



Meaningful Learning Experience Through Blocking Class Program in High School

Rida Septrivia*, Enceng Yana, Dian Permana Putri

Universitas Swadaya Gunung Jati, Indonesia

Email: ridaseptrivia189@gmail.com*, enceng_yana@ugj.ac.id, dian.permanaap@ugj.ac.id

Keywords:

Meaningful learning; blocking class; critical mindset.

Abstract

The purpose of this study is to identify meaningful learning experiences provided through the blocking class program in high school. Specifically, the study examines the implementation of meaningful learning in the blocking class program at SMAN 5 Cirebon, the role of teachers in implementing the program, and how students interpret their learning experiences through the program. This study employed a qualitative method with a phenomenological approach. The participants consisted of three students who served as class leaders and whose classes were selected as champions, as well as one teacher who was a member of the core management team for the blocking class program. The participants were selected through purposive sampling based on predetermined criteria. The research data were collected through interviews, observations, and documentation and were analyzed using the Miles and Huberman interactive model, which includes data reduction, data display, conclusion drawing, and verification. The findings demonstrate that, based on the students' experiences, the implementation of the blocking class program at SMAN 5 Cirebon improved their critical-thinking skills. The program applied Project-Based Learning (PjBL) and Contextual Teaching and Learning (CTL) approaches while incorporating the Pancawaluya values of Cageur (healthy), Bageur (good-hearted), Pinter (intelligent), and Singer (skillful and creative). The learning process was student-centered, with teachers acting as facilitators who guided and supported students in preparing proposals, participating in discussions, and independently seeking information.

INTRODUCTION

Education in the digital era prioritizes character building, moral values, and exemplary behavior (Annur et al., 2023). This occurs because technological advancements can replace the function of information acquisition, whereas the soft skills and hard skills possessed by students cannot be fully replaced by technology (Wiryanto et al., 2024). This condition has resulted in a shift in the learning paradigm from conventional approaches toward contextual learning that focuses on students (Wahyuni et al., 2025). This phenomenon has transformed the role of teachers, who are no longer only transmitters of information but also facilitators who support students in exploring meaningful learning processes (Azizah et al., 2025).

This transformation in the educational paradigm presents significant challenges in equipping students with relevant competencies by emphasizing student-centered learning, creativity,

participatory teaching practices, diverse learning experiences, and a flexible curriculum (Kang & Kim, 2026). The transformation of education in Indonesia is reflected in the implementation of the Independent Curriculum and the Profil Pelajar Pancasila (Pancasila Student Profile), which serves as an educational vision to develop a young generation characterized by faith, piety, noble character, critical reasoning, creativity, mutual cooperation, global diversity awareness, independence, and environmental concern (Mardatillah et al., 2025). However, field practices indicate that the implementation of the Independent Curriculum has not been fully effective in accommodating students' needs. Therefore, a deeper and more meaningful learning approach is urgently required to prepare students for continuously evolving global dynamics (Syafi'i & Darnaningsih, 2025). In several schools, teachers still apply Teacher-Centered Learning (TCL) approaches. This condition is supported by previous research conducted by Firmansyah and Jiwandono (2022), which found that several teachers in the high school network in the East Cirebon region still applied Teacher-Centered Learning (TCL), although some teachers had already implemented Student-Centered Learning (SCL) approaches. One learning approach considered relevant in the era of digital development is deep learning, as it incorporates the principles of meaningful learning by emphasizing deep understanding, active student engagement, and intellectual transformation (Abdul Wafi & Irma Soraya, 2025). Deep learning is considered relevant because it emphasizes how information is acquired, interpreted, reconstructed, and verified according to contemporary developments (Brien et al., 2026).

Meaningful learning is a strategy within the deep learning approach because it functions not only as a learning process that creates meaning but also as a pedagogical approach that bridges academic concepts with real-world applications, thereby fostering students' critical, creative, and independent thinking (Artha et al., 2025). The urgency of meaningful learning is reinforced by empirical evidence from previous research conducted by Sari et al. (2022), which found a very strong positive relationship between the implementation of the Independent Curriculum and students' learning motivation, with a correlation coefficient of 97%. Conversely, research by Mas'ud et al. (2023) showed that the implementation of the Independent Curriculum at SMAN 1 ARSE had generally progressed well; however, syllabus development indicated that 74% of teachers were still in the process of adapting their syllabi to the curriculum requirements. This condition demonstrates that significant challenges and gaps remain between curriculum ideals and practical implementation in educational settings.

Within the high school education system, the implementation of meaningful learning can serve as a strategic alternative to enhance students' critical understanding through deeper learning processes aligned with the Independent Curriculum while addressing various global challenges. This approach is also consistent with the program initiated by the Cirebon District Government regarding the implementation of two national education policies, namely deep learning and a love-based curriculum. The Cirebon District Government stated that these two approaches are expected to improve the overall quality of basic education in accordance with Cirebon's vision, which emphasizes faith, compassion, and intelligence in developing students' critical thinking abilities.

However, implementing these programs requires meaningful learning approaches supported by innovative learning models that provide students with direct and authentic learning experiences. One form of learning innovation is the blocking class program, which organizes learning within specific time blocks focused on thematic and contextual activities based on real experiences. This approach enables students to develop deeper understanding and positively influences their critical thinking abilities. Strategies that can support this program include Project-Based Learning (PjBL) and Contextual Teaching and Learning (CTL), which are designed to foster students' critical, creative, innovative, and independent thinking skills. The implementation of meaningful learning is based on Ausubel's learning theory (Hamida et al., 2022), the constructivist theories of Jean Piaget and Jerome Bruner (Mandar & Sihono, 2025), Bruner's cognitive theory (Winarti & Suyadi, 2020), and Kolb's Experiential Learning Model (Kumari, 2024).

SMAN 5 Cirebon is one of the schools in the Cirebon City area that has implemented a meaningful learning approach through the blocking class program as an effort to optimize deep learning for students. The urgency of this research is strengthened by previous research conducted by Utami et al. (2024), which showed that the implementation of learning through the blocking class system at SMKN 10 Malang had a significant positive impact, with effectiveness levels of 70.14% among students and 81.25% among teachers and school management. The program consists of two main activities: social activities through the blocking class program in the surrounding community and traditional cultural arts practices. The integration of local wisdom values within the blocking class program aims to strengthen students' understanding of cultural heritage while fostering tolerance and appreciation for Indonesia's diversity (Azzahra et al., 2025). The blocking class program is expected to create learning experiences that extend beyond academic achievement by emphasizing learning through direct experience, allowing deeper understanding and meaningful outcomes to enhance students' social responsibility (Hopkins & Hopkins, 2021).

However, existing studies examining the blocking class program at the high school level remain primarily focused on specific subjects and have not yet explored thematically the broader impact of implementing the blocking class program on student activities. The literature also indicates limitations regarding the application of meaningful learning based on collaboration, social responsibility, mutual cooperation, creativity, integration of local values, critical thinking development, and technology-based hybrid approaches, all of which have significant potential to address the needs of contemporary students in terms of conceptual understanding, independence, and character development.

Based on this background, this study was conducted to examine meaningful learning experiences through the blocking class program in high school. The purpose of this study is to identify the implementation of meaningful learning at SMAN 5 Cirebon through the blocking class program, examine the role of teachers in implementing the program, explore how students interpret their learning experiences through the program, identify factors influencing the development of students' critical thinking mindsets through the program, and determine the positive impacts of implementing the blocking class program on students' critical thinking abilities.

METHOD

This study employed a qualitative method with a phenomenological approach to explore students' experiences of meaningful learning through the blocking class program at SMAN 5 Cirebon. The study involved three students who were leaders of the blocking class program and selected as representatives from grades 10, 11, and 12, along with one teacher who was a member of the core management team of the program. The participants were selected using purposive sampling based on predetermined criteria. Data were collected through interviews, observations, and documentation. The collected data were analyzed using the Miles and Huberman interactive model, which involved data reduction, data display, and conclusion drawing, followed by verification based on the collected interview, observation, and documentation data.

RESULTS AND DISCUSSION

Implementation of meaningful learning through the blocking class program

The results of the study showed that SMAN 5 Cirebon succeeded in integrating meaningful learning through the values in pancawaluya including Cageur (healthy), Bageur (right), Pinter (smart) and Singer (creative) into blocking class activities student service and art performances in the traditional region of West Java. This approach is used to improve students' critical mindset and active engagement through student-focused Project Based Learning (PjBL) and Contextual Teaching and Learning (CTL)-based learning.

1. Healthy (healthy)

The value of Cageur is instilled through the blocking class activity "student service" in this activity where students are given the charge to have sensitivity about the obligation to maintain personal hygiene and the surrounding environment. This activity is carried out with a direct approach where all students are actually involved in the field. As stated by the core team of the blocking class program:

"During the blocking class activity in the source city forest, students not only carried out garbage cleaning activities in the park area but students also cleaned wild water hyacinth plants in the source city forest pond in a relay until the plants were thrown into the garbage disposal truck and not only that, students also labeled the names of trees in the source city forest as ecological education" (Interview, school core team, 2026).

In this excerpt, it is shown that Cageur (healthy) is not only limited to maintaining the personal hygiene of each individual student but the obligation to jointly maintain the cleanliness of the environment and understand the ecology that exists in the surrounding environment.

2. Bageur (Good)

In the content of the Bageur value, the school instills moral and social aspects through the habit of behaving to students when they are in the school environment, starting when students determine activity planning, cost budgets, implementation and making proposals which are carried out through discussion with classmates and homeroom teachers, in this discussion students must learn how to express opinions using polite language, Respecting each other when there are

differences of opinion and conveying input in polite language so as not to offend each other, consulting with the homeroom teacher regarding the results of the proposal discussion and sending a letter of permission for the activity to the intended place, this teaches students to learn the manners of communication. As stated by the core blocking class team:

"Students will send a letter of permission to the manager of the intended place which has been known and approved by the homeroom teacher of each class" (Interview, school core team, 2026).

This habituation can encourage the formation of students' character and good social norms so that students can interact positively both within the school environment and outside the school.

3. True (True)

In the content of the Bener value, the school instills a religious aspect regarding the importance of being honest and responsible, both during learning in the classroom and in the school environment, the habituation of this attitude of responsibility is instilled by the school when students carry out learning in the classroom when the teacher gives assignments students must do on time and in blocking class activities Students are given a deadline of one week to prepare proposals and make activity reports, this is a habituation of attitude so that students can be responsible for their obligations as a student and the activities that students have carried out. As stated by the core team of the blocking class program:

"There are several classes that make proposals and activity reports in full accompanied by activity videos, activity photos, graphs and forms to the satisfaction of people in the surrounding environment when they carry out student service cleaning activities" (Interview, school core team, 2026).

In this process, it can strengthen the process of internalizing the content of norm values to students, through the approach of this aspect of Bener values is not only learned but can become a habit for students in daily life.

4. Pinter (painting)

In the content of the Pinter (smart) value is realized through the creation of scientific paper proposals in blocking class activities where students must learn to write plans, cost budgets, benefits, objectives and activity reports in accordance with the systematics of scientific paper authorship, the benefits of this activity are felt directly by students who state that:

"The preparation of this proposal trains me to prepare in a structured, systematic, detailed manner and must be in accordance with the activities" (Interview, representative of students of the champion class, 2026).

The habit of writing scientific paper proposals in this blocking class activity can be one of the positive learning processes for students to increase their motivation to write and provide students' knowledge for the future.

5. Singer (creative)

Finally, the content of Singer values is instilled through blocking class activities for art performances in the traditional region of West Java, in this activity can improve students' skills and creativity in the fields of theater arts, music, dance and hone students' skills in channeling

ideas to make crafts such as ogoh-ogoh, traditional houses and others from West Java. The goal is for students to know, preserve, love the customs and culture in West Java as well as a forum for developing students' potential. As stated by the core team of the blocking class program:

"In this activity, students are more confident to show their talents, there are some students who at the time of teaching and learning activities in the classroom look quiet but when the class appears the student is able to be the host, able to sing with a good voice and can dance very lively, this also makes the teachers proud to see the talent that students have hidden in it" (Interview, school core team, 2026).

This activity is a productive space for students to practice skills, creativity, channel ideas and increase students' confidence and courage to perform in public. This was also felt by one of the students who said:

"I think social and art activities in this blocking class provide life lessons such as cooperation, empathy, increasing creativity, social skills and easier to get along because of increased confidence". (Interview, representative of students of the champion class, 2026).

In this activity, Singer grades can improve students' skills in the field of art, increase confidence, creativity and the formation of critical thinking.

Programs blocking class at SMAN 5 Cirebon was originally a P5 co-curricular activity and now it has changed to blocking class whose activities are divided into twice a year with different themes adjusted to the content in pancawaluya include Cure (healthy), Bageur (true), Pinter (smart) and Singer (Creative) themes on blocking class the first is student service and the second theme is the art performance of the traditional region of West Java. Implementation of program activities blocking class This starts at the beginning of the school year, then the school will appoint the core team as the person in charge of the activity blocking class which will later coordinate with the Vice President for Curriculum, Vice President for Student Affairs and the entire academic community of the school. Furthermore, the core team will prepare a schedule of activities along with activity guidelines in a draft module that is socialized to all teachers and homeroom teachers including activity guides from the first day to the last day, then the homeroom teacher from each class will be the activity facilitator to guide the students in their class to discuss the systematics of making proposals, activity planning, percentages to practice in the field. Finally, the core team will make an activity report to the school and carry out routine evaluations after the implementation of the activity blocking class to improve the effectiveness of the program blocking class. In this case, SMAN 5 Cirebon has implemented PjBL-based learning, meaning that the purpose of learning is to increase the active participation of students in solving problems collaboratively with all classmates through systematic steps with a deadline that has been determined by the school in the form of a project as a means to produce scientific works of proposals before students jump into the field (S.Salim, A.Putra, 2025).

Program activity schedule blocking class prepared by the school by condensing activities within one week so as not to interfere with other subjects, this is also in line with SMAN 5 Cirebon which uses an independent curriculum where in the independent curriculum the school is given

space to adjust the learning process in accordance with the conditions and needs of students (E.Yunita, Yantoro, Hadiyanto, 2025).

Activities blocking class First of all, student service, in this activity students are required to make a scientific paper proposal, including activity planning and cost budgets that will be directed by their respective homeroom teachers, then all class students have a discussion to divide tasks starting from the chairman in charge of student service activities, secretary, treasurer and divisions needed to support the success of the activity, during the discussion students will determine the place to be chosen for the service activity students. Finally, before students go into the field, students will first consult with the homeroom teacher about the systematics of writing proposals before the class representative presents their proposals to the school. Based on the results of interviews with the core team, it was stated that each class chose a different place for student service activities including orphanages, source city parks, schools and prayer rooms, the purpose of the program blocking class The services of these students are:

"to develop students' empathy for the surrounding environment, foster empathy and concern for the social environment, analyze problems in the surrounding environment and foster students' ability to think critically to solve problems" (Interview, core team, 2026).

Activities blocking class This student service was carried out to foster students' empathy for the surrounding environment, as can be seen from several classes whose student service activities took place in the Sumber City Forest, where students not only cleaned up garbage in the environment around the Sumber City Forest but also cleaned the Sumber City Forest Pond, namely wild water hyacinth plants (*eichhornia crassipes*) and disposed of the plants in a relay to the garbage disposal truck, besides that students also labeled the names of trees in the source city forest as an ecological educational tool. This is in line with the constructionist theories of Jean Piaget and Jerome Bruner which emphasized that students not only passively receive knowledge but can also build their own understanding of interaction with the surrounding environment in a real and natural way (Mandar & Sihono, 2025).

Activities blocking class Student service in this orphanage also fosters students' empathy for the social environment, increases critical thinking and problem solving where during activities students not only interact with classmates but also have to interact with administrators and all children in the orphanage, during student service activities students give some books, clothes that are still suitable to be worn and craft bracelets from wool yarn, In addition, students also provide education about the processing of items that are no longer used into valuable items in the form of games so that the atmosphere is more attractive, in this educational activity students practice the knowledge that has been learned in the entrepreneurship subject and students learn new knowledge by learning sign language so that they can communicate with all orphanage children including deaf and speech-impaired children. This is in line with Ausubel's theory that learning is a process of linking new knowledge with previous knowledge that is in accordance with relevant concepts in the cognitive structure that each individual student already has (Hamida et al., 2022). The results of the activity documentation are presented in the following picture:



Figure 1. Blocking Student Service Class Activities

Activities blocking class both art performances in the traditional region of West Java, in this activity the same as blocking class First, students make proposals including activity planning and cost budgets that will be directed by their respective homeroom teachers, then all class students have a discussion to divide tasks starting from the chairman in charge of art performance activities, secretaries, treasurers and divisions needed to support the success of the activity, during the discussion students will determine traditions that are in accordance with the theme of pensions, materials to make art crafts, How to make crafts, analyze the cost budget and find references to practice pension, students also practice the knowledge that has been learned in the subjects of cultural arts and entrepreneurship. Finally, students will consult with the homeroom teacher about the systematics of writing proposals and the chosen traditions, before the class representative presents the proposal for an art performance to the school.

Art performances performed by students at the activity blocking class this includes theater arts, music and dance arts in accordance with the tradition area of West Java, as long as school activities do not invite guest stars from outside and all art performance performances come from students of SMAN 5 Cirebon, to motivate students to practice the school to give prizes to the class that is selected to be the champion of each branch of art, in the branch of theater art that is selected as the champion is the tradition of "Throne in the Land of Bagendit, Garut Regency", The branch of music that was selected as the champion was the tradition of "Cimahi Cultural Music", the branch of dance that was selected as the champion was the tradition of "Jaipong Adu Manis Dance of Cianjur Regency". In activities blocking class This SMAN 5 Cirebon encourages students to think critically, creatively, practice art skills, write and problem solving in line with Jerome Bruner's cognitive theory which emphasizes that good learning is learning that can be understood both conceptually, intentionally and in relation through the intuitive process of producing conclusions (discovery learning) so that students play an active role in learning and are able to analyze the material studied in depth and think critically (Winarti & Suyadi, 2020). The results of the activity documentation are presented in the following picture:



Figure 2. Blocking class activities for art performances in the traditional region of West Java

The Role of Teachers in Blocking Classes

The results of interviews with the core team and students showed that SMAN 5 Cirebon applied a learning model based on Contextual Teaching and Learning (CTL) and PjBL (Project Based Learning), where teachers acted as facilitators who accompanied and directed students to make proposals, discuss and provide freedom to students in seeking information and channeling ideas including activity planning, cost budgeting. The purpose and benefits of activities are in accordance with the theme of the Blocking Class. Furthermore, the homeroom teacher will coordinate with the school, the core team of the blocking class program and external parties so that this blocking class activity can run effectively.

The Importance of P.S. Learning (Project Based Learning) It is used in activities blocking class Because the learning process focuses on students where students can play an active role in designing activities, developing knowledge and solving problems in the activity project prepared in the scientific paper proposal (Z.Nurazizah, A.Mubarok, E.Herawan, 2025). As conveyed by the core team:

"In terms of encouraging students to think critically, the role of the homeroom teacher is only as a facilitator who provides stimulus and examples of meaningful activities to his students, after which the homeroom teacher directs his students to discuss and plan the activities to be taken, finances or costs for the activities and the benefits of these activities in accordance with the theme that has been compiled by the core team" (Interview, core team, 2026).

This quote shows that in the blocking class There are challenges to think critically in analyzing problems, drawing up plans, solving problems, carrying out activities and evaluating activities that can improve students' cognitive abilities (V. Winanda, 2021). All students from each class must collaborate to decide what activities, why, where, how and how much. Before students go into the field, students must know what activities will be carried out, why this activity is carried out, what is the purpose of the activity to be carried out, where is the place to carry out the activity and how this series of activities is carried out and how much money must be incurred for the activity written in a scientific paper proposal. As one of the students put it:

"The teacher gave me a space to think freely so that I could explore ideas creatively but still be responsible" (Interview, students, 2026).

In this case, SMAN 5 Cirebon provides students with the freedom to explore information and knowledge independently as well as the opportunity to go directly into the field in real time

so as to create an immersive learning experience (deep learning) which enhances students' critical thinking skills and skills (Salsabila, 2024).

Student Learning Experience Through the Blocking Class Program

The results of interviews with students whose classes were selected as champions showed that after students participated in blocking class activities for student service and arts in the West Java tradition, fostering students' sensitivity to the surrounding environment and improving students' analytical skills to existing problems and problem solving through joint discussions for appropriate decision-making, improving communication skills with peers, teachers or the community outside the school, because students have learned how to convey ideas, opinions, respect differences of opinion and convey rebuttals using polite and polite language so as not to criticize each other, improve students' writing skills because students are used to making proposals systematically and in detail including planning, cost budgets, goals and benefits of the activities to be carried out, improve the ability to think critically because students can connect theory with the real world through direct field activities so that the learning process feels deeper and produces a meaningful learning experience, increase students' confidence both in conveying arguments, percentages and displaying their talents in public, increase students' active involvement in the learning process and the contribution of students in the classroom as a whole so that activities can run optimally. As stated by one of the students whose class was selected as the champion:

"I feel that I can have a clear and directed plan, think critically, be tolerant, respect differences of opinion and be able to communicate well with anyone and feel more confident" (Interview, students, 2026).

This is in line with the Experiential Learning Model Kolb theory which emphasizes that learning is most effective when there are 4 main elements, namely: concrete experience (experience), reflection (reflection) by reflecting on the experience gained, deducing the experience he gained (counduling), an action to test the experience gained with (planning) (Kumari, 2024).

In this context, students who take part in the blocking class will be required to be involved in the 4 cycles, so that students will be better trained to communicate, analyze problems, solve, channel ideas, be responsible, write scientific papers and think critically which allows to be the initial basis for the formation of students' character in accordance with the values in pancawaluya. Formation of students' character in activities blocking class This is in line with the purpose of education according to Ki Hajar Dewantara who stated that the purpose of education is to guide and grow the spirit of students who can contribute to the surrounding environment and obtain innate progress through character of manners (Mulyasari & Muhtar, 2022).

Previous research conducted by (Utami et al., 2024) also showed that the results of the implementation of learning using the blocking class system at SMKN 10 Malang had a significant positive impact. This finding is in line with the experience of the informant who explained that the blocking class program directly plunges into the field helps students to make it easier to connect between theory and the real world, besides that students can also analyze problems that exist in the surrounding environment which can improve students' critical thinking

mindset.

Factors That Influence Students' Critical Mindset

The results of interviews with the core team and student representatives whose classes were selected as champions showed that the factors that affect the formation of a critical mindset in the program blocking class at SMAN 5 Cirebon is because the school implements a student-centered learning approach, namely Contextual Teaching and Learning (CTL) dan PjBL (Project Based Learning) where during the activities blocking class Teachers or homeroom teachers only act as facilitators who provide stimulus and motivation to students, planning until this decision making is purely from the results of student discussions, teachers or homeroom teachers only direct and provide real examples when students are still not right in decision-making so that students better understand the learning process in depth (deep learning) so that the learning process is more meaningful (Madaniyah, 2025).

During the blocking class activity , students are challenged by the school to make scientific papers on proposals in a systematic and detailed manner including activity plans, cost budgets and activity reports that must be submitted to the school with a deadline of one week. The existence of this proposal task requires students to think critically in digging up information about how to systematically write good scientific proposals, what activities are relevant to the theme that has been determined by the school, where are the locations for activities that can be reached by all students in the class, what transportation will be used by all students in the class to get to the intended location, How much should be spent on the activity, how to convey ideas and arguments so that it can be easier to understand by all students in the class, how to communicate with the homeroom teacher about the planning that has been discussed and how to communicate with the external parties to ask for permission for activities there. In addition, in the second block class of the West Java traditional art performance, students are given challenges to compete and the best class from each art branch will be given prizes by the school, this also requires critical thinking where students must dig up information in depth so that students can understand the traditions that will be displayed, look for references that are relevant to the tradition to be chosen as a reference to practice and think about concepts Support for the equipment needed in the form of crafts, costumes, makeup and others. With a deep understanding, it can optimize the percentage of the results of the discussion of the design of the activity that has been prepared to the school so that the class can be selected to appear at the art performance event and become the champion. As one of the students said:

"The competition factor between all classes, it makes me think more critically but still have principles and demands to solve problems independently or in a team" (Interview, students, 2026).

This quote from the student's statement is in line with the statement from the core team in the blocking class activity which said:

"When students are given information on being contested, given rewards, given information that there will be classes selected to appear at the retirement event, from there usually children will be motivated even though not all children will be motivated but there must be many children who want to excel from other classmates, and finally they really explore information for

example when the percentage is one class that makes the proposal very good and complete accompanied by photos of activities, videos and activity diagrams to making diagrams of the activities of the people they helped on that day show the children's extraordinary motivation and show that they want their class to excel and be the best class they can be" (Interview, core team, 2026).

This shows that the learning model is based on Contextual Teaching and Learning (CTL) dan PjBL (Project Based Learning) at SMAN 5 Cirebon is implemented so that students can solve problems through activities blocking class project-based written in a scientific paper proposal. With this learning concept, students are encouraged to understand the latest learning concepts, real learning experiences and creativity in solving problems in making proposals and activities (Made et al., 2022).

Positive Impact of the Implementation of Blocking Class

The results of interviews with the core team and students showed that the positive impact of the implementation of the blocking class program at SMAN 5 Cirebon felt by students was that students got a different learning experience by going into the field to make learning more in-depth and meaningful which improved critical thinking skills, confidence, communication, writing skills, art and creativity. As one of the students whose class was selected to be the champion said:

"In blocking class activities, we are free to practice creativity and good teamwork as well as healthy competition during the blocking class process and very deep learning, so we are focused on that" (Interview, Student, 2026).

This student's statement is in accordance with the opinion of other class students whose class was selected as the champion stating that:

"I think this experience made me better understand that the purpose of learning is not only to acquire value but also to develop skills and character" (Interview, Student, 2026).

This statement shows that the application of the values in pancawaluya in the activities of blocking class can be a learning process for students to form the character of the younger generation who have academic competence and a moral, ethical and responsible attitude both to themselves and socially (Cahyono et al., 2025).

It can be concluded that with the existence of deep learning activities Deep Learning in the program blocking class This can increase student progress in various fields such as improving students' critical thinking skills, student communication, student problem solving, good teamwork and students' writing skills (Ngo & Eecs, 2024).

CONCLUSION

The implementation of the blocking class program at SMAN 5 Cirebon, based on students' experiences, demonstrated improvements in students' critical thinking skills through learning approaches based on Project-Based Learning (PjBL) and Contextual Teaching and Learning (CTL). The program incorporated Pancawaluya values, including Cageur (healthy), Bageur (good-

hearted), Pinter (intelligent), and Singer (creative), with a student-centered learning orientation. In this process, teachers acted as facilitators who guided and supported students in developing proposals, conducting discussions, seeking information independently, and expressing their ideas related to activity planning, budgeting, objectives, and expected outcomes according to the themes of the blocking class program. Effective teamwork and collaboration between students and homeroom teachers contributed to the optimal implementation of blocking class activities in each class according to the plans outlined in the proposals. The integration of Pancawaluya values and local culture within blocking class activities demonstrated that students' character development could occur not only through cognitive learning in the classroom but also through authentic experiences and practices in the surrounding environment. Teacher supervision during activities and evaluations of the implemented blocking class program further supported the development of students' critical thinking skills.

The overall findings indicate that the implementation of the blocking class program using PjBL and CTL approaches, combined with Pancawaluya values and local cultural elements, contributed to the development of students' critical thinking skills and character. However, this study had several limitations, including the limited scope of participants, which only involved students from classes recognized as champions, and the reliance on qualitative data without large-scale quantitative validation. Based on these limitations, future research is recommended to involve a larger sample size and integrate quantitative approaches to statistically measure the impact of the blocking class program implementation.

REFERENCES

- Abdul Wafi, Irma Soraya, M. K. (2025). Al-Urwatul Wutsqo : Jurnal Ilmu Keislaman dan Pendidikan Relevansi Deep Learning Dalam Pendidikan Pesantren : 6(September), 239–248.
- Annur, P. A., Susanti, E., & Gera, I. G. (2023). Urgensi Pendidikan Moral Sekolah Dasar Dalam Membentuk. 1, 271–287.
- Artha, I. N. W., Agustini, K., & Suartama, I. K. (2025). Kajian Literatur Tentang Implementasi Pembelajaran Bermakna di Sekolah Menengah Atas. Cetta: Jurnal Ilmu Pendidikan, 8(4), 214–227. <https://doi.org/10.37329/cetta.v8i4.4499>
- Azizah, W. N., Herlina Pranadita, D., Srikandhi, N., Mitsaini, F., Hasanah, U., Muhtarom, T., Studi, P., Guru, P., Dasar, S., & Kunci, K. (2025). Analisis Metode Pembelajaran Inovatif dalam Pembelajaran Tematik Sekolah Dasar dan Pengaruhnya Terhadap Hasil Belajar Siswa. Jurnal Pengabdian Masyarakat Dan Riset Pendidikan, 4(1), 4910–4920. <https://doi.org/10.31004/jerkin.v4i1.1645>
- Azzahra, I. F., Al Farel, M. R., & Rahmadhani, R. (2025). Kurikulum Merdeka: Telaah Potensi dan Tantangan Implementatif dalam Mewujudkan Pendidikan Fleksibel di Indonesia. Jurnal Pendidikan Indonesia: Teori, Penelitian Dan Inovasi, 5(3), 1–11. <https://doi.org/10.59818/jpi.v5i3.1530>
- Brien, C. O., Stern, M. J., Brousseau, J. J., Hansen, L. J., Brien, C. O., Stern, M. J., Brousseau, J. J., & Hansen, L. J. (2026). Learning for collaborative action : learning domains and processes in place-based climate adaptation workshops. Journal of Environmental Planning and Management, 69(2), 482–506. <https://doi.org/10.1080/09640568.2024.2380905>
- Firmansyah, A., & Jiwandono, N. R. (2022). Kecenderungan Guru dalam Menerapkan Pendekatan

- Student Centre Learning dan Teacher Centre Learning dalam Pembelajaran. *Jurnal Guru Indonesia*, 2(1), 33–39. <https://doi.org/10.51817/jgi.v2i1.229>
- Hamida, N. A., Sein, L. H., & Ma'rifatunnisa', W. (2022). Implementasi Teori Meaningfull Learning David Ausubel Dalam Pembelajaran Sejarah Kebudayaan Islam di MI Nursyamiyah Tuban. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 6(4), 1386. <https://doi.org/10.35931/am.v6i4.1294>
- Hopkins, E. A., & Hopkins, E. A. (2021). Leveraging Experiential Education Techniques in the Real Estate Curriculum Leveraging Experiential Education Techniques in the Real Estate Curriculum. *Journal of Real Estate Practice and Education*, 23(1), 1–9. <https://doi.org/10.1080/15214842.2020.1757356>
- Kang, Y., & Kim, Y. (2026). Educational aspirations on the move : parenting , social class , and children ' s mobilities in South Korea. *Journal of Contemporary East Asia Studies*, 00(00), 1–21. <https://doi.org/10.1080/24761028.2025.2610785>
- Kumari, W. (2024). Implementasi Metode Pembelajaran Experiential Learning. *Jurnal Pendidikan Buddha Dan Isu Sosial Kontemporer*, 6(1), 39–50.
- Mandar, Y., & Sihono. (2025). RAUDHAH Proud To Be Professionals *Jurnal Tarbiyah Islamiyah*. 10(1), 2746–2447.
- Mardatillah, B., Wulandari, I., & Zulfianti, H. M. (2025). Penggunaan Deep Learning dalam Pembelajaran Berbasis Proyek untuk Pengembangan Karakter: Sebuah Tinjauan Pustaka Sistematis. *Dawuh Guru: Jurnal Pendidikan MI/SD*, 5(1), 175–190. <https://doi.org/10.35878/guru.v5i1.1765>
- Mas'ud, N., Sartika, D., & Hasugian, A. (2023). Penerapan Kurikulum Merdeka Belajar (KMB) Dalam Meningkatkan Minat Belajar Siswa Di SMA Negeri 1 Arse. *MIND Jurnal Ilmu Pendidikan Dan Budaya*, 3(1 SE-), 28–36. <https://jurnal.radisi.or.id/index.php/JurnalMIND/article/view/430>
- Sari, Y. G., Putra, B. E., Miranti, Y., & Setiawati, M. (2022). Hubungan Peningkatan Motivasi Belajar Siswa Dengan Penerapan Kurikulum Merdeka Belajar Kelas X DI SMA 1 IX Koto Sungai Lasi. *Jupeis: Jurnal Pendidikan Dan Ilmu Sosial*, 1(4), 131–138. <https://doi.org/10.57218/jupeis.vol1.iss4.375>
- Syafi'i, A., & Darnaningsih. (2025). Pendekatan Pembelajaran Berbasis Deep Learning: Mindful Learning, Meaningful Learning, dan Joyful Learning. *Al- Mumtaz: Jurnal Manajemen Pendidikan Islam*, 2(1), 45–57. <https://e-jurnal.iainsorong.ac.id/index.php/Al-Mumtaz>
- Utami, I. W. P., Susanti, N. E., Rahma, N., Andriani, P., & Swastika, A. I. (2024). Analisis Efektivitas Pelaksanaan Pembelajaran Dengan Sistem Blok di SMKN 10 Malang. *Jurnal Tifani*, 4(3), 15–25. <http://www.tifani.org>
- Wahyuni, M. T., Tsalasa, R., Rodhiah, A., & Fadillah, M. (2025). Strategi Peningkatan Keterampilan Abad ke-21 Siswa SD dengan Memanfaatkan Aliran Filsafat Rekonstruksionisme. 7(2), 88–103.
- Winarti & Suyadi. (2020). Pelaksanaan Model Discovery Learning Jerome Bruner pada Pembelajaran PAI di SMPN 3 Depok Sleman Yogyakarta. *Qalamuna: Jurnal Pendidikan, Sosial, Dan Agama*, 12(2), 153–162. <https://doi.org/10.37680/qalamuna.v12i2.503>
- Wiryanto, W., Nuryanto, E., & Prastiti, T. D. (2024). Pengaruh Penerapan Project Based Learning (PJBL) dan Motivasi Belajar Terhadap Kemampuan Bernalar Kritis Siswa di SD Muhammadiyah Terpadu Ponorogo. *Edukasia: Jurnal Pendidikan Dan Pembelajaran*, 5(1), 1221–1228.
- Cahyono, R. B., Gumelar, D. I., Mustopa, E. S., Warta, W., Mekarjaya, S. D. N., Mekarjaya, S. D.

- N., Galudra, S. D. N., & Nusantara, U. I. (2025). Manajemen Pendidikan Karakter Panca Waluya dalam Menumbuhkan Sikap Bijak Berteknologi di Era Digital Rendra. *El-Idare: Journal of Islamic Education Management*, 11(2), 63–71.
- E.Yunita, Yantoro, Hadiyanto, E. S. (2025). Implementasi Kurikulum Merdeka: Tantangan, Strategi, dan Dampaknya Terhadap Praktik Pembelajaran. *Pendas:Jurnal Ilmiah Pendidikan Dasar*, 10.
- Madaniyah, J. (2025). Model Pembelajaran Contextual Teaching and Learning (CTL) dalam Mewujudkan Life Skills Siswa pada Mata Pelajaran Pendidikan Agama Islam di Sekolah Dasar. *Jurnal Madaniyah*, 15(2), 1–16.
- Made, A. M., Riyanda, A. R., Sagala, M. K., & Adi, N. H. (2022). EDUKATIF : JURNAL ILMU PENDIDIKAN Implementasi Model Project Based Learning (PjBL) dalam Upaya Meningkatkan Hasil Belajar Mahasiswa Teknik Mesin. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5162–5169.
- Mulyasari, W., & Muhtar, T. (2022). Pentingnya Pembentukan Karakter pada Peserta Didik Usia Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 6250–6257.
- Ngo, R., & Eecs, U. C. B. (2024). The Alignment Problem From A Deep Learning Perspective. *ICLR*, 1–28.
- S.Salim, A.Putra, P. S. (2025). Implementasi Model Project-Based Learning Dalam Meningkatkan Kreativitas Siswa Sekolah Dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10.
- Salsabila, A. (2024). Implementasi Student Centered Meningkatkan Prestasi Siswa Learning (SCL) dalam Pendahuluan. *Didaktika:Jurnal Kependidikan*, 13(3), 4057–4066.
- V. Winanda, E. Y. (2021). Faktor Yang Mempengaruhi Hasil Belajar Kognitif Siswa Dalam Pembelajaran Jarak Jauh Berbasis E-Learning. *Perspektif Pendidikan Dan Keguruan*, XII(2), 147–152.
- Z.Nurazizah, A.Mubarok, E.Herawan, D. P. (2025). Deep Learning with Project-Based Learning (PjBL) Model for Student Creativity. *Pedagogia: Jurnal Pendidikan*, 14(2). <https://doi.org/10.21070/pedagogia.v14i2.1957>