

Deep Learning Approach Implementation Training In Learning Cultural Arts in Schools

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ABSTRACT

Keywords:

Deep Learning,
Cultural Arts Learning,
Teacher Training,
Quality Education

The deep learning approach has become a key component in Indonesia's national curriculum reform, emphasizing the development of deep understanding, critical thinking, and meaningful and enjoyable learning. Since the 2025/2026 school year, the Ministry of Primary and Secondary Education (Kemendikdasmen) has gradually implemented this approach through pilot projects and intensive teacher training in various schools. By mid-2025, around 59,000 schools will be declared ready to adopt deep learning, with a target of full implementation in 80–100% of schools in the 2028–2030 period. This study aims to evaluate the effectiveness of the training "Application of Deep Learning Approach in Cultural Arts Learning" which was attended by cultural arts teachers in Blitar City, members of the Subject Teacher Conference. The training lasted for three days and included the delivery of materials, learning simulations, and assistance in the preparation of Learning Implementation Plans (RPP) that are oriented towards an in-depth understanding and local cultural context. The methods used include in-house training, simulation, and mentoring. Post-training evaluation showed an increase in teachers' understanding of deep learning principles and the ability to design innovative, student-centered learning. This result is expected to be a model for developing the professional capacity of teachers in the field of arts and culture while supporting the achievement of quality and inclusive national education.

INTRODUCTION

The transformation of education in Indonesia is currently directed at strengthening deep learning-based learning in response to the challenges of globalization and the rapid development of digital technology. The government through strategic policies such as the Independent Curriculum emphasizes the importance of deep learning that not only focuses on cognitive aspects, but also the development of critical, creative, and reflective thinking skills in students (Ministry of Education and Culture, 2022). This approach is expected to be able to form a generation that is able to adapt and innovate well in facing the demands of the 21st century.

Cultural arts learning plays an important role in building the nation's character and identity through the appreciation of local and national cultural values. With deep learning, cultural arts learning is not only a process of knowledge transfer, but also an in-depth understanding of cognitive, affective, and psychomotor aspects in an integrated manner, so that learning becomes more meaningful, reflective, and applicative (OECD, 2023).

Therefore, this approach is very relevant and strategic in realizing quality, sustainable, and inclusive education, as well as answering the challenges of dynamic development. Cultural arts education as an integral part of the curriculum is expected to be able to foster a critical, creative, and appreciative attitude towards culture, as well as strengthen national identity (Putri & Santosa, 2024).

In the field, the implementation of deep learning approaches in cultural arts learning, it is not evenly distributed, especially related to teachers' understanding and ability to adopt the concept in its entirety. The results of observations conducted with the Blitar

City Arts and Culture Subject Teacher Conference show that many teachers do not fully understand the essence and application of deep learning in the planning and implementation of learning (Putri & Santosa, 2024).

In addition, the teacher's low ability to develop learning tools that integrate deep learning principles causing the learning process that takes place tends to be conventional and less innovative, so that students' competencies in aspects of deep understanding, problem-solving skills, and appreciation of cultural arts values are still low. This indicates an urgent need for teacher capacity development, especially in understanding and applying this learning method.

Another factor that is a challenge is the lack of systematic and sustainable mentoring and training for cultural arts teachers, so structured interventions are needed to improve teachers' pedagogical and professional competence in facing the demands of the new curriculum (Ministry of Education and Culture, 2022; Trilling & Fadel, 2024).

Various studies show that the deep learning approach effective in improving student learning outcomes through the development of high-level thinking skills and in-depth understanding of concepts (Putri & Santosa, 2024; OECD, 2023). However, research related to the application of deep learning, especially in cultural arts learning, is still limited and shows gaps in the consistency aspect of the implementation and development of teaching tools by teachers in the field.

Several studies underscore the need for intensive training and ongoing mentoring for teachers as the key to the successful implementation of deep learning (Ministry of Education and Culture, 2022). However, there have not been many studies that have specifically examined the training model and its impact on the quality of cultural arts learning in the region, which leaves an important gap to be filled.

These limitations open up opportunities for the development of research that focuses on the effectiveness of deep learning application training in the context of learning arts and culture, both in terms of teacher capacity building and innovation in the preparation and implementation of local culture-based learning tools (Trilling & Fadel, 2024).

This research and service activities make a significant contribution as a practical solution to the problem of low understanding and ability of cultural arts teachers in applying deep learning. Through intensive training that prioritizes hands-on practice and assistance in the preparation of teaching tools, teachers are encouraged to develop innovative, contextual, and student-centered learning models.

The novelty of this research lies in the integration of deep learning approaches with the context of local culture in cultural arts education, as well as a systematic and continuous training approach. This training model not only improves cognitive aspects but also helps teachers understand and internalize deep cultural values, so that learning becomes more meaningful and relevant to the needs of the times (Putri & Santosa, 2024).

Furthermore, the results of this study are expected to be a reference for the professional development of cultural arts teachers more broadly and become a stepping stone for policies to strengthen the quality of learning at the regional and national levels. This innovation makes a real contribution to achieving the goals of inclusive and quality national education (Ministry of Education and Culture, 2022; OECD, 2023).

This research aims to improve the understanding and skills of cultural arts teachers in designing and implementing learning based on deep learning approaches. In particular,

the research aims to examine the effectiveness of training in improving teacher competence in the context of adaptive and culturally oriented arts learning and local culture.

The research questions are divided into: (1) What is the level of understanding of cultural arts teachers to the concepts and principles of deep learning before and after training? (2) How does the quality of the cultural arts learning tools developed by teachers change after participating in the training? (3) What is the impact of training on classroom learning practices, especially in improving students' understanding and skills?

Through this study, it is hoped that effective and replicable training models will be found to support the professional development of cultural arts teachers in a sustainable manner in the future (Putri & Santosa, 2024; Trilling & Fadel, 2024).

RESEARCH IMPLEMENTATION METHODS

1. Research Design and Approach

This study uses a qualitative approach with a descriptive-participatory design that is oriented towards developing teachers' capacity in applying the Deep Learning Approach to Cultural Arts learning in schools. The implementation model integrates lecture methods, training, interactive discussions, and reflective mentoring, which has proven effective in recent research on teacher competency development through reflective practice-based training (Rahman et al., 2022).

This approach emphasizes the *learning by doing* and *coaching approach*, where teacher participants play an active role in each stage of training to assistance in the classroom.

2. Location and Subject of Activity

The activity was carried out at partner schools that have expressed readiness through formal cooperation. The subject of the activity consisted of 20 representative teachers, selected based on their active involvement and potential in impacting the results of the training to their peers. The selection of participants was carried out purposively by considering the background, pedagogical readiness, and professional motivation of the teacher (Sari & Lestari, 2021).

3. Stages of Implementation

The implementation of the activity consists of four main stages, namely:

a. Preparation

1. Preparation of the framework of activities and division of tasks of the implementation team.
2. Coordinate with partners regarding the time, place, and needs of facilities.
3. Development of modules and training materials that are relevant to the context of deep learning-based cultural arts learning.

b. Training and Provision of Materials

This stage includes:

1. Conceptual lectures on deep learning theory, art teaching strategies, and the application of critical pedagogy.

2. Simulation and practice of applying deep learning strategies in the context of real learning (Ardila et al., 2023).

c. Mentoring

Mentoring is carried out in person and online. This activity aims to facilitate participants in adapting theory to classroom practice through observation, reflection, and collaborative feedback. This process is based on the *coaching model for reflective teaching* (Wijaya et al., 2020).

d. Evaluation and Sustainability

Evaluation is carried out on four dimensions:

1. Planning Evaluation assessing the readiness of teams and partners.
2. Process Evaluation assessing participant engagement and the effectiveness of activities.
3. Impact Evaluation assessing changes in pedagogical abilities and implementation in the classroom.
4. Comprehensive Evaluation measures the overall efficiency and sustainability of activities.

4. Data Collection Instruments and Techniques

The instruments used include:

- a. Observation sheets to assess the training process.
- b. Questionnaires and interviews are structured to evaluate teacher satisfaction and needs.
- c. Documentation and reflective notes of participants to assess the internalization of deep learning learning concepts.

Triangulation of data sources and methods is carried out to ensure the validity of research results (Yuliani et al., 2024).

5. Data Analysis

The data was analyzed in a qualitative descriptive manner through three stages: data reduction, data presentation, and conclusion drawn. The analysis was carried out thematically with reference to the principle of grounded theory, in order to identify patterns of teacher competency development after training and mentoring (Kurniawan & Pratiwi, 2023).

6. Program Sustainability

The program is designed to be sustainable and collaborative, with the results of the training being used as the basis for the preparation of research proposals or collaborative service between universities and partner schools. Sustainability is focused on the formation of a *Teacher Learning Community* that continues to develop deep learning practices in partner schools.

Implementation Method Flow Chart

The following is a visualization of the methodological flow of the activity:



Figure 1. Implementation Method Flow Chart

The method of implementing this research emphasizes synergy between theory and practice, based on reflection, collaboration, and continuous mentoring. With a participatory approach and a deep learning model, this program is expected to improve teachers' pedagogical abilities and form a creative, reflective, and contextual arts and culture learning system.

RESULTS AND DISCUSSION

The Community Service activity with the title Training on the Application of Deep Learning Approaches in Cultural Arts Learning in Schools was carried out in two main stages, namely the stage of providing conceptual insight and the stage of technical training. The target of this activity is Cultural arts teachers who are members of the Blitar City Cultural Arts Subject Teacher Conference.

The following are the names of cultural arts teachers who are members of the Blitar City Subject Teacher Meeting.

Table 1. Participant list tables

NO	NAME	SCHOOL
1	Inspired by P	SMPN 1 Blitar City
2	Anggriawan F	SMPN 7 Blitar City
3	Tri Asthorini	SMPN 9 Blitar City
4	Holy Moon	SMPN 4 Blitar City
5	Nurul W	SMPN 5 Blitar City

6	Fandy Y	SMPN 8 Blitar City
7	Suprih Y	SMPN 3 Blitar City
8	Gita Rizki	SMPN 8 Blitar City
9	Agustra CP	SMPN 8 Blitar City
10	Nonin E.P	Junior High School Yos Blitar City
11	Revita H	SMPN 5 Blitar City
12	Lukenzunto Tri	SMPN 2 Blitar City
13	Squirrelly	SMPN 7 Blitar City
14	Subhan	SMPN 1 Blitar City
15	Gladia	SMPN 1 Blitar City
16	Novem Endah P	SMPN 7 Blitar City
17	Mr. Zaini	SMPN 4 Blitar City
18	Yuli Astuti	SMPN 7 Blitar City
19	Rita Kermika	SMPN 7 Blitar City
20	Lantuk P,W	SMPN Lab Kota Blitar
21	São Paulo	SMPN 1 Blitar City
22	Anna O'Neill	Alam Al-Ghifari Junior High School
23	Binti Rennywati	SMPN 6 Blitar City
24	Cindy Lovina	SMPN 6 Blitar City
25	Dwi Yudi N	SMPN 6 Blitar City
26	Satya Ardi	SMPN 2 Blitar City

The first stage is carried out in the form of a conceptual insight stage. The session was held in the form of an explanation of the concept of deep learning and its implementation in cultural arts education in schools.

The second stage is in the form of technical trainers (workshops) focused on the development of cultural arts learning classes based on the deep learning approach. Participants were not only taught how to produce learning grades, but also invited to review the elements in the learning grades to evaluate learning implementation.

The Level of Understanding of Cultural Arts Teachers to The Concepts and Principles of Deep Learning Before and After Training

The first stage is the stage of providing conceptual insights. The session was held in the form of an explanation of the concept of deep learning and its implementation in cultural arts education in schools. Before the implementation began, the researcher conducted a dynamistic assessment by asking questions to the participants, of the 26 participants who participated, only 12 participants answered about the understanding of deep learning concepts and principles. The results of the deontic assessment showed that 46.15% of the participants answered but of the 46.15%, only 3 people answered the same and were close to the concept and principles of deep learning so that the initial deontic results were only 11.53%. More details can be seen in the following chart

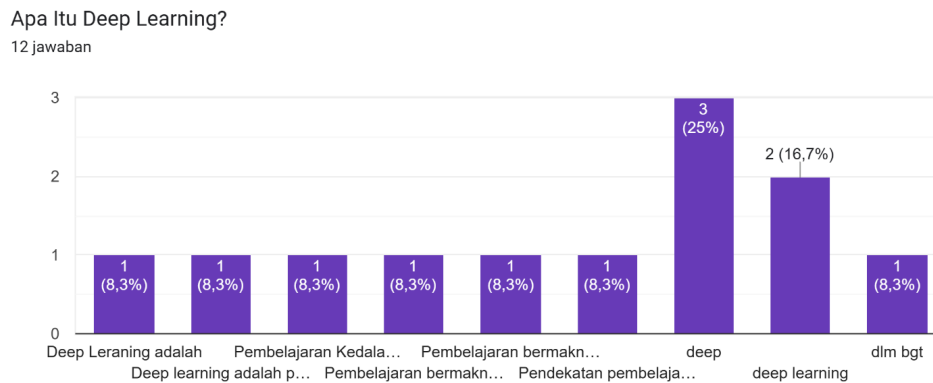


Figure 2. Results of the initial diagnostic basis

The implementation of the training guided by the speakers showed the application of a structured scientific approach in community service activities. Based on the text of the event, the first material delivered by Prof. Djuli Djatiprambudi, focused on. This material is a theoretical foundation that links the principles of deep learning with the context of art education, which aims to foster critical, reflective, and creative thinking skills in students. This stage is relevant to transformative learning models that place teachers as facilitators of students' cognitive and affective development [(Mezirow, 2018; Darmawan et al., 2022)]. The delivery of basic theories through an online platform (Zoom) also shows the adaptation of hybrid learning methods in accordance with 21st century education trends, where the use of digital technology is an integral part of teachers' professional activities.

Furthermore, Prof. Warih Handayaningrum, continued with an applicable session, entitled Implementation of Cultural Arts Learning Design in Schools with a Deep Learning Approach. At this stage, trainees are directed to understand and design art learning that not only emphasizes the aesthetic aspect, but also fosters students' analytical and reflective abilities. This stage is in line with the practice-based learning approach that emphasizes the integration between theory and practice as the basis for improving teachers' pedagogic competence (Rahmawati & Kurnia, 2021). From a scientific point of view, this training reflects the application of the principle of andragogy where participants (teachers) are actively involved as adult learners who play a role in building meaning from their experiences and the context of their practice. These training activities not only strengthen the professional capacity of teachers, but also have the potential to produce sustainable pedagogical innovations in cultural arts learning in schools.

The implementation of this training also shows the application of reflective teaching principles which are the core of continuous professional development. The discussion and Q&A sessions that accompany the presentation of the material allow teachers to reflect on their teaching experiences, reassess the effectiveness of the learning strategies that have been used, and find new approaches that are more contextual. This kind of reflective approach has been proven to increase pedagogical awareness, critical thinking skills, and teachers' flexibility in responding to the needs of students in the classroom (Wijaya et al., 2020). In addition, the collaborative reflection process creates a

participatory and mutually supportive learning atmosphere, forming a professional learning community that becomes a forum for the exchange of ideas and experiences between educators. Thus, this training is not only a knowledge transfer, but also a transformation of pedagogical mindsets and practices.

From the sustainability aspect, this training is designed to generate long-term impact through the establishment of a system of mentoring, collaboration, and joint research between universities, education offices, and the teacher community. The collaborative model contributes to the development of a sustainable professional learning ecosystem, which is a sustainable professional learning ecosystem oriented towards reflective practices and learning innovations (Hasanah et al., 2023). The sustainability of training is also manifested in the potential for the development of advanced programs such as classroom action research, the development of a deep learning-based art curriculum, and collaborative scientific publications. Thus, this training acts as a catalyst for the transformation of cultural arts education in schools, emphasizing the importance of synergy between theory, practice, reflection, and collaboration across institutions in improving the quality of national education.

Changes In the Quality of Cultural Arts Learning Tools Developed by Teachers After Participating in Training

Training on the application of the Deep Learning approach in Cultural Arts learning has a significant impact on teachers' ability to develop learning tools. Before the training was implemented, most teachers did not have learning tools that integrated deep learning principles, such as learning oriented to deep conceptual understanding, reflective skills, and the application of authentic context in the learning process. However, after training and mentoring activities, the participants showed an improvement in their ability to design learning tools that were more systematic, contextual, and oriented towards the development of higher order thinking skills. These findings are in line with the results of research by Rahmawati and Kurnia (2021) which stated that training based on reflective practices and andragogy is effective in improving teachers' ability to design innovative and responsive learning to the needs of students.

Based on the data obtained, out of 26 training participants, as many as 12 people (46.15%) managed to compile learning tools that met good criteria and had applied deep learning principles in designing learning activities. Although not all participants achieved the same level of success, this achievement showed a significant positive change compared to the initial condition. The success of almost half of the participants in producing good quality tools shows that the training has provided a substantive understanding of *the deep* learning approach as well as the ability to implement it in the context of cultural arts learning in schools. This is in line with the findings of Ardila et al. (2023) who affirm that hands-on training strengthens teachers' pedagogical competence in designing learning based on problem-solving and critical reflection.

Analysis of the 12 learning tools that have been compiled shows that all of them cover a variety of art fields, namely theater, dance, music, and fine arts. This diversity shows that teachers are able to adapt the deep learning approach to the characteristics of the material and the learning context of each art field. In theater and dance art devices, for example, this approach appears through the integration of collaborative activities, emotional

exploration, and analysis of scripts and movements as a form of developing students' critical awareness. Meanwhile, in the music and fine arts, deep learning is applied through reflective activities and creative experimentation that requires understanding of concepts and the ability to create based on the local cultural context. These findings reinforce the view of Hasanah et al. (2023) that the application of deep learning in the field of art is effective in encouraging meaningful *learning* and based on students' authentic experiences.

In terms of quality, the learning tools developed by the trainees showed an improvement in three main indicators: (1) the formulation of learning objectives that lead to deep understanding, (2) the suitability between methods, media, and assessments with the principles of deep learning, and (3) the existence of a space for reflection for students to assess and develop their own learning process. These indicators are in accordance with the dimension of deep learning proposed by Darmawan et al. (2022), namely the interconnectedness of concepts, critical reflection, and application in real-world contexts. In addition, the results of the evaluation showed that the participants were able to shift their learning orientation from teacher-centered to student-centered, where students play an active role as subjects in the learning process. This shift marks an important transformation in the paradigm of teaching cultural arts in schools, which previously tended to be product-oriented, now emphasizes more on process and meaning.

In general, this training succeeded in improving the professional quality of teachers and provided a basis for the development of a continuous learning ecosystem within the Subject Teachers' Meeting Subject Teachers' Meeting of Cultural Arts. Although the success rate is still in the range of 46.12%, this achievement reflects the effectiveness of the reflective mentoring-based training model applied in this activity. The success of some participants can also be used as an example of *best practice* that can be replicated by other teachers through the advanced mentoring program. In line with the sustainable professional learning ecosystem model (Hasanah et al., 2023), the sustainability of training impacts can be strengthened through practice sharing, classroom action research, and the development of a collaborative curriculum based on *deep learning*. Thus, this training not only improves the quality of cultural arts learning tools, but also builds the foundation of pedagogic transformation oriented towards deep, reflective, and contextual learning.

The Impact of Training on Classroom Learning Practices, Particularly in Improving Students' Understanding and Skills

The results of the questionnaire presented in the diagram show that of the 12 respondents who participated in the training, as many as 91.7% gave "very good" responses, while 8.3% gave "good" responses to the workshop material. None of the respondents rated it as "adequate," "lacking," or "very lacking." These findings show a very high level of satisfaction with the quality of the material delivered during the training. The high percentage of positive responses indicates that the material provided is relevant to the professional needs of the participants and is able to provide new insights into the application of *the Deep Learning approach* in Cultural Arts learning. This is in line with the results of research by Ardila et al. (2023) which stated that the relevance and contextuality

of training materials are the main factors in increasing the effectiveness of teacher competency development programs.

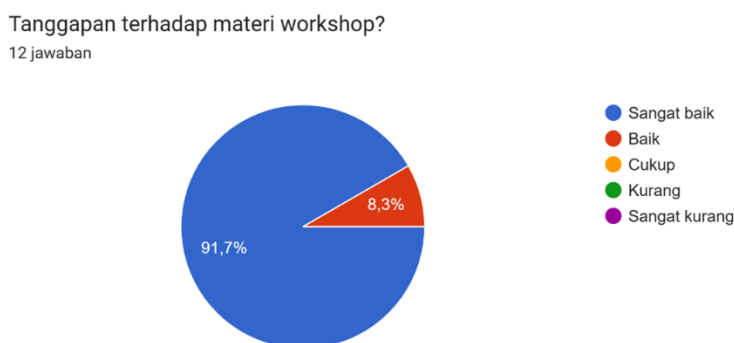


Figure 3. Participant Responses

Furthermore, the “excellent” response from the majority of participants showed that the pedagogical approach and substance of the training material succeeded in building a strong conceptual understanding among teachers. Training materials that focus on the application of Deep Learning are believed to have broadened teachers' understanding of the importance of learning oriented to meaning, reflection, and the development of higher order thinking skills. This success is in line with the findings of Darmawan et al. (2022), who emphasized that deep learning-based training is able to increase teachers' reflective and critical capacity in managing the learning process in the classroom. Thus, this training not only enriches the participants' theoretical knowledge, but also strengthens their ability to design contextual and learner-centered learning.

The positive impact of the training can also be seen in the application of the results in classroom learning practices. Based on participants' responses, the training encouraged teachers to change their teaching approach to be more participatory, creative, and problem-solving-oriented. Teachers who previously tended to rely on lecture methods now involve students more in exploratory, collaborative, and reflective activities, in accordance with the principles of Deep Learning (Rahmawati & Kurnia, 2021). This change shows a paradigm transformation from teacher-centered to student-centered learning, where students are not only recipients of information but also play an active role in building knowledge through meaningful art learning experiences.

In addition, the high level of satisfaction with the workshop material also reflects an increase in teachers' motivation in developing continuous learning practices in the classroom. The success of training in arousing teachers' interest and awareness of the importance of pedagogic innovation is an indicator of the success of the reflective training model applied. According to Hasanah et al. (2023), the success of training programs can be measured not only from improving technical skills, but also from changing teachers' attitudes and motivations towards continuous learning. Thus, the training on the application of the Deep Learning approach has a double impact: improving teachers' pedagogic competence while fostering professional awareness to continue to develop creative arts and culture learning that is creative, reflective, and oriented to the needs of students.

Overall, the results of the analysis of the participants' responses showed that the training on the application of the Deep Learning approach in Cultural Arts learning had a strong positive impact on improving teachers' understanding and skills in designing and implementing meaningful learning. The high level of appreciation for the workshop material is an indicator of success in internalizing Deep Learning concepts into the pedagogic practice of the participants. This training not only strengthens teachers' professional capacity in developing contextual learning tools and strategies, but also fosters intrinsic motivation to carry out continuous innovation in the classroom. Thus, these training activities can be categorized as effective professional development practices, which contribute directly to improving the quality of students' learning processes and outcomes through the application of creative, reflective, and collaborative deep learning approaches.

CONCLUSION

The results of this study show that training on the application of Deep Learning for cultural arts teachers in Blitar City is effective in improving pedagogic competence, conceptual understanding, and reflective ability in teaching. Trainees showed significant improvements in the ability to design and implement Deep Learning principles-based learning tools. As many as 46.12% of teachers managed to produce learning tools in the "good" category, which marks a paradigm shift from conventional teacher-centered learning to student-centered, critical, creative, and reflective thinking. This change shows that the training has succeeded in internalizing the principles of Deep Learning into teachers' pedagogic practices, while encouraging learning innovation in line with the spirit of the Independent Curriculum.

In addition to improving technical competence, this training also fosters a transformation of teachers' mindset and professional identity. Through mentoring activities, collaborative discussions, and directed reflection, teachers show improved ability to turn theory into meaningful learning practices. These results reinforce the effectiveness of the learning by doing approach and the reflective learning model that underlies this training activity. In line with transformative learning theory, perspective change and reflective awareness are key to improving teacher professionalism (Mezirow, 2018; Darmawan et al., 2022). Thus, the program not only strengthens teachers' pedagogic competence, but also positions them as adaptive facilitators in facing the challenges of 21st century education.

The results of this study also show that the application of Deep Learning principles in cultural arts learning has a direct impact on learning practices in the classroom, especially in increasing students' involvement, creativity, and interpretive skills. Teachers reported increased student participation in exploratory, collaborative, and reflective activities that foster meaningful learning. This application shows that Deep Learning is able to integrate the cognitive, affective, and psychomotor realms as a whole. This training model has proven to be able to bridge the gap between theoretical knowledge and pedagogical application, so that it can be used as a model for the professional development of cultural arts teachers that are replicative and sustainable.

Based on these results, it is necessary to establish a sustainable professional learning ecosystem to ensure the sustainability of the impact of training. Universities and

education offices need to strengthen collaboration through the establishment of a Teacher Learning Community as a forum for reflection, peer mentoring, and collaborative innovation between teachers. This model can be integrated in sustainable professional development activities or Subject Teachers' Meeting Subject Teachers' Meeting forums so that the impact is broader and more sustainable. In addition, further research is needed to explore how the implementation of Deep Learning-based pedagogy affects students' learning outcomes and creative competence in various cultural contexts and educational units. Thus, the Deep Learning approach can serve as a framework for sustainable transformation in improving teacher professionalism and the quality of arts and culture education in Indonesia.

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