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Strengthening the competence of junior high school social studies teachers in Klaten Regency in the implementation of deep learning

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ABSTRACT

Education plays a central role in shaping individual character and skills, especially amid the increasingly complex challenges of globalization. Meanwhile, in the context of Social Studies learning at the Junior High School level, the current approach still prioritizes memorization and data mastery without being balanced by the development of critical and analytical thinking skills. The deep learning approach has emerged as a solution to improve the quality of IPS education. This approach encourages students to understand concepts in depth and contextualize them with real-life situations. Teachers play a key role in the successful implementation of deep learning in IPS education, so they must understand what deep learning is and how to apply it. This community service program was organized to enhance the understanding and practical skills of Social Studies teachers at the Junior High School level in Klaten Regency. The method used in this program is a participatory and collaborative approach involving the Social Studies Teacher Forum (MGMP) through workshops and hands-on training. The results of this activity show an increase in teachers' understanding of the deep learning concept and their ability to design IPS learning at the SMP level using a deep learning approach.

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1. INTRODUCTION

Education plays a crucial role in individual and social human development. In this complex era of globalization, it demands that every individual become more competitive and knowledge-based. This requires education to be no longer just a means of transferring knowledge, but also a strategic space to create generations that can always think critically, creatively, and adaptively, and possess the ability to solve real-life problems (Anam & Rukiyati, 2024; Korshunov et al., 2023; Prasetyo et al., 2021). Therefore, the approach to learning in schools must be able to meet the challenges of the times and facilitate students in developing 21st-century skills.

Junior High Schoolis one of the educational stages that can determine the direction of character development and the way students think. At this level, students are beginning to be guided to have

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critical-analytical thinking, the ability to make decisions (Carpendale et al., 2023; Sollom, 2021), and to understand the relationship between the social realities they learn about and the social realities they encounter in their daily lives (Sørlie et al., 2021; Strahan & Poteat, 2020). However, in reality, social studies learning in Junior High School is still oriented towards memorization and data (Greer & Curty, 2022), which fails to encourage higher-order thinking skills. The deep learning approach has become a strategic solution that can enhance the quality of Social Studies learning.

Deep learning in the context of education is not just a sophisticated technology, but rather a learning approach that encourages students to deeply understand concepts, critically assess information and connect the learning material to real-life contexts (Zhang & Cao, 2021). This approach emphasizes the importance of mindful learning (awareness of the learning process and individual conditions of students), meaningful learning (learning that is significant and contextual), and joyful learning (learning that is enjoyable and motivates students) (Putri et al., 2022; Raup et al., 2022). These three pillars are crucial in creating a more humanistic, reflective, and empowering learning environment. Several studies have shown that deep learning has a significant impact on improving the quality of education (Ge et al., 2021; Niu & Liu, 2022; Tian et al., 2022; Weng et al., 2023). Therefore, in the context of social studies learning, the deep learning approach can help students better understand historical events with a critical perspective, analyze socio-economic issues in depth, and develop empathy and more reflective thinking skills in societal life.

However, the implementation of deep learning in schools cannot be carried out without the readiness of human resources, in this case, teachers as learning facilitators. In Klaten Regency, based on initial observations made by the service team, the majority of junior high school social studies teachers still face limitations in understanding the basic concepts of deep learning, let alone implementing them in everyday teaching. Moreover, some teachers still perceive deep learning as solely related to artificial intelligence or machine learning in the field of computing (Chelladurai & Sujatha, 2023; Janiesch et al., 2021; Shinde & Kalpana, 2023). Another equally important issue is the lack of training and mentoring provided to social studies teachers, both in terms of theory and practical implementation. As a result, they struggle to develop learning tools, lesson plans (RPP), student worksheets, and teaching media that align with this approach. Limited facilities, infrastructure, and supporting resources also pose a challenge, as some schools in the Klaten Regency are located in remote and rural areas, which hinders access to the internet, technological devices, and other resources necessary for supporting innovative learning. These facts highlight a significant gap between the demands of the 21st-century curriculum and the reality of learning in the field.

In response to the various gaps mentioned above, the service team from Universitas Negeri Yogyakarta sees the need for intervention through a targeted and practical community service program, with the main goal of strengthening the capacity of junior high school social studies teachers in Klaten Regency to effectively and contextually apply the deep learning approach. The specific objectives of this program are as follows: (1) To enhance the conceptual understanding of junior high school social studies teachers regarding the deep learning approach; (2) To equip teachers with practical skills in designing and implementing deep learning-based lessons; (3) To encourage teachers to apply deep learning in the classroom directly; and (4) To improve the overall quality of social studies learning in junior high schools in Klaten Regency. The results of this community service are also expected to serve as policy recommendations for the Social Studies Subject Teacher Forum and the Klaten Regency Education Office. Additionally, this community service activity is expected to maximize the potential of the service team (Widodo et al., 2024). From this activity, teachers are expected to gain an enhancement of their pedagogical capacity as well as practical skills in the application of deep learning-based instruction. In this way, schools can benefit from the strengthening of an academic culture that is innovative and

adaptive to contemporary developments. The impact on students, meanwhile, is the provision of learning experiences that are more critical, meaningful, and engaging, thereby enabling them to develop 21st-century competencies. For the related Department of Education, the outcomes of this activity can serve as a basis for policy recommendations as well as a reference for the development of social studies learning at the district level. With tangible contributions for all stakeholders, the sustainability and impact of this program will be further optimized, both within the scope of educational practice in schools and in supporting the broader agenda of national educational development. This activity targets 50 social studies teachers as participants, coming from both public and private junior high schools in Klaten Regency.

2. METHODS

A participatory and collaborative approach that emphasizes the active involvement of partners (Chowdhury et al., 2024) will be employed as the method of implementing the community service program, positioning social studies teachers at the junior high school level in Klaten Regency as the primary subjects of capacity development. This program involves approximately fifty social studies teachers from ten partner schools, with an implementation period of about three months (April–September 2025). The series of activities is designed in the form of practice-based training followed by implementative mentoring, with the expectation of fostering a tangible transformation in social studies learning in the classroom.

Figure 1. Method of program implementation

The initial stage of the program begins with a needs assessment conducted through field observations, interviews with the IPS (Social Studies) MGMP board, and discussions with teachers to explore their initial perceptions of the deep learning approach as well as to identify the challenges and obstacles they face. The results of this mapping serve as the basis for designing the workshop program. During the training stage, teachers are introduced to the fundamental concepts of deep learning, trained in developing assessment tools, designing contextual teaching materials, and creating innovative student worksheets (LKPD) for Social Studies subjects. The training process is supported by the use of digital media such as training modules, instructional videos, mind-mapping applications, and presentation tools. Subsequently, the implementative mentoring stage is carried out by engaging teachers directly in classroom teaching practice, where lecturers and student assistants provide guidance, conduct observations, and give feedback on the implementation. Program evaluation is conducted through pre-tests and post-tests to measure knowledge improvement, classroom observations to assess the quality of implementation, and reflective questionnaires to gather feedback from participants.

As a sustainability strategy, a working group of Social Studies teachers based on the deep learning approach is established, facilitated by the IPS MGMP with support from the UNY lecturer team. This forum serves as a space for teachers to share experiences, discuss challenges, and formulate further learning innovations. Moreover, the outcomes of this program are compiled into policy recommendations for the IPS MGMP and the Klaten District Education Office, ensuring that the benefits of the program extend beyond the individual level and contribute to the broader development of Social Studies learning at the district level in a sustainable manner.

3. RESULTS AND DISCUSSION

The community service conducted by the service team from the Department of Social Studies Education started in February 2025 with a series of activities, beginning with an initial observation, followed by a workshop presentation on deep learning for junior high school Social Studies teachers in the regency, followed by training and evaluation. During the initial observation, the service team conducted interviews with the chair of the Social Studies Subject Teacher Forum and several Social Studies teachers. From this initial observation, it was found that social studies learning at the junior high school level was still largely conventional and focused on memorization. Additionally, with the issuance of the deep learning approach policy by the Ministry of Education for Primary and Secondary Education, most IPS teachers in Klaten Regency had not yet understood deep learning in-depth, both conceptually and in terms of implementation.

Workshop on the Deep Learning Approach in Social Studies Education

The next stage was the delivery of materials in the workshop held on April 24, 2025, attended by 81 junior high school Social Studies teachers from Klaten Regency, at the SMPN 6 Klaten auditorium. The number of participants exceeded the initial target set by the service team, which was 50 participants. This indicates the enthusiasm of the participants to attend the workshop, which was positively responded to by the target audience, and it is appreciated that there is awareness of the need for teachers to upgrade their skills (Figure 2).

Figure 2. Enthusiasm of workshop participants
Figure 3. Direction of the head of the junior high school section of the Klaten Regency education office in strengthening deep learning

In this workshop, at least four topics were presented by all members of the service team. The topics included: (1) The basic concepts of deep learning and its implementation in social studies (IPS) education; (2) The development of assessment tools in deep learning; (3) The development of teaching media and materials for deep learning in Social Studies; and (4) the development of student worksheets for deep learning in Social Studies. During the material presentation, participants were encouraged to ask questions directly to the speakers. At the end of the workshop, participants were given structured assignments to ensure that they not only understood the concept of the deep learning approach in Social Studies education at junior high schools but also could directly practice it. After the material delivery, participants were tasked with practicing what they had learned. Subsequently, the results were submitted to the service team for further follow-up in additional in-depth activities.

This event was also attended by representatives from the Klaten Regency Education Office and the Head of Social Studies Subject Teacher Forum Klaten Regency. Before the event began, a speech was delivered by the representative from the Klaten Regency Education Office. In his speech, he warmly welcomed the community service activity carried out by the service team from UNY. He also encouraged the promotion of local wisdom, whether it be about culture or the unique handicrafts of Klaten (Figure 3).

Basic Concepts of Deep Learning

The first material was presented by the head of the service team, Dr. Anik Widiastuti, M.Pd. This presentation aimed to introduce the deep learning approach, which not only focuses on content understanding but also contextual awareness, thereby fostering happiness in learning. It was also explained that deep learning, as introduced by the Ministry of Education for Primary and Secondary Education, is not a new curriculum change but rather an adjustment in teaching methods within the existing curriculum (Wathon, 2024). With this approach, learning is expected to effectively guide students in achieving critical thinking skills, solving problems creatively, reflecting on learning experiences, and connecting the material learned in school to real-life contexts (Priyatni & Martutik, 2020; Raj et al., 2022). This approach is based on three main principles: mindful learning, meaningful learning, and joyful learning, which help students maximize their potential in thinking, feeling, experiencing, and physical activities in a holistic manner.

In its implementation, the deep learning approach emphasizes partnerships between teachers, students, parents, and the community, as well as optimizing the surrounding environment (Sun, 2023; Tang, 2024). This leads to the creation of a safe and enjoyable learning environment. Furthermore, the integration of digital technology is also an important part of the learning process, making it engaging and relevant to current developments. As a concrete example of deep learning implementation, the Social Action based on Creative Pedagogy (SACP) learning model is introduced as an example of creative education practices based on social action. This model strongly emphasizes action-based learning, packaged in real-world projects (Ko & Liu, 2021). For example, it can involve the development of local products, social campaigns, community empowerment activities, and social enterprises that incorporate innovation and collaboration. Through this, students truly experience a complete and meaningful learning process, engaging them from the planning stage to implementation, evaluation, and reflection. Practically, the application of SACP in Social Studies learning can be carried out in Figure 4.

Figure 4. Stages of SACP (Social Action Based on Creative Pedagogy)

With this SACP, students are encouraged to delve into the meaning of learning through direct experience, by critically examining problems, then motivating them to create creative solutions, and being able to reflect on the process so that it has a positive impact on themselves and society. The delivery of this material is interspersed with direct discussions with the participants.

Development of Assessment Tools in Deep Learning

The second material was presented by Dr. Raras Gistha Rosardi, M.Pd., with the title "Assessment in the Deep Learning Approach: Conceptual Overview and Implementation." This presentation discussed the importance of assessment in conscious, meaningful, and enjoyable learning. In her presentation, the speaker emphasized that assessments carried out in deep learning are not much different from general assessments, which are divided into two categories: formative and summative. Both approaches are implemented while ensuring that the tasks and evaluations remain relevant to real-life situations and assess all aspects of learning: cognitive, affective, and psychomotor.

In practice, the assessment methods that can be used in the deep learning approach include presentations, portfolios, and observations (Masuku et al., 2020; Paniego et al., 2022). With presentations, students can express what they have understood both verbally and visually. Meanwhile, portfolios are used to collect works and tasks that serve as evidence of student's learning progress and as a reference for follow-up actions in the learning process. As for the observation method, it is carried out by the teacher during the learning process to assess participation, interaction, and the application of social and cognitive skills. Observations can be conducted in structured, semi-structured, or unstructured formats (Weston et al., 2022). This assessment is carried out holistically with rubrics that not only evaluate the content and structure of reports but also assess the process of collaboration, originality of solutions, and communication skills.

Table 1. Assessment methods in the application of deep learning

Methods	Description	Example
Portfolio	**A collection of student works to demonstrate student development**	**Reflective essays, collaborative projects, experimental reports**
Presentation	Students explain the results of their project or thoughts in front of the class.	Presentation of a social solution based on social studies.
Observation	Teachers observe and assess participation and skills during the learning process.	Participation checklist, anecdotal notes.
Assessment Rubric	A guide with criteria for fair and in-depth assessment.	Project assessment rubric that includes: code, analysis, creativity, and collaboration.
Problem-Based Project	Students solve real-life problems through research and teamwork.	Developing solutions for waste management issues at school.

Assessment methods in learning include portfolios to collect students' works, presentations to test communication skills, observations to assess students' activity and engagement, rubrics to provide clear criteria, and Problem-Based Learning (PBL) projects that involve teamwork in analyzing problems and proposing real-life solutions. All of these methods aim to assess students' development comprehensively in various aspects of knowledge and skills.

Development of Media and Teaching Materials for IPS in Deep Learning

The next material presented in this workshop was related to the development of media and teaching materials. We emphasized that social studies learning in the era of the Merdeka Curriculum must be able to address the challenges of conventional learning, which tends to be less contextual and does not touch upon the realities of the students (Zhao et al., 2021; ZNuroh, 2020). Therefore, teachers, as facilitators, are required to design learning experiences that stimulate curiosity, social sensitivity, and deep thinking.

Furthermore, the speaker also emphasized that the foundation of the deep learning approach is constructivist theory, which demands that students build their knowledge through deep learning experiences, not just memorizing content. In addition, constructivist theory emphasizes the active process of building and reconstructing knowledge based on previous experiences, rather than passively receiving information (Mishra, 2023; Sumarna & Gunawan, 2022). Therefore, the learning media used in this approach must have several characteristics, including being authentic, contextually relevant, and designed to enable students to solve real-world problems through exploration and collaboration. For example, teachers can use local documentary videos, data-driven infographics, educational comics, or simple GIS (Geographic Information System), based digital maps to build students' social awareness of the issues around them. Several educational technologies can also be used as media development tools, such as Padlet, Canva, Google Sites, and even simple Augmented Reality (AR) applications as supporting tools. Figure 5 shows an example of using GIS through Google My Maps as a learning media for Social Studies that can capture, store, manipulate, analyze, and display data related to geographic locations.

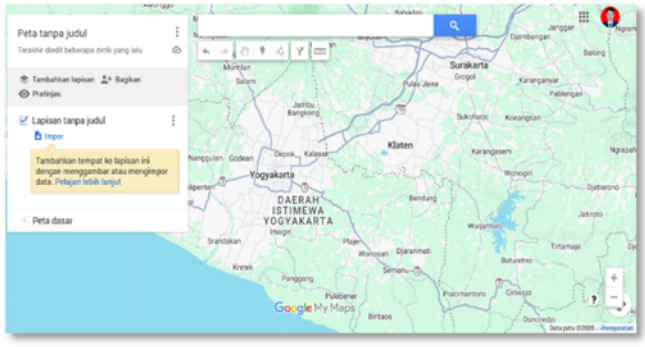

Figure 5. GIS display from Google My Maps

Table 2. Principles of media selection

Principle	Indicator
Easy	Media is easily accessible to both teachers and students; it does not require specialized skills to use it
Affordable	The cost of creating and using the media is affordable, and it can utilize local or free digital resources
Attractive	The visual appearance is attractive, with the use of appealing colors and designs that are relevant to students' lives and development
Effective	Effective in conveying the learning message and helping students understand concepts clearly
Efficient	Has an affective impact; it evokes emotions, social sensitivity, or important values
Beneficial	Contributes to the achievement of the learning objectives
Stimulating	Stimulates curiosity, active participation, and critical thinking from students during the learning process

In the development of learning media, it should ideally be carried out systematically, through the stages of planning, development, implementation, assessment, and policy reflection. However, before this, teachers need to identify the Basic Competencies (KD) and Learning Outcomes (CP), and then determine the social issue as the entry point for learning. When designing media and teaching materials, including in the context of Social Studies education at junior high schools, the presenter reminded

workshop participants to always adhere to the 7M principles: easy, affordable, attractive, effective, efficient, beneficial, and stimulating (Kharisma et al., 2023; Mustofa, 2020; Prayogo & Hapsari, 2021). Meeting the 7M principles ensures that the media and teaching materials used are not only visually appealing but also effective in delivering deeper learning messages.

Development of Student Worksheets (LKPD)

The development of Student Worksheets is also a crucial component in the implementation of deep learning in the Merdeka Curriculum as part of efforts to improve learning. This material was presented by Mr. Ahmad Muzakkil Anam, M.Pd.I. His presentation did not directly discuss the development of LKPD but emphasized once again that the deep learning approach is not merely about making students passively understand a scientific concept. Instead, it focuses on the acceptance of knowledge with critical, reflective, and contextual thinking (Munir et al., 2022). Therefore, teachers truly become designers of learning experiences, not just facilitators or, especially, mere lecturers.

Table 3. Stages of developing student worksheet integrated deep learning in social studies learning

Stage	Activity Description	Development of Student Worksheet for Social Studies learning in Junior High School
Needs Analysis and Curriculum	Review learning outcomes and student characteristics; select social themes.	The theme "Impact of Urbanization" is chosen because it relates closely to the lives of students in suburban areas.
Formulating Learning Objectives	Develop learning objectives based on concept understanding, reflective attitudes, and social skills.	Students will be able to explain the driving factors of urbanization and analyze its impact on social life.
Deep Learning Strategy	Determine exploratory methods, problem-solving, reflective discussions, and project work.	Use a case study of a village losing young workers due to migration, followed by a discussion on solutions.
Designing Worksheet Components	Develop Worksheet sections: title, trigger questions, exploration, reflection, collaboration, and evaluation.	Trigger question: "Why do many people from villages move to cities? Who benefits, and who is harmed?"
Prototype Development	Create a draft Worksheet in the form of a booklet or interactive digital file.	Worksheet includes a map of urbanization, a fictional interview with city residents, and a village-city comparison table.
Validation and Revision	Involve Social Studies teachers and learning experts for feedback.	Revise language to be more communicative and suitable for the literacy level of 8th-grade Junior High School students.
Classroom Implementation	Implement the Worksheet in the learning process, observe student involvement and understanding.	Students create a poster on the impact of urbanization in their area and present it orally.
Evaluation and Further Revision	Collect feedback, revise the Worksheet to make it more effective and adaptive.	Add a final reflection section: "What can I do as a student to help my village?"

Structurally, deep learning-based Student Worksheets integrate several components that form a holistic and meaningful learning flow (Idayanti et al., 2024). It begins with determining the title and learning objectives, followed by trigger questions that spark students' curiosity. This section is crucial to grab the student's attention and engage them in the learning process.

Once the students' curiosity is piqued, the next step is to guide them to explore the phenomenon through observation, interviews, case studies, and, importantly, conducting reflections individually or in groups (Suarningtyas, 2022; Warno et al., 2020). Additionally, the LKPD includes collaborative activities such as projects, and authentic assessments with clear rubrics, and concludes with final reflection and follow-up action planning (Aris et al., 2022; Rukmana et al., 2020).

The table above takes the theme "Impact of Urbanization" as an example. Each stage begins with a needs analysis and curriculum review, followed by the formulation of learning objectives that are aligned with students' characteristics. Next, the appropriate method is chosen to explore the urbanization cases. The Worksheet design also includes the exploration of social issues occurring in cities. This stage is followed by the creation of prototypes and validation revisions to ensure the material aligns with students' understanding.

Practical Development of Deep Learning-Based Teaching Modules

As part of this community service program, social studies teachers at the junior high school level in Klaten Regency are not only equipped with a theoretical understanding of deep learning but also guided to create deep learning-based teaching modules that can be directly applied in their classrooms. This practice aims to ensure that teachers gradually shift their paradigm from one focused solely on memorization to a more meaningful learning approach, encouraging students to think critically and creatively. Additionally, students should be able to connect the concepts taught in social studies to real-life situations. To achieve this goal, the service team hopes that through the development of teaching modules, teachers will be able to create content that is not only theoretical but also practical, relevant to everyday life, and capable of integrating deep learning principles such as mindful learning, meaningful learning, and joyful learning.

Preparation and group division

This practice begins with the formation of small groups, where each group is assigned a theme related to the social studies curriculum, such as "the impact of urbanization" or "social change in society." Each group is then allowed to discuss the assigned theme and explore how to implement it using a deep-learning approach. During this process, the groups can exchange ideas and experiences to develop reflective and contextual learning. This means that the teachers are encouraged to think critically about how to foster higher-order thinking skills in students, and how to apply the concepts learned in real-life contexts.

Development of lesson plans

After receiving their assigned themes, each group is tasked with creating a Lesson Plan (Modul Ajar) that demonstrates efforts to encourage students to think critically and creatively. In the lesson plans, there should also be an attempt to create learning experiences that connect the topic with real-life issues and social problems in their surroundings. This approach aims to help students find relevance and meaning between what they are learning and what they encounter in their daily lives. For example, one group that chose the theme "the impact of urbanization" designed a discussion activity asking students to research and discuss the social and economic impacts of migration from rural areas to cities. In their RPP, a triggering question was included: "What is the impact of urbanization on social life in our surroundings?" This question was used to stimulate students' curiosity and engagement.

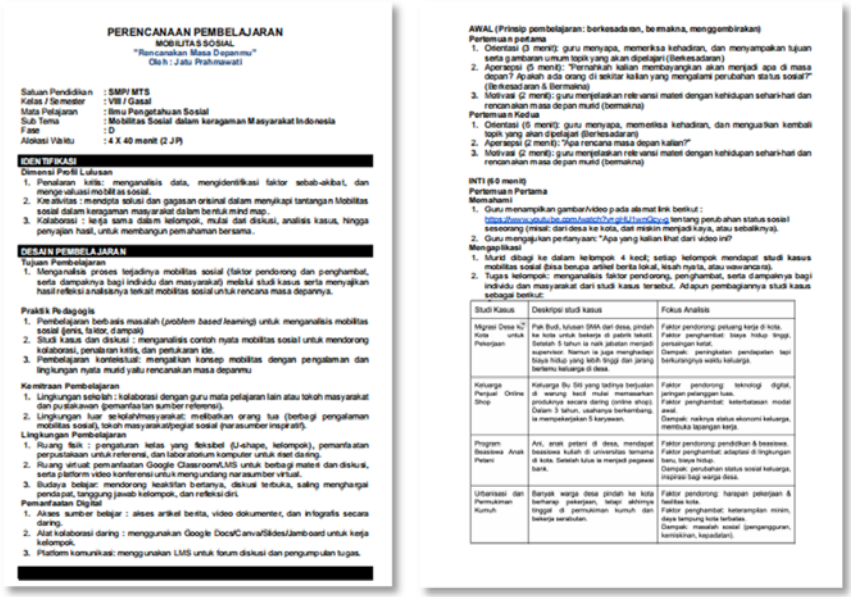

Figure 7. Example of the implementation Result of Lesson Plan (RPP) development based on deep learning

Development of student worksheets

After creating the Lesson Plan, the teachers move on to the next stage, which is the development of Student Worksheets. In this phase, teachers are required to create worksheets that include various activities encouraging students to connect the lesson material with real-life situations they encounter daily. For example, for the theme "the impact of urbanization," the group assigned to this topic designed activities where students were tasked with conducting field research or interviewing residents about the impacts of urbanization in their area. However, some groups preferred a project-based approach, where students were invited to analyze the social changes occurring in their communities. This approach helps students engage in meaningful learning experiences while applying their knowledge to real-world contexts.

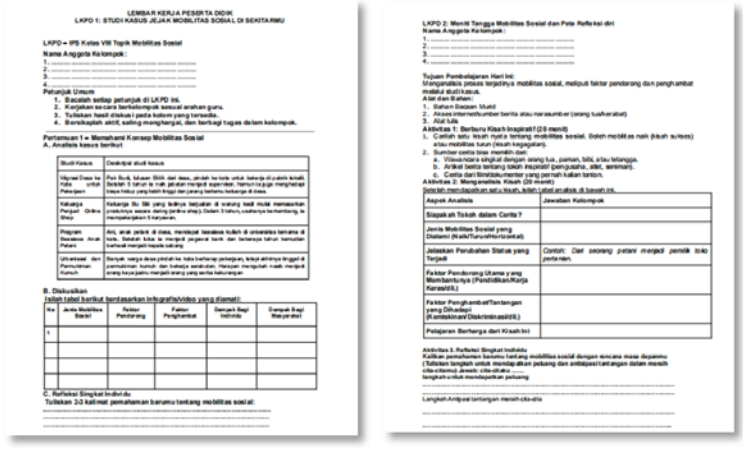

Figure 8. Example of the implementation Result of Student Worksheet (LKPD) development based on deep learning

In this session, one of the participants raised a question to the service team, "What if students do not have direct access to the community or resources to conduct field research?" The service team did not immediately answer the question but instead posed it to other participants. This question sparked an engaging discussion among the other teachers. Some teachers suggested using local resources that are easily accessible, such as interviewing students' parents or conducting research on the impact of urbanization using online data. Meanwhile, other teachers proposed offering alternative tasks, like creating videos or using social media to conduct virtual interviews. The service team then added that the limitations raised could be addressed by using secondary data, such as statistics on urbanization that students could analyze. The use of technology was also suggested as an alternative, such as using Google Earth to visualize geographic changes or Padlet to share results, both of which are recommended to create an interactive and collaborative learning experience.

Development of follow-up plan

After completing the development of the Lesson Plan and Student Worksheets, participants were asked to create a follow-up plan for implementing the teaching modules in their respective classrooms. This plan includes how they will implement deep learning-based instruction in the upcoming lessons. Participants were also asked to identify steps they will take to address potential challenges or obstacles that may arise, such as time constraints or lack of resources. The purpose of this follow-up plan is to ensure the effectiveness of the activity within the limited timeframe.

Evaluation of the Activity

As part of the effort to evaluate the effectiveness of this workshop, the service team conducted a satisfaction survey among the participants to measure how well the event met their needs and expectations (Howson & Matos, 2021). The components evaluated included not only the content but also the delivery, relevance, and impact on everyday teaching practices. Table 4 are the results obtained.

Table 4. Results of participant satisfaction survey

Question	Survey Answer (%)				
	VS	S	SS	U	NSA
Relevance of the activity theme to IPS teacher needs	61.8	36.8	0	0	1.3
Clarity of the activity's goals and objectives	53.9	44.7	1.3	0	0
Quality of the material presented	56.6	42.1	1.3	0	0
Relevance of the material to the curriculum and teaching practices	53.9	43.4	2.6	0	0
Degree of novelty of the material (innovative and up-to-date)	53.9	42.1	3.9	0	0
Understanding of the material by participants	26.3	60.5	13.2	0	0
Competence and mastery of the material by the speakers	57.9	40.8	1.3	0	0
Speaker's ability to deliver the material effectively	53.9	42.1	3.9	0	0
Methods of delivering the material (engaging and interactive)	48.7	47.4	3.9	0	0
Timeliness of the activity implementation	42.1	51.3	5.3	1.3	0
Time efficiency in delivering the material	42.1	48.7	7.9	1.3	0
Alignment of the activity with your expectations	44.7	48.7	6.6	0	0
Overall satisfaction with the activity	47.4	47.4	5.3	0	0

Notes: VS= Very Satisfied; S= Satisfied; SS=Somewhat Satisfied; U=Netral; NSA=No Satisfied

Based on the survey results, the highest satisfaction score was on the relevance of the activity theme to the needs of IPS teachers, with 61.8 percent of participants reporting being very satisfied (VS) and 36.8 percent feeling satisfied (P). This data shows that the majority of participants felt the theme of the activity was highly relevant to what IPS teachers need, as the material presented was timely and closely related to the realities and challenges faced by teachers in their teaching. Furthermore, there had been no prior training or workshops related to the theme of this community service, which explains why the enthusiasm for the theme of the event was high. Another indicator that can be considered to have a fairly high satisfaction level is the goals and facilities of the event, with 53.9 percent of participants feeling very satisfied (VS) and 44.7 percent feeling satisfied (S). This reflects that the objectives of the activity and the facilities provided were considered appropriate and effective by most of the participants.

However, it must also be acknowledged that there were components that received a positive rating of 26.3 percent in the "very satisfied" (VS) category, while the majority fell into the "satisfied" (P) category at 60.5 percent, and 13.2 percent were only "somewhat satisfied" (SS). When comparing this data with how participants viewed the capabilities and methods used by the speakers, it was found that although most participants gave a positive rating to the speakers' abilities (53.9 percent in the "very satisfied" category) and the methods used to deliver the material (48.7 percent in the "very satisfied" category), it did not ensure that participants were "very satisfied" overall. Another important aspect to note from the survey results is related to the efficiency of time in delivering the material. It can be concluded that the time allocated was insufficient. Participants may have felt that the material presented was too much, while the duration provided was very limited. This serves as a reminder for the service team to better align the time allocation with the material being delivered. Therefore, even though the theme is highly relevant, it must be accompanied by good time management in the delivery process, so that enthusiasm can be maximized and not hindered by time constraints. The data above will ultimately serve as a reference for the service team to improve similar activities in the future.

4. CONCLUSION AND RECOMMENDATIONS

The Community Service Program carried out by the service team from the Department of Social Studies Education Universitas Negeri Yogyakarta in Klaten Regency, targeting social studies teacher in junior high school, has shown significant success in implementing the deep learning approach for IPS education. The activities, including initial observation, workshops, technical training, and evaluations, were all carried out effectively. Each stage was executed in a participatory manner and received full support from the partners, namely the Social Studies teacher Forum of Klaten Regency and the Klaten Regency Education Office. The participants' enthusiasm was very high, as evidenced by the 81 attendees, far exceeding the initial target of 50 participants. This high level of enthusiasm is linked to the relevance of the activity theme to the participants' needs in understanding and implementing the deep learning approach in IPS education. Additionally, the survey results conducted by the service team revealed positive feedback. The majority of respondents rated the content, delivery, and relevance of the theme to their teaching needs as "Very Satisfied" (SP) and "Satisfied" (P). This activity not only enhanced teachers' conceptual understanding of deep learning but also successfully improved their practical skills in creating innovative teaching tools such as lesson plans (modul ajar), student worksheets, and deep learning-based teaching modules that are both applicable and contextual.

Given the high level of enthusiasm from participants, this initiative to strengthen the competencies of Social Studies teachers must be continued and developed into a sustainable program. This follow-up training could involve direct classroom mentorship focused on the implementation of deep learning. However, it should also be balanced with evaluations regarding teachers' readiness, the availability of

teaching resources, and potential technical challenges such as time constraints and access to technology. Therefore, future activity planning should ensure a balance between the depth of the material and the duration of the training, ensuring that participants not only understand but can also effectively apply what was taught. Additionally, the collaboration established between the service team, the Education Office, and the Social Studies Teacher Forum should be continuously strengthened. With good synergy, this can help drive the implementation of more innovative and contextual deep learning-based teaching models, which can be applied more broadly and become an integral part of enhancing the quality of Social Studies education in Klaten Regency and other regions.

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