ABSTRAK

ADINDA TRI UTAMI. Pemahaman Guru TK Negeri Pembina 1 Medan Terhadap Pembelajaran Mendalam (*Deep Learning*). Skripsi. Medan : Fakultas Ilmu Pendidikan. Universitas Negeri Medan. 2026.

Penelitian ini bertujuan untuk menganalisis pemahaman guru terhadap *mindful learning, meaningful learning, dan joyful learning.* Penelitian ini menggunakan pendekatan kualitatif dengan subjek sebanyak 10 orang guru. Data dikumpulkan melalui angket terbuka dan dokumentasi berupa modul ajar. Analisis data dilakukan dengan teknik deskriptif kualitatif melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru telah memiliki pemahaman terhadap ketiga konsep pembelajaran tersebut dengan pemahaman yang berbeda. *mindful learning,* guru memahami aspek kesadaran, perhatian, dan pengelolaan emosi namun belum menguraikan teknik pembelajaran secara spesifik. *meaningful learning*, guru telah mengaitkan materi pembelajaran dengan pengalaman peserta didik dalam kehidupan sehari-hari tetapi belum dijelaskan secara mendalam dan sistematis. *joyful learning,* sebagian guru telah memahami pembelajaran sebagai proses yang menyenangkan dan melibatkan peserta didik secara aktif sedangkan lainnya masih memaknainya secara umum. Dokumentasi menunjukkan bahwa ketiga pendekatan telah diintegrasikan. Dengan demikian pemahaman guru telah terbentuk tetapi masih memerlukan penguatan konseptual.

Kata Kunci : Pemahaman Guru, *Mindful Learning, Meaningful Learning, Joyful Learning*

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ABSTRACT

ADINDA TRI UTAMI. Pembina 1 Medan State Kindergarten Teachers' Understanding of Deep Learning. Skripsi. Medan : Faculty of Education. State University of Medan. 2026.

This study aims to analyze teachers' understanding of mindful learning, meaningful learning, and joyful learning. This study used a qualitative approach with 10 teachers as subjects. Data were collected through open-ended questionnaires and documentation in the form of teaching modules. Data analysis was carried out using descriptive qualitative techniques through the stages of data reduction, data presentation, and conclusion drawing. The results of the study indicate that teachers have a different understanding of the three learning concepts. In mindful learning, teachers understand aspects of awareness, attention, and emotional management but have not yet described specific learning techniques. In meaningful learning, teachers have linked learning materials to students' experiences in everyday life but have not explained them in depth and systematically. In joyful learning, some teachers have understood learning as a fun process and actively involve students, while others still interpret it in a general way. Documentation shows that the three approaches have been integrated. Thus, teachers' understanding has been formed but still requires conceptual strengthening.

Keywords : Teacher Understanding, Mindful Learning, Meaningful Learning, Joyful Learning

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