their thinking processes, including through ongoing diagnostic and formative assessments. This principle intersects with mindful learning because it encourages students and teachers to jointly recognize the extent of conceptual understanding and provides students with the opportunity to reflect on their learning process.

Based on the synthesis of the findings above, it can be concluded that elementary school mathematics teaching modules that support the implementation of Deep Learning are not simply

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collections of materials and practice questions, but rather tools deliberately designed to provide a conscious, meaningful, and enjoyable learning experience. Several studies have demonstrated the importance of a contextual approach and the use of concrete objects for students' understanding of mathematical concepts (Gazali & Atsnan, 2022; Afiani & Faradita, 2022; Febrianti et al., 2024), while other studies have shown that fun activities, such as games and group work, can increase student engagement and motivation (Hurriyati et al., 2022; Hatmawati et al., 2022; Saputra et al., 2026). Meanwhile, studies on problem-solving and mathematical literacy emphasize the need for reflective thinking space for students (Andriyanti & Prihastari, 2023; Putri et al., 2024; Rosita et al., 2024). From these three groups of findings, it can be concluded that an ideal elementary school mathematics teaching module should provide students with opportunities to master concepts in depth, relate the material to real-life experiences, discover their own problem-solving strategies, discuss and explore with their group mates, reflect on their learning process, and apply the concepts learned in a variety of everyday situations.

To summarize the results of the literature review above, the following is a summary of several research findings related to elementary school mathematics teaching modules in the application of Deep Learning.

Author & Year	Research Focus	Relevant Results
Feriyanto & Anjariyah (2024)	Literature review on deep learning approach through the principles of meaningful, mindful, and joyful learning	These three principles complement each other and form a comprehensive learning framework, rather than operating separately
Mutmainnah, Adrias, & Zulkarnaini (2025)	Application of deep learning approach in teaching elementary mathematics	This approach deepens understanding of concepts through simulations and interactive activities, despite time and resource constraints.
Gazali & Atsnan (2022)	Contextual approach as a path to meaningful Mathematics learning	Connecting material to real contexts helps students grasp the meaning of the mathematical concepts they are learning.
Afidati & Nur Malasari (2023)	Meaningful Mathematics Learning with a foundation in cognitive theory	Meaningful learning is achieved when new information is linked to students' prior knowledge.
Hurriyati, Rosada, Tama, & Ramdhani (2022)	The use of joyful learning in elementary school mathematics learning	A pleasant learning climate fosters interest and improves students' Mathematics learning outcomes.
Damayanti, Harsono, Suryansyah, & Norhikmah (2025)	The principle of joyful learning in teaching elementary school mathematics	Teachers' creativity in designing fun activities can provide contextual and meaningful learning.
Andriyanti & Prihastari (2023)	PBL model based on ethnomathematics on problem solving ability	Contextual problem-based models with local cultural nuances have been proven to increase elementary school students' ability to solve problems.

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Author & Year	Research Focus	Relevant Results
Putri, Maulana, & Irawati (2024)	The impact of problem-based learning on mathematical problem-solving abilities	Learning that starts from real problems encourages students to find their own problem-solving strategies.
Rosita, Arif, & Suryaningsih (2024)	The relationship between mathematical literacy and elementary school students' problem-solving abilities	Good mathematical literacy is positively related to students' ability to solve contextual problems.
Mujiburrahman, Kartiani, & Parhanuddin (2023)	Elementary school learning assessment in the Independent Curriculum	Assessments should highlight students' thinking processes, not just final answers.

The table shows that research conducted between 2022 and 2026 consistently emphasized the need for integration between conceptual understanding, meaningful context, a pleasant learning environment, and reflective thinking in elementary school mathematics learning. Learning modules designed with these four aspects in mind have a significant potential to align elementary school mathematics teaching more closely with the spirit of Deep Learning, namely, learning that is conscious, meaningful, and enjoyable for students.

4. CONCLUSION

Based on the literature review presented, it can be concluded that elementary school mathematics teaching modules play a strategic role in supporting the implementation of Deep Learning, which emphasizes mindful, meaningful, and joyful learning. Effective teaching modules are not simply a collection of materials and practice questions; they must be structured to provide learning experiences that encourage students to master concepts in depth, connect the material to real-life experiences and contexts, and foster a fun learning atmosphere through concrete objects, math games, and group work.

Furthermore, elementary school mathematics teaching modules oriented toward Deep Learning should encourage students to actively develop their own problem-solving strategies, discuss and explore with peers, and reflect on their learning process. This space for reflection is crucial so that students not only participate in learning activities but also recognize the extent to which their understanding has developed and how they can apply the concepts learned in a variety of everyday situations. This study is expected to provide conceptual input for elementary school teachers and prospective teachers, especially Elementary School Teacher Education (PGSD) students, in developing Mathematics teaching modules that not only aim for material completion but also provide meaningful and enjoyable learning experiences for students. Further research, especially research on the development of Mathematics teaching modules based on the principles of mindful, meaningful, and joyful learning, is needed to test their application empirically in the field.

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