

Strengthening Student Literacy through Deep Learning-Based Indonesian Language Learning

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Abstract

In the context of education, literacy is not limited to the ability to read and write, but also includes the capacity to understand, interpret, evaluate, and produce meaningful information in various forms. This study aims to analyze the strengthening of student literacy through deep learning-based Indonesian language learning. Literacy is an essential competence in modern education because it supports students' abilities to understand, analyze, evaluate, and communicate information effectively in academic and social contexts. The study employed a literature review method by examining various books, journal articles, and educational documents related to literacy, deep learning, and Indonesian language instruction. The findings indicate that Indonesian language learning has a strategic role in developing students' literacy competencies through reading, writing, speaking, and listening activities. The implementation of deep learning approaches encourages meaningful learning experiences by promoting critical thinking, collaboration, reflection, creativity, and active student participation. In addition, deep learning-based instruction contributes to the development of digital literacy and higher-order thinking skills that are relevant to twenty-first-century educational demands. Although several challenges remain, such as conventional teaching methods and limited educational resources, the integration of deep learning principles into Indonesian language learning can create more interactive, contextual, and transformative literacy learning experiences. Therefore, deep learning-based Indonesian language learning is considered an effective strategy for strengthening student literacy and improving the overall quality of education.

Keywords

Critical Thinking, Deep Learning, Digital Literacy, Indonesian Language Learning, Student Literacy.



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INTRODUCTION

Literacy is one of the most essential competencies in the twenty-first century because it enables students to access information, communicate ideas, think critically, and participate actively in academic and social life. In the context of education, literacy is not limited to the ability to read and write, but also includes the capacity to understand, interpret, evaluate, and

produce meaningful information in various forms. Indonesian language learning has a strategic role in strengthening students' literacy because language is the primary medium used in the learning process across disciplines. Through effective Indonesian language instruction, students are expected to develop reading comprehension, critical thinking, communication skills, and creativity simultaneously. However, the reality in many schools indicates that students' literacy levels are still relatively low, especially in terms of deep comprehension, analytical thinking, and the ability to connect information with real-life contexts. This condition requires innovative learning approaches that are capable of encouraging students to learn more meaningfully and actively so that literacy skills can develop comprehensively (Kemendikbud, 2021).

One of the educational approaches considered relevant to improve literacy competence is deep learning-based learning. Deep learning in education refers to a learning process that emphasizes understanding, critical reflection, problem solving, collaboration, and meaningful engagement with knowledge rather than mere memorization. This approach encourages students to actively construct knowledge through exploration, discussion, interpretation, and contextual application of learning materials. In Indonesian language learning, deep learning can be implemented through activities such as critical reading, reflective writing, collaborative discussion, text analysis, and project-based literacy tasks. By applying deep learning principles, students are not only able to understand linguistic structures but also to interpret meanings, evaluate information critically, and communicate ideas effectively. Therefore, deep learning-based Indonesian language instruction has the potential to strengthen literacy culture among students and improve their overall academic achievement (Fullan et al., 2018).

The importance of literacy strengthening has also become a major concern in the Indonesian educational system. The government has introduced various programs such as the School Literacy Movement (*Gerakan Literasi Sekolah*) to cultivate reading habits and literacy awareness among students. Nevertheless, the implementation of literacy programs often encounters challenges, including limited student motivation, teacher-centered learning methods, inadequate reading materials, and low integration of literacy activities into classroom instruction. Many Indonesian language learning practices still focus heavily on theoretical mastery and grammatical exercises rather than developing students' critical literacy abilities. As a result, students may succeed in completing academic tasks but still struggle to analyze texts critically, express opinions logically, and engage creatively in communication activities. This phenomenon indicates that literacy development requires not only literacy programs but also transformative pedagogical approaches that support active and meaningful learning experiences (Abidin, 2015).

Deep learning-based Indonesian language learning can provide solutions to these educational challenges because it positions students as active participants in the learning process. Through student-centered strategies, learners are encouraged to investigate problems, interpret information from multiple perspectives, and produce authentic works based on their understanding. Such learning experiences are important because literacy development is closely related to students' cognitive engagement and learning motivation. Students who are actively

involved in reading, discussing, and creating texts tend to develop stronger literacy competencies than those who only receive information passively from teachers. Moreover, deep learning promotes higher-order thinking skills that are essential in modern education, including analysis, evaluation, creativity, and communication. These competencies are highly relevant to the objectives of Indonesian language education, which aim to develop students' intellectual, emotional, and social capacities through language use (Hattie, 2012).

In addition, the rapid development of technology and information in the digital era has made literacy increasingly complex and multidimensional. Students are now required to understand not only printed texts but also digital information, multimedia content, and various forms of communication available through online platforms. Consequently, Indonesian language learning must adapt to these changes by integrating critical digital literacy into classroom instruction. Deep learning-based approaches are particularly suitable for this purpose because they encourage inquiry, reflection, collaboration, and contextual understanding. Students can be guided to analyze digital texts critically, identify credible sources, and communicate ideas responsibly in digital environments. Through these processes, literacy becomes a transformative competence that supports lifelong learning and responsible citizenship in contemporary society (Gilster, 1997).

Based on these explanations, strengthening student literacy through deep learning-based Indonesian language learning is an important educational effort to improve the quality of learning and student competencies. Deep learning enables students to engage more actively and meaningfully in literacy activities while fostering critical thinking, creativity, collaboration, and communication skills. Therefore, the integration of deep learning principles into Indonesian language instruction is expected to create a more effective and relevant learning environment that supports students' literacy development comprehensively. In this regard, teachers play a crucial role in designing innovative learning strategies, facilitating student participation, and creating literacy-rich classroom environments that encourage continuous intellectual growth and meaningful learning experiences (Freire, 2005).

METHODS

This study employed a literature review method to examine and analyze various theories, concepts, and previous research related to strengthening student literacy through deep learning-based Indonesian language learning. The literature review method was conducted by collecting relevant academic sources such as books, scientific journal articles, conference proceedings, and official educational documents that discuss literacy education, deep learning approaches, and Indonesian language instruction. The collected data were then identified, categorized, and analyzed systematically to obtain comprehensive insights regarding the implementation of deep learning in improving students' literacy competencies. Through this approach, the study aimed to synthesize existing knowledge, identify educational challenges and opportunities, and formulate conceptual understandings that can support the development of effective Indonesian language learning strategies in strengthening student literacy (Snyder, 2019).

FINDINGS AND DISCUSSION

The Concept of Student Literacy in Indonesian Language Learning

Student literacy is an essential foundation in the educational process because it determines students' ability to understand, process, and communicate information effectively in both academic and social contexts. In Indonesian language learning, literacy is not merely interpreted as the ability to read and write mechanically, but also as the competence to analyze, evaluate, and construct meaning from various forms of texts. Literacy development is closely related to the formation of critical thinking skills because students who possess good literacy competence tend to be more capable of interpreting information objectively and expressing ideas systematically. Indonesian language learning therefore becomes a strategic instrument in strengthening literacy since language serves as the primary tool for communication and knowledge acquisition in schools. Through literacy-oriented learning, students are expected to become active learners who are able to engage with texts critically and creatively in everyday life (Kern, 2000).

The concept of literacy has evolved significantly along with the development of educational theories and technological advancements. Traditional literacy was primarily associated with reading and writing skills, whereas modern literacy encompasses broader competencies such as digital literacy, information literacy, media literacy, and cultural literacy. In the context of Indonesian language learning, these dimensions are interconnected because students are required to interpret information from various media sources while maintaining linguistic and cultural understanding. The rapid growth of information technology has transformed the way students access and process information, making literacy an increasingly complex competence. Therefore, Indonesian language education must adapt to these developments by integrating critical and contextual literacy practices into classroom instruction so that students can become responsible and reflective users of information in the digital era (Gilster, 1997).

The importance of literacy strengthening in education is also reflected in various international educational assessments that measure students' reading and comprehension abilities. Studies have shown that literacy competence strongly influences students' academic achievement across disciplines because comprehension skills are required in almost every learning activity. Students with strong literacy skills tend to demonstrate better problem-solving abilities, analytical thinking, and communication competence. Conversely, low literacy levels may hinder students' understanding of academic materials and reduce their learning motivation. In Indonesia, literacy development has become a national educational priority due to concerns regarding students' reading interest and comprehension levels. Consequently, Indonesian language learning is expected to function not only as a subject for language mastery but also as a medium for cultivating a sustainable literacy culture among students (OECD, 2019).

Indonesian language learning provides various opportunities to strengthen literacy

through reading, writing, listening, and speaking activities. Reading activities encourage students to comprehend and interpret texts critically, while writing activities help students organize ideas logically and creatively. Listening and speaking activities also contribute to literacy development because they train students to process information, respond critically, and communicate effectively. These four language competencies are interconnected and support the development of comprehensive literacy skills. Through meaningful literacy activities, students can develop deeper understanding, empathy, and communication competence. Therefore, teachers play an important role in designing Indonesian language instruction that encourages active participation, discussion, and reflection rather than relying solely on memorization-oriented teaching methods (Tarigan, 2008).

In addition, literacy development is strongly influenced by the learning environment and teaching strategies applied in the classroom. A literacy-rich environment can increase students' motivation to read and explore information independently. Teachers who provide engaging learning materials, interactive discussions, and contextual learning experiences tend to foster stronger literacy habits among students. Indonesian language teachers are expected to act not only as instructors but also as facilitators who guide students in interpreting texts and constructing knowledge collaboratively. Student-centered learning approaches are considered more effective in strengthening literacy because they encourage learners to participate actively and think critically. Through collaborative and inquiry-based activities, students can improve their comprehension and communication abilities while developing confidence in expressing opinions and ideas (Vygotsky, 1978).

Furthermore, literacy in Indonesian language learning also contributes to character development and social awareness. Through literary texts, discussions, and reflective writing activities, students can learn moral values, cultural understanding, empathy, and social responsibility. Literacy activities enable students to explore different perspectives and develop sensitivity toward social issues within society. This process is important because education is not only intended to improve academic competence but also to shape students into responsible and ethical individuals. Indonesian language learning therefore has a dual function: developing linguistic competence and fostering students' character through meaningful engagement with texts and communication activities. Such holistic literacy development supports the formation of intelligent, critical, and socially aware learners (Freire, 2005).

The implementation of literacy-based Indonesian language learning, however, still faces several challenges in educational practice. Many classrooms continue to emphasize teacher-centered instruction and theoretical mastery rather than encouraging students to think critically and interact actively with texts. Limited reading resources, low reading interest, and insufficient literacy integration across subjects also become obstacles to literacy strengthening. In some cases, students are more accustomed to memorizing information than analyzing or evaluating it critically. These conditions indicate the need for innovative pedagogical approaches that can transform literacy learning into a more engaging and meaningful process. Teachers need to integrate interactive strategies such as project-based learning, collaborative

discussion, reflective writing, and contextual text analysis to improve students' literacy engagement and understanding (Abidin, 2015).

In the digital era, literacy competence has become increasingly important because students are constantly exposed to large amounts of information from various online platforms. Digital literacy is therefore an inseparable aspect of Indonesian language learning because students must be able to evaluate the credibility of information, identify misinformation, and communicate responsibly in digital environments. Indonesian language instruction should help students develop critical awareness in consuming and producing digital content. This includes the ability to analyze media messages, interpret digital texts, and use language ethically in online communication. By integrating digital literacy into Indonesian language learning, schools can prepare students to become informed, critical, and responsible citizens who can participate actively in contemporary society (Hobbs, 2010).

Overall, student literacy in Indonesian language learning is a multidimensional competence that includes linguistic, cognitive, social, and digital abilities. Literacy development requires meaningful learning experiences that encourage students to read critically, communicate effectively, and engage actively with information from various contexts. Indonesian language learning has a strategic role in supporting these competencies because language serves as the foundation for thinking, communication, and knowledge construction. Therefore, strengthening literacy through innovative and student-centered Indonesian language instruction is essential for improving educational quality and preparing students to face the challenges of the modern world (UNESCO, 2017).

Deep Learning-Based Indonesian Language Learning in Strengthening Literacy

Deep learning-based Indonesian language learning emphasizes meaningful understanding, active student participation, and the development of higher-order thinking skills in the learning process. Unlike traditional learning approaches that often focus on memorization and passive reception of information, deep learning encourages students to engage critically with learning materials and connect knowledge with real-life experiences. In Indonesian language education, this approach is particularly relevant because language learning involves interpretation, reflection, communication, and contextual understanding. Through deep learning, students are encouraged to explore texts analytically, express ideas creatively, and participate actively in collaborative discussions. Such learning experiences strengthen literacy because students become more capable of understanding information comprehensively rather than merely recalling facts mechanically (Fullan et al., 2018).

One important characteristic of deep learning-based instruction is the emphasis on student-centered learning. In this approach, students are positioned as active constructors of knowledge while teachers function as facilitators who guide inquiry, discussion, and reflection. Indonesian language learning that adopts student-centered strategies tends to create more interactive classroom environments where students are encouraged to ask questions, interpret meanings, and communicate ideas confidently. Literacy development

becomes more effective because students are directly involved in analyzing texts, solving problems, and producing authentic written or oral works. This active involvement also increases students' motivation and engagement in learning activities, which are important factors in improving literacy competence and academic achievement (Bransford et al., 2000).

Deep learning also promotes critical thinking skills, which are essential components of literacy development. In Indonesian language learning, students are required not only to understand the surface meaning of texts but also to analyze arguments, identify implicit messages, and evaluate information critically. Through activities such as critical reading, text interpretation, debate, and reflective writing, students learn to process information more deeply and systematically. These activities help students develop analytical reasoning and the ability to construct logical arguments. As a result, literacy becomes a transformative process that empowers students to think independently and make informed judgments about various social and academic issues (Paul & Elder, 2008).

Another important aspect of deep learning-based Indonesian language learning is collaboration. Collaborative learning activities such as group discussions, peer reviews, and project-based assignments enable students to exchange ideas, negotiate meanings, and develop communication skills collectively. Literacy competence grows more effectively when students interact with others because discussion and collaboration encourage them to articulate opinions clearly and understand different perspectives. In Indonesian language classrooms, collaborative literacy activities can strengthen students' confidence in communication while fostering social skills and mutual respect. Such interactive learning environments support deeper comprehension because knowledge is constructed through dialogue and shared experiences rather than individual memorization alone (Johnson & Johnson, 2009).

Project-based learning is also widely associated with deep learning because it provides students with opportunities to apply literacy skills in authentic contexts. Through projects, students can conduct research, analyze information, write reports, create presentations, and communicate findings creatively. Indonesian language learning that integrates project-based approaches allows students to use language as a practical tool for investigation and expression. These activities strengthen literacy because students learn to synthesize information from multiple sources, organize ideas systematically, and communicate messages effectively. Furthermore, project-based literacy learning promotes creativity, independence, and problem-solving abilities that are highly relevant to twenty-first-century educational goals (Bell, 2010).

The integration of reflective learning activities is another significant feature of deep learning-based literacy instruction. Reflection encourages students to evaluate their learning experiences, identify strengths and weaknesses, and develop self-awareness regarding their literacy progress. In Indonesian language learning, reflective journals, personal essays, and self-assessment activities can help students deepen their understanding of texts and communication processes. Reflection also supports metacognitive development because

students become more aware of how they think, learn, and interpret information. This metacognitive awareness is important for literacy strengthening because effective readers and writers are generally able to monitor and regulate their comprehension strategies independently (Schön, 1983).

Deep learning-based Indonesian language learning is also closely related to the development of digital literacy in the modern educational environment. The advancement of technology has transformed literacy practices by introducing digital texts, multimedia communication, and online information sources. Students are now required to interpret and evaluate digital content critically while communicating responsibly in digital spaces. Deep learning approaches can support digital literacy by encouraging inquiry, critical analysis, and collaborative interaction with digital information. Indonesian language instruction that integrates digital platforms, online discussions, and multimedia texts can enhance students' engagement while preparing them to navigate the complexities of contemporary communication effectively (Lankshear & Knobel, 2011).

Moreover, deep learning contributes significantly to the development of creativity and innovation in literacy learning. Creative literacy activities such as storytelling, poetry writing, drama performances, and multimedia content creation encourage students to express ideas imaginatively and meaningfully. Indonesian language learning that supports creativity allows students to explore language beyond formal structures and develop personal expression through various forms of communication. Creativity is an essential aspect of literacy because it enables students to generate original ideas, interpret experiences uniquely, and communicate messages effectively to different audiences. Therefore, deep learning not only improves comprehension skills but also fosters students' creative potential in language use (Robinson, 2011).

Despite its advantages, the implementation of deep learning-based Indonesian language learning still faces several challenges. Some teachers may experience difficulties in shifting from teacher-centered instruction to more interactive and student-centered pedagogies. Limited learning resources, time constraints, and inadequate technological support can also hinder the application of deep learning strategies in classrooms. Additionally, some students may initially struggle to adapt to inquiry-based and collaborative learning environments because they are accustomed to passive learning practices. These challenges indicate the need for continuous teacher training, curriculum development, and institutional support to ensure the successful implementation of deep learning approaches in literacy instruction (Darling-Hammond et al., 2020).

Overall, deep learning-based Indonesian language learning provides significant opportunities for strengthening students' literacy competencies in cognitive, social, and digital dimensions. Through critical inquiry, collaboration, reflection, creativity, and contextual learning experiences, students can develop deeper comprehension and more effective communication skills. Deep learning transforms literacy learning into an active and meaningful process that prepares students to face the demands of contemporary society.

Therefore, integrating deep learning principles into Indonesian language education is an important strategy for improving the quality of literacy instruction and fostering lifelong learning among students (Mezirow, 1997).

CONCLUSION

Strengthening student literacy through deep learning-based Indonesian language learning is an important strategy for improving students' cognitive, communicative, critical, and creative abilities in the modern educational era. Indonesian language learning plays a central role in developing literacy because it facilitates students' abilities to read, write, analyze, interpret, and communicate information meaningfully. Through deep learning approaches, students become more actively engaged in the learning process through critical inquiry, collaboration, reflection, project-based activities, and contextual learning experiences that support higher-order thinking skills. In addition, deep learning helps students develop digital literacy, creativity, and social awareness, which are essential competencies in the twenty-first century. Although challenges such as limited resources, conventional teaching methods, and adaptation to student-centered learning still exist, the integration of deep learning principles into Indonesian language instruction can create more meaningful, interactive, and transformative literacy learning experiences that support lifelong learning and educational quality improvement.

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