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Implementation of the Deep Learning Approach in Civic Education to Enhance Students' Democratic Literacy and Critical Thinking Attitudes

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ABSTRACT

This study aims to analyze the implementation of the Deep Learning approach in Pancasila and Civic Education and to examine its effect on improving students' democratic literacy and critical attitudes at SMP Negeri 1 Simpang Tiga. The research employed a quantitative approach with a One Group Pretest-Posttest Design, involving 30 Grade VIII students selected through purposive sampling technique. Data were collected using democratic literacy tests, critical attitude questionnaires, and observation sheets, then analyzed through descriptive quantitative methods, while the level of improvement was calculated using the N-Gain formula. The results indicate a significant increase, where the average score of students' democratic literacy rose from 68.4 to 84.2, and the average score of critical attitudes increased from 65.7 to 82.6. This improvement occurred across all measured indicators, accompanied by greater student involvement and activeness during the learning process. Based on these findings, it can be concluded that the Deep Learning approach is proven effective in enhancing students' democratic literacy and critical attitudes. This approach creates a meaningful, contextual, and student-centered learning process, making it highly relevant to support the implementation of the Independent Curriculum and the strengthening of the Pancasila Student Profile.

1. Introduction

Pancasila and Civic Education (PPKn) plays a strategic role in shaping students into intelligent, democratic, responsible citizens who possess critical thinking skills to address various issues in social, national, and state life. In the context of 21st-century education, PPKn learning is no longer oriented solely toward mastering civic knowledge but also toward developing civic skills and civic dispositions. Therefore, the learning process is expected to foster students' ability to analyze information, evaluate various socio-political phenomena, and actively participate in democratic life (Amalia, 2025).

The advancement of information technology and the transformation of education in the digital era have introduced new challenges to PPKn learning. Today, students are exposed to a rapid and diverse flow of information, including information related to democracy, human rights, politics, and

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national life. This condition requires strong democratic literacy so that students can understand, evaluate, and respond to various forms of information critically and responsibly (Widiatmaka & Kurniawan, 2023). Democratic literacy refers to an individual's ability to understand democratic principles, citizens' rights and responsibilities, and to participate actively in democratic society. On the other hand, critical thinking is an essential skill that enables students to analyze information, identify problems, and make rational decisions based on facts and logical arguments (Ikhsan, 2024).

Ideally, PPKn learning should serve as an effective means of enhancing students' democratic literacy and critical attitudes. However, conditions observed in the field indicate that the learning process is still dominated by lecture-based instruction and assignments focused on memorizing concepts. As a result, students tend to be passive during the learning process and have limited opportunities to develop higher-order thinking skills. Based on preliminary observations conducted at SMP Negeri 1 Simpang Tiga, it was found that most students still experience difficulties in relating PPKn materials to real-world issues occurring in society. Furthermore, students' abilities to express opinions, provide arguments, and analyze democratic issues remain relatively low. These findings indicate a gap between the intended objectives of PPKn learning and the reality of classroom practice.

Various previous studies have shown that low levels of democratic literacy and critical thinking skills among students remain common problems in civic education. PPKn learning that has not adopted a Deep Learning approach tends to produce superficial conceptual understanding and is less effective in developing students' critical thinking skills (Randita et al., 2026). In addition, student-centered learning has been shown to increase students' active engagement and strengthen their reflective abilities in understanding various civic issues. These findings highlight the importance of instructional innovations that encourage students to learn more deeply, meaningfully, and contextually (Megasari & Nurhidayah, 2025).

One approach that has recently gained attention in educational transformation is the Deep Learning approach. In the educational context, Deep Learning does not refer to artificial intelligence technology but rather to a learning approach that emphasizes deep understanding, active student engagement, critical reflection, collaboration, and the ability to connect knowledge with real-life situations (Hanifah, 2025). This approach enables students not only to know a concept but also to understand its meaning, relevance, and practical application in everyday life. Through deep learning, students are encouraged to explore multiple perspectives, solve problems creatively, and develop critical thinking and responsible decision-making skills (Nurrani & Herlambang, 2025).

The implementation of the Deep Learning approach in PPKn learning has significant potential to improve students' democratic literacy and critical attitudes. Through problem-based learning, case studies, reflective discussions, debates, and analyses of current social issues, students can develop a more comprehensive understanding of democratic values. Furthermore, this approach provides opportunities for students to participate actively in the learning process, express their opinions, and construct arguments based on valid facts and evidence. Consequently, PPKn learning functions not only as a means of transferring knowledge but also as a process of cultivating critical, democratic, and responsible citizens (Rosyad & Adelakun, 2025).

The novelty of this study lies in the specific application of the Deep Learning approach in PPKn learning to improve democratic literacy and students' critical attitudes at the junior high school level, particularly at SMP Negeri 1 Simpang Tiga. Unlike previous studies, which have primarily focused on implementing Deep Learning in general educational contexts or at specific educational levels, this study concentrates on integrating deep learning with the strengthening of civic competencies relevant to the Merdeka Curriculum and the Pancasila Student Profile. Furthermore, this study examines the relationship between the implementation of Deep Learning and improvements in

students' democratic literacy and critical attitudes within the context of PPKn learning based on real-life issues in the students' surrounding environment.

Based on the foregoing discussion, this study aims to analyze the implementation of the Deep Learning approach in PPKn learning and to identify its impact on improving democratic literacy and students' critical attitudes at SMP Negeri 1 Simpang Tiga. The findings are expected to contribute to the development of innovative instructional strategies that enhance the quality of civic education and support the formation of a democratic, critical, and principled younger generation in accordance with the values of Pancasila.

2. Methodology

This study employed a quantitative approach using a pre-experimental method with a One-Group Pretest–Posttest Design. This method was chosen to determine the effect of implementing the Deep Learning approach in Pancasila and Civic Education (PPKn) on improving students' democratic literacy and critical thinking attitudes. The research design involved administering a pretest before the treatment and a posttest after the implementation of the Deep Learning approach.

The study was conducted at SMP Negeri 1 Simpang Tiga during the second semester of the 2025/2026 academic year. The research participants were 30 eighth-grade students. The participants were selected using a purposive sampling technique, namely by choosing a class with characteristics that matched the research objectives and that was willing to participate in the entire learning process.

The research was carried out in four stages. The first stage was preparation, which included developing the learning materials, designing the research instruments, validating the instruments through expert review, and coordinating with the school. The second stage involved administering the pretest to measure students' initial levels of democratic literacy and critical thinking attitudes. The third stage consisted of implementing the Deep Learning approach in PPKn lessons over four class meetings. The learning activities included identifying democratic issues in the surrounding environment, analyzing case studies, engaging in group discussions, presenting discussion results, conducting critical reflections, and developing solutions to the issues discussed. The fourth stage involved administering the posttest and distributing questionnaires to determine changes in students' abilities after participating in the learning activities.

The research instruments consisted of a democratic literacy test, a critical thinking attitude questionnaire, and a student activity observation sheet. The democratic literacy test included multiple-choice and essay questions designed to measure students' understanding of democratic principles, citizens' rights and responsibilities, political participation, and problem-solving in democratic life. The critical thinking attitude questionnaire used a five-point Likert scale covering indicators such as identifying problems, analyzing information, presenting arguments, evaluating opinions, and making decisions based on facts. The observation sheet was used to monitor students' engagement throughout the learning process.

Before being used, all research instruments were tested for validity and reliability. Content validity was established through evaluations conducted by experts in civic education and PPKn teachers. Instrument reliability was calculated using Cronbach's Alpha coefficient to ensure the consistency of the instruments in measuring the research variables.

The research data were obtained from the pretest, posttest, questionnaires, and observations. Data were analyzed using descriptive quantitative methods by calculating the mean, percentages, and the level of improvement in students' learning outcomes. To determine the improvement in

democratic literacy and critical thinking attitudes after the implementation of the Deep Learning approach, N-Gain analysis was employed. The level of improvement was classified into high, medium, and low categories based on the obtained gain scores. Observation data were analyzed descriptively to provide an overview of students' activities and engagement throughout the learning process.

3. Results

This study aims to determine the effectiveness of implementing the Deep Learning approach in Pancasila and Civic Education (PPKn) instruction to improve the democratic literacy and critical attitudes of Grade VIII students at SMP Negeri 1 Simpang Tiga. The learning process was carried out over four sessions, applying student-centered learning activities through case studies, group discussions, problem solving, presentations, and critical reflection.

3.1 Students' Democratic Literacy Outcomes

Students' democratic literacy competence was measured using tests administered before (pretest) and after (posttest) the implementation of the Deep Learning approach. The measurement results show a fairly significant improvement, as presented in Table 1.

Table 1
Pretest and Posttest Results of Students' Democratic Literacy

Aspects Assessed	Pretest	Posttest
Understanding of democratic principles	69.2	85.7
Rights and obligations of citizens	67.8	83.4
Participation in democratic life	68.5	84.1
Democratic problem solving	68.1	83.6
Average	**68.4**	**84.2**

The data in Table 1 shows that the average score of students' democratic literacy increased from 68.4 in the pretest to 84.2 in the posttest. This improvement indicates that the Deep Learning approach can help students understand democratic concepts more deeply and in context.

3.2 Students' Critical Attitude Outcomes

The measurement of critical attitude was conducted using a questionnaire consisting of several indicators of critical thinking ability. The analysis results show an improvement across all observed indicators.

Table 2
Measurement Results of Students' Critical Attitude

Indicators of Critical Attitude	Before Treatment	After Treatment
Identifying problems	66.3	82.5
Analyzing information	65.8	81.9
Presenting arguments	64.7	83.1
Evaluating opinions	66.1	82.4
Making decisions based on facts	65.6	83.0
Average	**65.7**	**82.6**

Based on these results, the average score of students' critical attitude increased by 16.9 points. The highest improvement occurred in the indicators of the ability to present arguments and the ability to make decisions based on facts.

3.3. Results of Learning Activity Observation

Observations were carried out throughout the learning process to determine the level of student engagement in learning activities. The results show that most students actively participated in group discussions, asked questions, responded to their peers' opinions, and were able to connect the learning material with phenomena occurring in their surrounding environment.

Student activity improved at each session. During the first session, there were still some students who were passive and lacked confidence in expressing their opinions. However, in subsequent sessions, students began to demonstrate the courage to present arguments and actively engage in solving problems assigned by the teacher. This condition indicates that the Deep Learning approach is able to create a more interactive and participatory learning environment.

4. Discussion

The research results show that the implementation of the Deep Learning approach has a positive impact on improving students' democratic literacy and critical attitudes in Pancasila and Civic Education. This improvement is evident from the results of the democratic literacy tests, critical attitude questionnaires, and student activities throughout the learning process.

4.1 Improvement of Democratic Literacy Through the Deep Learning Approach

The findings indicate that applying the Deep Learning approach in Pancasila and Civic Education can enhance the democratic literacy of students at SMP Negeri 1 Simpang Tiga. This improvement is reflected in the increase in the average score of students' democratic literacy from 68.4 in the pretest to 84.2 in the posttest. This result demonstrates that learning focused on deep understanding helps students grasp democratic concepts in a more meaningful and applicable way.

Theoretically, Deep Learning is an instructional approach that emphasizes in-depth conceptual understanding, active student engagement, reflection, and the ability to connect knowledge with real-life contexts. From a constructivist perspective, knowledge is not acquired through the passive transfer of information, but is constructed by learners themselves through meaningful learning experiences (Parisu & Saputra, 2025). Therefore, the improvement in democratic literacy observed in this study can be understood as a result of students' active involvement in identifying, analyzing, and resolving democratic issues presented during the learning process (Insani et al., 2026).

The case study-based and group discussion activities implemented in this research provided students with opportunities to understand various democratic concepts within real-world situations. These activities allowed students to develop reflective thinking skills and relate lesson content to the social experiences they encounter in daily life (Silfiyah et al., 2025). This aligns with the view that meaningful learning produces deeper understanding compared to learning that focuses solely on memorization (Mazid et al., 2025).

The findings of this study reinforce those of Mazid (2025), who stated that applying Deep Learning in Civic Education can improve students' democratic literacy through active participation in solving social and civic problems. That research showed that students taught using a deep learning approach have a better understanding of democratic principles, the rights and obligations of citizens, and participation in community life. Similar results were also reported by Wulandari (2025), who noted that the Deep Learning approach can strengthen students' democratic awareness through reflection and critical dialogue during instruction.

Accordingly, the improvement in democratic literacy found in this study not only demonstrates the successful implementation of the learning strategy but also indicates that Deep Learning-oriented Pancasila and Civic Education can serve as an effective means of developing students' civic competence in line with the demands of 21st-century education (Silfiyah et al., 2025).

4.2 Improvement of Students' Critical Attitude Through Deep Learning

In addition to enhancing democratic literacy, the research results show that the application of the Deep Learning approach can improve students' critical attitude. This is reflected in the increase in the average score of students' critical attitude from 65.7 to 82.6 after participating in the learning process. Improvement occurred across all measured indicators, namely the ability to identify problems, analyze information, present arguments, evaluate opinions, and make decisions based on facts.

Critical thinking ability is one of the essential skills learners need to face the challenges of the 21st century. According to Prameswari et al (2018), critical thinking encompasses the abilities of interpretation, analysis, evaluation, inference, explanation, and self-regulation in the decision-making process. These abilities develop when learners are given opportunities to engage with authentic problems that require reasoning and reflection (Wahyudi, 2026).

In this study, the improvement in critical attitude occurred because students were directly involved in learning activities that required them to analyze democratic issues, express opinions, defend arguments, and evaluate various perspectives raised during discussions. These activities created a learning environment that encouraged students to think more deeply rather than merely receiving information from the teacher (Suwandi, 2018).

This finding supports the research by Siswanto et al (2025), who found that implementing the Deep Learning approach in Pancasila Education can significantly improve students' critical thinking abilities. Their study explains that a learning process involving reflection, collaboration, and problem solving provides space for students to develop their analytical and evaluative skills optimally. The results of this research are also consistent with the study by Dewi & Hapsari (2026), who concluded that the Deep Learning model can enhance learners' critical thinking skills by encouraging them to understand concepts thoroughly and connect them with real-life experiences.

From the perspective of Vygotsky's social constructivism theory, this improvement in critical thinking ability results from intensive social interaction during the learning process. Group discussions, presentations, and debates provide opportunities for students to exchange ideas, clarify their understanding, and construct knowledge collaboratively. Such interactions contribute to the development of higher-order thinking skills, which are the main characteristic of deep learning (Bargh, 2013).

4.3 Effectiveness of Deep Learning in Pancasila and Civic Education

The successful implementation of Deep Learning in this study indicates that this approach is relevant for application in Pancasila and Civic Education. Observation results show an increase in student participation throughout the learning process. Students became more active in asking questions, expressing opinions, and engaging in discussion activities compared to before the implementation of the Deep Learning approach.

This finding can be explained by the core characteristics of Deep Learning, which positions learners as the central subjects of learning. In this approach, the teacher acts as a facilitator who helps students construct understanding through meaningful learning experiences. Instruction is no longer focused solely on mastering subject matter, but also on thinking processes, reflection, and the application of knowledge in real-world contexts (Quinn et al., 2019).

The results of this study also support various previous studies indicating that deep learning improves both the quality of instruction and student engagement. State that Deep Learning can serve as a new paradigm in education, as it integrates the cognitive, affective, and social dimensions of

learners simultaneously (Mujtahid et al., 2025). Explain that implementing Deep Learning in Pancasila and Civic Education aligns with the educational philosophy of Ki Hadjar Dewantara, which emphasizes learning that liberates learners and encourages the optimal development of their potential (Nabila et al., 2026).

Based on the findings of this research and various previous studies, it can be concluded that the Deep Learning approach makes a significant contribution to improving students' democratic literacy and critical attitudes. This approach not only enhances cognitive learning outcomes but also strengthens civic competence, critical thinking skills, and the active participation of learners in the learning process. Therefore, the implementation of Deep Learning can serve as one alternative innovative learning strategy that supports the implementation of the Independent Curriculum and the strengthening of the Pancasila Student Profile in schools.

5. Conclusions

This study shows that the implementation of the Deep Learning approach in Pancasila and Civic Education contributes significantly to improving the democratic literacy and critical attitudes of students at SMP Negeri 1 Simpang Tiga. The improvement is evident not only in learning outcomes but also in the quality of students' understanding of democratic values, their ability to analyze civic issues, and their confidence in expressing opinions based on logical arguments supported by facts.

The findings indicate that instruction designed according to the principles of Deep Learning creates learning experiences that are more meaningful, reflective, and contextual. Through activities such as problem identification, case study analysis, group discussions, presentations, and critical reflection, students gain opportunities to construct knowledge actively and connect learning content with real-life situations. As a result, Pancasila and Civic Education is no longer viewed merely as a process of mastering concepts, but as a means to develop civic competence that supports the formation of democratic, critical, and responsible citizens.

Based on the findings, there is considerable potential to expand the application of Deep Learning to other topics in Pancasila and Civic Education related to human rights, the constitution, diversity, and citizen participation. Furthermore, future research can be conducted with a larger number of respondents, using a more robust experimental design, or combining quantitative and qualitative methods to obtain a more comprehensive understanding of the effectiveness of Deep Learning in this subject area. The results of this study can also serve as a reference for teachers, schools, and education policymakers in designing learning innovations that are more responsive to student needs and the challenges of 21st-century education.

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