

Development of a Deep Learning-Based Guidance and Counseling Model for Fostering Students' Character at State Senior High School 4 in Metro City

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Abstract

This study aimed to develop a Deep Learning-based guidance and counseling model to strengthen students' character at State Senior High School 4 in Metro City. Using a Research and Development (R&D) approach with the ADDIE model, the study involved three experts and eight school counselors. Data were collected through feasibility and practicality questionnaires and analyzed descriptively. The results showed that the model was highly feasible, achieving an average expert validation score of 87.7%. The developed product included annual and semester guidance programs, lesson plans, and a manual based on meaningful, mindful, and joyful learning principles. Pilot implementation improved counselors' understanding of Deep Learning from 56% to 87%, program design skills from 61% to 89%, and character development skills from 60% to 88%. The practicality score reached 91%, indicating the model is feasible and effective for strengthening students' character.

Keywords: *guidance and counseling, Deep Learning, Character*

Pengembangan Model Bimbingan dan Konseling Berbasis Deep Learning Untuk Mengembangkan Karakter Peserta Didik SMA Negeri 4 Kota Metro

Abstrak

Studi ini bertujuan mengembangkan model bimbingan dan konseling berbasis Deep Learning untuk memperkuat karakter siswa di State Senior High School 4 di Metro City. Dengan menggunakan pendekatan Riset dan Pengembangan (R&D) dengan model ADDIE, studi ini melibatkan tiga ahli dan delapan konselor sekolah. Data dikumpulkan melalui kuesioner kelayakan dan kepraktisan serta dianalisis secara deskriptif. Hasilnya menunjukkan bahwa model ini sangat layak, dengan skor validasi ahli rata-rata sebesar 87,7%. Produk yang dikembangkan mencakup program bimbingan tahunan dan semester, rencana pelajaran, dan manual berdasarkan prinsip pembelajaran yang bermakna, penuh kesadaran, dan sukacita. Implementasi percontohan meningkatkan pemahaman konselor tentang Deep Learning dari 56% menjadi 87%, keterampilan desain program dari 61% menjadi 89%, dan keterampilan pengembangan karakter dari 60% menjadi 88%. Skor praktikalitas mencapai 91%, menunjukkan model ini layak dan efektif untuk memperkuat karakter siswa. Kata kunci: bimbingan dan konseling, Deep Learning, Karakter

Kata kunci: Bimbingan dan Konseling, deep learning, karakter

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A. Introduction

The quality of education in Indonesia has become a strategic issue that is under the spotlight. The implementation of the “Merdeka” curriculum, which was projected to improve the quality of education, has not yet been able to deliver optimal results. In fact, the 2022 PISA rankings show a decline in the quality of students’ abilities in Indonesia compared to 2018. PISA¹ details the results regarding the quality of education in Indonesia: “Overall, the 2022 results are among the lowest ever measured by PISA in all three subjects, on par with results observed in 2003 for reading and mathematics, and in 2006 for science. While the results of several earlier assessments were higher than those observed in the initial years, these gains were reversed by the declines observed from 2015 onward. Over the most recent period (2018 to 2022), the gap between the highest-scoring students (the top 10%) and the lowest-performing students (the bottom 10%) narrowed”. This is certainly a cause for great concern for the education sector in Indonesia, which has spent significant portions of its budget funding various educational programs. International evidence also shows that the quality of school climate is closely associated with how school leaders organize trust, rules, support, and opportunities for new initiatives².

In addition to academic setbacks, character-related issues that have led to criminal cases have been documented in recent years. Based on data from Lampung Province in the 2024 Annual Report, cases involving children are as follows³:

¹ PISA. 2022. PISA 2022 Results: Factsheets Indonesia. OECD

² Veletić, J., Price, H. E., & Olsen, R. V. (2023). Teachers’ and principals’ perceptions of school climate: The role of principals’ leadership style in organizational quality. *Educational Assessment, Evaluation and Accountability*, 35, 525–555.

³ Central Statistics Agency of Lampung Province. 2024. Lampung in Figures 2024. BPS of Lampung Province

Pengadilan Tinggi High Court	Jumlah Perkara Pidana Anak Number of Child Cases	Jumlah Perkara Diversi Number of Diversion Cases	Jumlah Perkara Diversi Yang Berhasil Number of Successful Diversion Cases	Presentase Perkara Diversi Yang Berhasil (%) Percentage of Successful Diversion Cases (%)
(1)	(2)	(3)	(4)	(5)
Tanjung Karang	88	13	4	31,77
Metro	25	2	2	100
Kotabumi	14	11	2	20
Kalianda	26	7	2	28,57
Liwa	26	4	4	100
Menggala	19	6	6	100
Gunung Sugih	20	1	1	100
Sukadana	23	4	4	100
Blambangan Umpu	4	1	1	100
Kota Agung	31	6	6	100
Gedong Tataan	9	—	—	—
Jumlah	285	55	32	

Figure 1. Data on cases involving children and adolescents in Lampung Province.

character of Indonesian students has begun to fade, and they rarely practice the values of Pancasila; secondly, educators have not paid sufficient attention to character education outcomes.⁴

Building character in children must be carried out in a continuous and systematically planned manner. In school-based management, the component that possesses the competence and capacity for character development and building children's mental resilience is guidance and counseling. Guidance and counseling is a planned and systematic psychoeducational process designed to foster students' independence and help them achieve optimal developmental milestones⁵. Therefore, developing high-quality guidance and counseling programs capable of accommodating students' developmental needs and facilitating their character and mental development is a strategic solution for shaping the character of Indonesian students. In the context of educational management, improving

⁴Ashabul Kahfi. 2022. Implementation of the Pancasila Student Profile and Its Implications for Student Character in Schools. Journal of Thought and Basic Education.<https://stai-binamadani.e-journal.id/jurdir/article/view/402/318>

⁵ Director General of Teacher and Education Personnel (GTK). 2016. Operational Guidelines for Guidance and Counseling Services. Ministry of Education and Culture of the Republic of Indonesia

educator quality also requires systematic management, professional development, competency assessment, and institutional support⁶.

Character education in the digital age is becoming increasingly important in shaping high school students who are not only academically competent but also possess integrity, resilience, and emotional intelligence⁷. Adolescence, characterized by the dynamics of identity development and the strong influence of social media, demands a more adaptive and data-driven approach to guidance and counseling⁸. However, guidance and counseling programs in many schools still rely on conventional methods such as reactive counseling and a “one-size-fits-all” approach, which are ill-equipped to anticipate complex psychosocial issues such as academic anxiety, cyberbullying, or a loss of motivation to learn⁹. International research further indicates that school counselors need preparation to address students’ social-emotional and justice-related needs through responsive counseling practices¹⁰. Based on the various issues outlined above—including academic quality, character development, and the quality of guidance and counseling teachers—the researcher was motivated to develop a Deep Learning-based guidance and counseling program as a solution to improve the quality of services provided by guidance and counseling teachers in high schools. This program aims to help students achieve developmental milestones, build character, and, as a direct result, improve the quality of learning at school in an effort to enhance the quality of education in Indonesia. Deep learning, which serves as an innovation in the development of guidance and counseling programs, is defined as learning that maximizes students’ active engagement through the process of discovering and mastering existing knowledge, and then creating and applying

⁶Sujino. (2022). Implementation of strategic management in improving the quality of educators at MAN I and MAS Al Muhsin Metro Lampung. *Al-Ulum*, 22(2). <https://doi.org/10.30603/au.v22i2.3035>

⁷ OECD. 2021. Beyond Academic Learning: First Results from the Survey of Social and Emotional Skills. OECD Publishing

⁸ Gallego, R., et al. 2020. Challenges in School Counseling: A Southeast Asian Perspective. *Journal of School Counseling*

⁹ Schultes, M. T., et al. 2021. Challenges in implementing evidence-based school counseling practices. *Journal of Educational Research Review*

¹⁰ Ieva, K. P., Steen, S., & Beasley, J. J. (2022). Preparing school counselors for social justice group counseling: Examining power, privilege, and intersectionality. *Counselor Education and Supervision*, 61(4), 362–378. <https://doi.org/10.1002/ceas.12250>

new knowledge in real-life situations¹¹. Character development through deep learning can address moral crises among students, such as crises of honesty, responsibility, a lack of foresight, discipline, community spirit, justice, and compassion¹². Thus, guidance and counseling services conducted in accordance with a Deep Learning-based guidance and counseling program can serve as an alternative solution to students' character-related issues. Research Questions: 1) How can a Deep Learning-based guidance and counseling model be developed to foster students' character? 2) What is the feasibility of a Deep Learning-based guidance and counseling program model for fostering students' character? In addition, culturally responsive educational leadership emphasizes the importance of connecting leadership, teaching practices, school environments, and students' voices within the local context¹³.

B. Research Methods

The research method used to achieve the research objectives is *Research and Development* (R&D) using the ADDIE model, which consists of analysis, design, development, implementation, and evaluation. "Development research is a situation in which someone is performing instructional design, development, or evaluation activities and studying the process at the same time; or the study of the impact of someone else's instructional design and development efforts; or the study of the instructional design, development, and evaluation process as a whole, or of particular process components"¹⁴. The stages of the research implementation were as follows: 1) In the analysis stage, the activities conducted included analyzing students' problems and analyzing character development by guidance and counseling teachers; 2) in the design stage, the activities conducted included formulating the program design, determining the program's elements and

¹¹ Fullan, M., & Langworthy, M. (2014). *A Rich Seam: How New Pedagogies Foster Deep Learning*.

¹² Rukiyati. (2013). The Urgency of Comprehensive Holistic Character Education in Indonesia. *Journal of Character Education*, 3(2), 196-203.

¹³ Mansfield, K. C., & Lambrinou, M. (2024). Culturally responsive leadership: A critical analysis of one school district's five-year plan. *Frontiers in Education*, 9, 1385788. <https://doi.org/10.3389/educ.2024.1385788>

¹⁴ Prastyo, Y. D., & Dos Santos, M. H. (2024). *Deep Learning as a Strategy for Educational Transformation: A Study of Indonesian Teachers' Perceptions and Aspirations*. *EDU SOCIETY: Journal of Education, Social Sciences, and Community Service*. DOI: <https://doi.org/10.56832/edu.v5i1.949>

components, formulating the objectives, and indicators of achievement for the guidance and counseling program; 3) the development stage involved creating a guidance and counseling program based on deep learning; 4) the implementation stage involved conducting a feasibility study and a limited pilot test; and 5) the evaluation stage involved revising the program design after receiving feedback and suggestions from experts and practitioners.

The research subjects consisted of three experts: a guidance and counseling expert, a media expert, and a language expert. The program's practicality was tested with 8 guidance and counseling teachers at State High School 4 in Metro City. The data collection instruments consisted of questionnaires, including a content feasibility questionnaire, a design feasibility questionnaire, a media feasibility questionnaire, and a guidance and counseling program practicality questionnaire. The collected data were analyzed using quantitative descriptive methods.

C. Results and Discussion

Result

The results of the research and development of the deep learning-based guidance and counseling model are presented in detail as follows:

1) Analysis Stage

The analysis phase was conducted to identify the needs of guidance and counseling teachers and the characteristics of students at State High School 4 in Metro City. The analysis was carried out through interviews, questionnaires, and a review of documentation regarding the guidance and counseling programs currently in use at the school. The results of the analysis indicated that the guidance and counseling programs in use were still conventional in nature and had not yet integrated a deep learning approach. A needs analysis was conducted on 8 guidance and counseling teachers at State High School 4 in Metro City. Based on the results of the interviews and questionnaires, it was found that:

Table 1. Results of the analysis phase

No	Needs Analysis Results	Percentage
1	Guidance counselors still use conventional guidance counseling programs	87,5%
2	Guidance counselors do not yet understand the concept of deep learning in guidance counseling services	75%
3	Guidance counselors need a guidance model that can develop students' character.	100%
4	Character traits of students that need to be developed: discipline, responsibility, collaboration, communication, and independence	92%

Based on these results, there is a need to develop a deep learning-based guidance and counseling model capable of assisting guidance and counseling teachers in providing services that are more contextual, reflective, and focused on character development. These findings serve as the foundation for developing a deep learning-based guidance and counseling model.

2) Design Phase

Activities carried out during the design phase included developing a guidance and counseling model based on the findings from the analysis phase. The design of the guidance and counseling program model consists of product components that include service objectives, character indicators, materials, methods, service steps, and evaluation. During the design phase, a preliminary draft of the deep learning-based guidance and counseling model was developed. The product design consists of the guidance and counseling program, the RPLBK, and a manual. The designed product components include, among others:

Table 2. Results of the Model Design Phase

No	Designed Components	Design Results
1	BK Program	Annual and Semester Programs Based on Deep Learning
2	RPLBK	5 RPLBK sessions with the themes of discipline, responsibility, collaboration, communication, and independence
3	Manual	Instructions for using the Deep Learning-based BK model
4	Service Strategies	Meaningful learning, mindful learning, joyful learning
5	Service Techniques	Reflective discussions, case studies, problem solving, role-playing

The design of the Deep Learning-Based Guidance and Counseling Model for Fostering Students' Character is presented as follows:

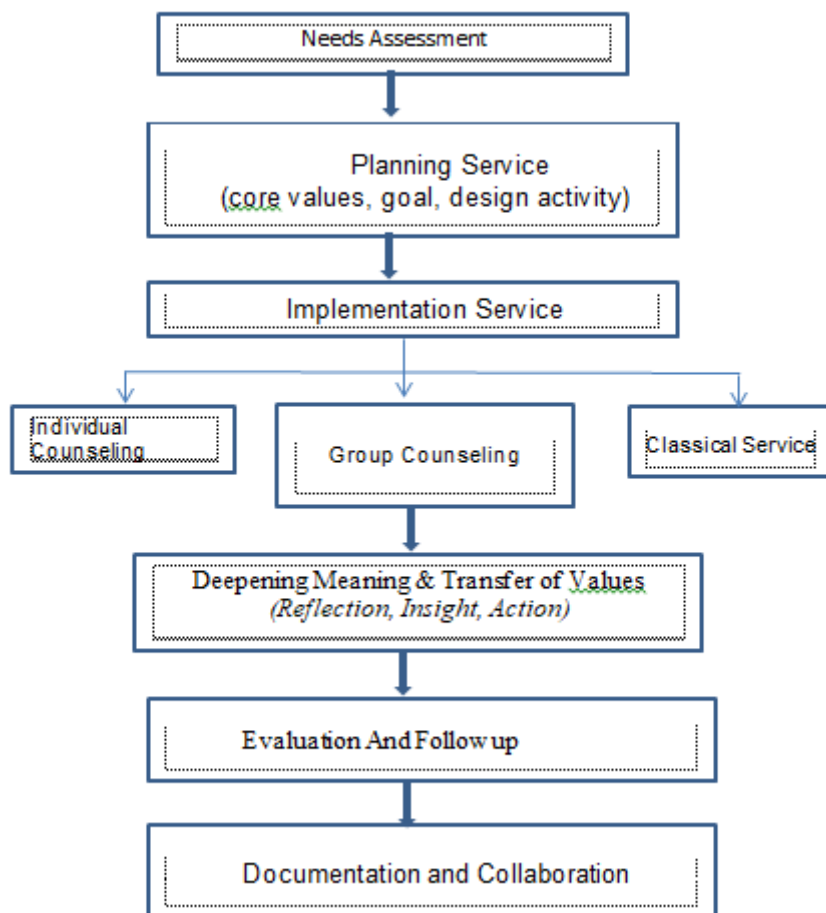


Figure 3. Design the Deep Learning-Based Guidance and Counseling Model for Fostering Students' Character

Development Stage

The development stage involves creating a complete product, which is then validated by experts. The validators consist of guidance and counseling experts, media experts, and language experts. The results of the development stage are presented as follows:

Table 3. Results of the Development Phase			
Validators	Aspects Evaluated	Percentage	Category
Guidance Counselor	Content Quality and Material Relevance	89%	Highly Appropriate
Media Expert	Design, layout, and organization	86%	Highly Appropriate
Language Expert	Language and Readability	88%	Highly Appropriate
	Average	87.7%	Highly Appropriate

The results of the development phase showed that the model is highly feasible. In addition to obtaining highly favorable results regarding the product's feasibility as assessed by experts, suggestions and feedback for product improvements were also received. Suggestions from the validators include the following:

Table 4. Results of the Development Stage		
No	Validator's Suggestions	Revisions Made
1	Add character indicators to each service	Character indicators were added to each RPLBK
2	Clarifying Deep Learning-Based Service Steps	Service steps are broken down into the orientation, exploration, reflection, and follow-up stages
3	Simplifying the language	The language in the manual and RPLBK has been simplified
4	Adding examples of service activities	Examples of activities and student worksheets have been added

Based on the results of the development phase and revisions made in response to the validators' suggestions regarding the Deep Learning-based BK model, the product was deemed highly suitable for pilot testing.

3) Implementation Phase

The implementation phase was carried out through a limited pilot test involving 8 guidance and counseling teachers at State Senior High School 4 in Metro City. The guidance and counseling teachers were asked to use the developed model in preparing their programs and RPLBK

Table 5. Results of the development phase

No	Aspects Measured	Before Implementation	After Implementation
1	Understanding of Deep Learning	56%	87%
2	Ability to develop BK programs	61%	89%
3	Ability to develop RPLBK	58%	90%
4	Ability to foster students' character	60%	88

In addition, guidance counselors also provided feedback on the products developed.

Table 6. Responses During the Development Stage

No	Aspect of Guidance Counselors' Responses	Percentage	Category
1	Ease of use of the product	92%	Very Good
2	Alignment with Guidance Counselors' Needs	90%	Very Good
3	's product presentation appeal	89%	Very Good
4	Clarity of usage instructions	93%	Very Good
	Average	91%	Very Good

Results from the implementation phase indicate that the deep learning-based guidance and counseling model developed received an excellent response; the implementation demonstrated that the deep learning-based guidance and counseling model can be easily used by guidance and counseling teachers and helps improve the quality of services.

Evaluation Phase

The evaluation phase was conducted to identify the strengths and weaknesses of the product after implementation.

Table 6. Results of the evaluation phase

No	Evaluation Findings	Follow-Up
1	Guidance counselors still need more detailed implementation examples	Add service scenario examples to the manual
2	Some Deep Learning terms are not yet fully understood	Add a glossary of terms to the product
3	Service execution time is relatively longer	Simplifying the steps in several RPLBK processes
4	The product is considered effective for developing students' character	The product is retained and recommended for use

Based on the evaluation results, the final product of the Deep Learning-based guidance and counseling model is deemed suitable for use with minor revisions

Discussion

The research results show that the Deep Learning-based guidance and counseling model developed falls into the “highly suitable” category and is capable of assisting guidance and counseling teachers in developing students’ character. This finding aligns with Wibowo¹⁵,perspective, which states that 21st-century guidance and counseling services must shift from conventional services toward adaptive, contextual services capable of addressing students’ needs in the digital age. Thus, integrating the Deep Learning approach into guidance and counseling services is relevant because it can encourage students to learn actively, reflectively, and meaningfully. This study reveals that most guidance and counseling teachers still use conventional guidance and counseling programs and do not yet understand the concept of Deep Learning in guidance and counseling services. This finding aligns with the results of a study by Prastyo and Dos Santos¹⁶, which states that most teachers in Indonesia still understand Deep Learning merely as a teaching method, rather than as an approach that emphasizes reflection, meaning-making, and active student engagement. Therefore, guidance and counseling

¹⁵ Wibowo, M. E. (2021). *The 21st-Century Counselor*. Semarang: UNNES Press.

¹⁶ Prastyo, Y. D., & Dos Santos, M. H. (2024). *Deep Learning as a Strategy for Educational Transformation: A Study of Indonesian Teachers’ Perceptions and Aspirations*. *EDU SOCIETY: Journal of Education, Social Sciences, and Community Service*. DOI: <https://doi.org/10.56832/edu.v5i1.949>

teachers need a model that can be practically applied in school services. This interpretation is consistent with international evidence that principals' instructional leadership can predict teachers' professional development, indicating that leadership support is an important condition for strengthening educators' professional capacity¹⁷.

The model developed in this study is based on three main principles of Deep Learning: meaningful learning, mindful learning, and joyful learning. The principle of meaningful learning is evident in the design of service materials linked to students' real-life experiences. The principle of mindful learning is applied through reflection and discussion activities, while joyful learning is realized through the use of role-playing, case studies, and problem-solving techniques. These findings align with the results of a study by Rahmandani, Hamzah, Handayani, and Kurniawan¹⁸, which states that deep learning is effective when students are given the opportunity to connect the material to their life experiences, engage in reflection, and solve problems independently. This research confirms that meaningful learning not only enhances knowledge but also shapes students' character. The developed model also received a "highly satisfactory" rating from expert validators, with an average score of 87.7%. This indicates that the BK program, RPLBK, and manual have met the criteria for content, language, and design. According to research by Widyastuti, et. al¹⁹ the success of implementing Deep Learning is largely determined by the comprehensiveness of the instructional materials and the clarity of the steps provided to teachers. The clearer the materials are, the easier it is for teachers to implement reflective and meaningful learning. The importance of the school environment is also supported by

¹⁷ He, P., Guo, F., & Abazie, G. A. (2024). School principals' instructional leadership as a predictor of teacher's professional development. *Asian-Pacific Journal of Second and Foreign Language Education*, 9, 63. <https://doi.org/10.1186/s40862-024-00290-0>

¹⁸ Rahmandani, F., Hamzah, M. R., Handayani, T., & Kurniawan, M. W. (2025). Integrating Deep Learning to Achieve High-Quality and Meaningful Learning for Students. *Journal of Social Sciences, Humanities, and Education*, 4(3), 769-778.

¹⁹ Widyastuti, W., Widyasari, C., Rahmawati, F. P., & Minsih, M. (2025). Implementation of the principles of meaningful, mindful, and joyful learning in the deep learning process: A case study at an integrated Islamic elementary school. *Jurnal Obsesi: Journal of Early Childhood Education*, 9(5), 3210-3222.

McChesney and Cross ²⁰, who found that leadership engagement, relationships, attitudes toward change, and a shared direction within the school environment can facilitate teachers' implementation of professional learning. Similarly, Bellibaş,et.al²¹ emphasize the role of horizontal and vertical trust in connecting learning-centered leadership with a strong collective teacher culture.

The research results also show an improvement in guidance counselors' ability to develop programs and RPLBKs after using the developed model. The greatest improvement occurred in the ability to develop RPLBKs, rising from 58% to 90%. This indicates that the developed model is effective in helping guidance counselors translate Deep Learning concepts into practical services. These findings align with the research by Mungin Eddy Wibowo²² which explains that guidance and counseling teachers require clear operational guidelines to effectively deliver services oriented toward students' needs. Without detailed guidelines, teachers tend to revert to conventional services that leave little room for active student participation. These findings reinforce the notion that Deep Learning-based guidance and counseling services can serve as a new innovation in school guidance and counseling. This model not only helps guidance and counseling teachers design more systematic services but also supports the achievement of character education goals, as emphasized in the Merdeka Curriculum and the Pancasila Student Profile. These findings are also relevant to the broader educational management perspective reported in Al-Ulum, where principal leadership and school committee roles were found to contribute positively to school-based management²³. In a related Al-Ulum study, strategic management was associated with teacher quality improvement through organizational structuring, training,

²⁰ McChesney, K., & Cross, J. (2023). How school culture affects teachers' classroom implementation of learning from professional development. *Learning Environments Research*, 26, 785–801. <https://doi.org/10.1007/s10984-023-09454-0>

²¹ Bellibaş, M. Ş., Çelik, M., & Polatcan, M. (2025). The Role of Horizontal and Vertical Trust in Relationships Between Learning-Centered Leadership and Collective Teacher Culture. *Psychology in the Schools*, 62, 4826–4838. <https://doi.org/10.1002/pits.70041>

²² Prastyo, Y. D., & Dos Santos, M. H. (2024). Op.Cit

²³ Dacholfany, M. I., Oka, A. A., & Iswati. (2022). The Role of Committees and Principal Leadership and Their Implementation in School-Based Management. *Al Ulum*, 22(2). <https://doi.org/10.30603/au.v22i2.2980> <https://doi.org/10.1007/s11092-023-09413-6>

competency assessment, and career development ²⁴. Furthermore, Dacholfany et al.²⁵ found that leadership grounded in Ing Ngarso Sung Tulodo significantly influenced school climate and teacher competence, with school climate serving as a particularly strong pathway for strengthening teacher competence.

D. Conclusion

The Deep Learning-based guidance and counseling model received a “highly suitable” rating in terms of content, design, and language, with an average score of 87.7%. These results indicate that, from an academic standpoint, the model can be used by guidance and counseling teachers as an alternative for implementing guidance and counseling services in high schools, making these services engaging, enjoyable, and capable of producing meaningful outcomes for students

Test results limited to guidance and counseling teachers showed that the Deep Learning-based guidance and counseling model is capable of improving guidance and counseling teachers' ability to develop guidance and counseling programs and services, as well as helping to develop students' character.

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²⁵ Dacholfany, M. I., Wibowo, A., Handoko, C., Sururi, M., Fadli, M. R., & Awang, M. M. (2026). Culturally Rooted Leadership and Its Role in Shaping School Climate and Teacher Competence: The Case of Ing Ngarso Sung Tulodo. Munaddhomah: Jurnal Manajemen Pendidikan Islam, 7(1), 157–172.

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