

Implementing a Deep Learning Pedagogical Approach in Social Studies to Improve Elementary Students' Social Skills

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ABSTRACT

Elementary education requires learning that develops both academic understanding and students' social competence. Social Studies learning in elementary and madrasah settings remains largely teacher-centered and has not optimally developed social skills. Empirical studies integrating Social Studies, Deep Learning pedagogy, and Dikdasmen Graduate Profile are still limited. This study examines the design and implementation of Deep Learning-based Social Studies learning to support students' social competence. A mixed methods exploratory sequential design involved one Grade V teacher and 24 students at MIN 1 Indragiri Hulu. Data were collected through observation, interviews, questionnaires, documentation, and social competence instruments. Quantitative analysis used descriptive statistics and the Wilcoxon test. Results show contextual, collaborative, reflective, and project-based learning with high social competence ($M = 83.72$). The Wilcoxon test indicated a significant difference from the criterion ($p < 0.001$) and a strong effect size ($r = 0.71$). Findings indicate students' scores exceeded the expected standard, suggesting strong outcomes rather than pre-post improvement. The study provides implications for strengthening assessment rubrics, reflective practices, and teacher facilitation in Social Studies.

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1. INTRODUCTION

Basic education is no longer sufficient when it is directed only toward mastery of academic content. Students need learning experiences that develop literacy, reasoning, character, communication, collaboration, and the ability to live together. In the developmental context of elementary school children, social skills become an important foundation because children are expanding their relationships from the family environment to the school and community. Character education in elementary schools and madrasah

ibtdaiyah is also considered strategic for building sustainable social behavior from the earliest levels of education [1], [2], [3], [4]. These challenges are reflected in both global and national data. Learning poverty shows that some children have not yet developed meaningful reading proficiency by the end of basic education; therefore, educational issues are not only related to access but also to the quality of learning experiences that help children understand, reason, and connect knowledge with real life [5]. PISA 2022 data also indicate the need to strengthen students' ability to apply knowledge while also paying attention to the dimensions of well-being and social relationships at school [6], [7], [8].

Strengthening social-emotional development has become an important agenda in 21st-century education. The OECD report on Social and Emotional Skills shows that skills such as cooperation, tolerance, responsibility, self-regulation, and social engagement are associated with students' learning outcomes, well-being, and readiness for life. Meta-analyses of social and emotional learning also show that structured school-based interventions can have positive effects on students' social-emotional development and achievement [9], [10], [11], [12], [13]. National education policy is aligned with these needs. The Graduate Competency Standards for basic and secondary education emphasize eight dimensions of the graduate profile: faith and devotion to God Almighty, citizenship, critical reasoning, creativity, collaboration, independence, health, and communication [14]. The dimensions of collaboration, communication, citizenship, independence, and faith directly intersect with the social skills that need to be trained in everyday learning activities.

Deep learning provides a pedagogical framework for responding to these demands. In this article, Deep Learning is not interpreted as artificial intelligence technology, but as a pedagogical approach that emphasizes deep understanding, connection with real contexts, collaboration, communication, creativity, critical reasoning, and reflection. Fullan et al. [15] position Deep Learning as a process of developing global competencies, while the principles of meaningful learning, mindful learning, and joyful learning strengthen conscious, meaningful, and enjoyable learning experiences [16], [17], [18], [19], [20], [21], [22], [23], [24], [25], [26], [27]. Social Studies learning has a strategic position because its materials are derived from social, cultural, economic, environmental, and civic life. Social Studies does not merely convey information about society; it also develops students' ability to understand differences, make decisions, cooperate, communicate, and act responsibly. Compared with other subjects, Social Studies provides authentic opportunities for students to engage in discussion, collaboration, problem solving, and reflection on real social issues, making it particularly suitable for developing social skills through direct interaction and participation [28], [29], [30], [31], [32], [33], [34], [35], [36], [37], [38], [39].

The specific context of this study originates from Grade V Social Studies learning at MIN 1 Indragiri Hulu. Preliminary observations showed that learning had taken place according to classroom activities, but learning experiences that explicitly trained social skills had not been strongly structured. Teachers still dominantly explained the material, individual assignments were used more frequently, question-and-answer sessions were not evenly distributed, and a clear division of roles did not always follow group work. These conditions caused social communication, cooperation, empathy, responsibility, tolerance, honesty, active participation, and social interaction skills to develop unevenly [40], [41], [42], [43],

[44]. In this study, social communication refers to students' ability to express ideas and listen effectively to others, cooperation refers to working productively with peers, empathy involves understanding and respecting others' feelings and perspectives, responsibility relates to completing assigned tasks, tolerance refers to accepting differences, honesty concerns truthful behavior and academic integrity, active participation reflects involvement in learning activities, and social interaction refers to building positive relationships with others. The observational findings indicate that the main problem does not lie in the existence of Social Studies as a subject, but in the design of learning experiences. Social skills do not develop through verbal explanation alone. These skills need to be trained through interaction, role distribution, dialogue, completion of shared tasks, reflection, and feedback. Therefore, the implementation of Deep Learning in Social Studies learning is considered relevant for shifting learning from a material-transmission pattern toward active, contextual, and reflective social experiences [45], [46], [47], [48].

Research on social and emotional learning has consistently shown that structured school programs can improve students' social skills and emotional development [49], [50], [51], [52]. Studies on Deep Learning have also highlighted its potential to promote meaningful, collaborative, and reflective learning experiences [53], [54], [55]. However, previous studies have largely examined these approaches separately or in broader educational settings. Empirical evidence regarding how Deep Learning is implemented within Social Studies learning in Madrasah Ibtidaiyah, how it is aligned with the Dikdasmen Graduate Profile, and how it contributes to students' social skills remains limited. Studies of elementary school students' social skills often emphasize aspects such as communication, responsibility, empathy, cooperation, self-control, assertiveness, and engagement. This study expands the indicators into eight aspects that are appropriate to the context of Social Studies learning and madrasah culture, namely social communication, cooperation, empathy, responsibility, tolerance, honesty, active participation, and social interaction [56], [57], [58], [59], [60].

The novelty of this study lies in examining the implementation of Deep Learning within Grade V Social Studies learning in a madrasah ibtidaiyah context. The study demonstrates how the principles of mindful, meaningful, and joyful learning are translated into learning activities rooted in regional culture, local history, economic activities, regional flagship products, and the promotion of regional potential while simultaneously strengthening students' social skills [61], [62], [63], [64], [65], [66]. Another contribution of this study is the integration of Deep Learning, the eight dimensions of the Dikdasmen Graduate Profile, and eight aspects of social skills into a single learning framework. Social skills are positioned as intended learning outcomes that are systematically designed, observed, assessed, and strengthened through classroom activities. This framework provides empirical evidence from an Indonesian madrasah context to enrich international discussions on Deep Learning and social skills development [67], [68], [69], [70].

This study aims to examine how Deep Learning-based Social Studies learning is designed and implemented to support the realization of the Dikdasmen Graduate Profile and to improve students' social skills. The findings are expected to contribute to the development of Deep Learning practices in elementary education, provide practical guidance for teachers,

and enrich empirical evidence on social skills development within the Indonesian madrasah context.

Based on the discussion above, this study addresses the following questions: (1) How is Deep Learning-based Social Studies learning designed to support the realization of the Dikdasmen Graduate Profile among Grade V students at MIN 1 Indragiri Hulu? (2) How is Deep Learning-based Social Studies learning implemented to develop students' social competence? (3) How does Deep Learning-based Social Studies learning contribute to improving students' social competence?

2. METHOD

This study employed a mixed methods approach using an exploratory sequential design. The design was selected because the study sought to understand the implementation of Deep Learning-based Social Studies learning through qualitative exploration before examining its outcomes quantitatively. The qualitative phase was conducted to investigate learning design, classroom implementation, character-value integration, and the development of students' social skills. The quantitative phase was subsequently conducted to measure students' social competence outcomes following the implementation of Deep Learning-based Social Studies learning. The final stage involved integrating qualitative and quantitative findings to obtain a comprehensive understanding of the learning process and its outcomes.

The study was conducted at MIN 1 Indragiri Hulu during the implementation of Phase C Social Studies/IPAS learning. Participants consisted of one Grade V teacher and 24 Grade V students. Participants were selected purposively because the class had implemented Deep Learning-based Social Studies learning and provided access to the learning processes examined in this study. The relatively small number of participants reflects the case-specific nature of the research; therefore, the findings are intended to provide contextual understanding rather than broad generalization.

The learning materials focused on topics closely related to students' daily lives, including regional culture, local history, regional economic conditions, flagship products, and the promotion of regional potential. These topics provided opportunities for students to engage in questioning, discussion, collaboration, role sharing, presentation, problem solving, and reflection on social behavior.

The study used both primary and secondary data sources. Primary data were obtained from classroom observations, interviews with teachers and students, questionnaire responses, social competence assessments, and feedback instruments. Secondary data were obtained from teaching modules and supporting learning documents.

Qualitative data were collected through a review of teaching modules, classroom observations, interviews with teachers and students, documentation, and a Deep Learning feedback instrument based on the Dikdasmen Graduate Profile. Classroom observations focused on learning activities, student participation, collaboration, communication patterns, and the manifestation of social skills during learning. Interviews were conducted to explore participants' experiences, perceptions, and reflections regarding the implementation of Deep

Learning-based Social Studies learning. Documentation was used to support and verify findings obtained from observations and interviews.

Quantitative data were collected using a Deep Learning-based Social Studies learning questionnaire and a social competence instrument. The Deep Learning-based Social Studies learning questionnaire measured students' perceptions of mindful, meaningful, joyful, collaborative, applicative, and reflective learning experiences. The social competence instrument measured eight aspects of social skills, namely social communication, cooperation, empathy, responsibility, tolerance, honesty, active participation, and social interaction. Social communication refers to students' ability to express ideas and listen effectively to others, cooperation refers to working productively with peers, empathy involves understanding and respecting others' feelings and perspectives, responsibility relates to completing assigned tasks, tolerance refers to accepting differences, honesty concerns truthful behavior and academic integrity, active participation reflects involvement in learning activities, and social interaction refers to building positive relationships with others. Both instruments were reviewed prior to implementation to ensure their suitability for the study objectives.

To enhance trustworthiness, qualitative findings were validated through data triangulation involving observations, interviews, documentation, and feedback instruments. Credibility was strengthened by comparing information from different data sources, while dependability and confirmability were supported through systematic documentation of the research process. Quantitative instruments were examined prior to implementation to ensure the appropriateness of the indicators and measurement procedures.

Qualitative data were analyzed using the interactive model consisting of data condensation, data display, and conclusion drawing and verification. Data condensation involved selecting and focusing information related to learning design, learning implementation, character values, and social skills development. The coded data were then organized into thematic categories and displayed in the form of narrative descriptions and matrices to facilitate interpretation. Conclusions were continuously verified by comparing evidence across different data sources.

Quantitative data were analyzed using descriptive statistics, the nonparametric Wilcoxon test, and effect size analysis. Descriptive statistics were used to summarize students' responses and levels of social competence. The Wilcoxon test was employed to examine differences in students' social competence scores, while effect size analysis was used to determine the magnitude of the observed effect. The results of the quantitative analysis were subsequently integrated with qualitative findings to explain how learning processes contributed to the development of students' social competence.

Ethical considerations were addressed throughout the study. Permission to conduct the research was obtained from the school. Participation of teachers and students was voluntary, and all participants were informed about the purpose of the study. Data were treated confidentially, and participants' identities were anonymized in all research records and publications.

Table 1. Summary of the Research Method Design

Component	Description
Research Design	Mixed methods using an exploratory sequential design.
Research Phases	(1) Qualitative exploration of learning design and implementation, (2) Quantitative measurement of students' social competence, (3) Integration of qualitative and quantitative findings.
Research Site and Participants	Grade V MIN 1 Indragiri Hulu; one Grade V teacher and 24 students.
Sampling Technique	Purposive sampling.
Data Sources	Primary data (observations, interviews, questionnaires, feedback instruments); secondary data (teaching modules and learning documents).
Qualitative Data Collection	Teaching module review, classroom observations, interviews, documentation, and Deep Learning feedback instruments.
Quantitative Data Collection	Deep Learning-based Social Studies learning questionnaire and social competence instrument.
Variables and Indicators	Deep Learning-based Social Studies learning (mindful, meaningful, joyful, collaborative, applicative, and reflective learning experiences) and social competence (social communication, cooperation, empathy, responsibility, tolerance, honesty, active participation, and social interaction).
Qualitative Data Analysis	Data condensation, coding, thematic categorization, data display, and conclusion drawing and verification.
Quantitative Data Analysis	Descriptive statistics, Wilcoxon test, and effect size analysis.
Trustworthiness	Data triangulation, credibility, dependability, and confirmability procedures.
Ethical Considerations	School permission, voluntary participation, confidentiality, and anonymity of participants.

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3. RESULTS AND DISCUSSION

3.1. Results

This section presents the findings obtained from the analysis of learning design, learning implementation, students' social competence, and the statistical analysis of Deep Learning-based Social Studies learning. The findings are presented through qualitative and quantitative data to provide a comprehensive understanding of the implementation of Deep Learning and its relationship with students' social competence.

The review of the teaching module showed that Deep Learning-based Social Studies learning was designed through the contextual materials of the chapter "My Region, My Pride." These materials covered regional culture, local history, regional economic conditions, flagship products, and the promotion of regional potential. This design directed students not only to understand information but also to construct knowledge through interviews, literature study, discussions, role-play, brochure creation, gallery walks, presentations, and reflection.

The learning design incorporated links to the eight dimensions of the Dikdasmen Graduate Profile. Faith and devotion were evident through prayer, gratitude, and attitudes of preserving culture and regional potential. Citizenship was evident through pride in culture and local products. Critical reasoning was evident through the analysis of history, acculturation, and economic factors. Creativity was evident through the creation of promotional media. Collaboration was evident through group work. Independence was

evident through observation tasks and project completion. Health was evident through the introduction of healthy culinary products. Communication was evident through interviews, discussions, presentations, and promotion.

The feedback instrument was used to assess the alignment between learning planning, the Dikdasmen Graduate Profile, and the principles of Deep Learning. This instrument reviewed the aspects of alignment, learning framework, learning steps, assessment, strengths of the plan, areas for improvement, and revision recommendations. The review showed that the learning design was strong in its local context and collaborative activities, but still required strengthening in assessment rubrics, social behavior indicators, reflection journals, and explicit mapping among objectives, activities, learning evidence, and assessment.

Table 2 presents the results of the Deep Learning feedback instrument review. The findings indicate that learning objectives, activities, and learning experiences were generally aligned with the dimensions of the Dikdasmen Graduate Profile. The strongest aspects were the integration of contextual learning experiences and collaborative activities, whereas assessment procedures required further refinement through more explicit process rubrics, social competence indicators, and feedback mechanisms.

Table 2. Summary of the *Deep Learning* Feedback Instrument

Instrument Aspect	Review Focus	Feedback Results	Revision Recommendations
Alignment	Objectives, steps, and assessments lead to the Dikdasmen Graduate Profile.	Objectives and activities already support citizenship, critical reasoning, creativity, collaboration, communication, and independence.	More explicit mapping is needed among objectives, indicators, learning evidence, and assessment.
Learning framework	Pedagogical practices, learning environment, partnerships, and digital utilization.	Inquiry, projects, interviews, discussions, work galleries, resource persons, and digital sources have appeared.	Details of digital literacy assistance and strengthening of local partnerships are needed.
Learning steps	Experiences of understanding, applying, reflecting, mutual respect, and differentiation.	Interview activities, <i>role-play</i> , brochures, presentations, <i>gallery walks</i> , and reflection have provided active experiences.	Reflection journals, indicators of mutual respect, and more operational independent follow-up are needed.
Assessment	Initial, formative, and summative assessments.	Tests, observations, discussions, reports, projects, and presentations have been used.	Process rubrics, social competence rubrics, and student-teacher feedback mechanisms are needed.
Strengths and recommendations	Local context, social activities, and creative projects.	The plan is strong because it is close to students' experiences and supports social interaction.	Revision is directed toward a matrix linking objectives, the Graduate Profile, character values, activities, learning evidence, and assessment.

The assessment of learning planning showed that the overall design obtained a score of 53 out of a maximum score of 60, with an average of 3.53 and a percentage of 88.33%. The learning framework obtained the highest percentage (93.75%), followed by learning steps (91.67%) and alignment (87.50%). Although all aspects achieved relatively high percentages, the assessment component showed the lowest score (75.00%), indicating that assessment procedures required greater attention than other components of the learning design.

Table 3. Recapitulation of the *Deep Learning* Planning Review Scores

No	Aspect	Number of Items	Score Obtained	Maximum Score	Average	Percentage	Category
1	Alignment	2	7	8	3.50	87.50%	Adequate
2	Learning framework	4	15	16	3.75	93.75%	Adequate
3	Learning steps	6	22	24	3.67	91.67%	Adequate
4	Assessment	3	9	12	3.00	75.00%	Fairly adequate
Total	All aspects	15	53	60	3.53	88.33%	Adequate

The learning implementation took place over eight meetings grouped into four main sequences. The first and second meetings discussed regional culture and local history through interviews, identification of tangible and intangible cultural heritage, literature study, acculturation discussions, and illustrated reports. The third and fourth meetings discussed regional economic conditions through economic activity checklists, role-play as economic actors, and discussions of factors supporting the regional economy.

The fifth and sixth meetings discussed regional flagship products through paired research, brief interviews, product information preparation, brochure creation, and gallery walks. The seventh and eighth meetings were directed toward a project promoting Indonesia's richness through the selection of five regions, task distribution, research on regional potential, information media design, presentations, and reflection. These activities provided real space for students to communicate, cooperate, appreciate opinions, fulfill responsibilities, and show appreciation for their peers' work.

Classroom observations and interview findings consistently showed that students became more actively involved in discussions, group work, presentations, and reflective activities. Teachers reported that students demonstrated greater willingness to communicate ideas, share responsibilities, and appreciate differing opinions during learning activities. Students also expressed positive experiences regarding collaborative projects, interviews, gallery walks, and promotional activities because these activities allowed them to interact directly with peers and connect learning content with their daily lives.

Table 4 presents the relationship between learning activities, character values, and social competence. The findings indicate that each learning activity contributed simultaneously to character development and social competence, demonstrating that social skills were embedded throughout the learning process rather than being taught as separate content.

Table 4. Mapping of Activities, Character Values, and Social Competence

No	Learning Activity	Emerging Character Values	Developed Social Competence
1	Interviews on cultural heritage and flagship products	Polite, confident, honest, respecting resource persons	Social communication, honesty, and social interaction
2	Literature study and acculturation discussion	Curiosity, critical reasoning, and respecting opinions	Tolerance, social communication, and active participation
3	Group work to prepare reports	Responsibility, cooperation, discipline, and mutual assistance	Cooperation, responsibility, empathy
4	Role-play as economic actors	Empathy, courage, concern for social roles	Empathy, social interaction, and social communication
5	Creating promotional brochures	Creativity, responsibility, pride in the region	Cooperation, active participation, and social communication
6	Gallery walk and appreciation of work	Appreciating peers' work, tolerance, and polite language	Tolerance, social interaction, empathy
7	Reflection and follow-up	Independence, responsibility, and awareness of self-improvement	Responsibility, honesty, and active participation

The quantitative data showed that Deep Learning-based Social Studies learning obtained a total score of 1,802, with an average score of 75.08 and an item mean of 3.13, which was categorized as good. Students' social competence obtained a total raw score of 1,286. Because the social competence instrument had a maximum score of 64, the raw scores were converted into percentage scores using a scale of 0–100. Based on this conversion, students obtained an average social competence score of 83.72, with an item mean of 3.35, which was categorized as very good. Students' social competence scores ranged from 64.06 to 93.75. A total of 21 students (87.50%) were classified in the good and very good categories, while 3 students (12.50%) were classified in the fairly good category.

Table 5. Descriptive Statistics of the Research Variables

Variable	Total Score	N	Average Score	Item Mean	Category
Deep Learning-based Social Studies Learning (X)	1,802	24	75.08	3.13	Good
Students' Social Competence (Y)	1,286	24	83.72	3.35	Very good

Table 6 presents the conversion of social competence scores from raw instrument scores to percentage scores. The conversion was performed to facilitate the interpretation and categorization of student achievement levels. The results indicate that most students achieved social competence scores within the good to very good range.

Table 6. Score Conversion and Distribution of Students' Social Competence

No	Data Component	Result	Description
1	Maximum instrument score	64	Basis for score conversion.
2	Lowest score	64.06	The lowest social competence score.
3	Highest score	93.75	The highest social competence score.
4	Average score	83.72	Included in the very good category.
5	Good and very good categories	21 students (87.50%)	Most students reached the high category.
6	Fairly good category	3 students (12.50%)	A small proportion of students were in the fair category.

The Wilcoxon test produced a T+ value of 272, a Z value of 3.490, and a significance value of 0.00024. The significance value was lower than 0.05, indicating that students' social competence scores were significantly higher than the comparison criterion value of 75. Therefore, the results provide evidence that students achieved social competence levels significantly above the established achievement criterion. These findings should be interpreted as evidence of social competence attainment rather than direct evidence of improvement because the analysis did not involve pre-test and post-test comparisons. The strength of the effect was calculated using effect size, resulting in an r value of 0.71, which was categorized as strong.

Table 7. Wilcoxon Test Results and Strength of Effect

No	Test Component	Result	Interpretation
1	Comparison criterion value	75	Assessment standard for social competence achievement.
2	Number of respondents	24	Number of students analyzed.
3	Sum of positive ranks (T+)	272	Social competence scores were above the criterion.
4	Z value	3.490	Wilcoxon test statistic.
5	Significance	0.00024	Lower than 0.05.
6	Decision	Significant	Deep Learning-based Social Studies learning affects students' social competence.
7	Effect size	0.71	Strong category.

Overall, the findings indicate that Deep Learning-based Social Studies learning was successfully designed and implemented through contextual, collaborative, reflective, and project-based activities. The qualitative findings demonstrate strong alignment between learning activities, character values, and social competence development, while the quantitative findings show that most students achieved high levels of social competence and exceeded the established achievement criterion.

3.2. Discussion

The findings indicate that Deep Learning-based Social Studies learning was successfully designed and implemented through contextual, collaborative, reflective, and project-based activities. The results also show that students achieved high levels of social competence, while the learning process provided opportunities to develop communication, cooperation, empathy, responsibility, tolerance, honesty, active participation, and social interaction.

The research findings show that the design of Deep Learning-based Social Studies learning is effective when the materials are constructed from social experiences close to students. Regional culture, local history, economic activities, flagship products, and promotion of regional potential prevent Social Studies materials from remaining mere memorization; instead, they become contexts for observing, asking questions, discussing, and producing work. This is in line with the idea of educative experience, which positions learning as an active process of connecting experience, action, and reflection [56], [2], [3], [4].

The implementation of Deep Learning in this study operated through three pedagogical mechanisms. First, mindful learning emerged when students became aware of

learning objectives, social experiences, and the behaviors that needed to be developed. Second, meaningful learning emerged when students connected Social Studies materials with family, madrasah, and community life. Third, joyful learning emerged when students learned through role-play, visual work, gallery walks, and appreciation. This combination aligns with the view that deep learning requires conceptual understanding, real application, collaboration, communication, and reflection [15], [17], [22], [6], [8], [5].

The findings also strengthen the position of Social Studies as a space for developing character and social skills. Social Studies has an epistemic character close to community life, making it highly possible for students to learn about norms, social roles, diversity, responsibility, economic activities, and citizenship through classroom practice. These findings are in line with studies showing that Social Studies learning contributes to the formation of social character and responsible attitudes among elementary school students [33], [37], [39], [10], [11], [12], [13], [9]. The findings, therefore, extend previous studies by showing that Social Studies not only supports social understanding but also provides authentic opportunities to practice social competence through repeated interaction, collaborative tasks, and reflective activities.

The increase in students' social competence can be explained through sociocultural theory. Social interaction, language, peer assistance, and teacher guidance serve as important mediations for learning development. When students discuss, prepare reports, perform role-play, create brochures, and present their results, they do not merely process information; they also learn to manage roles, listen, express opinions, and adapt to group dynamics. This perspective is consistent with Vygotsky's [60] view that cognitive and social development grow through meaningful interaction with others.

The quantitative findings, which showed an average social competence score of 83.72 in the very good category, extend the study of elementary school students' social skills. Fauzi et al. [50] found that elementary school students' social skills in Bandung were in the high category, with an average of 78.15%, although certain aspects, such as self-control, were relatively lower. This study shows that when Social Studies learning is designed to be more collaborative, reflective, and contextual, the eight observed social aspects can develop through repeated and structured classroom activities [18], [19], [20], [15], [21], [22], [23], [24], [25], [26], [27]. However, these findings should be interpreted carefully. Although students achieved high social competence scores, the study design did not include pre-test and post-test measurements or a comparison group. Therefore, the findings provide evidence of promising social competence outcomes rather than definitive evidence of causal improvement attributable solely to the intervention.

The Wilcoxon test results, with a significance value of 0.00024 and an effect size of 0.71, show that the effect of learning was not only statistically significant but also practically strong. These findings are relevant to meta-analyses of social and emotional learning, which show that systematic school-based interventions can improve social-emotional aspects and support students' readiness to learn [9], [11]. Hosokawa et al. [12] also confirmed that classroom programs designed for social-emotional skills can support children's behavioral development and social adaptation. Nevertheless, the statistical results indicate that students'

social competence scores exceeded the established criterion value and should not be interpreted as direct evidence of growth over time because baseline data were not collected.

An important finding is that three students remained in the fairly good category. This condition suggests that not all students benefited from learning experiences to the same extent. Differences in participation, confidence, communication skills, prior social experiences, or adaptation to collaborative learning may explain why some students required additional support. These students may benefit from more intensive teacher guidance, structured peer mentoring, differentiated group roles, and continuous feedback on social behavior.

The assessment aspect is a key point in deep learning. The assessment score in the planning stage reached 75.00%, which was lower than the learning framework and learning steps aspects. This condition shows that teachers were able to design contextual activities, but still needed to clarify rubrics, social behavior indicators, learning evidence, and feedback mechanisms. The teacher's role was particularly important in facilitating group interaction, assigning balanced responsibilities, encouraging reflection, monitoring participation, and providing feedback on social behavior. Without systematic facilitation, collaborative activities may not automatically produce the expected social competence outcomes. Therefore, strengthening teachers' assessment literacy and feedback practices becomes an important component of successful Deep Learning implementation. From a mixed methods perspective, the use of observations, interviews, documentation, and questionnaire data helps strengthen interpretive validity because social behavior cannot be adequately understood only through numbers or only through narratives [62], [64], [40], [41], [42], [43], [44].

In the madrasah context, strengthening social skills has both academic and moral significance. Polite communication, honesty, tolerance, empathy, responsibility, and cooperation are not only social competencies but also part of habituating moral conduct in learning. Therefore, Deep Learning-based Social Studies learning can strengthen madrasah identity because it combines mastery of social concepts, collaborative experiences, and internalization of character values. Studies on elementary school students' character also emphasize that character formation is more effective when values are practiced in learning situations rather than merely delivered as advice [28], [70], [45], [46], [47], [48]. Within the madrasah environment, these values are closely aligned with Islamic character education, which emphasizes honesty (*sidq*), responsibility (*amanah*), tolerance (*tasamuh*), cooperation (*ta'awun*), and respect for others. The integration of these values into learning activities enables students not only to understand social concepts cognitively but also to practice them in authentic social situations.

Conceptually, this article shows that Deep Learning in Social Studies is not merely a variation of a teaching method, but a learning design that connects objectives, context, activities, assessment, and reflection. The strength of the design lies in the integration of local materials with social activities; the strength of the process lies in collaborative and reflective interaction; and the strength of the outcomes is seen in students' social competence achievement. Theoretically, the findings contribute to the growing discussion on Deep Learning by demonstrating how mindful, meaningful, and joyful learning can be integrated with Social Studies learning and social competence development in a madrasah context.

Practically, the findings guide teachers in designing contextual, collaborative, and reflective learning experiences.

Several limitations should be acknowledged. The study involved only one teacher and one class consisting of 24 students, which limits the generalizability of the findings. The absence of a control group and baseline measurement restricts the ability to draw causal conclusions regarding changes in social competence. Observation-based findings may also be influenced by observer interpretation, while questionnaire responses may be affected by self-report bias. In addition, the study was conducted within a single madrasah context, which may have unique cultural and institutional characteristics.

Future research may use quasi-experimental designs, comparison groups, longitudinal observations, and cross-madrasah samples to examine the sustainability of the findings. Future studies may also investigate how different teacher facilitation strategies, assessment approaches, and school contexts influence the development of students' social competence over time.

4. CONCLUSION

This study examined the design and implementation of Deep Learning-based Social Studies learning and its relationship with the social competence of Grade V students at MIN 1 Indragiri Hulu. The findings indicate that Deep Learning was implemented through contextual, collaborative, reflective, and project-based learning experiences related to regional culture, local history, economic activities, flagship products, and the promotion of regional potential. These learning experiences supported the development of students' social communication, cooperation, empathy, responsibility, tolerance, honesty, active participation, and social interaction while aligning with the dimensions of the Dikdasmen Graduate Profile. The quantitative findings showed that most students achieved social competence scores in the good and very good categories, and the statistical analysis indicated that their scores exceeded the established achievement criterion. The study contributes to the literature by providing empirical evidence of how mindful, meaningful, and joyful learning can be integrated into Social Studies learning in a madrasah ibtidaiyah context to support social competence development. Practically, the findings suggest the need for strengthening social competence assessment rubrics, reflection journals, feedback mechanisms, teacher professional development, and academic supervision to support Deep Learning implementation. The findings should be interpreted cautiously because the study involved only one class, did not include a control group or baseline measurement, and relied partly on observational and self-report data. Future research is recommended to employ quasi-experimental or experimental designs, involve comparison groups, conduct longitudinal observations, and include multiple madrasahs to provide stronger evidence regarding the effectiveness and sustainability of Deep Learning-based Social Studies learning.

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