

Implementation of Student Programs in The Context of Deep Learning in Building Positive Character at SMP Negeri Satu Atap Rimbakarya

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ABSTRACT

Education in the era of transformation focuses not only on academic achievement, but also on building individuals who are moral, independent, and ready to face the challenges of the 21st century. Student programs have a strategic role in this situation because they are a place to build values and character through various activities outside of formal learning. Student programs are still faced with several challenges in many schools, among them undisciplined students and poor collaboration. In order for the formation of student character to be more significant and sustainable, the student program management model must be integrated with a deep learning approach. In the context of in-depth education at SMP Negeri Satu Atap Rimbakarya, this study aims to explain and analyze the implementation of student programs to build positive character. The method used is qualitative and uses descriptive analysis. Data was collected through observation, in-depth interviews, and documentation studies, then analyzed using the Miles and Huberman model through the stages of reduction, presentation, and conclusion drawn. The validity of the data is carried out by conducting a test of the validity of triangulation of techniques and sources. The results of the study show that the implementation of student programs is carried out systematically through four management functions: structured planning based on the Pancasila Student Profile, collaborative organization, implementation of project-based activities and reflection, and continuous evaluation at the pre, process, and post-stage stages. In conclusion, the student program at SMP Negeri Satu Atap Rimbakarya effectively integrates the management function and philosophy of deep learning in shaping students' positive character holistically and continuously.

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1. INTRODUCTION

National education not only focuses on academic achievement but also focuses on the formation of moral, independent, and principled student character (Law no. 20 of 2003). Student programs have a strategic role in this situation because they are a place to educate and develop students' personalities through activities outside of formal learning. (Permendikbud no. 20 of 2018). Based on the reality in the field, the student program has not been as expected.

Various studies show that planned and value-based student management can improve students' discipline and positive character (Permana, Giatman & Yustisia, 2024:118). However, a number of field findings show that the implementation of student programs in many schools is still administrative and ceremonial. Coordination between school elements has not been optimal, activities have not fully led to reflective learning, and student character evaluations are still minimal (Kusumaningrum et al., 2024:74). A similar condition was found at SMP Negeri Satu Atap Rimbakarya, where *the deep learning* approach has not been fully integrated in student activities so that the formation of positive character has not been optimal.

Conceptually, a student program is a system consisting of interrelated inputs, processes, and outputs (Hoy & Miskel, 2013:63). Inputs include policies, organizational structures, and human resources; the process includes planning, organizing, implementing, and evaluating; Meanwhile, the output is expected in the form of the formation of positive character, discipline, and social skills of students. In the framework of *deep learning*, all of those management functions should be designed to create authentic learning experiences that involve reflection and internalization of values.

Previous studies have mostly discussed student management in relation to discipline or learning achievement (Rohman & Muzaini, 2023:51), while research examining the integration between student program management and *deep learning philosophy* is still limited, especially at the junior high school level. Based on the description of the gap, this study is focused on analyzing the implementation of student programs to build positive character in the context of *deep learning* at SMP Negeri Satu Atap Rimbakarya.

In this context, the implementation of the student program at SMP Negeri Satu Atap Rimbakarya should ideally be carried out with reference to the management functions of POAC according to GR. Terry, namely Planning, Organizing, Implementation and Supervision/Evaluation, so that each activity is in line with the goal of forming positive character in the context of *deep learning*.

Student management includes the entire process of service to students in order to develop optimally according to their potential and developmental stages, according to Mulyasa (2013:45). Therefore, student programs are an important part of school character education efforts and not just administration. The change in the educational paradigm in the digital era demands a more meaningful learning approach, one of which is through *deep learning*. According to Waruwu et al. (2025:22), *deep learning* in a pedagogical context emphasizes deep understanding, reflection, and the ability to relate knowledge to real experiences. This approach has the potential to strengthen character formation because it provides space for students to experience and reflect on moral values through concrete activities. Therefore, the integration of *deep learning* principles into student programs is an important strategy to instill the values of discipline, responsibility, honesty, cooperation, and social concern.

Departing from the above background and theoretical studies, the research questions asked are: first, how to plan student programs in fostering students' positive character; second, how to organize student programs; third, how to implement student programs in the context of *deep learning*; and fourth, how the evaluation of student programs contributes to the formation of positive character of students at SMP Negeri Satu Atap Rimbakarya.

2. METHODS

This study uses a qualitative approach with a case study method to analyze in depth the implementation of student programs in building positive character of students in the context of *deep learning* at SMP Negeri Satu Atap Rimbakarya. The qualitative approach was chosen because it allows

researchers to understand phenomena holistically and contextually through direct interaction with participants (Creswell, 2016:56). The case study method is used to intensively examine managerial activities that take place in certain educational units (Yin, 2018:17), so that the results of the research are able to provide a factual and in-depth picture of the practice of implementing student programs in the field.

The data sources in this study consist of primary and secondary data. Primary data was obtained from the main informants, namely the principal (KS), vice principal for student affairs (WKS), teachers (G1), homeroom teachers (G2), and students (S). The determination of informants was carried out by *purposive sampling technique* based on considerations of their relevance and direct involvement in the implementation of student programs. Secondary data is obtained from school documents such as work programs, activity reports, meeting minutes, and policies related to student management.

Data collection was carried out through three main techniques: observation of student activities (disciplinary coaching, extracurriculars, and collaborative projects), in-depth interviews with various school stakeholders, and documentation studies to complete and verify field data (Sugiyono, 2022:224). The research instruments are in the form of observation guidelines, semi-structured interview guidelines, and documentation sheets.

Data analysis was carried out interactively following the model of Miles and Huberman (2014:31), which includes the stages of data reduction, data presentation, and conclusion drawn. Reductions are carried out to filter and group relevant information; the presentation of data is carried out in the form of a descriptive narrative; Meanwhile, the conclusion was drawn by associating the findings with student management theory and the concept of *deep learning*. The validity of the data is guaranteed through triangulation of sources and techniques, *member checks* to informants, and *trail audits* to ensure traceability of the research process. This procedure allows research to produce conclusions that are valid and scientifically accountable.

3. FINDINGS AND DISCUSSION

Results

The results of the study show that the implementation of the student program at SMP Negeri Satu Atap Rimbakarya has been carried out systematically through four management functions: planning, organizing, implementing, and evaluating. Data is obtained through observation, interviews, and documentation, then verified using triangulation of sources and techniques to ensure validity.

Student Program Planning

Student program planning is carried out in a structured manner with the main goal of forming positive character of students that are in line with the *Pancasila Student Profile*. The planning process involves the principal, vice principal for student affairs, supervisory teachers, homeroom teachers, and student participation (KS). The program is structured in the long term (annual), intermediate (semester), and short term (monthly), with a focus on discipline coaching, extracurricular activities, and collaborative projects based on *deep learning* (WKS). The *deep learning approach* is used to ensure that student activities provide a reflective and meaningful learning experience for students (Waruwu et al., 2025:22).

Organizing Student Programs

The organizational structure is hierarchical as well as collaborative. The principal plays the role of the main person in charge, the deputy principal for student affairs as the coordinator, the teacher and homeroom teacher as the main implementer, while the student plays the role of the active subject of the activity (KS). This organization reflects the application of *the principles of student-centered learning*, in which students participate directly in the planning and execution of activities. Such an organizational structure allows for dynamic and synergistic interaction between parties (Hoy & Miskel, 2013:63).

Implementation of Student Programs

The implementation of the program is carried out through three stages of activities, namely the initial stage, the core stage, and the closing stage. The initial stage includes the socialization of the program to all school residents and the formation of an implementation team consisting of supervisory teachers and student council administrators (KS, WKS, G2). The core stage focuses on coaching activities and collaborative projects based on *deep learning*. Students are involved in the process of critical thinking, problem-solving, teamwork, and reflection on character values. Meanwhile, the closing stage was filled with evaluation activities and reflection on the results of the activity. Teacher-facilitated reflection sessions are the main component that ensures the internalization of values through real and meaningful learning experiences (Lickona, 2012:74).

Evaluation of Student Programs

Evaluation is carried out continuously in three phases: pre-process–post-activity. School principals, coaches, and students are involved in the assessment process both formatively and summatively. The evaluation is focused on positive character dimensions which include discipline, responsibility, honesty, cooperation, and social concern. The results of the evaluation are then used as a basis for reflection and the preparation of a follow-up plan for strengthening the program in the next period (WKS, G1, G2, S).

Discussion

The results of this study confirm that the implementation of the student program at SMP Negeri Satu Atap Rimbakarya has integrated the functions of education management with the philosophy of *deep learning*. This integration shows that there is an alignment between the managerial aspects of the school and the goals of holistic character education.

First, in the planning aspect, the school has placed character values as the main focus of every activity. Planning is carried out in a participatory and reflective manner by paying attention to the needs of students. This is in line with Kolb's (1984:41) view that direct experience combined with reflection becomes the basis for deep and effective learning. The deep learning-based planning model applied by the school shows efforts to change the paradigm of student activities from administrative activities to value learning activities.

Second, in the aspect of organization, multi-stakeholder involvement strengthens the effectiveness of program implementation. A hierarchical but flexible organizational structure allows for a clear division of tasks without eliminating collaboration. This condition describes the characteristics of a *learning organization* as stated by Senge (2010:77), namely an organization that is able to adapt through participation and open communication. Students who are positioned as the subjects of activities indicate that the school has adopted the principle of a *student-centered approach*, which is a key feature of *deep learning* (Waruwu et al., 2025:25).

Third, in the implementation aspect, student activities are no longer seen as additional activities, but an integral part of the character learning process. The collaborative projects carried out have provided space for students to experience, reflect, and apply character values directly. This is in line with the findings of Saryanto et al. (2023:102) who stated that students' active involvement in extracurricular and social activities can increase social responsibility and concern. The project-based approach also supports the development of critical thinking and cooperative skills, two important elements of *deep learning* (Peya Nia Do et al., 2025:85).

Fourth, in the evaluation aspect, schools have implemented a reflective mechanism that places evaluation not only as a tool to measure results, but also as a means of continuous learning. Evaluation serves to assess the process and impact of the program on the development of students' character and provide feedback for improving program management. This approach is in line with the principle of *continuous reflective improvement*, where reflection is the core of continuous quality improvement in learning and school management (Creswell, 2016:113).

The findings of this study provide a theoretical contribution that deep learning-oriented student program management can be an effective model of character development at the junior high school level. The integration of management functions with *the philosophy of deep learning* simultaneously strengthens the cognitive, affective, and moral dimensions of students. From the practical side, the results of this study confirm the importance of repositioning student programs as a vehicle for systematic and reflective character learning. Schools need to maintain a culture of reflection, collaboration, and continuous evaluation so that character strengthening does not stop at the level of activities, but is internalized in students' behavior and life values.

4. CONCLUSION

This study concludes that the implementation of the student program in building positive character at SMP Negeri Satu Atap Rimbakarya has been running systematically and integrated with *a deep learning approach*, thus contributing significantly to the formation of positive character of students. All functions of education management, from planning, organizing, implementing, to evaluation, are implemented effectively and in a sustainable manner. Planning is carried out in a structured manner, oriented towards character formation according to *the Pancasila Student Profile*, and involves the active participation of all school residents. Organizing is hierarchical and collaborative, placing students as the subject of activities so as to create a participatory culture and shared responsibility. The implementation of the program is realized through disciplinary coaching activities, extracurriculars, and collaborative projects that focus on reflective and meaningful learning experiences. Evaluation is carried out on an ongoing basis by emphasizing aspects of reflection and program improvement, ensuring that character values such as discipline, responsibility, honesty, cooperation, and social concern are internally internalized in students.

Theoretically, this study strengthens the concept that the application of student management based on *deep learning* can be an effective model for student character development at the junior high school level. Practically, the results of this study recommend that schools expand the application of a reflective approach in every student activity and develop a character portfolio-based evaluation system to monitor changes in student attitudes and behaviors on an ongoing basis. The next research is suggested to examine the effectiveness of deep learning-based student management models in different school contexts, so that a more comprehensive and adaptive model formulation is obtained for various conditions of educational units.

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