



Design of Deep Learning Teaching Module in Text Learning Report Observation Results in Class VIII of State Junior High School LIK Layana Indah

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Article Info	Abstract
Received: 2026-06-10 Revised: 2026- 06-20 Accepted: 2026-06-27 Keywords: <i>Design, Teaching Modules, Deep Learning, Observation Report Text</i> DOI: 10.24256/ideas.v14i1.11468 Corresponding Author: Amina I.P aminaip557@gmail.com Indonesian Language and Literature Education, FKIP Tadulako University	<i>This study aims to describe the design of Deep Learning-based teaching modules developed to support meaningful, active, and student-centered learning. Based on the results of problem identification and needs analysis, data was obtained that the teaching modules used so far have not been fully able to facilitate the in-depth development of students' competencies, especially in the aspects of critical thinking, problem solving, collaboration, creativity, and learning reflection. This research was carried out using one of the stages in the research and development method, namely the product design stage. Deep Learning-based teaching modules are designed through preliminary studies which include analysis of teacher and student needs, analysis of student characteristics, curriculum analysis, and theoretical studies on deep learning. Based on the results of the study, a Deep Learning-based teaching module design was obtained which consists of several main components, namely cover design, foreword, table of contents, general information of the module, learning outcomes and objectives, concept maps, learning activities that integrate mindful, meaningful, and joyful principles learning, student activity sheets, learning assessments, reflections, and bibliographies. The design of this teaching module is expected to support the creation of a more meaningful learning experience and improve the quality of the process and learning outcomes of students.</i>

1. Introduction

Teaching modules are learning tools that are systematically compiled based on curriculum outcomes to help teachers achieve learning goals. In the Independent Curriculum, the teaching module functions as a learning guide that is student-centered, contextual, and meaningful (Ministry of Education, Culture, Research, and Technology, 2022). Therefore, the development of teaching modules needs to pay attention to the needs of students as well as learning strategies that are able to encourage active involvement in the learning process.

One of the relevant approaches in the development of teaching modules is *deep learning*. This approach emphasizes conceptual understanding, the development of high-level thinking skills, reflection, and the ability to apply knowledge in a real context. Deep learning also integrates the principles of *mindful learning*, *meaningful learning*, and *joyful learning* so that students can build knowledge actively and meaningfully. Theoretically, this approach is in line with Ausubel's theory of meaningful learning, Bruner's constructionism, and Anderson and Krathwohl's revised cognitive taxonomy that emphasizes the ability to analyze, evaluate, and create (Anderson & Krathwohl, 2001; Bruner, 1961).

In learning Bahasa Indonesia, *the deep learning* approach is important to be applied because language not only functions as a communication tool, but also as a means of developing critical thinking and reasoning skills. One of the materials that requires this ability is the Observation Report Text (TLHO), which requires students to make observations, identify facts, classify information, and present it systematically and objectively. The characteristics of this material are in harmony with the principles of deep learning that connect the learning experience with real situations.

The results of initial observations at Satap Lik Layana Indah State Junior High School show that students still have difficulties in understanding and compiling the text of the observation report results. Learning tends to be teacher-centered and supported by limited teaching materials so that students are less involved in higher-level thinking activities. This condition shows the need to develop teaching materials that can facilitate more active, meaningful, and in-depth learning.

Previous research has shown that the development of learning modules contributes to improving learning outcomes and student independence (Idayanti & Suleman, 2024). Other research reveals that project-based modules can improve critical thinking skills through the active involvement of students in the learning process (Musa'ad et al., 2024). In addition, the development of digital teaching modules in the Independent Curriculum has also been proven to increase learning effectiveness and accommodate the diverse learning needs of students (Sofietaria & Azmah, 2024).

However, these studies generally focus on improving learning outcomes, the use of certain learning models, or the use of technology, and have not specifically developed a teaching module design that integrates *deep learning principles* in the learning of observation report texts at the junior high school level. Based on these conditions, this study offers novelty in the form of a teaching module design that integrates the principles of *meaningful learning*, *mindful learning*, and *joyful learning* in the learning of observation report texts. This research aims to produce a deep learning-based teaching module design for the material. In accordance with the scope of research, research activities are focused on the module design stage so that it does not include product validation or implementation.

2. Method

This research is research and development (R&D) which aims to produce products in the form of deep learning-based teaching modules and test the feasibility of the developed products. According to Sugiyono (2019), research and development is a research method used to produce certain products and test their feasibility before being widely used. The products developed in this study are focused on learning Indonesian, especially the Observation Report Text (TLHO) material, to support students in understanding concepts in depth, developing critical thinking skills, and improving skills in observation, analysis, and systematic information presentation. The development design used refers to the ADDIE model, but its implementation is limited to the design stage (Design) or product design development.

Therefore, this study does not include expert validation or field trials. This research only produces a design of teaching modules so that it cannot provide information about its validity and effectiveness. Therefore, expert validation and implementation tests need to be carried out in subsequent research to ensure the quality and usefulness of the modules in learning. However, the discussion in this study is focused on the design results and components of the teaching module, which include module identity, learning outcomes, learning objectives, material mapping, deep learning-based learning activities, student worksheets, learning assessments, and other supporting elements. Each component is described to show its suitability with the characteristics of the Observation Report Text (TLHO) material, the needs of students, and the principles of *deep learning learning*.

In this study, the teaching modules developed are based on a *deep learning* approach that emphasizes meaningful learning activities such as observation, analysis, collaboration, reflection, and communication. This approach is in line with the *New Pedagogies for Deep Learning* framework developed by Fullan, which emphasizes strengthening the 6C's (critical thinking, creativity, communication, collaboration, character, and citizenship) competencies in meaningful and contextual learning (Fullan, Quinn, & McEachen, 2018). In addition, deep learning is also in line with the concept of *Visible Learning* put forward by Hattie, which emphasizes the importance of clear learning objectives, effective feedback, and active involvement of students in the learning process to significantly improve learning outcomes (Hattie, 2009; Hattie, 2012). From a global perspective, the OECD through *the Learning Framework 2030* also emphasizes that education must develop 21st century competencies that include critical thinking skills, creativity, collaboration, and learning independence in facing future challenges (OECD, 2018).

The structure of the teaching module developed is adjusted to the characteristics of the Observation Report Text material and the needs of grade VIII junior high school students, which include: (1) the cover of the teaching module; (2) preface; (3) module usage instructions; (4) learning outcomes and learning objectives; (5) a concept map of TLHO material; (6) core material based on observation and analysis activities; (7) deep learning-based student activity sheets (LKPD); (8) practice questions and evaluations; (9) learning reflection; and (10) glossaries and bibliographies.

This teaching module is designed not only as a teaching material, but also as a learning guide that encourages students to actively build knowledge through hands-on learning experiences. Thus, this module is expected to be able to improve students' conceptual understanding, develop high-level thinking skills, and produce more meaningful and contextual learning as emphasized in the *approach of deep learning, visible learning*, and 21st century learning competencies.

3. Result and discussion

The results of the development of the teaching module produced in this study consist of two parts, namely the supporting part and the core part of the module. The supporting section consists of a cover, foreword, table of contents, module usage instructions, concept map, glossary, and bibliography. The core part of the module contains the main components designed in accordance with the principles of student-centered learning.

The core part of the module consists of: (a) the identity of the module which contains information about the subject, phase or class, time allocation, and the composition of the module; (b) learning outcomes that are a reference in the learning process; (c) learning objectives formulated based on learning outcomes; (d) the profile of the student developed in the learning activity; (e) the necessary facilities and infrastructure; (f) target students; (g) meaningful understanding; (h) lighter questions; (i) learning activities that include introductory, core, and concluding activities; (j) assessments consisting of diagnostic, formative, and summative assessments; (k) student worksheet (LKPD); (l) Reading materials of educators and students; (m) enrichment and remedial activities; and (n) reflection of students and educators.

In addition to the core part, this teaching module is also equipped with various supporting components that function to make it easier for students and educators to use the module effectively. The following is a description of the design of the teaching module developed.

3.1 Front Cover Design

Teaching material front cover design as shown in the following image



Figure 1 Front cover design

The cover is equipped with the identity of the teaching material in the form of the title of the material

3.2 Preface design

This section contains the author's expression of gratitude to Allah SWT and gratitude to various parties who have provided support, input, and contributions in the process of preparing the teaching module, starting from the design, preparation of learning objectives, to the completion of this module.

3.3 Table of Contents

This section contains a systematic list of all components contained in the teaching module, which is compiled to make it easier for readers to find materials, learning objectives, learning activities, assessments, and various attachments that support the learning process. The table of contents is presented in a structured manner in the order in which the module is discussed so that it can help users understand the flow and organization of the material more effectively.

3.4 Design of the Konesep Map

Design the concept map of the teaching materials as shown in the following image

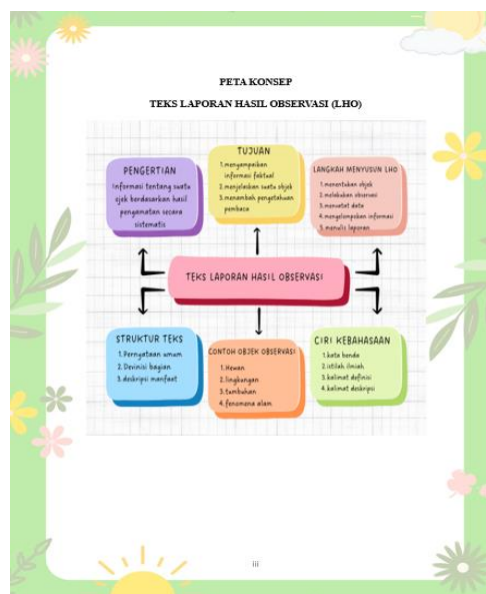


Figure 2 Concept Map Design

This section contains an overview of the relationships between the materials, concepts, and competencies contained in the teaching module. The concept map is systematically compiled to show the relationship between the main topic and the subtopic to be studied, thus helping students understand the learning flow in a more structured way. Through this concept map, it is hoped that students can get an initial overview of the scope of the material and understand the connections between concepts that are the basis for achieving learning goals.

3.5 Design of the module instruction manual

Design the instructions for using the ajr module as shown in the following figure.



Figure 3 Design Module usage instructions

This section contains a guide to the use of modules that help students and educators understand the learning steps, use of materials, and the systematic implementation of assignments and assessments according to learning objectives.

3.6 Module Identity Design

Identity Design of the teaching module as shown in the following image

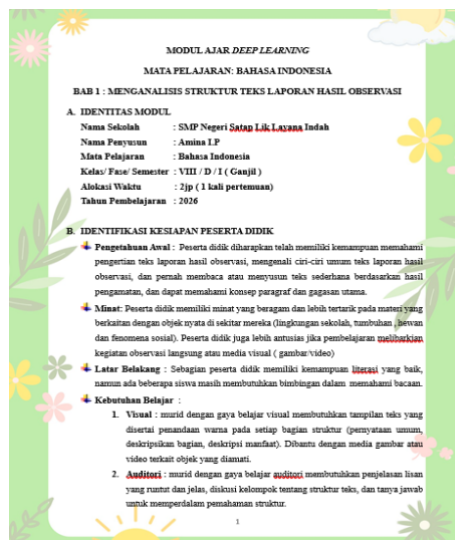


Figure 4 Module Identity Design

This section contains general information about the teaching module, such as the name of the subject, phase or class, learning material, time allocation, and the identity of the module compiler used as a reference in the implementation of learning.

3.7 Learning design

The learning design of the teaching module as shown in the following image

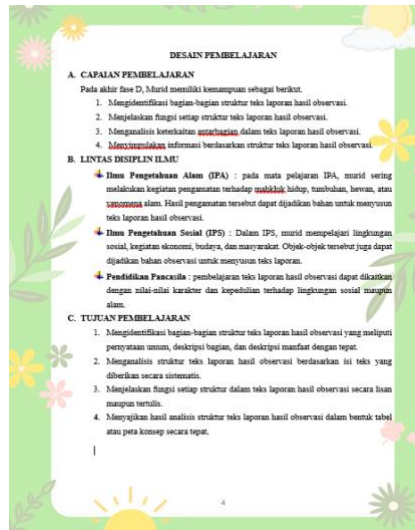


Figure 5 Learning Design

This section contains a learning design that contains Learning Outcomes (CP) and Learning Objectives (TP) as a reference in the implementation of learning to achieve the expected competencies. This section also integrates cross-disciplinary linkages to support a more comprehensive and contextual understanding of the material.

3.8 Design Learning Steps

Design The learning steps in the teaching module as shown in the following image

F. LANGKAH-LANGKAH PEMBELAJARAN BERDIFERENSIASI		
PERTEMUAN 1		
PERTEMUAN 1 (90 Menit)		
Topik : Menganalisis Struktur Teks Laporan Hasil Observasi		
Kegiatan	Uraian	Waktu
Pendahuluan	a. Guru membuka pembelajaran dengan salam dan doa. b. Guru memeriksa kehadiran dan kesiapan murid. c. Guru memberikan ice breaking (<i>icebreaker</i>) : Tebak gambar objek observasi. d. Apersepsi (<i>Meaningful</i>) : Guru membuka pembelajaran dengan mengali pengalaman siswa dalam melakukan observasi, misalnya di lingkungan sekolah atau perpustakaan. Selanjutnya, guru mengarahkan siswa untuk menyusun hasil pengamatan tersebut menjadi teks laporan hasil observasi yang terstruktur, serta membimbing mereka untuk mempraktikkannya secara langsung. e. Guru menyampaikan tujuan pembelajaran dan cakupan materi.	10 menit
Kegiatan inti (<i>orientasi</i>)	a. Guru memberikan contoh teks LHO yang mengandung kekeliruan (<i>struktur/kaidah</i>). b. Murid diminta mengamati dan mengidentifikasi masalah dalam teks. c. Guru mengajukan pertanyaan pemantik : "Apakah teks ini sudah sesuai struktur LHO?"	60 menit
Mengorganisasikan	a. Guru membagi siswa menjadi 4-5 kelompok	

	b. Guru membagikan LKPD berisi panduan analisis Struktur teks (definisi umum, deskripsi bagian, manfaat) c. Siswa memahami tugas masing-masing	
Membimbing Penyelidikan	a. Eksplorasi (<i>Meaningful Learning</i>) : Murid membaca teks laporan hasil observasi yang dibagikan guru. Selanjutnya, peserta didik menandai bagian pernyataan umum, deskripsi bagian, dan deskripsi manfaat menggunakan warna atau simbol yang berbeda. Setelah itu, peserta didik menjelaskan alasan penandaan tersebut secara lisan atau tertulis. Peserta didik juga menuliskan strategi yang digunakan saat memahami teks serta bagian yang dirasa sulit pada lembar refleksi. Guru memandu diskusi singkat untuk membahas hasil analisis dan refleksi peserta didik. b. Diskusi Kelompok : Peserta didik bekerja dalam kelompok untuk mendiskusikan hasil analisis struktur teks laporan hasil observasi. Setiap kelompok kemudian menyampaikan hasil diskusinya di depan kelas sehingga pembelajaran berlangsung aktif, interaktif, dan menyenangkan. c. Pembelajaran Berdiferensiasi : • Proses : Murid yang membutuhkan bimbingan dapat menganalisis struktur teks dengan bantuan tabel panduan, Peserta didik yang sudah memahami dapat menganalisis teks melalui diskusi kelompok atau membuat peta konsep struktur teks LHO, Guru memberikan arahan	

Figure 6 Design of learning steps

This section contains learning steps that are systematically compiled as a guide for teachers and students in carrying out teaching and learning activities. The learning steps are designed according to the learning objectives that have been set and include introductory, core, and closing activities. Each stage of learning accommodates the active involvement of students through observing, questioning, exploring, discussing, and reflecting on learning outcomes. In addition, the learning step also integrates various relevant learning approaches and strategies and encourages the development of critical, creative, collaborative, and communicative thinking skills in the context of meaningful learning.

3.9 Learning Assessment Design

The learning design of the teaching module as shown in the following image

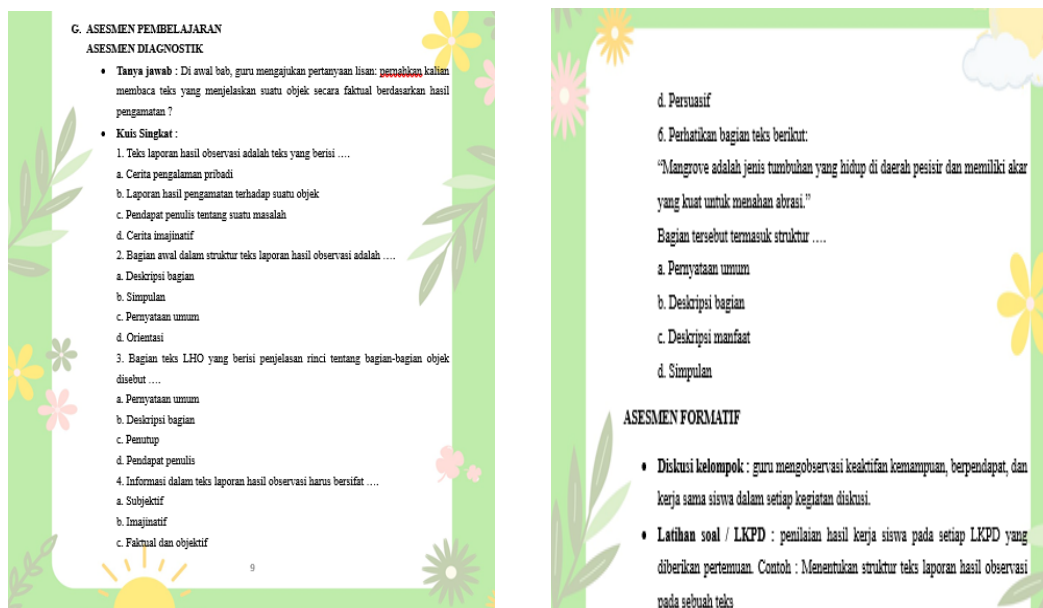


Figure 7 Learning Assessment Design

This section contains learning assessments that are used to measure the achievement of learning objectives and the development of students' competencies. The assessment is prepared as a reference in obtaining information about students' understanding, skills, and attitudes during the learning process.

3.10 Assessment Rubric Design

Rubric Design Assessment of the teaching module as shown in the following image

11. A. Aspek yang dinilai

NO	Aspek penilaian	Deskriptor
1.	Ketepatan Identifikasi Struktur	Kemampuan menentukan penyataan umum, deskriptor bagian, dan simpulan
2.	Penulisan Isi Teks	Kemampuan memahami isi teks secara keseluruhan
3.	Ketepatan Jawaban	Kemampuan menjawab dengan teks
4.	Keterampilan Menyajikan Jawaban	Ketepatan dan kelengkapan penyajian
5.	Kreatifitas	Penilaian dalam diskusi

B. Skala Penilaian

Skor	Kriteria
4	Sangat baik
3	Baik
2	Cukup baik
1	Kurang baik

12. C. Rubrik Penilaian kognitif

Aspek	Skor 4	Skor 3	Skor 2	Skor 1
Ketepatan Identifikasi Struktur	Sangat tepat	Selagian baik	Selagian kecil	Tidak tepat
Penulisan Isi Teks	Sangat memahami isi teks	Memahami Sebagian besar	Kurang memahami	Tidak memahami

D. Rubrik Penilaian afektif

Aspek yang dinilai	Skor 4	Skor 3	Skor 2	Skor 1
Menanggapi pendapat orang lain selama diskusi (A)	Memberi tanggapan sesuai dengan pokok permasalahan	Memberi tanggapan yang kurang sesuai dengan pokok permasalahan	Memberi tanggapan yang tidak sesuai dengan pokok permasalahan	Tidak memberikan tanggapan sama sekali
Bekerja sama dengan kelompok (B)	Bekerja sama dalam kelompok sangat baik	Bekerja sama dalam kelompok baik	Bekerja sama dalam kelompok kurang baik	Tidak bekerja sama dalam kelompok
Aktif selama kegiatan diskusi (C)	Sangat aktif dalam kegiatan diskusi	Aktif dalam kegiatan diskusi	Kurang aktif dalam kegiatan diskusi	Tidak aktif dalam kegiatan diskusi
Menyampaikan ide pendapat selama diskusi (D)	Menyampaikan ide pendapat yang sesuai dengan pokok permasalahan	Menyampaikan ide pendapat yang kurang sesuai dengan pokok permasalahan	Menyampaikan ide pendapat yang tidak sesuai dengan pokok permasalahan	Tidak menyampaikan ide pendapat sama sekali

Figure 8 Assessment Rubric Design

This section contains assessment criteria and indicators used to assess student learning outcomes objectively and measurably. The assessment rubric is prepared as a guideline in determining the level of competency achievement in accordance with the learning objectives that have been set

3.11 Teaching Mediation Design

The design of teaching media in the teaching module as shown in the following image



This section contains learning materials that are arranged in accordance with the learning objectives and learning outcomes that have been set. Teaching materials are presented systematically to help students understand the concepts, knowledge, and skills learned during the learning process.

3.12 Student Worksheet Design

Design the Student Worksheet as shown in the following image.



This section contains the Student Worksheet (LKPD) which is used as a guide in carrying out learning activities. The LKPD is designed to help students develop understanding, skills, and thinking skills through a series of tasks and activities that are in accordance with learning objectives.

3.13 Bibliography

This section contains a list of reference sources used in the preparation of teaching modules, such as books, journals, and other scientific sources. The bibliography is compiled as a form of scientific accountability and to support the accuracy and validity of the material presented.

The teaching modules produced in this research and development are learning tools designed to help teachers carry out learning in a systematic, directed, and aligned manner with the learning outcomes that have been determined. This module has advantages over conventional modules because it integrates the principles of *mindful learning*, *meaningful learning*, and *joyful learning* in every learning activity.

Through this approach, students not only understand the material, but are also able to connect knowledge with real experiences. In addition, the module is equipped with reflection activities, analysis-based LKPD, as well as diagnostic, formative, and summative assessments that support the active involvement of students in building in-depth understanding. With these various components, teaching modules not only function as a learning resource, but also as a means to develop critical, reflective, and collaborative thinking skills needed in 21st century learning. According to the Ministry of Education, Culture, Research, and Technology, teaching modules are one of the learning tools that contain objectives, learning steps, media, assessments, and learning resources used to achieve student competencies (Ministry of Education and Culture, 2022). In line with that, Tomlinson (2013) stated that good teaching materials must be able to facilitate a learning process that is meaningful, flexible, and in accordance with the needs of students.

The teaching module products developed consist of several main components, namely module identity, learning outcomes, learning objectives, teaching materials, learning activities, student worksheets, assessments, reflections, and bibliography. Each component

is systematically arranged to make it easier for teachers and students to carry out the learning process. Learning outcomes and learning objectives are listed as a reference to describe the competencies that students are expected to achieve after participating in learning. Teaching materials are presented according to the characteristics of students and are arranged in stages to facilitate the understanding of concepts, as emphasized by Bruner (1960) that effective learning needs to be arranged in a spiral and gradual manner from concrete to abstract.

The learning activities in this module are designed using a student-centered approach. Students not only receive information, but are also actively involved in observing, questioning, exploring, discussing, and concluding the material studied. This approach is in line with the theory of constructivism which states that knowledge is actively built by students through learning experiences and interaction with their environment (Suparno, 2013; Vygotsky, 1978). Furthermore, active learning also supports the development of 21st century skills such as critical thinking, collaboration, and communication (Trilling & Fadel, 2009).

In addition to learning materials and activities, this teaching module is also equipped with a student worksheet (LKPD) which aims to help students construct knowledge and develop critical and creative thinking skills. According to Prastowo (2015), LKPD is a teaching material that can guide students in carrying out learning activities independently or in groups so that learning becomes more meaningful. In line with that, Majid (2017) explained that a good LKPD must encourage students to actively find concepts, not just receive information.

To measure the achievement of learning objectives, this module is equipped with formative and summative assessments. Formative assessments are given during the learning process to obtain information about the learning development of students, while summative assessments are carried out at the end of learning to measure the level of achievement of competencies that have been set. Black and Wiliam (1998) emphasized that formative assessments play an important role in improving the quality of learning because they provide feedback that can be used to improve the learning process. In addition, diagnostic assessments have a special role because they are carried out before the start of learning a new topic or program. The goal is to recognize the students' initial strengths and weaknesses and understand the prerequisite knowledge and skills they already have. This data is very valuable for teachers in designing more directed learning and responsive to the initial conditions of students (Wiliam, 2011).

This teaching module also contains reflection activities that aim to help students evaluate their learning experiences. Through reflection activities, students can identify the understanding that has been gained, the difficulties faced, and the strategies that need to be carried out to improve learning outcomes. Reflection activities are an important part of learning because they can encourage students' metacognitive awareness (Schraw & Dennison, 1994). This metacognition plays a role in improving the ability to self-regulate in learning (Flavell, 1979).

The development of this teaching module also considers the characteristics and needs of students. The materials, activities, and assignments presented are designed according to the level of cognitive development of students so that learning can take place effectively. Piaget explained that students at the formal operational stage have been able to think abstractly and logically (Slavin, 2018). Therefore, learning needs to be designed to develop higher order thinking skills as also emphasized in Bloom's taxonomy revised by Anderson and Krathwohl (2001).

Overall, the teaching modules developed are expected to be effective learning tools in supporting the teaching and learning process. The systematic presentation of materials, interactive learning activities, continuous assessments, and integrated reflection activities are expected to increase student involvement, facilitate the achievement of learning goals, and support the optimal development of student competencies. In addition, this module is also expected to be able to strengthen literacy, numeracy, and 21st century skills that are the demands of 21st century learning (OECD, 2019).

4. Conclusion

Based on the results of the development that has been carried out, a teaching module for learning is produced that is arranged in a systematic and structured manner. This teaching module consists of two parts, namely the supporting part and the core part. The supporting section includes module identity, instructions for use, concept map, table of contents, and other supporting components that help users understand the overall content of the module. The teaching module developed in this study has several characteristics. First, uniqueness, this module is designed with a different learning approach from existing modules, which is tailored to contextual and innovative learning needs.

This module is developed based on the analysis of student needs and applicable learning outcomes. Second, the learning steps in this module are arranged systematically and refer to clear learning objectives to facilitate the learning process. Third, the materials and activities presented are contextual and relevant to the lives of students. Fourth, this module is designed to foster critical thinking, creativity, and positive attitudes skills in the learning process. Fifth, the impact of the use of this teaching module is expected to have a positive influence on the cognitive, psychomotor, and affective aspects of students in achieving the expected learning competencies.

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