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Deep Learning Training as a Pedagogical Transformation Strategy in Indonesia: Analysis of the Philosophical Framework and Technical Guidelines Based on the Decree of the Director General of Teachers, Education Personnel, and Teacher Education Number 13/B/HK.03.01/2025

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Abstract: This study aims to analyze the philosophical framework of Deep Learning and examine the operational implications of training guidelines that adopt the In-Service Learning (IN-1)–On-the-Job Training (ON)–In-Service Learning (IN-2) model. The Director General of Teachers, Education Personnel, and Teacher Education Decision No. 13/B/HK.03.01/2025 concerning Technical Guidelines for Deep Learning Training (PM) is a formal state strategy to encourage holistic pedagogical transformation in Indonesia. The main objective of PM is to create conscious, meaningful, and enjoyable learning through the integrated development of thinking, heart, feelings, and body. The methods used are qualitative policy analysis and comparative literature studies. The results of the study show that PM is an innovative framework that requires the integration of the cognitive dimension (mind) with the affective-spiritual dimension (heart and senses), which substantially depends on the internalization of the Growth Mindset in teachers. The IN-ON-IN training model is an effort to mitigate the failure of knowledge transfer to practice (Kirkpatrick Level 3), but its success is greatly influenced by ecosystem support, including the quality assurance of resource persons and the functionality of the Learning Management System (LMS), as well as the school's ability to mitigate the digital divide. Recommendations that can be given include the need to develop standardized observation instruments that are capable of measuring emotional intelligence in the classroom, curating resource persons with growth mindset criteria, and providing equivalent blended learning alternatives.

Keywords: Deep Learning, Mind Training, Heart Training, Feeling Training, Teacher Training, Director General Decree Number 13/B/HK.03.01/2025, Growth Mindset.

INTRODUCTION

Background of Educational Transformation

National education is challenged to produce competent graduates in the 21st century, which is marked by technological disruption, rapid change, and global complexity. Improving the quality of education is a process that is integrated with the process of improving the quality of human resources itself (Rivai, 2016). This challenge requires the education system to shift from a passive knowledge transmission model to creating adaptive, creative learners with social-emotional intelligence. In addition, the main problem in education in Indonesia is the low quality of education at all levels, and it offers solutions for the implementation of quality, effective, and comprehensive education. The focus includes internal school management, such as teachers, students, curriculum, facilities, and infrastructure, as well as external relationships with stakeholders, such as the community, government, and the business world (Rivai, 2013).

The focus of education has shifted from superficial content mastery (surface learning) to deep learning, where students are able to apply knowledge in real contexts and critically connect various concepts (Santiani, 2025). Deep learning has been proven pedagogically effective in improving teacher competence and student engagement at various levels of education (Yuliarti et al., 2025; Ar-Rasyid et al., 2025). Failure to make this transition will result in graduates who are cognitively equipped but not ready in terms of character and resilience to face the dynamics of life and the world of work. In addition, sustainable growth is achieved through cooperation between individuals who are able to create synergy in terms of internal and external factors influenced by fundamental, incremental, and radical changes, as well as intense competition in conditions of uncertainty and risk (Rivai, 2024).

Responding to this urgent need, the Director General of Teachers, Education Personnel, and Teacher Education issued Decree Number 13/B/HK.03.01/2025. This policy emphasizes that improving the quality of education requires an approach that honors students and is realized through Deep Learning (DL).

Uniquely, DL in Indonesia is defined through the holistic development of four pillars: Mind, Heart, Feelings, and Body (Ministry of Primary and Secondary Education, 2025). The addition of the pillars of Emotional Development (character and integrity) and Sensory Development (empathy and creativity) is an explicit recognition that pedagogical transformation must include affective-spiritual dimensions in line with the importance of developing emotional intelligence. This shows that DL is a holistic pedagogical transformation strategy, not just a curriculum reform.

These technical guidelines serve as the formal basis for the massive training of teachers, school principals, and school supervisors. The success of this policy directly depends on the effectiveness of training in changing teacher behavior, namely transferring DL philosophical knowledge into real classroom practice. Therefore, analysis of the philosophical framework and technical guidelines for this training is crucial to ensure that state investment produces agents of change who are, have a Growth Mindset, and are able to facilitate true deep learning throughout the education ecosystem in Indonesia.

METHOD

This study uses a qualitative approach with the qualitative policy analysis method.

Data Sources

1. Primary Data: Decision of the Director General of Teachers, Education Personnel, and Teacher Education Number 13/B/HK.03.01/2025 (Ministry of Primary and Secondary Education, 2025).
2. Secondary Data: Relevant scientific journals and academic literature (e.g., Wahidah et al., 2022; Yuliarti et al., 2025; Kirkpatrick, 1959).

Data Analysis Procedure

1. Philosophical Analysis: Deconstruction and interpretation of the four pillars of Mind, Heart, Feeling, and Body (Ministry of Primary and Secondary Education, 2025, Considering a), and comparing them with the concept of international pedagogical Deep Learning.
2. Training Structure Analysis: Examining the IN-ON-IN training model (Ministry of Primary and Secondary Education, 2025) and analyzing its function as a strategy for transferring knowledge into practice (Kirkpatrick Level 3).
3. Quality Assurance Analysis: Analyzing the evaluation instruments contained in the DL Technical Guidelines (e.g., evaluation of Resource Persons and LMS) and mapping them into the four levels of the Kirkpatrick Model.

RESULTS AND DISCUSSION

DL Philosophical Framework: Cognitive and Affective-Spiritual Balance

The main finding from the DL Technical Guidelines is the definition of DL as an approach that aims to glorify students by creating a learning atmosphere that is conscious (Physical Education), meaningful (Heart Education), and joyful (Emotional Education). This is an explicit effort to overcome the deficit in education, which has been too oriented towards Physical Education (cognitive) alone.

Discussion of the Balance of Pillars and Student Agents

The innovation of DL lies in the integration of Emotional Development (character, integrity, and spirituality) and Sensory Development (empathy, creativity, and social skills). These two pillars serve as catalysts for Intellectual Development. Philosophically, this approach is a shift in line with the global framework that calls for a focus on holistic 21st-century competencies, where social-emotional competencies (Heart/Emotional Development) are recognized as an important prerequisite for cognitive abilities (Intellectual Development).

The DL model positions teachers as facilitators who must shift their focus from delivering content (surface learning) to designing learning experiences that foster student agency. This process requires teachers to transition from the role of content transmission (Olah Pikir) to designing experiences (Olah Rasa) and fostering motivation (Olah Hati).

Reinforcement: Emotional/Sensory Processing as the Foundation of Metacognition and Self-Regulation

The concepts of Emotional Learning and Sensory Learning essentially serve as the foundation for the development of self-regulation and metacognition in students and teachers. This approach goes beyond purely cognitive learning because it places emotional intelligence— which is accommodated by Emotional Learning/Sensory Learning—as a prerequisite for cognitive success.

Deep Learning not only demands critical thinking skills, but also requires emotional resilience to see failure as a source of information, not a limitation of ability. Therefore, Emotional Intelligence is a t training mechanism for fostering emotional resilience. This training implicitly requires a transformation of the professional identity of teachers, where teachers must first internalize a Growth Mindset in order to be able to facilitate Emotional Intelligence that values process and mistakes. Failure to internalize a Growth Mindset can undermine the entire philosophical objectives of PM.

Effectiveness of the IN-ON-IN Training Model for Behavioral Change (Kirkpatrick Level 3)

The three-stage training model (IN-1, ON, IN-2) outlined in the DL Technical Guidelines is a strategic response to Kirkpatrick's Level 3 (Behavior) challenge. Conventional training is

often effective at Level 2 (Learning or knowledge improvement) but fails to create changes in workplace practices (Sutarno, 2017).

Discussion of Training Structure as a Continuous Process

The IN-ON-IN structure designs training not as an event, but as a continuous learning process
embedded in the work context (embedded learning).

1. IN-1 Stage: Provides conceptual understanding, targeting Level 1 (Reaction) and Level 2 (Learning).
2. ON Stage (On-the-Job Training): This stage is a critical bottleneck. The obligation to apply PM in practice at school/in the classroom for at least three months forces teachers to step out of their comfort zone of old teaching practices and face the challenges of implementation. This stage is essential for forming new habits.
3. IN-2 Stage: Serves as an arena for reflection, reporting, and a community of practice (peer-coaching). Sharing good practices and solving implementation problems together is an important mechanism for strengthening behavior (Wulandari et al., 2024).

This structure is designed to ensure that knowledge enhancement (Level 2) translates into behavioral change (Level 3), a prerequisite for achieving Outcomes (Level 4) in the form of improved student learning quality.

Reinforcement: The Role of Ecosystem Support in Training Transfer

The success of training transfer into practice (Level 3) is highly dependent on the quality of the ON period and strong ecosystem support. This ecosystem support includes three crucial elements:

1. Managerial Support: Principals and supervisors (who are also training participants) must ensure that teachers have the time and permission to experiment with new DL practices, rather than reverting to old habits due to curriculum pressures.
2. Social Support: The ON stage must be reinforced with a functional practice community. Without this social support, training transfer is often hindered.
3. Global Pedagogical Alignment: The DL's focus is in line with the concept of New Pedagogies for Deep Learning (NPDL), which requires teachers to be designers of learning experiences, not merely conveyors of content.

Quality Assurance and Risk Mitigation Analysis

The PM technical guidelines list detailed quality assurance instruments, particularly those related to Resource Quality and LMS Functionality.

Discussion of Resource Person Quality and Fixed Mindset Risks

The risk of Resource Person Quality is very important because DL training requires Resource Persons who are able to act as mentors for Growth Mindset and not merely conveyers of material. The quality assurance criteria for Resource Persons range from not meeting the criteria to exceeding expectations. The main risk arises if the Resource Person only masters Thinking (content) but fails to model Emotional Intelligence/Feeling (transformative pedagogy). The Resource Person's failure to model a Growth Mindset can spread a fixed mindset among participants, defeating the core objectives of DL.

Strengthening: Mitigating the Risks of the Digital Divide and Instrument Validity

The risk of the digital divide is recognized through a detailed evaluation of the ease of following the LMS flow and the availability of illustrations and examples in the activity learning materials. However, Nurjanah & Suryadi (2025) remind us that infrastructure barriers

in 3T areas can make LMS a source of frustration rather than a tool. Quality assurance must be expanded to assess the availability of equivalent offline alternatives.

Furthermore, there is a risk regarding the validity of Level 3 measurement instruments. The technical guidelines emphasize evaluation of the training ecosystem components, but to achieve Level 3 (Behavior), standardized observation instruments are needed that are capable of measuring Emotional Intelligence in the classroom, not just self-reports. Without valid behavior measurement, failure in one of these risks—whether it be the quality of the resource persons or access to technology—will cause DL training to regress back to Level 2 (knowledge enhancement only), without achieving the desired pedagogical transformation.

CONCLUSION

Director General Decision Number 13/B/HK.03.01/2025 establishes DL as a key strategy for pedagogical transformation with a strong philosophical framework, namely mind, heart, feeling, and body (Ministry of Primary and Secondary Education, 2025). PM substantially demands a shift from cognitive-centered pedagogy to holistic pedagogy. The IN-ON-IN training structure is designed to ensure knowledge transfer into practice (Kirkpatrick Level 3), supported by a quality assurance mechanism that focuses on the training ecosystem component. The success of this transformation is highly dependent on the success of teachers in internalizing the Growth Mindset and the ability of the education ecosystem to mitigate the risks of resource person quality and technology access gaps.

Recommendations

1. Implementation of Kirkpatrick Levels 3 and 4 Measurement: It is necessary to develop standardized observation instruments capable of measuring Emotional Intelligence in the classroom, as well as longitudinal studies (6-12 months) to measure Outcomes (Level 4) in the form of improvements in student competencies (literacy, numeracy, character) (Sutarno, 2017).
2. Curating Resource Persons with Growth Mindset Criteria: Resource Person criteria must be improved by testing their ability to model PM holistically and facilitate emotional reflection, ensuring they are able to encourage changes in participants' attitudes (Wahidah et al., 2022).
3. Provision of Equivalent Blended Learning Alternatives: Quality assurance must ensure that PM activity materials (Ministry of Primary and Secondary Education, 2025) are available in offline formats equivalent to LMS, rich in illustrations, and ready for use in areas with limited infrastructure (Nurjanah & Suryadi, 2025).

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