



Management of Moving Class Learning System Through Deep Learning Approach to Improve Students' Learning Interest in Aiza Hafizh Integrated Islamic Kindergarten

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Abstrak

Pembelajaran merupakan suatu proses interaksi antara pendidik dengan peserta didik dalam kegiatan belajar mengajar yang ditunjang oleh sumber belajar pada suatu lingkungan belajar untuk mencapai tujuan tertentu. Pembelajaran yang menarik salah satunya ditunjang oleh kreativitas guru dalam mengkondisikan kelas yang dapat mempengaruhi minat belajar peserta didik. Penelitian ini bertujuan untuk menganalisis penerapan manajemen sistem pembelajaran moving class melalui pendekatan deep learning untuk meningkatkan minat belajar peserta didik di TK IT Aiza Hafizh Kabupaten Cianjur. Metode penelitian yang digunakan yaitu studi kasus dengan pendekatan deskriptif kualitatif, dengan teknik pengumpulan data melalui observasi, wawancara, dan studi dokumentasi. Hasil penelitian yang telah dilakukan, menunjukkan bahwa penerapan Manajemen Sistem Pembelajaran *Moving Class* melalui pendekatan *deep learning* dapat meningkatkan minat belajar peserta didik di TK IT Aiza Hafizh Kabupaten Cianjur. Peserta didik memiliki keinginan untuk belajar sesuai dengan keadaan, kemampuan, kebutuhan, dan karakteristik mereka, salah satunya ditunjang oleh pembelajaran moving class yang dapat meningkatkan minat belajar mereka. Kendala utama yang dihadapi adalah guru memahami deep learning secara komprehensif serta terbatasnya fasilitas pendukung moving class. Solusi yang diajukan meliputi pelatihan guru dalam mengelola pembelajaran *moving class* dan pemahaman konsep dan praktis *deep learning*. Implementasi pembelajaran moving class melalui pendekatan *deep learning* dengan memanfaatkan sumber daya dan asset yang dimiliki sekolah. Penelitian ini merekomendasikan pengembangan kompetensi guru dalam kegiatan komunitas belajar secara konsisten dan berkelanjutan sebagai upaya untuk menciptakan pembelajaran yang menarik, menantang, dan menyenangkan yang disesuaikan dengan kodrat alam dan kodrat zaman peserta didik.

Kata Kunci: Manajemen Pembelajaran, Moving Class, Deep Learning, Minat Belajar

Abstract

Learning is an interaction process between educators and students in teaching and learning activities, supported by learning resources in a learning environment to achieve specific goals. Engaging learning is supported, among other things, by the teacher's creativity in conditioning the class, which can influence students' learning interest. This study aims to analyze the application of moving class learning system management through a deep learning approach to increase students' interest in learning at IT Aiza Hafizh Kindergarten, Cianjur Regency. The research method used is a case study with a qualitative descriptive approach, with data collection techniques through observation, interviews, and documentation studies. The results of the research that has been conducted indicate that the implementation of the Moving Class Learning System Management through a deep learning approach can increase students' interest in learning at the Aiza Hafizh Integrated Islamic Kindergarten, Cianjur Regency. Students have a desire to learn according to their circumstances, abilities, needs, and characteristics, one of which is supported by moving class learning that can increase their interest in learning. The main obstacle faced is that teachers understand deep learning comprehensively and the limited supporting facilities for moving classes. The proposed solutions include teacher training in managing moving class learning and understanding the concept and practice of deep learning. Implementation of moving class learning through a deep learning approach by utilizing the resources and assets owned by the school. This study recommends the development of teacher competence in learning community activities consistently and sustainably as an effort to create interesting, challenging, and enjoyable learning that is adjusted to the nature and nature of the times of students.

Keywords: Learning Management, Movin Class, Deep Learning, Learning Interest.

INTRODUCTION

The dynamics of curriculum changes in Indonesia carried out by the government are an effort to develop and improve the quality of education in Indonesia that is

adjusted to the current conditions, needs, characteristics, and developments, especially the rapid development of technology, information, and communication. Efforts to improve the

quality of education can be seen from the learning process that takes place in educational units, both the methods and approaches used and other supporting facilities and infrastructure.

Learning with optimal goal achievement requires good learning management. Learning management is a series of processes for managing learning activities, including planning, organizing, implementing, directing, and evaluating. This aims to achieve educational goals effectively and efficiently. According to Hamalik (2017), learning management is the process of arranging and managing various interconnected learning components to achieve maximum learning outcomes.

The learning process carried out in educational units using various strategies, methods, media, and approaches that are adjusted to the circumstances, needs, abilities, environment, and characteristics of students in general has the aim of making students smart, talented, and have good morals. Whatever the method and approach, all have a positive goal, namely to develop the potential and shape the characteristics of students in a better direction. However, sometimes, the methods or approaches applied by educational units make students feel monotonous and bored. In contrast to the expectations of those who want interesting and fun learning activities, especially at the Early Childhood Education level where playing is the context of learning.

Aiza Hafizh Integrated Islamic Kindergarten implements moving class learning as a solution to the obstacles and challenges faced by educators during the learning process. The management of moving class learning that is currently running at Aiza Hafizh Integrated Islamic Kindergarten Cianjur combined with a deep learning approach will have a more significant positive impact on increasing

students' interest in learning. Furthermore, the success of implementing moving class learning through a deep learning approach is determined by good learning management by the principal, the readiness of the competence and creativity of educators, a conducive environment, and adequate supporting facilities and infrastructure. According to the Minister of Primary and Secondary Education, Abdul Mu'ti (2025:12) Deep Learning (PM) is designed as an approach that is able to answer the challenges of the learning crisis and the needs of 21st century learning. This approach aims to encourage the development of high-level thinking skills, the application of knowledge in real-world contexts, and conscious, meaningful, and joyful learning.

Based on the background of the problem, the researcher is interested in conducting a study entitled "Management of the Moving Class Learning System through the Deep Learning Approach to Increase Student Interest in Learning at the Aiza Hafizh Integrated Islamic Kindergarten, Cianjur Regency". This study focuses on the management of the moving class learning system to increase student interest in learning at the Aiza Hafizh Integrated Islamic Kindergarten, Cianjur Regency, by identifying the needs and preferences of students in learning, and implementing the moving class learning strategy, it is expected to have a positive impact on student involvement in learning. This study also attempts to analyze the factors that influence the success of the implementation of the moving class learning system management, as well as the challenges faced by teachers and students in the process.

RESEARCH METHODS

This study uses a qualitative approach because it aims to understand the phenomena that occur in a natural

context without relying exclusively on numbers or statistical data. The research method used in this study is a case study conducted through in-depth observation of the implementation of the moving class learning management. There are three data collection techniques used in this study, namely observation, interviews, and documentation. Data collected from interviews, observations, and document analysis will be analyzed using a thematic analysis approach. This technique is used to identify patterns and themes that emerge from the data that has been collected.

This research was conducted at the Aiza Hafizh Integrated Islamic Kindergarten, Cianjur Regency, located at Jl. Hasyim Asyari RT 01/11, Solokpandang Village, Cianjur District, Cianjur Regency. The research subjects or research respondents were selected purposively, namely the informants selected were people who had sufficient knowledge and experience related to the research problem. With research subjects, namely: principals, teachers, and students at the Aiza Hafizh Integrated Islamic Kindergarten, Cianjur Regency.

RESULT AND DISCUSSION

Aiza Hafizh Integrated Islamic Kindergarten is located on Jl. Hasyim Asyari RT.01/11, Solokpandan Village, Cianjur District, Cianjur Regency. This school is an integrated Islamic-based early childhood education institution managed by the Aiza Hafizh Foundation. In the 2024/2025 academic year, the number of students reached 68 children, who came from various socio-economic backgrounds. Most of the students' parents came from the middle economic class.

This study focused on four components of educational management: planning, organizing, implementing, and supervising (POAC). Data were obtained

through observation, interviews with the principal, teachers, and students, and documentation studies at Aiza Hafizh Integrated Islamic Kindergarten. The following are the findings based on the four components:

1. Planning

Planning is the initial stage in the management of the moving class learning system. The principal and the team of teachers held a meeting at the beginning of the 2024/2025 academic year to design innovative learning. Some important points in planning are as follows:

- a. Mapping of student needs: Teachers identify children's learning styles (visual, auditory, kinesthetic) and interests through early semester observations.
- b. Preparation of thematic moving class schedules: Learning schedules are arranged so that students move from one room to another every two sessions. For example, literacy classes, mini science classes, creative classes, and motor classes.
- c. Integration of deep learning approaches: Teachers are given internal training on the principles of deep learning including mindful, meaningful, and joyful learning.
- d. Preparation of teaching materials: Teachers prepare RPPH (Daily Learning Implementation Plan) by adjusting the theme, children's needs, and the principles of deep learning.

2. Organizing

- a. Organizing focuses on the division of roles, room arrangement, and the flow of learning activities. The results of the study show:

- b. Division of roles: Each teacher has responsibilities in a particular room, no longer as a permanent class teacher. For example, Teacher A handles the nature exploration class, Teacher B handles the fine motor class.
 - c. Moving class coordinator: A small team is formed to monitor the smooth movement of children between classes and maintain regular activities.
 - d. Grouping students: Children are divided into small groups based on age and development level to facilitate class rotation and learning differentiation.
 - e. Thematic room arrangement: The room is designed thematically and equipped with simple props such as nature models, experimental corners, sensory boards, and loose part materials.
 - f. Coordination with parents: The school provides routine information regarding the moving class schedule and children's daily activities through WhatsApp groups and liaison books.
3. Implementation (Actuating)
- The implementation stage is the core of the management of the moving class learning system with a deep learning approach. Based on the results of observations and interviews:
- a. Scheduled learning activities: Each child participates in a minimum of three class rotations each day, with a time of 30–45 minutes per session. Deep learning strategies used:
 - 1) Thinking: Children are invited to observe and analyze simple phenomena, such as color changes when mixing primary colors.
 - 2) Emotional and heart exercises: Teachers build empathy and social sensitivity through illustrated stories, small group discussions, and role-playing.
 - 3) Sports: Physical activities are carried out in the form of educational games such as dexterity or teamwork competitions.
 - b. Conscious and meaningful approach: Teachers always relate learning to children's daily lives and provide time for simple reflection through questions: "What did you learn today?" or "How did you feel when you played in the leaf class earlier?"
4. Supervision (Controlling)
- Supervision is carried out through several forms of evaluative and reflective activities, including:
- a. Routine supervision by the principal: The principal directly observes learning activities and provides feedback to teachers.
 - b. Weekly teacher reflection: Teachers hold reflective meetings every weekend to discuss obstacles, children's progress, and strategy improvements.
 - c. Observation of children's learning interests: Teachers use learning behavior observation instruments, such as interest, active questioning, participation during activities, and children's initiatives.
 - d. Parent evaluation: Parents are involved in indirect supervision through satisfaction questionnaires and child development reports.

The results of the supervision show that:

- a. Children are more enthusiastic about going to school and show a high level of curiosity.
- b. Teachers experience increased creativity in designing learning activities.
- c. The learning space becomes more lively and interactive.

The results of the study indicate that the application of moving class learning system management through a deep learning approach can increase students' interest in learning. Interest in learning is an important foundation for the success of the learning process, especially in early childhood education (PAUD).

Moving Class implemented in Aiza Hafizh Integrated Islamic Kindergarten as a solution to the constraints of learning in one room has proven successful. Changes in the learning environment create a more dynamic and interesting atmosphere for students. Early childhood learning interests are greatly influenced by sensory stimulation and a variety of activities. By moving classes, students are faced with different settings, teaching aids that may vary, and possibly interactions with different teachers, all of which contribute to increasing their curiosity and enthusiasm.

This study highlights that students have a desire to learn according to their circumstances, abilities, needs, and characteristics. The Deep Learning approach, which in the context of PAUD can be interpreted as learning that is centered on deep understanding, active exploration, and contextual relevance, allows teachers to design more personal and meaningful learning experiences. When learning is tailored to children's learning styles and natural interests, their

interest in learning will automatically increase. This increase in learning interest is also supported by teacher creativity in conditioning the class. In the context of moving class and deep learning, teacher creativity is crucial in designing transitions between classes, preparing relevant materials at each learning station, and facilitating in-depth exploration that is appropriate to the child's developmental level. Creative teachers are able to turn challenges into opportunities for pedagogical innovation.

Despite showing positive results, this study also identified two main obstacles, namely teachers' understanding of deep learning is not yet comprehensive and limited supporting facilities for moving classes. The first obstacle indicates a gap between the theoretical concept of deep learning (as a learning approach oriented towards deep understanding, connections between concepts, and real applications) and teachers' practical understanding in implementing it in the classroom. Discussions need to explore what aspects of deep learning have not been understood comprehensively: whether it is about designing essential questions, encouraging inquiry, building cross-disciplinary connections, or facilitating deep reflection in early childhood. The second obstacle related to limited facilities can hinder the optimization of the moving class system. Discussions should identify what types of facilities are limited (for example, inadequate classroom space for various learning places, lack of varied teaching aids, or supporting technology). These limitations can limit the variety of learning experiences that can be offered to students, thereby reducing the full potential of the moving class.

This study proposes relevant solutions and recommendations to overcome these obstacles and ensure the sustainability of increasing learning

interest, including: 1) ongoing teacher training; 2) optimization of school resources and assets; and 3) development of teacher learning communities.

CONCLUSION AND SUGGESTION

Based on the results of the study on the management of the moving class learning system through the deep learning approach at the Aiza Hafizh Integrated Islamic Kindergarten, Cianjur Regency, it can be concluded as follows:

1. The implementation of the moving class learning system at the Aiza Hafizh Integrated Islamic Kindergarten has been carried out well, where students move between rooms to follow various subjects packaged with a deep learning approach.
2. Several factors that influence students' interest in learning moving class through the deep learning approach include the involvement of creative teachers, supportive learning facilities, and the use of interesting and interactive methods.
3. The management of the moving class learning system through the deep learning approach has proven effective in increasing students' interest in learning. With the variety of activities and supportive learning spaces, students become more motivated and interested in following learning with more focus.

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