



Implementation of Deep Learning Strategies to Increase Historical Awareness of Senior High School Students

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Abstract

This study analyzes the application of deep learning strategies in Indonesian History classes at three senior high schools of Labschool UHAMKA Jakarta and their contribution to fostering students' historical consciousness. History education in Indonesia is still predominantly focused on memorization of historical facts such as dates, figures, and event chronologies, which often leads to a superficial and less reflective understanding of history. Therefore, this study aims to explore how deep learning strategies can enhance students' historical consciousness. Using a mixed-methods explanatory sequential design, data were gathered from 50 eleventh-grade social science students through questionnaires, supported by interviews with 12 students and 3 history teachers, and classroom observations. Indicators measured included reflective activities, primary source analysis, real-life relevance, and collaboration, while dimensions of historical consciousness covered chronological understanding, interpretation, continuity, and present relevance. Regression analysis showed a strong, positive, and significant relationship between deep learning strategies and historical consciousness ($\beta = 0.62, p < 0.01$). Qualitative findings reinforced these results, highlighting that primary source integration, collaborative projects, reflective discussions, and the use of digital tools such as Padlet and Google Classroom enhanced engagement, comprehension, and connections between the past and present. Teachers reported higher participation and critical dialogue in the classroom. Overall, deep learning strategies proved effective in combining cognitive, affective, and reflective dimensions, enriching history education, and cultivating students as critical, contextual, and socially responsible citizens.

Keywords:

Deep Learning; Historical Consciousness; Indonesian History; Primary Sources; Mixed Methods, Labschool

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INTRODUCTION

History education at the senior high school level, both globally and in Indonesia, continues to be largely shaped by traditional instructional approaches that prioritize the memorization of historical facts such as dates, figures, and event chronologies. A substantial body of recent international scholarship indicates that when such transmissive approaches dominate classroom practice, students tend to develop fragmented, surface-level, and decontextualized understandings of history, with limited opportunities for reflection, interpretation, and critical engagement (Harris & Girard, 2020; Grever & Adriaansen, 2019; Monte-Sano & Reisman,



2020; McCully, 2021; Wineburg et al., 2020). Studies conducted across Europe, North America, and Asian contexts consistently demonstrate that content-driven instruction constrains students' abilities to engage with historical knowledge as an interpretive and meaning-making process rather than as a static body of facts (Park, 2021; Chapman, 2021; Köster & Thünemann, 2022).

Contemporary scholarship further demonstrates that rote learning alone does not support the development of historical consciousness, as students are rarely encouraged to interpret historical events in relation to present-day social issues, democratic challenges, or future-oriented citizenship (Grever & Adriaansen, 2019; Carretero & van Alphen, 2021; Harris & Girard, 2020; OECD, 2021). Empirical research conducted across diverse educational contexts consistently confirms that history instruction focused primarily on factual recall limits students' capacities for critical reasoning, evidentiary evaluation, multiperspectivity, and contextual interpretation, thereby restricting their ability to construct meaningful and socially relevant historical understanding (Monte-Sano & Reisman, 2020; Harris & Girard, 2020; Voet, 2020; Voet & De Wever, 2022; Stoel et al., 2020).

In contrast, a growing body of recent studies emphasizes that students develop deeper and more meaningful historical understanding when they actively engage in primary source analysis, construct historical narratives, participate in dialogical inquiry, and reflect on the relevance of the past for contemporary civic and social life (Köster & Thünemann, 2022; Park, 2021; McCully, 2021; Chapman, 2021; Voet & De Wever, 2022; Endacott & Brooks, 2023). Research on inquiry-based history education demonstrates that engagement with multiple sources and competing interpretations enhances students' evidentiary reasoning, epistemic cognition, and awareness of historical contingency (Monte-Sano & Reisman, 2020; De Leur et al., 2020; Reisman & Fogo, 2022; VanSledright & Limón, 2023). Collectively, these findings underscore that effective history learning in the 21st century requires the systematic cultivation of historical thinking skills—such as interpretation, evaluation of evidence, multiperspectivity, and narrative construction—rather than the mere transmission of chronological facts, particularly within plural and democratic societies where history education plays a crucial role in shaping critical, reflective, and socially responsible citizenship (Grever & Adriaansen, 2019; OECD, 2021; Barton & McCully, 2021; Zhao et al., 2021).

From a contemporary theoretical perspective, recent scholarship increasingly emphasizes that history education should move beyond explaining merely what happened toward exploring why and how past events acquire meaning for individuals and societies. Current studies underline that meaningful history learning requires the deliberate integration of cognitive, affective, and reflective dimensions, enabling students to connect historical narratives with their own lived experiences and contemporary social realities (Grever & Adriaansen, 2019; Harris & Girard, 2020; Köster & Thünemann, 2022; Park, 2021; Endacott & Brooks, 2023). Without such integrative approaches, history is frequently perceived by students as a distant and irrelevant body of knowledge, detached from present-day challenges, democratic life, and civic concerns (McCully, 2021; Voet & De Wever, 2022; Marcus & Stoddard, 2022).

Empirical evidence from recent classroom-based studies further indicates that instructional practices—particularly in education systems characterized by

strong curriculum demands and assessment pressures—tend to prioritize content coverage and standardized performance, thereby limiting opportunities for inquiry, interpretation, and reflective dialogue (Monte-Sano & Reisman, 2020; Chapman, 2021; Harris & Girard, 2020; Wansink et al., 2019). Consequently, contemporary research converges on the argument that strengthening students' historical consciousness requires pedagogical designs that intentionally foreground interpretation, reflection, multiperspectivity, and student meaning-making, rather than the transmission of predetermined historical narratives (Köster & Thünemann, 2022; Grever & Adriaansen, 2019; OECD, 2021; Bergmann & Voet, 2023).

International scholarship consistently demonstrates that the effective cultivation of historical consciousness requires pedagogical models that prioritize primary source analysis, critical dialogue, and collaborative reflection. Recent empirical studies indicate that when students are systematically engaged with historical documents, multiple sources, and contrasting perspectives, they develop stronger evidentiary reasoning, multiperspectival understanding, and contextual awareness of the past (Harris & Girard, 2020; Monte-Sano & Reisman, 2020; Köster & Thünemann, 2022; Reisman & Fogo, 2022). Contemporary research further emphasizes that inquiry-based and dialogical history instruction enables learners to actively construct historical meaning rather than passively receive authoritative narratives, thereby fostering deeper interpretive and reflective engagement (Park, 2021; McCully, 2021; Chapman, 2021; De Leur et al., 2020).

In addition, studies published within the last five years highlight that deep learning-oriented strategies—such as reflective writing, project-based inquiry, and technology-supported collaboration—significantly enhance students' capacity to think historically and to connect past events with present social, civic, and ethical concerns (Grever & Adriaansen, 2019; Voet & De Wever, 2022; Köster & Thünemann, 2022; Darling-Hammond et al., 2020; Zhai et al., 2023). Digital and collaborative learning environments, in particular, have been shown to support sustained reflection, critical discussion, and student agency, thereby strengthening historical consciousness across diverse educational contexts (Harris & Girard, 2020; Park, 2021; OECD, 2021; Marcus & Stoddard, 2022).

Against this backdrop, deep learning has increasingly been advanced as a transformative pedagogical approach that moves beyond surface-level memorization toward meaningful knowledge construction. Contemporary research underscores that deep learning positions students as active agents who engage with historical knowledge by connecting it to real-life experiences, engaging in sustained reflection, and developing critical interpretation skills rather than passively receiving information (Darling-Hammond et al., 2020; OECD, 2021; Fullan et al., 2018). Recent empirical studies further demonstrate that deep learning-oriented strategies—such as inquiry-based learning, reflective writing, collaborative problem-solving, and project-based inquiry—support the development of higher-order thinking skills and more durable learning outcomes across disciplines, including history education (Harris & Girard, 2020; Voet & De Wever, 2022; Köster & Thünemann, 2022; Pellegrino & Hilton, 2012).

Within the Indonesian context, empirical studies on innovative and student-centered approaches in history education remain limited and fragmented, particularly with regard to pedagogies oriented toward deep learning and higher-

order historical thinking. Recent reviews of history education research indicate that much of the existing scholarship continues to prioritize descriptive analyses of classroom practices, textbook content, or curriculum implementation, rather than systematic evaluations of instructional strategies and their impact on students' historical consciousness, interpretive reasoning, and civic understanding (Harris & Girard, 2020; Monte-Sano & Reisman, 2020; Köster & Thünemann, 2022). Consequently, there remains a pressing need for empirically grounded studies that connect local classroom practices in Indonesia with contemporary international theoretical frameworks in history education, contributing simultaneously to global scholarly discourse and to the development of context-sensitive pedagogical innovation.

This study therefore positions Labschool UHAMKA—a reflective practice-oriented laboratory school network—as a strategic case for addressing both empirical and theoretical gaps. Laboratory schools are designed to model pedagogical innovation and to bridge theory and classroom practice, making them an ideal context for examining the pedagogical potential of deep learning in history education. Yet, despite their distinctive role, little empirical research has systematically examined how laboratory schools implement deep learning strategies to foster historical consciousness.

Furthermore, the urgency of this study lies not merely in documenting instructional practices at Labschool UHAMKA, but in addressing a more fundamental pedagogical question: *Can deep learning strategies systematically integrate cognitive, affective, and reflective dimensions to foster historical consciousness among senior high school students?* Addressing this question contributes to both theory and practice. Theoretically, it engages with ongoing debates on historical thinking, evidentiary reasoning, and reflective learning. Practically, it offers guidance for history teachers in designing learning experiences that balance factual knowledge with interpretation and reflection, thereby making history education more meaningful in the 21st century.

Based on these considerations, the objectives of this study are threefold: (1) to identify the deep learning strategies employed by teachers in teaching Indonesian History at SMA Labschool UHAMKA; (2) to analyze the contribution of these strategies in enhancing students' meaningful understanding and historical consciousness across cognitive, affective, and reflective dimensions; and (3) to formulate strategic recommendations for developing deep learning-based history instruction at the senior high school level. Accordingly, the research questions guiding this study are: How are deep learning strategies applied in Indonesian History classes at SMA Labschool UHAMKA, and to what extent do these strategies contribute to strengthening students' historical consciousness? Through this approach, the study aims to advance theoretical discussions on historical consciousness and pedagogy while also offering practical recommendations for improving history education. In doing so, it seeks to contribute not only to curriculum innovation in Indonesia but also to broader international debates on how deep learning can transform history education into a more critical, contextual, and participatory enterprise. To further strengthen the novelty of this study, an explicit comparison will be made with previous research

METHODS

This study employed a mixed-methods approach with an explanatory sequential design, aiming to analyze the implementation of deep learning strategies in Indonesian History classes and their contribution to students' historical consciousness. The research focused on two core variables. The first was deep learning strategies, operationalized as students' engagement in reflective activities, primary source analysis, real-life relevance of historical content, and collaborative learning. The second was historical consciousness, defined as students' ability to demonstrate chronological understanding, interpret historical events, recognize continuity, and connect history to present contexts.

The study was conducted during the 2024 academic year at three UHAMKA Labschool institutions—SMK Islam Ruhama, SMA UHAMKA Boarding School Jonggol, and SMK Muhammadiyah Cariu—selected purposively because these schools serve as laboratory institutions that actively experiment with practice-based learning and instructional innovation. The population consisted of all eleventh-grade social science students enrolled in Indonesian History classes at the three schools.

For the quantitative stage, a sample of 50 students was drawn using stratified random sampling to ensure representation across school types. Within each stratum, students were randomly selected from class lists using a random number generator, with teachers providing a short screening checklist to confirm comparable exposure to deep learning practices. For the qualitative stage, 12 students (four from each school) and three history teachers were purposively selected to provide diverse perspectives on classroom engagement and pedagogy.

The primary data sources included student questionnaires, interview transcripts, observation notes, and classroom documents. The quantitative instrument was a Likert-scale questionnaire developed by adapting recent validated instruments on deep learning, student engagement, and historical thinking, as reported in contemporary empirical studies in history and social science education (Harris & Girard, 2020; Köster & Thünemann, 2022; Park, 2021). The construction of the instrument was further informed by recent research on student-centered and inquiry-based learning approaches that emphasize higher-order thinking and reflective engagement with disciplinary knowledge (Darling-Hammond et al., 2020; OECD, 2021). The questionnaire comprised two scales: deep learning indicators (Cronbach's $\alpha = 0.87$) and historical consciousness indicators (Cronbach's $\alpha = 0.84$). Construct validity was established through expert judgment and exploratory factor analysis, in line with recent methodological recommendations for educational research instruments (Creswell & Plano Clark, 2018; Taber, 2018).

For the qualitative stage, semi-structured interview guides and structured observation checklists were employed to explore students' and teachers' experiences with primary source analysis, collaborative projects, reflective activities, and technology-supported learning. Data collection was conducted in three sequential steps: (1) administering the questionnaire to 50 students after three history lessons explicitly designed around deep learning-oriented strategies; (2) conducting semi-structured interviews with selected students and history teachers;

and (3) observing three history lessons in each participating school while analyzing relevant classroom documents such as syllabi and lesson plans.

Quantitative data were analyzed using descriptive statistics and simple linear regression to examine the relationship between the intensity of deep learning strategies and students' historical consciousness. Statistical analysis was conducted using SPSS version 26, following recent best practices in quantitative educational research (Field, 2020). Qualitative data were analyzed thematically using a reflexive thematic analysis approach that emphasizes iterative coding, theme development, and interpretive rigor (Braun & Clarke, 2021). NVivo software was employed to support systematic coding and to enhance the transparency and depth of qualitative analysis.

Methodological triangulation across questionnaires, interviews, observations, and document analysis was applied to strengthen the credibility and trustworthiness of the findings. Nevertheless, the relatively small sample size ($N = 50$) limits the statistical generalizability of the results, and the purposive nature of qualitative sampling constrains transferability beyond the Labschool context. Accordingly, the findings are positioned as exploratory and point to the need for future studies employing larger samples and multi-site designs to test the robustness and scalability of the observed relationships.

RESULTS & DISCUSSION

The findings of this study are presented by integrating quantitative and qualitative data to provide a comprehensive understanding of how deep learning strategies are implemented in Indonesian History classes at UHAMKA Labschool senior high schools.

Quantitative Findings

The questionnaire analysis indicates that the average score for deep learning indicators falls within the high category ($M = 4.21$ on a 1–5 scale). The highest scores were recorded on collaboration ($M = 4.35$) and the real-life relevance of learning content ($M = 4.32$). Similarly, students' historical consciousness also achieved a high score ($M = 4.18$), with the highest sub-indicator being historical relevance ($M = 4.29$). Results of the simple linear regression analysis reveal a significant positive relationship between the intensity of deep learning implementation and students' level of historical consciousness ($\beta = 0.62$, $p < 0.01$). This suggests that the greater the application of deep learning strategies, the higher the students' historical consciousness. The R^2 value for the regression model was 0.38, indicating that 38% of the variance in students' historical consciousness can be explained by the intensity of deep learning strategies. The effect size (Cohen's d) was calculated at 0.62, suggesting a moderate to large effect of deep learning strategies on historical consciousness.

In terms of regression assumption tests, the data showed no major violations. Normality was confirmed using the Shapiro-Wilk test ($p > 0.05$), linearity was observed through scatterplots, and homoscedasticity was verified via the Breusch-Pagan test, which showed no significant issues.

Qualitative Findings

From teacher interviews, student interviews, and classroom observations, three main themes emerged regarding the role of deep learning strategies in shaping students' historical consciousness:

Theme A: Connecting History to Contemporary Contexts

Teachers consistently emphasized that students were encouraged to relate historical events to present-day issues. This practice helped students view history as a living subject rather than a static collection of facts. One teacher from SMK Islam Ruhama explained: "We always encourage students to relate historical events to present-day contexts. For example, when discussing the 1998 Reformasi movement, students are asked to search for current news articles and then discuss their similarities with today's political situation." A student echoed this: "When learning about the struggles of past leaders, I realized that we can also struggle in our own fields today. It makes history feel connected to our lives."

Theme B: Critical Engagement through Primary Sources

The integration of primary sources was reported as central in developing students' critical thinking and interpretation skills. Teachers used historical documents, archives, and speeches as learning materials. A teacher from SMA UHAMKA Boarding School Jombang stated: "We invite students to read newspaper archives from 1965 or speeches by national leaders, and then interpret their meaning independently. This makes them more critical rather than just memorizing." A student reflected: "When we do group discussions with primary sources, we often debate because our interpretations differ. But that makes us realize that history is not just one version."

Theme C: Technology-Supported Collaboration

The use of digital platforms such as Padlet and Google Classroom strengthened collaboration, provided a space for sharing work, and documented learning more systematically. A teacher from SMK Muhammadiyah Cariu explained: "Platforms like Padlet and Google Classroom are very helpful for collaboration. Students can upload their research findings, comment on their peers' work, and everything is well-documented." Observations confirmed this, as in a project-based inquiry on Colonial Traces in Jakarta, students collaboratively uploaded photos and field research results to Padlet, receiving feedback from peers in real-time.

Theme D: Reflection as Internalization of Historical Meaning

Reflective sessions allowed students to internalize values from history and connect them with personal and social experiences. For example, during an observation of a session on the 1998 Reformasi Movement, students engaged in open discussions linking past and present political conditions, demonstrating their ability to think critically and contextually. A student from SMK Islam Ruhama described: "Usually history is just about memorizing. But here we are asked to create projects, like making an interactive map of the Proclamation event. It feels

more understandable because we search for sources ourselves and create the product.”

Challenges in Implementation

Despite these positive findings, several challenges were identified:

1. Time Constraints – Project-based and reflective learning activities often required more time than available within the fixed school timetable.
2. Teacher Capacity in Digital Pedagogy – Not all teachers were equally skilled in managing digital platforms, which sometimes limited the effectiveness of technology integration.

These challenges are particularly salient in the Labschool context, where schools are expected to function as laboratories of pedagogical innovation. While innovation encourages experimentation with approaches such as deep learning, it also demands additional time, resources, and teacher professional development. The dual role of Labschool—as both a regular secondary school and a model for educational innovation—creates tension between meeting curriculum requirements and sustaining reflective, project-based learning activities.

Summary of Findings

Through data triangulation, the study concludes that: Collaborative and primary source-based strategies are most effective in fostering deep understanding and historical consciousness. Digital platforms (Padlet, Google Classroom) play a key role in strengthening collaboration and documenting learning. Reflective sessions enable students to connect historical narratives with personal and social life. Challenges include limited instructional time and varying teacher competence in digital pedagogy, both of which are amplified in Labschool contexts due to their dual mandate of innovation and curriculum completion.

Descriptive Statistics

A complete table summarizing the descriptive statistics for all deep learning indicators and historical consciousness dimensions is provided below:

Table 1. Descriptive Statistics

Indicator	Mean (M)	Standard Deviation (SD)
Collaboration	4.35	0.58
Real-life Relevance	4.32	0.62
Primary Source Analysis	4.25	0.63
Historical Consciousness (Overall)	4.18	0.55
Historical Relevance	4.29	0.60

Discussion

Quantitative Results and Discussion

The quantitative analysis revealed that deep learning strategies were implemented at a high level (M = 4.21 on a 1–5 scale), with collaboration (M = 4.35) and the real-life relevance of learning content (M = 4.32) as the highest-scoring indicators. Similarly, students’ historical consciousness also reached a high level (M = 4.18), with the strongest sub-indicator being historical relevance (M = 4.29). Regression analysis confirmed a significant positive relationship between the

intensity of deep learning implementation and students' historical consciousness ($\beta = 0.62$, $p < 0.01$). The R^2 value for this regression model is 0.38, indicating that 38% of the variance in historical consciousness can be explained by the intensity of deep learning strategies.

These findings support the argument by Biggs & Tang (2011) that meaningful learning involves connecting knowledge to broader contexts rather than memorization. In the Indonesian classroom context, where history is often taught with an emphasis on memorizing facts, this significant relationship suggests that deep learning strategies provide alternative pathways to building critical and reflective competencies. These findings align with Marton & Säljö's (1997) notion of deep learning as an active search for meaning. Therefore, the statistical evidence demonstrates that students exposed to higher levels of collaborative, contextual, and reflective activities are more likely to develop a mature historical consciousness.

Qualitative Results and Discussion

Theme 1: Connecting History to Contemporary Contexts

Interviews and classroom observations consistently showed that history teachers encouraged students to relate historical events to present-day issues. For example, one teacher from SMK Islam Ruhama asked students to compare the 1998 Reformasi movement with current political dynamics. This practice reflects Seixas & Morton's (2013) framework of historical consciousness, particularly the dimension of historical relevance. For students in today's Indonesia—who are surrounded by rapid political and social changes—being able to connect historical struggles with contemporary issues fosters not only critical awareness but also civic engagement.

Theme 2: Critical Engagement through Primary Sources

Primary source analysis emerged as the most powerful strategy in enhancing historical consciousness. Teachers frequently integrated archives, speeches, and newspaper articles into classroom tasks. One student noted: "When we do group discussions with primary sources, we often debate because our interpretations differ. But that makes us realize that history is not just one version." This resonates with Barton & Levstik (2004), who argue that direct engagement with historical sources nurtures chronological understanding and interpretive skills. In Indonesia, where history education has long been shaped by state-driven narratives, the use of primary sources allows students to experience history as multi-perspective and contested, not a fixed truth. This not only develops cognitive skills but also aligns with Rösen's (2005) call for history teaching that connects past interpretation to contemporary meaning-making.

Theme 3: Technology-Supported Collaboration

Teachers and students reported that the use of digital platforms such as Padlet and Google Classroom enhanced collaboration and provided space for peer feedback. For instance, in a local history project at SMA UHAMKA Boarding School Jonggol, students uploaded photos of colonial sites and annotated them collaboratively online. This finding supports Bond et al. (2020), who highlight that technology-mediated collaboration increases engagement and deepens reflection.

In the Labschool context, where innovation is encouraged, the use of such platforms illustrates how digital tools can bridge formal history content with students' everyday digital practices, making historical study more accessible and interactive.

Theme 4: Reflection as Internalization of Historical Meaning

Reflective discussions, both oral and written, allowed students to internalize historical lessons. Students expressed that learning about past leaders inspired them to contribute to their communities. This aligns with Rösen's (2005) emphasis on reflection as the core of historical consciousness, where history becomes a source of orientation for action in the present and future. For Indonesian youth, reflection provides a means of linking national narratives to personal identity and civic responsibility.

Challenges in Implementation

Despite these positive findings, several challenges were observed:

1. Time Constraints – Project-based and reflective learning activities often required more time than available within the fixed school timetable.
2. Teacher Capacity in Digital Pedagogy – Not all teachers were equally skilled in managing digital platforms, which sometimes limited the effectiveness of technology integration.

These challenges are particularly acute in Labschool institutions, which are tasked with both regular curriculum delivery and experimentation with innovative practices. Previous studies have shown that project-based and inquiry-oriented learning frequently encounter constraints related to limited instructional time and rigid curriculum structures (Thomas, 2000; Darling-Hammond et al., 2020). At the same time, Hanifah and Wijayanti (2021) highlight the importance of strengthening teachers' digital pedagogical competence to ensure the effective integration of technology-supported learning strategies. Thus, the dual role of Labschool as a site of pedagogical innovation and standard schooling creates structural tensions that shape how fully deep learning strategies can be implemented in classroom practice. To summarize, Table 1 presents the relationship between deep learning strategies, empirical findings, and their impact on historical consciousness.

Table 2. Challenges in Implementation

Deep Learning Strategy	Quantitative Findings	Qualitative Findings	Impact on Historical Consciousness
Primary Source Analysis	High historical relevance (M=4.29)	Students critically analyzed archival documents and debated interpretations	Strengthened critical thinking; awareness of continuity and change
Collaborative Projects	Highest deep learning score (M=4.35)	Students conducted local history projects with strong teamwork	Enhanced engagement and contextual understanding
Reflective Sessions	Strong affective/interpretive dimension	Students linked history with personal/social life	Internalized historical values; inspired civic action
Technology Integration (Padlet, Google Classroom)	High relevance score (M=4.32); regression confirms strong effect ($\beta = 0.62, p < 0.01$)	Digital tools supported collaboration and documentation	Increased participation and deeper contextual reflection

This table highlights how the synergy of primary source analysis, collaboration, reflection, and technology integration directly contributes to the development of students' historical consciousness across cognitive, affective, and reflective dimensions.

Comparison with Previous Research

The findings of this study align with previous research but also present unique contributions. This study provides a deeper understanding of how these strategies specifically foster students' ability to interpret history critically and connect it to contemporary contexts. It also highlights the important role of technology in supporting collaboration and engagement, an area that was not fully explored in previous research.

Practical Recommendations

Based on these findings, the following practical recommendations for history teachers are suggested:

1. Teachers should allocate at least two sessions per semester for primary source analysis projects. These projects can enhance students' critical thinking and help them engage more deeply with historical content.
2. Incorporating digital platforms, such as Padlet or Google Classroom, can significantly enhance collaboration and provide students with opportunities for peer feedback and reflection.
3. Teachers should be provided with ongoing professional development in digital pedagogy to ensure they are effectively integrating technology into their teaching practices

CONCLUSION

This study demonstrates that the application of deep learning strategies in history education at UHAMKA Labschool institutions contributes meaningfully to the development of students' historical consciousness. The quantitative results show a strong association between the intensity of deep learning implementation and students' ability to critically and reflectively engage with historical knowledge, while the qualitative findings provide richer insights into how strategies such as primary source analysis, collaborative projects, technology integration, and reflective sessions enhance both cognitive and affective dimensions of learning. These findings affirm that deep learning, often associated with science or mathematics, is equally valuable in history education, where students are expected not only to acquire factual knowledge but also to interpret the past in relation to present and future contexts.

The significance of these findings lies in their contribution to a broader understanding of how pedagogical innovation can transform history learning into a process that is more engaging, reflective, and socially relevant. By demonstrating that deep learning strategies can transform history from a mere collection of dates into a source of critical citizenship, this study offers both empirical evidence and

practical pathways for reimagining history education in the 21st-century Indonesian classroom.

The implications of this research suggest that history teachers in Indonesia could benefit from systematically incorporating deep learning strategies into classroom practice, as these approaches appear to foster students' critical thinking, collaboration, and personal engagement with history. However, this study also faces certain limitations. The relatively small sample size and the focus on three Labschool institutions may limit the generalizability of the findings, and the explanatory sequential design cannot fully capture the long-term effects of deep learning implementation. These limitations imply that future studies with larger and more diverse samples, as well as longitudinal designs, are necessary to strengthen the evidence base. Despite these constraints, this study provides valuable insights into the potential of deep learning for enhancing historical consciousness and offers a foundation for continued exploration of innovative history education practices in the Indonesian context.

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