

Teacher Self-Assessment of the Implementation of the Deep Learning Approach in Junior High Schools

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Abstract: This study aims to determine teachers' self-assessment of the implementation of the deep learning approach in Indonesian language learning. Method in this study using quantitative descriptive research. The teacher assessment scale instrument has been declared valid and reliable. The research subjects were 31 Indonesian language teachers in Yogyakarta City. In the aspect of Learning Partnerships, the largest percentage, namely 51.32% of public respondents stated they were very confident, while in private schools the answer was balanced, 50% stated they were very confident and able to develop elsewhere. The second aspect, in the Learning Environments, the largest percentage in both clusters chose very confident with 51.75% of public respondents and 52.78% of private respondents. Furthermore, in the third aspect of Pedagogical Practices, the largest percentage in both clusters chose very confident with 57.89% of public respondents and 56.94% of private respondents. Then, in the final aspect of Leveraging Digital, the largest percentage in both clusters chose very confident with 57.02% of public respondents and 58.33% of private respondents. Thus, it can be concluded that teacher respondents in both public and private schools in the Yogyakarta City area generally feel very confident in implementing the deep learning approach in the Indonesian language learning process. This study provides empirical evidence that teachers' high readiness to implement deep learning approaches can enhance meaningful student learning, inform school-level innovation.

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Introduction

Indonesian language learning in the Independent Curriculum era emphasizes the development of critical, collaborative, creative, and communicative thinking skills. Indonesian is included in the general education category. General education is defined as education that includes basic learning materials that each individual must master to develop and maximize their potential (Dianastiti et al., 2024). To achieve this, a learning approach is needed that focuses not only on knowledge transfer but also encourages students to build deep understanding (deep learning). The deep learning approach has emerged as a

transformative approach in the field of education, revolutionizing the way we understand and engage with the learning process. From a pedagogical point of view, the phrase "deep learning" also refers to the level of cognitive engagement achieved by encouraging students to analyze, synthesize, and evaluate knowledge rather than simply memorizing it (Abdurakhimova et al., 2025). Experts expand the concept and propose that deep learning should emphasize the understanding and memory of learning content through the process of organizing, synthesizing, and transferring concepts (Ling Huang et al., 2022). Students can develop a better understanding of the concepts discussed through critical analysis of learning resources and actively engage in online discussions. Even so, not all students were able to show that the deep learning approach had an effect on learning carried out through online discussions (Aderibigbe, 2021).

Learning with deep learning analyzes large amounts of data to identify patterns in student behavior, preferences, and performance, allowing educators to devise customized lesson plans that increase student engagement. Deep Learning's power lies in providing practical advice to help school systems evolve, for rules to become guidelines, and ultimately, for good practice to become culture (Fullan et al., 2018). For an educational process, the deep learning model can be used as an application of AI technology in learning and the educational process (Adriana, 2021). In addition, *deep learning* can accommodate administrative tasks such as grading and feedback, so teachers can take time to focus on what really matters and foster relationships with students. The opportunities for using deep learning approaches expand when teachers encourage students to investigate scientific questions in a broader world and across disciplines. This approach allows students to connect learned concepts to real-life experiences, engage in critical reflection, and develop contextual literacy skills. However, the implementation of deep learning is heavily influenced by the teacher's role as facilitator, classroom manager, and learning innovator. Therefore, teacher reflection and self-assessment are crucial to determine the extent to which their learning practices align with deep learning principles. Teacher self-assessment is one area of educational research that can have a positive impact (Panadero et al., 2024), especially in improving the quality of learning. Research results that are in line with this topic show that most teachers show a very high level of agreement with the need for a deep learning-based reading learning model. These results confirm that teachers need a more in-depth reading learning model (Suryaman et al., 2026). Through self-assessment, teachers can review the strengths and weaknesses of their teaching practices, thereby improving the learning methods and approach they use. This makes self-assessment an important instrument in teacher professional development. In line with this, language teaching plays a crucial role in providing students with the skills and competencies to thrive in complex and unpredictable situations (Besonia, 2024).

In addition, teachers' self-assessments also contribute to improving student learning achievement. Learning achievement is all the results of a learning process, which is in the form of knowledge, skills, and attitudes (Budhyani et al., 2022). Learning achievement includes aspects of knowledge, skills, and attitudes acquired by students through the educational process. When teachers can conduct self-reflection objectively, they can create a learning environment that is more effective, adaptive, and in accordance with the needs of students. Thus, self-assessment not only helps teachers develop the quality of teaching but also has a direct impact on optimizing student learning outcomes, especially in the face of complex and unpredictable learning situations.

This research is important because it can provide a comprehensive picture of the reflective level of Indonesian language teachers' awareness of the application of deep learning. The purpose of this study is to identify and analyze the results of teacher self-assessment in four main categories, so that areas that are already strong and those that still need to be strengthened can be identified. Theoretically, this research will contribute to enriching the literature on the relationship between teacher self-assessment and the application of deep learning in Indonesian learning. Meanwhile, practically, the results of this research are expected to be the basis for policy makers, educational institutions, and teacher professional development programs to design training, mentoring, and the provision of facilities that are more in line with the needs of teachers. Thus, this research has the potential to support the creation of Indonesian learning that is more meaningful, contextual, and relevant to the demands of the 21st century.

Research Method

This study is quantitative descriptive research based on the results of questionnaires distributed to research respondents. The number of school samples was determined using the proportional stratified random sampling technique with a population of 79 schools (22 public, 57 private) in the Yogyakarta City area. Based on the number of schools, 19 public schools and 12 private schools were selected in this study. This consideration is taken so that the representation of public schools is more dominant considering its relevance to the focus of the research, while maintaining a balance of sample sizes between public and private schools for the purpose of comparative analysis. Therefore, sample selection was carried out by a combination of stratified random sampling and purposive sampling. Purposive consideration is given to the public-school strata because public schools are the main implementers of the Independent Curriculum policy that emphasizes deep learning.

Data collection in this study was carried out through a questionnaire prepared based on teacher self-assessment indicators on the deep learning approach and filled in by junior high school teachers who were respondents. Before being used for research data collection, the questionnaire instrument has been tested and declared valid and reliable. Furthermore, the data obtained at the research stage was analyzed in a quantitative descriptive manner by calculating the average value of each indicator, then converted into percentage. Data analysis is carried out by (a) data condensation, (b) data display, and (c) conclusions drawing (Miles, Matthew B. and Huberman, 1994). The results of these percentages are used to describe the level of self-assessment of teachers in both public and private schools so that they can be interpreted more clearly.

Results and Discussion

Result

Based on the results of the questionnaire that has been filled out by the respondents, the data is then analyzed based on each element of the question in each aspect. The data is sorted based on the strata of junior high school teachers in public schools and private schools. The results of the self-assessment of Indonesian language teachers in public schools on the deep learning approach are presented in Table 1.

Table 1. Teacher Self-Assessment of the Deep Learning Approach at State School Levels

Aspects	Questions	Lack of Confidence	Appear Confident	Very Confident	Able to thrive elsewhere
A. <i>Learning Partnerships</i>	I create learning objectives and expectations explicitly with students.	0	0	57,89	42,11
	I facilitate opportunities for students to learn from a variety of learning partners.	0	10,53	57,89	31,58
	I use a collaborative process to engage partners in student learning.	0	5,26	52,63	42,11
	I build and facilitate relationships that support self-recognition, perseverance, and appreciation in students	0	5,26	36,84	57,89
B. <i>Learning Environments</i>	I create an interactive, structured, and productive learning environment.	0	0	57,89	42,11
	I use a variety of instruments (observation sheets, interviews, texts) to assess students' interests, talents, and academic needs.	0	10,53	52,63	36,84
	I create a classroom climate and culture that supports the well-being (physical, mental, social, spiritual) and equality of students.	0	0	57,89	57,89
	I deliberately create relationships and social skills (life skills) between students.	0	5,26	47,37	47,37
	I use students' aspirations and opinions for learning development and classroom improvement.	0	0	42,11	42,11
	I use the classroom and the surrounding environment as a rich learning context.	0	5,26	52,63	42,11
	I design a learning experience that is empirical statement based and engages students naturally (authentically)	0	0	73,68	26,32
C. <i>Pedagogical Practices</i>	I design deep learning assignments (analytical, critical, and creative) that build complex thinking	0	10,53	68,42	21,05
	I use a variety of strategies to develop deep learning competencies (analytical, critical, and creative)	0	15,79	47,37	36,84
	I use strategies that engage and motivate students to contribute to the common good	0	10,53	47,37	42,11
	I use various forms of assessment to assess and adjust students' learning processes	0	5,26	52,63	42,11
	I provide options to increase student motivation and engagement in learning	0	5,26	57,89	36,84
D. <i>Leveraging Digital</i>	I encourage students to engage in reflection and feedback to improve metacognition. (thinking in problem	0	5,26	52,63	42,11

solving)				
I use digital technology to deepen learning and create knowledge in innovative ways.	0	0	57,89	42,11
I use digital technology to increase engagement and reinforce learning.	0	0	52,63	47,37
I use technology to enable local and global knowledge connections and collaborations	0	0	63,16	36,84
I foster students' awareness of digital citizenship and personal security in the use of technology	0	10,53	47,37	42,11
I facilitate students towards digitalization that allows students to get learning feedback accurately and in a timely manner.	0	0	68,42	31,58

Based on the data in Table 1, it is known that junior high school Indonesian teachers in public schools have a high level of self-confidence in all aspects studied. No respondents felt unconfident, but the majority were in the category of being very confident and able to develop elsewhere. These findings show that teachers not only have confidence in their competencies but also realize the importance of space for self-development to strengthen the implementation of deep learning. In the aspect of Learning Partnerships, teachers are generally very confident in creating explicit learning goals with students (57.89%) and facilitating learning opportunities from partners (57.89%). Furthermore, the Learning Environments aspect shows a relatively balanced pattern. Most teachers are very confident in creating an interactive and productive learning environment (57.89%) and a classroom climate that supports student well-being (57.89%). This shows that classroom management is good, but in the aspect of student participation, teachers realize that they still need to develop themselves to be more optimal.

As for the aspect of Pedagogical Practices, teachers showed high self-confidence in designing authentic learning experiences (73.68%) and designing in-depth learning assignments (68.42%). The provision of options to increase student motivation was also dominated by the category of very confident (57.89%). However, when asked about the use of varied learning strategies, only 47.37% of respondents stated that they were very confident and there were 15.79% who only appeared confident. This aspect of the question has the highest percentage of respondents with the choice of "appearing confident" which on the likert scale is on a scale of 2. The data represents that the selection of varied learning strategies is still a special challenge for teachers, especially in the concept of a deep learning approach. The last aspect, Leveraging Digital, shows that teachers are quite steady in utilizing technology. As many as 63.16% of teachers are very confident in using technology for global knowledge connection and collaboration, and 68.42% in facilitating the digitization of learning in a timely manner.

Based on these data, it can be concluded that Indonesian teachers in state junior high schools in Yogyakarta City have a high level of self-assessment of the implementation of learning with a deep learning approach. The four aspects studied, namely Learning Partnerships, Learning Environments, Pedagogical Practices, and Leveraging Digital, were dominated by the category of very confident. This confirms that teachers already have a

strong foundation in designing authentic learning, creating a productive learning environment, and utilizing digital technology, but still need to strengthen aspects of personal relationships, student involvement, and digital citizenship awareness.

Furthermore, Table 2 presents data on the level of self-assessment of Indonesian teachers on the implementation of the deep learning approach in learning at private junior high schools in the Yogyakarta City area.

Table 2. Teachers' Self-Assessment of the Deep Learning Approach in Private School Strata

Aspects	Questions	Lack of Confidence	Appear Confident	Very Confident	Able to thrive elsewhere
A. <i>Learning Partnerships</i>	I create learning objectives and expectations explicitly with students.	0	0	41,67	58,33
	I facilitate opportunities for students to learn from a variety of learning partners.	0	0,00	50,00	50,00
	I use a collaborative process to engage partners in student learning.	0	0,00	50,00	50,00
	I build and facilitate relationships that support self-recognition, perseverance, and appreciation in students	0	0,00	58,33	41,67
B. <i>Learning Environments</i>	I create an interactive, structured, and productive learning environment.	0	0	41,67	41,67
	I use a variety of instruments (observation sheets, interviews, texts) to assess students' interests, talents, and academic needs.	0	0,00	50,00	50,00
	I create a classroom climate and culture that supports the well-being (physical, mental, social, spiritual) and equality of students.	0	8,33	58,33	33,33
	I deliberately create relationships and social skills (life skills) between students.	0	0,00	58,33	58,33
	I use students' aspirations and opinions for learning development and classroom improvement.	0	0	50,00	50,00
	I use the classroom and the surrounding environment as a rich learning context.	0	0,00	58,33	41,67
C. <i>Pedagogical Practices</i>	I design a learning experience that is empirical statement based and engages students naturally (authentically)	0	0	58,33	41,67
	I design deep learning assignments (analytical, critical, and creative) that build complex thinking	0	8,33	66,67	25,00
	I use a variety of strategies to develop deep learning competencies (analytical, critical, and creative)	0	0,00	58,33	41,67
	I use strategies that engage and motivate students to contribute to the common good	0	0,00	33,33	66,67
	I use various forms of assessment to assess and adjust students' learning processes	0	8,33	58,33	33,33

D. <i>Leveraging Digital</i>	I provide options to increase student motivation and engagement in learning	0	8,33	66,67	25,00
	I encourage students to engage in reflection and feedback to improve metacognition. (thinking in problem solving)	0	8,33	41,67	50,00
	I use digital technology to deepen learning and create knowledge in innovative ways.	0	0	41,67	58,33
	I use digital technology to increase engagement and reinforce learning.	0	0	58,33	41,67
	I use technology to enable local and global knowledge connections and collaborations	0	0	66,67	33,33
	I foster students' awareness of digital citizenship and personal security in the use of technology	0	0,00	75,00	25,00
	I facilitate students towards digitalization that allows students to get learning feedback accurately and in a timely manner.	0	0	66,67	33,33

Based on the data presented in Table 2, it is known that the level of self-assessment of private school teachers in Yogyakarta City towards deep learning-based learning has a relatively high level of self-confidence in all aspects measured. No respondents were in the category of not confident, but the majority placed themselves in the category of being very confident and able to develop elsewhere. This shows that teachers not only have confidence in the competencies that have been mastered but also have the awareness to continue to develop skills in managing learning. The first aspect, namely Learning Partnerships, is that teachers feel confident in creating learning goals with students (41.67% are very confident and 58.33% can develop) and facilitate learning opportunities from various learning partners (50% are very confident and 50% are able to develop). The collaborative process is also well managed with the distribution of answers divided equally between being very confident (50%) and able to develop (50%).

Furthermore, data on the Learning Environments aspect shows a similar trend. As many as 41.67% of teachers stated that they were very confident in creating an interactive learning environment. In the use of various assessment instruments, teachers were evenly divided between being very confident (50%) and able to develop (50%). The creation of a classroom climate that supports student well-being is dominated by the category of being very confident (58.33%). The third aspect is Pedagogical Practices; teachers show high self-assessment in designing authentic learning experiences (58.33% are very confident). Then in the varied learning strategies, teachers again showed significant numbers with 58.33% very confident. Then, in the aspect of Leveraging Digital, as many as 41.67% of teachers are very confident in encouraging reflection and metacognition through technology, even 50% consider that it can develop better. Questions related to the use of technology for global knowledge connections obtained a percentage of 66.67%. In addition, in fostering digital citizenship awareness, 75% of teachers put themselves in the very confident category.

Thus, it can be concluded that Indonesian language teachers in private junior high schools in Yogyakarta City show a high level of self-assessment in supporting deep learning-

based learning. The four aspects studied were dominated by the category of very confident and able to develop. This data represents the readiness and awareness of teachers to continue to improve their competence in implementing the deep learning approach in Indonesian subjects. Based on all the data that has been collected, it is then summarized into a summary of the data on the level of self-assessment of Indonesian junior high school teachers in the Yogyakarta City area towards the implementation of the deep learning approach, which is presented in Table 3.

Table 3. Self-Assessment of Junior High Indonesian Language Teachers in Yogyakarta City on the Implementation of Deep Learning Approach

Aspects	Questions	Lack of Confidence	Appear Confident	Very Confident	Able to thrive elsewhere
A. Learning Partnerships	Public Schools	0	5,26	51,32	43,42
	Private Schools	0	0	50	50
B. Learning Environments	Public Schools	0	3,51	51,75	44,74
	Private Schools	0	1,39	52,78	45,83
C. Pedagogical Practices	Public Schools	0	7,89	57,89	34,21
	Private Schools	0	4,17	56,94	38,89
D. Leveraging Digital	Public Schools	0	2,63	57,02	40,35
	Private Schools	0	1,39	58,33	40,28

Based on Table 3, none of the respondents are in the category of not confident. This shows that teachers, both in public and private schools, have a positive level of confidence in implementing the deep learning approach in Indonesian learning. In the aspect of learning partnerships, teachers in public schools are dominated by the category of very confident (51.32%) and most others feel able to develop elsewhere (43.42%). Meanwhile, teachers in private schools show a balanced distribution between being very confident (50%) and able to thrive (50%). Furthermore, in the aspect of the learning environment, both public and private teachers showed dominance in the very confident category (51.75% in the state and 52.78% in the private sector), followed by the category of able to develop in other places (44.74% in the public and 45.83% in the private sector). This confirms that teachers feel quite ready to create a conducive learning environment. Then, in the aspect of pedagogical practice, teachers in public schools ranked highest at 57.89%, while in private schools at 56.94%. Both types of schools also have a sufficient proportion in the category of ability to develop, namely 34.21% in the state and 38.89% in the private sector. In terms of the use of digital technology, both public and private schools showed a dominant percentage in the very confident category, 57.02% (public) and 58.33% (private), respectively. Meanwhile, about 40% of teachers in both types of schools feel able to develop these skills elsewhere.

Overall, the data shows that teachers in public and private schools have high self-assessments in all aspects of learning. The dominance of the category is very confident and able to develop elsewhere reflects the readiness of teachers to adapt to various challenges in implementing deep learning approaches in learning which include building partnerships, creating learning environments, implementing pedagogical practices, and utilizing digital technology. This is a positive indicator that the learning process in schools has been

supported by teachers who have strong confidence in their professional abilities. Based on Table 3, it can be concluded that Indonesian teachers in public and private schools in Yogyakarta City show high self-assessment of deep learning-based learning. In public school teachers, the dominant tendency is seen in the category of being very confident in the aspects of Learning Partnerships, Pedagogical Practices, and Leveraging Digital, while in Learning Environments the answer tends to be more balanced with the category of being able to develop. In contrast, private school teachers show a relatively more distribution between being very confident and able to develop in almost all aspects, although they stand out in the use of digital technology. Thus, public teachers appear to be stronger in their self-confidence in pedagogical practices and learning design, while private teachers emphasize more awareness to continue to develop, especially in the aspects of the learning environment and partnerships. However, both layers of teachers showed readiness to support the implementation of the deep learning approach in Indonesian learning in schools.

Discussion

Learning Partnerships focus on the role of teachers in explicitly building learning goals and expectations with students, while facilitating opportunities for them to learn through a variety of learning partners. Flexible collaborative learning models can be created by providing differentiated teaching materials according to students' personal needs, using learning strategies, and grouping based on student characteristics (You et al., 2011). Activities in collaborative learning can be clustered into two things, namely the cognitive level and the social level with the resources needed including technological mediation; personal or group workspaces; learning materials; data analysis tools; references as collaborative repositories; as well as modeling tools to monitor the learning process (Okamoto & Kayama, 2005).

The Learning Environments aspect directs teachers to assess themselves regarding their ability to create an interactive learning environment through increasing student participation in learning. Previous research concluded that the existence of creative instruction while remaining under the supervision of teachers has implications for increasing students' imagination and creativity through project-based learning activities (Agung et al., 2024). Further, building an authentic learning environment requires substantial preparation, adequate resources, and teacher training (Sari et al., 2024). However, the results of this study in the aspect of Learning Environments more than 50% of respondent teachers stated that they were very confident. The data represents that the respondent teachers are confident that they can create an effective and interactive learning environment by not ruling out students' social skills. Pedagogical Practices are teachers' ability to design authentic and empirically based learning experiences, design assignments that demand analytical, critical, and creative thinking, and apply varied learning strategies to develop students' in-depth competencies. A good learning process is designed to provide opportunities for learners to develop their potential and lead to the achievement of optimal learning outcomes (Khasbullah et al., 2025).

The effectiveness of digital technology in deep learning can be improved if it is accompanied by the right teaching guidance. The leveraging digital aspect assesses how teachers utilize technology in the learning process and builds student awareness in positioning themselves as digital citizens. Advances in ICT in the world of education have brought changes in the delivery of learning materials digitally (Purwantini et al., 2025). This

shows that in the concept of digital leverage, technology only functions as a medium, while the quality of learning lies in the ability of teachers to integrate digital devices with learning strategies and materials that are relevant to students' needs. Good education must be able to keep up with the times, especially in order to utilize technology that will greatly influence the field of education (Tang et al., 2023). In addition to offline learning in the classroom, an immersive learning approach to online learning can be implemented through effective ICT support to foster students' critical thinking (Rahimi & Sevilla-Pavón, 2024). With the development of ICT, multi representation has become easy and inexpensive (Suarsana, 2021). The results of the study indicate the need to promote digital literacy that allows the integration of student competency development in the 21st century (Martínez-Serrano et al., 2023). Thus, the use of digital technology can really encourage students to think critically, creatively, and reflexively in the Indonesian learning process.

This study provides empirical evidence that teachers' high readiness to implement deep learning approaches can enhance meaningful student learning, inform school-level innovation and sustainability of pedagogical practices, and guide policymakers in designing targeted professional development and supportive educational policies.

Conclusion

This study aims to analyze the self-assessment of Indonesian junior high school teachers in the Yogyakarta City area on the application of a deep learning approach that includes four aspects, namely Learning Partnerships, Learning Environments, Pedagogical Practices, and Digital Leveraging. Through this study, an overview of the level of confidence and readiness of teachers in implementing deep learning principles in the Indonesian learning process was obtained. The results of the data analysis showed that there was an average difference in the level of teacher self-assessment based on the strata of public and private schools. In the aspect of Learning Partnerships, the largest percentage, namely 51.32% of state respondents, stated that they were very confident, while in private schools 50% answered a tie and said they were very confident and able to develop elsewhere. The second aspect, in the aspect of Learning Environments, the largest percentage in both clusters chose to be very confident with public respondents 51.75% and private 52.78%. Furthermore, in the third aspect of Pedagogical Practices, the largest percentage in both clusters chose to be very confident with public respondents 57.89% and private 56.94%. Then, in the last aspect of Digital Leverage, the largest percentage in both clusters chose to be very confident with public respondents 57.02% and private 58.33%.

Based on this data, it can be concluded that the respondent teachers in public and private schools in the Yogyakarta City area in general feel very confident in the implementation of the deep learning approach in the Indonesian learning process. The dominance of the category is very confident and able to develop elsewhere reflects the readiness of teachers to adapt to various challenges in implementing deep learning approaches in learning which include building partnerships, creating learning environments, implementing pedagogical practices, and utilizing digital technology. Both teacher strata showed readiness to support the implementation of the deep learning approach in Indonesian learning in schools.

Recommendation

This study offers contributions at multiple levels of educational stakeholders, including students, schools, and policymakers. The limitation of this study is that it only

measures the level of teachers' self-assessment, therefore it is recommended that other researchers can study the real practice of teachers in the classroom or conduct research on the correlation of teachers' self-assessment levels to student learning outcomes, so that the implementation of the deep learning approach in Indonesian learning can be more comprehensive and sustainable.

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