

## Management Learning Based Approach Learning Deep Through Digital Technology in Implementation Policy Independent Curriculum at SMA N 29 and 34 South Jakarta

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**Abstract.** The application of deep learning technology in everyday life is now increasingly widespread, including in the world of education, such as virtual assistance, mobile automation, and online tutoring. In line with that, research This aim For increase efficiency and effectiveness learning in order to ensure quality and appropriate education with the spirit of Independent Learning in accordance with development technology give opportunity for creation method learning that can be give facilities that make education more meaningful, effective and efficient through implementation learning deep (deep learning) with utilise technology as response to challenge education in the digital era. With use approach qualitative through method studies case, then done data collection through observation, interview to 1) Head School, 2) Vice Principal for Curriculum, 3) Other relevant and involved sources in Management Learning Deep Based Digital Technology in Implementation with Independent Curriculum at SMA N 29 and 34 South Jakarta. The techniques data analysis used with triangulate all over results analysis interview informant with test validity of research data. Results study show Planning learning based approach learning deep in implementation policy curriculum Independence Day at SMA N 29 and SMA N 34 South Jakarta: carried out with plan implementation curriculum independent about deep learning by more formerly head school and deputy principal school, then component main school follow deep learning training afterward to wave to colleague colleagues namely teachers, and so on supported with give training towards teachers with resource person. Implementation learning based approach learning deep in implementation policy curriculum Independence Day at SMA N 29 and SMA N 34 South Jakarta SMA N 29 and SMA 34 Jakarta used Utilization of Media and Technology For increase effectiveness learning. Use of media and technology such as videos and animations can increase effectiveness learning. Videos allow student understand material with a better way interactive and interesting, so increase understanding and retention information. When carrying out online exam. Monitoring and Evaluation learning based approach learning deep in implementation policy curriculum Independence Day at SMA N 29 and SMA N 34 South Jakarta: at SMA N 34 Jakarta is school create environment learning in accordance with principle learning deep Good from facilities and infrastructure school and of course demands to the teacher in create room Study in accordance principle learning in depth so that the quality his learning increase so that effort from school that is give training strengthening to the teachers of SMA N 34 (Coaching). Supporting and inhibiting factors management learning deep based digital technology at SMA N 29 and SMA N 34 South Jakarta, in general overall seen Good will but in application his seen a number of Still difficulty in designing activity in deep learning principles with collaborate third aspect Meanwhile, Deep learning was implemented by SMA N 29 Jakarta and has socialized as well as Keep going develop teacher's ability in applying deep learning with method do visit class For observe in a way direct learning process with use instrument supervision that includes indicator deep learning, see how teachers practice principle deep learning: meaningful, conscious, joyful. School strategy (SMA N 29 and SMA N 34 South Jakarta) in optimize digital technology for support Independent Curriculum; at SMA N 34 there is something called community study (KOMBEL) on the day Friday, starting from 13.00-15.00 for increase quality learning through strengthening to the teacher where socialize all regulation Minister of Elementary and Secondary Education Regulation about implementation deep learning learning, so become material repair for teachers. Several teachers will be assigned For follow Deep learning training by science, social science and subject teachers lesson Humanities with alternate dissemination to other fellow teachers, then the teachers collect the RPP and check it carried out by the field representative academic with, assess concurrent teacher performance with task head school For do supervision as well as evaluation teacher performance, collaboration with field representatives academic For categorize ability fellow teachers towards implementation curriculum independent so that existence reflection and reinforcement to improvement teacher's ability.

**Keyword:** Deep Learning Management, Digital Technology, and Independent Curriculum

## Introduction

In a way empirical change very fast technology has demand all party No except in the field of education and teaching follow revolution This . Teacher adaptation as well as school will be very supportive repair the quality of Indonesian education, and things this is very necessary observed by all teachers, considering active students moment This start school base until college tall is generation Z is growing up and growing up with various facility technology that has connected by sensor or *software (Internet of things)*, so that they more like the learning process which is adaptive and individual based digital technology (Ally, 2019 ). The educational process now give birth to various creative and innovative ideas aimed at For face such global changes fast . One of the form real from transformation the is implementation system learning based digital technology , which works increase quality education , facilitating the learning process teaching , and expand access to source global learning (Azah, 2024). Change This mark birth paradigm new in learning , where the teacher and participants educate No only become users technology , but also becoming manager at a time creator knowledge through utilization integrated digital technology in every activity Study teach .

Utilization technology information become very important in support online learning that includes various digital platforms and applications such as Zoom Meeting, Google Meet, Webex, Google Classroom, Kahoot, Quizizz, and other platforms ( Mesra et al., 2023). In terms of this , context Management Digitalization Independent Curriculum in Middle School, the role head schools and the takers policy is very crucial . Head school need lead change with become agent digital transformation in the environment school . This includes facilitation training for teachers, ensure availability infrastructure adequate technology , and motivation student For adopt digital skills . In addition , the parties taker policy must committed For compile and implement policies that support and encourage digitalization curriculum , while ensure student data security and privacy . Violations privacy Can cause data exploitation or identity students , even distribution information personal who is not should be . Therefore that , is necessary strong data security and policies strict privacy For guard protection students (Alam, 2023). In utilizing technology learning , maintaining student data security and privacy become crucial thing . Security information personal student become focus main . Therefore that , the institution education need apply clear and comprehensive policies related collection , use , and storage of student data ( Mukhid Abd, 2023).

Importance teacher empowerment is also not Can ignored . In the digital era, teachers must in a way active involved in the planning , development and implementation process curriculum . Training sustainable required For increase skills technology them and make sure that they can integrate tools and resources digital power in effective in learning everyday . As a teacher, guide , and educator , a teacher is also responsible answer For manage students , creating environment effective learning , and making learning become fun ( Hamrulla , 2022). In terms of this , collaboration between personnel Schools , teachers, students , and parents are very important . Collaboration is key For reach success and goals in education (Nur & Anggrini, 2023). Everyone is responsible answer For push growth student No only as learner , but also as individuals who want to participate in digital society . Becoming citizens of the world not only become part from reality physical , but also become member digital community (Irawati Dini, 2022).

Complexity issues like inequality social , change culture , and moral challenges in the global era demand update approach learn more relevant and contextual . Learning that only focus on memorization or just remember No adequate For facing and resolving real -world problems (McGregor, 2020). Successful students in a way academic with reach high value , not yet Of course reflect deep

understanding , but rather results from memorization to the material being tested (Marton & Säljö , 1976). Although thus , memorization No fully negative in the learning process . *Deep memorizing* still important as foundation in strengthen understanding (Biggs et al ., 2022). However , it is necessary followed up with stages next , namely think level tall with identify relationship , finding pattern , building meaningful connections , and applying them in solution problem real (Entwistle & Entwistle, 2003). In Indonesia itself , the increase access education relatively has successful , as shown with number participation rough (APK) for level education basic ( mandatory) learning ) namely elementary school 104.97% and junior high school which reached 90.67% (BPS, 2024). However , the challenge education national Still covers inequality quality interregional , dominance learning oriented exams , and low ability think critical participant education . National Assessment Results and studies international like *The Programme for International Student Assessment (PISA)* shows that participant Indonesian education tends to superior in questions memorization , but weak in apply knowledge in situation new and complex (Center for Educational Assessment , 2021). The lack of use source Study contextual , dominance student listening activities lecture from teachers who are transmissive , dominance exercise questions on the LKS that only oriented memorization make the learning process No optimize student potential in general authentic , holistic , and minimal involvement think critical and creative (World Bank, 2020).

In line with that , management learning based technology can understood as a process that includes planning , organizing , implementing , and evaluating learning with utilise digital technology in directed , systematic , and sustainable . The goal is create activity learn more effective , efficient , adaptive , and relevant with need participant education in the digital era. In the context of this , concept learning deep based digital technology (*deep learning-based digital learning*) become important Because No only emphasize on aspects technical and efficiency , but also on development understanding conceptual , ability think critical , creative , reflective , and collaborative (Marnita & Taufiq, 2025) . Learning In-depth (PM) designed as a capable approach answer challenge crisis learning and needs learning 21st century approach This aim For push development skills think level high , implementation knowledge in real world context , as well as Conscious , meaningful , and joyful learning . ( [Deep-Learning-by-Kemendikdasmen-RI.pdf](#) ) . According to Fullan et al. (2018), Learning Deep ( *The Deep Learning Framework*) is something framework purposeful learning equip participant educate with global competency to be ready face the world's increasingly challenging challenges complex . Concept This emphasize importance development skills think critical and analytical through experience deep and continuous learning . Approach learning deep No only focus on mastery content , but also on development ability solve real world problems that are complex , contextual , and ambiguous . Through approach this , participants educate invited understand material in a way comprehensive and implement knowledge gained in context life everyday life . Fullan et al. (2018) also emphasized importance collaboration and communication effective between participant educate in the learning process . Participants educate invited Work The same in team , share ideas, and give constructive feedback One each other. This process help they develop interpersonal skills , expanding perspective , as well as grow empathy and awareness social . In addition , the ability good communication is also strengthened , so participant educate more Ready face challenges in the world of work and life social . With Thus , management learning based digital technology does not Enough only efficiency - oriented use of media, but also must directed For create learning deep that grows ability think level tall (*Higher Order Thinking Skills*) , attitude reflective , and skills social .

After presence Merdeka Curriculum that gives room more big for student For develop in accordance interests and abilities , now government introduce approach new named learning deep (*deep learning*). Approach This official arranged through Minister of Elementary and Secondary Education Regulation Number 13 of 2025 and starting implemented in schools in the year 2025/2026 academic year . Different with method Study traditional which tends to emphasize memorization , learning deep emphasize understanding draft in a way intact , implementation real , and experience fun learning . *Deep Learning* is part from intelligence artificial and *machine learning* which is driver bangan from *multiple layer neural network* For give accuracy task like detection object , recognition voice , translation language and others (Putra, 2018). Deep Learning is right learning methods that utilize multi - layer *artificial neural network* , *Artificial Neural Network* This made similar brain humans , where neurons are connected One each other so that form A a very complicated network of neurons . *Deep Learning or deep structured learning or hierarchical or deep neural learning* is learning method that utilizes multiple non-linear transformations, deep learning can viewed as combination *machine learning with AI (artificial neural network)* ( Primartha , 2018). Three principles mainly is *mindful learning* ( conscious and full attention ) , *meaningful learning* ( meaningful and relevant with life ) , and *joyful learning* ( fun and motivating ) . With approach this , students No only expected control material lessons , but also able to develop *8 dimensions profile Pancasila students , starting from reasoning critical , creativity , collaboration , to communication* . Teachers play a role No just transmitter material , but rather facilitator , guide , and also partners Study for student .

Based on results observation at SMA N 29 South Jakarta , namely in carry out learning deep known that school do a number of stages For apply learning based technology with deep learning include : a) follow include teachers in training curriculum independence and learning deep , then b)m supports existence Collaboration with fellow teachers , namely : a) Collaboration between teachers of the same subject , and c ) Collaboration between different subject teachers . The goal For get corner view of space scope his more wide in understand curriculum independent . Learning In-depth in SMA/MA is applied with a better way complex , encompassing project cross eye lesson as well as study based actual and contextual problems . For running deep learning, in a way overall seen Good will but in application his seen a number of Still difficulty in designing activity in principle deep learning with collaborate third aspect ( how teachers practice principle deeplearning : meaningful , mindful , joyful ) . In addition , SMA N 29 Jakarta has apply learning CBT- based since two years final with make use of technology Of course school supported with provide supporting facilities and infrastructure ( Space implementation curriculum independent so that capable operate learning deep with technology in the form of a Digital Learning Management System) SMA N 29 South Jakarta, such as subject teachers the study also uses the LMS in complete obligation administrative in picture following :

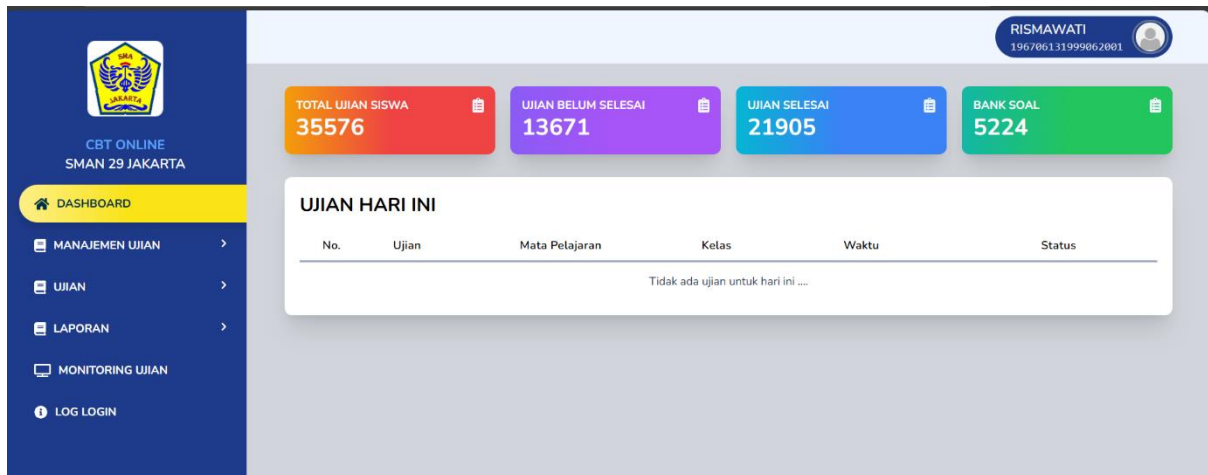


Figure 1.1 CBT application of Digital Learning Management System of SMA N 29 Jakarta

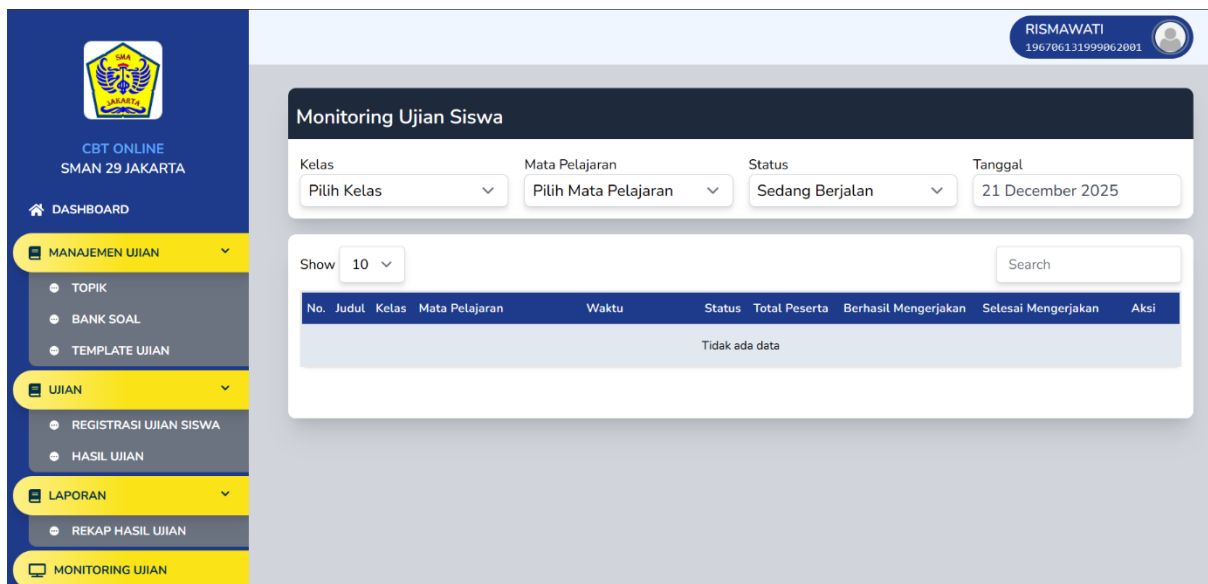


Figure 1.2 Online CBT Application Dashboard

Development technology demand changes and improvements in the field education in prepare participant educate For realize Virtuous Human Resources character noble , cultured , characterful , creative , innovative and superior in performance as well as competitive in the digital world . The website of SMA Negeri 29 Jakarta is door gate For get information about activity school , achievements academic both academic and non- academic to parents / guardians students , as well as public in a way wide as well as as event communication between teachers, students , alumni and the community . Utilization other is a school website as a medium for online learning and evaluation . The hope of results interview beginning with Head SMA N 29 Jakarta, this website can beneficial specifically in increase quality education at State Senior High School 29 Jakarta and the world of education in general .

So as with results analysis interview beginning with Head SMA N 34 Jakarta, SMAN 34 Jakarta implements approach **Deep Learning** No in context intelligence artificial intelligence (AI), but rather as philosophy education that encourages understanding deep students , through flagship programs like Integrating *Project-Based Learning* (PBL) and Blended *Learning* technology and learning active so that

students think critical , creative , and relevant with the real world , not only memorizing , which is in line with principle *Mindful* , *Meaningful* , and *Joyful Learning* , as depicted on page following :



Figure 1. Website of SMA N 34 Jakarta (displaying the E-Learning system)

From the results observation It is known that SMA N 34 Jakarta admits that importance prepare student For facing a world that continues changed . With modern style , we combine technology latest with method interactive and creative learning . We teach our students to become thinker critical , collaborative , and courageous take risk . At school This do evaluation character with independent curriculum based on learning in-depth . In the development classroom learning done with map initial intake capacity student Then start learning with collaborate and differentiate customized with need Study students ( according to style Study students ; auditory , visual and kinesthetic ), so that teachers implement learning strategies with assessment beginning ability students ( interests and styles) Study students ). In the implementation learning deep based technology carried out by SMA N 34 Jakarta with using the Learning Management System in the school in form visualization material main ( video, pictures , etc.) lessons in class in learning certain for learning become more interesting . The obstacles faced that participant educate No everything can utilise technology with good . This is in tune with various relevant research show that management effective and integrated learning with technology can give contribution significant to improvement quality learning and achievement academic students . Faisal & Astuti (2024) emphasized that system management learning based technology , such as *Learning Management System* (LMS), has become part important from experience modern learning . Platforms such as Moodle, Canvas, Blackboard Learn, and Google Classroom have become means main in management materials , assignments , assessments , and communication between teachers and participants educate . Meanwhile that , Wiwita et al. (2022) stated that there is three component important in prepare management learning ICT- based , namely : a) Infrastructure technology , including computers , internet networks , LCD projectors , and other devices supporters others ; b) Human Resources (HR), especially teachers and administrative staff practitioners necessary technology equipped training to be able to utilizing ICT in learning ; c) Content and application learning , such as interactive media , e-learning, and educational websites . Third component the become factor important in success implementation management learning based technology , including in support learning in - depth understanding and application oriented draft in a way real .

In line with research mentioned , there are study Sari and Murni (2024) explain the application of technology in learning has proven increase involvement students , giving greater accessibility big to source Power education , and allows more personalized learning . Technology such as e-learning platforms, applications learning , and tools digital collaborative helps create environment interactive and responsive

learning to need students . Benefits implementation technology This among others, increasing motivation and participation students , as well as make things easier access information and materials learning . In addition , technology support learning based projects and collaborative , which encourages development skills think critical and creative . However , there are also weaknesses that need to be addressed. attention . Challenges main issues faced including lack of training for educator in use technology in a way effective , uncontrolled access equivalent to technology among students , and potential interference caused by digital devices . Then , from research conducted Ministry of Primary and Secondary Education explain that Framework necessary learning strengthened For support implementation learning deep is 1) Teachers can choosing the right strategy For reach objective learning with focus on experience participant educate , prioritize practice , encourage ability think level high and collaborative . Teachers should have ability pedagogical , 2) Utilization digital technology for provide various source meaningful learning so that can push creation more learning interactive , collaborative , and contextual . Teachers should creative utilise progress era For support implementation classroom learning , 3) Environment learning that encourages collaboration , reflection , exploration and sharing of ideas so that can accommodate all over participant educate including style study with provide room physical , virtual, cultural integrated learning . Unit education should develop environment supportive learning learning , friendly children , safe , comfortable and fun and 4) Partnership need built with all over member ecosystem school ( head school , teachers, participants educators , parents , communities and partners professional others ) . All member ecosystem school collaborate For support the learning process . Therefore that , the role of teachers in learning deep is as *activator* (teacher as driver) , *collaborator* (teacher is able to Work The same with various parties ) , *culture builder* (teachers are able to build culture ) .

If associated with context policy education national , role technology education become the more strategic in implementation National Curriculum . Based on Constitution Number 20 of 2003 concerning National Education System ( Sisdiknas ) , curriculum is a set plans and arrangements about objectives , content , teaching materials , and method organization learning For reach objective education national . The goal is covers development potential participant educate to become a man of faith , piety , morals noble , knowledgeable , capable , creative , independent and responsible answer as democratic citizens . In the context of this , integration digital technology in curriculum become an important strategy For realize vision education national and prepare competitive generation in the global era. Policy implementation Independent Curriculum , which is now become part from National Curriculum , starting enforced since 2021 through launch Curriculum Prototype in the Freedom to Learn program . Curriculum This designed more simple , flexible , and emphasizes learning based competence as well as formation character through Profile Pancasila Students . Based on Minister of Education, Culture, Research and Technology Regulation Number 56/M/2022 concerning Guidelines Implementation Curriculum in the Context of Learning Recovery , school given freedom For choose the curriculum used is good 2013 Curriculum and Independent Curriculum . Implementation curriculum This initially done at school driving force and Central Vocational School Advantages , then expanded in a way national . According to BSKAP No. 009/H/KR/2022, the Independent Curriculum has implemented since year 2021/2022 academic year in around 2,500 schools driving force throughout Indonesia . The government give three option implementation of IKM, namely Independent Learn to be independent Change , and Independent Sharing. Meanwhile that , the Minister of Education and Culture Regulation Number 13 of 2025 has set that The Independent Curriculum has become National Curriculum and establish three principle main National Curriculum , namely : a) Development characters , which are integrated in intra- curricular and extracurricular activities ; b) Flexibility learning , adapted with

context and needs unit education ; and c) Focus on content **essential** , so that the learning process learning - oriented deep (*deep learning*) . With principle In this regard , the National Curriculum encourages realization student -centered , problem - based learning project-based , differentiated , and competency - oriented . Digital technology in matter This functioning expand access source learn , provide bait come back fast , and facilitate personalization learning in accordance need participant educate . Therefore that , researcher interested For do study with title : Management Learning Based Approach Learning Deep through Digital Technology in Implementation Policy Independent Curriculum at SMA N 29 and 34 South Jakarta.

## Methods

Study This was conducted at SMA N 29 South Jakarta, located at Jl. Kramat No. 6 North Kebayoran Lama, Kebayoran Lama, South Jakarta City, Special Region of Jakarta Capital City of Jakarta 12240. 021-7395831 and SMA N 34 South Jakarta which is located on Jl. Wildlife Reserve No. 1, District Cilandak , South Jakarta City, D. KI . Jakarta. Research This done start month September to December 202 5 which started with studies introduction and design title study For understand all situation research and objects study Which will researched . Approach research used is study with approach qualitative with methods used in study This is method studies case with take data from results observation , interviews , and studies documentation will analyzed , processed , so that can Conclusions are drawn . This primary data in the form of authentic , objective and reliable data , because the data will used as base For solve something problem . This primary data Can in the form of results interviews , observations , and documentation with parties related . This data can obtained from: 1) Head School, 2) Vice Principal for Curriculum, 3) Other relevant and involved sources in I implementation Learning Deep Based Digital Technology at SMA N 29 and 34 Jakarta . For increase validity results, researchers must remembering some of the main principles in data validity tests such as: credibility , transferability ( transferability ) , dependability ( dependability ) , can confirmed ( *confirmability* ) .

## Results and Discussion

increasingly digital era developing technology has become part not inseparable from various aspect life , including education . Utilization technology in learning No only change method delivery material , but also encourages innovation in approach teaching . This is is solution to challenge create more learning effective , interesting and relevant with need 21st century technology has become element important in innovation learning , playing role important in increase effectiveness in the classroom . Digitalization school become consequence natural from transformation time , so that adjustment For understand knowledge and technology become very important aspect . In this situation this , the government has apply policy related adoption digital technology in schools For give support for implementation learning digital- based . This is also in accordance with with directions The Minister of Primary and Secondary Education ( Mendikdasmen ) , Abdul Mu'ti, emphasized that importance deep learning approach increase quality education in Indonesia. In a seminar entitled " Implementation of Deep Learning in the Framework of Realizing Quality Education" For All ," Minister Mu'ti convey thoughts and direction policy related the concept of deep learning, which has get response wide from community and academics . In his speech , Minister Mu'ti explain that deep learning is A approach learning that focuses on understanding depth and application draft in a way more good . "Deep learning is not just memorize or do questions exam , but How student understand draft in a way comprehensive , linking it with discipline knowledge and applying it in life real . In its implementation , deep learning will implemented with a more approach flexible and fun . Learning model This push student For more active in explore concepts and connecting various discipline science , start from knowledge cognitive until its

implementation in the real world . Deep learning becomes learning that is not only mindful, meaningful, and joyful, but also truly bring change in quality education national . “Deep learning prioritizes the thinking process level high , such as problem solving, collaboration , and finding meaning . Learning carried out with approach This will push student For Keep going think critical , digging knowledge , and ultimately can connect what was learned with life real . More Far again , deep learning is also related with theory cognitive , which shows that the learning process involving attention , processing deep level processing , and memory . The information learned will more easy remember If processed with a better way in-depth and relevant with experience previously . This process in line with principles in psychology cognitive that has been proven effective in increase quality learning.In In its application , deep learning allows teachers to more involved in monitor and direct the learning process student with more effective . The teacher does not only give information , but also invites student For understand meaning and relevance the material being taught . With Thus , learning become more active , fun , and most importantly , full meaning for students . Furthermore , in the research This selected SMA N 29 and 34 South Jakarta which have implementing Deep Learning based on technology that is using CBT online tests in the learning that is carried out also uses technology information as means main learning and teaching in class both inside and outside class as well as become school with various flagship programs literacy others , then results analysis study This show on some matter namely : a) The planning carried out by SMA N 29 Jakarta is with socialize approach deep learning learning to all teachers and staff education Then perfect means required infrastructure with refers to the Merdeka curriculum used by schools , b) Implementation learning based approach learning deep in implementation policy curriculum Independence Day at SMA N 29 and SMA N 34 South Jakarta; SMA N 29 and SMA 34 Jakarta used Utilization of Media and Technology For Increase Effectiveness Learning . Use of media and technology such as videos and animations can increase effectiveness learning . Videos allow student understand material with a better way interactive and interesting , so increase understanding and retention information . In addition , from results findings research conducted at SMA N 29 South Jakarta found that that school using an LMS known as the Management Digital Learning System and carrying out online CBT on assessments learning that is as in the picture below This :

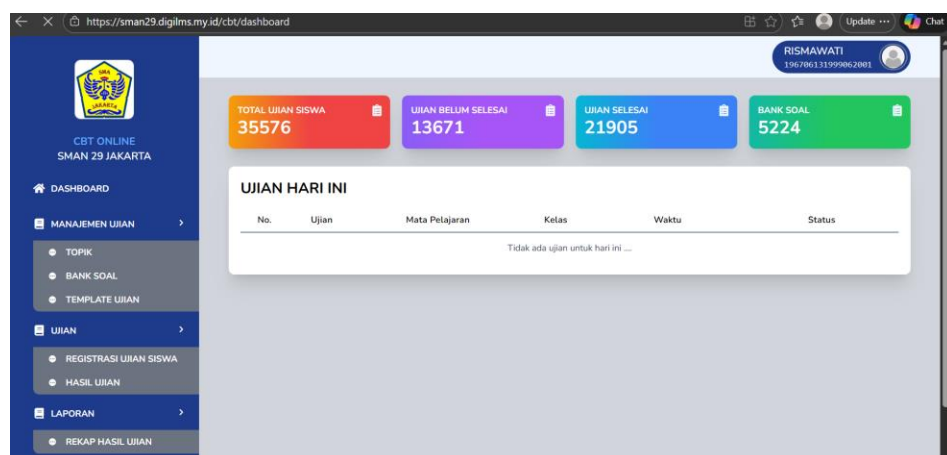
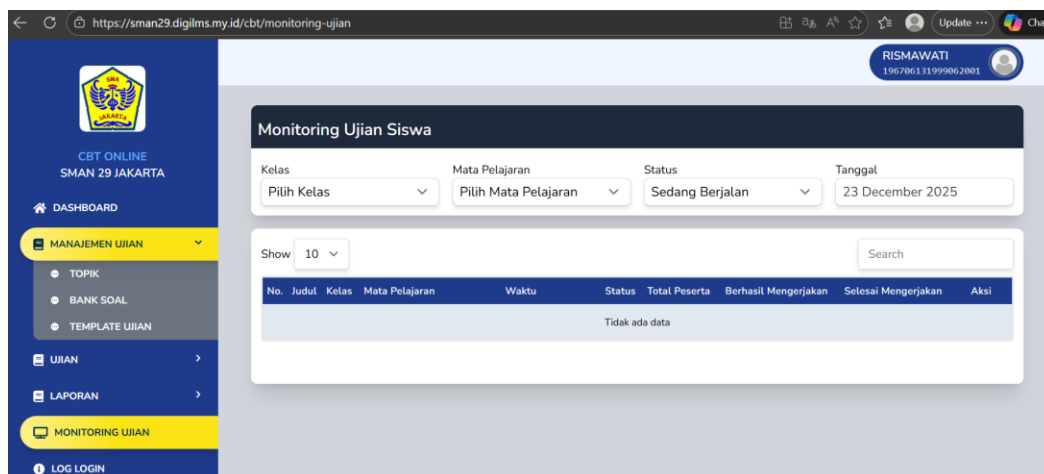


Figure 2. Online CBT Dashboard ( subject teacher account )

On the dashboard there is management exam , test , report to monitoring exams that can be done accessed by subject teachers for do a series activity manufacturing question until assess and know results test , as in the picture under This :



### Management menu bar Exam

The online CBT test conducted by SMA N 29 Jakarta uses question test based technology created by the school such as LMS so that students can access exams and questions from the device they have . SMA N 29 Jakarta has an exam portal owned by teachers and students . On the teacher portal access , there is some menu bars include ; management menu bar exam containing Topics , question bank to the exam template , while on the exam menu bar summarized registration exam students and results exam . Then on the Report menu bar there is recap results exams and subsequent exam monitoring . Platform online exams that make things easier institution education or organizer in stage online exams . In addition , using an online exam platform also makes it easier in assessment . This due to existence features that can give evaluation exam student in a way automatic after finished workmanship . Every participants who took part exam will answer every questions on the computer with type or choose correct answer . Usually CBT implementation is also regulated with duration the time displayed on the screen computer . This CBT Alone used For practice students to be able to adapt with selection enter college high in Indonesia based system implementation use computer . With CBT, every participant can arranged to get package same question or different and already computerized . Then c) Supervision and Evaluation learning based approach learning deep in implementation policy curriculum Independence at SMA N 29 and SMA N 34 South Jakarta: Faster e - evaluation and Feedback ; SMA N 29 and 34 Jakarta use Technology allows teachers to provide bait more back fast and accurate through system management learning (LMS). Assessment formative and summative can done online so that make it easier tracking progress students and adjustment method teaching in accordance needs . The use of this media can make it easier for teachers to convey materials , as well as can increase motivation Study students . This is in accordance with function from The use of learning media is very supportive effectiveness of the learning and delivery process message as well as the material being taught . Media is tools that can increase activity in the learning process . Furthermore , d) Supporting and inhibiting factors management learning deep based digital technology at SMA N 29 and SMA N 34 South Jakarta: in educational management in the form of management deep learning based learning technology it turns out contribute significant to improvement quality learning . This matter seen from planning more curriculum structured , monitoring results learn more effective , and improvement interaction between teachers and students through digital platforms . However , several obstacles , such as limitations infrastructure technology , lack of digital competence among educators , as well as resistance to change . For overcome matter this , is required support sustainable from party management intensive school and training for educator in utilise technology optimally so that management deep

learning based learning technology own potential big For increase quality learning in schools . The recommendations submitted covers improvement digital infrastructure , development competence technology for educators , and implementation system adaptive evaluation . With Thus , the implementation management based technology expected can create environment innovative and appropriate learning with developments of the times. Furthermore , the school strategy ( SMA N 29 and SMA N 34 South Jakarta) in optimize digital technology for support Independent Curriculum : IT staff provide view from corner view technical : ,We ensure that all devices and networks functioning with good for teachers and students can utilise technology in a way maximum . When technology functioning with well , we see improvement involvement students and effectiveness learning .' Statement IT staff shows how importance support technical in maximize benefit technology . Good care to devices and networks is key For ensure that technology can used optimally .

## **Conclusion**

Based on results analysis and study from all overall results interview so can concluded research " Management learning based approach learning deep in implementation policy curriculum Independence at SMA N 29 and SMA N 34 South Jakarta", then as following : 1) Planning learning based approach learning deep in implementation policy curriculum Independence Day at SMA N 29 and SMA N 34 South Jakarta: carried out with plan implementation curriculum independent about deep learning by more formerly head school and deputy principal school , then the main components school follow deep learning training afterward to wave to colleague colleagues namely teachers, and so on supported with give training towards teachers with resource person . 2) Implementation learning based approach learning deep in implementation policy curriculum Independence Day at SMA N 29 and SMA N 34 South Jakarta SMA N 29 and SMA 34 Jakarta used Utilization of Media and Technology For increase effectiveness learning . Use of media and technology such as videos and animations can increase effectiveness learning . Videos allow student understand material with a better way interactive and interesting , so increase understanding and retention information . When carrying out online exams , usually student will using an online exam platform that contains questions , duration workmanship , and there is also regulation implementation exams , owned by teachers and students . Platform online exams that make things easier institution education or organizer in stage online exams . In addition , using an online exam platform also makes it easier in assessment . CBT, teacher can save organization exam Because No need provide paper , ink , distribution question more easy , and so on . Apart from that , there are also more teachers efficient in management time , because after workmanship exam teacher and participant can see mark in a way direct . The use of the CBT online exam platform provides Lots advantages . However , it does not can denied that there are also many online exams constraints and uncertainties such as slow internet , site down, and other problems technical other . In addition , from results findings research conducted at SMA N 29 South Jakarta found that that school Using an LMS known as the Digital Learning Management System and implementing online CBT. 3) Monitoring and Evaluation learning based approach learning deep in implementation policy curriculum Independence Day at SMA N 29 and SMA N 34 South Jakarta: at SMA N 34 Jakarta is school create environment learning in accordance with principle learning deep Good from facilities and infrastructure school and of course demands to the teacher in create room Study in accordance principle learning in depth so that the quality his learning increase so that effort from school that is give training strengthening to the teachers of SMA N 34 (Coaching). Then , at the beginning carry out monitoring in class with see compatibility between design learning with teacher implementation while in class , then give the

following notes become material discussion, then do teacher reflection on student so that there is repair lessons. Meanwhile, the findings at SMA N 29 Jakarta were head school do visit class for observe in a way direct learning process with use instrument supervision that includes indicator deep learning, see how teachers practice deep learning principles: meaningful, mindful, joyful as head the school pays close attention about how a teacher can push student think critical, creative, and reflective. After observation of course as head school convey evaluation to teachers.

4) Supporting and inhibiting factors management learning deep based digital technology at SMA N 29 and SMA N 34 South Jakarta, in general overall seen good will but in application his seen a number of still difficulty in designing activity in deep learning principles with collaborate third aspect. Meanwhile, Deep learning was implemented by SMA N 29 Jakarta and has socialized as well as keep going develop teacher's ability in applying deep learning with method do visit class for observe in a way direct learning process with use instrument supervision that includes indicator deep learning, see how teachers practice principle deep learning: meaningful, mindful, joyful. Head the school pays close attention teacher's ability can push student think critical, creative, and reflective. After observation of course as head school convey evaluation to the teacher. Actually no there is constraint big in organizing Independent Curriculum at school, all teachers have enough ready and understanding his duties. Only a few things, for example adapt timetable activity or distribution group students so that all can active, but that can overcome with regular coordination between teachers and staff. In addition, support what the school provides in optimize digital technology in learning at SMA N 29 Jakarta is SMA N 29 provides various support so that digital technology can utilized in a way maximum. School provide stable internet access, device computers and projectors in the classroom, as well as online learning platform for support activity study teaching. Apart from that, the school also holds training and workshops for teachers so that they more used to use digital technology in convey material and do evaluation learning.

5) School strategies (SMA N 29 and SMA N 34 South Jakarta in optimize digital technology for support Independent Curriculum; at SMA N 34 there is something called community study (KOMBEL) on the day Friday, starting from 13.00-15.00 for increase quality learning through strengthening to the teacher where socialize all regulation Minister of Elementary and Secondary Education Regulation about implementation deep learning learning, so become material repair for teachers. Several teachers will be assigned for follow Deep learning training by science, social science and subject teachers lesson Humanities with alternate dissemination to other fellow teachers, then the teachers collect the RPP and check it carried out by the field representative academic with, assess concurrent teacher performance with task head school for do supervision as well as evaluation teacher performance, collaboration with field representatives academic for categorize ability fellow teachers towards implementation curriculum independent so that existence reflection and reinforcement to improvement teacher's ability. Strategy of school that is conducted first very that is do mapping one of the abilities ability in utilization digital technology, that at SMA N 34 there is among them some teachers who are senior and among them other teachers with age more young his birth which is more familiar with technology. Where in community Study invited collaboration and work same, and school alone do based teacher needs, with fill out the Google form, so that school capable provide teacher needs such as training programs in accordance the required targets. Meanwhile, at SMA N 29 Jakarta, the steps taken by the principal school in organizing teachers and staff education to be ready apply deep learning is among others: 1) Following include teachers in training curriculum independence and learning in-depth, 2) Supporting existence Collaboration with fellow teachers, namely: a) Collaboration between teachers of the same subject and b) Collaboration between different subject teachers. The goal for get corner scope of view his more wide in understand Independence curriculum.

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