ABSTRAK

Krisis lingkungan menuntut penanaman sikap peduli lingkungan sejak dini melalui pendidikan. Di SDN 1 Blang Mangat masih ditemukan kesenjangan antara pemahaman siswa tentang lingkungan dan perilaku peduli lingkungan, seperti kebiasaan membuang sampah sembarangan dan belum memilah sampah sesuai jenisnya. Penelitian ini bertujuan menganalisis penerapan pendekatan *Deep Learning* dalam menumbuhkan sikap peduli lingkungan siswa. Penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus. Subjek penelitian adalah 28 siswa kelas V SDN 1 Blang Mangat dan seorang guru sebagai informan. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model Miles dan Huberman dengan uji keabsahan melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa pembelajaran berbasis *Deep Learning* berkontribusi dalam menumbuhkan sikap peduli lingkungan melalui pembelajaran kontekstual, keterlibatan aktif, dan refleksi. Perubahan sikap tampak pada aspek kesadaran, kepedulian, tanggung jawab, dan empati, meskipun belum sepenuhnya konsisten. Faktor internal dan eksternal turut memengaruhi perkembangan sikap tersebut. Dengan demikian, implementasi *Deep Learning* berkontribusi dalam menumbuhkan sikap peduli lingkungan siswa.

Kata Kunci: *Deep Learning*, Sikap Peduli Lingkungan, Sekolah Dasar.

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ABSTRACT

The global environmental crisis requires the cultivation of environmental awareness from an early age through education. However, at SDN 1 Blang Mangat, there is still a gap between students' understanding of environmental issues and their actual environmental care behavior, such as littering and not sorting waste properly. This study aimed to analyze the implementation of the Deep Learning approach in fostering students' environmental care attitudes. This research employed a qualitative approach with a case study design. The participants consisted of 28 fifth-grade students at SDN 1 Blang Mangat, with one teacher serving as the key informant. Data were collected through observation, interviews, and documentation, then analyzed using the Miles and Huberman model. Data validity was ensured through source and technique triangulation. The findings revealed that the implementation of the Deep Learning approach contributed to the development of students' environmental care attitudes through contextual learning, active participation, and reflection. Positive changes were observed in students' awareness, caring, responsibility, and empathy, although these attitudes were not yet fully consistent. Internal and external factors also influenced the development of these attitudes. Therefore, the implementation of the Deep Learning approach contributes to fostering students' environmental care attitudes.

Keywords: *Deep Learning, Environmental Care Attitudes, Elementary School.*