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The Effect of The Deep Learning Approach on The Learning Interest of Students in Grade IV of SDN Karang Anyar

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A B S T R A C T

Interest in learning is a key factor influencing student engagement in the learning process, particularly in Natural and Social Sciences (IPAS). However, teacher centered instruction has limited students' opportunities to actively participate in learning, resulting in low learning interest. This study aimed to analyze the effect of the Deep Learning approach on the learning interest of fourth-grade students in IPAS at SDN Karang Anyar. The study employed a quantitative approach using a pre-experimental method with a One Group Pretest-posttest design. The sample consisted of 30 students selected from one fourth-grade class. Data were collected through observation, questionnaires, and pretest-posttest assessments, and analyzed using the Shapiro-Wilk normality test, Normalized Gain (N-Gain), and the Paired Sample t-Test. The findings showed that the Deep Learning approach improved students' learning interest by promoting active engagement, exploration, discussion, problem-solving, presentations, and reflection. These findings indicate that the Deep Learning approach effectively enhances fourth-grade students' learning interest in IPAS.

1. Introduction

Education plays a very important role in shaping the quality of human resources that are superior, creative, and able to adapt to various changes that occur in the 21st century. Though education, learners not only acquire knowledge, but also develop the skills, attitudes, and thinking abilities necessary to face the challenges of life in the future (Kharisma et al., 2025). Through education, a person potential can be optimally channeled to support the nations progress (Syarmadana & Nur Asyiah, 2024). One of the goals of education is to create an effective and enjoyable learning process for students (Suryana & Sutisno, 2024). Therefore, the learning process needs to be designed effectively to be able to create a meaningful learning experience and support the optimal development of student's potential. In the context of basic education, quality learning is an important foundation in shaping

the character and learning ability of students in a sustainable manner (Tadjuddin, 2021).

Learning interest in the relationship between a person or students to learn without coercion and obtain satisfaction (Cahyaningsih & Kamsiyati, 2021). Learning interest also has a close relationship with the level of student participation during learning. By learning, it can add mental activities that involve the process of internalizing values in students (Sutisno & Efendi, 2018). Students who have a high interest in learning tend to show greater activities, enthusiasm, and motivation in participating in learning activities so that it is easier to understand the material presented by the teacher (Aulia, 2023). In addition to learning styles, motivation plays an important role in determining students' behavior and academic achievement (Jonivan et al., 2026). Students with a good interest in learning are generally more consistent in completing assignments, have higher concentration, and show more optimal involvement in the learning process (Setyorini & Suneki, 2024). Conversely, low interest in learning can cause students to be less excited, lose focus easily, and be less active in various learning activities in the classroom (Azizah et al., 2021). Therefore, the context of elementary school is very important to develop a learning strategy that is able to foster students interest, especially in subject that tend to be considered boring (Firda Amaliah & Nur Asyiah, 2025).

In the context of Natural and Social Sciences (IPAS) learning, students' learning interest plays a crucial role in supporting the achievement of learning objectives, as this subject combines various concepts related to natural and social phenomena encountered in everyday life. Through IPAS learning, students are expected to develop meaningful learning experiences that are closely connected to real-world situations, enabling them to better understand and apply the knowledge gained in their daily lives (Rahman & Fuad, 2023). Despite the importance of learning interest in supporting successful learning outcomes, observations in the field indicate that some students remain insufficiently active and show low levels of enthusiasm during IPAS learning activities (Katrunnada et al., 2025). This confirms that most students feel bored because the learning process tends to be delivered in a repetitive way and in rarely related to real experiences (Haryanto, 2020).

One of the efforts that can be made to increase students interest in learning is to implement a learning approach that is able to actively involve students in every learning process (Restiani, 2024). The deep learning approach has emerged as one of the most widely discussed and increasingly adopted approaches in the field of education (Luthfi et al., 2026). This approach emphasizes a learning process that is oriented towards understanding concepts in a deep, meaningful, and sustainable manner, so that students not only master the material at the level of memorization, but are also able to understand, relate to, and apply it in various real life situations (Cahyani, 2025). Through this approach, learning is expected to be able to form a strong conceptual understanding while developing high level thinking skills needed by students in facing various life challenges (Nugraha & Hasanah, 2021).

The deep learning approach integrates three main principles, namely mindful learning, meaningful learning, and joyful learning (Cahyani, 2025). Mindful

learning emphasizes the conscious, focused, and reflective involvement of students in the learning process (Mahmudi et al., 2025). Meaningful learning encourages students to connect new knowledge with previous experiences and knowledge so as to produce a deeper and lasting understanding (Fauziah et al., 2025). Meanwhile, joyful learning is oriented toward creating a learning atmosphere that is fun, comfortable, and able to arouse students interest, enthusiasm, and motivation to learn (Fauziah et al., 2025).

Through the application of the deep learning approach, students are no longer positioned as passive recipients of information, but as subjects who are active in building their own knowledge (Wulandari et al., 2026). Students are subject who are active in building their own knowledge. Students are encouraged to engage in various learning activities such as exploration, discussion, collaboration, reflection, as well as problem solving related to daily life (Sugden et al., 2021). These activities allow students to connect new knowledge with previous learning experiences, while practicing critical thinking, communication, and cooperation skills. Active students involvement, problem based learning, reflection, and collaboration are the main characteristics that distinguish deep learning approach from conventional learning (Febriyanti et al., 2026).

The deep learning approach is regarded as highly relevant to be implemented in the learning of Natural and Social Sciences (IPAS), as this subject requires students to comprehend various natural and social phenomena in a contextual manner and connect them with their daily lives. Teacher are required to implement innovative learning models that can encourage students to actively construct knowledge, express ideas, work together, and solve problems based on real learning experiences (Sari et al., 2026). IPAS learning also aims to foster students' scientific thinking skills, curiosity, and environmental awareness through meaningful learning experiences that are closely related to real-life situations (Harefa & Telaumbanua, 2024). Therefore, the implementation of the deep learning approach is expected to enhance students' interest in learning by providing a more active, contextual, and enjoyable learning experience. Based on these considerations, this study was conducted to examine the influence of the deep learning approach on students' learning interest in the Natural and Social Sciences subject of grade IV SDN Karang Anyar.

2. Methodology

This study adopted a quantitative approach with a pre-experimental research method. A one-group pretest–posttest design was utilized, in which a single group of participants was observed before and after the implementation of the treatment. At the beginning of the study, a pretest was administered to measure the participants' initial condition and establish baseline data prior to the intervention. Following the treatment, a posttest was conducted to evaluate any changes resulting from the intervention. The comparison of pretest and posttest results was then used to examine the effect of the treatment on the sample group. (Sugiyono, 2017:74).

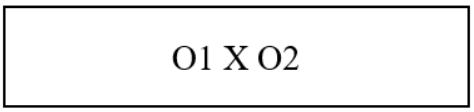

Figure 1. One Group Pretest Posttest Research Design

Description:
O1 = pretest value (before treatment)
X = treatment given
O2 = posttest value (after treatment)

This study was done at Karang Anyar State Elementary School. It involved all 30 fourth-grade students. The main goal of the study was to see how the deep learning approach affects student's interest in learning Integrated Science and Social Studies which is also known as IPAS. to get a picture the study used a few different methods to collect data. These methods included watching what was happening in the classroom giving students questionnaires and giving them tests. The classroom was observed to see how well the deep learning approach was used when teachers were teaching. Students were also given questionnaires to find out how interested they were in learning IPAS. the study also gave students a test before. After the deep learning approach was used. This was done to see if student's interest in learning changed after the learning approach was used. By comparing these results the person doing the study could see how much the learning approach helped students become more interested, in learning. The deep learning approach was the thing being studied to see if it really helped students like learning IPAS more.

The data that was collected for this study was looked at using a program called IBM SPSS Statistics version 22. This program helped to understand the data by using many statistical methods that are connected to each other. The first thing that was done was to check if the data was normal. This was done using the Shapiro-Wilk method to see if the data was okay to use for kinds of analysis. After that the people doing the study looked at how much the student's interest in learning changed after a new method of teaching was used. This new method is called the deep learning approach. The student's interest was compared to how it was before the new method was used.

This was done to get a picture of how the students interest changed. The last step was to do a test called a Paired Sample t-Test. This test was used to see if there was a difference between the results of the students before and after the new method was used. This test was very important to see if the new method of teaching really worked. By doing all these steps the study was able to give a picture of how well the deep learning approach worked to make students more interested in learning IPAS and to make them more engaged in the learning process. The deep learning approach was used to make students more interested in learning. The study looked at how well it worked.The study used the deep learning approach to see if it could increase the student's interest, in IPAS.

3. Results and Discussion

Result

This study began with a pretest to determine students' initial learning interest in IPAS before the intervention was implemented. The learning process was then carried out using the Deep Learning approach, which integrates the principles of mindful learning, meaningful learning, and joyful learning. At the beginning of the lesson, the teacher introduced learning objectives and connected the topic of magnets with students' daily experiences to encourage awareness and readiness to learn. Students subsequently engaged in exploration activities through observation, group discussions, asking questions, solving contextual problems, presenting their findings, and responding to their peers' ideas. Throughout the learning process, the teacher acted as a facilitator by providing guidance, feedback, and opportunities for collaboration. At the end of each lesson, students reflected on what they had learned by expressing their understanding and learning experiences, while the teacher conducted evaluation and reinforcement of key concepts. After completing the learning activities, a posttest was administered to determine changes in students' learning interest following the implementation of the Deep Learning approach.

Throughout the learning process, students actively participate in group discussions, present the results of their explorations, respond to their peers' opinions, and collaborate to complete assignments given by the teacher. The teacher acts as a facilitator who guides the learning process and reinforces the concepts being studied, thereby creating a meaningful and enjoyable learning experience. At the end of the lesson, students reflect on the material they have learned by sharing their conclusions and learning experiences, after which the teacher provides feedback as part of the learning process evaluation. Once the entire learning sequence is complete, a posttest is administered to assess changes in students' interest in learning following the implementation of the deep learning approach.

The results of the data analysis in this study are presented systematically to provide an overview of the effect of implementing the deep learning approach on students' interest in learning. The analysis begins with a presentation of the pretest and posttest results to determine the initial and final levels of students' interest in learning before and after the intervention. Next, a descriptive analysis of the pretest and posttest results was conducted to examine changes in scores. After that, a normality test was conducted as a prerequisite for statistical analysis, followed by a Normalized Gain (N-Gain) test to determine the level of improvement in students' interest in learning after the implementation of the deep learning approach. The final stage of the analysis involved hypothesis testing using a Paired Sample t-Test to assess the significance of the differences between the pretest and posttest results after the intervention.

Table 1 displays the pretest results obtained before the treatment was implemented. The data show that out of 30 participating students, only 4 students met the established mastery criterion by achieving scores of 70 or higher, whereas 26 students scored below 70 and did not reach the required level of completeness. The

highest score attained was 70, while the lowest score was 30. Furthermore, the average pretest score was 52.33, indicating that students' initial learning interest was relatively low prior to the implementation of the deep learning approach. These results suggest that students' initial level of learning interest was relatively low before the deep learning approach was introduced. The average score, which fell below the established mastery criterion, demonstrates that most students had not yet reached the expected level of engagement in the learning process. This condition reflects limited attention, participation, and enthusiasm toward IPAS learning activities. Therefore, an instructional approach capable of fostering greater student involvement and enhancing learning interest was considered necessary to improve learning outcomes and classroom engagement.

Table 1. Pretest result

Score	Categories	Frequency	Highest Score	Lowest Score	Average
> 70	Completed	4	70		52.33
< 70	Incomplete	26		30	

Source: Data processed (2026)

Table 2 presents the posttest results obtained after the implementation of the treatment. The findings demonstrate a substantial improvement in students' learning interest compared to the pretest results. All 30 students who participated in the study successfully met the established mastery criterion by achieving scores of 70 or higher, resulting in a learning completeness rate of 100%. The posttest results showed that the highest score achieved by the students was 100, whereas the lowest score recorded was 70. Furthermore, the mean posttest score increased significantly to 84.33.

The improvement in these results indicates that students experienced a positive change after participating in learning activities based on the deep learning approach. The increase in both individual and average scores reflect a higher level of learning interest among students. These findings indicate that learning activities that promote active student engagement, meaningful learning experiences, and a conducive learning environment can effectively increase students' enthusiasm, attention, and participation during the learning process. Therefore, the implementation of the deep learning approach can be considered beneficial in enhancing students' interest in learning IPAS.

Table 2. Posttest Result

Score	Categories	Frequency	Highest Score	Lowest Score	Average
> 70	Completed	30	100	70	84.33
< 70	Incomplete	0			

Source: data processed (2026)

Based on Table 3, the results of the normality test conducted using the Shapiro–Wilk method indicate that the pretest data obtained a significance value of 0.136, while the posttest data produced a significance value of 0.140. Since both significance values are higher than the predetermined significance level of 0.05, the data can be considered normally distributed. Therefore, both the pretest and posttest

datasets satisfy the normality assumption required for subsequent statistical analyses.

Table 3. Pretest and Posttest Normality test results

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.116	30	.200	.946	30	.136
Posttets	.147	30	.096	.947	30	.140

Source: data processed (2026)

Based on Table 4 the Normalized Gain analysis results show a score of 0.63842. This score falls into the improvement category. The category includes scores between 0.30 and 0.70. The N-Gain percentage is 63.83%. This percentage indicates that using the deep learning approach is fairly effective in boosting students learning interest. Students interest improves after using this approach. they participate actively have more meaningful learning experiences and the classroom becomes more engaging and supportive. therefore the deep learning approach is a way to teach fourth-grade students Natural and Social Sciences at SD Negeri Karang Anyar. it improves their learning interest. the deep learning approach works well for IPAS. Students at SD Negeri Karang Anyar benefit.

Table 4. N-Gain test result

Descriptive Statistic					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_score	30	.000	1.000	.63842	.233024
Ngain_Persen	30	0	100	63.83	23.302
Valid N (listwise)	30				

Source: data processed (2026)

Referring to Table 5 the results of the Paired Sample t-Test show a significance value of 0.000. This value is really low lower than 0.05. So we reject H_0. Accept H_a. This result tells us that there is a difference between students' pretest and posttest scores after using the deep learning approach in science learning. Students did better after using this approach. Their learning interest got better compared to before. The test results confirm that the deep learning approach really works for fourth-grade students' learning interest in Social Sciences at SD Negeri Karang Anyar. These findings also match what we saw before. Students' average scores and learning level went up after using this approach. Overall it seems that the deep learning approach is a way to get students more interested in learning. The deep learning approach helps students learn better and gets them more interested in science. It really works for fourth-grade students at SD Negeri Karang Anyar. The deep learning approach is effective, for students.

Furthermore, based on the result of observations of learning implementation carried out during the IPAS learning process, the application of the deep learning approach obtained a percentage of 95% with a very good category. These results show that all stages of learning designed based on the principles of mindful learning, meaningful learning and joyful learning can be carried out optimally. At the

learning stage, students are focused and ready to take part in learning, through perceptual activities that connect the material with student's daily experiences. Furthermore, students are actively involved in exploration activities, group discussions, observations, and problem solving related to learning materials. In addition, students are also given the opportunity to reflect on the activities that have been carried out so that learning becomes more meaningful. The high percentage of implementation shows that the deep learning approach can be applied very well to science learning in grade IV of SDN Karang Anyar.

Table 5. Hypothesis test result

Paired sample Test									
		Paired Differences					t	df	Sig. (2-tailed)
		red	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest-posttest	-31.667	15.162	2.768	-37.328	-26.005	-11.440	29	.000

Source: data processed (2026)

Based on the results of the learning interest questionnaire administered to 30 fourth grade students at SDN Karang Anyar, a percentage score of 87.8% was obtained, which falls within the very good category. This finding indicates that the majority of students demonstrated a high level of learning interest in the IPAS subject following the implementation of the deep learning approach. The high percentage reflects students' positive responses toward the learning process and suggests that the instructional approach was successful in fostering engagement and motivation. Students' strong learning interest was evident in their enthusiasm during classroom activities, sustained attention to the teacher's explanations, and active participation in discussions and other learning tasks. Furthermore, students exhibited greater curiosity, confidence in asking questions, willingness to express their opinions, and readiness to engage actively in the learning process. These behaviors suggest that students were not merely passive recipients of information but actively participated in constructing their own understanding and knowledge throughout the learning experience.

The questionnaire results further revealed that students experienced greater enjoyment, comfort, and motivation throughout the learning process. This interactive and meaningful learning environment enables students to understand the material more effectively while encouraging them to actively participate in various classroom activities. These findings suggest that the implementation of the deep learning approach contributes to the development of a conducive learning atmosphere and provides students with more engaging and meaningful learning experiences.

Discussion

The application of the deep learning approach in this study showed an increase in students' interest in learning natural and social sciences. This increase was evident

from the pretest and posttest results, in which students' average scores rose from 52.33 before the intervention to 84.33 after the application of the deep learning approach. In addition, all students achieved mastery of the material on the posttest, whereas on the pretest, only a small proportion of students met the mastery criteria. These results are supported by an N-Gain value of 0.63842, which falls into the moderate category with an effectiveness rate of 63.83% (moderately effective), as well as the results of the Paired Sample t-Test, which showed a significance value of 0.000 (<0.05). These findings indicate that the implementation of the deep learning approach has a significant impact on increasing students' interest in learning IPAS.

The findings indicate that the improvement in students' learning interest was not merely reflected in the increase in pretest and posttest scores but was also closely related to the learning process experienced by students during the intervention. The deep learning approach encouraged students to actively participate in observing, discussing, solving contextual problems, presenting ideas, and reflecting on their learning experiences. These activities shifted students from passive recipients of information to active constructors of knowledge, making the learning process more engaging and meaningful.

The increase in students' learning interest can also be explained through the implementation of the three core principles of the Deep Learning approach: mindful learning, meaningful learning, and joyful learning. The principle of mindful learning encouraged students to become consciously involved in every stage of the learning process through continuous attention, active participation, and reflection on their learning experiences. Meaningful learning enabled students to connect newly acquired knowledge with their prior knowledge and everyday experiences, making the concepts easier to understand and apply in real-life situations. Meanwhile, joyful learning created a positive and supportive classroom environment through collaborative discussions, exploration, presentations, and problem-solving activities that increased students' enthusiasm and willingness to participate in learning. The integration of these three principles contributed to greater attention, curiosity, confidence, and active engagement throughout the learning process, thereby enhancing students' learning interest in IPAS.

The findings of this study are consistent with those reported by Anggita et al. (2023), who found that contextual learning activities can enhance elementary school students' interest in IPAS by connecting learning materials with their everyday experiences. Similarly, Zulvianda and Haris (2025) reported that collaborative learning through group discussions significantly increased students' participation and learning interest. These findings support the results of the present study, in which the implementation of the Deep Learning approach encouraged students to actively explore concepts, discuss ideas, solve contextual problems, present their findings, and reflect on their learning experiences. Such learning activities not only increased students' participation during classroom instruction but also promoted meaningful learning experiences that contributed to higher levels of learning interest. Therefore, the present study extends previous findings by demonstrating that integrating the principles of mindful learning, meaningful

learning, and joyful learning provides an effective framework for enhancing elementary school students' interest in learning IPAS.

Although the findings indicate that the Deep Learning approach significantly enhanced students' learning interest, the observed improvement cannot be attributed solely to the instructional approach itself. Several internal and external factors may also have influenced students' learning interest during the study. Internal factors include students' intrinsic motivation, prior learning experiences, and readiness to participate in classroom activities. Meanwhile, external factors include teachers' pedagogical competence, the use of engaging learning media, classroom climate, peer interaction, and learning activities that are relevant to students' daily lives. These supporting factors likely created a conducive learning environment that maximized the implementation of the Deep Learning approach. Therefore, the positive outcomes reported in this study should be interpreted as the result of the interaction between an effective instructional approach and a supportive learning environment. Future research is recommended to examine these factors using experimental or mixed-method designs in order to obtain a more comprehensive understanding of the variables influencing students' learning interest.

Overall, the findings of this study demonstrate that the deep learning approach provides an effective instructional framework for enhancing elementary school students' learning interest in IPAS. The integration of mindful learning, meaningful learning, and joyful learning encourages students to actively construct knowledge through exploration, collaboration, problem solving, and reflection, resulting in more meaningful learning experiences. These findings suggest that creating an active, contextual, and student-centered learning environment is an important factor in fostering students' learning interest. Therefore, the Deep Learning approach may serve as a relevant instructional alternative for supporting the implementation of meaningful learning in elementary schools.

4. Conclusion

This study shows that the implementation of the deep learning approach has a positive effect on increasing students' interest in learning Natural and Social Sciences (IPAS) in the fourth grade at SDN Karang Anyar. This approach successfully created a student-centered learning process through exploration, discussion, collaboration, problem-solving, presentations, and reflection, thereby enabling students to actively engage in constructing their knowledge. Learning that applies the principles of mindful learning, meaningful learning, and joyful learning is able to provide a more meaningful, contextual, and enjoyable learning experience, thereby increasing students' attention, curiosity, motivation, and participation during the learning process. The findings of this study support the research objective that the deep learning approach is effective in increasing students' interest in learning IPAS. Therefore, this approach can serve as a relevant alternative learning strategy to be implemented in elementary schools to create a more active, meaningful, and student-centered learning experience that fosters the

development of students' potential in accordance with the requirements of the Merdeka Curriculum.

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