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Teachers' Competence in Lesson Planning: Deep Learning within Danielson's Framework

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Abstract. This study explores teachers' competence and professional performance in lesson planning under the Indonesian National Curriculum, focusing on Domain 1 (Planning and Preparation) of Danielson's Framework and the integration of deep learning. Conducted as a qualitative case study at a rural senior high school in Southeast Sulawesi, data were collected through lesson plan analysis, classroom observation, and semi-structured interviews with seven teachers, including two English teachers. Findings indicate that teachers possess strong content knowledge and pedagogical skills but face challenges in addressing learner diversity, designing differentiated instruction, integrating higher-order thinking, and developing authentic assessments. Classroom observations revealed uneven student participation and low engagement, while lesson plans showed partial alignment with Danielson's Domain 1 but lacked coherence and measurable objectives. These results suggest that teachers need stronger institutional support, access to diverse resources, and ongoing professional development to implement deep learning effectively. The study helps bridge the gap between curriculum expectations and classroom realities, providing practical implications for teacher training and curriculum implementation in rural Indonesian schools.

Keywords: Danielson Framework, deep learning, lesson planning, National Curriculum, teachers' competence

1. INTRODUCTION

The challenges of 21st-century education are increasingly complex, as learning cannot be confined to the mastery of subject content alone. Modern society and the global workforce demand that students acquire critical thinking, creativity, collaboration, and communication, the 4C skills, applicable across diverse contexts. In response to these demands, new pedagogical approaches have emerged, one of which is deep learning. Deep learning is described as "transferable, enduring, and impactful", while international studies affirm its significant contribution to developing 21st-century competencies relevant to contemporary societal needs [1], [2].

In Indonesia, educational policy has aligned with these global developments through the launch of the National Curriculum 2025, which strengthens the principles of the Merdeka Curriculum by emphasizing interdisciplinarity, character building, and the contextual application of knowledge [3]. This policy direction is reinforced by Government Regulation No. 57 of 2021 on National Education Standards, which requires lesson planning to be systematically designed to ensure competency attainment [4]. Consequently, the teacher's role has shifted from that of a knowledge transmitter to a facilitator who encourages exploration, reflection, and independent inquiry.

A large body of literature has underscored the pivotal role of lesson planning in enhancing teaching effectiveness. Danielson's Framework for Teaching has become one of the most widely recognized models for evaluating teacher effectiveness [5]. Domain 1, Planning and Preparation, is foundational because it encompasses six components: knowledge of content and pedagogy, knowledge of students, setting instructional outcomes, knowledge of resources, designing coherent instruction, and designing student assessments [5]. Research has consistently shown that teachers who plan effectively are more capable of providing structured learning that supports student success. Systematic planning ensures a clear alignment between learning objectives, instructional strategies, and assessment, while the ability to anticipate learning challenges during the planning stage is a strong predictor of classroom effectiveness [6], [7]. However,

other studies indicate that planning is often treated as a compliance activity rather than a reflective and professional practice [8].

Deep learning, meanwhile, has emerged as a central paradigm for 21st-century education. The 4C skills are essential for equipping students to thrive in the global knowledge economy [9]. Deep learning prepares students for lifelong adaptability, enabling them to connect knowledge with real-world applications [10]. Schools must move beyond standardized approaches to embrace creativity and entrepreneurial thinking[11]. More recently, international research emphasized that while deep learning promotes high levels of student engagement, its implementation requires a shift in teacher mindset, assessment practices, and curriculum design [12]. Without these shifts, learning often remains superficial, focusing on rote memorization rather than transfer and application. Nevertheless, integrating deep learning into classrooms is not without challenges. Teachers often lack the tools and training to measure deep learning outcomes, as these extend beyond traditional testing metrics [10]. In many contexts, including Indonesia, assessments still prioritize factual recall over authentic performance tasks [12].

Lesson planning itself functions as the bridge between curricular frameworks and classroom practice. Effective lesson planning requires teachers to synthesize subject matter knowledge, pedagogical strategies, and contextual awareness of students' needs [13]. Shulman's concept of pedagogical content knowledge (PCK) remains influential in this regard, highlighting that effective teachers do not merely possess subject knowledge but also know how to represent and adapt that knowledge for diverse learners [14]. Recent studies affirm this connection. For example, competent teachers design lessons that explicitly link instructional goals with assessment practices [15]. Similarly, lesson planning is a critical component of teacher professionalism, particularly in fostering equity and inclusivity in learning [16]. However, in Indonesia, lesson plans are often prepared procedurally, focusing on administrative compliance rather than student-centered learning [17]. Research also shows that teachers frequently struggle to integrate higher-order thinking skills into their plans, limiting opportunities for students to develop deep learning competencies [18].

Indonesia's National Curriculum 2025 represents a significant reform effort, building upon the Merdeka Curriculum by emphasizing flexibility, interdisciplinary learning, character education, and contextualized knowledge application [3]. Government Regulation No. 57 of 2021 on National Education Standards requires lesson planning to be competency-based and systematically structured [4]. These reforms aim to align Indonesia's education system with global 21st-century learning demands, echoing international movements that emphasize learner autonomy, critical thinking, and the application of knowledge in real-life contexts [19], [20]. Nevertheless, the implementation of curricular reforms often encounters barriers at the school level. Without sufficient teacher training, resource provision, and administrative support, reforms risk being implemented superficially [21] [22],. In Indonesia, the transition from the 2013 Curriculum to the Merdeka Curriculum revealed significant disparities in teacher readiness, especially in under-resourced schools [12].

While numerous studies have addressed lesson planning and curriculum implementation in Indonesia, few have explicitly examined these issues through the lens of Danielson's Framework in relation to deep learning integration. Previous research has often focused on either teacher competence or curriculum policy in isolation [21], leaving a gap in understanding how international frameworks and local policy can intersect in classroom practices. Moreover, limited attention has been given to schools with inadequate facilities, where systemic constraints such as resource shortages complicate curricular reform.

This study was conducted at SMA Negeri 1 Tirawuta, located in Southeast Sulawesi. The school is not in a rural or isolated setting, as it lies close to a main provincial road; however, its facilities remain inadequate, and it is one of the oldest schools in the area. This unique context provides a valuable opportunity to examine how teachers plan lessons under resource limitations while adapting to curriculum reforms. The choice of this location is deliberate, as it represents a school that has historical importance in the region but still faces contemporary challenges in implementing modern pedagogical practices.

Against this backdrop, it is crucial to examine how teachers' competence and professional performance in lesson planning are transformed through the application of deep learning principles within Domain 1 of Danielson's Framework. Accordingly, this study seeks to address the following research questions:

a. How do teachers demonstrate competence in lesson planning aligned with Domain 1 of Danielson's Framework?
b. How do teachers integrate deep learning principles into their lesson planning?

The aims of this study are twofold: (1) to describe teachers' competence in lesson planning aligned with Domain 1 of Danielson's Framework, and (2) to analyze how teachers integrate deep learning principles into lesson planning.

The significances of this study are both theoretical and practical. Theoretically, it contributes to the literature by linking the Danielson Framework with deep learning in lesson planning. Practically, it provides insights for teachers to strengthen their professional performance and offers recommendations for schools to optimize the implementation of the National Curriculum 2025.

2. METHODOLOGY

Research Design

This study employed a qualitative case study design to examine teachers' competence in lesson planning and the integration of deep learning principles within the National Curriculum 2025. A case study approach was chosen because it allows for an in-depth, contextually grounded exploration of how teachers interpret and implement curricular requirements in their daily practices. The goal was not generalization, but to capture the lived realities and experiences of teachers in the school setting.

Research Site and Participants

The study was conducted at SMA Negeri 1 Tirawuta, Southeast Sulawesi, purposively selected for its characteristics as an old school with limited facilities, representing common challenges faced by resource-constrained schools. Participants included seven teachers from diverse subject backgrounds: two English teachers and five teachers from biology, Bahasa Indonesia, Arabic, and Christian religious education, with a minimum of five years of teaching experience and direct responsibility for preparing lesson plans (anonymized as T1-T7 for confidentiality)

The selection of teachers from different subjects aimed to obtain a broad perspective on lesson planning practices. Subject diversity allows for analyzing variations in the implementation of deep learning principles, the use of higher-order thinking skills, authentic assessment, and subject-specific challenges, providing a more comprehensive understanding of teachers' competence and professional performance.

The sample size was limited to seven participants to enable an in-depth qualitative investigation. This allowed for detailed analysis of each teacher through observations, interviews, and lesson plan review, resulting in rich, contextualized data that offers a holistic understanding of lesson planning practices in schools with limited resources.

To explore these practices systematically, data were collected through lesson plan analysis, classroom observations, and semi-structured interviews, ensuring multiple perspectives on how teachers design, implement, and assess lessons in alignment with both the National Curriculum 2025 and deep learning principles.

Data Collection Techniques

Data were collected using three main methods:
Document Analysis**:** Teachers' lesson plans (RPP) were analyzed to assess alignment with Domain 1 of Danielson's Framework and the extent to which deep learning principles were integrated; semi-Structured Interviews**:** Interviews were guided by the six components of Domain 1, allowing teachers to elaborate on their lesson planning processes in detail; classroom Observations**:** Observations were conducted to verify the consistency between lesson plans, interviews, and actual classroom practices.

Data Analysis

Data were analyzed using thematic analysis. Initially, interview transcripts and documents were coded deductively according to the six components of Domain 1. Inductive coding was subsequently applied to capture emerging themes, such as teachers' reflections on student engagement or resource-related challenges. Observation data were used to triangulate and confirm findings. Validity was strengthened through researcher reflexivity and consultation with academic supervisors.

Ethical Considerations

All ethical procedures were observed. Approval was obtained from the school principal, and informed consent was secured from all participants. Teachers had the freedom to withdraw at any time without penalty. Participant confidentiality was maintained through pseudonyms (T1–T7), and all data were securely stored. Reporting focused on thematic analysis rather than individual identities to preserve the authenticity of teachers' voices while protecting confidentiality.

By adopting this methodological design, the study sought to generate a comprehensive understanding of teachers' competence in lesson planning and the extent to which deep learning principles are integrated

within Danielson's Framework. The combination of document analysis, interviews, and classroom observations ensured that findings are triangulated and grounded in real classroom practices. The next section presents the findings of the study, organized according to the components of Domain 1 and supported by direct evidence from teachers' lesson plans, interview responses, and observed practices.

3. FINDINGS

Knowledge of Content and Pedagogy

Most teachers demonstrated a strong understanding of their subject matter and its alignment with the National Curriculum. This was evident from their extensive teaching experience and ability to adapt materials to students' needs. For instance, T1 estimated his mastery at *"around 90%,"* highlighting his extensive experience. In addition, T2 emphasized the role of multimedia support, stating that students demonstrated better comprehension when tools such as PowerPoint and videos were employed. T3 further illustrated this adaptive approach by explaining, *"I usually explain the key points and then ask students to observe, read, and present."*

Nevertheless, some teachers encountered challenges due to inconsistencies in the curriculum. T5 noted, *"Sometimes the Merdeka Curriculum books do not connect with previous materials, so I go back to the old curriculum."* T6 added, *"Limited references force me to search online and adjust according to students' needs."* Similarly, T7 confirmed this challenge*: "The material is clear, but frequent curriculum changes confuse both teachers and students."*

Lesson plan analysis further revealed that while most teachers included learning materials in accordance with the curriculum structure, gaps remained in linking content with diverse pedagogical strategies. Some lesson plans only list main topics without providing detailed explanations of teaching approaches or methods to be employed.

Moreover, classroom observations reinforced these findings. The use of presentation media such as PowerPoint did improve students' comprehension; however, participation was uneven, with only a few students actively engaging while others remained passive. In addition, materials adapted from online sources were not always contextualized to students' real-life situations, rendering some learning experiences more theoretical than practical.

Overall, although teachers demonstrated strong content mastery, recurring curriculum changes and limited resources emerged as significant challenges. These conditions hinder the optimization of deep learning, which requires connecting academic knowledge with real-world applications and fostering students' critical and creative thinking skills.

Knowledge of Students

Teachers demonstrated varying levels of awareness regarding their students' characteristics, learning needs, and socio-cultural backgrounds. For example, T1 admitted, *"Some students quickly understand the material, while others need repeated explanations. I usually identify them through classroom activities."* In addition, T2 emphasized differences in learning styles, stating, *"Students learn better when I combine visual, auditory, and kinesthetic activities."* Similarly, T3 explained*, "I often divide students into groups so that those who understand can help their peers."*

Moreover, T4 highlighted challenges related to students' motivation, noting, *"Many students lack interest in English because they find it difficult, so I try to connect the lessons with daily life."* T5 echoed this concern, stating, *"Some students prefer practice over theory, so I adjust by giving more exercises."* T6 further added, *"Students' backgrounds are diverse. Some come from families that support education, while others lack facilities, which affects their performance."* Likewise, T7 reinforced this point: *"Differences in ability are clear; some are very active, others remain silent even when asked."*

Lesson plan analysis indicated that only a few teachers explicitly addressed students' prior knowledge, learning styles, or socio-economic backgrounds. Most lesson plans generalized student characteristics without providing differentiated strategies. Furthermore, classroom observations confirmed that while group work was frequently employed, teachers sometimes overlooked less active students, leading to unequal participation.

These findings suggest that although teachers are aware of student diversity, the systematic integration of this knowledge into lesson planning remains limited. Therefore, to achieve deep learning, teachers need to design learning experiences that recognize individual differences, promote inclusive participation, and scaffold students according to their varied abilities and backgrounds.

Setting Instructional Goals

Teachers generally formulated instructional goals that aligned with the National Curriculum; however, the degree of specificity and measurability varied. For instance, T1 stated, *"I usually write goals based on the basic competencies provided, but sometimes I simplify the wording to make it easier."* T2 explained, *"I adjust the objectives according to the material, but sometimes the goals are too general."* Similarly, T3 shared, *"I try to make the objectives achievable for all students, though not always detailed."*

Meanwhile, T4 acknowledged limitations: *"Sometimes the objectives are written just to fulfill the format, not fully describing what students should be able to do."* T5 emphasized practicality: *"The goal must be realistic, because students have different levels. If too high, they become discouraged."* T6 added, *"Objectives should guide the whole teaching process, but in reality, I sometimes only write them for administrative purposes."* Meanwhile, T7 noted, *"I try to formulate goals that combine knowledge, skills, and attitudes, but often the time is not enough to achieve all of them."*

Lesson plan analysis revealed that most teachers' instructional goals were copied directly from the curriculum documents without significant adaptation. Only a few, however, articulated outcomes that were specific, measurable, and connected to students' real-life contexts. Classroom observations further revealed a gap between the stated objectives and classroom practices; in several instances, activities did not fully align with the intended outcomes.

These findings indicate that while teachers recognize the importance of instructional goals, many still treat them as formal requirements rather than as guiding principles for designing meaningful learning experiences. Strengthening teachers' ability to formulate SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) goals is essential to ensure alignment between planning and classroom practice, thus fostering deeper learning.

Knowledge of Resources

Teachers utilized a variety of resources to support lesson planning and instruction, though the depth and creativity of use varied. For example, T1 mentioned, *"I use the textbook as the main reference, but sometimes I add examples from the internet."* T2 explained, *"PowerPoint and videos are very helpful, especially to make students more active."* Similarly, T3 highlighted, *"Students' presentations also become a resource, since they search for additional information."*

Meanwhile, T4 emphasized institutional resources: *"The school provides digital platforms, so I upload materials there for transparency."* T5 shared limitations: *"Sometimes the Merdeka Curriculum book is not detailed, so I go back to the old curriculum books."* T6 relied on broader references: *"I use the Ministry of Religious Affairs website and combine it with contextual materials from the community."* Similarly, T7 noted, *"I use a mix of textbooks, YouTube, and sometimes exchange materials with colleagues."*

Lesson plan reviews showed that most teachers cited textbooks as their primary resource, with digital media serving as supplementary support. However, the variety of resources was still limited, and authentic materials that connect classroom learning to real-world contexts were rarely utilized. Classroom observations confirmed that teachers relied heavily on PowerPoint slides and textbook-based exercises, with minimal integration of interactive or student-generated resources.

These findings suggest that while teachers are aware of multiple learning resources, the application tends to be conventional. Expanding the use of authentic materials, local wisdom-based content, and collaborative resource-sharing among teachers would not only enrich lesson planning but also enhance student engagement and contextual learning.

Designing Coherent Instruction

Teachers demonstrated diverse approaches in structuring lesson sequences, reflecting both curriculum requirements and classroom realities. For instance, T1 explained, *"I follow the teaching modules from the Ministry, step by step."* T2 preferred a more traditional pattern: *"Usually I start with a lecture, then discussion, and end with evaluation."* Similarly, T3 described a multi-step process: *"I begin with explanation, then students observe, read, present, and finally we evaluate."*

In addition, T4 aligned instruction with broader planning: *"I integrate the academic calendar and curriculum targets into lesson sequencing."* T5 highlighted interactive methods: *"I use warm-ups, triggers, group discussions, and evaluation."* T6 emphasized contextual adaptation: *"The flow must connect school requirements with students' real needs."* Meanwhile, T7 noted flexibility: *"I follow the standard structure of introduction, core, and closing, but I adjust if students look disengaged."*

Lesson plan reviews revealed that most teachers structured lessons coherently, but often in a linear and rigid format. Creative sequencing, such as integrating projects or inquiry-based activities, was less visible.

Classroom observations confirmed this, showing a tendency for teachers to follow a predictable pattern (lecture, discussion, exercise) with limited adjustments to student engagement levels.

Overall, while teachers demonstrated basic coherence in lesson design, the lack of varied instructional models and adaptive strategies limited opportunities for deep learning. Professional development focusing on designing flexible, student-centered lesson flows could better support the integration of Danielson's Framework and enhance student outcomes.

Designing Student Assessments

Teachers reported multiple challenges in designing and implementing student assessments. T1 observed, *"Students are passive, only a few want to answer, so assessment is not balanced."* T2 admitted difficulty in crafting higher-order tasks: *"It is hard to design analytical questions."* T3 emphasized the impact of teaching style: *"If I only lecture, students lose attention, and my assessment becomes less valid."*

T4 highlighted disparities in learning pace: *"Some students understand quickly, some slowly, so I must give remedial."* T5 noted issues of authenticity: *"Students often rely on Google Translate, so the test doesn't reflect their real ability."* T6 pointed out resource gaps: *"Without enough materials, it's hard to make varied assessments."* Similarly, T7 stated: *"It is challenging to create assessments that measure higher-order thinking, so I often fall back on recall-based tests."*

Lesson plan reviews showed that most assessments relied on traditional written tests and short-answer questions. Evidence of authentic assessment practices, such as performance tasks, projects, or portfolios, was limited. Classroom observations further revealed a strong dependence on recall-based questioning, with minimal emphasis on critical thinking or problem-solving.

These findings suggest that while teachers recognize the importance of assessment, they face systemic barriers such as a lack of resources, training, and authentic tools. Strengthening teachers' capacity in designing varied, competency-based assessments is essential to align with both Danielson's Framework and the deep learning principles of the National Curriculum 2025.

Suggestions for Improving Lesson Planning

Teachers shared practical recommendations to strengthen the lesson planning process. T1 emphasized discipline: *"Teachers must be more disciplined in making lesson plans, don't delay."* T2 highlighted structural support: *"School facilities need to be improved."* T3 encouraged more active methods: *"Reduce lectures, increase group discussions."*

T4 stressed collaboration: *"Teachers should work together across subjects and use school apps."* T5 requested consistency in learning resources: *"Curriculum references should be standardized to avoid confusion."* T6 underlined access to references: *"Schools must provide more materials and encourage sharing among teachers."* Finally, T7 called for targeted professional development: *"Workshops should be more practical, especially on creative lesson plans and authentic assessments."*

Lesson plan reviews and classroom observations reinforced these suggestions. Many plans lacked coherence and depth, often mirroring template-based designs rather than contextually tailored approaches. Observations also revealed that teacher-centered instruction still dominated, with group work and interactive strategies used inconsistently.

Overall, these insights point to a need for systemic interventions: improving facilities, ensuring consistent curriculum resources, and providing sustained, practice-oriented teacher training. By addressing these areas, schools can better support teachers in designing lesson plans that reflect both Danielson's Framework and the deep learning principles envisioned in the National Curriculum 2025.

Findings Overview

The study revealed that teachers generally possess strong content knowledge and a solid pedagogical foundation, yet they face persistent challenges in fully integrating deep learning principles into lesson planning. Across Danielson's Domain 1 components, teachers demonstrated awareness of students' needs, instructional goals, resources, lesson sequencing, and assessment strategies; however, gaps remain in the alignment between lesson plans, classroom practices, and deep learning objectives.

For example, teachers acknowledged challenges in setting instructional goals. T1 admitted: *"I usually write goals based on the basic competencies provided, but sometimes I simplify the wording to make it easier."* Similarly, T2 noted: *"I adjust the objectives according to the material, but sometimes the goals are too general."* These statements indicate that while teachers recognize the importance of clear objectives, many still treat them as formal requirements rather than as guiding principles for meaningful learning experiences.

Lesson plan analysis indicated partial compliance with curriculum standards. Most plans included learning materials in accordance with the curriculum structure, but coherence, measurable objectives, and differentiated strategies were often lacking. Classroom observations confirmed uneven student participation, reliance on teacher-centered instruction, and limited use of authentic assessment. As T7 reflected: *"The material is clear, but frequent curriculum changes confuse both teachers and students,"* highlighting systemic challenges affecting classroom practice.

Teachers themselves suggested improvements in resource availability, collaborative planning, professional development, and practical workshops to enhance the quality of lesson planning. T6 emphasized: *"Schools must provide more materials and encourage sharing among teachers,"* underscoring the need for institutional support.

Overall, the findings highlight a mismatch between curriculum expectations and classroom realities, emphasizing the need for systemic support, capacity building, and pedagogical innovation. These insights provide a foundation for discussing how teachers' competence can be strengthened to foster deep learning within the framework of Danielson's Domain 1.

4. DISCUSSION

The findings of this study provide a comprehensive understanding of teachers' competence in lesson planning, particularly within Domain 1 of Danielson's Framework[23], and illustrate the extent to which deep learning principles are embedded in their practices. The discussion below integrates theoretical perspectives, practical implications, and reflective insights from classroom observations.

Knowledge of Content and Pedagogy

Teachers generally demonstrated strong mastery of subject matter and pedagogical strategies. For example, *T1 estimated a 90% mastery level*, while *T2 emphasized using multimedia to improve comprehension*. However, inconsistencies in curriculum materials (*T5, T7*) revealed challenges in maintaining coherent instruction. This aligns with Danielson[23], who emphasizes that content knowledge combined with effective pedagogy is foundational to quality teaching. In addition, Fullan & Langworthy[24] highlight that deep learning requires coherence between content and instructional strategies, while Shulman[14] underscores that pedagogical content knowledge enables teachers to adapt materials meaningfully for diverse learners. From practical observation, although teachers' expertise supports meaningful learning, gaps in curriculum consistency can limit opportunities for student transfer, creativity, and problem-solving, which are essential outcomes of deep learning[2], [3]. This suggests that teacher competence alone is insufficient; structural support and curriculum alignment are equally critical to fostering deep learning in practice.

Knowledge of Students

Teachers actively adapted instruction to student characteristics. For instance, *T1 highlighted behavioral challenges in Grade 10*, *T4 emphasized cultural and familial backgrounds*, and *T6-T7 focused on connecting curriculum content with students' real-life needs*. These practices reflect Shulman's pedagogical content knowledge[14] and culturally responsive teaching principles[25]. Nevertheless, variations in addressing student needs indicate that not all learners benefit equally, potentially restricting engagement and deep learning opportunities[12], [26]. Integrating knowledge of students' socio-cultural backgrounds systematically into lesson planning can scaffold learning more effectively[27]. Personally, I interpret this as a call for teachers to not only understand students theoretically but to embed this understanding into differentiated, contextualized learning experiences.

Setting Instructional Outcomes

A recurring challenge was formulating specific and measurable learning objectives. *T7 noted difficulties balancing cognitive and affective goals*, while several teachers relied on textbook-derived objectives (*T1, T2*). This is consistent with Stronge[7], who argues that vague outcomes undermine clarity and alignment with assessments. In the context of deep learning, clearly articulated objectives are essential to promote higher-order thinking, creativity, and collaboration[2], [28], [29]. Classroom observations revealed that thoughtfully designed objectives enhanced lesson coherence and student engagement. Therefore, professional support in designing SMART goals could improve alignment between lesson plans, classroom activities, and deep learning outcomes[30], [31].

Knowledge of Resources

Teachers utilized diverse resources, including textbooks, digital media, and peer-shared materials. However, access was uneven: *T2 and T7 incorporated YouTube and interactive media*, while *T5 and T6 relied on traditional or religious references*, reflecting a broader digital divide in Indonesian schools[13], [31]. Rich, multimodal resources are crucial for promoting engagement and student-centered learning[32], [19]. Limited availability of such resources constrains teachers' ability to design innovative, contextualized tasks, as classroom observations confirmed[13], [33]. In my view, improving access to digital and authentic resources can empower teachers to create lessons that resonate with students' real-world experiences, thereby fostering deeper understanding and knowledge retention.

Designing Coherent Instruction

Teachers implemented varied instructional sequences: *T1 followed structured modules*, *T5 used group discussions and warm-ups*, and *T7 adapted pacing based on student engagement*. These practices reflect Bruner's spiral curriculum[34], emphasizing the connection between prior knowledge and new concepts. Nonetheless, the tension between rigid adherence to curriculum directives and the need for flexibility illustrates the challenge of embedding deep learning principles[35], [2]. Observations revealed that flexible lesson delivery often enhanced engagement, yet systemic pressures sometimes constrained adaptive teaching[21], [26]. This highlights the importance of equipping teachers with both procedural skills and adaptive judgment to respond effectively to dynamic classroom contexts[36].

Designing Student Assessments

Assessment emerged as the most challenging domain. Teachers reported reliance on recall-based tests (*T5, T7*), difficulties designing analytical questions (*T2*), and disparities in student performance (*T4*). Brookhart [9] contends that traditional assessments fail to capture authentic learning outcomes, which are necessary for evaluating creativity, critical thinking, collaboration, and problem-solving[11], [25], [20]. The gap between assessment design and classroom practice underscores the need for professional development in authentic, higher-order assessment strategies[31], [14]. In my interpretation, targeted support in this domain could significantly enhance students' engagement in deep learning processes.

Suggestions for Improving Lesson Planning

Teachers recommended enhancing planning discipline (*T1*), fostering collaboration across subjects (*T4, T6*), conducting practical workshops (*T7*), and providing more resources (*T5*). These recommendations are consistent with Darling-Hammond et al. and OECD, which emphasize sustained, practice-based professional development and collaborative networks[31], [15], [37]. From my perspective, implementing these strategies could meaningfully bridge the gap between policy expectations and classroom realities, ensuring lesson plans that are coherent, differentiated, and oriented toward deep learning outcomes[12], [38].

Synthesis

Overall, teachers demonstrated adaptability, content mastery, and dedication to students. However, systemic issues, including curriculum inconsistencies, resource limitations, and assessment challenges, constrained the full integration of deep learning principles[3], [4], [19],[39]. This reflects the persistent gap between policy aspirations, such as the National Curriculum 2025[3], and classroom realities. Addressing these gaps requires targeted professional development, equitable access to resources, collaborative structures, and ongoing support for authentic assessment design[30]. I conclude that bridging this gap demands not only policy directives but also practical interventions that empower teachers to translate Danielson's Domain 1 into coherent practices, fostering transferable, enduring, and meaningful learning[40], [2], [41].

5. CONCLUSION AND IMPLICATIONS

This study revealed that teachers demonstrate strong competence in lesson planning within Domain 1 of Danielson's Framework. They possess solid content knowledge and pedagogical expertise, exhibit adaptability in instructional design, and actively consider student characteristics, including behavioral tendencies, learning styles, and socio-cultural backgrounds. Despite these strengths, challenges remain in aligning instructional objectives with students' abilities, structuring coherent lesson sequences, and

addressing diverse learning needs. Some teachers relied heavily on textbook-based goals, while others faced difficulties balancing cognitive and affective outcomes.

The integration of deep learning principles was observed but remains partial. Certain teachers incorporated collaborative activities, problem-solving tasks, and engagement-focused strategies, yet limitations in resources, inconsistencies in curriculum materials, and conventional assessment practices constrained the full development of higher-order thinking, creativity, and transferable skills. Classroom observations confirmed that student engagement and learning outcomes were influenced by the richness of instructional materials and the flexibility of lesson delivery.

From a practical perspective, these findings highlight the need for structured professional development focused on authentic assessment design, higher-order thinking strategies, and differentiated instruction. Institutional support is essential to ensure access to digital and instructional resources, promote teacher collaboration, and bridge gaps between curriculum policy and classroom implementation. Teacher networks and peer mentoring can facilitate the sharing of innovative lesson planning strategies and support consistent integration of deep learning principles.

Theoretically, this study reinforces Danielson's Framework as a valuable tool for evaluating and enhancing teacher competence in lesson planning, particularly when linked to deep learning objectives. However, the findings also underscore the contextual challenges of implementing international pedagogical frameworks in under-resourced schools, suggesting that theoretical models need to consider systemic and infrastructural constraints to be fully effective.

Overall, while teachers in the studied school demonstrate competence and commitment, systemic and resource-related barriers limit the complete integration of deep learning principles. Addressing these gaps requires targeted professional development, institutional support, and alignment between policy expectations and classroom realities. By taking these steps, Indonesian schools can move beyond procedural compliance toward meaningful, deep learning-oriented pedagogical practice.

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