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STRENGTHENING THE CAPACITY OF ELEMENTARY SCHOOL TEACHERS IN DESIGNING DEEP LEARNING AT MADRASAH IBTIDAIYAH LOMBOK ISLAMIC SCHOOL AND NAHDLATUL WATHAN LINGSAR

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Abstrak: Pengabdian kepada masyarakat ini dilatarbelakangi oleh tantangan pendidikan abad ke-21 yang ditandai oleh perubahan cepat, ketidakpastian, dan kompleksitas yang menuntut guru mampu merancang pembelajaran yang bermakna dan berorientasi pada pemahaman mendalam siswa. Observasi awal di MI Lombok Islamic School dan MI NW Lingsar menunjukkan bahwa guru masih cenderung menggunakan pendekatan pembelajaran yang berorientasi pada penyampaian materi dan belum optimal dalam menyusun perangkat ajar yang berbasis pembelajaran mendalam sesuai Kurikulum Merdeka. Kegiatan ini bertujuan meningkatkan kompetensi guru dalam memahami, merancang, dan menerapkan pembelajaran mendalam yang inovatif, kontekstual, dan berpusat pada perkembangan berpikir siswa. Pengabdian ini dilaksanakan menggunakan metode kolaboratif-partisipatif. Metode ini melibatkan guru secara aktif sebagai mitra setara dalam seluruh tahapan kegiatan melalui asesmen kebutuhan, lokakarya intensif, pendampingan penyusunan perangkat ajar, praktik mengajar terbimbing, serta diskusi keilmuan berbasis komunitas belajar, sehingga terjadi proses pemberdayaan sekaligus transfer keahlian yang relevan. Hasil evaluasi menunjukkan adanya peningkatan pemahaman guru terhadap konsep dan strategi pembelajaran mendalam, perbaikan signifikan dalam kualitas perangkat ajar, serta meningkatnya kepercayaan diri guru dalam menerapkan asesmen autentik dan aktivitas belajar yang mendorong berpikir tingkat tinggi. Kegiatan ini memiliki kontribusi terhadap penguatan kapasitas pedagogik guru di MI Lombok Islamic School dan MI NW Lingsar dan menjadi fondasi penting bagi keberlanjutan transformasi pembelajaran berbasis Kurikulum Merdeka di Kabupaten Lombok Barat.

Kata Kunci: penguatan kapasitas, guru sekolah dasar, pembelajaran mendalam

Abstract: This Community Service initiative is motivated by the challenges of 21st-century education, characterized by rapid change, uncertainty, and complexity, which require teachers to design meaningful learning experiences that foster students' deep understanding. Initial observations at MI Lombok Islamic School and MI NW Lingsar indicate that teachers still tend to use a delivery-oriented learning approach and are not yet optimal in developing in-depth learning-based teaching materials in accordance with the Independent Curriculum. This activity aims to improve teacher competency in understanding, designing, and implementing innovative, contextual, and in-depth learning that focuses on students' thinking development. This community service initiative is implemented through a collaborative, participatory approach. This method actively involves teachers as equal partners at all stages of the activity through needs assessments, intensive workshops, mentoring in developing teaching materials, guided teaching practices, and community-based scientific discussions, resulting in empowerment and the transfer of relevant skills. Evaluation results indicate increased teacher understanding of in-depth learning concepts and strategies, significant improvements in the quality of teaching materials, and increased teacher confidence in implementing authentic assessments and learning activities that encourage higher-order thinking. This activity contributes to strengthening the pedagogical capacity of teachers at MI Lombok Islamic School and MI NW Lingsar, becoming an essential foundation for the sustainability of the Independent Curriculum-based learning transformation in West Lombok Regency.

Keywords: strengthening the competence, elementary school teachers, deep learning

Introduction

Elementary school teachers currently face increasingly complex challenges, both now and in the future, characterized by uncertain, rapidly changing, unpredictable, and ambiguous conditions (Prastowo, 2015). This situation requires teachers to stop relying on traditional learning approaches and adapt to the dynamics of the times and the increasingly diverse learning needs of students. Although these challenges seem significant, various studies indicate that solutions are available, namely through learning transformations that are systematically designed, planned, and oriented toward improving the quality of students' learning experiences. More meaningful, in-depth, and relevant learning approaches are believed to help teachers meet these demands, while ensuring that basic education remains a strong foundation for student development (Dendodi et al., 2024).

The challenges facing teachers in the future are becoming increasingly complex, amid rapid technological developments, changing student characteristics, and the demands of implementing a curriculum oriented toward 21st-century competencies. Teachers are not only required to master teaching materials but also to adapt to digital innovations, facilitate student-centered learning, and foster critical, creative, collaborative, and communicative thinking skills. Furthermore, teachers need to be sensitive to the social and cultural dynamics within the school environment to ensure that learning remains relevant and contextual. Amidst rapid change, teachers are expected to be lifelong learners who continuously develop their professionalism, strengthen their reflective capacity, and design in-depth learning that prepares the younger generation to face global challenges without losing their national identity and noble values.

Elementary and Islamic elementary schools are the primary foundation for shaping students' character and thinking skills, which in turn lay the groundwork for success at the next level of education (Hazmi et al., 2024). At this stage, students begin to develop basic literacy and numeracy skills, as well as moral and spiritual values that form the foundation of their personality. Therefore, the role of SD/MI teachers is strategic in creating learning that emphasizes not only material mastery but also the development of critical, creative, and reflective thinking. Through in-depth learning design, teachers can help students understand the relationships among knowledge, experience, and real-life contexts, making the learning process more meaningful and impacting character formation and 21st-century life skills.

In this era, a deep learning approach is increasingly relevant. Deep learning requires students not only to memorize but also to understand concepts meaningfully, relate knowledge to real life, and think critically, creatively, and reflectively (Hendrianty et al., 2024). This approach aligns with efforts to develop independent, critical thinkers who are globally diverse. The deep learning approach emphasizes conceptual understanding, the interconnections between knowledge, and the application of values and skills in real-life contexts. In this approach, students are encouraged not only to memorize information but also to explore, analyze, and reflect on its meaning. The learning process is directed towards students' ability to connect concepts to everyday experiences, solve problems creatively, and build sustainable understanding. For elementary school teachers, implementing a deep learning approach is crucial for fostering critical thinking potential and developing students' character from an early age, while also fostering reflective learning habits oriented toward contextual problem-solving.

Internal challenges for elementary school teachers include the declining quality of learning and the use of ineffective instructional approaches. Many teachers are unable to fully adapt their teaching strategies to their students' diverse learning needs, resulting in teacher-centered, one-way instruction. This situation leads to low student participation, limited development of critical thinking skills, and a lack of relevance of the material to real life. Furthermore, limited time for reflection and collaboration among teachers also hinders efforts to design more meaningful learning. Therefore, increasing teachers' capacity to implement deep learning approaches is urgently needed to overcome these internal challenges and achieve higher-quality learning processes at the elementary level. This also affects students' low levels of reading literacy and numeracy. Low literacy and numeracy are caused by gaps in the Effectiveness of learning in schools that do not provide teachers with ample opportunities to develop students' creativity and critical thinking skills (Warastuti et al., 2025). Another challenge is improving teachers' skills to foster a growth mindset. Furthermore, teachers' heavy workloads and increased administrative tasks lead to a lack of focus on their primary role.

Elementary school teachers with limited access to learning resources and professional development opportunities often struggle to design profound learning experiences. Limited facilities, such as technological devices, innovative teaching materials, and supportive learning environments, tend to focus on the conventional delivery of material. Furthermore, the lack of pedagogical training emphasizing deep learning approaches leaves teachers less skilled at designing learning activities that encourage students to think critically, reflectively, and creatively. This situation results in low-quality teaching and learning, where learning fails to fully integrate conceptual understanding, contextual values, and the 21st-century skills required by today's education system.

Teachers' limited understanding of deep learning principles, coupled with a lack of technical training in developing contextual learning modules, poses a significant obstacle to creating meaningful learning. Many teachers are still accustomed to surface-based teaching approaches that emphasize memorization and completing assignments, rather than encouraging in-depth exploration of concepts. As a result, classroom learning fails to foster higher-order thinking skills, self-reflection, and the connection between subject matter and students' real-life contexts. This situation demonstrates the need for targeted interventions, including training and professional mentoring, to enable teachers to transform learning practices toward more meaningful models that develop students' holistic competencies. This reason also strengthens the argument that a collaborative, participatory approach is needed in designing in-depth learning based on the Independent Curriculum in madrasas, and an innovation that is rarely researched.

Given this context, it is necessary to conduct community service activities focused on strengthening teachers' capacity to design immersive learning. Specifically, the focus of this service includes: (1) improving teachers' pedagogical competence, particularly in understanding the concept of immersive learning, its characteristics, and its implications for classroom teaching practices; (2) developing learning design skills, including developing meaningful learning objectives, challenging learning tasks, and authentic assessments aligned with learning outcomes; (3) implementing immersive learning strategies, including the use of project-based, problem-based, collaborative, and reflective approaches; and (4) strengthening the community of teacher practitioners through discussion forums and ongoing mentoring to enable teachers to share best practices and foster a culture of lifelong learning.

This community service program aims to (1) improve elementary school teachers' understanding of the concepts and principles of deep learning; (2) train teachers in designing contextual and innovative deep learning; (3) enhance teachers' abilities in developing authentic assessments that support meaningful learning; and (4) build a collaborative teacher learning community in implementing deep learning.

This community service program is highly significant in improving the quality of basic education in West Lombok Regency. Teachers are the key to successful learning, yet many still face challenges in designing meaningful learning experiences oriented towards 21st-century competencies that foster critical, creative, and reflective thinking in students. Through this capacity-building activity, elementary school teachers are expected to gain an understanding and practical skills in designing deep learning that focuses on conceptual exploration, connections among knowledge, and the application of contextual values relevant to students' real-life situations.

Furthermore, this activity directly contributes to implementing the Pancasila Student Profile. Learning is not only oriented towards academic outcomes but also towards character development, collaboration, and independent learning. In a regional context, this community service program strengthens the capacity of elementary schools in West Lombok to develop locally context-based learning innovations, in line with the national education vision of achieving quality learning for all. Broadly, this activity is expected to have a systemic impact on enhancing teacher professionalism, improving the quality of the teaching and learning process, and fostering a sustainable and competitive learning ecosystem at the regional and national levels. Through training, workshops, and mentoring, teachers are equipped with the conceptual understanding and practical skills to develop challenging, contextual, and meaningful lesson plans. Thus, this activity is expected to improve the quality of learning in elementary schools and directly impact student learning outcomes.

Method

This community service program is implemented through a collaborative, participatory approach specifically designed to strengthen elementary school teachers' capacity to design immersive learning. In this approach, teachers are positioned as equal partners actively involved in all stages of the activity (Sulkifli Ar et al., 2025). The process begins with a needs assessment to map teachers' initial capabilities and the challenges they face in designing meaningful, contextually relevant, and competency-oriented learning. The assessment results form the basis for developing an intensive workshop. Teachers learn the principles of immersive learning, review examples of good practices, and explore appropriate pedagogical strategies for elementary school students. The activity continues with mentoring on the development of teaching materials, including formulating learning outcomes, mapping elements and sub-elements, developing learning objective flows, and designing authentic assessments. Teachers then engage in guided teaching practices to test the developed teaching materials in a real classroom context, gather feedback, and reflectively refine the design. This competency-building is reinforced through a learning community that includes regular discussions, experience sharing, and discussion of relevant pedagogical cases. This entire series of methods aims not only to transfer knowledge and skills to teachers but also to build professional independence, enabling them to design and implement sustainable, in-depth learning (Khotib & Fauzan, 2024). Chart 1 depicts the framework of this community service method.

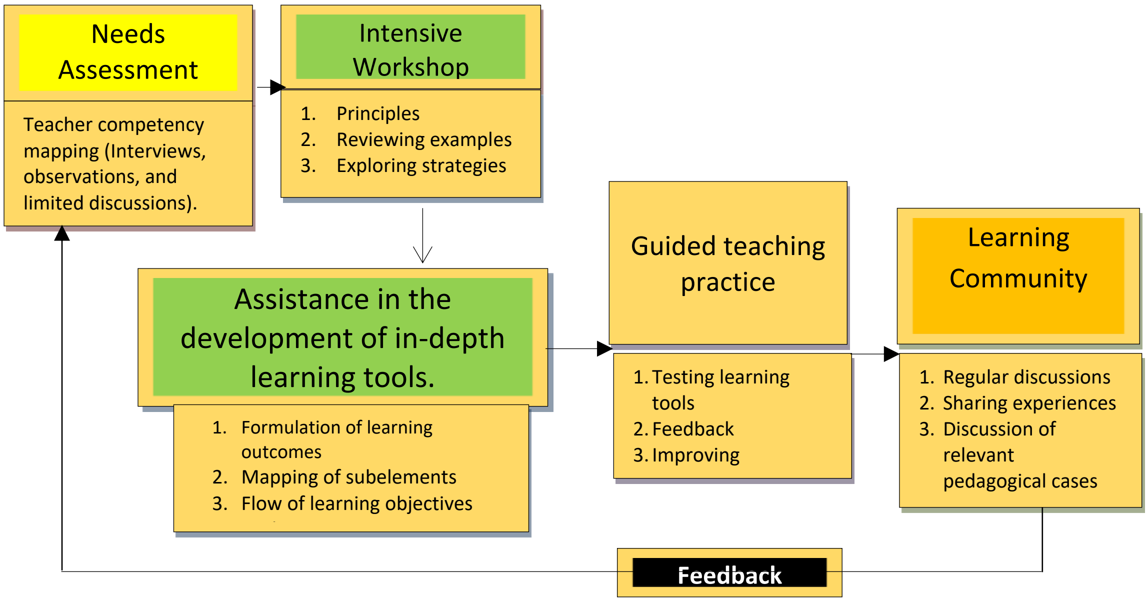

Chart 1. Collaborative-Participatory Framework

Results and Discussion

This Community Service Program ctivity is a strategic effort to improve the pedagogical competence of elementary school (SD/MI) teachers in responding to the demands of the Independent Curriculum and the needs of 21st-century learning. The program was implemented in two madrasahs, MI Lombok Islamic School and MIS NW Lingsar, which face similar challenges, including limited access to training, limited learning resources, and a need to develop a deeper understanding of meaningful and contextual learning design.

This activity was systematically designed through several main stages. The first stage was an initial observation and teacher needs assessment, which aimed to map teachers' understanding of in-depth learning, difficulties encountered in developing teaching modules, and challenges in implementing the Independent Curriculum in the classroom. The assessment results indicated that most teachers still focused on surface-level learning, were unfamiliar with higher-order thinking strategies, and were not yet accustomed to developing structured teaching materials aligned with competency essentials.

The initial observation and teacher needs assessment stages in this community service activity were conducted systematically to obtain a comprehensive picture of the learning conditions at MI Lombok Islamic School and MIS NW Lingsar. The activity began with coordination with the madrasah principal to understand the institutional structure, implement curriculum policies, and determine the target teachers for the training. The team then conducted direct classroom observations to review the learning process, media use, teacher-student interactions, and the availability of facilities to support the implementation of immersive learning. In-depth interviews with teachers complemented these observations to explore their understanding of the immersive learning concept and the Independent Curriculum, the challenges faced in developing teaching modules, and their expectations for the training activities.

Next, an analysis of the teaching materials currently used by teachers, including the Learning Objectives Flow (ATP), teaching modules, lesson plans (RPP), and assessment instruments, was conducted to identify gaps between theory and classroom practice. The team also distributed a needs assessment survey to map teachers' capabilities in pedagogical aspects, lesson planning, the use of HOTS-oriented methods, and their readiness to use project-based or problem-based learning models. Findings from observations, interviews, and surveys were analyzed to identify the root causes of the problems, including a limited understanding of the concept of immersive learning, minimal technical training in developing teaching materials, and limited facilities to support active learning. The assessment results are compiled into a report that serves as the basis for preparing training and mentoring programs, enabling community service activities to be on target and aligned with the real needs of teachers in both madrasas.

The second stage involves workshops and intensive mentoring. Workshops and intensive mentoring are the main stages of community service activities aimed at improving the competency of elementary school (SD/MI) teachers in designing and implementing deep learning in accordance with the demands of the Independent Curriculum. These activities are implemented through a structured, practice-oriented approach so that teachers not only understand the concepts but also apply them directly in the classroom. During the workshop, teachers from MI Lombok Islamic School and MIS NW Lingsar participated in a series of interactive training sessions that included reinforcing the basic concepts of deep learning, developing competency-oriented learning objectives, and techniques for designing learning objective flows (ATP) and contextual teaching modules. The workshops used presentations, group discussions, brainstorming, and case studies to help teachers understand the root causes of their learning problems and identify appropriate solutions grounded in the principles of in-depth learning (see Figure 1).

Figure 1. Workshop and Intensif Mentoring

In addition to theory, the workshop also facilitated teachers in developing comprehensive teaching materials, starting with formulating learning outcomes, determining active learning strategies, and creating authentic assessments. Teachers then conducted microteaching to simulate the implementation of deep learning, accompanied by direct feedback from the facilitator and other participants. After the workshop phase was completed, the activity continued with intensive mentoring conducted periodically at each madrasah. This mentoring included observing classroom learning implementation, reflective discussions, and refining teaching materials based on implementation results. Mentors provided input on the integration of HOTS-oriented activities, the application of project- or problem-based learning models, and the Effectiveness of the authentic assessments used (see Figure 2).

Figure 2. Mentoring in Developing Teaching Moduls in Deep Learning

During the mentoring process, teachers were guided to independently reflect on their teaching practices, identify strengths and weaknesses, and develop improvement plans. This activity was designed not only to transfer knowledge but also to build teachers' confidence in creating meaningful learning experiences that encourage students to think critically, be creative, and actively engage in the learning process. With an intensive, ongoing approach, these workshops and mentoring were instrumental in ensuring that the learning transformation did not stop at training but was fully implemented in the learning culture at both madrasahs (see Figure 3).

Figure 3. Teacher Presenting the Developed Teaching Modul

The next activity is mentoring in the classroom. At this stage, teachers apply the workshop-led teaching module in real-life learning, with mentoring support from the community service team. Mentoring activities include observation, joint reflection, feedback, and refinement of teaching practices. This mentoring is designed to ensure that teachers not only understand the theory but also apply it consistently in the classroom, taking into account the characteristics of elementary school students.

At the conclusion of the activity, a comprehensive evaluation was conducted to assess the program's effectiveness, changes in teacher competencies, and its impact on the quality of learning in both MIs. The assessment was conducted through questionnaires, interviews, analysis of teaching materials, and learning observations. The evaluation results are expected to demonstrate improvements in instructional design quality, strengthening students' critical thinking skills, and increasing students' active engagement in the learning process.

Based on the results of the questionnaire administered to teachers following the workshop and intensive mentoring, it was clear that this activity had a positive impact on improving their understanding and skills in designing deep learning. Eighty-seven percent of teachers stated that the material presented was highly relevant to their classroom needs, particularly in developing learning objectives, creating higher-order thinking-based activities, and using formative assessments. Furthermore, 85% of teachers felt more confident implementing the deep learning model after participating in the practical sessions and simulations prepared during the workshop. The teachers also appreciated the intensive mentoring sessions, with 90% of respondents stating that the mentoring helped them overcome current challenges in planning and implementing learning. However, some teachers (around 20%) still needed additional support in designing assessment rubrics and managing time during in-depth learning activities. Overall, the questionnaire indicated that these activities effectively enhanced teachers' capacity and provided them with more precise guidance for implementing high-quality learning in the classroom. This improvement occurred because professional development activities were designed contextually and oriented toward real-life classroom practice. Relevant materials facilitated teachers' alignment of deep learning concepts with learning needs, while practice sessions and simulations helped reinforce understanding and boost confidence in implementation. Intensive mentoring also provided space for reflection and solutions to challenges teachers faced. The need for further support for some teachers indicated that aspects of assessment and time management in deep learning required further exploration. Table 1 shows the result of evaluation of the effective of community service program.

Table 1. Results of the Evaluation of the Effective of Community Service Program

No.	Assessment Component	Indicator Statement	Percentage Response Agree/Strongly Agree
1.	Material Relevance	The workshop material aligns with teachers' needs in the classroom	87%
2.	Improved Understanding	The workshop helped improve understanding of deep learning	85%
3.	Teacher Confidence	Teachers feel more confident implementing deep learning	85%
4.	Effectiveness of Mentoring	Intensive mentoring helps overcome implementation challenges	90%
5.	Readiness for Implementation	Teachers feel ready to implement the deep learning model in their respective classrooms	85%
6.	Follow-up Needs	Teachers still require additional support, especially regarding the development of assessment rubrics	20%

The analysis of teaching materials was conducted to determine the extent to which the teacher's learning designs reflected the principles of deep learning. In general, the teaching materials from both MIs demonstrated an effort to design more student-centered learning. However, several aspects still need strengthening to align with deep learning characteristics. For more details, see Tables 2, 3, 4, and 5.

Table 2. Learning Planning (RPP/Modul Ajar) for Deep Learning

Aspects	Findings	Description
Learning Objective Formulation	Adequate	Most teachers have written competency-based objectives, but they do not yet address transferable skills and higher-order thinking.
Suitability of Learning Activity Flow	Inconsistent	The beginning, main, and closing activities are still lecture-oriented and do not systematically facilitate exploration, collaboration, and reflection.
Use of Learning Model	Inappropriate	Teachers have not explicitly integrated project-based, problem-based, or inquiry learning models, which are characteristics of deep learning.
Integration of Character Values and Local Context	Good	Teachers incorporate Islamic values, local Lombok culture, and environmental issues in several modules.

Table 3. Teaching Material

Aspects Analyzed	Findings	Description
Clarity of teaching materials	Good	The material is quite simple and appropriate for the MI students' thinking stage.
Contextualization of examples	Moderate	Examples are not consistently based on children's daily lives.
Creativity of presentation	Poor	Teaching materials are still predominantly text-based, with few visuals, open-ended activities, and student reflection sheets
Integration with the Pancasila student profile	Low	Only a few materials include elements of creativity and cooperation; other dimensions are poorly organized

Table 4. Assessment Tools

Aspects Analyzed	Findings	Description
Assessment Variety	Low	Mostly written tests; no process assessments, portfolios, or performance rubrics.
Assessment Indicator Clarity	Poor	Indicators remain general and do not reflect the depth of the competencies being measured.
Authentic assessment rubrics	Good	Teachers are not yet accustomed to developing performance-based rubrics.
Assessment Alignment with Learning Objectives	Poor	Assessments do not encourage students' analytical, problem-solving, or self-reflective skills.

Table 5. Integration of Deep Learning Prinsiples

Principal	Findings	Description
Student-centered	Moderate	Some activities provide space for interaction, but the teacher remains dominant.
Constructivism (building meaning)	Low	Students are not guided to discover concepts independently.
Interconnectedness between concepts	Low	Integration across subjects is not yet apparent.
Learning reflection	Good	Teaching materials rarely include reflection questions for students.
Metacognitive reinforcement	Low	No self-monitoring or self-assessment sheets.

From the tables above, it can be understood that the teaching materials of MI Lombok Islamic School and MI NW Lingsar teachers are still in the early stages of implementing the in-depth learning concept. Teachers have shown a strong commitment in developing teaching materials, but still require special assistance in several key aspects: (1) formulating learning objectives that emphasize higher-order thinking; (2) strengthening project-based, problem-based, and inquiry-based learning models; (3) developing authentic assessments complete with rubrics; (4) integrating reflection and metacognition activities into teaching materials; and (5) developing more creative and contextual teaching materials (Ashari et al., 2025).

Based on findings at MI Lombok Islamic School and MI NW Lingsar indicate a clear gap between the development of cutting-edge learning theories and daily teaching practices. From initial observations, needs assessments, and analysis of teaching materials conducted in community service programs, it was found that both MIs still face limitations in implementing deep learning principles. Teachers still predominantly use lectures, practice exercises, and surface learning approaches, rather than focusing on student thinking processes (Hasanah et al., 2025; Taqiyya et al., 2025) The learning objectives formulated in the teaching materials tend to be at a lower cognitive level, while project-, inquiry-, or problem-solving-based learning models have not been systematically implemented (Nurhayati et al., 2025).

Furthermore, the analyzed teaching materials revealed that teachers face limitations in developing authentic assessments, performance assessment rubrics, and reflective activities, which are essential components of in-depth learning (Ansori & Heriansyah, 2025). Field findings also indicate that a lack of digital pedagogical literacy and limited training experience are key obstacles to reformulating learning practices that align with the dynamics of science. Teachers expressed confusion about integrating local context into teaching modules, adapting the flow of learning activities to student needs, and facilitating learning that fosters inquiry and exploration skills (Barna et al., 2025).

From an institutional perspective, MI Lombok Islamic School and MI NW Lingsar have a strong commitment to improving learning quality, but access to learning resources, academic mentoring, and professional training remains limited. This has led to stagnant learning innovation, ultimately affecting students' ability to achieve the higher competencies expected in the Independent Curriculum. Therefore, the dynamics of science in basic education require structured interventions to bridge the gap between theory and practice at both Mis (Meilina, 2025).

Teacher capacity building programs through workshops, intensive mentoring, analysis of teaching materials, and classroom practice are relevant both epistemologically and practically. This activity aims not only to improve teachers' technical skills in developing teaching materials but also to strengthen their conceptual understanding of in-depth learning, their ability to analyze student learning needs, and their reflective skills in evaluating teaching practices (Maulidya et al., 2025). Therefore, this community service intervention is designed to ensure that the dynamics of scientific knowledge in education do not stop at the theoretical level, but are truly internalized in the pedagogical practices implemented by teachers at MI Lombok Islamic School and MI NW Lingsar.

The teacher community mentoring program conducted at MI Lombok Islamic School and MI NW Lingsar resulted in a theoretical framework that captures how teachers' capacity-building in designing deep learning occurs through a collaborative, reflective, community-based process. Observations indicate that the quality of deep learning targeted in the Independent Curriculum cannot be achieved solely through one-way technical training. Instead, pedagogical transformation emerges when teachers have a dialogic space to discuss, test understanding, formulate strategies, and openly reflect on their teaching experiences. Thus, community-based mentoring provides teachers with the opportunity to experience authentic deep learning before implementing it with students (Zulela, 2025).

This mentoring process revealed that changes in teaching practices are more effective when implemented through collaboration among teachers than through direct instruction from a trainer. When teachers provide feedback on teaching materials, discuss solutions to classroom problems, and develop learning strategies together, they demonstrate significant improvements in pedagogical skills. This confirms that the professional teacher community serves as an arena for constructing pedagogical knowledge, where theory and practice mutually reinforce each other, and also serves as a platform for building confidence in implementing deep learning (Sugiarto, 2025). The findings also indicate that teachers can only design effective, deep learning when teaching materials are tailored to the local school context and the characteristics of MI students. Modern pedagogical approaches, such as inquiry-based, problem-based, or project-based learning, become more relevant when adapted to the school's learning culture, social environment, and available facilities. Therefore, the resulting theory emphasizes that deep learning is not universal but must be reinterpreted to reflect the real needs of the classroom through a community-based process of reflection and pedagogical adaptation (Amiri et al., 2025).

Furthermore, mentoring demonstrates that implementing deep learning requires a continuous cycle of professional education. Teachers cannot immediately implement concepts after training; they need an iterative process of classroom practice, observation, critical reflection, and revision of teaching materials. When this cycle is consistently facilitated, teachers demonstrate an increased ability to assess the Effectiveness of learning strategies, refine approaches, and develop pedagogical creativity. Therefore, the resulting theory concludes that deep learning at the teacher level develops through iterative cycles of mentoring rather than one-off interventions (Larsen et al., 2025; Mujianto et al., 2025).

The metacognitive dimension of teachers also emerged as a crucial aspect in the theory developed from this community mentoring program. Teachers who can reflect on the strengths and weaknesses of their teaching practices and independently monitor and adjust their learning strategies are more successful at designing learning activities that require higher-order thinking. This suggests that teachers' metacognitive abilities strongly influence students' deep learning in the management of the teaching process. Community mentoring helps strengthen these abilities through reflective discussions and peer evaluation (Sahlan, 2025).

Ultimately, the community mentoring program yielded the theory that the teacher community is the primary ecosystem supporting the sustainability of deep learning implementation in elementary schools. Communities that actively engage in shared practices, pedagogical discussions, and the collaborative development of teaching materials can maintain innovation and the quality of learning even after the formal mentoring program ends. Thus, the resulting theory confirms that improving the quality of deep learning depends not solely on external training but on the sustainability of reflective and collaborative practices among teachers as the primary agents of educational transformation (Alharbi, 2025).

Conclusion

Community service activities focused on strengthening the capacity of elementary school teachers in West Lombok Regency have had a significant impact on improving the quality of learning at Islamic Madrasahs MI Lombok and MI NW Lingsar. Although both madrasahs are firmly committed to improving the quality of education, teachers still face limitations in understanding in-depth learning, in adapting to varied methods, and in developing teaching materials that support higher-order thinking and authentic assessment. Through observation, needs analysis, workshops, intensive mentoring, and data discussions, teachers gained theoretical understanding and practical skills in designing contextual and meaningful learning. This mentoring, complemented by limited implementation, light supervision, and the formation of a community of practice, enabled teachers to internalize and implement deep learning gradually. The developed teaching materials demonstrated improvements in objectives, activity variety, and the integration of formative assessment. Institutionally, both madrasahs demonstrated readiness to adopt deep learning as part of their school culture, supported by leadership and internal policy adjustments.

These activities served as the starting point for a transformation in learning practices that culminated in strengthening the community of practice, ongoing mentoring, and training-based academic supervision. Contextual module development, authentic assessment, integration of local context, facility enhancement, and ongoing collaboration with universities are recommended to ensure the program's long-term viability and impact. This activity also marked the beginning of a learning transformation at both madrasas, culminating in ongoing mentoring and strengthening of the teacher community of practice. The findings of this activity also open up opportunities for further research into the long-term impact of immersive learning on student learning outcomes, and encourage the involvement of parents and the community as partners in supporting learning innovation at madrasas.

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