

Understanding the Implementation of Deep Learning Approach in English Teaching for SMA

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Abstract: Deep learning focuses on active engagement, critical analysis, and meaningful application of knowledge, moving beyond surface-level memorization to cultivate a deeper understanding of the language. Integrating mindful, meaningful, and joyful learning enhances this approach: Mindful Learning fosters self-awareness and reflection, helping students develop a deeper connection to their learning process. Meaningful Learning links language skills to real-world applications, ensuring relevance and practicality. Joyful Learning increases motivation and confidence through engaging, interactive, and enjoyable activities. This article is to elaborate the implementation of a deep learning approach in senior high school English language teaching, drawing from Marton & Säljö's (1976) framework. Advancements in AI, VR, and podcasts further support this approach by creating immersive and interactive learning experiences. This study highlights how a deep learning framework, when combined with these strategies, transforms English classrooms into dynamic and student-centered environments. Findings suggest that this holistic method enhances language proficiency, critical thinking, creativity, and cross-cultural communication, equipping students with essential skills for academic and professional success. By adopting these strategies, educators can move beyond traditional methods and foster an engaging, reflective, and impactful learning experience, inspiring students to develop a lifelong passion for mastering English.

Keywords: *Deep Learning, Mindful, Meaningful, and Joyful Learning, Educational Approaches Introduction*

A. Introduction

Abdul Mukti, the Indonesian Minister of Primary and Secondary Education, emphasizes a "deep learning"¹ approach that integrates three key components: **mindful learning**, **meaningful learning**, and **joyful learning**. However, studies focusing on the understanding and application of deep learning technology in English language teaching at the senior high school level—particularly in Indonesia—remain limited. **Mindful Learning** focuses on fostering students' active engagement and awareness during the learning process² Educators are encouraged to recognize and respect the unique learning styles and thought processes of each student. By being attentive to these individual differences, teachers can create an environment where students are fully present and actively involved in their education. **Meaningful Learning** involves connecting new information to students' prior knowledge, making learning experiences relevant and contextual³. This approach encourages critical thinking and problem-solving skills by linking

¹ Wahyuni, 2024, Gambaran Kurikulum Baru dari Mendikdasmen Abdul Mu'ti : Mendalam (Deep Learning), Bermakna (Meaningful Learning), dan Menyenangkan (Joyful Learning), Jumat, 8 November 2024 | 05:02 WIB, Website: www.melintas.id Online: <https://www.melintas.id/pendidikan/345287905/gambaran-kurikulum-baru-dari-mendikdasmen-abdul-muti-mendalam-deep-learning-bermakna-meaningful-learning-dan-menyenangkan-joyful-learning>.

² Santi et. al., 2024, Mindful Learning: Mindfulness Practice Matters for Students on the Quality of Learning in the Classroom, International Journal of Science and Applied Science: Conference Series Int. J. Sci. Appl. Sci.: Conf. Ser., Vol. 8 No. 2 (2024) P-ISSN: 2549-4635 E-ISSN: 2549-4627 <https://jurnal.uns.ac.id/ijssacs> doi: <https://doi.org/10.20961/ijssacs.v8i2.95098> Online: <https://jurnal.uns.ac.id/ijssacs/article/view/95098/47640>.

³ Stylianos Mystakidis, 2021, Deep Meaningful Learning, Encyclopedia 1(3):988-997, September 2021 Doi:

educational content to real-world applications. For example, integrating project-based learning that relates to students' local environment can enhance the significance of the material being taught. **Joyful Learning** aims to create an enjoyable and motivating educational environment⁴. Incorporating elements such as arts integration, game-based activities, and scaffolded learning can foster emotional engagement and improve knowledge retention. When students find joy in learning, they are more likely to be motivated and achieve better academic outcomes.

English language education in senior high schools should go beyond rote memorization and passive learning. A deep learning approach, combined with mindful learning, meaningful learning, and joyful learning, can significantly enhance students' engagement, comprehension, and language proficiency. This article explores how these principles can be integrated into English language teaching to create a more effective, engaging, and student-centered learning experience.

The urgency of this study arises from the rapid global shift toward AI-enhanced education and the increasing emphasis on 21st century skills including communication, collaboration and critical thinking-skill that can be fostered through innovative, technology-enhanced instruction.

"Deep Learning Approach with Mindful, Meaningful, and Joyful Learning in Senior High School English Language Teaching" represents an innovative approach to education that focuses on holistic development, combining cognitive, emotional, and social growth. This curriculum framework aims to foster students who are not only academically proficient but also emotionally intelligent, socially responsible, and personally fulfilled. The curriculum is designed to provide a well-rounded and enriching learning experience that goes beyond traditional educational models by prioritizing mindfulness, meaningful learning, and joyful engagement. This study is aimed to understand the Implementation: Deep Learning Approach with Mindful, Meaningful, and Joyful Learning in Senior High School English Language Teaching

B. Methodology

This article adopts a conceptual and literature-based approach to explore the integration of deep learning technologies in English language teaching (ELT) at the senior high school (SMA) level in Indonesia. The analysis is grounded in a critical review of existing literature on artificial intelligence in education, deep learning in language instruction, and the principles of mindful, meaningful, and joyful learning. Sources include academic journals, conference papers, educational policy documents, and AI integration frameworks. Rather than presenting empirical data, this article synthesizes key insights and identifies conceptual gaps to build a foundation for future research and practice. This study used a qualitative descriptive method to explore how the deep learning approach—integrating mindful, meaningful, and joyful learning—is implemented in English teaching at the senior high school (SMA) level.

<https://doi.org/10.3390/Encyclopedia1030075> Online: https://www.researchgate.net/publication/354686975_Deep_Meaningful_Learning
⁴ Sufiani Sufiani & Marzuki Marzuki, 2021, Joyful Learning: Strategi Alternatif Menuju Pembelajaran Menyenangkan, Zawiyah
Jurnal Pemikiran Islam 7(1):121 July 2021 Doi: <https://doi.org/10.31332/zjpi.v7i1.2892> Online:
https://www.researchgate.net/publication/353641382_Joyful_Learning_Strategi_Alternatif_Menuju_Pembelajaran_Menyenangkan.

C. Deep Learning as an Educational Approach

The concept of deep learning in education was introduced by Ference Marton and Roger Säljö in 1976. They distinguished between two primary learning approaches:

- a. **Deep Learning** – Students aim to understand concepts meaningfully, linking new information to prior knowledge.
- b. **Surface Learning** – Students focus on memorization without fully understanding the material, often just to pass exams.

Key Characteristics of Deep Learning

According to Marton and Säljö, deep learning involves:

1. Understanding over memorization – Learners seek to grasp concepts, not just recall facts.
2. Critical thinking and analysis – Students evaluate, question, and apply knowledge.
3. Active engagement – Learners connect ideas across subjects and real-world contexts.
4. Intrinsic motivation – Learning is driven by curiosity rather than external rewards (e.g., grades).

Deep vs. Surface Learning Example ⁵

Consider a student learning about global warming:

- Surface Learner: Memorizes the definition and key facts without deeper comprehension.
- Deep Learner: Analyzes causes, studies scientific evidence, and explores solutions (Khong, et al. 2024).

Applications of Deep Learning in Education⁶

Modern educational methods incorporate deep learning through:

- Project-Based Learning (PBL) – Encouraging real-world problem-solving.
- Inquiry-Based Learning – Promoting questions and exploration.
- Collaborative Learning – Engaging in discussions and teamwork.

D. Deep Learning Approach in artificial intelligence (AI) ⁷

The deep learning approach in artificial intelligence (AI)⁸ was pioneered by Geoffrey Hinton, along with Yann LeCun and Yoshua Bengio. These three researchers are often referred to as the “*Godfathers of Deep Learning*” for their contributions to neural network research.

Key Contributions:

- a. Geoffrey Hinton – Developed the backpropagation algorithm for training deep neural networks and introduced deep belief networks.
- b. Yann LeCun – Created Convolutional Neural Networks (CNNs), widely used in image recognition.
- c. Yoshua Bengio – Worked on natural language processing (NLP) and reinforcement learning applications in deep learning.⁹

Their work laid the foundation for modern AI applications, such as self-driving cars, facial

⁵ Michael D. Meeks, et al., 2013, Deep vs. Surface Learning: An Empirical Test of Generational Differences, International Journal of Education and Research Vol. 1 No. 8 August 2013 Online: <https://www.ijern.com/journal/August-2013/01.pdf>

⁶ Yann LeCun, Yoshua Bengio, & Geoffrey Hinton, 2015, Deep learning NATURE | VOL 521 | 28 MAY 2015 REVIEW© 2015 Macmillan Publishers Limited. All rights reserved doi: <https://doi.org/10.1038/nature14539> Online: <https://www.cs.toronto.edu/~hinton/absps/NatureDeepReview.pdf>

⁷ Richard Socher, 2014, Deep Learning for NLP (without Magic) with a big thank you to Chris Manning and Yoshua Bengio, Online: <http://lxmls.it.pt/2014/socher-lxmls.pdf>

⁸ Cichocki, A, et al., 2018, Deep Learning: Theory and Practice, Bulletin of the Polish Academy of Sciences, Technical Sciences 66(No 6 (Special Section on Deep Learning: December 2018, Theory and Practice)):757-759 DOI: [HTTPS://doi.org/10.24425/bpas.2018.125923](https://doi.org/10.24425/bpas.2018.125923) Online: https://www.researchgate.net/publication/330899632_Deep_learning_Theory_and_practice

⁹ Yang Yang Zhiyan Shi, 2024, Application of Deep Learning Technology in English Practical Teaching, Journal of Electrical Systems 20(3s):1897-1906, March 2024 DOI: <https://doi.org/10.52783/jes.1729> Online: https://www.researchgate.net/publication/379676102_Application_of_Deep_Learning_Technology_in_English_Practical_Teaching

recognition, and large language models like GPT.

E. Enhancing Deep Learning in English for Senior High School through Mindful, Meaningful, and Joyful Learning

The deep learning approach by Marton & Säljö (1976)¹⁰ focuses on understanding concepts deeply, making connections, and applying knowledge critically. When combined with mindful, meaningful, and joyful learning, it creates a more engaging, effective, and enjoyable English learning experience for senior high school students.

a. Applying Deep Learning in English Language Learning

Deep learning in language education focuses on developing critical thinking, creativity, and problem-solving skills rather than merely recalling information. This approach encourages students to understand the deeper meaning of texts, communicate effectively, and apply their knowledge in real-world contexts.

A deep learning environment fosters:

- Higher-order thinking skills (analyzing, synthesizing, and evaluating texts).
- Engagement in authentic communication (debates, storytelling, creative writing).
- Connections between learning and real-life experiences (project-based learning, cultural discussions).

In an English classroom, deep learning means students:

- Develop critical reading and thinking skills rather than just memorizing vocabulary.
- Engage in real-world communication, using English meaningfully.
- Reflect on their own learning process to improve their understanding.
- Apply English skills in creative and practical ways, such as debates or storytelling.

However, for students to truly engage in deep learning, they need to be mindful, find meaning, and enjoy the learning process.

- ❖ To achieve deep learning, teachers can integrate mindful, meaningful, and joyful learning strategies into their curriculum

b. Combining Deep Learning with Mindful, Meaningful, and Joyful Learning¹¹

a) Mindful Learning in English (Awareness and Focus)

Mindful learning emphasizes awareness, reflection, and self-regulation in the learning process. In an English class, students become conscious of how they learn, process information, and develop language skills.¹²

Strategies for Mindful Learning

1. Mindful Reading – Encouraging students to pause while reading and reflect on the meaning, themes, and new vocabulary.
2. Active Listening Exercises – Using podcasts, speeches, or songs where students focus on

¹⁰ Marton, F., and R. Saljo 1976, ON QUALITATIVE DIFFERENCES IN LEARNING—II OUTCOME AS A FUNCTION OF THE LEARNER'S CONCEPTION OF THE TASK, *British Journal of Educational Psychology* Volume 46, Issue 2 p. 115-127, First published: June 1976 DOI: <https://doi.org/10.1111/j.2044-8279.1976.tb02304.x> Online: <https://bpspsychub.onlinelibrary.wiley.com/doi/abs/10.1111/j.2044-8279.1976.tb02304.x>

¹¹ F Feriyanto, Deka Anjariyah, 2024, Deep Learning Approach Through Meaningful, Mindful, and Joyful Learning: A Library Research, *Electronic Journal of Education Social Economics and Technology* 5(2):208-212, October 2024 DOI: <https://doi.org/10.33122/ejeset.v5i2.321> Online: https://www.researchgate.net/publication/388592398_Deep_Learning_Approach_Through_Meaningful_Mindful_and_Joyful_Learning_A_Library_Research

¹² Lubis, M. A., Karim, K., Klean, A., Fiyul, A. Y., & Latifah, N. (2024). Exploring Mindful Teaching Practices: Strategies for Enhancing Early Childhood Education. *Global International Journal of Innovative Research*, 2(8). DOI: <https://doi.org/10.59613/global.v2i8.273> Retrieved from <https://globalus.mellbaou.com/index.php/global/article/view/273> online: https://www.researchgate.net/publication/383679770_Exploring_Mindful_Teaching_Practices_Strategies_for_Enhancing_Early_Childhood_Education

pronunciation, tone, and emotions.

3. Metacognitive Strategies – Teaching students to set goals, monitor their progress, and self-assess their learning through journals or reflective essays.
4. Breathing and Concentration Activities – Short meditation sessions before language tasks to enhance focus and reduce anxiety.

➤ **The aims:**

- ✓ Encourages students to be fully present and engaged during lessons.
- ✓ Helps students develop self-awareness about their strengths and weaknesses in English.
- ✓ Reduces anxiety in speaking and writing through relaxation and confidence-building activities.

❖ **Example:**

Before starting a discussion, students practice mindful listening, focusing fully on what others say without interruption. This helps them improve comprehension and speaking skills.

b) **Meaningful Learning in English (Real-Life Connection)**¹³

Meaningful learning occurs when students relate new information to their personal experiences and real-world contexts. In English language education, this means engaging students in authentic and relevant communication activities.

Strategies for Meaningful Learning¹⁴

1. Project-Based Learning (PBL) – Assigning projects where students research global issues and present findings in English.
2. Contextualized Writing Tasks – Writing emails, blogs, and social media posts related to students' interests.
3. Real-World Discussions and Debates – Encouraging students to express their opinions on social and cultural topics.
4. Cultural Exchange Activities – Connecting students with native speakers or international peers for language immersion.

➤ **The aims:**

- ✓ Connects English learning to students' personal interests and real-world situations.
- ✓ Encourages critical analysis of texts instead of just memorizing grammar rules.
- ✓ Uses English as a tool for expression and problem-solving.

❖ **Example:**

Instead of just learning grammar rules, students analyze social media posts, news articles, or advertisements to discuss language use in real life. They also write essays on topics they care about, like climate change or mental health.

c) **Joyful Learning in English (Engagement and Motivation)**¹⁵

Joyful learning ensures that students enjoy the learning process through interactive, creative, and gamified activities. A fun and engaging classroom increases motivation, retention, and confidence in language learning.

¹³ Hung Phu Bui, 2019, Meaningful Learning and Its Implications for Language Education in Vietnam Journal of language and Education 5(1):98-102, March 2019,m DOI: <https://doi.org/10.17323/2411-7390-2019-5-1-98-102> Online: https://www.researchgate.net/publication/332115985_Meaningful_Learning_and_Its_Implications_for_Language_Education_in_Vietnam

¹⁴ José G Vargas-Hernández, Omar C. Vargas-González, 2022, Strategies for meaningful learning in higher education, Journal of Research in Instructional 2(1):47-64, June 2022 DOI: <https://doi.org/10.30862/jri.v2i1.41> online: https://www.researchgate.net/publication/361706681_Strategies_for_meaningful_learning_in_higher_education

¹⁵ Ida Yeni Rahmawati, Betty Yulia Wulansari, Nurtina Irsad Rusdiani, Ayu Pujiati, Siti Khoiril Bariyah, 2024, Joyful Learning Approach in Increasing Motivation to Learn English in Middle School Students of San Fabian, Philippines ELITE: English and Literature Journal Volume 11 Number 1 June 2024 Page 63-73 Print ISSN: 2355-0821, Online ISSN: 2580-5215 Doi: <https://doi.org/10.24252/elite.v11i1.46175> Online: https://www.researchgate.net/publication/382160015_JOYFUL_LEARNING_APPROACH_IN_INCREASING_MOTIVATION_TO_LEARN_ENGLISH_IN_MIDDLE_SCHOOL_STUDENTS_OF_SAN_FABIAN_PHILIPPINES

Strategies for Joyful Learning ¹⁶

1. Drama and Role-Playing – Acting out real-life situations to improve fluency and communication skills.
2. Storytelling and Digital Storytelling – Encouraging students to create and share their own narratives using multimedia tools.
3. Gamification – Using apps, interactive quizzes, and language games to reinforce vocabulary and grammar.
4. Music and Poetry – Incorporating songs and poetry analysis to make learning enjoyable.

The aims:

- ✓ Creates a fun and stress-free learning environment to encourage participation.
- ✓ Uses interactive and creative activities like games, role-plays, and storytelling.
- ✓ Promotes collaborative learning through group projects and discussions.

❖ Example:

Students perform a short drama based on a novel or short story they have read. This makes literature more engaging while improving pronunciation, intonation, and confidence in speaking English.

c. Practical Implementation in an English Senior High School Class

Table 1. Lesson Topic: Improving Speaking and Writing Skills through Deep Learning

Stage	Approach	Example Activity
Mindful Learning	Awareness & focus	Students practice deep breathing before a speaking activity to reduce nervousness and focus on pronunciation.
Meaningful Learning	Real-world relevance	Students analyze social media trends and write opinion essays on how language shapes online culture.
Joyful Learning	Fun & engaging methods	Students play word games, conduct peer interviews, or create podcasts in English.
Deep Learning	Critical thinking & connection	Students discuss the deeper meaning of a poem or debate on an ethical issue using persuasive language.

Source: Data processed by the researcher

Implementing These Approaches in the English Curriculum¹⁷

To effectively implement deep learning with mindful, meaningful, and joyful learning, educators can adopt the following steps:

1. Lesson Planning – Design lessons that balance deep learning tasks with engaging and reflective activities.
2. Student-Centered Assessment – Move beyond traditional exams by incorporating portfolios, presentations, and collaborative projects.
3. Technology Integration – Utilize AI-powered language tools, VR simulations, and interactive platforms for immersive learning.
4. Teacher as a Facilitator – Shift from traditional lecturing to guiding students through

¹⁶ Agus Fathoni Prasetyo Siti Nurjanah, Qoridatul Mu'awanah, 2020, The Effect of Joyful Learning Strategies on Student Activeness in the Fiqh Learning Process in Class V MI Pengaruh Strategi Joyful Learning Terhadap Keaktifan Siswa Pada Proses Pembelajaran Fiqih di Kelas V MI , Madrosatuna: Journal of Islamic Elementary School Vol 4 No 2 (2020): October, 75-82 Articles Online: <https://madrosatuna.umsida.ac.id/index.php/Madrosatuna/article/view/943/1210?download=pdf>

¹⁷ Gülçin Çeliker Ercan, Zühal ÇUBUKÇU, 2023, Curriculum Implementation Approaches of Secondary School English Teachers: A Case Study, Kastamonu Eğitim Dergisi March 2023, DOI: <https://doi.org/10.24106/KEFDERGI-2021-0006> Online: https://www.researchgate.net/publication/372597020_Curriculum_Implementation_Approaches_of_Secondary_School_English_Teachers_A_Case_Study

discovery-based and interactive learning.

d. Why This Combination Works Best

➤ the process enjoyable, reducing fear and frustration.

❖ Example of Success:

Instead of memorizing Shakespearean sonnets, students create their own modern poems, reflecting on emotions and experiences. This deepens their understanding of poetic structure while making learning personal and Deep learning ensures students truly understand and apply English skills.

➤ Mindful learning helps students stay engaged and confident.

➤ Meaningful learning makes English relevant to their lives.

Joyful learning makes enjoyable.

F. Senior High School English Curriculum¹⁸

English language education in senior high schools should not be limited to grammar drills and rote memorization. To enhance student engagement, critical thinking, and real-world application, teachers should implement a deep learning approach supported by mindful, meaningful, and joyful learning strategies. This article expands on how these principles can be integrated into curriculum planning, assessment methods, and classroom activities to create a transformative learning experience.

1. Curriculum Planning: Designing a Holistic Learning Experience¹⁹

A well-structured English language curriculum incorporating deep learning must include the following components:

A. Core Skills Development

The curriculum should focus on the four essential language skills:

1. Reading – Engaging with diverse texts, from literature to real-world articles.
2. Writing – Producing essays, reports, and creative works.
3. Speaking – Encouraging discussions, presentations, and debates.
4. Listening – Developing comprehension through podcasts, speeches, and interactive media.

B. Thematic Learning for Meaningful Contexts

Instead of teaching language in isolation, lessons should be designed around themes relevant to students' lives and global issues. Examples:

- Social Media & Digital Communication – Writing blog posts, analyzing social media language.
- Environmental Issues – Discussing sustainability and writing persuasive essays.
- Cultural Diversity – Exploring global literature and discussing cultural idioms.
- Future Careers & Innovation – Practicing professional English for workplace communication.

C. Integration of 21st-Century Skills

A deep learning English curriculum should incorporate:

- Critical Thinking – Analyzing different perspectives in articles and debates.
- Creativity – Writing short stories, poetry, and multimedia projects.
- Collaboration – Group research projects and peer reviews.

¹⁸ Emmanuel Manalo, 2020 DEEPER LEARNING, DIALOGIC LEARNING, AND CRITICAL THINKING Research-based Strategies for the Classroom, First published 2020 by Routledge, Routledge is an imprint of the Taylor & Francis Group, an informa business © 2020 selection and editorial matter, Emmanuel Manalo; Online: <https://pustaka.teknokrat.ac.id/repository/flfaafc27b1efc1f1490ac0680f93ff5.pdf>

¹⁹ Wang, J. (2023). An Empirical Studying: Blended Teaching Design Based on Deep Learning. *Creative Education*, 14, 508-517. DOI: <https://doi.org/10.4236/ce.2023.143035> Online: https://www.scirp.org/pdf/ce_2023032016325227.pdf

- Digital Literacy – Using AI-powered tools, multimedia presentations, and online discussions.

2. Assessment Methods: Moving Beyond Traditional Testing

Assessment in deep learning should focus on understanding and application rather than memorization. The following assessment methods can be used:

A. Formative Assessment (Continuous and Reflective Learning)

- Student Portfolios – Collecting essays, journals, and creative works.
- Peer and Self-Assessment – Encouraging students to evaluate their own progress.
- Exit Tickets – Quick reflections on what students learned each day.

B. Summative Assessment (Performance-Based Evaluations)

- Project-Based Assessments – Instead of a grammar test, students create podcasts, presentations, or digital magazines.
- Speaking Tests through Role-Play – Acting as journalists, interviewers, or business professionals.
- Thematic Essays – Writing about personal experiences, global issues, or literature analysis.

C. Alternative Assessments for Different Learning Styles

- Visual Learners – Infographics, posters, or digital storytelling.
- Auditory Learners – Podcast creation or spoken poetry.
- Kinesthetic Learners – Drama performances, debate competitions.

3. Classroom Activities: Applying Mindful, Meaningful, and Joyful Learning

A. Mindful Learning Activities (Enhancing Focus and Reflection)

1. Mindful Reading and Listening
 - Students pause and reflect on emotions, cultural perspectives, and key messages in texts or audio.
 - Example: Reading "The Alchemist" and discussing personal growth themes.
2. Goal-Setting and Self-Reflection Journals
 - Students set personal learning goals (e.g., improving vocabulary) and reflect on progress weekly.
3. Meditative Speaking Exercises
 - Practicing pronunciation with mindful breathing and tone modulation techniques.

B. Meaningful Learning Activities (Connecting Knowledge to Real Life)

1. Real-World Writing Assignments
 - Writing emails, job applications, resumes, or opinion articles for real-life scenarios.
2. Debates on Social Issues
 - Example: "Should AI-generated content be allowed in academic writing?"
3. Project-Based Learning (PBL) Assignments
 - Students create a video documentary about local culture using English narration.
 - Researching and presenting solutions to a community problem (e.g., environmental conservation).
4. Cultural Exchange Projects
 - Virtual discussions with students from other countries via video conferencing.

C. Joyful Learning Activities (Engaging and Motivating Students)

1. Drama and Role-Playing
 - Acting out classic literature (e.g., "Romeo and Juliet") or real-life situations (e.g., job interviews).
2. Gamification of Grammar and Vocabulary

- Using online quiz platforms like Kahoot! and Quizizz to make learning fun.
- 3. Storytelling and Digital Storytelling
 - Students create animated stories using Canva, Storybird, or Adobe Spark.
- 4. Music and Poetry Integration
 - Analyzing song lyrics and writing poetry inspired by personal experiences.

4. Technology Integration: Enhancing Deep Learning through Digital Tools ²⁰

A. AI and Interactive Learning Tools

- ChatGPT or Grammarly for writing assistance and feedback.
- Speech-to-Text Tools (e.g., Google's Voice Typing) to improve pronunciation.

B. Virtual Reality (VR) and Augmented Reality (AR) for Immersive Learning

- VR storytelling: Virtual tours of historical locations related to English literature.
- AR Language Apps: Interactive grammar games that use augmented reality.

C. Online Collaboration and Publishing

- Students publish essays or blogs on Medium, WordPress, or class websites.

5. Teacher’s Role: Facilitating Deep Learning

Teachers should shift from being mere lecturers to facilitators of student-centered learning. Key roles include:

- Guide and Coach – Encouraging students to ask questions, research, and explore.
- Feedback Provider – Giving constructive feedback instead of just grading assignments.
- Role Model – Demonstrating lifelong learning by reading, discussing, and creating alongside students.

G. Lesson Plan Samples

Lesson Plan Samples for Deep Learning with Mindful, Meaningful, and Joyful Learning in English Language Education ²¹

Below are three detailed lesson plans that incorporate deep learning principles with mindful, meaningful, and joyful learning strategies in reading, writing, and speaking activities for senior high school students.

Table 2. Lesson Plan Sample 1 ²²

Lesson Plan 1	: Deep Reading with Mindful Reflection
Topic	: Understanding Themes and Perspectives in Short Stories
Skills Focus	: Reading Comprehension, Critical Thinking, Reflection
Objectives	: By the end of the lesson, students will be able to: <ol style="list-style-type: none"> 1. Analyze the deeper meaning and themes of a short story. 2. Reflect on personal experiences related to the story’s themes. 3. Discuss interpretations and perspectives in a mindful manner.
Materials Needed	<ul style="list-style-type: none"> ➢ Short story: “The Necklace” by Guy de Maupassant ➢ Mindfulness prompts (e.g., “How does this story relate to your life?”) ➢ Graphic organizer for character analysis
Lesson	1. Mindful Learning (Pre-Reading Activity) – 10 minutes

²⁰ Lurong Sun(B), Jianing Wang, Dan Gong, and Nana Jiang, 2023, The Effectiveness of Implementing Deep Learning Activities in a Blended Learning Perspective Based on Big Data Analysis, © The Author(s) 2023 C. F. Peng et al. (Eds.): EIMT 2022, AHSSEH 3, pp. 29–37, 2023. DOI: https://doi.org/10.2991/978-94-6463-012-1_5 Online: <https://www.atlantis-pess.com/article/125977667.pdf>

²¹ Dilara Yılmaz Can, Kocaeli University, Ceyda Şensin, 2024, From AI-Generated Lesson Plans to the Real-Life Classes: Explored by Pre-Service Teachers, Conference: 10th International Conference on Higher Education Advances (HEAd’24)At: Valencia, Spain, June 2024 DOI: <https://doi.org/10.4995/HEAd24.2024.17060> Online: https://www.researchgate.net/publication/381663266_From_AI-Generated_Lesson_Plans_to_the_Real-Life_Classes_Explored_by_Pre-Service_Teachers

²² Health Smart Virginia, 2020, Sample Lesson Plan Grade 9 - SE-16 Mental Wellness/ Social Emotional Skills 2020 Virginia SOLs Grade 9 Sample Lesson Plan: What’s Up With Mindfulness? Online: https://healthsmartva.org/uploads/rtditor/file/gr9-se-16-mindfulness_rev2021.pdf

Activities	<ul style="list-style-type: none"> ➤ Begin with a mindful reflection: <ul style="list-style-type: none"> ○ Students close their eyes and visualize a time when they faced unexpected consequences in their life choices. ○ Ask: "What emotions did you feel? How did you deal with the situation?" <hr/> <ul style="list-style-type: none"> ➤ Students read "The Necklace" in pairs or small groups. <ul style="list-style-type: none"> ✓ They use a graphic organizer to track character development and key themes. ✓ Pause at key moments in the story for discussion: <ul style="list-style-type: none"> ○ "What do you think will happen next?" ○ "How would you react in Mathilde's situation?" <hr/> <p>3. Joyful Learning (Post-Reading Discussion & Creative Response) – 30 minutes</p> <ul style="list-style-type: none"> ➤ Debate Activity: Was Mathilde a victim of fate or her own choices? ➤ Creative Writing Task: Students write a letter from Mathilde's perspective, reflecting on her experience and what she would have done differently.
Assessment	<ul style="list-style-type: none"> ➤ Student reflection journals (Did the story change your perspective on materialism and happiness?) ➤ Debate participation (Critical thinking and engagement) ➤ Letter writing quality (Creativity and expression)

Source: Data processed by the researcher

Table 3. Lesson Plan Sample 2

Lesson Plan 2	: Writing for Real-World Application
Topic	: Crafting Persuasive Arguments on Social Issues
Skills Focus	: Persuasive Writing, Argument Development, Public Speaking
Objectives	: By the end of the lesson, students will be able to: <ol style="list-style-type: none"> 1. Write a persuasive essay on a relevant social issue. 2. Present their arguments confidently in a class discussion. 3. Use rhetorical devices effectively.
Materials Needed	<ul style="list-style-type: none"> ➤ Sample opinion articles (e.g., on climate change, AI, or social media influence) ➤ Persuasive writing rubric ➤ Chart paper for group brainstorming
Lesson Activities	<p>1. Mindful Learning (Engagement & Awareness) – 10 minutes</p> <ul style="list-style-type: none"> ➤ Quote Reflection: Display the quote, "The pen is mightier than the sword." ➤ Students free-write for 5 minutes about how words influence society. ➤ Discuss personal experiences where words (e.g., speeches, social media, debates) impacted their views. <hr/> <p>2. Meaningful Learning (Writing Task) – 30 minutes</p> <ul style="list-style-type: none"> ➤ Students choose a topic (e.g., "Should social media be regulated?"). ➤ Using a persuasion map, they outline: <ul style="list-style-type: none"> ○ Their thesis statement ○ Three supporting arguments ○ Counterarguments and rebuttals ➤ Peer Review: Pairs provide feedback before finalizing essays.

	<p>3. Joyful Learning (Class Debate & Presentation) – 30 minutes</p> <ul style="list-style-type: none"> ➤ Groups present their arguments in a mini-debate. ➤ Audience gives constructive feedback using positive reinforcement. ➤ The best persuasive speech is performed in front of the school or recorded as a podcast.
Assessment	<ul style="list-style-type: none"> ➤ Quality of persuasive essays (Logic, structure, argument strength) ➤ Oral presentation skills (Confidence, clarity, persuasion) ➤ Peer evaluation (Constructive feedback)

Source: Data processed by the researcher

Table 4. Lesson Plan Sample 3

Lesson Plan 3	: Speaking through Drama & Role-Playing
Topic	: Practicing Conversational English through Role-Play
Skills Focus	: Speaking Fluency, Pronunciation, Spontaneous Conversation
Objectives	: By the end of the lesson, students will be able to: <ol style="list-style-type: none"> 1. Engage in real-life English conversations with confidence. 2. Use appropriate tone, expressions, and gestures. 3. Apply language skills in spontaneous role-play scenarios.
Materials Needed	<ul style="list-style-type: none"> ➤ Role-play cue cards (e.g., “Ordering at a restaurant,” “Job interview,” “Doctor-patient dialogue”) ➤ Background music for storytelling mood ➤ Props (e.g., menus, microphones)
Lesson Activities	<p>1. Mindful Learning (Warm-up Activity) – 10 minutes</p> <ul style="list-style-type: none"> ➤ Breathing exercises to reduce nervousness before speaking. ➤ Self-affirmation activity: Students write a positive note about their English-speaking skills. <hr/> <p>2. Meaningful Learning (Role-Playing Activity) – 30 minutes</p> <ul style="list-style-type: none"> ➤ Students draw a scenario card and act out the conversation. ➤ Focus on expressions, intonation, and confidence. ➤ Example scenarios: <ul style="list-style-type: none"> ○ A traveler asking for directions in a foreign country. ○ A student explaining a cultural tradition to a foreign friend. <hr/> <p>3. Joyful Learning (Improvisation & Storytelling) – 30 minutes</p> <ul style="list-style-type: none"> ➤ Improv Game: Students create spontaneous dialogues with random words given by the teacher. ➤ Dramatic Performance: Groups reenact a scene from a famous movie or play. ➤ Fun Challenge: "Talk for 1 Minute" (Students pick a random topic and speak for 60 seconds).
Assessment	<ul style="list-style-type: none"> ➤ Fluency and Pronunciation (Clear, natural speech) ➤ Creativity in Role-Playing (Engagement and originality) ➤ Confidence and Interaction (Willingness to participate)

Source: Data processed by the researcher

H. Advanced Lesson Plans ²³

Advanced Lesson Plans: Deep Learning in English Education Using AI & Interactive Methods. Here are three technology-integrated lesson plans that incorporate AI tools, VR, and multimedia to enhance English learning through mindful, meaningful, and joyful approaches.

²³ Brenda Stein Dzaldov, 2018, Inspiring Meaningful Learning, 6 Steps To Creating Lessons That Engage Students In Deep Learning, Pembroke Publishers © 2018 Inspiring Meaningful Learning By Brenda Stein Dzaldov Isbn 978-1-55138-334-7 Online: <https://www.pembrokepublishers.com/Data/Tools/Inspiring%20meaningful%20learning%20sampler.Pdf>

Table 5. Lesson Plan Sample 4

Lesson Plan 4	: AI-Assisted Creative Writing
Topic	: Storytelling with AI & Chat GPT
Skills Focus	: Writing, Creativity, Vocabulary Expansion
Objectives	: By the end of the lesson, students will be able to: <ol style="list-style-type: none"> 1. Use AI to generate creative writing prompts. 2. Develop a structured short story with strong character development. 3. Improve vocabulary and sentence structure through AI feedback.
Materials Needed	<ul style="list-style-type: none"> ➤ AI tools (ChatGPT, Quillbot, Grammarly) ➤ Google Docs for collaborative writing ➤ Story map templates
Lesson Activities	<p>1. Mindful Learning (Warm-up & Idea Generation) – 10 minutes</p> <ul style="list-style-type: none"> ➤ Students close their eyes and imagine a dream or childhood memory. ➤ They use ChatGPT to generate a creative writing prompt based on their thoughts. ➤ Discussion: "What emotions and themes can you explore in your story?" <hr/> <p>2. Meaningful Learning (Writing Process) – 30 minutes</p> <ul style="list-style-type: none"> ➤ Step 1: Students draft their story using a structured outline (Introduction, Conflict, Climax, Resolution). ➤ Step 2: They use AI tools for vocabulary suggestions & grammar improvements. ➤ Step 3: Peer review using Google Docs comments <hr/> <p>3. Joyful Learning (AI Storytelling Battle) – 30 minutes</p> <ul style="list-style-type: none"> ➤ Students present their stories in a storytelling circle. ➤ AI-generated illustrations (using DALL-E or Canva) to visualize their scenes. ➤ Fun Challenge: Students ask AI to create an alternate ending for their peer’s story and vote for the most creative one.
Assessment	<ul style="list-style-type: none"> ➤ Story originality and depth ➤ Effective use of AI tools for improvement ➤ Engagement in storytelling and feedback

Source: Data processed by the researcher

Table 6. Lesson Plan Sample 5

Lesson Plan 5	: Virtual Reality (VR) for Public Speaking
Topic	: Overcoming Stage Fright with VR Simulations
Skills Focus	: Speaking Confidence, Pronunciation, Public Speaking
Objectives	: By the end of the lesson, students will be able to: <ol style="list-style-type: none"> 1. Deliver a structured speech confidently. 2. Improve pronunciation and eye contact. 3. Reduce speaking anxiety through VR practice.
Materials Needed	<ul style="list-style-type: none"> ➤ VR headsets with public speaking apps (e.g., VirtualSpeech, ENGAGE VR) ➤ Speech cue cards ➤ Recording tools for self-evaluation
Lesson Activities	<p>1. Mindful Learning (Relaxation & Positive Affirmations) – 10 minutes</p> <ul style="list-style-type: none"> ➤ Deep breathing exercise to calm nerves. ➤ Self-affirmation journal: “I am a confident speaker because...”

	<p>2. Meaningful Learning (Speech Preparation) – 30 minutes</p> <ul style="list-style-type: none"> ➤ Students write a 2-minute speech (topics: self-introduction, social issues, book review). ➤ Practice in small groups, focusing on eye contact and tone
	<p>3. Joyful Learning (VR Speech Challenge) – 30 minutes</p> <ul style="list-style-type: none"> ➤ Step 1: Students deliver their speech in a VR public speaking simulation. ➤ Step 2: AI analyzes tone, pace, and filler words. ➤ Step 3: Class votes on the most engaging speaker.
Assessment	<ul style="list-style-type: none"> ➤ AI feedback on speech clarity & confidence ➤ Improvement in eye contact and pronunciation ➤ Student reflection on speech anxiety progress

Source: Data processed by the researcher

Table 7. Lesson Plan Sample 6

Lesson Plan 6	: Podcasting for Real-World English
Topic	: Creating an English Podcast on Social Issues
Skills Focus	: Listening, Speaking, Critical Thinking
Objectives	: By the end of the lesson, students will be able to: <ol style="list-style-type: none"> 1. Conduct engaging interviews in English. 2. Improve listening and speaking fluency. 3. Collaborate in a creative media project.
Materials Needed	<ul style="list-style-type: none"> ➤ Podcasting tools (Anchor, Audacity, Voice Recorder Apps) ➤ Headphones & microphones ➤ Research materials on chosen topics
Lesson Activities	<p>1. Mindful Learning (Listening & Reflection) – 10 minutes</p> <ul style="list-style-type: none"> ➤ Students listen to a short TED Talk or podcast clip. ➤ Discussion: "What makes this speaker engaging?" <p>2. Meaningful Learning (Podcast Creation) – 30 minutes</p> <ul style="list-style-type: none"> ➤ Step 1: Students choose a topic (e.g., climate change, social media addiction). ➤ Step 2: They write a 5-minute podcast script (Introduction, Interview, Conclusion). ➤ Step 3: Record and edit their podcast using free tools. <p>3. Joyful Learning (Podcast Showcase & Social Media Posting) – 30 minutes</p> <ul style="list-style-type: none"> ➤ Students upload their podcasts to a class website or social media. ➤ Q&A session: Classmates react and discuss the best parts of each podcast. ➤ Bonus Challenge: Create a "Behind the Scenes" blooper reel for fun.
Assessment	<ul style="list-style-type: none"> ➤ Podcast clarity and engagement ➤ Listening & speaking fluency ➤ Audience interaction and feedback

Source: Data processed by the researcher

D. Conclusion

Incorporating AI, VR, and podcasts into English language education creates an immersive and interactive experience, making learning more engaging and effective. These modern tools align with three key principles:

- Mindful Learning – Encourages students to reflect on their language journey, enhancing

self-awareness and deeper understanding.

- Meaningful Learning – Connects language skills to real-world contexts, making English practical and relevant.
- Joyful Learning – Fosters motivation and confidence through enjoyable and interactive activities.

By integrating these principles with a deep learning approach, educators can transform English classrooms into dynamic, reflective, and impactful spaces. This approach moves beyond memorization, emphasizing critical thinking, creativity, and cross-cultural communication—essential skills for success in the modern world.

Building on Marton and Säljö's research on deep learning, this strategy promotes active engagement, critical analysis, and meaningful application rather than passive memorization. With the right curriculum, assessment strategies, and technological innovations, English learning can evolve from a mere academic requirement into a transformative journey that empowers students.

Ultimately, by embracing mindful, meaningful, and joyful learning, senior high school students not only master English but also develop confidence, resilience, and a lifelong passion for learning. This holistic approach ensures that language education prepares students not just for exams, but for real-world communication and future opportunities in a globally connected society.

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