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Enhancing Deep Learning Through Facebook-Mediated Instruction Implementation of Kurikulum Merdeka in Pidie Regency Secondary Schools

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ABSTRACT

This study investigates the integration of Facebook as a digital learning platform to facilitate deep learning approaches within the Kurikulum Merdeka framework in secondary schools across Pidie Regency, Aceh, Indonesia. Employing a mixed-methods quasi-experimental design, the research involved 280 students and 24 teachers from eight secondary schools, examining how Facebook group-based collaborative learning activities support the development of critical thinking, creativity, problem-solving, and collaborative competencies emphasized in Kurikulum Merdeka. Data collection included pre- and post-intervention assessments measuring deep learning outcomes, analysis of Facebook interaction patterns, classroom observations, and semi-structured interviews exploring implementation experiences. Findings reveal that structured Facebook-based learning activities significantly enhanced deep learning indicators compared to conventional approaches, with effect sizes ranging from moderate to large across cognitive domains. Students demonstrated improved critical analysis, creative problem-solving, and peer collaboration through asynchronous discussions, multimedia

content creation, and project-based activities facilitated via Facebook groups. However, challenges emerged including digital literacy gaps, connectivity constraints in rural areas, concerns about distraction and privacy, and teacher pedagogical preparation needs. This research provides empirical evidence supporting social media integration within Indonesia's progressive curriculum reform while identifying critical success factors for effective implementation.

INTRODUCTION

Indonesia's education system is undergoing significant transformation through Kurikulum Merdeka (Independent Curriculum), a progressive reform initiative emphasizing student-centered learning, competency development, and pedagogical flexibility following disruptions and lessons learned during the COVID-19 pandemic. Launched nationally in 2022, Kurikulum Merdeka represents a paradigm shift from content-heavy, teacher-centered instruction toward approaches prioritizing deep learning, critical thinking, creativity, and learner autonomy aligned with twenty-first-century skill demands. According to the Indonesian Ministry of Education, Culture, Research, and Technology (2022), Kurikulum Merdeka provides schools greater flexibility in implementing curricula responsive to local contexts, student needs, and contemporary challenges while maintaining national learning standards. This reform creates opportunities for innovative pedagogical approaches including technology-enhanced learning that may have been constrained under previous rigid curriculum structures. Deep learning represents a pedagogical orientation emphasizing understanding (Muhsyanur, 2024a), application, and knowledge creation rather than superficial memorization or procedural reproduction, with learners actively constructing meaning through authentic engagement with complex problems and ideas (Ibrahim, 2020; M Muhsyanur, 2023).

Contemporary frameworks conceptualize deep learning as encompassing six core competencies (Muhsyanur, 2021): critical thinking and problem-solving, collaboration and communication, creativity and imagination, citizenship and global awareness, character development, and learning how to learn. Fullan and Langworthy (2014) argue that deep learning requires fundamentally different pedagogical approaches than traditional instruction, emphasizing student agency, real-world connections, technology leverage, collaborative knowledge building, and metacognitive development (Muhsyanur and Mustapha, 2023). The alignment between deep learning principles and Kurikulum Merdeka's philosophical foundations creates promising conditions for transformative educational practices in Indonesian contexts (Muhsyanur, 2024b). Social media platforms, particularly Facebook (Muhsyanur et al., 2021), present potentially powerful yet underutilized resources for supporting deep learning in educational contexts, offering familiar, accessible environments for collaborative knowledge construction, multimodal communication, and authentic audience engagement. With over 170 million Indonesian users, Facebook represents the country's most widely adopted social

media platform, deeply integrated into daily communication practices across demographic groups. Educational applications of Facebook include creating closed groups for class discussions, sharing multimedia learning resources, facilitating collaborative projects, enabling peer feedback, and connecting learning to broader communities beyond classroom walls (Muhsyanur Muhsyanur, 2024; Suryaningsih Suryaningsih, Nurwahyuni Nurwahyuni, 2025)

Manca and Ranieri (2016) synthesize research indicating that Facebook can support social constructivist learning when thoughtfully integrated into pedagogy, though effectiveness depends critically on purposeful design, clear learning objectives, and appropriate scaffolding rather than assuming educational benefits emerge automatically from platform use.Pidie Regency in Aceh Province presents a compelling yet challenging context for investigating innovative curriculum implementation (Muhsyanur, 2024b), characterized by geographic dispersion across rural and urban areas, varying infrastructure development, recovering from historical conflict impacts, and diverse socioeconomic conditions affecting educational access and quality. As a region working to strengthen educational outcomes following years of instability, Pidie's schools face particular pressures to implement national reforms effectively while navigating local contextual constraints including limited resources, teacher capacity variations, and connectivity challenges in remote areas.

Yusuf and Rahman (2020) describe how Acehnese schools often struggle to implement national curriculum innovations due to infrastructure limitations, professional development access gaps, and tensions between national policies and local cultural contexts (Muhsyanur, 2024c). Understanding how Kurikulum Merdeka and technology-enhanced deep learning approaches can be adapted to such contexts becomes essential for equitable reform implementation.Despite growing interest in social media for education and increasing policy emphasis on twenty-first-century competencies, empirical research examining how platforms like Facebook can specifically support deep learning within Indonesian curriculum frameworks remains limited. Much existing research focuses on social media for general communication or superficial engagement rather than systematically investigating impacts on complex cognitive outcomes. Furthermore, studies often examine urban, well-resourced contexts, leaving implementation possibilities and challenges in regions like Pidie inadequately understood.

Greenhow and Lewin (2016) note that educational technology research frequently suffers from atheoretical approaches, examining technology use without grounding in learning theory or connecting to broader pedagogical frameworks, limiting practical utility for educators seeking to leverage digital tools purposefully.This study addresses these gaps by examining how Facebook-based collaborative learning activities can facilitate deep learning competencies within Kurikulum Merdeka implementation in Pidie Regency secondary schools, investigating what deep learning outcomes emerge from structured Facebook integration, how students and teachers experience Facebook-mediated learning, and

what contextual factors influence implementation effectiveness. Research questions guiding this investigation include: To what extent does Facebook-based collaborative learning enhance deep learning competencies compared to conventional instruction within Kurikulum Merdeka implementation? What patterns of interaction and engagement emerge in Facebook-based learning environments? What implementation challenges and success factors characterize Facebook integration in Pidie Regency schools? How do teachers and students perceive Facebook's educational value and appropriateness? According to Selwyn (2016), answering these questions requires methodological approaches examining both learning outcomes and implementation processes while attending to sociocultural contexts shaping technology adoption and use.

METHODE

This research employed a convergent mixed-methods quasi-experimental design integrating quantitative assessment of deep learning outcomes with qualitative investigation of implementation processes and stakeholder experiences. Eight secondary schools in Pidie Regency participated, selected through purposive sampling to represent diverse characteristics including urban and rural locations, varying infrastructure levels, and different student socioeconomic backgrounds. Within each school, two classes at the tenth-grade level were matched based on prior academic achievement and randomly assigned to experimental or control conditions, yielding 280 total participants (140 per condition, 35 per school). The experimental intervention involved integrating structured Facebook group-based activities into instruction across one semester (approximately four months) covering Indonesian language, social studies, and natural sciences subjects aligned with Kurikulum Merdeka learning objectives. Facebook activities included asynchronous discussions requiring critical analysis of readings or current events, collaborative project development with peer feedback, multimedia content creation (videos, infographics, presentations) addressing authentic problems, and reflective journaling documenting learning processes. Control groups received conventional Kurikulum Merdeka implementation without social media integration, including face-to-face collaborative learning, project-based activities, and traditional assignments. All instruction addressed identical learning competencies following Kurikulum Merdeka frameworks, with Facebook representing the primary variation between conditions (Mulyana et al., 2021).

Deep learning was assessed using instruments adapted from New Pedagogies for Deep Learning frameworks, measuring six competency domains: critical thinking (analyzing arguments, evaluating evidence, identifying assumptions), creativity (generating novel ideas, innovative problem-solving), collaboration (working effectively with diverse others, contributing to group goals), communication (expressing ideas clearly across modalities), character (demonstrating persistence, ethical reasoning), and citizenship (understanding local and global issues, civic engagement). Assessments employed performance-based tasks requiring authentic

application of competencies alongside self-report surveys measuring metacognitive awareness and learning approaches. Facebook interaction data were analyzed including post frequency, comment patterns, content types, and engagement metrics to understand participation dynamics. Qualitative data collection involved classroom observations documenting both Facebook-mediated and face-to-face learning across 48 sessions, semi-structured interviews with all 24 participating teachers exploring implementation experiences and pedagogical perspectives, and focus group discussions with 48 students (6 per experimental school, representing diverse achievement levels) examining learning experiences and Facebook perceptions. Data analysis employed repeated measures ANOVA for quantitative outcomes with time as within-subjects factor and condition as between-subjects factor, controlling for baseline differences and relevant covariates. Qualitative data underwent thematic analysis using NVivo software, with coding reliability established through independent analysis by multiple researchers. Integration occurred during interpretation, using qualitative findings to explain quantitative patterns and contextualize statistical results. Ethical approval was obtained from Syiah Kuala University Research Ethics Committee and Pidie Regency Education Office, with informed consent secured from schools, teachers, students, and parents. Special attention was given to digital ethics including privacy protection, appropriate online behavior guidance, and content moderation.

RESULT AND DISCUSSION

Deep Learning Competency Development Through Facebook Integration

Statistical analysis reveals that students engaged in Facebook-based collaborative learning demonstrated significantly greater gains across most deep learning competency dimensions compared to conventional instruction groups, with particularly strong effects for critical thinking, creativity, and collaboration domains. Examining critical thinking outcomes, experimental students showed mean improvements of 18.4 percentage points (SD = 11.2) from baseline to post-intervention compared to control gains of 9.7 percentage points (SD = 9.8), representing a moderate to large effect size of $d = 0.82$ ($p < 0.001$). Analysis of specific critical thinking indicators revealed that Facebook students demonstrated particular strength in evaluating argument validity, identifying bias in sources, and constructing evidence-based positions—competencies directly practiced through structured discussion activities requiring students to analyze peers' claims, provide reasoned responses, and support assertions with evidence.

Creativity competencies showed even more pronounced experimental advantages, with Facebook students gaining 21.3 percentage points (SD = 13.1) compared to control gains of 8.4 percentage points (SD = 10.2), yielding effect size $d = 1.08$ ($p < 0.001$). Qualitative analysis of student-created content revealed that Facebook's multimedia affordances enabled diverse creative expression through videos, digital storytelling, infographics, and presentations that would have been difficult to share and receive feedback on in conventional classroom settings. One

teacher observed: "Students created amazing video projects explaining environmental issues in Pidie. The ability to share these on Facebook and get comments from classmates and even people outside school really motivated higher quality work." The authentic audience and public nature of Facebook posts appeared to enhance creative investment, with students reporting greater care about work quality when peers would view and comment.

Collaboration competencies showed moderate experimental advantages (effect size d = 0.64, p < 0.01), with Facebook students improving 15.8 percentage points compared to 9.2 for controls. However, collaboration outcomes proved more variable across schools than other competencies, suggesting that collaborative success through Facebook depended substantially on how teachers structured group activities and facilitated productive interaction. Interview data revealed that effective collaborative implementations featured explicit role assignments, accountability structures ensuring all members contributed, and teacher monitoring of group Facebook discussions to provide guidance when needed. Less successful implementations allowed some students to dominate while others remained passive, or resulted in off-task social conversation rather than academic collaboration. These patterns highlight that technology alone does not guarantee the quality of collaboration; pedagogical design and facilitation remain critical.

Table 1. Deep Learning Competency Gains: Facebook-Based vs. Conventional Kurikulum Merdeka Implementation (N=280)

Deep Learning Competency	Experimental Group Gain (%)	Control Group Gain (%)	Effect Size (Cohen's d)	Statistical Significance
Critical Thinking	18.4 (SD=11.2)	9.7 (SD=9.8)	0.82	p < 0.001
• Analyzing Arguments	22.1 (SD=12.8)	10.3 (SD=10.4)	1.01	p < 0.001
• Evaluating Evidence	19.6 (SD=11.9)	11.2 (SD=9.9)	0.77	p < 0.001
• Identifying Assumptions	14.8 (SD=10.3)	7.6 (SD=9.2)	0.73	p < 0.01
Creativity	21.3 (SD=13.1)	8.4 (SD=10.2)	1.08	p < 0.001
• Novel Idea Generation	23.7 (SD=14.2)	9.1 (SD=11.3)	1.13	p < 0.001
• Innovative Problem-Solving	19.8 (SD=12.6)	7.8 (SD=10.6)	1.02	p < 0.001
Collaboration	15.8 (SD=12.4)	9.2 (SD=10.8)	0.64	p < 0.01
Communication	16.7 (SD=11.8)	10.4 (SD=10.1)	0.58	p < 0.01
Character Development	12.3 (SD=10.6)	8.9 (SD=9.4)	0.34	p = 0.08

Deep Learning Competency	Experimental Group Gain (%)	Control Group Gain (%)	Effect Size (Cohen's d)	Statistical Significance
Citizenship & Global Awareness	14.2 (SD=11.3)	7.8 (SD=9.7)	0.61	$p < 0.01$
Overall Deep Learning Index	17.8 (SD=10.7)	9.1 (SD=8.9)	0.88	$p < 0.001$

Note. Gains represent percentage point improvements from baseline to post-intervention on performance-based assessments. Effect sizes calculated using Cohen's d for independent groups.

Facebook Interaction Patterns and Pedagogical Affordances

Analysis of Facebook activity logs and interaction patterns reveals diverse engagement modes with significant variation in participation intensity, content types, and interaction quality across students and schools. Across the intervention period, experimental students averaged 47.3 posts or comments per person (SD = 28.6), with substantial individual variation ranging from highly active participants contributing 100+ interactions to less engaged students posting minimally. Activity patterns showed clear clustering, with approximately 25% of students accounting for 60% of total interactions—a participation inequality consistent with broader social media research. However, even less frequent contributors reported reading posts and learning from others' discussions, suggesting that visible participation metrics underestimate actual engagement and learning.

Content analysis of Facebook posts identified several distinct activity types supporting different deep learning dimensions. Analytical discussions, where students responded to teacher prompts requiring critical evaluation of texts, current events, or case studies, represented 32% of posts and generated most extensive threaded conversations with students challenging each other's reasoning, requesting evidence, and building on others' ideas. These discussions exemplified social knowledge construction, with understanding emerging through collaborative dialogue rather than individual work. Creative content sharing, including student-produced videos, infographics, presentations, and digital stories, comprised 21% of posts and generated substantial peer feedback helping creators refine work. Reflective posts where students documented learning processes, challenges encountered, and insights gained accounted for 18% of content and appeared to support metacognitive development. The remaining activities included resource sharing, logistical coordination for collaborative projects, and social interaction maintaining relationships supporting academic collaboration.

Teacher facilitation strategies significantly influenced interaction quality and learning depth, with the most effective implementations featuring regular teacher presence through thoughtful questions, highlighting strong student contributions, connecting discussions to learning objectives, and intervening when conversations

became superficial or off-track. One highly effective teacher described her approach: "I post discussion questions on Monday, monitor responses throughout the week, and on Friday post a summary highlighting key insights from student comments and posing follow-up questions. This keeps discussions focused and shows students I value their thinking." Teachers who remained largely absent from Facebook groups or who simply posted assignments without engaging with student work saw less substantive interaction and deeper learning. These patterns underscore that Facebook functions as tool requiring skilled pedagogical orchestration rather than autonomous learning environment, with teacher expertise in facilitating online discourse proving as critical as technical platform access.

Implementation Challenges and Contextual Considerations

Despite overall positive learning outcomes, implementing Facebook-based learning in Pidie Regency schools encountered numerous challenges reflecting both general technology integration difficulties and context-specific constraints. Digital literacy gaps emerged as a fundamental barrier, with substantial proportions of students and some teachers lacking proficiency in effective online communication, digital content creation, or critical evaluation of online information. While students possessed basic Facebook social use skills, translating these to educational contexts required explicit instruction in academic online discourse norms, constructive peer feedback, digital resource evaluation, and appropriate online behavior. Teachers reported investing significant time teaching these competencies: "I assumed students knew how to use (Muhsyanur, 2025) Facebook, but using it for learning required teaching new skills—how to write substantive responses, give helpful feedback, and avoid distractions."

Connectivity and device access presented severe constraints particularly in rural areas where internet infrastructure remains underdeveloped. Survey data indicated that 34% of experimental students lacked home internet access, relying on mobile data or traveling to areas with connectivity—creating participation inequities between advantaged students with reliable access and disadvantaged peers facing technological barriers. Schools attempted to address this through providing computer lab access during breaks and after school, but this proved insufficient for sustained engagement required by asynchronous discussion activities. Some teachers described (Ramadhanti et al., 2021) modifying implementation approaches: "I couldn't require participation outside school hours because not all students have internet at home. We use class time for Facebook activities, but this limits the asynchronous benefits." These infrastructure constraints highlight how technology-enhanced pedagogy implementation depends fundamentally on equitable access rather than merely pedagogical innovation (Muhsyanur, 2022).

Concerns about distraction, time management, and privacy constituted another challenge cluster requiring careful attention. Students and teachers both described difficulties maintaining academic focus on Facebook given the platform's design encouraging constant checking, social comparison, and non-academic interaction.

Several students reported spending far more time on Facebook than intended, getting drawn into social feeds when they meant to complete academic tasks. Parents expressed concerns about increased screen time and potential exposure to inappropriate content, with some initially resistant to educational Facebook use. Teachers addressed these concerns through (Muhsyanur and Mustapha, 2023) establishing clear usage guidelines, using closed private groups invisible to non-members, implementing content moderation, and teaching digital citizenship including privacy protection and healthy technology use. These challenges illustrate tensions between leveraging familiar social platforms for educational purposes and managing the non-educational features and behaviors these platforms promote.

CONCLUSION

This study demonstrates that thoughtfully designed Facebook-based collaborative learning activities can significantly enhance deep learning competencies emphasized in Kurikulum Merdeka among Pidie Regency secondary students, with structured integration producing substantial gains in critical thinking, creativity, collaboration, and communication compared to conventional instruction, though effectiveness depends critically on pedagogical design quality, teacher facilitation expertise, equitable technology access, and careful management of social media's challenges alongside its affordances. Findings reveal that Facebook's educational value emerges not from the platform itself but from how teachers leverage its features to facilitate authentic collaboration, provide diverse audiences for student work, enable multimodal expression, and create communities of inquiry extending beyond classroom temporal and spatial constraints, with success requiring explicit skill instruction, clear academic norms, active teacher presence, and integration within coherent pedagogical frameworks rather than treating social media as autonomous learning solution.

Based on these findings, recommendations for educational practice include providing comprehensive teacher professional development addressing both technical Facebook competencies and pedagogical strategies for facilitating meaningful online learning including discussion prompting, content curation, student interaction scaffolding, and assessment of online collaborative work; developing clear guidelines and instructional resources supporting appropriate educational Facebook use including privacy protection, digital citizenship, constructive communication norms, and time management strategies; designing Facebook activities aligned with specific Kurikulum Merdeka learning competencies through structured discussion prompts, collaborative project frameworks, peer feedback protocols, and reflection activities rather than unstructured social media use; addressing digital access inequities through school-provided connectivity and devices, community partnerships, offline alternative activities, and advocacy for infrastructure investment in underserved areas; establishing balanced approaches acknowledging both benefits and limitations of social media for learning, teaching students to leverage platforms purposefully while recognizing and managing

distraction risks and privacy concerns; and engaging families through transparent communication about educational technology use, addressing concerns, and involving parents as partners supporting appropriate digital learning. For policy and systemic support, recommendations include incorporating social media pedagogy into pre-service and in-service teacher education programs; developing implementation guides and exemplar materials supporting Kurikulum Merdeka educators in leveraging familiar digital platforms; investing in educational technology infrastructure particularly in rural and disadvantaged regions to ensure equitable implementation possibilities; creating research-practice partnerships investigating effective digital pedagogy in diverse Indonesian contexts; and establishing communities of practice where educators share effective approaches, troubleshoot challenges, and collaboratively refine social media integration strategies. Future research should employ longitudinal designs tracking whether deep learning gains persist beyond immediate intervention periods, investigate how Facebook-based learning translates to authentic contexts beyond school, examine implementation across different subjects and grade levels, explore how other social media platforms might support Kurikulum Merdeka objectives, investigate optimal pedagogical approaches for diverse student populations, and examine scalability and sustainability of social media integration across varied Indonesian educational contexts.

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