

RINGKASAN

IMPLEMENTASI PEMBELAJARAN MENDALAM (*DEEP LEARNING*) PADA ANAK USIA DINI DI TA MIFTAHUSSALAM KOTAYASA

Penelitian ini bertujuan untuk mendeskripsikan implementasi pembelajaran mendalam (*deep learning*) serta dampaknya terhadap proses pembelajaran dan perkembangan anak usia dini di TA Miftahussalam Kotayasa. Penelitian ini menggunakan metode kualitatif dengan pendekatan penelitian lapangan. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi terhadap guru dan peserta didik di TA Miftahussalam Kotayasa. Analisis data dilakukan dengan cara reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa guru menerapkan pembelajaran mendalam dengan 3 tahapan yaitu tahapan memahami (*understanding*), tahap mengaplikasikan (*applying*), dan tahap refleksi (*reflecting*). Guru berperan dalam pembelajaran mendalam sebagai fasilitator, perancang lingkungan dan kegiatan, pendamping dan pembimbing anak, motivator, dan pelaksana refleksi dan asesmen autentik. Selain itu anak usia dini juga berperan dalam pembelajaran mendalam sebagai pembelajar aktif, penanya, pengungkap gagasan, pemecah masalah sederhana, pembelajar kolaboratif, dan reflektor pengalaman belajar.

Implementasi pembelajaran mendalam memberikan dampak positif terhadap proses pembelajaran dan perkembangan anak. Dampak pada pembelajarannya yaitu proses belajar lebih sesuai dengan karakteristik anak, pembelajaran berpusat pada anak, interaktif, menyenangkan, lebih variatif, tidak monoton, lebih fleksibel, dan responsif terhadap kebutuhan anak. Selain itu, perkembangan anak mengalami peningkatan pada aspek kognitif, sosial-emosional, bahasa, serta pembentukan karakter religius. Perbedaan kemampuan antar anak dapat terfasilitasi dengan baik melalui pendampingan guru sehingga setiap anak tetap memperoleh pengalaman belajar yang bermakna.

Dengan demikian, pembelajaran mendalam (*deep learning*) dapat menjadi pendekatan yang efektif dalam meningkatkan kualitas proses pembelajaran serta mengoptimalkan perkembangan anak usia dini secara holistik di TA Miftahussalam Kotayasa.

Kata Kunci: pembelajaran, *deep learning*, anak usia dini

SUMMARY

THE IMPLEMENTATION OF DEEP LEARNING IN EARLY CHILDHOOD EDUCATION AT TA MIFTAHUSSALAM KOTAYASA

This study aims to describe the implementation of deep learning and its impact on the learning process and the development of early childhood students at TA Miftahussalam Kotayasa. This research employed a qualitative method with a field research approach. Data were collected through observation, interviews, and documentation involving teachers and students at TA Miftahussalam Kotayasa. Data analysis was conducted through data reduction, data display, and conclusion drawing.

This research employed a qualitative field research approach. Data were collected through observation, interviews, and documentation involving teachers and children at TA Miftahussalam Kotayasa. The data were analyzed through data reduction, data display, and conclusion drawing.

The results show that teachers implemented deep learning through three stages, namely understanding, applying, and reflecting. In the deep learning process, teachers played roles as facilitators, designers of learning environments and activities, mentors and guides for children, motivators, as well as implementers of reflection and authentic assessment. In addition, early childhood students acted as active learners, questioners, idea expressers, simple problem solvers, collaborative learners, and reflectors of their learning experiences.

The implementation of deep learning had a positive impact on both the learning process and children's development. In terms of the learning process, learning activities became more aligned with children's characteristics, child-centered, interactive, enjoyable, more varied, non-monotonous, flexible, and responsive to children's needs. Furthermore, children's development showed improvement in cognitive, social-emotional, language, and religious character aspects. Differences in children's abilities were well facilitated through teachers' guidance, enabling each child to obtain meaningful learning experiences.

Therefore, deep learning can serve as an effective approach to improving the quality of the learning process and optimizing holistic early childhood development at TA Miftahussalam Kotayasa.

Key Word: education, deep learning, early childhood