THESIS

ENGLISH TEACHERS' PERCEPTION AND IMPLEMENTATION OF DEEP LEARNING STRATEGIES IN ENGLISH CLASSES AT MTS AL-AMIRIYYAH

By:
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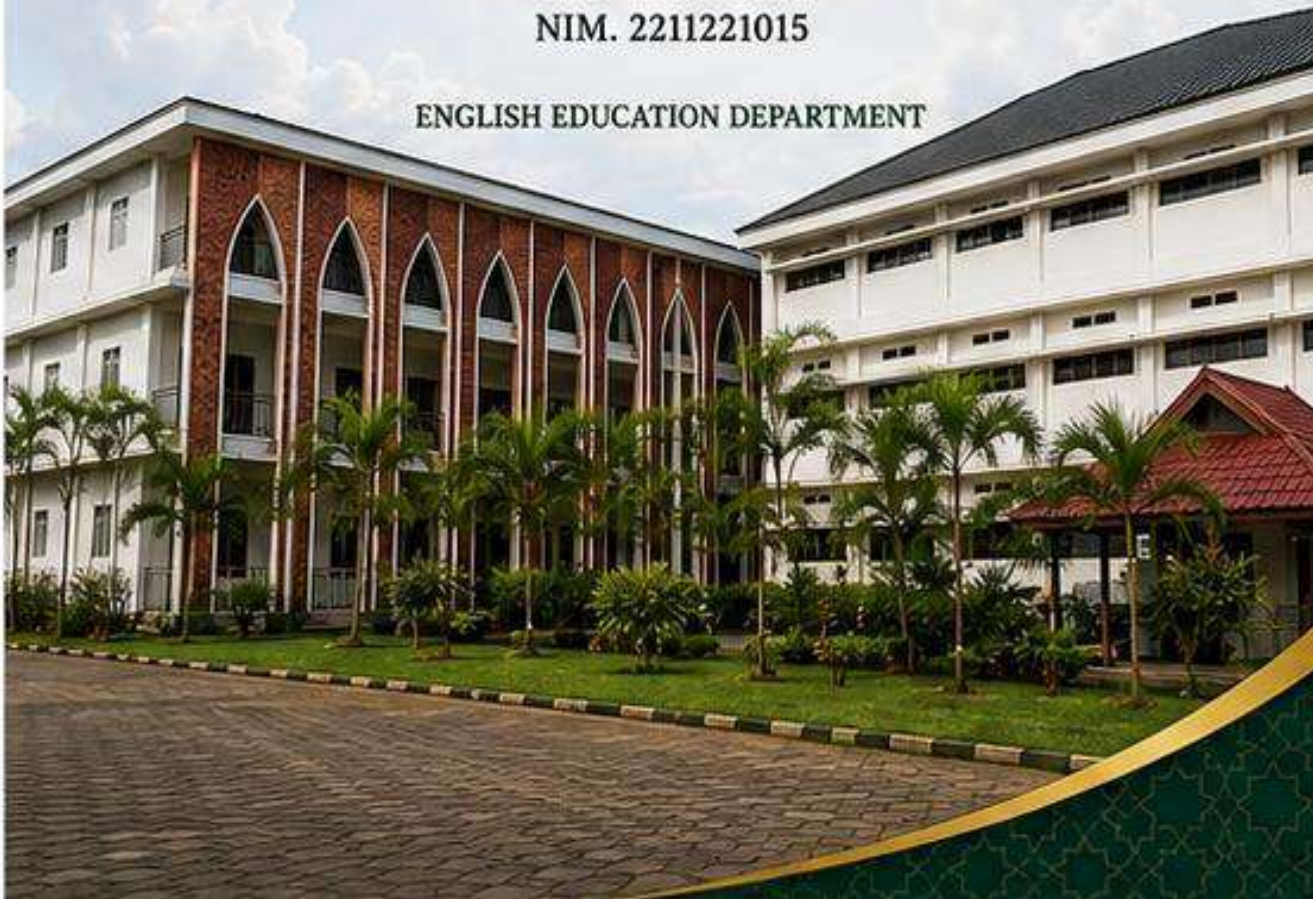

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BLOKAGUNG BANYUWANGI
2026

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AGREEMENT

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MOTTO AND DEDICATION

MOTTO:

"True comprehension blooms when knowledge finds its meaning in the heart, nurtured by the anchors of family and the courage to endure."
(Pemahaman sejati akan mekar ketika ilmu pengetahuan menemukan maknanya di dalam hati, dipupuk oleh jangkar keluarga dan keberanian untuk bertahan).

DEDICATION:

This dedication page is an expression of boundless gratitude and a heartfelt thank you for the completion of this academic endeavour. Dedicated with all sincerity to

1. My beloved parents, Mr. Mudzakir and Mrs. Sri Wahyuni, who have been my protectors, source of strength, and steadfast anchor in life. Their unceasing silent prayers, unseen tears of sacrifice, and selfless love have been the primary driving force that enabled the researcher to persevere through every challenge in order to realize this dream. May this small achievement bring a spark of joy and pride to their hearts.
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3. to the small family at the Darul Lughoh Al-Injliziyyah dormitory, thank you for turning a disciplined Islamic boarding school into a vibrant home where foreign languages were joyfully mastered and true friendships were forged. The long nights with journals and your unwavering emotional support provided the vital energy that carried me to the finish line.
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DECLARATION OF AUTHENTICITY OF THESIS

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I declare that this thesis is solely the outcome of my own research, except for the parts yhat are cited.

Banyuwangi, june 10 2026

Declator





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ABSTRACT OF ENGLISH

Masruroh, Aulia Dwi. 2026. English Teachers' Perception and Implementation Deep Learning Strategies In English Classes At Mts Al-Amiriyyah. Skripsi/Thesis, English Education Department Faculty Of Tarbiyah and Teachers Training Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi.

Keywords**:** Deep Learning, English Language Learning, Teacher Perception, Mindful Learning, MTs Al-Amiriyyah

The implementation of the Deep Learning Strategies has become an important educational innovation in Indonesia to promote meaningful, reflective, and student-centred learning. This study aims to investigate the implementation of Deep Learning strategies in English classes at MTs Al-Amiriyyah, explore English teachers' perceptions toward the strategies, and identify the supporting and hindering factors affecting its implementation. This research employed a qualitative case study design. Data were collected through semi-structured interviews with three English teachers, classroom observations, and document analysis. The data were analysed using data reduction, data display, and conclusion drawing techniques, while source and technique triangulation were applied to ensure data credibility. The findings revealed that teachers implemented Deep Learning through the integration of Mindful Learning, Meaningful Learning, and Joyful Learning principles. The implementation encouraged students' active participation, reflection, contextual understanding, and engagement in English learning. Teachers perceived Deep Learning positively, viewing it as an effective strategy that supports professional development and shifts learning from teacher-centred to student-centred practices. Supporting factors included teachers' training experiences, institutional support, and students' enthusiasm, while limited facilities, time constraints, and varying student abilities were identified as challenges. The study concludes that Deep Learning has significant potential to enhance meaningful English language learning in pesantren-based educational settings.

ABSTRACT OF INDONESIAN

Masruroh, Aulia Dwi. 2026. English Teachers' Perception and Implementation Deep Learning Strategies In English Classes At Mts Al-Amiriyyah. Skripsi/Tesis, Program Study Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi.

Kata Kunci: Deep Learning, Pembelajaran Bahasa Inggris, Persepsi Guru, Mindful Learning, MTs Al-Amiriyyah.

Implementasi pendekatan Deep Learning menjadi salah satu inovasi penting dalam dunia pendidikan Indonesia untuk mendorong pembelajaran yang bermakna, reflektif, dan berpusat pada peserta didik. Penelitian ini bertujuan untuk menginvestigasi implementasi strategi Deep Learning dalam pembelajaran Bahasa Inggris di MTs Al-Amiriyyah, mengeksplorasi persepsi guru Bahasa Inggris terhadap pendekatan tersebut, serta mengidentifikasi faktor pendukung dan penghambat yang memengaruhi pelaksanaannya. Penelitian ini menggunakan desain studi kasus kualitatif. Data dikumpulkan melalui wawancara semi-terstruktur dengan tiga guru Bahasa Inggris, observasi kelas, dan analisis dokumen. Data dianalisis melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan triangulasi sumber dan teknik digunakan untuk menjamin kredibilitas data. Hasil penelitian menunjukkan bahwa guru telah mengimplementasikan Deep Learning melalui integrasi prinsip *Mindful Learning*, *Meaningful Learning*, dan *Joyful Learning*. Implementasi tersebut mendorong partisipasi aktif siswa, refleksi diri, pemahaman kontekstual, serta keterlibatan yang lebih tinggi dalam pembelajaran Bahasa Inggris. Guru memiliki persepsi positif terhadap Deep Learning dan memandangnya sebagai pendekatan yang mendukung pengembangan profesional serta menggeser pembelajaran dari yang berpusat pada guru menuju pembelajaran yang berpusat pada siswa. Faktor pendukung meliputi pengalaman pelatihan guru, dukungan institusi, dan antusiasme siswa, sedangkan keterbatasan sarana, waktu pembelajaran, dan perbedaan kemampuan siswa menjadi faktor penghambat. Penelitian ini menyimpulkan bahwa Deep Learning memiliki potensi yang signifikan untuk meningkatkan kualitas pembelajaran Bahasa Inggris yang bermakna pada lingkungan pendidikan berbasis pesantren.

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The author fully realizes that the successful completion of this thesis cannot be separated from the support of various parties. Therefore, the author would like to express his deepest gratitude and appreciation to:

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The only way the author can provide a suitable compensation is to offer a prayer to Allah, the Most Gracious and Merciful, asking Him to thank everydone for their kindness.

No ivory is cracked, and no human being is perfect. This thesis is also not free from shortcomings. Therefore, with great humility, the author greatly expects constructive suggestions and criticisms. The author also apologizes for any errors that may be contained in the writing of this thesis, as a weak human being.

Finally, the author submits everything to Allah ‘Azza Wajalla, with the hope that this thesis is compiled with His consent and can provide benefits. Amin Ya Robbal 'Alamin.

Banyuwangi, 10 juni 2026

Aulia Dwi Masruroh

TABLE OF CONTENTS

DEGREE PREREQUISTES ..... **i**
ADVISOR APPROVAL SHEET ..... **ii**
AGREEMENT ..... **iii**
MOTTO AND DEDICATION ..... **iiv**
DECLARATION OF AUTHENTICITY OF THESIS ..... **v**
ABSTRACT OF ENGLISH ..... **vii**
ABSTRACT OF INDONESIAN ..... **vi**
ACKNOWLEDGEMENT ..... **viiviii**
TABLE OF CONTENTS ..... **viii**
LIST OF TABLES ..... **xii**
LIST OF PICTURE ..... **xiii**
LIST OF APPENDICES ..... **xiv**
CHAPTER I **1**
INTRODUCTION **1**
1.1 Research Background 1
1.2 Research Problem 5
1.3 Research Objectives 5
1.4 Research significance 5
1.5 Definition of terms 6
CHAPTER II **8**
REVIEW OF RELATED LITERATURE **8**
2.1 Theoretical Review 8
2.2 Previous Study 24
2.3 Research Thought Flow 34
CHAPTER III RESEARCH METHOD **35**
3.1 Research Design 35
3.2 Location and Time of Research 36
3.3 Research Subjects 36

3.4 Informants 37
3.5 Data and Source of Data 37
3.6 Data Collection Procedure 38
3.8 Data Analysis 41
CHAPTER IV 43
FINDINGS AND DISCUSSION 43
4.1 Research Findings 43
A. The Implementation of Deep Learning Strategies in English Learning 44
B. Teacher's Perception Toward the Deep Learning Strategies 78
C. Supporting and hindering factors in the implementation of deep learning 85
4.2 Discussion 89
A. Implementation of Deep Learning Strategies in English Language Learning. 89
B. Teachers' Perceptions of the Implementation of Deep Learning 92
C. Supporting and hindering factors in the implementation of deep learning 94
CHAPTER V CONCLUSION 96
5.1 Conclusion 96
5.2 Research Implications 97
5.3 Limitations of the study 98
5.4 Recommendations 99
REFERENCES 101
APPENDICES 106

LIST OF TABLES

Table 2.2 previous study.....38

LIST OF PICTURE

Table 2.1 Framework based Borg.....28
Table 2.3 Research Thought Flow.....46

LIST OF APPENDICES

Guidance Card.....116
Certificate of Conducting Research.....117
Certificate of Free Plagiarism Maximum 25% From the Faculty..118
Documentation.....119
Interview Guidelines.....122
Interview Transcript.....125

CHAPTER I
INTRODUCTION

1.1 Research Background

Entering the 2025/2026 academic year, the Minister of Primary and Secondary Education, Abdul Mu'ti, has established a policy to implement the deep learning approach as part of Indonesia's educational transformation, which will initially be applied in pilot schools (Suryarandika, 2025). This policy emerged as a response to the long-standing dominance of surface learning practices in Indonesian classrooms, which tend to emphasize memorization and examination results rather than meaningful understanding and higher-order thinking skills**.** This policy aligns with the broader direction of the Kurikulum Merdeka, which emphasizes meaningful learning, critical thinking, creativity, and student autonomy as core competencies required in the 21st century (Kemendikbudristek, 2022). Instructors frequently deploy rote memorization and repetitious assignments that don't allow for meaning exploration, critical thinking, or active student participation. This situation is affected by various aspects, including teachers' weak awareness of students' learning characteristics, a shortage in innovative learning tactics, and administrative and curriculum demands that prioritize end goals (Dalia et al., 2025).

Indeed, schools and madrasah are crucial in shaping the future generation's character, abilities, and readiness to meet the demands of both domestic and global advancement (Aribah et al., 2025). To overcome these issues and encourage a more thorough and significant learning process, a learning method is required. Deep learning is a pertinent way to address these demands. Deep learning in educational settings is characterized as a pedagogical strategy focused at creating profound conceptual knowledge, boosting active student involvement, and enhancing critical and reflective thinking abilities (Masayu Andayanie et al., 2025). This method places a strong emphasis on students' internalization of values, development of reflective abilities, and holistic character development in addition to their mastery of the subject matter (Aribah et al., 2025). Deep learning practices are implemented through innovative learning methodologies that are contextual, collaborative, and geared towards the needs of the learning community (Riani & Sujarwati, 2025). Additionally, this method

places a strong emphasis on the concepts of mindful, purposeful, and joyful learning, which enhance students' intrinsic motivation, focus, self-awareness, and learning regulation. Deep learning is thought to be able to overcome the shortcomings of surface learning methods, which are still often used in educational contexts, thanks to these features.

It has been established that the deep learning technique is beneficial in enhancing students' communicative competence, critical language awareness, and meaningful language use in the context of English language acquisition. When students are learning English, it is not enough for them to simply memorize vocabulary or grammatical rules; they must also comprehend the meaning, context, and role of language in actual communication. Learning through deep learning encourages students to actively develop meaning through activities like as discussion, problem-solving, reflection, and actual language problems. This gives students the opportunity to apply English in real-world situations. In English classrooms, students' language comprehension, critical thinking, and engagement are all improved by the implementation of deep learning strategies such as project-based learning, inquiry-based learning, and reflective activities, according to research that was conducted in the past (Riani & Sujarwati, 2025; Jabbar et al., 2025). As a result, the deep learning strategies is considered to be pedagogically suitable for the purpose of English language instruction, particularly in situations that need learning experiences that are both meaningful and relevant.

Given that English is an international language that is crucial to the advancement of global literacy, knowledge access, and cross-cultural communication, the use of deep learning strategies in the context of English language learning is becoming more and more significant (Ekowijayanto & Jadid, 1990). English is taught as a foreign language in Indonesia at all educational levels, including in Islamic madrasas and schools. Madrasahs, as official educational institutions, play a crucial role in supporting students' character development in accordance with national development visions and Islamic ideals (Aribah et al., 2025). According to Teknologi and Aas (2023), learning in the framework of Islamic education is focused not only on acquiring knowledge but also on developing people who are devoted, religious, intelligent, creative, self-sufficient, and responsible. Therefore, English language learning in madrasahs should ideally not

only focus on linguistic aspects, but additionally be designed in a meaningful and contextual manner so that it can integrate language competence with the social, cultural, and spiritual values of students. The deep learning approach is considered relevant because it encourages students to comprehend the structure and meaning of language comprehensively and relate it to the context of everyday life.

In the context of ongoing educational reform, educators must modify their teaching methods to conform to the principles of the Kurikulum Merdeka, which prioritizes differentiated instruction, student-centred learning, and the cultivation of higher-order thinking skills (Kemendikbudristek, 2022). English teachers are expected to integrate the principles of 3M (Memahami, Mengaplikasi, Merefleksi) and BBM (Berkesadaran, Bermakna, Menggembirakan) into classroom practices (Wahyuni et al., 2025). The educational approach at this madrasah integrates a structured curriculum with traditional pesantren practices. In response to contemporary demands and technological advancements, MTs Al-Amiriyyah must adapt its educational practices to meet the requirements of 21st-century learners, particularly in the context of English language acquisition. This condition necessitates innovative learning strategies that are both academically effective and aligned with the context and values of the madrasah.

The implementation of deep learning strategies significantly depends on the role of teachers, which is a critical factor influencing learning outcomes. This aligns with the perspectives of Riani and Sujarwati (2025), who highlight the strategic role of teachers as facilitators, mentors, and reflectors in fostering mindful, meaningful, and joyful learning experiences. Teachers serve not only as transmitters of information but also as essential facilitators who assist students in developing profound understanding through reflection, dialogue, and active engagement. Optimizing deep learning necessitates those educators possess a sufficient conceptual understanding, pedagogical preparedness, and a dedication to ongoing professional development through continuous learning and collaboration within learning communities (Riani & Sujarwati, 2025). Teachers' comprehension and interpretation of the deep learning technique will therefore have a significant impact on how it is implemented in regular learning activities, particularly in the context of madrasah English language instruction.

Previous research has provided a comprehensive analysis of the deployment of the deep learning approach in educational settings from a variety of points of view. The implementation of deep learning strategies such as personalized learning, project-based learning, game-based learning, and community engagement was investigated by Andayanie et al. (2025). The researchers came to the conclusion that these strategies effectively enhance student engagement, critical thinking skills, and intrinsic motivation. However, the primary focus of their research was on instructional practices and learning results at a general educational level. They did not specifically investigate the perceptions of teachers or the contextual challenges that they face when teaching English as a second language within madrasah or pesantren-based institutions. The same thing happened when Riani and Sujarwati (2025) investigated the readiness of English instructors to use the deep learning approach in middle schools. They discovered that teachers, on the whole, have enough conceptual understanding and positive attitudes toward deep learning. In spite of this, their research brought to light constraints with technology expertise and institutional support, particularly in rural areas. Furthermore, they did not investigate how educators interpret and apply deep learning principles within unique cultural and religious educational contexts, such as madrasahs. In addition, Nafi and Faruq (2025) conceived of the deep learning strategy utilized in primary education by including concepts of learning that are aware, purposeful, and happy. The results of their study indicated that deep learning is an excellent method for fostering critical, creative, introspective, and emotional thinking from students when it is connected with the students' life experiences. There was a lack of empirical information addressing instructors' perceptions and classroom practices in English language instruction at the secondary madrasah level, despite the fact that the study made a significant conceptual contribution. The study remained theoretical and concentrated on primary education without providing any empirical evidence.

This study examines English teachers' perceptions regarding the implementation of the deep learning strategies at MTs Al-Amiriyyah. The researcher chose MTS Al-Amiriyyah because, after observing several schools at the Darussalam Islamic boarding school, the researcher found that MTS Al-Amiriyyah was the one that had implemented deep learning in its teaching and learning process. This

study is significant for understanding teachers' perceptions of deep learning, its application in English language learning practices, and the factors influencing its implementation in the madrasah context. This study's findings are anticipated to enhance theoretical frameworks in deep learning within Islamic education and to provide practical improvements in English language learning at madrasah tsanawiyah.

1.2 Research Problem

Based on the research background above, the research questions in this study are:

a. How are the Deep Learning strategies implemented in the learning process at MTs Al Amiriyyah?
b. How do teachers' perception the application of the Deep Learning Strategies at MTs Al Amiriyyah?
c. What factors support and hinder the implementation of the Deep Learning Strategies at MTs Al Amiriyyah?

1.3 Research Objectives

This study aims to:

a. Describe the implementation of the Deep Learning Strategies in the learning process at Mts Al-Amiriyyah.
b. Examine teachers' perception regarding the implementation of the Deep Learning Strategies English learning process.
c. Identify factors that support and hinder the implementation of the Deep Learning Strategies at Mts Al-Amiriyyah.

1.4 Research significance

The findings from this research are anticipated to offer both theoretical and practical benefits, detailed as follows

1.4.1 Theoretical benefits

Theoretically, this research is expected to enrich studies on the Deep Learning Strategies and meaningful learning in the context of national education, especially in madrasah. This research also contributes to the development of qualitative educational studies that emphasize understanding the experiences and perception of teachers as the main subjects of learning.

1.4.2 Practical Benefits

Practically, the results of this study are expected to serve as material for reflection for teachers in designing and implementing learning that encourages active involvement and deep understanding of students. In addition, this study can be a reference for madrasahs in developing policies and programs to improve the quality of learning that is oriented towards meaningful learning.

1.5 Definition of terms

1.5.1 Teachers' Perception

Teacher perception is an active process that plays a role, not only in terms of the stimulus involved but also the individual as a whole, with their experiences, motivations, and attitudes that are relevant in responding to the stimulus (Tarigan et al., 2024). In this study, teacher perception refers to English teachers' views and interpretations of the implementation of the deep learning strategies in English language teaching, as explored through in-depth interviews. Teacher perception reflects how teachers understand, experience, and evaluate the use of the deep learning strategies in their instructional practices.

1.5.2 Deep Learning Strategies

Deep Learning Strategies refers to a learning strategy that emphasizes meaningful understanding, critical thinking, reflection, and the application of knowledge in real-life contexts. Deep Learning enables students to understand material comprehensively through meaningful experiences, focused attention, and enjoyable learning activities.(Feriyanto & Anjariyah, 2024). In this study, the deep learning strategies refers to how English teachers design and implement learning activities that encourage students to actively engage in the learning process, develop higher-order thinking skills, and connect English language learning with students' real-life experiences within the classroom context.

1.5.3 TEFL in Madrasah

Teaching English as a Foreign Language (TEFL) in Madrasah Tsanawiyah (MTs) refers to the teaching and learning of English as a foreign language at the Islamic junior secondary school level within the Indonesian national education system. At this level, English instruction aims to develop students' basic communicative competence, including listening, speaking, reading, and writing skills, as well as foundational grammatical knowledge appropriate to students' cognitive and psychological development. In this context, English functions as a tool for accessing global knowledge and communication while maintaining students' Islamic identity, cultural values, and social norms. Therefore, TEFL in MTs emphasizes contextual, meaningful, and value-oriented English learning that is relevant to students' daily lives and supportive of their academic and moral development (Irwansyah, 2023).

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

This chapter presents the theoretical foundation and conceptual frameworks of a related study, which focusses on three points, namely teachers' perception, deep learning strategies and TEFL in the madrasah context.

2.1.1. Teachers' Perception

a. Definition of perception

Perception denotes an individual's process of evaluating, comprehending, and attributing meaning to information, influenced by prior knowledge, experience, beliefs, and attitudes. Aisyah and Novita (2025) characterize perception as an individual's comprehension in interpreting phenomena experienced in everyday life. Paşca-Tuşa (2021) elucidates that perception is influenced by internal elements such as experience, motivation, attitudes, and beliefs, together with external influences including institutional culture and educational regulations. It is a method of looking at something or expressing an understanding that is the product of mental processing. This means that perception is tied to external elements that are responded to through the five senses, memory, and the soul (Nisa et al., 2023). Perception is a way of looking at something or expressing an understanding. The perception, as expressed by the experts:

a) Stephen P. Robbins.

Individuals engage in the act of perception in order to organize and interpret the sensory impressions they receive in order to provide meaning to the environment in which they find themselves (Sabarini 2021b; Nisa et al., 2023).

b) Sugihartono, dkk.

Perception is the brain's ability to interpret stimuli or the process of interpreting stimuli that enter the human senses. Human perception differs in terms of perception. Some perceive something as good or positive, while others perceive it as negative, which will influence human actions that are visible or apparent (Sabarini 2021b; Nisa et al., 2023).

c) Mc Shane dan Von Glinow.

Either the capacity of the brain to interpret stimuli or the process of understanding inputs that are received by the human senses is referred to as perception. In terms of viewpoint, human perception is distinct from one another. According to Sabaraini (2021) and Nisa et al. (2023), human behaviours that are visible or apparent are influenced by the perceptions of individuals. Some people view something as being good or positive, while others perceive it as being negative.

Perception can be summed up as a complicated psychological process in which individuals receive, organize, evaluate, and give meaning to stimuli or information gained through the five senses. This description is based on the different definitions that have been proposed for perception. Internal elements like as experience, knowledge, attitudes, beliefs, and motivation, as well as external factors such as the social environment, cultural institutions, and educational regulations, all have a significant impact on this process. This process is not neutral; rather, it is heavily influenced by both internal and external factors.

In the opinion of specialists, perception is not only connected to the manner in which an

individual perceives or gets information, but also to the manner in which that information is cognitively processed in order to produce a particular understanding of the phenomenon that is being discussed. Diverse perceptions, both good and negative, are the result of differences in individual backgrounds and points of view, which eventually have an effect on a person's attitudes, decision-making, and actual action.

Additionally, perception serves as a foundation for comprehending a person's behaviours and perspectives in the context of day-to-day life, as well as in the fields of education and social research. This is because perception plays a significant part in deciding how individuals react to their surroundings and the social phenomena that are occurring around them.

b. Teachers' Perception

On the basis of the concept that perception is a psychological process that involves the reception, interpretation, and attribution of meaning to stimuli, teacher perception can be described as the opinions, understanding, and evaluations that teachers have regarding numerous aspects that are related to education. This encompasses the manner in which educators evaluate pupils, the learning process, educational policies, and the working environment in which they are employed. According to Borg (2015), the teacher perception system is a component of the teacher cognition system. This system encompasses the information, experience, and thoughts that instructors have regarding learning and teaching strategies. According to Borg, the formation of a teacher's viewpoint does not occur quickly but rather is the product of interactions between personal experiences, formal education, socio-cultural values, and professional situations. To put it another way, the

perceptions of teachers are the consequence of mental constructs that continue to grow simultaneously with the process of reflection and the accumulation of teaching experience.

As a bridge between what teachers think (teacher cognition) and what they actually do in the classroom (teacher practice), teacher perceptions play a significant role within Borg's theoretical framework. This is because they serve as a bridge between the two. Teachers that have a favourable impression of their students, for instance, will be more receptive to the use of humanistic and participative learning strategies by their pupils. On the other hand, educators who have negative perceptions may demonstrate attitudes that are inflexible, less adaptable, and focused on improving student outcomes.

Theoretically, teachers' perceptions influence all aspects of the educational process:

a) Perceptions of students: determine how teachers assess students' abilities, potential, and behaviour.

b) Perceptions of learning: influence the strategies, methods, and media teachers choose in teaching.

c) Perceptions of the school environment and educational policies: shape teachers' attitudes toward change, innovation, and professional collaboration.

According to Borg (2015), perceptions have the potential to be viewed as cognitive reflections that serve as the foundation for the professional activities that instructors take within the context of teaching. It is essential to have a comprehension of these perception in order to enhance the quality of learning. This is due to the fact that constructive and positive perceptions

will result in the creation of a learning environment that is supportive, adaptable, and efficient.

c. Factors Affecting How Teachers perception

The author Borg (2015) also highlights the fact that teacher perceptions are influenced not only by internal elements such as personality, values, and beliefs, but also by external factors such as the curriculum, school policy, and institutional culture. In light of this, the perceptions of instructors are dynamic and contextual; they are subject to change whenever teachers are exposed to new learning contexts or whenever educational paradigms undergo a transition. According to Borg (2015), teachers' perceptions are influenced by two major groups of factors, namely:

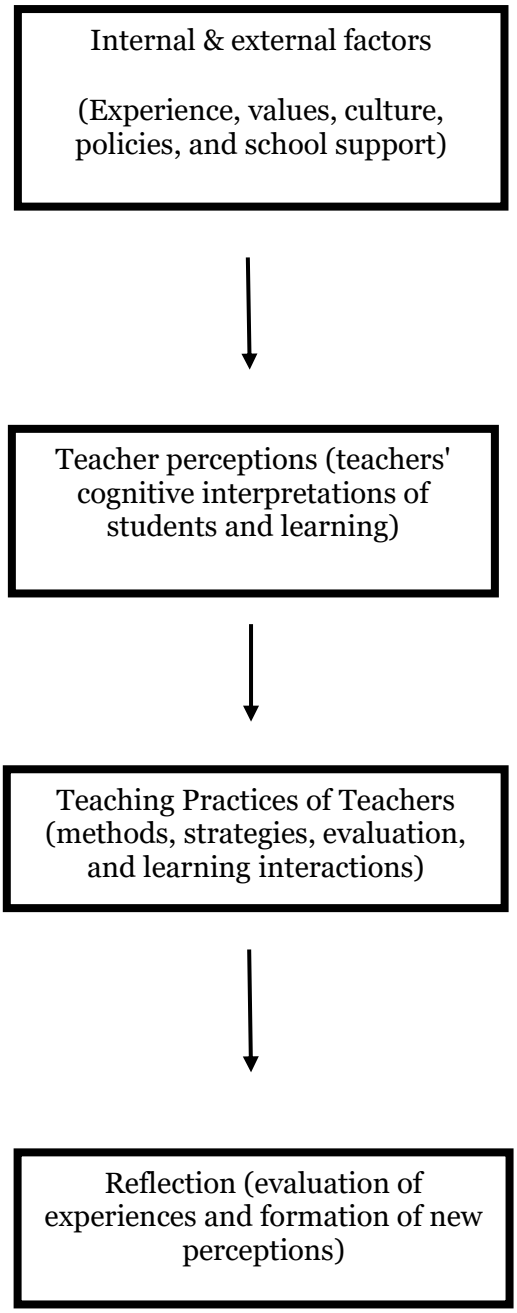
1) Internal Factors:
   a) Personal beliefs and values
   b) Past experiences as students or teachers
   c) Professional motivation and job satisfaction
   d) Pedagogical content knowledge

2) External Factors:

   a) School culture and institutional support
   b) National education policy and curriculum
   c) Social expectations and the role of society in relation to the teaching profession
   d) Technology and learning innovation

These factors interact dynamically and shape perceptions that can change according to context and new experiences encountered by teachers. The following is a visual representation of the conceptual framework based on Borg's theory (2015):

Table 2.1 Framework based Borg



2.2. 1 Concept of deep learning strategies

Deep Learning Strategies is a learning paradigm that focuses on converting the learning process from merely transferring knowledge to generating meaning, character, and competencies that are relevant to the demands of the times. This is accomplished by focusing on the way in which the learning process is transformed. Learners are encouraged to actively engage in the process of the construction of knowledge, the connection of concepts with real-world experiences, and the reflection on the significance of learning in everyday life through the use of this Strategies (Aribah et al., 2025) The realization of humanistic, adaptable, and sustainable education in the 21st century is therefore significantly aided by the implementation of deep learning principles.

The goal of "Deep Learning" is to get students to a higher level of comprehension, where they are not only able to comprehend a concept, but also have the ability to transfer and apply that information in a variety of real-life scenarios, as stated by (Feri et al., 2025) A strong conceptual understanding, application in a variety of contexts, improvement of critical and creative thinking skills, collaboration and project-based learning, utilization of technology and artificial intelligence in learning, and the significance of having a lifelong learning mindset are some of the important aspects that are conveyed in the presentation regarding the application of Deep Learning.

a. Characteristic of deep learning strategies

The literature review and conceptual analysis both identify deep learning as a pedagogical framework that has the ability to transform the learning experience into a more conscious, meaningful, and joyful activity. Deep learning in the context of education offers this possibility. In the next part, the fundamental principles

of deep learning are discussed in relation to their implementation in educational settings.

1) Mindful learning

One of the most significant contributions that the deep learning strategies has made to the field of education is its ability to cultivate mindful learning, which is defined as learning that is characterized by complete awareness, sustained focus, and self-regulation on the part of the learner. Students are able to better regulate their emotions and attention when they engage in mindful learning because it enables them to monitor their own mental processes, identify their cognitive demands, and recognize their own cognitive needs. A major support for the growth of mindfulness is provided by the learner-cantered ethos that is inherent to deep learning environments. Through the utilization of mindful learning strategies, students are better equipped to deal with the problems that are associated with deep learning. As a result, mindful learning is characterized as a method that emphasizes the significance of having complete awareness and being deeply engaged in the process of learning (Feriyanto & Anjariyah, 2024).

2) Meaningful learning

One of the most important aspects of the deep learning paradigm is the goal of making learning meaningful, which means making sure that the experiences that a learner has in school are not just valuable but also pertinent to their lives. The primary focus of this principle is to establish linkages between the newly introduced content and the students' pre-existing knowledge structures, real-world situations, and personal objectives.

Consequently, learning techniques such as problem-based learning (PBL), project-based learning, and inquiry-based learning have proven to be extraordinarily effective. These approaches provide learners with the ability to engage in meaningful engagement with real-world problems, devise solutions, and apply them in genuine contexts. Students are better able to comprehend the significance of the subject matter that they are studying when they engage in meaningful learning, which belongs to the realm of deep learning.(Nafi & Faruq, 2025) In light of this, one can reach the conclusion that meaningful learning places an emphasis on the connection between newly acquired material and previous experiences or knowledge.

3) Joyful learning

Joyful Learning places a primary emphasis on the happiness and emotional engagement of students as the primary subject matter of the educational process. By implementing this method, the goal is to establish a pleasant learning environment in which students are able to feel at ease, motivated, and passionate about the teaching that they are receiving. Play, collaboration, and creative expression are all elements that can be incorporated into the learning process through the implementation of joyful learning. Integration of performing arts and role acting, dance, singing, and game-based learning are all examples of several ways that Joyful Learning can be implemented.

Positive feeling, active involvement, and creative expression are all given priority in the learning process through the implementation of the joyful learning strategy, which is an essential component of the deep learning

methodology.(Riani & Sujarwati, 2025) Engaging in activities that bring about feelings of enjoyment, enthusiasm, and satisfaction not only contribute to the enhancement of the learning experience, but also to improved cognition, retention, and sustained motivation. A deliberate approach to learning that is driven by curiosity, personal satisfaction, and intellectual enjoyment is known as joyful learning. This type of learning is more long-lasting than learning that is driven by extrinsic motivators and is essential for learning that continues throughout one's life.

b. Challenges deep learning strategies

Providing a learning paradigm that places an emphasis on profound comprehension, critical reflection, and the contextual application of knowledge, the Deep Learning strategies is a learning strategy. Its implementation in educational settings, on the other hand, is not without its difficulties. The educators, the pupils, and the nature of the school system itself are all responsible for these issues. The challenges that arise while attempting to use the Deep Learning strategies in the field of education can be broken down into four primary dimensions:

1) pedagogical challenges: including teacher readiness and changes in teaching paradigms;

2) structural challenges: such as limitations in facilities, time, and assessment systems;

3) cultural challenges: in the form of resistance to change and learning habits that are still teacher-cantered.

4) Technological and digital literacy challenges: related to the ability to adapt to modern learning media and technology.

In order to overcome these challenges, education policies need to be developed that encourage the development of innovative curriculum, the enhancement of the capabilities of educators, the creation of genuine evaluation systems, and the equitable distribution of technological resources (Andayanie, 2025).

2.3.1. TEFL in Madrasah

a. Concept of TEFL

There is a field of study known as Teaching English as a Foreign Language (TEFL), which is a pedagogical discipline that focuses on the theory, techniques, and practices of teaching English to individuals who are not native speakers of the language in places where English is not the major language of communication. As a result of the fact that it is influenced by elements such as the national curriculum, teacher competence, and the socio-cultural contexts of students, teaching English as a foreign language (TEFL) in Indonesia presents its own unique obstacles. Specifically, Zifirdaus Adnan (2018) highlights the fact that the quality of the teachers is the primary factor that determines the effectiveness of English language instruction in Indonesia. He emphasizes that a significant number of English as a Foreign Language (EFL) teachers still have low linguistic and pedagogical ability, and that they continue to be oriented toward traditional techniques that place more emphasis on grammar than on meaningful communication. As a result, teaching English to speakers of other languages (TEFL) cannot be regarded as merely a method of passing on

linguistic information; rather, it must be regarded as a sociocultural method that cultivates communicative abilities through reflective practice and professional mentoring.

Vygotsky's sociocultural theory, the theory of second language acquisition (SLA), and the communicative approach (Communicative Language Teaching) served as the theoretical foundations for teaching English to speakers of other languages (TEFL). An ideal implementation of teaching English as a foreign language (TEFL) in Indonesia necessitates the integration of theory and practice. This can be accomplished through the training of teachers, the creation of contextual curricula, and the use of technology to facilitate learning that is focused on the practical application of language. Communicative Language Teaching (CLT), Task-Based Learning (TBL), and Intercultural Communicative Competence (ICC) are becoming increasingly important in the field of teaching English to speakers of other languages (TEFL) from a contemporary theoretical standpoint. During the process of language acquisition, each of these three emphasizes the significance of meaning, context, and cultural awareness. The teaching of English to speakers of other languages (TEFL) is no longer a mechanical process consisting of memorization of structures; rather, it is an active process that cultivates critical and reflective thinking skills.

Consequently, the contemporary conception of TEFL has evolved from a paradigm that is based on structure to a paradigm that is communicative and humanistic. It requires teachers to be lifelong learners who are able to integrate technology, local values, and modern pedagogical principles and linguistic processes. Instead of engaging in educational activities that involve professional reflection, pedagogical creativity, and sensitivity to the socio-cultural context of learners,

it requires teachers to be flexible and adaptable. In the context of Indonesia, the ideal teaching English to speakers of other languages (TEFL) program is one that is communicative, contextual, and characterized by the construction of bridges between global competences and local expertise.

b. Concept of TEFL in madrasah

In madrasah, the teaching of English as a Foreign Language (TEFL) takes place within a one-of-a-kind educational setting that involves the integration of Islamic beliefs and general education. According to Irwansyah (2023), madrasah are Islamic educational institutions that can be found under the supervision of the Ministry of Religious Affairs. The primary objective of these institutions is to cultivate students' academic abilities as well as their spiritual and moral character. For this reason, the teaching of English at madrasahs is not solely cantered on the acquisition of language skills; rather, it also emphasizes the alignment of learning activities with Islamic educational ideals. Because madrasah was formally recognized by the government after English had already been established as a foreign language in Indonesia, the growth of English language education in madrasah occurred later than in normal schools. This is due to the fact that madrasah was created after English had already been established as a foreign language. According to Irwansyah (2023), the adoption of English Language Teaching (ELT) in madrasah was affected by this historical backdrop. Initially, madrasah depended significantly on teaching methodologies that were taken from Western educational traditions. On the other hand, as madrasah have gotten more and more used to the requirements of education, English has emerged as an essential topic for students to study in order to acquire the communication skills that are necessary in today's globalized world.

Islamic educational concepts such as tarbiyyah, ta'dib, and ta'lim have a significant impact on teaching English as a foreign language (TEFL) in madrasahs. According to Irwansyah (2023), ta'lim refers to the instructional process of knowledge transmission, ta'dib focuses on moral and character education, and tarbiyyah places an emphasis on the holistic development of students, which includes their spiritual growth. These ideas serve as a foundation for teaching English in such a way that language learning is not restricted to merely acquiring vocabulary and grammar, but also contributes to the development of students' moral and character traits. The use of English at madrasahs is also considered to be a form of discovered knowledge, known as aqliyyah, which ought to be brought into harmony with revealed knowledge, known as naqliyyah, which is obtained from the Qur'an and instructional Islamic texts. The viewpoint presented here views the English language not as a danger to the Islamic identity but rather as a tool that may be used to comprehend variety, gain access to knowledge, and serve humanity (Irwansyah, 2023). Because of this, Teachers of English as a Foreign Language (TEFL) at madrasahs are contextually customized to support both linguistic competency and Islamic educational aims.

c. Role of the teacher in TEFL in madrasah

Teachers are the most important people in the madrasah when it comes to the implementation of TEFL. According to Irwansyah (2023), English teachers are not only accountable for imparting English language skills to their pupils, but they are also tasked with directing the students' moral and character development in accordance with Islamic principles. Teachers are crucial agents in the process of integrating language instruction with the larger goals of madrasah education because of the dual burden that they have on

their shoulders. Teaching tactics that are interactive and student-centred are frequently utilized by English teachers in Islamic educational institutions, as stated by Nasution (2020). These strategies are utilized to enhance students' motivation and confidence in their ability to study English. Actively using English in meaningful circumstances is made possible for students through the implementation of instructional strategies such as group discussions, project-based learning, and communicative activities. Teachers take on the role of facilitators by utilizing these tactics, which encourage students to actively participate and lessen the anxiety that pupils have when using a foreign language.

In addition, Madrasah teachers are expected to modify their instructional strategies in accordance with the conditions of the institution and the requirements of the pupils. The short amount of time available for instruction, the varying levels of student competency, and the students' lack of confidence in their ability to speak English are all common obstacles that teachers confront. Teachers are expected to be adaptable and innovative in order to construct learning activities that are not only successful but also culturally appropriate (Nasution, 2020). This is necessary in order to handle the problems that have been presented. In addition to their academic responsibilities, English teachers in madrasahs also serve as examples for their students to emulate. Their mindsets, the way they use language, and the way they conduct themselves in the classroom all represent Islamic principles that pupils are encouraged to imitate. It is the responsibility of teachers to guarantee that students' intellectual, moral, and spiritual growth is supported by English learning (Irwansyah, 2023). This can be accomplished by incorporating moral principles into classroom interaction and instruction materials. In conclusion, the job of the instructor in TEFL in madrasah goes beyond the delivery of language teaching. In order to bridge the gap between Islamic educational ideals and

the teaching of the English language, teachers play the role of facilitators, moral mentors, and role models. The function that they play is extremely important in ensuring that the teaching of English as a foreign language (TEFL) in madrasah is efficient, meaningful, and in line with the goals of Islamic education (Nasution, 2020; Irwansyah, 2023).

2.2 Previous Study

Table 2.2 previous study

No	Name, Year, Research Title	Link Articel	Research Objectives	Research Method	Result	Similarity	Differences
1.	"English Teachers' Perceptions of Implementing the Deep Learning Approach in Elementary Schools" (Jabbar et al., 2025)	http://www.jiip.stkipyapisdompu.ac.id/jiip/index.php/JIIP/article/view/9912	The purpose of this study is to investigate how English instructors in primary schools perceive and apply the deep learning strategy. The findings of this study suggest that those teachers have generally good opinions regarding the	Interviews consisting of 18 questions were used to collect data for this study. The interviews were aimed to elicit in-depth insights into the perspectives and experiences of teachers regarding deep learning	(1) Teachers place a high value on deep learning because it encourages learning that is mindful, meaningful, and joyful; (2) differences in teaching experience, institutional support, and access to training lead to	Researching English teacher perceptions and deep learning approaches	In terms of school level, researchers examined religious-based junior high schools.

			potential of this approach to improve creativity, independence, and active student participation.	methods. This study utilized a qualitative research approach with a case study design. gathering of data, recording of each and every interview are analysed with the use of a narrative analytic approach after being transcribed.	varying levels of understanding and confidence; and (3) despite the fact that the majority of schools provide adequate resources, their utilization is limited due to a lack of adequate technical guidance.		
2.	"english teachers' perceptions of	https://online-journal.unja.ac.id/PROCA/art	Within the context of vocational high	In this study, a quantitative descriptive	The findings indicate that educators have	Researching English teachers'	At the school level,

	deep learning implementation in classes: a survey-based study"(Wahyuni et al., 2025)	icle/view/50475/22865	schools (SMKs) in Semarang, Indonesia, this study analyses the various perspectives held by English teachers on the use of deep learning.	design was utilized, and the methodology utilized was based on a survey. There were nine English teachers that participated in the study. These teachers were from a variety of vocational high schools (SMK) in Semarang, Indonesia. The core data for this investigation were gathered	favourable attitudes about deep learning, particularly with regard to the implementation of initial assessments, the alignment of learning outcomes with graduate profiles, and the incorporation of higher-order thinking skills (HOTS).	perceptions.	researchers examined religious-based junior high schools and the deep learning approach.

				through the use of a structured questionnaire, which included both open-ended and closed-ended questions. An automatic compilation of the responses was performed in Google Sheets for the purpose of quantitative tabulation. The same form was used to collect qualitative remarks, which			

				were obtained using open-ended questions. Analytical methods based on descriptive statistics were utilized to examine the data that was gathered.			
3.	"The Preparedness of English Teachers to Implement Deep Learning in Middle School", (Riani & Sujarwati, 2025)	https://educasia.or.id/index.php/educasia/article/view/359/141	To better educate students for the 21st century, Indonesia is undertaking significant modifications to the educational system. Improvements	In this study, a descriptive research methodology was utilized, and a quantitative framework was utilized. The research was conducted with	Teachers have said that they have a good understanding of deep learning (mean = 3.9) and a positive attitude (mean = 4.1), but they do not have a	English teacher in implement deep learning.	This article discusses teachers' readiness to implement deep learning. Researchers examined teachers'

			are made with the intention of enhancing critical thinking, creativity, and problem-solving skills through the implementation of modifications. On the other hand, despite the fact that the education is intended to prepare pupils for the future, it is difficult to implement since teachers lack experience with both the	the participation of fifty English instructors who are now working at the junior high school level in Bengkulu Utara. A questionnaire with a predetermined format was used to collect the data. The instrument was made up of elements that had no open-ended ends. Descriptive statistics were	high level of proficiency with instruction that is based on technology lessons (mean = 3.7). It is clear that educators are well-versed in the concept of deep learning and have a strong desire to implement it with their pupils. However, they require specialized training, increased		perceptions of the deep learning approach. .

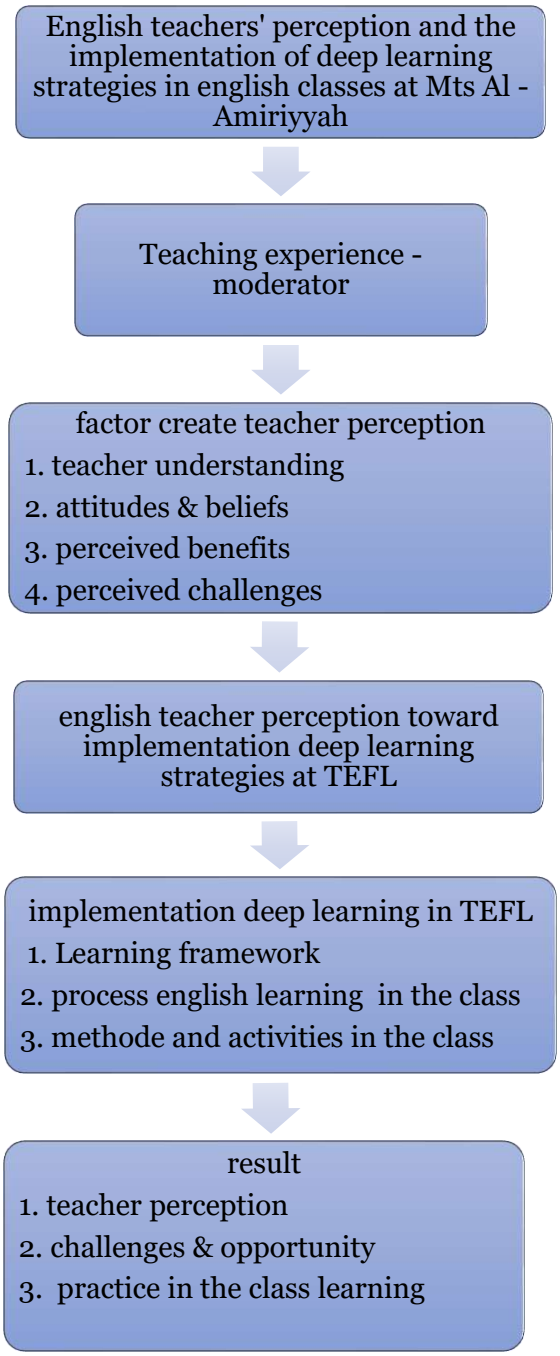
			classroom and technology.	utilized in the data analysis.	access to information resources that are based on technology, and support from their schools, particularly those that are situated in rural areas.		
4.	"Implementation of Deep Learning in School Curriculum: Perspectives of Teachers in Nagekeo Regency"(Kasi et al., 2025)	https://jurnal.uns.ac.id/paedagogia/article/view/103377/pdf	The purpose of this research is to illustrate how educators feel about training that is based on deep learning, including attaining a more profound	A number of quantitative instruments, such as surveys, were utilized by the researchers. It was elementary and high school teachers	According to the findings of the study, 1) the majority of teachers are aware of 21st century skills (83 percent), 2) deep learning-based	The same applies to perspective teachers and deep learning.	This article is not specific to any particular subject.

			comprehension of the term's definition.	in Nagekeo Regency that participated in this survey as the population at large. Purposive sampling was the method that was used to gather the data, and the questionnaire that was used to collect the information contained both open-ended and closed-ended questions.	instruction is quite well understood by teachers in Nagekeo Regency (62 percent), 3) the government has paid attention to education, but not in the most effective way, and 4) one hundred percent of teachers are involved in the subject teacher forum (MGMP).		

5.	“teachers’ opinion about deep learning”(Paşca-Tuşa, 2021)	https://doi.org/10.15405/epsbs.2021.03.02.12	Within the scope of this study, the relationship between teachers and Deep Learning is investigated.	The research method that was used was an inquiry, and the purpose of the inquiry was to investigate the opinions and experiences of 113 primary school teachers who were referring to deep and surface learning. The administration of the questionnaire was carried out in Google Drive, and	The findings indicate that the respondents had a very high level of interest in Deep Learning, as well as in putting Deep Learning into practice and motivating their pupils to study in a more profound manner.	Examining teachers' perspectives and deep learning	This article is not specific to any particular subject.

				participation was entirely voluntary.			

2.3 Research Thought Flow



CHAPTER III
RESEARCH METHOD

This study employs a qualitative descriptive methodology. This research methodology comprises two terms: method and research. The term originates from the Greek word 'methodos,' signifying a technique or approach to attain a goal or resolve an issue. Subsequently, 'research' denotes a methodical and precise methodology employs to achieve a certain objective with utmost accuracy.

3.1 Research Design

This research employs a qualitative methodology utilizing a case study approach. This methodology selects to achieve a comprehensive understanding of the application of the Deep Learning Approach by English teachers in madrasahs for English language acquisition. This approach enables the researcher to investigate the subjective meanings, perceptions, and experiences of teachers within their natural working setting. Creswell and Poth (2017) assert that qualitative research is employs to investigate the meanings individuals derive from their experiences of a social occurrence. This method uses the researcher as the primary instrument, interacting directly with participants throughout data collection and analysis, and places more emphasis on comprehending meaning than testing hypotheses. This study uses an inductive qualitative technique, wherein theory or understanding is form based on empirical data rather than being taken from pre-existing theories. Creswell, n.d. (2020) contends that this methodology enables researchers to elucidate the significance of participants' behaviours, activities, and experiences. Consequently, the qualitative approach is essential for thoroughly comprehending how English educators perceive and apply Deep Learning principles in their instructional methods.

The approach employed in this research is the case study methodology. This approach enables researchers to conduct an in-depth investigation of a phenomenon within the confines of a particular system (bounded system) and in a real-world context (Yin, 2018). A case study selects because the focus of this research pertains to the phenomenon of implementing the Deep Learning Approach by

English instructors in madrasahs, which represents a complex social and institutional context. This method assists researchers in acquiring a comprehensive comprehension of the relationship among perceptions, experiences, practices, and contextual factors that affect teachers' implementation of this approach.

Through this research framework, the investigator aims to elucidate how English educators interpret and implement the principles of Deep Learning in pedagogical practice, the extent to which the madrasah environment shapes this application, and the factors that facilitate or impede its effective realization. Furthermore, this design enables researchers to examine the interplay among teachers' beliefs, experiences, and practices, as articulate in Borg's (2015) Teacher Cognition theory, which underscores that educators' perceptions, convictions, and comprehension of learning significantly shape their instructional behaviours within the classroom. Thus, this qualitative case study research design offers a comprehensive framework for investigating the phenomenon of Deep Learning Approach implementation in a thorough, contextual, and meaningful manner. This methodology not only delineates the pedagogical practices implement by educators but also elucidates how they interpret meaning, confront obstacles, and modify their learning strategies in accordance with their professional experience and institutional environment within madrasah.

3.2 Location and Time of Research

This study carries out at MTs Al-Amiriyyah, an Islamic junior high school that combines formal education with pesantren-oriented values. It is situated in Blokagung Hamlet, Karangdoro Village, Tegalsari Subdistrict, Banyuwangi Regency, East Java Province. The investigation conducts during the second semester of the 2025/2026 academic year at February month.

3.3 Research Subjects

The participants of this survey consist of 3 English teachers at MTs Al-Amiriyyah. They choose due to their direct involvement in the planning, execution, and assessment of English language learning activities utilizing the deep learning methodology. The teachers' professional positions, teaching experience, and participation in curriculum implementation renders them valuable sources for

comprehending perceptions regarding deep learning in English language instruction.

3.4 Informants

The informants in this study consist of 3 English teachers who the following criteria:

a. Actively teaching English at MTs Al-Amiriyyah.
b. Have experience implementing the Deep Learning approach.
c. Willing to participate in interviews and provide information openly.
d. English teachers who have conducted PPG.

No.	Informant	Gender	Experience
1.	Mrs. Aby	Female	13 years
2.	Mr. Sry	Male	24 years
3.	Mrs. Rnd	Female	12 years

The selection of informant's conducts using purposive sampling, which allows the researcher to select participants who possess relevant knowledge and experience relate to the research focus.

3.5 Data and Source of Data

The researcher's methods are observation , interview and document utilization. The study subjects are 3 English teachers of Mts Al – Amiriyyah.

3.5.1 Primary data sources

Primary data sources are the primary channels through which researchers obtain information directly (Creswell, 2020). In this study, primary data collect directly from English instructors who implement the Deep Learning approach in madrasah through comprehensive interviews with the educators and learning observations.

3.5.2 Secondary data sources

Secondary data sources consist of supplementary information acquired from documents and archives pertinent to the research

context. Documents are written records that serve to reinforce and complement data collect through observations and interviews. Secondary data encompasses instructional modules and relate documentation. These sources of information include documents pertaining to Mts Al-Amiriyyah and other significant references relevant to the research.

3.6 Data Collection Procedure

Data collection is an important stage in qualitative research because it determines the depth and accuracy of the findings. Data collection refers to systematic activities carries out to obtain information relate to the research focus (Creswell, 2020). In this study, data collect through interviews, classroom observations, and documentation to obtain comprehensive data and ensure data triangulation.

3.6.1 Interview

In order to investigate the perception and experiences of English teachers regarding the implementation of the Deep Learning methodology, interviews conduct using a semi-structure interview technique. When conducting interviews in this manner, the researcher is able to make use of predetermine questions, while at the same time allowing the participants the liberty to discuss their responses for themselves. The interviews are centres on the teachers' understanding of the Deep Learning method, the instructional strategies that are utilize in the classroom, the challenges that are encounters during the implementation process, and the factors that either facilitate or impede the learning process. Every interview lasts approximately forty-five to sixty minutes and takes place at the school. All interviews are audio-recorded and transcribe for use in subsequent research, only after receiving permission from the participants.

3.6.2 Observation

Classroom observation is done to directly see how the Deep Learning method is uses in English learning activities.

The researcher employs non-participant observation, indicating that the researcher refrains from engaging in the instructional process. The observation emphasizes pedagogical techniques, teacher-student dynamics, educational activities, and classroom conditions. The results of the observation are written down in field notes and then compared to interview data to make sure that what teachers say is true and what they do in the classroom is true (Miles et al., 2018).

3.6.3 Documentation

Using documentation to back up what learn from interviews and observations. The analysis of the documents includes lesson plans, teaching materials, and other important school documents related to learning English and the Deep Learning method. Documentation strengthens research findings and facilitates data triangulation by providing written evidence pertinent to the research focus (Creswell, 2020).

3.7 Data Validity

Validity of data is a technique that is utilizes in qualitative research to ensure that the findings of the research are credible and accurately reflect the conditions that actually exist in the field. According to Creswell (2020), the term "data validity" refers to the degree of reliability of the data that acquire during the process of conducting the study. Triangulation is the primary method of validation that is utilize in this study in order to ensure the authenticity of the data. According to Creswell (2020), triangulation is a strategy that is utilize to examine the consistency of data by comparing information that is gather from a variety of sources and techniques of data collecting. In this study, there are two different kinds of triangulations, which are known as technique triangulation and source triangulation.

3.7.1 Source Triangulation

Comparison of data obtain from a variety of sources, most notably English professors at MTs Al-Amiriyyah, is what constitutes source triangulation. The researcher conducts an

analysis of the interview responses provided by the three English teachers in order to identify similarities and differences in their perception, levels of comprehension, and experiences in relation to the implementation of the Deep Learning technique. For the purpose of ensuring that the conclusions are not dependent on a single viewpoint, this comparison helps to ensure that they reflect a more comprehensive and balanced perception.

3.7.2 Triangulation Technique

A technique known as technique triangulation carry out by comparing the data that gather from a variety of approaches, such as interviews, classroom observations, and documentation. The first step to use the information gather from interviews to investigate the viewpoints, comprehension, and explanations of teachers about the implementation of the Deep Learning approach in English language educational settings. Second, classroom observations carry out in order to directly evaluate the instructional practices, learning activities, teacher–student relationships, and atmosphere of the classroom in relation to the implementation of the Deep Learning technique. The third step to analyse the paperwork, which include things like lesson plans, teaching materials, and learning modules, to determine whether or not the intend learning activities in agreement with the assertions made by the teachers and the practices that observe.

To determine whether or not there a correlation between the statements made by teachers and the actions they took in the classroom, the researcher compare the findings of interviews with the findings of observations. In addition, documentation utilize in order to check and confirm the data obtained from interviews and observations, particularly with regard to learning objectives, teaching approaches, and learning activities that construct using the Deep Learning approach. In this manner, technique triangulation contributes to the enhancement of the dependability of the data by ensuring that the results supported by a variety of approaches and do not solely rely on a single method of data collection.

3.8 Data Analysis

The act of methodically arranging and evaluating the data that acquire throughout the course of the research in order to provide answers to the research questions is referred to as data analysis. According to Miles, Huberman, and Saldaña (2014), conducting data analysis is an ongoing process in qualitative research. This process begins at the beginning of data collecting and continues until the conclusion of the study. This study utilizes an interactive model of data analysis that was offered by Miles, Huberman, and Saldaña. This model is comprised of three basic parts, namely data reduction, data display, and conclusion drafting and verification.

3.8.1 Data Reduction

The process of selecting, concentrating, simplifying, and organizing raw data in order to create information that may be utilize is referred to as data reduction. During this phase of the study process, the researcher transcribed the interview recordings into written texts and then reviewed the transcripts numerous times with great attention to detail in order to comprehend the core information. After that, the researcher coded the data by identifying significant issues that connect to the teachers' perspectives on the Deep Learning method. These subjects include the grasp of deep learning, instructional strategies, student involvement, barriers in implementation, and supportive variables. It decides to limit the amount of data that not relevant to the aims of the research, while the important data is group together based on common themes.

3.8.2 Data Display

The process of displaying data involves presenting the smaller amounts of data in an organized and methodical manner in order to facilitate simpler comprehension. The information that gathers for this study present in the form of narrative descriptions and theme groups. The findings organize by the researcher according to the research questions and the significant themes that emerged from the evaluation of the data. The researcher able to compare the perception of

teachers, classroom practices, and supporting documentation by displaying the data in the appropriate manner. This assist in the identification of patterns and linkages among the data.

3.8.3 Conclusion Drawing and Verification

Drawing conclusions and verifying those conclusions is the final stage of the data analysis process. During this stage of the research process, the researcher conducts an analysis of the data in order to arrive at findings concerning the perceptions of English teachers on the application of the Deep Learning technique. Following the identification of recurring patterns, similarities, and differences within the data, conclusions arrive at from the findings. It was necessary to verify the findings on a frequent basis by re-examining the paperwork, observation notes, and interview transcripts in order to guarantee that the conclusions accurate. It determines through the use of this method that the conclusions support by adequate evidence and that they in agreement with the findings of the research.

CHAPTER IV
FINDINGS AND DISCUSSION

4.1 Research Findings

This study aimed to investigate the implementation of deep learning strategies in English classes at MTS Al-Amiriyyah, explore English teachers' perception toward the implementation of these strategies and identify the supporting and hindering factors influencing their implementation. The researcher collected data through semi-structured interviews with three English teachers who had participated in the PPG program and implemented Deep Learning principles in their teaching practices. In addition, classroom observation and document analysis were conducted to obtain comprehensive data regarding the implementation process. The classroom observations focused on the application of the three main principles of Deep Learning, namely mindful learning, meaningful learning, and joyful learning. Meanwhile, the interviews explored teachers' understanding, experiences, perceptions, and challenges in implementing Deep Learning strategies within English language teaching.

In the findings section, the researcher presents the data descriptively based on the three research objectives: (1) the implementation of Deep Learning strategies in English classes, (2) teachers' perceptions toward the implementation of Deep Learning, and (3) supporting and hindering factors affecting the implementation process. Furthermore, the discussion section analyses these findings by connecting them with relevant theories and previous studies to provide a deeper understanding of how Deep Learning strategies are implemented in English language learning at MTs Al-Amiriyyah.

4.1.1Field Data Verification

Through this field data verification process, the researcher ensured that the collected data met the criteria of credibility, dependability, and trustworthiness in qualitative research. The verification was conducted through source triangulation and technique triangulation involving interviews, classroom observations, and documentation. Therefore, the findings presented in this study are not limited to teachers'

perceptions but also include evidence regarding the implementation of Deep Learning strategies in English classrooms and the supporting and hindering factors encountered during the implementation process. The integration of multiple data sources enabled the researcher to present the findings objectively, systematically, and comprehensively. Based on this verification process, the findings are organized into three major themes: (1) the implementation of Deep Learning strategies in English classes, (2) teachers' perceptions toward the implementation of Deep Learning, and (3) supporting and hindering factors influencing the implementation of Deep Learning at MTs Al-Amiriyyah.

A. The Implementation of Deep Learning Strategies in English Learning

Based on the results of interviews and classroom observations, Mr. Sry, Mrs. Aby, Mrs. Rnd as English teachers at MTs Al-Amiriyyah have implemented several principles of the Deep Learning Approach in their teaching practices even though it is not yet fully optimized. Teachers have sought to integrate the concepts of mindful learning, meaningful learning, and joyful learning in accordance with the students' characteristics and the school's circumstances to encourage students to actively participate in the learning process.

During the lesson planning phase, teachers develop instructional materials such as Learning Outcomes (CP), Learning Objective Sequences (ATP), and teaching modules tailored to students' needs and the school environment. Teachers also utilize AI-based technologies and applications as tools to assist in lesson planning, and the resulting materials are further adapted to the specific needs of students at the madrasah. Additionally, teachers engage in discussions and collaboration through MGMP forums to align learning objectives and develop instructional strategies consistent with the concept of Deep Learning. This

demonstrates that teachers do not merely work individually but also engage in professional collaboration to enhance the quality of learning.

During classroom observations, the teacher used several interactive learning methods Teachers do not stick to a single method, but rather use a mix of methods such as group discussions, question and answer sessions, collaborative learning activities, role play and problem-solving tasks.

As Mr. Sry stated,
"Discussion and problem-solving methods are often used to train students to think critically and actively during the learning process."

Mrs. Rnd also mentioned,
" that collaborative learning activities help students share ideas and learn from each other".

Mrs. aby stated:
"*In my class, I try to involve students in discussion activities. When students participate actively, they understand the material better compared to when they only listen to the teacher's explanation."*

Based on statement dari mrs. Rnd we can see that if The use of these methods aims to make students more active during the learning process. Teachers reduce lecture-based instruction and use activities that encourage students to think, discuss, and apply the material directly. For example, teachers ask students to create a simple advertisement project in English in the form of a poster or slogan. Additionally, there is a vocabulary treasure hunt activity conducted in groups to practice vocabulary comprehension and sentence-building skills.

These activities were designed to create a student-centred learning environment which helped students understand the material more deeply, explore

ideas, express their opinions and develop critical thinking skills. This view was expressed by Mrs. Rnd, who explained that Deep Learning is student-centred and helps students connect what they learn in school to their daily lives through the concepts of mindful, meaningful, and joyful learning. One of the observed learning activities involved students working in small groups to discuss a topic related to the lesson. The teacher guided students to explore the topic and encouraged them to present their ideas in front of the class. Through this activity, students were able to exchange ideas and learn from each other.

1. Mindful Learning Implementation

The implementation of mindful learning at MTs Al-Amiriyyah was primarily characterized by the teachers' deliberate efforts to cultivate students' cognitive awareness, emotional readiness, and focused engagement throughout the instructional process. Rather than treating language learning as a passive reception of grammatical rules, the English teachers structured their lessons to ensure that students were mentally present and fully aware of what they were learning, why it was significant, and how it connected to their personal development. In this context, mindful learning was reflected through learning activities that encouraged students to become more conscious of the purpose of learning English and to actively engage in the learning process.

Based on Classroom Observation Mrs. Aby instructional commitment was clearly manifested during the opening phase of the observed English lesson. To stimulate students' emotional and psychological readiness, the teacher purposefully initiated the session by delivering positive word affirmations

"Ketika kita bisa berbahasa, dunia ditangan kita dan Bahasa inggris adalah jembatan untuk belajar bertoleransi antar perbedaan."

These affirmations were intended to encourage students to view language learning from a broader perception beyond classroom requirements and showcasing an authentic video profile highlighting real-world interactions with foreign tourists This activity successfully captured students' attention from the beginning of the lesson and created an atmosphere that supported active engagement. Such practices indicate that mindful learning was initiated by preparing students emotionally and cognitively before entering the core instructional activities.

This finding was further supported by Mrs. Aby's interview statement in which she explained,

"dengan memberikan word affirmation dan contoh video conversation dengan foreign menunjukkan ke siswa seberapa penting bahasa Inggris di luar sana."

From this statement, it can be seen that Mrs. Aby does not only focus on delivering learning materials but also pays attention to students' emotional conditions and learning attitudes. The use of positive affirmations serves as a way to encourage students to recognize their own abilities and appreciate the learning process. The use video, students were guided to recognize that English is not merely a school subject but also a language that can provide access to broader opportunities outside their immediate environment and *students to* reflect on their future goals and increased their awareness of the relevance of English in a global context. As shown in the conversation page 107

Pages. These two components worked together to support the fundamental principles of mindful learning, which emphasize conscious attention, personal relevance, and emotional readiness

Furthermore, Mrs. Aby attempts to create a supportive learning environment where students feel valued and motivated to participate actively. This aspect is particularly important considering that many students often experience feelings of insecurity and lack confidence when learning English as a foreign language. Such emotional barriers may hinder students' willingness to participate, express their opinions, or take risks in using the target language. Therefore, continuous motivation and positive reinforcement become necessary components of the learning process. Through regular affirmations and supportive interactions, Mrs. Aby sought to reduce students' anxiety while simultaneously building their confidence to engage more actively in English learning activities.

This interpretation is reinforced by Mrs. Aby's statement:

> *"Sudah seperti beberapa kali mengaitkan dengan kehidupan nyata dan selalu memberikan word affirmation untuk selalu memberikan reminder ke anak-anak dan meng-approach usaha anak-anak."*

> *"Itu sangat memberikan upgrading yang sangat signifikan apalagi dalam pembelajaran bahasa Inggris yang mana anak-anak menganggap bahasa adalah momok dan merasa insecure, tapi setelah adanya deep learning anak-anak*

beranggapan belajar bahasa dengan permainan."

According to Mrs. Aby, students previously perceived English as a difficult and intimidating subject that often-triggered feelings of fear and insecurity. Students gradually became more comfortable participating in classroom discussions, completing learning tasks, and expressing their ideas during lessons. They no longer viewed English as a frightening subject but instead approached it with greater confidence and curiosity. This transformation demonstrates how mindful learning can influence not only students' academic engagement but also their emotional responses toward learning. By fostering awareness and reducing negative emotions, mindful learning created conditions that enabled students to become more active and self-confident learners.

As a result, the implementation of mindful learning by Mrs. Aby was consistently evidenced across multiple data sources. Classroom observations revealed the teacher's emphasis on positive affirmations, motivational support, and contextual learning experiences. Interview findings confirmed the teacher's intentional efforts to increase students' awareness, confidence, and engagement throughout the learning process. Furthermore, documentation data demonstrated the use of instructional media that supported these objectives. The convergence of these data sources suggests that mindful learning was implemented not only to improve students' understanding of English but also to strengthen their confidence, awareness, emotional readiness, and active participation during classroom learning. Therefore, mindful learning in Mrs. Aby's classroom can be understood as a holistic pedagogical approach that

integrates cognitive, emotional, and motivational dimensions to support more meaningful and effective language learning experiences.

In contrast, Mr. Sry is an 11th-grade English teacher whose course material has been completed, and there are no ongoing teaching and learning activities. Therefore, the researcher collected data solely through interviews regarding Mr. Sry's teaching and learning experiences. He guided students to become actively aware of the learning process. At the beginning of the lesson, the teacher introduced the learning objectives and explained the relevance of the material to students' daily lives. By explicitly communicating the learning objectives and connecting the material to students' everyday experiences, the teacher encouraged students to become aware of the purpose of learning activities. This awareness helped students understand not only what they were learning but also why the knowledge was important and how it could be applied beyond the classroom context. Such practices reflect the essence of mindful learning, which emphasizes conscious engagement and intentional participation in the learning process.

Before assigning any tasks, he first provided explanations regarding the concepts being learned and discussed their practical use in real-life situations. This approach allowed students to understand the purpose of the lesson before engaging in learning activities supported by interview result Mr. Sry implemented mindful learning by encouraging students to develop awareness of the learning process and understand that language acquisition requires continuous practice, effort, and collaboration. He emphasized that learning English cannot be achieved instantly but must be developed gradually through active

participation and interaction with others. When explaining how he integrated mindful learning into his classroom, Mr. Sry stated:

> *"Sementara itu, aspek mindful learning terlihat dari upaya guru menanamkan kesadaran bahwa proses belajar bahasa membutuhkan waktu, latihan, dan kerja sama. Guru memberikan aktivitas kelompok untuk melatih siswa memahami kosa kata secara bertahap melalui diskusi dan kolaborasi. Dalam proses tersebut, siswa belajar bahwa kemampuan bahasa tidak dapat diperoleh secara instan maupun secara individual, melainkan melalui interaksi dengan orang lain."*

This statement indicates that Mr. Sry viewed mindful learning as a process of developing students' awareness that language learning requires continuous practice, collaboration, and gradual improvement. Rather than expecting immediate mastery, students were encouraged to recognize that learning is a long-term process involving repeated practice, reflection, and interaction with others. Through this understanding, students became more conscious of their own learning journey and were expected to appreciate each stage of progress they achieved during the learning process. Through collaborative learning activities Mr. Sry divided students into small groups and provided opportunities for them to look for and discuss vocabulary, exchange ideas, and solve learning tasks together. were guided to understand that learning is a continuous process that demands patience and active engagement during classroom activity.

Furthermore, the interview findings revealed that group discussions played an important role in fostering students' awareness during learning activities. These activities provided opportunities for students to become more conscious of their learning progress while also learning from their peers. the lesson plan demonstrated that the teacher organized learning activities in a systematic sequence, beginning with the introduction of concepts, followed by guided practice and collaborative learning activities. This structure allowed students to understand the learning material step by step and encouraged them to become actively involved in constructing their knowledge during the lesson.

The teacher also highlighted the importance of creating a positive learning atmosphere before expecting students to engage deeply in learning. Mr. Sry maintained positive communication with students and encouraged them to participate without fear of making mistakes. Students appeared comfortable expressing their ideas during discussions and were willing to contribute to group activities. This learning environment helped students remain focused and actively involved throughout the lesson. According to him, many students initially perceived English as a difficult subject and felt uncomfortable participating in English lessons. Therefore, he first attempted to establish a supportive relationship with students. He explained:

> *"Guru menilai bahwa menciptakan kenyamanan dan suasana belajar yang positif merupakan langkah awal untuk mengubah persepsi siswa terhadap bahasa Inggris."*

The findings indicate that the teacher considered students' emotional readiness as an important element of the learning process. By creating a comfortable classroom environment, students became more willing to participate, express their opinions, and engage in learning activities. In addition, Mr. Sry emphasized that students should understand not only the theoretical aspects of English but also its practical use in everyday life. He stated:

> *"Klasikal dulu. Kita terangkan dulu. Materinya begini, misalnya. Teorinya seperti ini. Penggunaannya dalam kehidupan sehari-hari ini. Baru kemudian, kita memberikan tugas."*

This statement shows that students were encouraged to understand the purpose and application of the learning material before completing classroom tasks. The observation showed the teacher guided students to recognize the relevance of English to real-life situations, consistently monitored students' participation and provided support when difficulties arose. Overall, findings demonstrate that mindful learning in Mr. Sry's classroom was implemented through collaborative learning activities, gradual vocabulary development, classroom discussions, and efforts to build students' awareness that learning English is a continuous process requiring practice, cooperation, and active participation.

Based the interview findings, Mrs. Rnd implemented mindful learning by encouraging students to develop awareness of their learning process and actively engage in classroom activities. According to her, learning should not only focus on delivering knowledge but also help students

understand the purpose of learning and recognize their own progress throughout the instructional process. Through mindful learning, students are expected to become more conscious of what they learn, why they learn it, and how the knowledge can be connected to their daily experiences. As during classroom observation, the teacher frequently encouraged students to pay attention to the learning objectives and understand the purpose of the activities they were completing. Rather than immediately moving to exercises, the teacher first guided students through discussions related to the topic. Students were observed listening attentively to explanations and responding to questions posed by the teacher. Several students actively volunteered answers, while others participated after being encouraged by the teacher. This interaction indicated that students were not only receiving information but were also actively involved in processing and understanding the lesson content.

When explaining how mindful learning was integrated into English language teaching, Mrs. Rnd stated:

> *"Untuk mindful learning, saya mengajak siswa fokus dan sadar terhadap proses belajar dengan memberikan kesempatan refleksi, diskusi, dan tanya jawab selama pembelajaran. Saya juga mendorong siswa untuk memahami tujuan pembelajaran serta menyadari perkembangan kemampuan mereka sendiri."*

This statement demonstrates that mindful learning was implemented through reflection, discussion, and question-and-answer activities. These strategies encouraged students to remain attentive, evaluate their understanding, express

their opinions, and become aware of their learning progress. These activities allowed students to evaluate their understanding, express their opinions, and identify areas in which they had improved or still needed further development. By understanding the learning objectives, students were also guided to become more aware of the purpose of each learning activity and its expected outcomes.

Furthermore, the interview findings revealed that classroom discussions played an important role in supporting mindful learning. Through discussions and interactive communication, students were encouraged to think about the learning material more deeply and share their perception with their classmates. The teacher believed that students would become more engaged in learning when they were given opportunities to participate actively rather than merely listening to explanations. As a result, students were not only learning English content but were also becoming more aware of their own learning experiences. The findings also indicated that mindful learning was implemented by connecting instructional topics to students' everyday lives. Mrs. Rnd explained:

> *"Mindfullnya adalah mereka sudah menggali sedikit banyak tentang, karena tema yang kita angkat dari satu pembelajaran itu kan berhubungan dengan seharian mereka, contoh skincare, otomatis mereka juga sudah bisa mengintegrasikan antara pembelajaran dalam bahasa Inggris dengan apa yang mereka lakukan, apa yang mereka pakai dalam keseharian mereka."*

The statement suggests that the teacher selected learning topics that were familiar and relevant to

students' daily experiences. One example mentioned during the interview was the topic of skincare, which was considered closely related to students' everyday routines enabled students to connect English learning with their personal lives, increasing their attention, engagement, and awareness of the relevance of the lesson. Observation data supported these findings. Students remained attentive during classroom activities, followed instructions carefully, and actively participated in both individual and collaborative tasks. When encountering difficulties, they sought clarification from peers or the teacher, indicating awareness of their own learning needs and active engagement in the learning process.

The implementation of mindful learning was further supported by documentation collected during the research in the form of students' poster projects. The posters served as tangible evidence of students' learning outcomes and reflected their engagement throughout the learning process. As learning products, the posters demonstrated how students organized information, interpreted the lesson content, expressed their understanding through both written using English vocabulary, phrases, and supporting illustrations visual representations. This process encouraged students to think about the material more carefully and engage actively with the learning content. The completed posters demonstrated that students were not merely receiving information from the teacher but were actively involved in constructing and presenting knowledge.

However, each teacher emphasized different dimensions of mindful learning. Mrs. Aby primarily focused on emotional awareness and learning confidence, Mr. Sry emphasized awareness of

learning processes and gradual development, while Mrs. Rnd highlighted reflective awareness and contextual understanding. These differences suggest that mindful learning was not implemented as a rigid instructional procedure but was adapted according to teachers' beliefs, classroom needs, and students' characteristics. The consistency across multiple data sources strengthens the credibility of the findings and indicates that mindful learning at MTs Al-Amiriyyah was implemented as a multidimensional process encompassing cognitive, emotional, and reflective aspects of learning. Consequently, mindful learning not only increased students' participation but also promoted greater awareness of why they learn, how they learn, and how English learning relates to their personal and future lives.

2. Meaningful Learning Implementation

Meaningful learning refers to learning activities that connect instructional materials with students' real-life experiences so that learning becomes relevant, understandable, and applicable. Among the three dimensions of Deep Learning observed in this study, meaningful learning emerged as one of the most dominant aspects implemented in the English classroom. This aspect was reflected through the teacher's efforts to contextualize learning materials by linking English lessons to students' daily lives, social environments, and boarding school experiences. Through this approach, learning was not presented as isolated knowledge but as something closely connected to situations that students encountered in their everyday lives.

Based on the result of classroom observation, meaningful learning was implemented through

learning activities that connected English materials with students' daily experiences and familiar environments. Mrs. Aby consistently related learning content to situations that students commonly encountered in their lives as boarding school students. This strategy enabled students to understand English concepts through contexts that were already meaningful and recognizable to them. During the lesson on descriptive text, Mrs. Aby first introduced the concept, generic structure, and language features of descriptive text. After providing the theoretical explanation, she gradually shifted students' attention toward examples that were directly related to their daily experiences as boarding school students. Rather than using unfamiliar objects or contexts from textbooks, the teacher selected examples that students could easily recognize and visualize. One example involved describing the mosque within the boarding school environment, while another focused on the government's Free Nutritious Meal Program (MBG), a topic that students encountered in their daily lives. Through these activities, students were encouraged to observe, identify, and describe real objects and situations that existed within their immediate environment.

This is in line with Mrs. Aby's statement that explained:

> *"Meaningful: dalam materi saya mengaitkan dengan kehidupan nyata santri seperti MBG."*

This statement indicates that the teacher intentionally designed learning activities that were relevant to students' everyday experiences. Instead of using examples that were distant from students' realities. she chooses familiar topics that students could easily recognize and understand he lesson

because the concepts being discussed already existed within their prior knowledge and experiences. students discussed foods they encountered every day, by doing so, students were able to connect new English knowledge with their prior experiences, making the learning process more meaningful and easier to comprehend. The use of the MBG menu as a learning resource demonstrates how the teacher transformed abstract language concepts into authentic learning experiences. During the activity, students did not simply memorize vocabulary or grammatical structures. Instead, they used English to describe actual meals, ingredients, appearances, and characteristics of food that they regularly consumed. This process enabled students to activate their prior knowledge while simultaneously constructing new understanding of descriptive texts. This strategy enabled students to understand descriptive text not only as a grammatical concept but also as a practical tool for describing real objects around them. As a result, students could more easily grasp the purpose and application of the lesson.

The findings also reveal that meaningful learning was closely related to the teacher's belief that students should understand the practical function of English rather than merely memorize learning materials. the teacher encouraged students to understand how English could be used to describe, explain, and communicate information related to their environment. Students were guided to explore the practical application of the language, which supported deeper conceptual understanding. students became more interested in participating in classroom activities. Mrs. Aby emphasized that reducing the amount of material allows students to

focus more on understanding and applying knowledge in real situations. She stated:

> *"Perubahan dari banyak materi menjadi sedikit materi dilakukan agar pembelajaran lebih fokus pada kualitas pemahaman siswa, bukan hanya penyelesaian target materi."*

This statement indicates that the teacher viewed meaningful learning as a process that emphasizes depth of understanding rather than quantity of content coverage. Instead of introducing numerous topics within a limited time, she preferred to provide students with sufficient opportunities to explore, understand, and apply the material being studied. Through this approach, students were encouraged to develop a clearer understanding of how English functions in real-life communication rather than simply memorizing concepts for academic purposes. The findings further reveal that meaningful learning was not only implemented through contextual examples but also through a learning orientation that emphasized practical application. Throughout the lesson, students were encouraged to recognize the usefulness of English in describing objects, expressing opinions, and communicating information related to their daily environment. The teacher consistently connected classroom activities with situations that students might encounter outside the classroom, enabling them to perceive English as a meaningful and functional language rather than merely a school subject.

Overall, the findings indicate that meaningful learning served as a bridge between academic knowledge and students' lived experiences. Through contextualized learning activities, familiar examples, and opportunities for practical

application, students were able to construct new knowledge based on experiences that were already meaningful to them. This process supported deeper understanding, increased student engagement, and helped students recognize the relevance of English learning in their everyday lives. Consequently, the implementation of meaningful learning reflected one of the core principles of the Deep Learning Approach, namely encouraging students to develop a deep, relevant, and applicable understanding of the knowledge they acquire.

Based on the interview findings, Mr. Sry implemented meaningful learning by connecting English language instruction with students' real-life experiences and daily environments. He believed that learning would become more meaningful when students understood not only the theory of the language but also its practical function in their everyday lives. Therefore, learning activities were designed to help students recognize the relevance of English beyond classroom requirements and academic assessments. When explaining the implementation of meaningful learning, Mr. Sry stated:

> *"Pada aspek meaningful learning, pembelajaran dikaitkan dengan pengalaman nyata siswa sehingga materi memiliki makna dalam kehidupan mereka. Guru menyesuaikan modul pembelajaran dengan kondisi lingkungan peserta didik agar siswa dapat memahami fungsi bahasa Inggris dalam kehidupan sehari-hari, baik di sekolah maupun di asrama."*

This statement indicates that meaningful learning was implemented by adapting learning materials to the students' social and educational

environments. Since the students lived and studied in a boarding school setting, the teacher attempted to relate English language learning to situations that students commonly encountered in their daily routines. The findings further revealed that the teacher considered contextualization to be an important element of the learning process. Rather than introducing language concepts in isolation, learning activities were connected to situations familiar to students. By linking classroom content to experiences in school and dormitory life, students were provided with opportunities to understand how English could function in authentic situations. Furthermore, Mr. Sry explained that students were first introduced to theoretical concepts before being guided to understand their practical applications. He stated:

> *"Kita terangkan dulu. Materinya. Materinya begini, misalnya. Teorinya seperti ini. Penggunaannya dalam kehidupan sehari-hari ini. Baru kemudian, kita memberikan tugas."*

The statement demonstrates that meaningful learning was not limited to delivering theoretical knowledge. Instead, the teacher deliberately connected each lesson to practical applications before assigning learning tasks. Students were encouraged to understand how English expressions, vocabulary, and language structures could be used in everyday situations. This approach enabled students to build connections between academic content and real-life experiences, making the learning material more understandable and meaningful. in addition, the interview findings showed that meaningful learning was supported through Documentation, this One documented student assignment required students to create an English slogan promoting MTs Al-Amiriyyah to

prospective Grade IX students Doc 108 Pages. Through this activity, students used English to communicate messages related to their own educational environment, making the learning task closely connected to their real-life context. Rather than focusing solely on grammar explanations or translation exercises, the teacher provided learning experiences that required students to use English meaningfully. Students were encouraged to engage with vocabulary, sentence construction, discussions, and problem-solving activities that reflected real communication needs. Such practices enabled students to understand the purpose and usefulness of the language they were learning.

Overall, the findings indicate that meaningful learning was implemented through the integration of students' real-life experiences into English language instruction. Based on the interview data, the teacher consistently connected learning materials with situations familiar to students as boarding school learners and emphasized the practical use of English in everyday life. Documentation data further supported these findings through student assignments that required learners to use English in contexts related to their own educational environment. These findings demonstrate that learning activities were designed to relate classroom content to students' lived experiences and daily realities.

The classroom observation revealed that meaningful learning was implemented through learning activities that encouraged students to connect English materials with their personal experiences and everyday lives. One significant observation was the use of contextual topics that were closely related to students' daily lives. Mrs. Rnd explained that Deep Learning encourages

students to become active learners who are able to connect classroom learning with their personal experiences. She stated:

> *"Anak-anak bisa lebih mengimplementasikan antara apa yang mereka dapatkan di pembelajaran sekolah, dengan di kehidupan sehari-hari. Jadi, mereka bisa mengaitkan antara ilmu yang dipelajari di sekolah itu berkaitan dengan kehidupan sehari-hari yang mereka lakukan."*

This statement indicates that meaningful learning was implemented by helping students establish connections between English lessons and their daily realities. Mrs. Rnd further explained that students were encouraged to participate actively during the learning process through discussions, collaborative activities, and project-based tasks. Rather than relying solely on teacher explanations, students were given op During the classroom observation, the teacher introduced a discussion topic related to skincare products, a subject familiar to most students. Students were observed actively sharing their experiences regarding products they used, discussing their functions, and connecting the vocabulary introduced in the lesson with their daily routines. This activity demonstrated how the teacher linked English learning materials to students' real-life contexts.

During the classroom observation, the teacher introduced a discussion topic related to skincare products, a subject familiar to most students. Students were observed actively sharing their experiences regarding products they used, discussing their functions, and connecting the vocabulary introduced in the lesson with their daily routines. This activity demonstrated how the

teacher linked English learning materials to students' real-life contexts. opportunities to express their ideas, share experiences, and apply their understanding of the lesson content. Instead of relying solely on teacher explanations, students were invited to engage in discussions, collaborative activities, and projects that required them to apply their knowledge in meaningful ways. It was achieved through contextualized learning activities. Mrs. Rnd intentionally selected topics that were familiar and relevant to students' lives. One example was the use of skincare as a learning topic. She explained that students were already familiar with skincare products in their daily routines, making it easier for them to connect English vocabulary and expressions with their existing knowledge and experiences. She stated:

> "*Tema yang kita angkat dari satu pembelajaran itu kan berhubungan dengan seharian mereka, contoh skincare, otomatis mereka juga sudah bisa mengintegrasikan antara pembelajaran dalam bahasa Inggris dengan apa yang mereka lakukan, apa yang mereka pakai dalam keseharian mereka.*"

This finding suggests that meaningful learning was facilitated through contextual topics that reflected students' real-life experiences. The contextualization of learning through the skincare topic was supported by various learning activities, including group discussions, collaborative learning tasks, and project-based assignments. During these discussions, students were encouraged to explain concepts using their own understanding and provide examples from their daily experiences. Another important finding was the implementation of a poster-making project. Students worked collaboratively to create posters that represented

their understanding of the lesson topic. Through discussion and collaborative learning students were required to analyses information, select relevant ideas, present their understanding creatively and construct knowledge collaboratively. The project allowed students to transform abstract concepts into meaningful visual representations, demonstrating that they understood the material beyond surface-level memorization.

Evidence from the documentation data further supported these findings. The collected student posters demonstrated how learners incorporated familiar experiences and everyday contexts into their English learning tasks. The completed posters contained information, descriptions, illustrations, and examples that reflected situations commonly encountered by students in their daily lives. The poster project reflected meaningful learning because students were required to relate the lesson content to situations that were personally familiar to them. Rather than reproducing information from textbooks, students selected examples from their own experiences and represented them visually using English language expressions. Throughout the development of the projects, students were responsible for selecting content, organizing information, and determining how ideas would be presented. The completed products demonstrated students' efforts to transform classroom learning into meaningful outputs that reflected both their understanding of the material and their personal interpretations of the topic.

Based on the observation, interview, and documentation data, meaningful learning in Mrs. Rnd's classroom was reflected through the use of contextual topics, collaborative discussions, and project-based learning activities that encouraged

students to connect English learning with their daily experiences. The use of familiar topics such as skincare enabled students to relate new vocabulary and language expressions to their existing knowledge and routines. Furthermore, the poster-making project provided opportunities for students to apply their understanding creatively while drawing upon real-life situations. These findings indicate that learning activities were designed to help students establish meaningful connections between classroom content and their everyday experiences, allowing them to actively construct and communicate their understanding of the lesson.

The result of observation, interview, and documentation data revealed a consistent pattern in the implementation of meaningful learning across the three teachers. Although each teacher used different instructional strategies, all of them connected English learning materials with students' real-life experiences and daily environments. Mrs. Aby utilized contextual examples related to boarding school life, such as the MBG program and school facilities. Mr. Sry emphasized the practical application of English by relating learning materials to students' daily activities and educational environment. Meanwhile, Mrs. Rnd employed contextual topics, collaborative discussions, and poster projects that encouraged students to connect classroom learning with their personal experiences. Overall, the findings indicate that meaningful learning was implemented through the contextualization of learning materials, the integration of students' prior experiences, and opportunities for practical application. Across the three classrooms, English learning was consistently designed to help students recognize the relevance of the subject to their everyday lives in pesantren,

reflecting a key principle of the Deep Learning approach.

3. Joyful Learning Implementation

The implementation of joyful learning was evident in Mrs. Aby's efforts to create an enjoyable and emotionally supportive classroom atmosphere. This was reflected through the use of ice-breaking activities, educational games, and continuous teacher support that encouraged students to actively participate in the learning process. Teachers recognize that some students still view English as a difficult and intimidating subject, so a comfortable and enjoyable learning environment is necessary to help students feel more motivated. Joyful learning focuses on creating a positive emotional atmosphere in the classroom. Joyful learning emphasizes students' emotional engagement and enjoyment in the learning process. Classroom observations revealed that before beginning the main lesson, Mrs. Aby conducted a brief ice-breaking activity to attract students' attention and build a positive classroom mood. After students became more relaxed and enthusiastic, she introduced a game related to the topic of direction. In this activity, students were asked to guide the movement of a bottle along a designated route toward a school while using English expressions related to giving and following directions. The game not only created a fun classroom atmosphere but also enabled students to practice directional expressions in a meaningful and low-anxiety context. As students focused on completing the challenge, they used English naturally without feeling pressured by formal language exercises.

This is consistent with the findings of the interview conducted by Mrs. Aby:

> *"Untuk joyful learning, biasanya saya menggunakan ice breaking dan game. Contohnya saat materi direction, siswa saya ajak bermain dengan mengarahkan sebuah botol mengikuti jalan menuju ke sekolah agar mereka lebih mudah memahami konsep direction."*

This statement showed the implementation of joyful learning in Mrs. Aby's classroom was reflected through the use of ice-breaking activities and educational games Mrs. Aby believed that through this activity students would learn more effectively when they felt comfortable, motivated, and emotionally involved in the learning process. further supported the observation findings by showing students actively participating in the activity, smiling, interacting with peers, and following the teacher's instructions throughout the game. Students eagerly participated in the game, interacted with their classmates, and demonstrated confidence when using English expressions. Through these learning activities helped reduce students' anxiety and encouraged them to participate without hesitation. Although the learning process was predominantly student-centred, students did not feel burdened by the tasks given. Instead, they perceived the activities as enjoyable experiences that made learning English easier and more interesting. Furthermore, Mrs. Aby continuously provided guidance and support during the activities, ensuring that students remained engaged and could complete the tasks successfully.

These findings suggest that joyful learning was not merely reflected in the presence of games, but also in the positive emotional climate that allowed students to engage confidently in the learning process. Overall, the findings indicate that joyful learning was successfully implemented through the integration of interactive activities, active student participation, and continuous teacher support. These practices fostered students' enjoyment, confidence, and engagement, which are important conditions for deeper learning because students became more willing to participate, explore ideas, and construct their understanding of the material.

Based on data collected through interviews regarding the implementation of the joyful learning approach applied by Mr. Sry in the English class for 11th-grade students at MTs Al-Amiriyyah. The teaching practices developed by Mr. Sry are specifically designed to address the psychological and sociocultural conditions of students in the madrasah and pesantren environments, focusing on creating a relaxed, communicative, and pressure-free learning atmosphere. Regarding the urgency of this approach, Mr. Sry shared his views in an interview:

> *"Menurut saya, Deep Learning sangat penting dalam pembelajaran Bahasa Inggris karena tidak hanya membuat siswa menghafal materi, tetapi juga memahami dan menerapkannya dalam kehidupan sehari-hari... Selain itu, suasana belajar yang menyenangkan juga dapat meningkatkan motivasi dan rasa percaya diri siswa dalam belajar bahasa."*

A crucial first step in this implementation is to deconstruct negative perceptions by building

emotional closeness and positive interpersonal relationships (building rapport). Mr. Sry realized that the main challenge in teaching English in a madrasah setting is the presence of significant affective barriers, where students tend to view the subject as extremely difficult, as well as a sense of apprehension toward teachers who are often perceived as strict or "stern." To create psychological safety for students, Mr. Sry adopted a more relaxed approach to ease that initial tension. Based on the interview results, he explained that students' initial response to English lessons does tend to be negative due to a fear of both the subject and the teacher's persona. Therefore, Mr. Sry believes that changing students' perceptions cannot be forced instantly but must begin with establishing interpersonal comfort first:

> *"Untuk mengatasi hal tersebut, guru berusaha membangun hubungan yang lebih dekat dan menyenangkan dengan siswa terlebih dahulu. Guru menilai bahwa menciptakan kenyamanan dan suasana belajar yang positif merupakan langkah awal untuk mengubah persepsi siswa terhadap bahasa Inggris."*

Through this positive communication, the classroom atmosphere transformed into a safe space, so that students no longer felt intimidated or afraid of making mistakes, but instead became more confident and spontaneous in expressing their ideas and actively participating in every classroom activity. In addition to using games, the research findings indicate that Mr. Sry conceptualizes joy in learning through contextualizing the material in a way that is strongly relevant to the students' culture and daily lives at the pesantren. He holds the view that joy in learning does not always have to stem

from physical games; rather, it can emerge authentically when students feel that the material being studied is deeply connected to their own world. Given that the research subjects are boarding school students bound by dormitory regulations, Mr. Sry deliberately adapted the learning modules to the boarding school ecosystem. In the interview summary, this integration pattern is explained as follows:

> *"Kesenangan belajar tidak hanya diperoleh melalui permainan, tetapi juga melalui materi yang relevan dengan lingkungan sehari-hari siswa, seperti kehidupan pesantren dan asrama. Dengan demikian, siswa merasa lebih mudah memahami dan menikmati proses belajar karena materi yang dipelajari tidak terasa asing bagi mereka."*

When students learn about topics that are already very familiar to them in their daily lives, their sense of alienation from a foreign language can be significantly reduced. The process of understanding the material also becomes much easier and more enjoyable for students because they can immediately see the practical functions and pragmatic uses of English in their daily social interactions. Mr. Sry implemented this entire set of strategies by applying a non-coercive approach fully oriented toward experiential learning. He demonstrates a deep understanding of the reality of the heavy academic workload faced by students at MTs Al-Amiriyyah within the boarding school environment. Therefore, Mr. Sry chooses not to demand that students understand all the material perfectly or instantly through coercion, but instead uses a step-by-step (scaffolding) approach. He explains his teaching process in the classroom:

> *"Klasikal dulu. Kita terangkan dulu. Materinya. Materinya begini, misalnya. Teorinya seperti ini. Penggunaannya dalam kehidupan sehari-hari ini. Baru kemudian, kita memberikan tugas."*

By focusing on the learning experience, the teacher provides ample room for each student to grow according to their own abilities and learning pace within a supportive classroom environment. Mr. Sry's implementation of a series of engaging learning strategies ultimately had a highly positive and significant qualitative impact on both the classroom atmosphere and the students' affective development. Mr. Sry explicitly highlighted these positive changes in an interview:

> *"Menurut saya, penerapan Deep Learning memberikan pengaruh yang positif terhadap motivasi belajar, kemandirian, dan kemampuan komunikasi Bahasa Inggris siswa. Pada motivasi belajar, siswa menjadi lebih antusias karena pembelajaran dilakukan secara interaktif, menyenangkan, dan berkaitan dengan kehidupan nyata mereka... Terhadap kemandirian siswa, Deep Learning membantu siswa lebih aktif mencari informasi... Sedangkan pada kemampuan komunikasi Bahasa Inggris, siswa menjadi lebih percaya diri untuk berbicara..."*

The integration of game-based activities and contextual materials successfully sparked a strong sense of curiosity, alleviated foreign language anxiety, and transformed the outdated perception of English as a "scary bogeyman" into an engaging and challenging learning experience through games. Both theoretically and practically, this dynamic underscores that the harmonious integration of

interactive activities and contextual materials is the key to Mr. Sry's success in creating a deep, meaningful, and easily accessible English learning experience for the students at MTs Al-Amiriyyah.

the implementation of the joyful learning approach applied by Mrs. Rnd at MTs Al-Amiriyyah. The implementation orchestrated by Mrs. Rnd consistently focuses on efforts to create an innovative, fresh, and non-monotonous classroom atmosphere to stimulate students' intrinsic motivation. She believes that creating a pleasant learning environment is crucial to prevent students from feeling bored or disengaged, so that they can participate actively and fully in every classroom session. This aligns with Mrs. Rnd's statement in an interview regarding one of the core principles of the deep learning approach:

> *"...kalau di deep learning ini, ya itu, anak-anak bisa lebih mengimplementasikan antara apa yang mereka dapatkan di pembelajaran sekolah, dengan di kehidupan sehari-hari... kalau deep learning, meaningful, mindful, and meaningful."*

Mrs. Rnd brings the dynamics of joyful learning to life through a combination of diverse teaching materials and interactive activities. To enliven the classroom atmosphere, the teacher creatively integrates various learning media, educational games, and ice-breaking activities. Mrs. Rnd believes that students' emotional engagement in the learning process can be significantly optimized through activities that combine elements of fun, space for exploration, and a collaborative environment. Through this methodological intervention, a shift in roles occurs within the classroom; students no longer merely position

themselves as passive listeners but transform into active contributors who possess the courage to express ideas, voice opinions, and interact intensively with their peers. One of the pillars that characterizes Mrs. Rnd's unique approach is the provision of a broad and adaptive space for expression tailored to each student's individual interests and talents. She consciously classifies and differentiates activities based on students' personal characteristics and tendencies. For example, during assignments, the teacher groups students based on their dominant competencies. This is emphasized by Mrs. Rnd, who states that:

> *"...untuk joyfullnya mereka bisa mengekspresikan dirinya dari gambar misalnya, kan sebenarnya harus mengklasifikasikan antara anak yang suka menggambar, anak yang suka berpikir, atau yang lebih ke atraktif, nah itu nanti kan bisa didali dari kesenangan mereka itu tadi, jadi ada yang mungkin lebih suka presentasi, lebih suka menggambar, lebih suka berpikir saja, atau praktek kelompok yang menyenangkan."*

This personalized and inclusive approach ensures that every student in the classroom feels recognized, valued, and meaningfully engaged in the learning process through methods they personally enjoy. A concrete manifestation of this space for expression is reflected in the implementation of project-based learning designed to be enjoyable through collaborative group activities, such as creating posters or slogans. In managing this project, Mrs. Rnd uses a heterogeneous grouping strategy by combining various types of students with different potentials into a single work team. Although in practice this learning process sometimes encounters technical

obstacles in the form of limited access to digital technology in the madrasah environment, the teacher continues to seek creative alternative solutions. The challenges of using these manual media are described directly by Mrs. Rnd in the following interview excerpt:

> *"...mereka bisa membuat poster ala-ala, sekadarnya karena memang tidak menggunakan teknologi kan, jadi ya memanfaatkan anak yang bisa menggambar, digabungkan dengan anak-anak yang berpikir, dengan anak-anak yang atraktif, yang mungkin nanti sebagian yang tugasnya presentasi, dan lain sebagainya seperti itu, bisa. Bisa menggunakan media pembelajaran yang non-internet lah, maksudnya non-teknologi. Tapi ya itu tadi, dalam menyiapkan media pembelajaran yang non-teknis, yang manual, tentu kita butuh waktu yang lebih banyak."*

Despite these resource limitations, the students still found the activity highly enjoyable because they were given complete freedom to explore and express their abilities independently. In addition to the activity design, Mrs. Rnd also strongly emphasized the importance of creating a communicative and engaging classroom atmosphere, which stems from the teacher's own demeaner. In her view, the level of student enthusiasm in the classroom is greatly influenced by and depends on the teacher's performance and the energy they project while teaching. Regarding this dynamic, Mrs. Rnd shared her reflections on the crucial role of an educator in the classroom:

> *"...antusiasme anak-anak dalam mengikuti sebuah pembelajaran, mau mata pelajaran*

apapun itu, itu tergantung pada pembelajarnya tergantung pada gurunya kalau misalkan saya sendiri vakum atau non-atraktif tidak menyenangkan, ya pasti anak-anak akan tidak antusias, akan pasif juga juga tidak atraktif, tidak komunikatif tidak kritis, itu juga bergantung pada ya gurunya."

For this reason, Mrs. Rnd always strives to deliver engaging and communicative lessons, while creating a welcoming environment for dialogue so that students can participate in discussions without feeling afraid or anxious. By giving inclusive and equal attention to all students—without distinguishing between those with high and low academic abilities—the teacher successfully fosters a healthy sense of curiosity and boosts students' confidence in learning English. The madrasah also grants students fair opportunities to explore their individual abilities, as the teacher noted: through this method, the classroom environment improves because students are given the space to explore what they are capable of, thereby sparking their curiosity. Cumulatively, the implementation of a series of joyful learning strategies by Mrs. Rnd has had a tangible and significant qualitative impact on the psychological and social dynamics within the classroom. This tangible impact began with a massive increase in enthusiasm for learning, as students tended to demonstrate consistent motivation because learning activities no longer felt boring and were dominated by dynamic hands-on practices. Furthermore, this approach has also successfully fostered students' independence and active participation, marked by the development of new habits where students have become more accustomed to seeking information independently and are willing to take full responsibility for completing group tasks. Finally, a relaxed yet

focused classroom atmosphere has proven effective in reducing students' language anxiety, making them far more confident and comfortable using English as a communication tool in class.

B. Teacher's Perception Toward the Deep Learning Strategies

The findings of this study revealed that English teachers generally hold positive perceptions regarding the implementation of the Deep Learning approach in English language learning. The participants perceived Deep Learning as an educational innovation that has transformed both the teaching process and students' learning experiences. Rather than merely serving as a new instructional strategy, Deep Learning was understood by the teachers as an approach that encourages meaningful engagement, active participation, and deeper understanding among students. Across the interviews, participants consistently described Deep Learning as a shift from traditional knowledge transmission toward a learning process that places students at the centre of classroom activities. The teachers explained that before the introduction of Deep Learning, English was often perceived by students as a difficult and intimidating subject. Many students lacked confidence when learning English and tended to view it as a burden rather than an opportunity to communicate and express themselves. However, according to the participants, the implementation of Deep Learning has gradually changed these perceptions. Students have become more willing to participate in classroom activities because learning experiences are designed to be more enjoyable, interactive, and relevant to their daily lives. This perception was reflected in the statement of one participant:

> *"Hal ini memberikan peningkatan yang sangat signifikan, terutama dalam pembelajaran bahasa Inggris di mana para siswa menganggap bahasa sebagai sesuatu yang menakutkan dan merasa tidak percaya diri, tetapi setelah penerapan Deep Learning, para siswa memandang pembelajaran bahasa Inggris sebagai proses belajar melalui permainan." (Mrs. Aby)*

Similarly, another participant emphasized that the importance of Deep Learning lies in its ability to move beyond memorization and foster meaningful understanding.

> *"Deep Learning sangat penting dalam pembelajaran bahasa Inggris karena tidak hanya membuat siswa menghafal materi, tetapi juga memahaminya dan menerapkannya dalam kehidupan sehari-hari." (Mr. Sry)*

This view was further supported by another participant who highlighted that Deep Learning motivates students to become more involved in classroom activities and encourages greater participation during English lessons.

> *"Dalam pembelajaran bahasa Inggris, hal ini dapat memotivasi siswa untuk lebih aktif dalam proses belajar." (Mrs. Rnd)*

These statements demonstrate that the participants associate Deep Learning with increased student engagement and a more positive learning atmosphere. The teachers perceived that student are no longer passive recipients of information; instead, they become active participants who are encouraged to construct knowledge through interaction, exploration, and reflection. As a result, learning is perceived as more meaningful because students are involved not only

cognitively but also emotionally and socially throughout the learning process. Another important finding emerging from the interviews concerns the differences between Deep Learning and conventional teaching practices. The participants consistently described conventional learning as predominantly teacher-centred, where students are expected to listen, take notes, and absorb information delivered by the teacher. Such practices were often viewed as limiting students' opportunities to develop critical thinking skills, creativity, and independence. In contrast, Deep Learning was perceived as providing greater opportunities for students to actively engage with learning materials and develop a deeper understanding of concepts.

One participant explained:

> *"Proses belajar menjadi lebih menarik karena para siswa tidak hanya diminta untuk belajar, tetapi juga untuk mengeksplorasi diri mereka sendiri."* (Mrs. Aby)

The same participant further described conventional learning as:

> *"Pembelajaran konvensional terasa monoton karena berpusat pada guru." (Mrs. Aby)*

Supporting this perspective, another participant stated:

> *"Keunggulannya saat ini adalah, meskipun siswa mungkin mempelajari materi yang lebih sedikit, mereka benar-benar memahaminya dan mampu menerapkannya." (Mr. Sry)*

Likewise, another participant emphasized the central role of students within the Deep Learning framework:

> *“Dalam Pembelajaran Mendalam, fokusnya ada pada para siswa. Mereka harus aktif, menarik, dan komunikatif.” (Mrs. Rnd)*

The interview data indicate that teachers perceive Deep Learning as a pedagogical approach that prioritizes quality over quantity. Rather than emphasizing the completion of large amounts of content, Deep Learning encourages students to gain a comprehensive understanding of learning materials and apply their knowledge in authentic situations. This perception suggests that teachers value learning experiences that facilitate conceptual understanding and practical application rather than rote memorization. Furthermore, the participants reported that Deep Learning positively influences several aspects of students’ development, particularly learning motivation, learner autonomy, and English communication skills. According to the teachers, students become more enthusiastic because classroom activities are designed to be interactive and varied. Learning experiences such as discussions, collaborative projects, educational games, presentations, and problem-solving activities create opportunities for students to engage actively with the learning content.

As expressed by one participant:

> *“Para siswa menjadi lebih termotivasi dalam belajar bahasa Inggris melalui pendekatan Deep Learning.” (Mrs. Aby)*

This observation was reinforced by another participant who noted:

> *“Para siswa menjadi lebih antusias karena proses belajarnya interaktif, menyenangkan, dan berkaitan dengan pengalaman nyata mereka.” (Mr. Sry)*

Another participant similarly stated:

> "*Para siswa cenderung lebih antusias karena kegiatan-kegiatannya tidak monoton." (Mrs. Rnd)*

The findings suggest that teachers perceive student motivation as closely linked to the nature of learning activities. When students are provided with meaningful tasks and opportunities to participate actively, they demonstrate higher levels of engagement and interest in learning English. This increased motivation appears to contribute positively to the overall effectiveness of classroom instruction. In addition to enhancing motivation, Deep Learning was also perceived as promoting learner autonomy. The participants observed that students gradually become more responsible for their own learning. Rather than relying solely on teacher explanations, students are encouraged to search for information, solve problems, and make decisions independently.

This was reflected in the following statements:

> *"Kemandirian siswa dalam memecahkan masalah dan rasa percaya diri mereka semakin meningkat." (Mrs. Aby)*

> *"Deep Learning membantu siswa secara aktif mencari informasi, menyelesaikan tugas, dan menemukan solusi secara mandiri."(Mr. Sry)*

> *"Para siswa terbiasa mencari informasi, memahami materi, dan mengerjakan tugas tanpa terlalu bergantung pada guru." (Mrs. Rnd)*

These findings indicate that Deep Learning encourages students to become more self-directed

learners. The approach provides opportunities for students to develop critical thinking, decision-making, and problem-solving skills, which are essential competencies for lifelong learning. The participants also perceived improvements in students' English communication skills. They explained that Deep Learning creates more opportunities for students to use English in meaningful contexts through discussions, presentations, role-plays, and collaborative activities. Such experiences allow students to practice speaking and expressing their ideas more frequently than in conventional classrooms.

One participant stated:

> *"Kemampuan para siswa meningkat secara bertahap seiring dengan tumbuhnya rasa percaya diri mereka." (Mrs. Aby)*

Another participant observed:

> *"Para siswa menjadi lebih percaya diri dalam berbicara dan menyampaikan pendapat mereka karena proses pembelajaran memberikan banyak kesempatan untuk berlatih secara langsung." (Mr. Sry)*

Likewise, another participant explained:

> *"Deep Learning membantu siswa menjadi lebih percaya diri dalam menggunakan bahasa Inggris secara langsung." (Mrs. Rnd)*

The teachers believed that frequent opportunities for authentic language use contribute significantly to the development of students' communication skills. More importantly, increased self-confidence appears to reduce students' anxiety when speaking English, thereby enabling them to participate

more actively in communicative activities. Despite these positive perceptions, the participants acknowledged several challenges associated with implementing Deep Learning. The most commonly reported challenges involved instructional media, time management, student readiness, and teachers' adaptation to new pedagogical practices. Teachers explained that implementing Deep Learning often requires careful planning, creative instructional design, and the preparation of appropriate learning resources.

As one participant noted:

> *"Para guru mengalami kesulitan dalam menerapkan media pembelajaran." (Mrs. Aby)*

Another participant admitted:

> *"Ada kebingungan mengenai apa yang seharusnya dikirimkan." (Mr. Sry)*

Similarly, another participant emphasized:

> *"Mempersiapkan media pembelajaran manual tentu saja membutuhkan waktu yang lebih lama." (Mrs. Rnd)*

Although these challenges were recognized, they did not diminish the participants' positive perceptions of Deep Learning. Instead, the teachers viewed such challenges as part of the adaptation process required to improve educational practices. The participants expressed a willingness to continue learning and developing their professional competencies in order to implement the approach more effectively. Overall, the findings reveal that English teachers perceive Deep Learning as a transformative approach that promotes meaningful learning, enhances student engagement, strengthens learner autonomy, and improves

communication skills. While challenges remain in its implementation, the participants believe that the benefits outweigh the difficulties. Consequently, Deep Learning is viewed not only as a contemporary educational innovation but also as a promising approach for supporting the development of students in English language learning within the madrasah context.

C. Supporting and hindering factors in the implementation of deep learning

The findings revealed that the implementation of Deep Learning was influenced by various supporting and hindering factors. The participants acknowledged that although the approach offers significant educational benefits, its successful implementation depends on institutional support, professional development opportunities, teacher collaboration, learning facilities, and students' readiness. At the same time, several challenges related to time allocation, technological access, literacy resources, and differentiated instruction were identified as obstacles that may limit the effectiveness of implementation. One of the most significant supporting factors identified by the participants was professional development through workshops organized by the school. The teachers perceived these activities as essential in helping them understand the principles and practices of Deep Learning before implementing them in the classroom. As stated by Mrs. Aby:

> *"Guru sangat siap karena telah diadakannya workshop deep learning pada bulan September."*

This statement suggests that professional development activities contributed significantly to teachers' readiness and confidence. Through workshops, teachers gained a better understanding of Deep Learning and learned how to integrate mindful,

meaningful, and joyful learning principles into their instructional practices.

Similarly, Mrs. Rnd emphasized the importance of school-facilitated training opportunities:

> *"Sekolah sudah memfasilitasi dengan mengadakan workshop untuk guru-guru semuanya, jadi kita biar lebih memahami apa sih deep learning."*

The statement indicates that workshops not only enhanced teachers' knowledge but also created opportunities for collective learning and professional discussion. Such activities enabled teachers to share experiences and develop a common understanding of Deep Learning implementation. In addition to professional development, the participants highlighted support from school leadership and collaboration among teachers as important factors facilitating implementation. Teachers reported receiving encouragement from the principal, vice principal, and fellow teachers, which motivated them to continue implementing innovative instructional practices despite various challenges.

Mrs. Aby explained:

> *"Mereka sangat mendukung dan mengapresiasi baik untuk deep learning diterapkan di madrasah."*

Likewise, Mrs. Rnd stated:

> *"Ya sangat mendukung dari semua pihak sekolah."*

These statements demonstrate that institutional support plays a vital role in creating a positive

environment for educational innovation. The presence of supportive leadership and collaborative professional relationships appears to strengthen teachers' commitment to implementing Deep Learning. Despite these supporting factors, the participants acknowledged that several challenges continue to affect the implementation process. One of the most frequently mentioned challenges was limited instructional time. The teachers explained that Deep Learning requires students to engage in exploration, discussion, reflection, and practical application of knowledge, all of which demand more time than traditional teaching approaches. Mrs. Aby stated:

> *"Saya mengharapkan untuk waktu bahwa dalam sehari bisa diberi waktu 4–8 jam pembelajaran dalam sehari tidak 2 jam saja karena akan menghambat terhadap kefahaman anak."*

Similarly, Mrs. Rnd explained:

> *"Waktu yang kita gunakan di dalam kelas itu kan satu minggu hanya dua kali pertemuan. Kurang maksimal saja. Kurang konsisten."*

These statements suggest that insufficient instructional time may limit opportunities for students to develop a deep understanding of learning materials. Since Deep Learning emphasizes meaningful engagement rather than content coverage, adequate time allocation is essential for achieving its intended outcomes. Another challenge identified by the participants was the limited availability of learning facilities and literacy resources. While teachers appreciated the resources provided by the school, they believed that additional facilities would further support the implementation of Deep Learning.

Mr. Sry explained:

> *"Kita tidak punya perpustakaan sehingga literasi untuk anak-anak masih kurang."*

Likewise, Mrs. Rnd highlighted the importance of instructional media in language learning:

> *"Pembelajaran bahasa Inggris itu lebih banyak butuh media seperti listening dan speaking. Kalau medianya tidak ada, agak repot."*

These statements indicate that literacy resources and instructional media are important components of Deep Learning. Limited access to such resources may restrict students' opportunities to explore information independently and engage in authentic learning experiences. Furthermore, the participants identified student readiness and differentiated instruction as additional challenges. Students were described as having diverse backgrounds, learning abilities, and levels of motivation, requiring teachers to adapt instructional practices accordingly.

As explained by Mrs. Rnd:

> *"Kita harus mengassessment, harus mengklasifikasi kemampuan anak-anak berdasarkan latar belakangnya, berdasarkan lingkungan kehidupannya. Jadi itu menurut saya lumayan struggling."*

The statement demonstrates that teachers perceive differentiation as one of the most demanding aspects of Deep Learning. Understanding students' individual characteristics and designing appropriate learning experiences requires substantial effort, continuous assessment, and pedagogical expertise. Overall, the findings indicate that the implementation of

Deep Learning is shaped by the interaction between supporting and hindering factors. Workshops, teacher collaboration, school leadership support, and available learning facilities contribute positively to implementation, while limitations related to time, literacy resources, technology access, student readiness, and differentiated instruction create ongoing challenges. Despite these obstacles, the participants remained optimistic and believed that the benefits of Deep Learning justify continued efforts to improve its implementation within the madrasah context.

4.2 Discussion

A. Implementation of Deep Learning Strategies in English Language Learning.

An in-depth analysis of the implementation of Deep Learning in English language learning at MTs Al-Amiriyyah reveals a holistic and multidimensional process that integrates cognitive, emotional, and reflective dimensions. This finding is consistent with Nafi'ah (2025), who conceptualizes Deep Learning as a holistic approach that combines mindful, meaningful, and joyful learning to support students' overall development. Similarly, Feriyanto and Anjariyah (2024) emphasize that these three dimensions function as interconnected components that enhance students' engagement, reflection, and understanding. The findings of this study indicate that teachers implemented the 3M principles in an integrated manner rather than as separate instructional techniques. A recurring pattern showed that teachers first fostered students' emotional readiness through Mindful Learning, then connected learning materials to students' real-life experiences through Meaningful Learning, and finally reinforced understanding through enjoyable and interactive activities within Joyful Learning. This sequence demonstrates that the

effectiveness of Deep Learning lies in the dynamic interaction among emotional awareness, contextual understanding, and active participation throughout the learning process.

The findings indicate that learning in the Deep Learning approach extends beyond the simple transmission of knowledge and involves the integration of cognitive, emotional, and reflective dimensions. This multidimensional process was reflected in teachers' efforts to build students' confidence through affirmations, connect learning materials to students' daily experiences, and facilitate interactive classroom activities. These findings are supported by Astono, Izza Hanifa, and Wahyuningsih (2026), who argue that the integration of emotional and reflective elements enhances students' cognitive engagement and promotes deeper conceptual understanding. The study suggests that students were encouraged not only to understand learning materials but also to reflect on their own thinking, evaluate their understanding, and actively construct knowledge. As a result, learning became more meaningful and contributed to the development of critical thinking, self-regulation, and sustained engagement. Similar findings were reported by Ramadhan (2025), who found that the integration of mindful, meaningful, and joyful learning positively influences students' learning outcomes by strengthening conceptual understanding and increasing learning engagement.

The findings suggest that the effectiveness of Deep Learning is strongly influenced by teachers' ability to contextualize learning materials, connect them to students' prior experiences, and provide opportunities for practical application. This finding is consistent with Astono, Izza Hanifa, and Wahyuningsih (2026), who argue that contextual learning promotes a more adaptive and reflective learning process by

helping students relate theoretical knowledge to real-life situations. Through this connection, students are encouraged to understand learning objectives more deeply, reflect on their own thinking, and construct meaningful understanding from their experiences. Furthermore, the integration of academic content with everyday realities appears to increase students' interest and engagement in learning. This finding is supported by Rozak et al. (2026), who emphasize that the Contextual Teaching and Learning (CTL) approach enhances students' intrinsic motivation by linking learning materials to their daily lives. Therefore, the contextualization of learning serves as an important foundation for creating meaningful, student-centred, and sustainable learning experiences.

The findings indicate that creating a positive classroom atmosphere plays an important role in reducing students' language anxiety while increasing their confidence and comfort in using English. This finding supports Maulana and Kaniadewi (2025), who argue that a supportive classroom environment significantly influences students' willingness to communicate. The results suggest that language learning is not solely dependent on the mastery of grammar and vocabulary but is also shaped by emotional and social factors. Furthermore, teachers created an engaging learning environment through the use of interactive games, which encouraged students to participate more actively and use English without fear of making mistakes. This finding is consistent with Mar et al. (2025), who found that game-based learning promotes a more enjoyable and inclusive classroom atmosphere, leading to higher participation and confidence among learners. Therefore, fostering a supportive and interactive classroom climate is essential for developing students' communicative competence in English learning.

B. Teachers' Perceptions of the Implementation of Deep Learning.

The findings suggest that teachers perceived Deep Learning as an approach that promotes meaningful understanding rather than surface-level learning. This finding is consistent with Nafi'ah (2025), who conceptualizes Deep Learning as a holistic approach that encourages students to move beyond memorization through active engagement and reflection. Teachers observed that students became more capable of analysing, reflecting on, and applying knowledge in practical contexts, indicating a shift from rote learning to deeper conceptual understanding. This transformative process aligns with Nana and Brenya's (2024) view that meaningful learning depends on effective pedagogical practices that help students overcome cognitive limitations and engage in profound learning experiences. The findings further suggest that teachers play a crucial role in facilitating this transition by designing learning experiences that encourage reflection, understanding, and application of knowledge. Therefore, Deep Learning is perceived not only as a teaching approach but also as a means of developing students' deeper and more meaningful understanding of learning materials.

The findings revealed that teachers perceived student engagement as one of the most significant outcomes of Deep Learning. According to the participants, students became more active, communicative, and willing to participate in classroom activities after the implementation of the approach. This finding is consistent with Aditama et al. (2025), who found that Deep Learning enhances student engagement by promoting active participation, collaboration, and meaningful interaction in English language learning. The teachers also observed that engagement developed gradually through continuous

exposure to meaningful and enjoyable learning experiences rather than occurring instantly. Aditama et al. (2025) further emphasize that the effectiveness of Deep Learning depends on its consistent implementation, which can transform English language learning from a teacher-centered process into a more interactive and student-centered experience. Therefore, sustained implementation of Deep Learning appears to play an important role in maintaining students' motivation and long-term engagement in learning.

The findings revealed that teachers perceived Deep Learning as an approach that provides students with greater opportunities to participate actively in the learning process. Through discussions, collaborative activities, and contextual learning tasks, students were encouraged to express their opinions, solve problems, and connect learning materials with their own experiences. As a result, teachers observed a gradual shift from passive learning to greater learner autonomy, as students became more independent, responsible, and confident in managing their own learning. This finding supports Hao (2025) and Phan (2025), who argue that learner autonomy develops when students are given opportunities to make decisions, explore ideas, and take ownership of their learning process. The development of learner autonomy is particularly significant within the pesantren context, where students generally follow highly structured routines, making opportunities for independent thinking and decision-making especially valuable. Furthermore, teachers perceived that increased autonomy contributed to the development of students' communication skills, as students became more willing to ask questions, share ideas, and interact with their peers. Consistent with Hao (2025) and Phan (2025), the findings suggest that autonomous learners tend to participate more actively in classroom interactions because they possess greater confidence, responsibility,

and motivation to engage in meaningful communication.

C. Factors Supporting and Hindering the Implementation of Deep Learning

The findings indicate that teachers' readiness to implement Deep Learning is strongly influenced by continuous professional development, particularly through workshops and training programs. Teachers perceived these activities as valuable opportunities to transform theoretical knowledge into practical classroom strategies, reducing uncertainty and increasing confidence in implementing the approach. As teachers became more familiar with the principles and practices of Deep Learning, they demonstrated greater pedagogical readiness and confidence in planning and conducting learning activities. This finding is consistent with Pembelajaran et al. (2025), who argue that hands-on professional development programs are effective in transforming theoretical understanding into practical teaching competence. Similarly, Salong (2025) emphasizes that the successful implementation of Mindful, Meaningful, and Joyful Learning depends largely on teachers' pedagogical readiness and continuous professional development. Therefore, workshops and training programs play a crucial role in supporting teachers' successful implementation of Deep Learning in the classroom.

The findings indicate that teacher collaboration functions as more than a formal professional activity; it serves as an effective mechanism for problem-solving, knowledge sharing, and instructional improvement. Through collaborative discussions, teachers exchange experiences, analyse classroom challenges, and develop more effective strategies for implementing Deep Learning. This process helps reduce individual trial-and-error and enables teachers to address instructional

issues with greater confidence and efficiency. The finding is consistent with (Azizah et al., 2025), who argue that collaborative work environments enhance teachers' motivation, morale, and professional effectiveness through continuous communication and shared learning. Similarly, Feriyanto and Anjariyah (2024) emphasize that the successful implementation of Deep Learning requires ongoing collaboration among teachers to share experiences and instructional strategies. Therefore, teacher collaboration plays an important role in strengthening instructional resilience and supporting the effective implementation of Deep Learning in educational settings.

The findings indicate that the implementation of Deep Learning is influenced not only by teachers' competence but also by the availability of instructional resources and supporting facilities. Teachers reported that limited access to learning media, literacy resources, and technological infrastructure often constrained the implementation of student-centred and interactive learning activities. These limitations may reduce opportunities for students to engage in meaningful, collaborative, and reflective learning experiences. This finding supports Andayanie et al. (2025), who argue that the successful implementation of Deep Learning depends not only on pedagogical practices but also on the readiness of the educational environment, including technological and infrastructural support. Similarly, Ramadhan (2025) emphasizes that inadequate learning resources and facilities can hinder students' engagement and limit the effectiveness of meaningful learning activities. Therefore, improving access to educational resources and learning facilities is essential to support the successful implementation of Deep Learning in schools.

CHAPTER V
CONCLUSION

5.1 Conclusion

Based on the results of the data analysis and discussion presented in the previous chapter, this study has successfully formulated several fundamental conclusions regarding the implementation of Deep Learning strategies in the English language learning process at MTs Al-Amiriyyah. In general, the English language learning process at this madrasah has integrated the three main pillars of the Deep Learning approach, namely mindful learning, meaningful learning, and joyful learning. Educators are able to foster students' learning awareness (mindful) from the start of the session by conveying the objectives and the real-life relevance of the material. Thus, students do not merely become passive listeners but understand the fundamental reasons why the material is important to master. Meaningful learning is realized by contextualizing the material to align with the students' social environment and daily life at the boarding school, such as using the daily dormitory meal menu or the free nutritious meal program (MBG) as subjects for descriptive texts. Reducing the volume of material has proven effective in shifting the classroom focus from merely completing the curriculum administratively toward achieving a deep understanding. Meanwhile, a joyful atmosphere is created through the use of educational games, collaborative problem-solving activities, and the application of an adaptive, differentiated approach tailored to students' unique interests. This has proven effective in reducing affective barriers—such as anxiety and the stigma that English is a daunting subject—while fostering a psychologically safe classroom environment.

On the other hand, the perceptions of English teachers at MTs Al-Amiriyyah regarding this Deep Learning policy indicate a very positive and progressive response. The teachers do not view this approach as a new administrative burden, but rather as a substantial pedagogical transformation that shifts the classroom paradigm from teacher-centred to student-centred. The positive impact of this perception is clearly evident in student development in the classroom, marked by increased intrinsic motivation, the growth of independent learning where students are more active in exploring information on

their own, and an increased sense of confidence in practicing English communication skills directly. The success of this implementation is further supported by strong internal factors, namely the high level of reflective awareness among teachers to continuously develop themselves through the optimization of the school-Level Subject Teachers' Forum (MGMP) as a platform for discussion and collaborative problem-solving. Nevertheless, this transition process still faces several real challenges, including technical limitations in mastering digital learning technologies in depth, initial affective barriers from students who are still accustomed to superficial memorization to chase grades, and time management challenges in balancing the depth of classroom exploration projects with the busy schedules of students in the boarding school environment.

5.2 Research Implications

The valuable findings of this study have far-reaching conceptual and operational implications, which can be analysed from two main perspectives: theoretical implications and practical implications.

5.2.1 Theoretical Implications

Theoretically, the results of this study make an important scientific contribution to enriching the body of literature on curriculum innovation, change management, and national education policy, particularly regarding how the Deep Learning approach is implemented within the context of traditional Islamic educational institutions based on pesantren (madrasah-pesantren context). This case study successfully demonstrated empirically that the principles of deep learning—which are conscious, meaningful, and engaging—can harmoniously integrate and adapt to the sociocultural values, disciplinary norms of the pesantren, and the integration of Islamic values within the madrasah.

Furthermore, these findings reinforce and validate the relevance of the teacher cognition theory developed by Borg, which asserts that teachers' cognitive dimensions—including their perceptions, beliefs, value systems, and conceptual knowledge—

serve as the primary compass that guides, shapes, and dictates the actual pedagogical actions and practical decisions teachers make in the classroom. Teachers' self-awareness as reflective practitioners have proven to be the most crucial driving force behind the success of the curriculum reform agenda at the grassroots level.

5.2.2. Practical Implications

In practical terms, the findings of this study have direct implications for English teachers regarding the importance of professional flexibility and creativity in reconstructing and adapting teaching materials. Teachers are no longer expected to be trapped in the dichotomy of covering a broad but superficial range of text material; rather, they must dare to design instructional activities that focus on conceptual depth and provide inclusive spaces for expression that are sensitive to students' psychological conditions.

For madrasah administrators, school principals, and institutional management, this research implies the need to formulate structural policies that prioritize the continuous professional development of teachers. Madrasahs cannot simply demand changes in teacher performance without prioritizing the provision of periodic training facilities that are adaptive to the times; they must also maintain and support a collaborative learning community ecosystem, such as the MGMP (Subject Matter Teacher Working Group), as the primary forum for resolving learning conflicts and for the independent enrichment of teacher competencies.

5.3 Limitations of the study

The researcher acknowledges that this qualitative study has several limitations that must be considered when interpreting the results. The first limitation lies in the highly specific scope and context of the study, as this research focuses solely on the dynamics of the case at MTs Al-Amiriyyah Blokagung. Given that this institution possesses unique sociocultural characteristics as a madrasah under the auspices

of a pesantren, the findings and dynamics identified cannot be absolutely generalized to all educational institutions or public schools with different sociopsychological ecosystems.

The second limitation relates to the technical aspects of data collection in the field, where there were constraints in conducting comprehensive classroom observations for one of the teacher informants due to adjustments in the madrasah's internal schedule and a packed academic calendar; consequently, data from this informant was primarily gathered in depth through experience-based teaching interviews. Furthermore, this study remains limited to a qualitative-perceptual dimension that describes the implementation process and teachers' perception, consequently, it has not quantitatively measured student learning outcomes using standardized test instruments to compare learning outcomes before and after the intervention was implemented.

5.4 Recommendations

Based on the conclusions and limitations outlined above, several constructive recommendations are offered to the relevant parties to improve future implementation. English teachers at MTs Al-Amiriyyah are encouraged to consistently maintain a humanistic, meaningful, and enjoyable teaching approach to sustain students' motivation and self-confidence. Teachers are also advised to begin improving their technological literacy and utilize interactive digital media or artificial intelligence (AI)-based educational applications to enrich the variety of classroom project strategies and prevent monotony.

For the school principal and institutional management, it is recommended to organize formal training programs, workshops, or technical guidance on a regular basis, focusing on the integration of technology in Deep Learning as well as efficient early diagnostic assessment techniques. Madrasahs are also advised to establish synergistic communication with boarding school administrators in formulating a more flexible integrated schedule so that students' collaborative project tasks can proceed optimally without burdening their psychological well-being as boarding school students. Finally, for

future researchers interested in similar topics, it is recommended that they expand the scope of their research by including several similar madrasahs in a comparative study, and that they employ a mixed-methods approach that incorporates a quantitative experimental design to statistically test the direct impact of the Deep Learning strategy on students' English language proficiency.

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APPENDICES

1. Guidance Card

6/10/26, 6:37 PM SISTEM INFORMASI MANAJEMEN AKADEMIK UMSYA BLOKAGUNG

NIM	2211221015
NAMA	AULIA DWI MASRUROH
FAKULTAS	TARBIYAH DAN KEGURUAN
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS
PERIODE	20252
JUDUL	ENGLISH TEACHER PERCEPTION TOWARD THE IMPLEMENTATION OF DEEP LEARNING APPROACH IN MTS AL AMIRIYYAH



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20252	04 Juni 2026	08 Juni 2026	The student was required to prepare a scientific article based on the thesis as a prerequisite for the thesis examination	The student was instructed to revise the abstract, introduction, methodology, findings, discussion, and conclusion to meet the target journal's requirements.
2	20252	30 Mei 2026	02 Juni 2026	The final draft still contained language inaccuracies, formatting inconsistencies, and minor citation errors. Some transitions between sections were not smooth.	The student was advised to proofread the thesis carefully and ensure compliance with the university's thesis writing guidelines before submission.
3	20252	16 Mei 2026	23 Mei 2026	The recommendations section was too general and lacked practical implications for stakeholders. The suggestions were not clearly linked to the study findings.	the student is advices to formulate specific recommendations for teachers, students, institutions, and future researchers.
4	20252	02 Mei 2026	09 Mei 2026	Several conclusions in Chapter Four were not supported by sufficient evidence. Some interpretations appeared subjective and lacked justification.	The student was instructed to revise unsupported claims and provide stronger arguments based on the collected data and theoretical perspectives.
5	20252	25 April 2026	02 Mei 2026	The discussion section contained excessive data presentation and insufficient explanation of the significance of the findings. Several quotations from participants were not adequately analyzed.	the student was instructed to reduce repetitive data presentation and focus on discussing the meaning of the findings. The student was guided to analyze participant quotations critically and relate them to the conceptual framework of the study.
6	20252	18 April 2026	25 April 2026	The student experienced difficulty integrating previous research findings into the discussion section. There was limited comparison between the current findings and earlier studies.	The supervisor recommended reviewing additional literature and comparing the study results with previous research. Similarities and differences between studies should be highlighted to demonstrate the contribution of the current research.
7	20252	07 Maret 2026	14 Maret 2026	The student presented the initial draft of Chapter Four. Several findings were not clearly organized according to the research questions. Some data interpretations were still descriptive and lacked analytical depth.	The student is advised to reorganize the findings based on each research question and strengthen the interpretation by connecting the findings with relevant theories and previous studies. The student was also encouraged to provide supporting evidence from the collected data.
8	20251	11 Januari 2026	15 Januari 2026	consultation for seminar proposal rn	the advisor agrees for seminar proposal
9	20251	01 Januari 2026	08 Januari 2026	research instrument	consider the most appropriate research instrument and construct based on its need
10	20251	01 Januari 2026	08 Januari 2026	research instrument	consider the most appropriate research instrument and construct based on its need
11	20251	27 Desember 2025	31 Desember 2025	Research design	use present and future tense in describing the sequence of research
12	20251	13 Desember 2025	20 Desember 2025	Research methodology overview	determine and use the most appropriate research method
13	20251	10 Desember 2025	13 Desember 2025	Identification of key theories and previous studies	find the latest update of article, describe and find the gap
14	20251	29 November 2025	06 Desember 2025	Formulation of research questions / objectives	student must know her limit in dealing with who and what is involved in her research rn
15	20251	15 November 2025	22 November 2025	Research gap and significance	student must find the novelty of her research
16	20251	01 November 2025	08 November 2025	Topic exploration and problem identification	student is suggested to find current issue in ELT e.g. deep learning

siakad.iaida.ac.id/cetak.php?m=bimbingan_ta.detail&NIM=ImNiYmNpZGdnaQ==&prsn3D=&pr=ImFjZmMi==&prsn3D 1/1

2. Certificate of Conducting Research



YAYASAN PONDOK PESANTREN DARUSSALAM

المدرسة الثانوية الأميرية

MTs AL AMIRIYYAH

STATUS : TERAKREDITASI-A | NSM : 121235100017 | NPSN : 20591701

Blokagung Karangdoro Tegalsari Banyuwangi

Program Kelas Unggulan Tahfidz | Program Kelas Unggulan Mipa | Program Kelas Unggulan Bahasa | Program Kelas Unggulan Minat Bakat | Program Kelas Terpadu | Program Kelas Regular

Alamat : Jl. PR Darussalam Blokagung Karangdoro Tegalsari Banyuwangi | Pos. 68483 Tegalsari | @ mtsalamiriyyah.sch.id | @ MTs Al Amiriyyah Blokagung | 0812304[illegible]

SURAT KETERANGAN PENELITIAN

Nomor : 51.2.05/035/MTsA/E.05/V/2026

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Al Amiriyyah kecamatan Tegalsari, Kabupaten Banyuwangi, dengan ini menerangkan dengan sebenarnya, bahwa mahasiswa yang beridentitas di bawah ini :

Nama	: **AULIA DWI MASRUROH**
Tempat, Tgl Lahir	: Makasar, 11 September 2004
NIM	: 2211221015
Fakultas	: Tarbiyah dan Keguruan (FTK)
Program Studi	: Tadris Bahasa Inggris (TBIG)
Angkatan	: 2022

Benar-benar sudah menyelesaikan Penelitian dilembaga kami di MTs Al Amiriyyah Blokagung dalam rangka penyelesaian program tugas akhir ***Skripsi*** dengan judul penelitian **English Teacher Perception Toward the Implementation of Deep Learning Approach in MTs Al Amiriyyah** Pada tanggal 26 April s/d 07 Mei 2026.

Demikian surat keterangan ini kami buat, untuk sedapatnya dipergunakan sebagaimana mestinya.

Blokagung, 10 Mei 2026
Kepala Madrasah

AHMADI, M.Pd.I
NIY 131204980080030

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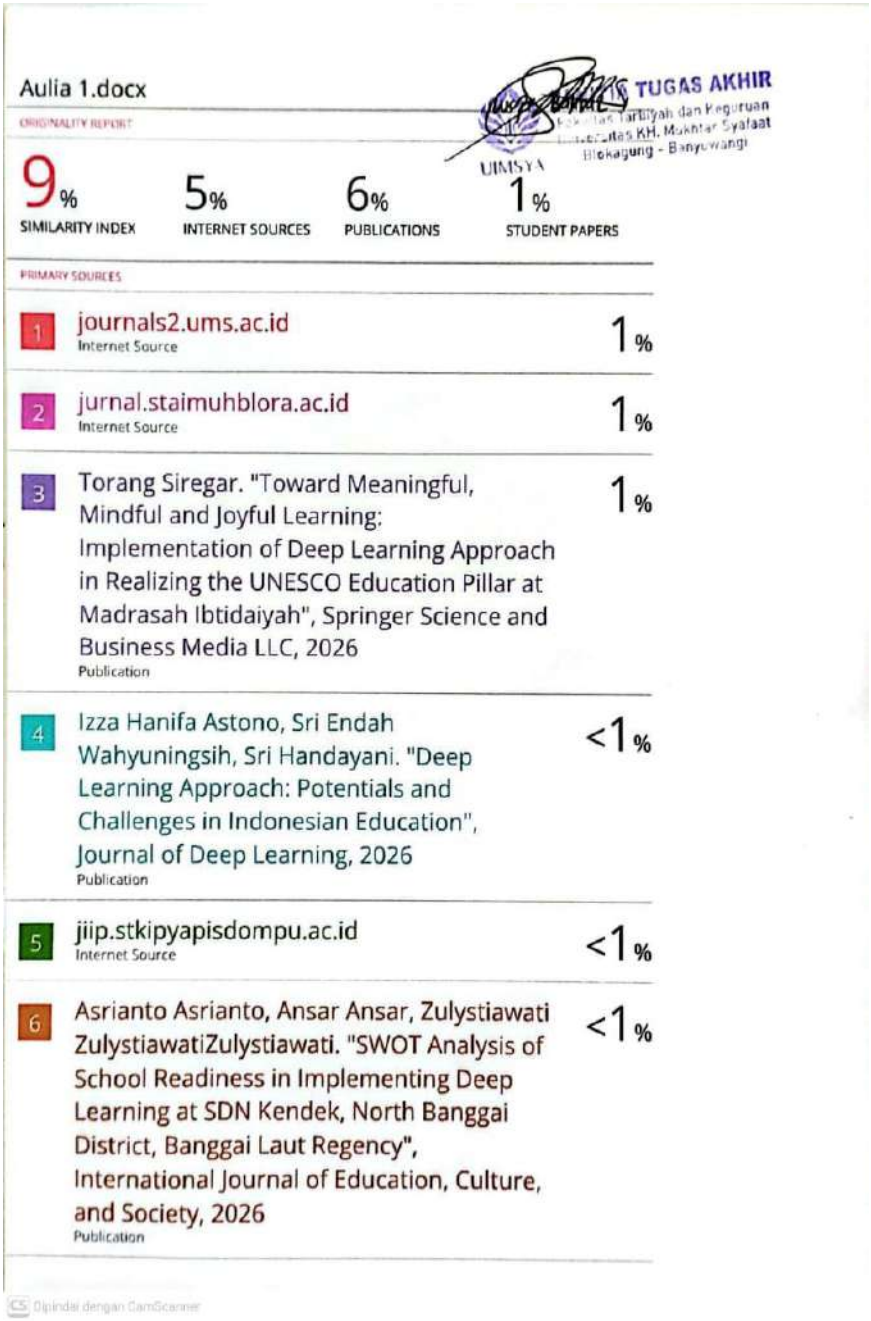
3. Certificate of Free Plagiarism Maximum 25% From the Faculty



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TUGAS AKHIR

Tarbiyah dan Keguruan
Universitas KH. Mukhtar Syafaat
Blokagung - Banyuwangi

UMSYA

ORIGINALITY REPORT

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PRIMARY SOURCES

1	journals2.ums.ac.id Internet Source	1%
2	jurnal.staimuhblora.ac.id Internet Source	1%
3	Torang Siregar. "Toward Meaningful, Mindful and Joyful Learning: Implementation of Deep Learning Approach in Realizing the UNESCO Education Pillar at Madrasah Ibtidaiyah", Springer Science and Business Media LLC, 2026 Publication	1%
4	Izza Hanifa Astono, Sri Endah Wahyuningsih, Sri Handayani. "Deep Learning Approach: Potentials and Challenges in Indonesian Education", Journal of Deep Learning, 2026 Publication	<1%
5	jiip.stkipyapisdompu.ac.id Internet Source	<1%
6	Asrianto Asrianto, Ansar Ansar, Zulystiawati ZulystiawatiZulystiawati. "SWOT Analysis of School Readiness in Implementing Deep Learning at SDN Kendek, North Banggai District, Banggai Laut Regency", International Journal of Education, Culture, and Society, 2026 Publication	<1%

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4. Documentation



Image 1: interview with the English Teacher of Mts A



Image 2: interview with the English Teacher of Mts A



Image 3: Teacher applies Collaborative Learning



Image 4: workshop Deep Learning for Teacher Mts A



Image 5: Video with Foreigner

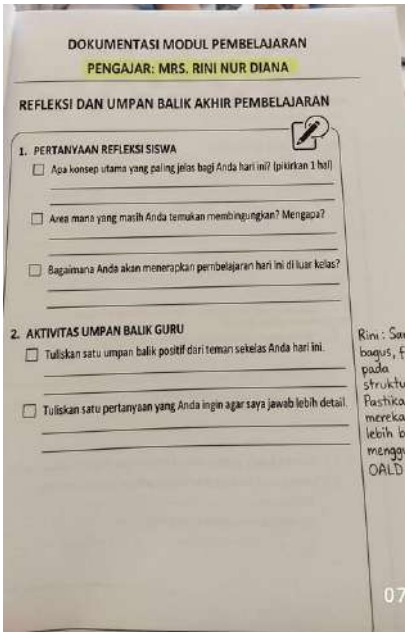


Image 6: question for reflective

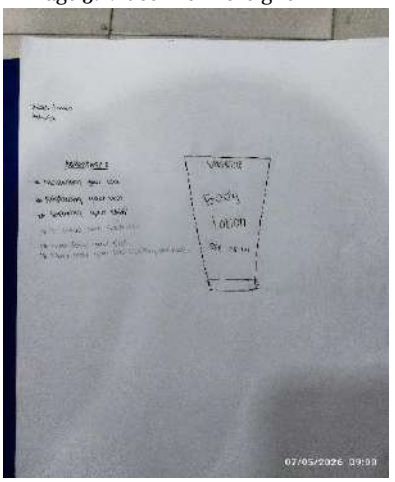


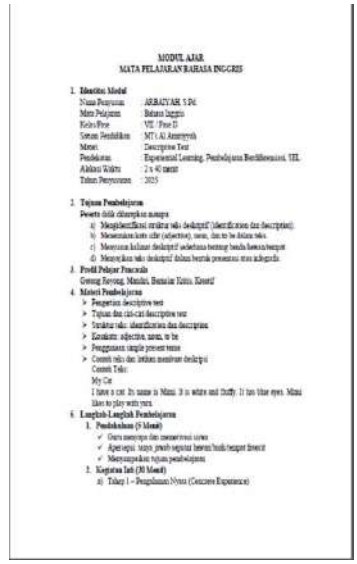
Image 7: Example from Meaningful Learning with Skincare



Image 8: Mindful Learning with open Dictionary



Image 9: the result making slogan



MODUL AJAR
MATA PELAJARAN BAHASA INGGRIS

1. **Identitas Modul**
   - Nama Penyusun : ARBAIYAH, S.Pd.
   - Mata Pelajaran : Bahasa Inggris
   - Kelas/Fase : VII. / Fase D
   - Satuan Pendidikan : MTs Al-Amiriyyah
   - Materi : Descriptive Text
   - Pendekatan : Experiential Learning, Pembelajaran Berdiferensiasi, STL
   - Alokasi Waktu : 2 x 40 menit
   - Tahun Penyusunan : 2025

2. **Tujuan Pembelajaran**
   Peserta didik diharapkan mampu:
   a) Mengidentifikasi struktur teks deskriptif (identification dan description).
   b) Menemukan kata sifat (adjective), noun, dan to be dalam teks.
   c) Menyusun kalimat deskriptif sederhana tentang benda kesukaan/hewan.
   d) Menyajikan teks deskriptif dalam bentuk presentasi atau infografis.
3. **Profil Pelajar Pancasila**
   Gotong Royong, Mandiri, Berakhlak Mulia, Kreatif
4. **Materi Pembelajaran**
   - Pengertian descriptive text
   - Tujuan dan ciri-ciri descriptive text
   - Struktur teks: identification dan description
   - Kosakata: adjective, noun, to be
   - Penggunaan simple present tense
   - Contoh teks dan latihan membuat deskripsi

   Contoh Teks:
   My Cat
   I have a cat. Its name is Mimi. It is white and fluffy. It has blue eyes. Mimi likes to play with yarn.
5. **Langkah-Langkah Pembelajaran**
   1. **Pendahuluan (5 Menit)**
      - ✓ Guru menyapa dan mengecek siswa
      - ✓ Apersepsi: tanya jawab sederhana tentang hewan/buah-buahan favorit
      - ✓ Menyampaikan tujuan pembelajaran
   2. **Kegiatan Inti (30 Menit)**
      a) Tahap 1 – Pengalaman Nyata (Concrete Experience)



- ✓ Siswa diajak mengamati gambar atau objek nyata (misalnya hewan, buah, atau tempat favorit).
- ✓ Guru memberi contoh dan tanya jawab sederhana dengan pertanyaan: "Perasaankah kamu melihat hewan itu?", "Apa yang kamu tahu tentang tempat ini?"

b) Tahap 2 – Observasi Reflektif (Reflective Observation) + TEL
- ✓ Siswa diminta mengungkapkan pendapat dan pemikiran mereka tentang objek tersebut.
- ✓ Kegiatan diskusi kelompok kecil untuk membandingkan pendapat, menemukan sisi persamaan dan unique.
- ✓ Guru memberi bimbingan agar siswa bisa memilah makna pendapat berbeda dan mencari solusinya.

c) Tahap 3 – Konseptualisasi (Abstract Conceptualization)
- ✓ Guru menjelaskan struktur teks deskriptif: identification dan description.
- ✓ Siswa mencatat kosakata dan kalimat yang sesuai digunakan dalam descriptive text.
- ✓ Guru memberi contoh teks deskriptif dan membahas penggunaan adjective, noun, dan to be.

d) Tahap 4 – Implementasi (Active Experimentation) + Diferensiasi Produk
- ✓ Siswa membuat produk teks deskriptif berdasarkan objek yang mereka pilih.
- ✓ Bentuk produk disesuaikan dengan minat dan gaya belajar siswa (infografis, teks tertulis, atau presentasi lisan).
- ✓ Hasil karya dipresentasikan di depan kelas atau dipajang sebagai galeri kelas.

3. **Penutup (5 Menit)**
   Guru dan peserta didik melakukan kegiatan berikut:
   - ✓ Guru menyampaikan apresiasi
   - ✓ Penilaian Cinguu Berkh:
     Guru memberikan pujian atau umpan perbaikan terhadap hasil kerja siswa.
     Menyebutkan beberapa hasil karya yang menampil (baik tulisan, presentasi, atau infografis).
   - ✓ Guru mengingatkan tentang kisah atau kerja sama siswa.
   - ✓ Kegiatan ditutup dengan doa dan salam.

4. **Refleksi**
   - Apa yang saya pelajari hari ini?
   - Bagian mana yang paling saya sukai?

Image 10: Modul the teacher



- Apa yang masih membingungkan?
- Bagaimana perasaan saya setelah bertugas di depan kelas?

7. **Penilaian**
   a) Asesmen Formatif
   - ✓ Nilai: Menemukan adjective dalam kalimat
   - ✓ Latihan menyusun kalimat deskriptif
   - ✓ Observasi kemelibatan siswa dalam diskusi

   b) Asesmen Sumatif
   - ✓ Produk teks deskriptif (tertulis/lisan/visual)
   - ✓ Penilaian presentasi atau infografis berdasarkan rubrik

8. **Rubrik Penilaian Produk Pembelajaran**
   Materi: Descriptive Text
   Jenis Produk : Rangkuman tertulis / Infografis / Presentasi lisan
   Skor Maksimal : 100 poin

Aspek yang Dinilai	Kriteria Penilaian	Skor Maksimal
Struktur Teks	Teks tersusun dengan struktur identification dan description	25
Penggunaan Bahasa	Menggunakan adjective, noun, dan to be dengan tepat	20
Kreativitas	Menampilkan ide menarik dan orisinal dalam deskripsi	15
Percayaan	Presentasi jelas, percaya diri, dan komunikatif	20
Kerapian Produk	Produk rapi, tertata baik, dan mudah dipahami	20

Konversi nilai ke huruf:
- ✓ 85–100 = Sangat Baik
- ✓ 70–84 = Baik
- ✓ 55–69 = Cukup
- ✓ <55 = Perlu Bimbingan

9. **Penutup**
   Modul ini dikembangkan untuk memfasilitasi pembelajaran aktif, reflektif dan menyenangkan dalam memahami teks deskriptif. Diharapkan peserta didik tidak hanya mampu memahami struktur dan kosakata, tetapi juga mampu mengekspresikan ide mereka secara kreatif dan percaya diri.

5. Interview Guidelines

Pedoman Wawancara Skripsi

Judul: English Teacher Perception Toward The Implementation Of Deep Learning Approach In Mts Al – Amiriyyah
Jenis: Semi – Structured
Subjek: 3-4 English Teacher Di Mts Al-Amiriyyah

PEMBUKA DAN LATAR BELAKANG INFORMAN

1. Bisa diceritakan pengalaman Bapak/Ibu selama mengajar Bahasa Inggris di MTs ini?
    - Sudah berapa tahun?
    - Pernah mengajar di tempat lain?
2. Bagaimana karakteristik siswa yang Bapak/Ibu ajar selama ini?
3. Bagaimana pemahaman Bapak/Ibu tentang perubahan kurikulum saat ini (Kurikulum Merdeka / Deep Learning)?

A. IMPLEMENTASI DEEP LEARNING APPROACH

1. Bagaimana pemahaman Bapak/Ibu tentang konsep Deep Learning Approach (definisi & tujuan) dalam pembelajaran?
2. Apakah Bapak/Ibu sudah menerapkan pendekatan Deep Learning dalam pembelajaran Bahasa Inggris? Bisa diceritakan?
3. Bagaimana langkah-langkah yang Bapak/Ibu lakukan saat merancang pembelajaran berbasis Deep Learning (pembuatan cp / atp / modul ajar)?
4. Metode atau model apa yang sering digunakan? (misalnya project-based learning, inquiry, discussion).
5. Bagaimana Bapak/Ibu mengintegrasikan unsur:
    - Mindful learning (focus dan sadar proses)
    - Meaningful learning (kehidupan nyata siswa)
    - Joyful learning (media, games dan ice breaking)
6. Bagaimana siswa merespon pembelajaran dengan pendekatan tersebut?
7. Apakah pendekatan ini membantu meningkatkan:
    - Pemahaman materi?

- Kemampuan berpikir kritis?
- Partisipasi siswa?

8. Bagaimana bentuk penilaian / assessment (project, portofolio, performance) yang digunakan dalam pembelajaran Deep Learning?
9. Apakah penerapan Deep Learning sudah sesuai dengan Kurikulum Merdeka di madrasah ini?
10. Bisa berikan contoh kegiatan pembelajaran yang mencerminkan Deep Learning?

B. PERSEPSI GURU TERHADAP DEEP LEARNING APPROACH

1. Bagaimana pandangan Bapak/Ibu terhadap pentingnya Deep Learning dalam pembelajaran Bahasa Inggris?
2. Menurut Bapak/Ibu, apa perbedaan pembelajaran Deep Learning dengan pembelajaran konvensional?
3. Apakah Bapak/Ibu merasa pendekatan ini efektif? Mengapa?
4. Bagaimana pengaruh Deep Learning terhadap:
   - Motivasi belajar siswa
   - Kemandirian siswa
   - Kemampuan komunikasi Bahasa Inggris
5. Apakah Bapak/Ibu merasa siap menerapkan pendekatan ini?
6. Bagaimana pengalaman pertama kali menerapkannya?
7. Apa tantangan yang dirasakan secara pribadi sebagai guru?
8. Apakah pendekatan ini sesuai dengan karakteristik siswa MTs?
9. Bagaimana kesesuaian Deep Learning dengan nilai-nilai madrasah / pesantren?
10. Apakah Bapak/Ibu memiliki persepsi positif atau masih ada keraguan? Jelaskan.

C. FAKTOR PENDUKUNG & PENGHAMBAT

1. Faktor Pendukung

1. Apa saja faktor yang mendukung penerapan Deep Learning di madrasah ini?
2. Bagaimana dukungan dari:
   - Kepala sekolah / madrasah
   - Kurikulum

- Rekan guru

3. Apakah tersedia pelatihan / workshop terkait Deep Learning?
4. Bagaimana ketersediaan media pembelajaran?
5. Apakah lingkungan pesantren/madrasah mendukung pembelajaran aktif?

2. Faktor Penghambat

1. Apa kendala terbesar dalam menerapkan Deep Learning?
2. Apakah keterbatasan waktu menjadi hambatan?
3. Bagaimana dengan kesiapan siswa?
4. Apakah sarana prasarana sudah memadai?
5. Apakah ada kendala dalam penilaian / assessment?
6. Bagaimana literasi teknologi guru & siswa?
7. Apakah ada resistensi terhadap perubahan metode belajar?

D. PERTANYAAN PENUTUP

1. Apa harapan Bapak/Ibu terhadap penerapan Deep Learning ke depan?
2. Apa rekomendasi untuk meningkatkan implementasinya di madrasah?
3. Apakah pendekatan ini layak diterapkan secara berkelanjutan? Mengapa

6. Interview Transcript

Informant 1

Peneliti:bagaimana pemahamanan jenengan terhadap deep Learning dan tujuannya itu apa?.

Mr. Sry: Kalau dulu, materi itu banyak. Dalam satu semester itu mungkin ada 4-5 materi. 4-5 materi ini harus selesai dalam satu semester. Sekarang, satu semester itu hanya dua. Maksimal tiga. Tujuannya apa? Dari materi yang sedikit ini kemudian anak-anak diusahakan betul-betul paham dengan materi ini. Itu diperning. Jadi, tidak hanya berbicara tentang teori. Hanya beginilah, kita ngomong misalnya... Kalau dulu satu semester itu mungkin ada 5. Mulai tesisnya, kemudian mulai readingnya. Itu ada 5-5 materi yang harus disampaikan oleh guru. Ini biasanya ketika sebanyak materi dan harus disampaikan dalam waktu 6 bulan ini. Kita hanya menyampaikan teori. Hanya menyampaikan teorinya saja. Misalnya tesis, teorinya hanya seperti itu. Tapi hari ini, kita hanya dua saja. Dua atau tiga maksimal. Nah, di sini harapannya adalah bagaimana selain teori, anak-anak juga minimal bisa mengaplikasikan pertama. Ya, kita paham, oh ya, tesis, misalnya past tense ini fungsinya untuk ini. Jadi kalau perbedaannya adalah bagaimana pendalaman siswa terhadap materi ini. Tidak hanya dalam bentuk teori, tapi bagaimana mereka paham betul ini nanti aplikasinya kemana sih. Oh, langsung kehidupan nyata.

Peneliti: Apakah jenengan sampun menerapkan di kelas, Sir?

Mr. Sry: Sebagian kecil, Sebagian kecil karena apa? Gini lho, kita ngomong pelajaran bahasa ya. Pelajaran bahasa itu dianggap mudah. Yang mudah, dianggap sulit. Yang sulit ya, karena apa? Bahasa itu sebenarnya ketika kita ngomong bahasa itu, pertama kita berbicara dengan suatu. Ya, yang kedua bahasa. Repotnya kan gini, bahasa Inggris

itu bahasa asing, dimana ketika kita belajar tanpa mengaplikasikan, hanya contoh saja. Kenapa hari ini banyak anak lulusan SMA, SMP, padahal mereka sudah belajar bahasa Inggris selama 6 tahun, tapi tetap tidak bisa belajar bahasa Inggris. Karena guru di kelas itu penyampaiannya tetap pakai bahasa Indonesia, betul nggak? Ya. Ya, itu kunci. Sementara ketika kita benar-benar mengaplikasikan dengan menyampaikan bahasa Inggris, mereka juga nol juga pemahamannya. Karena apa? Durasi waktu kita hanya sebentar. Orang belajar bahasa itu harus terus-menerus, kontinu, dan punya waktu spesifik. Makanya kalau sekali lagi mungkin ada upaya deep learning ini bagaimana itu bisa diaplikasikan. Cuma saat di lapangan, kita tidak bisa seperti itu. Kita tetap berbicara awal materi dulu. Materinya itu, teorinya dulu. Kalau kita sudah mencoba mengaplikasikan pada prakteknya, ini pelan sekali, maksudnya kecil sekali. Atau sedikit sekali yang bisa kita aplikasikan. Contoh saja, saya mencoba menerapkan 50-50. Jadi menerapkan 50% bahasa Inggris, 50% bahasa Indonesia. Itu saja, anak-anak membutuhkan. Untuk menangkap. Karena memang kita nggak bisa. Nggak bisa kontinu ini. Maksudnya nggak bisa kontinu gini. Saya ketemu anak-anak itu seminggu dua kali. Seminggu dua kali dengan durasi waktu satu kali pertemuan itu dua jam. Itu kalau dikalkulasi, dua jam itu, kalau satu jam yang 45 menit, berarti kan satu jam setelahannya. Hari ini saya ngomong menerangkan ini, anak-anak tak suruh hampalan pokep saja. Mungkin dua hari yang nggak datang ke pertemuan berikutnya. Ini mereka sudah lupa. Karena belajar bahasa itu terhitung secara matematis tidak bisa.

Peneliti: Apakah administrasi guru dalam deep learning itu ribet?

Mr. Sry: sekarang ngomong administrasi guru ribet itu sekarang banyak aplikasi yang bisa membantu. CP itu sudah ditutupkan dari pemerintah. Pemerintah sudah yang menentukan. Terus untuk ATP, alurnya kan begini. Dari CP begini, kemudian kita menetapkan alurnya. alurnya ini

adalah kesempatan dengan guru yang ada di sini. Jadi alurnya begini lho, saya kasih tahu. Kalau dulu, di kurikulum sebelumnya, ini kan sudah ditentukan kelas 3 materinya ini, kelas 2 materinya ini. Sekarang enggak. Sekarang itu pemerintah hanya memberikan global. Kelas fase D ini, yang capain belajarannya harus itu. Materi ini. Materi ini, saman komunikasikan dengan guru bahasa Inggris. Misalnya bahasa Inggrisnya, saman komunikasikan dengan guru yang ada di sini. Dari sekian materi yang harus dicapai sesuai itu, ini yang bisa dikasihkan di kelas satu mana, kelas dua mana, kelas tiga mana. Ini dikomunikasikan. Jadi mungkin setiap sekolah berbeda. Mungkin di kelas A, materi pertama di kelas satu ini, ini, ini. Tapi di kelas lain, mungkin bukan itu. Jadi itu kebebasan guru yang ada di sini. Dari ATP, kemudian muncul modul. Modul ini juga kita diberikan bebasan. Tergantung kondisi kondisional yang ada di sekolah.

Peneliti: Metode apa yang sering dilakukan dan diterapkan dikelas?

Mr. Sry: Kita sering ke discussion. Discussion. Ini seperti bentuk grup-grup konteksnya, Problem solving-nya Kita metode klasik dulu lah. Klasikal dulu. Kita terangkan dulu. Materinya. Materinya begini, misalnya. Teorinya seperti ini. Penggunaannya dalam kehidupan sehari-hari ini. Baru kemudian, kita memberikan tugas, penugasan. Penugasan. Terus, apa? Penugasan itu dalam bentuk kelompok.

Peneliti: Cara mengintegrasikan mindful, meaningful dan joyful selama pembelajaran?

Mr. Sry: Enjoy itu kan, bagaimana anak-anak itu, biasanya, bukan hanya permainan. Anak bisa enjoy itu, satu, itu mendorong lingkungannya dulu. Bagaimana anak-anak, kita sibukkan dengan sesuatu yang memang ada di kehidupan sehari-hari. Misalnya begini. Materi, makanya kan, di modul itu kan, kita diberi kebebasan untuk membuat sesuai dengan lingkungan masing-masing. Jadi,

kalau mayoritas siswa kita adalah pesantren, ya materinya kita gantikan dengan kehidupan sehari-hari. Ya, kayak gitu. Jadi, kita gak usah kemana-mana. Jadi memang itu, pengaplikasian dari sini, bagaimana materi yang ada di sekolah ini sedikit banyak berkaitan dengan kehidupan sehari-hari. Sehingga, cara anak mempraktek itu, oh ya, ternyata seperti ini. Gitu loh. Tapi ketika kita mengaitkan dengan sesuatu yang asing, mereka juga masing-masing geraya. Jadi, keasikan itu kemudian, ya disini itu bagaimana ini bisa apa? Anak-anak bisa, oh ya ternyata bahasa Inggris itu seperti ini. Kita akan di-establishkan di asrama seperti ini. Kita akan di-establishkan dengan teman-teman seperti ini. Dan yang palong maksimalnya bagaimana anak-anak sadar prosesnya. Sadar proses, ya. Begini, kadang anak-anak itu kan begini, saya biarkannya kalau proses ya, bagaimana belajar bahasa Inggris itu, prosesnya memang tidak bisa instan. Makanya kadang begini, dalam satu kelompok misalnya, itu saya carikan dua bacaan, dan bacaan ini, sudah, silahkan baca, terus, dari sekian anak ini, pertama, proses ya, namanya proses. Kamu, dari kosa-kata, sekian kosa-kata ini, yang ngerti apa? Yang ini juga taunya apa? Taunya apa? Ya, ini salah satu contoh saja ya. Dan kemudian dari empat orang, satu kelompok, empat orang ini, yang tahu mana, digabungkan. Artinya apa? Dalam proses belajar bahasa itu, tidak bisa sendiri. Jadi, harus berkaitan dengan orang lain, karena bahasa itu alat komunikasi. Dan kita tidak bisa, apa, fungsinya adalah bagaimana menyambungkan hubungan dengan orang lain. Itu namanya proses. Bahasa tidak bisa instan, dan tidak bisa sendiri. Kesadaran semacam itu. Sehingga dalam kelompok ini, kadang ya, mungkin dalam satu paragraf itu, bisa ketemu separuh karena masing-masing punya kosa-kata yang dipahami masing-masing. Nah, itu digabungkan. Oh, ternyata artinya masing-masingnya seperti itu. Lalu, bagaimana respon anak-anak dalam pembelajaran sulit itu? Respon itu tetap ya, image bahasa Inggris setelah belajar sulit itu, itu tidak bisa dihapus. Tidak bisa dihapus. Cuma kan, menghilangkan image itu, bagaimana berubah agar responnya tidak seperti

itu. Makanya, awal itu kan, apa ya, kalau saya di awal itu, bagaimana anak-anak itu enjoy dulu dengan ibu.Ya, gini, repotnya kan gini, ya saman tau lah, ya-ya, samean pernah sekolah. Repotnya itu kan, tuh, bahasa Inggris itu sudah sulit. Terus, anak-anak tahu nya itu saya orangnya killer. Kereng ya. Sehingga, kadang, ketika pertama kali masuk di daun ajaran, itu mereka langsung, Maka, yang harus dihilangkan itu image kerengnya. Image kerengnya. Setelah itu baru menghilangkan image bahasa Inggris itu sulit. Itu kita hilangkan. Kalau itu sudah, baru bagaimana membuat anak-anak ini senang dengan bahasa Inggrisnya. Dan itu proses. Proses data. Cuman minimal itu tadi. Apa yang menjadi kedala kita petakan dulu. Yang menjadi kedala apa, itu tadi. Misalnya, image awal bahasa Inggris itu susah. Terus, kita lihat dulu, anak-anak ini image-nya kepada kita apa. Baru, nanti, melangkah. Kalau saya, ya itu tadi. Pertama yang saya hilangkan dulu adalah image bahasa itu kereng. Mereka, begitu pertama kali ketemu saya, mending menang. Oh, ternyata Pak Sung itu bisa ini. Ketika diajak belajar bisa ini. Baru kemudian kita coba ini, eliminasi bahasa Inggris itu susah. Setelah itu, baru bagaimana anak-anak ini bisa menjadi senang. Ya, senang itu sebagai berbagai motor dan juga bagaimana kita melakukan itu. Karena apa, yang kita pahami dulu, beban belajaran anak-anak itu kan banyak. Kalau sekolah saja, ada 18 belajaran. Sehingga kita gak usah memaksakan seseorang untuk bisa paham selama semuanya. Tapi, bagaimana minimal kita bisa memaksakan nilai-nilai pendidikannya di sekolah.

Peneliti: Kalau yang berasaskan deep learning itu kan student center. Itu, kalau di MTS ini masih berlaku gak?

Mr. Sry: Belum. Jadi, masih teacher center. Gini, saya gak mengatakan bahwa peserta itu jelek banget. Cuman, mungkin beban belajaran anak sudah terlalu banyak. Jadi, ketika mereka masuk kelas itu blank. Blank. Iya, kan? Mempunyai beban hafalan, beban diniah, dan lain-lain. Sekolah masih mempelajari ini, ini, dan lain-lain.

Jangankan itu ya, anak-anak mungkin pulang sekolah suruh buka buku itu sama-sama. Iya kan? Karena bebannya bebannya sudah pulang. Jadi, ya mah, gak mau. Bukan gak bisa, ya bisa. Cuman, pelan-pelan mengaplikasikan untuk menjadi student center. Apalagi masuk tingkatan SMP itu, ya masih masa anak-anak. Kita gak bisa menyamakan dengan tingkatan SMA yang sudah mulai bisa berpikir-pikir. Yaudah, beda. Kalau tingkatan SMP itu, SD, SMP, mau gak mau yang menjadi buku tetap ada. Iya. Ya. Kalau, ya kita hanya bisa memancing saja. Memancing bagaimana anak-anak itu beraktif saja. Tapi kalau kemudian kita diminta agar anak-anak itu menjadi center dari proses pendidikan, ini belum bisa. Ini masih masa anak-anak. Mereka masih butuh bikru untuk menjadi contoh, kan. Beda nanti kalau sudah tingkatan SMA ke atas. Ini bisa, sudah mulai diajarkan untuk menjadi center pendidikan. Tapi kalau tingkatan SMA, belum bisa. Ini karakter anak-anaknya masih fokus. Mereka masih butuh guru. Mereka masih butuh informasi banyak. Tapi untuk ketika kasih deep learning itu, apakah kemampuan anak dalam berpikir kritis itu sudah meningkat? Kan kerja untuk menyambungkan dalam dunia sendiri. Mereka masih dibantu untuk mencari kosa kata. Belum di... Ya walaupun di Timatari sudah ada opas seperti ini, operasi dan sebagainya. Cuma ketika mereka diajak ngomong, ini belum bisa terapas secara penuh. Mereka pada dasarnya, mereka berani ngomong aja sudah bagus.

Peneliti: Untuk asesmenya, Sir. Asesmenya itu, apakah berupa projek, portofolio, atau performance yang digunakan dalam belajaran deep learning itu?

Mr. Sry: Tergantung materinya. Kalau misalnya, apa, kayak routing ya, kita performance. Jadi kita carikan, kita darikan sebuah teks pente, anak-anak tak sulit belajar. Itu nanti yang kita nulai bukan soal dia paham dengan dasarnya, tapi bagaimana dia mengucapkan pronunsesinya itu sudah tepat-tepat. Projek pernah. Jadi, apa, mereka tak suruh bikin sesuatu yang ada kaitannya dengan

menggunakan ini. Contoh kemarin, ada materi, materi, plastik itu ada materi, apa namanya, kok lupa saya ya. Iklan itu apa namanya? Advertisement. Jadi mereka tak suruh, coba bikin iklan saya sesuatu yang menarik. Iklan kan MTS itu menjadi sekolah yang menarik. Itu projek-projek. Ternyata mereka juga bagus. Pamflet, langsung mewarnai, ada kata-kata yang menunjukkan, menggunakan bahasa Inggris, yang menunjukkan bahwa MTS itu bagus. Dan itu tidak untuk dalam kata yang panjang, tapi sebagai slogan.

Peneliti: Contohnya, perbedaan deep learning dengan pembelajarannya konvensional, itu bagaimana?

Mr. Sry: Kadang sesuatu yang baru, kadang juga membuat kita terbiasa dengan sesuatu yang memberikan sesuatu yang apa namanya, dasarnya saja. Kemudian hari ini kita diminta untuk dari dasar sampai bagaimana anak-anak berdoa minimal memahami ini fungsinya untuk apa, kegimana dalam video saya. Ini kadang kita juga, di satu sisi, dalam proses pembelajaran, mungkin lebih cepat yang dulu. Lebih cepat yang dulu. Banyak materi, anak-anak langsung dikasihkan materi di satu sisi, kadang di satu sisi yang lain. Dengan deep learning ini, harapannya dari pembelajarannya, satu materi, tapi paham betul, dan bisa mengaktifasikan. Itu keunggulannya. Kalau yang dulu, anak-anak bisa menguasai semuanya, tapi tidak detail, ngerti semuanya, tapi tidak secara mendalam. Jadi kalau yang hari ini, mungkin keunggulannya itu. Harapannya, dari deep learning ini, harapannya bagaimana anak ini dengan sedikit matahari, tapi benar-benar paham, sampai dalam tanda putih bisa mengaplikasikan. Makanya, materi-materi itu, biasanya kelas 1, kelas 2, kelas 3, banyak yang mengulang.

Peneliti: Tapi kira-kira, kurikulum deep learning itu, apakah sesuai? Katanya, sesuai dengan kurikulum di madrasa atau tidak?

Mr. Sry: Ya, sesuai saja. Harapannya kan, dengan deep learning ini, kemudian memiliki sebuah profesional. Profesional terhadap anak-anak? Terhadap anak-anak. Sehingga mereka benar-benar paham betul dengan matahari. Tidak hanya sebetulnya ngerti, tapi paham.

Peneliti: Apakah ini efektif, Sir, buat anak-anak?

Mr. Sry: Jika efektif, itu bergantung pada situasi kondisinya juga. Tapi kalau memang efektif, secara teoris, seharusnya. Tapi kemudian di lapangan, tidak bisa seperti itu. Mengapa? Kenapa kalau di lapangan itu tidak se-efektif secara teoris? Ya, di lapangan itu kan begini, kalau secara teoris, ini kan kendala di luar. Secara teoris, kendala itu kan tidak ada. Sementara ketika kita melakukan sesuatu di lapangan, kendala itu ada, muncul. Contoh, gini aja sudah. Di dalam kurikulum baru ini kan, ada upaya untuk anak-anak yang mungkin kemampuannya dibawa. Ini ada ada waktu khusus untuk mereka. Terus, untuk anak-anak yang lebih, ada isiannya belajaran diferential. Jadi, kita harus memperlakukan secara berbeda anak-anak ini, sesuai dengan karakter. Itu secara teoris bagus. Tapi, ketika kita masuk ke kelas, kita tidak bisa melakukan itu. Kita tidak bisa melakukan itu. Karena apa? Menganalisis kemampuan anak-anak itu kan butuh waktu. Tidak bisa tiba-tiba hari ini kita langsung, oh kamu ini kan. Minimal 2-3 kali berteman, baru kita bisa tahu sesuatu. Ini kemampuan anak-anak. Kemudian, untuk memperlakukan pembelajaran diferential ini, modulnya juga harus berbeda. Iya kan? Yang ini harus kita perlakukan seperti ini. Minimal kalau di diferential itu ada ada tiga itu ya. Jadi, yang ini harus diperlakukan seperti ini. Sementara itu dalam satu kelas. Kira-kira, bisa enggak? Satu kelas, kalau kita rata-ratakan satu kelas itu 35-40 ya. Kita bagi tiga kelompok, sesuai dengan jenisnya anaknya. Kira-kira, mampu gak? Belum lagi dengan kondisi fisik dan mental anak-anak kita. Terus terang, kita gak bisa menyamakan pesantren, anak-anak sekolah di pesantren dengan anak-anak di luar. Kalau di luar itu, pulang sekolah, selesai.

Mereka pulang untuk bermain, mereka pulang untuk istimewa. Sementara kita, mereka pulang sekolah, mungkin hanya idrah dan yang satu-satunya. Mereka kemudian ditempa lagi dengan kegiatan yang lain. Dan mungkin ada yang fokusnya ke aksinya, tapi sekolahnya mungkin enggak. Ada yang fokusnya di sekolahnya dan ada yang gak. Itu kondisinya seperti itu. Jadi kalau kita ngomongin situasional, kondisional sekali.

Peneliti: Untuk, untuk penerapan ini, untuk motivasinya siswa sendiri gimana?

Mr. Sry: Motivasinya anak-anak ya, dia mau apapun itu yang kita tempatkan. Hari ini kemudian mungkin sangat sulit untuk memahami bahasa Inggris. Hari ini mungkin sangat sulit. Butuhkan ini. Minimal sama anak-anak itu, iya. Contohnya gitu. Saya sering ngasih data pada anak-anak Hari ini mungkin sampai mengatakan bahasa Inggris itu warna-warna. Maksudnya sebelahnya, terus apa namanya, pempahaman. Tapi suatu saat nanti jenengnya bisa bekerja di sebuah perusahaan yang haruskan berbahasa Inggris. Sampai pasti akan ingat, oh Pak pernah menerangkan ini seperti itu. Pengaplikasinya seperti itu. Sampai hanya tinggal corot-corot bahan itu sudah ada. Hanya tinggal membersihkan saja. Hanya tinggal membersihkan, tinggal merapikan cara ini.

Peneliti: Terus, apakah jenengan siap dengan melakukan deep learning ini?

Mr. Sry: Ya, karena ini program pemerintah ya, antara siap dan tidak siap ya kita harus siap. Kita harus siap, kita perlu banyak belajar juga. Banyak guru itu kan tidak boleh berhenti belajar, harus belajar dulu. Karena perubahan itu selalu ada. Dan harus perubahan. Kalau tidak perubahan, ya setakkan juga. Perubahan itu pasti ada, dan kita harus belajar. Untuk pertama kali merapkannya ini, gimana Subuhi? Kebingungan juga. Kebingungan juga. Apa yang mau disampaikan? Kan gini, kita biar menerangkan cepat,

kemudian ini selesai, hari ini ini sebenarnya sudah selesai. Akhirnya kita harus mencari metode. Jadi caranya dari materian sedikit ini kita bisa ngolor-ngolor mengolor dengan berbagai metode dan bagaimana dengan mengolor ini semakin mahal. Ini kan kita belajar lagi. Kalau dulu mungkin 6 bulan itu 1 bulan 1 materi.

Informant 2

Peneliti: Apakah sudah ada workshop tentang Deep Learning di MTs Al-Amiriyyah?

Mrs.Rnd: Ya, madrasah telah menyelenggarakan workshop mengenai Deep Learning. Workshop tersebut bertujuan untuk memberikan pemahaman kepada guru terkait konsep, prinsip, dan implementasi Deep Learning dalam pembelajaran. Menurut saya, Deep Learning sebenarnya tidak jauh berbeda dengan Kurikulum 2013 karena keduanya sama-sama menempatkan siswa sebagai pusat pembelajaran. Perbedaannya terletak pada istilah dan pengembangan pendekatan yang lebih menekankan aspek *Mindful Learning*, *Meaningful Learning*, dan *Joyful Learning*. Tujuan utamanya tetap sama, yaitu menciptakan pembelajaran yang membuat siswa lebih aktif dan mampu menghubungkan apa yang dipelajari di sekolah dengan kehidupan sehari-hari.

Peneliti: Bagaimana karakteristik siswa dalam pembelajaran Bahasa Inggris?

Mrs.Rnd: Karakter siswa dipengaruhi oleh banyak faktor seperti lingkungan keluarga dan kehidupan sehari-hari. Dalam pembelajaran Bahasa Inggris, minat siswa masih beragam karena Bahasa Inggris bukan bahasa pertama maupun bahasa kedua mereka. Namun, perkembangan teknologi saat ini membuat siswa menyadari pentingnya memahami Bahasa Inggris, sehingga antusiasme mereka terhadap pembelajaran sudah cukup baik meskipun masih perlu ditingkatkan.

Peneliti: Apa definisi Deep Learning menurut Ibu?

Mrs.Rnd: Berdasarkan berbagai workshop dan seminar yang saya ikuti, Deep Learning merupakan pendekatan yang sangat inovatif untuk memaksimalkan tujuan pembelajaran. Konsepnya sangat baik karena mendorong pembelajaran yang bermakna, menyenangkan, dan membuat siswa lebih sadar terhadap proses belajarnya. Namun, implementasinya di lapangan masih menghadapi berbagai tantangan, terutama keterbatasan media pembelajaran, fasilitas sekolah, serta akses internet yang tidak mudah dijangkau oleh siswa. Meskipun demikian, saya menilai bahwa konsep Deep Learning sangat baik dan sebenarnya sudah memiliki kesamaan dengan pendekatan yang diterapkan pada Kurikulum 2013, hanya saja saat ini dikembangkan dengan istilah dan strategi yang lebih terstruktur.

Peneliti: Bagaimana perencanaan pembelajaran dilakukan?

Mrs.Rnd: Dalam menyusun ATP, CP, maupun modul ajar, guru tidak bekerja sendiri. Kami memiliki forum MGMP yang digunakan untuk berdiskusi dan berbagi pengalaman dengan guru lain. Selain itu, dalam pelatihan juga disarankan untuk memanfaatkan teknologi AI sebagai alat bantu dalam menyusun perangkat pembelajaran, kemudian hasilnya disesuaikan kembali dengan kondisi dan kebutuhan siswa di madrasah.

Peneliti: Bagaimana implementasi Mindful, Meaningful, dan Joyful Learning?

Mrs.Rnd: Dalam penerapannya, guru berusaha menghubungkan materi dengan kehidupan nyata siswa. Misalnya, ketika membahas topik skincare, siswa diminta mengaitkan materi Bahasa Inggris dengan pengalaman mereka menggunakan produk tersebut dalam kehidupan sehari-hari. Hal ini menjadi bentuk *Meaningful Learning*.

Sementara itu, *Joyful Learning* diwujudkan melalui berbagai aktivitas yang sesuai dengan minat siswa, seperti menggambar, presentasi, diskusi kelompok, maupun praktik sederhana yang menyenangkan. Guru juga berusaha memberikan ruang kepada siswa untuk mengekspresikan kemampuan dan minat masing-masing sehingga mereka merasa lebih nyaman dalam belajar.

Peneliti: Bagaimana persepsi Ibu terhadap Deep Learning?

Mrs.Rnd: Saya menilai Deep Learning sangat penting, tidak hanya untuk pembelajaran Bahasa Inggris tetapi juga untuk semua mata pelajaran. Pendekatan ini membuat siswa lebih aktif dan terlibat dalam pembelajaran. Jika sebelumnya pembelajaran cenderung berpusat pada guru melalui metode ceramah, maka Deep Learning memberikan kesempatan kepada siswa untuk menjadi lebih komunikatif, atraktif, dan kritis. Siswa memperoleh ruang yang lebih besar untuk mengeksplorasi kemampuan mereka sehingga rasa ingin tahu dan motivasi belajar dapat berkembang dengan lebih baik.

Peneliti: Apa faktor pendukung implementasi Deep Learning?

Mrs.Rnd: Faktor pendukung utama berasal dari madrasah yang telah menyediakan workshop dan ruang diskusi bagi guru. Selain itu, adanya forum MGMP juga sangat membantu karena guru dapat saling berbagi pengalaman, berdiskusi, dan mencari solusi bersama terkait implementasi Deep Learning di kelas. Dukungan tersebut membuat guru lebih memahami konsep dan strategi penerapan Deep Learning dalam pembelajaran.

Peneliti: Apa saja tantangan yang dihadapi?

Mrs.Rnd: Tantangan terbesar adalah keterbatasan waktu, fasilitas, dan media pembelajaran. Dalam Deep Learning,

guru perlu melakukan asesmen yang lebih mendalam untuk memahami karakteristik dan kemampuan siswa, namun waktu pembelajaran yang tersedia hanya dua kali pertemuan dalam satu minggu sehingga proses tersebut belum dapat dilakukan secara maksimal. Selain itu, keterbatasan akses internet, proyektor, perangkat audio, dan media pembelajaran lainnya juga menjadi hambatan dalam pembelajaran Bahasa Inggris. Akibatnya, guru harus lebih kreatif memanfaatkan media sederhana dan sering kali menggunakan fasilitas pribadi untuk mendukung proses pembelajaran.

Peneliti: Apakah Deep Learning layak diterapkan secara berkelanjutan?

Mrs.Rnd: Menurut saya, Deep Learning sangat layak untuk diterapkan secara berkelanjutan. Pendekatan ini memiliki tujuan yang baik karena berfokus pada siswa dan mampu menciptakan pembelajaran yang lebih bermakna, aktif, dan menyenangkan. Namun, agar implementasinya dapat berjalan secara optimal, diperlukan peningkatan fasilitas pembelajaran, dukungan teknologi, serta inovasi yang terus dilakukan oleh guru dan pihak madrasah.

Informant 3

Peneliti: Bagaimana pemahaman Bapak/Ibu tentang konsep Deep Learning Approach (definisi & tujuan) dalam pembelajaran?

Mrs. Aby: Deep learning adalah pendekatan pembelajaran yang menekankan pada pemahaman mendalam terhadap materi, bukan sekadar menghafal informasi. Pendekatan ini mendorong peserta didik untuk mengaitkan pengetahuan baru dengan pengalaman atau pengetahuan sebelumnya, sehingga terbentuk pemahaman yang bermakna, kritis, dan aplikatif. Tujuan: Meningkatkan Pemahaman Konseptual, Mengembangkan Kemampuan Berpikir Kritis.

Peneliti: Apakah Ibu sudah menerapkan pendekatan Deep Learning dalam pembelajaran Bahasa Inggris? Bisa diceritakan?

Mrs. Aby: Sudah seperti beberapa kali mengaitkan dengan kehidupan nyata dan selalu memberikan word affirmationuntuk selalu memberikan reminder ke anak anak dan meng approach usaha anak anak.

Peneliti: Bagaimana langkah-langkah yang Bapak/Ibu lakukan saat merancang pembelajaran berbasis Deep Learning (pembuatan cp / atp / modul ajar)?

Mrs. **Aby**: Menggunakan AI dengan prompt yang jelas kemudian disesuaikan dengan administrasi di sekolah dan lingkungannya.

Peneliti: Metode atau model apa yang sering digunakan?

Mrs. Aby: Mix method sesuai dengan keadaan siswa, switch method.

Peneliti: Bagaimana Ibu mengintegrasikan unsur mindful, meaningful and joyful?

Mrs. **Aby:** Mindful: dengan memberikan word affirmation dan contoh video seberapa penting bahasa inggris. Meaningful: dengan mengaitkan kehidupan nyata (MBG, aktivitas di pesantren dan arah menuju ke sekolah)

Peneliti: Bagaimana siswa respon dan pemahaman pembelajaran dengan pendekatan tersebut?

Mrs. Aby: Respon siswa sangat happy dan merasa tidak terbebani meskipun student- centered dan dari pendampingan guru sangat memuaskan. Banyak peningkatan apalagi dalam ketika tidak memahami vocab mereka sudah bisa mencari di kamus oxford dan mereka memecahkan masalah dalam menerjemahkan di kamus

oxford, dan mereka merasa lebih enak menggunakan oxford daripada kamus lainnya meskipun menggunakan bahasa inggris dalam menerjemahkan.

BIOGRAPHY



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Riwayat Pendidikan

Jenjang Pendidikan	Tahun Masuk	Tahun Lulus	Nama Sekolah/ Perguruan Tinggi	Bidang Studi
TK	2006	2008	TK HASANUDDIN	-
MI	2009	2015	MI NU 1 KRADENAN	-
MTS	2016	2018	MTS AL-AMIRIYYAH	UNGGULAN BAHASA
SMA	2019	2021	SMA DARUSSALAM	SAINS
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