

ABSTRAK

Penelitian ini bertujuan untuk mengetahui implementasi pendekatan *deep learning* oleh guru laki-laki di TK Permata Hati serta mengidentifikasi tantangan yang dihadapi dalam pelaksanaannya. Penelitian menggunakan pendekatan kualitatif dengan desain fenomenologi. Subjek penelitian adalah guru laki-laki di TK Permata Hati. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru laki-laki telah menerapkan pendekatan *deep learning* melalui pembelajaran yang menghubungkan materi dengan pengalaman nyata anak. Implementasi dilakukan dengan menerapkan prinsip *meaningful learning*, *mindful learning*, dan *joyful learning*, serta mengembangkan delapan dimensi profil lulusan melalui kegiatan pembiasaan sehari-hari. Tantangan yang dihadapi meliputi keterbatasan pemahaman konsep *deep learning*, stereotip gender, posisi sebagai kelompok minoritas, dan kesejahteraan profesi. Meskipun demikian, guru tetap menunjukkan komitmen dalam menciptakan pembelajaran yang bermakna, berkesadaran, dan menyenangkan bagi anak.

Kata Kunci: *deep learning*, implementasi pembelajaran, dan guru laki-laki PAUD

ABSTRACT

This study aims to examine the implementation of the deep learning approach by male teachers at Permata Hati Kindergarten and identify the challenges faced in its implementation. The study used a qualitative approach with a phenomenological design. The subjects were male teachers at Permata Hati Kindergarten. Data were collected through interviews, observation, and documentation, then analyzed using the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. The results indicate that male teachers have implemented the deep learning approach through instruction that connects material to children's real-life experiences. Implementation was carried out by applying the principles of meaningful learning, mindful learning, and joyful learning, as well as developing eight dimensions of graduate profiles through daily activities. Challenges faced include limited understanding of the concept of deep learning, gender stereotypes, minority status, and professional well-being. Despite this, teachers remain committed to creating meaningful, conscious, and enjoyable learning for children. **Keywords:** deep learning, learning implementation, and male teachers PAUD