

Transforming Sociology Learning through the Deep Learning Approach at MA Nurul Haq

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Abstract

This study aims to analyze the transformation of sociology learning through a deep learning approach at MA Nurul Haq Rite Ambalawi Bima. The study used a qualitative approach with a descriptive-constructive design to understand the learning process, social interactions, and the construction of meaning formed in the implementation of deep and contextual learning. The research subjects consisted of sociology teachers and grade XI students who were selected purposively. Data collection techniques were carried out through participatory observation, in-depth interviews, and documentation. Data were analyzed using an interactive analysis model that includes data reduction, data presentation, and conclusion drawing. The results of the study indicate that the transformation of sociology learning through a deep learning approach is able to create a more dialogic, participatory, collaborative, and reflective learning process. Learning developed by utilizing local cultural values as a learning context encourages students to not only understand sociological concepts cognitively, but also connect them to the social realities they experience in everyday life. Students showed increased critical thinking skills, social awareness, the ability to work together, and a deeper understanding of the values of deliberation, solidarity, and mutual cooperation. Research findings also demonstrate that a deep learning approach can bridge the gap between social theory and practice, making learning more meaningful and relevant to students' lives. Therefore, transforming sociology instruction through a deep learning approach has important implications for developing contextual, reflective instruction that focuses on building students' social character.

Keywords: learning transformation, sociology, deep learning, contextual learning.

I. INTRODUCTION

The transformation of the 21st-century educational paradigm demands a shift from knowledge-transmission-based learning to learning that emphasizes the construction of meaning, critical reflection, and the connection between theory and social reality. The deep learning approach developed in response to the dominance of surface learning, which tends to be oriented towards memorization and reproduction of information (Hidayah et al., 2024; Musslifah et al., 2025; Pasaribu et al., 2025; Wahyudi et al., 2025). Within the

deep learning framework, students are encouraged to integrate concepts with real-life experiences, build in-depth conceptual understanding, and develop analytical and reflective skills (Arrafi' et al., 2023; Tamba et al., 2022). However, the implementation of deep learning in educational practice in Indonesia is often still normative and not fully contextualized to the socio-cultural structure of students.

In Sociology, the need for contextual learning is becoming increasingly important. Sociology, as a discipline, aims to equip students with the ability to understand social structure, solidarity, integration,

conflict, and the dynamics of social change (Firmando et al., 2024; Pargito & Rusminto, n.d.). However, sociology teaching practices in various educational institutions still tend to be textual and theoretical, resulting in students understanding social concepts abstractly without any direct connection to their lived experiences. This situation creates a gap between the sociological theory learned in class and the social realities experienced by students in their daily lives (Sholahuddin et al., 2021; Zahroh et al., n.d., 2022).

Several previous studies have examined the integration of local wisdom into learning. Research on local wisdom-based education shows that cultural values can strengthen students' character and identity (Firmando et al., 2024; Musslifah et al., 2025; Suwartini et al., 2025; Wahyudi et al., 2025). Another study developed a local wisdom-based module with interactive technology support to enhance students' conceptual understanding (Andriyanti et al., 2024). Furthermore, research on local culture-based learning also emphasizes the importance of contextualizing teaching materials to make them more relevant to students' social environments (Pargito & Rusminto, n.d.). However, most of these studies still position local wisdom as content or values integrated into the material, not as a methodological structure that forms the syntax of learning.

In the context of deep learning, existing research generally focuses on general pedagogical strategies such as problem-based learning, project-based learning, or collaborative learning, without explicitly linking them to classical sociological theory or local social structures (Nugroho et al., 2026)(Fajri & Amrin, 2025a; Haifa et al., 2025; Nugroho et al., 2026; Sutrisno & Yulia, 2025). However, Durkheim's (1893/2014) theory of mechanical solidarity, Putnam's (2000) concept of social capital, and Habermas's (1984) theory of communicative action provide a strong theoretical foundation for reconstructing local social practices into a systematic pedagogical framework. Thus, there is a conceptual gap in the literature: the absence of a deep learning model that explicitly integrates local social structures with classical sociological theory in Sociology instruction at the Madrasah Aliyah level.

As part of a community rich in local culture, students at MA Nurul Haq live in a social environment imbued with the values of togetherness, deliberation, solidarity, and mutual cooperation. These values can serve as relevant learning resources to help students understand various sociological concepts, such as social interaction, social solidarity, social integration, social capital, and social change. Through a deep learning approach, lived social experiences within the community can be reflected upon and constructed into meaningful knowledge, enabling learning to take place not only in the classroom but also within the realities of students' lives.

Based on the literature review and empirical conditions in the field, several gaps exist that require attention. First, the implementation of the deep learning approach in sociology instruction is still relatively limited and has not been systematically developed into an operational learning model. Second, sociology instruction still tends to be oriented toward cognitive concept mastery and has not optimally developed students' reflective, collaborative, and transformative abilities. Third, the utilization of local sociocultural contexts as learning resources in sociology instruction has not been maximized, resulting in learning often being disconnected from students' real-life experiences.

This research offers a novelty in the form of transforming sociology learning through a deep learning approach that integrates students' social experiences and cultural contexts as learning resources. This transformation is realized through dialogic, collaborative, reflective, and contextual learning, so that students not only understand sociological concepts theoretically but also are able to connect them to the social realities they experience. Thus, sociology learning is expected to be more meaningful, relevant, and able to shape students' social awareness.

Based on this description, this study aims to analyze the transformation of sociology learning through a deep learning approach at MA Nurul Haq Rite Ambalawi Bima. The results are expected to provide theoretical contributions to the development of a deep learning-based sociology learning model and provide practical contributions for teachers in creating more contextual, reflective, and student-centered learning.

II. METHOD

This study uses a qualitative approach with a descriptive-constructive design to understand and analyze the transformation of sociology learning through a deep learning approach in the context of naturally occurring learning at MA Nurul Haq Rite Ambalawi Bima. The focus of the study is directed at exploring the learning process, social interaction patterns, meaning construction, and student learning experiences formed through the implementation of the deep learning approach. This study is interpretive and is not oriented towards hypothesis testing, but rather on an in-depth understanding of the pedagogical phenomena that occur in sociology learning. The research objectives include the learning transformation process, the formation of dialogic and collaborative interactions, the development of critical and reflective thinking skills, and the meaning of learning experiences by students. The research subjects were selected purposively, consisting of sociology teachers and grade XI students of MA Nurul Haq Rite Ambalawi Bima. The researcher acted as the main instrument supported by observation, interview,

and documentation guidelines compiled based on the theoretical framework of deep learning, constructivist learning, and contextual learning.

Data collection was conducted through participant observation, semi-structured in-depth interviews, and documentation studies. Data validity was maintained through source and method triangulation. The data obtained consisted of narratives and descriptions of learning activities, interactions between teachers and students, reflections on learning experiences, and learning strategies implemented in the sociology learning transformation process. Data analysis used an interactive model that included data reduction, data presentation, and conclusion drawing, all conducted simultaneously and continuously. Observations showed increased student participation in discussions, group collaboration, and learning reflections. Interviews revealed that students more easily understood sociological concepts when linked to social experiences they encountered in everyday life. Documentation of learning outcomes and student reflection notes reinforced the finding that the deep learning approach helped students connect sociological theory with social reality more meaningfully. All data were analyzed thematically to generate a credible understanding of the sociology learning transformation, with validation of findings carried out through member checks and peer discussions.

III. RESULT

Several key themes were identified that represent the implementation of the Mbolo Weki and Kabua Ncore-based learning models. The first theme that emerged consistently across observations and interviews was "deliberative dialogue." This theme reflects classroom deliberation practices designed to mimic the Mbolo Weki social structure, where students sit in a circle and are given equal space to express their opinions. However, beyond mere verbal participation, the analysis shows that students begin to construct arguments by referring to sociological concepts such as social solidarity, social integration, and social structure. Discussions are no longer spontaneous and normative, but instead develop into argumentative and reflective academic dialogues. This indicates a shift from one-way communication to dialogic communication based on rationality and the exchange of ideas.

The second identified theme was "collaborative solidarity," which was evident in the implementation of the Kabua Ncore-based social project. In this activity, students worked in groups to design and implement simple social actions relevant to the school context or the surrounding environment. The analysis showed that the division of tasks was carried out collectively and based on mutual agreement, rather than unilateral instructions

from the teacher. Group dynamics demonstrated shared responsibility and an awareness that task success was the result of collective contributions. These findings indicate that the value of mutual cooperation is not merely understood as a cultural concept but is internalized as a concrete practice in students' learning experiences. The solidarity formed within the group reflects an authentic social learning process.

The third theme was "internalization of social values," identified through analysis of written reflections and in-depth interviews with students. In their reflections, students stated that learning that linked theory to the practices of *Mbolo Weki* and *Kabua Ncore* helped them understand that the concepts of solidarity and deliberation are not just subject matter but are part of everyday life. Several students expressed that they began to realize the importance of listening to others' opinions, respecting differences, and taking responsibility for collective decisions. This demonstrates that the learning process not only produces cognitive understanding but also shapes affective and social awareness. Internalization of values occurs through direct experience, not simply theoretical explanations (Amri et al., 2025a; Arrafi' et al., 2023; Rifa'i et al., 2025).

In addition to these three main themes, data analysis also revealed significant changes in classroom interaction patterns. Before the model's implementation, learning tended to be teacher-centered, dominated by lectures and limited question-and-answer methods. After the implementation of the local wisdom-based model, classroom interactions became more participatory, dialogic, and collaborative. The teacher acted as a facilitator, guiding discussions and reflections, while students became active participants in the learning process. These changes demonstrate a transformation in pedagogical structures that align with the principles of deep learning, namely learning that emphasizes the construction of meaning through social interaction and critical reflection (Wahyudi et al., 2025).

The integration of local values into the learning syntax has been shown to help students connect sociological theory with the empirical reality they experience. The concept of mechanical solidarity, for example, becomes more understandable when linked to the practice of mutual cooperation they witness in the lives of the Bima community. Similarly, the concept of social consensus becomes more concrete when practiced through classroom deliberation. Thus, learning becomes contextual and meaningful because students not only learn theory in the abstract but also experience and reflect on it in real social practice. These findings strengthen the argument that integrating local social structures into learning models can bridge the gap between academic concepts and students' lived experiences.

IV. DISCUSSION

The research results show that the transformation of sociology learning through a deep learning approach at MA Nurul Haq has shifted the learning pattern from being teacher-centered to a more dialogic, participatory, reflective, and student-centered one. This transformation is evident in the increased student involvement in the discussion process, the ability to put forward arguments, and the courage to link sociological concepts to the social realities they experience in everyday life. Learning is no longer understood as a process of passively receiving information, but as a process of constructing knowledge built through social interactions and meaningful learning experiences. This finding is in line with the social constructivism perspective which emphasizes that knowledge is formed through social interactions, dialogue, and collaboration between students (Andriyanti et al., 2024; Cahyaningsih et al., 2025; Chamdani et al., 2025; Salmia et al., 2025).

The implementation of a deep learning approach creates a learning space that allows students to explore, reflect on, and interpret various social phenomena. Open class discussions provide opportunities for students to express opinions, test arguments, and build a shared understanding of a social issue. This condition reflects the formation of a deliberative space as explained in theory of communicative action. According to Habermas, ideal communication occurs when individuals engage in a dialogue process free from domination and oriented toward achieving shared understanding. In this study, sociology learning develops into an arena of critical dialogue that allows students to construct meaning through the exchange of ideas and rational argumentation.

Increased student participation in the learning process also indicates the democratization of the classroom. Students are no longer positioned as recipients of information, but as active subjects in constructing knowledge (Prastowo et al., 2025; Salmia et al., 2025). This finding aligns view, which asserts that schools are miniature models of democratic societies that must provide space for students to participate in decision-making, the exchange of ideas, and the formation of consensus. Through a deep learning approach, sociology instruction not only transmits social concepts but also provides students with real-world experiences in practicing democratic values, communication, and collaboration in the learning process (Zahroh et al., 2022).

The transformation of learning is also evident in the increased collaborative skills of students in completing various learning assignments and projects. Learning activities that require group work encourage a sense of shared responsibility, mutual trust, and solidarity among

students. This condition can be analyzed through theory of mechanical solidarity, which explains that social cohesion is formed through shared values and collective awareness. Students' collaborative learning experiences generate a shared awareness of the importance of cooperation in achieving learning goals. The solidarity formed not only serves as an academic strategy but also as a means of developing students' social character.

From a social capital perspective, the deep learning approach also contributes to strengthening social relationships among students. Intensive interactions in discussions and collaborations result in increased trust, norms of reciprocity, and stronger social networks within the classroom. This condition aligns with the concept of bonding social capital, namely social capital formed through close relationships between group members who share experiences and goals. This social capital is a crucial factor in the success of collaborative learning because it creates a mutually supportive learning environment conducive to knowledge exchange.

The research results also show that the deep learning approach can simultaneously strengthen students' cognitive and affective aspects. Understanding of sociological concepts deepens because students connect the material they learn with the social experiences they encounter in their daily lives. This finding supports theory of meaningful learning, which states that the learning process is more effective when new information is linked to students' existing knowledge structures. By connecting sociological theory with social reality, students not only understand concepts abstractly but are also able to interpret their meaning in real-life contexts.

Within the framework of deep learning, effective learning occurs when students strive to understand meaning, connect various concepts, and integrate knowledge with real-life experiences (Anita et al., 2026; Fathurrochman et al., 2025; Rifa'i et al., 2025; Sholahuddin et al., 2021; Zahroh et al., n.d.). Research findings indicate that students no longer simply memorize sociological concepts but are able to relate them to the social phenomena they observe and experience. This indicates the construction of deeper and more authentic knowledge. These findings also align with the concept of critical pedagogy (Turmuzi et al., 2026), which emphasizes that education must help students critically understand social reality and encourage the formation of social consciousness (conscientization).

Epistemologically, the transformation in learning demonstrates the importance of utilizing students' social and cultural contexts as learning resources. Lived social experiences within society serve as an effective medium for helping students understand sociological concepts in a more contextual and meaningful way. This finding supports the indigenous knowledge paradigm, which

positions local knowledge as a source of epistemic legitimacy in education (Salmia et al., 2025; Turmuzi et al., 2026). Thus, learning serves not only as a means of transferring academic knowledge but also as a process of reconstructing social experiences relevant to students' lives.

The pedagogical transformation that occurred in this study also demonstrated a significant shift from teacher-centered learning to student-centered learning. Teachers are no longer the sole source of knowledge, but rather act as facilitators, guiding students' dialogue, reflection, and exploration of knowledge. This finding aligns with the constructivist perspective, which positions teachers as facilitators of learning (Chamdani et al., 2025; Fajri & Amrin, 2025b; Pargito & Rusminto, n.d.). Furthermore, the learning process also strengthened students' communication skills by developing openness, honesty, tolerance, and respect for differences of opinion, as outlined in Habermas's (1984) theory of communicative action.

The deep learning approach applied also aligns with (Amri et al., 2025b; Sutrisno & Yulia, 2025; Turmuzi et al., 2026) experiential learning theory, which explains that learning occurs through a cycle of concrete experience, reflection, conceptualization, and active experimentation. In this study, students gained learning experiences that enabled them to observe social phenomena, reflect on them, connect them to sociological concepts, and reapply them in various learning activities. This process resulted in deeper learning than learning that focused solely on delivering material.

From a social identity perspective, learning that connects sociological concepts to students' social realities helps strengthen their sense of social identity as part of a specific social community. This finding aligns with the social identity, which explains that individual identity is formed through membership and interaction within social groups. Through contextual learning, students not only understand society as an object of sociological study but also their position and role in social life.

From the perspective of the sociology of education, schools function not only as institutions for the reproduction of knowledge but also as agents of social and cultural transformation (Amri et al., 2025b; Cahyaningsih et al., 2025; Wulandari et al., 2025). The results of this study indicate that transforming sociology learning through a deep learning approach can improve students' conceptual understanding, strengthen critical and reflective thinking skills, develop social solidarity, and build stronger social awareness. Thus, the deep learning approach has significant theoretical and practical implications for developing sociology learning that is more contextual, meaningful, and relevant to the

needs of students in the 21st century.

Transforming sociology instruction through a deep learning approach also contributes to strengthening 21st-century skills, including critical thinking, communication, collaboration, and creativity. During the learning process, students are not only required to understand sociological concepts but also to analyze social phenomena, present fact-based arguments, and collaborate to solve various problems. This demonstrates that the deep learning approach is capable of developing higher-order thinking skills (HOTS), a key requirement of modern education. These skills are crucial because sociology instruction essentially aims not only to produce students who master theory but also who are able to use that knowledge to understand and respond to the various social dynamics developing in society.

The findings of this study also indicate that the transformation of sociology learning through a deep learning approach has high potential for sustainability and application in various other educational contexts. The characteristics of this approach, which focuses on experiential learning, critical reflection, and a connection to social reality, allow teachers to adapt it to suit the school environment and student characteristics. Therefore, the deep learning approach is not only relevant for sociology learning at MA Nurul Haq but also has the potential to be applied to other social science subjects that require contextual understanding and analytical skills. The practical implication of these findings is the need to strengthen teachers' pedagogical competencies in designing learning that is oriented towards the construction of meaning, reflection, and authentic learning experiences so that the transformation of learning can be sustainable and have a broader impact on the quality of education.

V. CONCLUSIONS

Based on the research results, it can be concluded that the transformation of sociology learning through a deep learning approach at MA Nurul Haq is able to create a more contextual, reflective, participatory, and meaningful learning process. This transformation is demonstrated through a change in learning patterns from one that was previously oriented towards knowledge transfer to learning that positions students as active subjects in building understanding through dialogue, reflection, collaboration, and the connection between sociological concepts and the social reality they experience. Theoretically, this research departs from the gap between sociology learning which tends to be abstract and textual and the need for students to understand social phenomena contextually and critically. Through a qualitative approach, this study reveals that the implementation of deep learning is able to create a

learning space that encourages active student involvement in the knowledge construction process so that learning is not only oriented towards mastering concepts, but also on developing critical and reflective thinking skills. The results show that the deep learning approach is able to improve students' conceptual understanding of various sociology materials while strengthening communication skills, collaboration, social awareness, and collective responsibility. Learning experiences linked to social and cultural contexts close to students' lives are proven to help them connect theory with social practice more meaningfully. Furthermore, dialogic and collaborative learning creates space for students to develop arguments, respect differences of opinion, and build a shared understanding of various social issues. Thus, this study confirms that the deep learning approach has important implications for developing sociology learning that is not only oriented towards academic achievement, but also towards the formation of social awareness, reflective skills, and 21st-century competencies. These findings provide theoretical contributions in strengthening the contextual and constructivist learning paradigms and practical contributions to the development of sociology learning that is more relevant to the needs of students and the dynamics of contemporary society.

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