Volume 4 Number 2 (2026)
July-December 2026
Page: 1024-1044

Journal of Creative Power and Ambition (JCPA)
https://edujavare.com/index.php/jcpa
E-ISSN: 3031-4054
DOI: 10.70610/edujavare.1829

Implementation of Deep Learning in Planning and Implementing Indonesian Language Learning in Class XI Tkj Smk Nu 1 Kedungpring

Nia Rahmawati1, Anisa Ulfah2, Nisaul Barokati Selirowangi3
Program Studi Pendidikan Bahasa dan Sastra Indonesia
Universitas Islam Darul 'Ulum Lamongan
Email Penulis : niarahmawati.2022@mhs.unisda.ac.id1 , anisaulfah@unisda.ac.id2 , nisa@unisda.ac.id3

Article history Submitted: 2026/07/27; Revised: 2026/07/31; Accepted: 2026/08/04

Abstract

Deep learning is an approach implemented in the Independent Curriculum to create mindful, meaningful, and joyful learning. This study aims to describe the implementation of deep learning in lesson planning, lesson implementation, and the alignment between the planning and implementation of Indonesian language learning in grade XI TKJ of SMK NU 1 Kedungpring. The study used a qualitative descriptive approach with a grade XI TKJ Indonesian language teacher as the subject. Data were obtained through observation, interviews, documentation, and review of teaching modules, then analyzed using the Miles, Huberman, and Saldaña model through data condensation, data presentation, and drawing conclusions. The results showed that the characteristics of mindful learning, meaningful learning, and joyful learning have been integrated in lesson planning through the formulation of objectives, trigger questions, learning activities, and reflection activities. In the implementation of learning, these three characteristics are realized through the delivery of learning objectives, activities that focus students' attention, discussions and collaborations, linking material to students' experiences, and creating an active and comfortable learning atmosphere. The alignment between learning planning and implementation was considered good, as most of the activities planned in the teaching module could be implemented in class. However, several indicators were still found to be not optimally implemented, namely providing opportunities for all students to provide in-depth responses, integrating material with the context of the Computer and Network Engineering (TKJ) workplace, and implementing learning that adapts to classroom conditions.

Keywords deep learning; deep learning; mindful learning; meaningful learning; joyful learning.

INTRODUCTION

The Independent Curriculum emphasizes learning oriented toward developing student competencies through meaningful learning experiences. In its implementation, learning no longer focuses on mastering material through memorization, but rather is directed toward enabling students to understand concepts, connect knowledge with experience, and apply it in various life contexts. In line with this policy, the Ministry of Primary and Secondary Education introduced Deep Learning as a learning framework aimed at realizing mindful, meaningful, and joyful learning.

Conceptually, deep learning is rooted in the deep approach to learning proposed by Marton and Säljö (1976). This concept explains that students learn by seeking to understand meaning, connecting new knowledge with existing knowledge, and building understanding that can be applied in various situations. This concept was later developed by Biggs et al. (2022) through constructive alignment, which emphasizes the importance of alignment between learning objectives, learning activities, and assessments. In the context of Indonesian education, this concept has been adapted into a Deep Learning framework, embodied in the characteristics of mindful learning, meaningful learning, and joyful learning.

Various studies have shown that the implementation of deep learning positively contributes to the quality of learning. Fauziah et al. (2025) explain that the application of deep learning principles can increase student engagement through active, reflective, and learner-centered learning. Fatihah et al. (2025) add that mindful learning, meaningful learning, and joyful learning are complementary characteristics in building meaningful learning experiences. Dewi et al. (2025) also emphasize that deep learning supports the creation of more meaningful learning through active student engagement throughout the learning process.

In Indonesian language learning, the implementation of deep learning has begun to receive widespread study. Aprilia and Mukhlis (2026) demonstrate that the deep learning approach can create more active and meaningful learning, in line with the characteristics of the Independent Curriculum. Furthermore, Nabila et al. (2026) explain that deep learning encourages students to develop critical thinking skills, engage in reflection, and build understanding through active engagement in learning.

However, existing research is still dominated by conceptual and literature studies. Usnandri et al. (2025) explain the importance of alignment between planning, implementation, and assessment in the implementation of immersive learning, but their study has not been based on direct classroom implementation. Meanwhile, Ratri

et al. (2026) through a systematic literature review identified that the implementation of immersive learning in Indonesia still faces various challenges, such as teacher pedagogical readiness, consistency of policy implementation, strengthening authentic assessment, and limited learning infrastructure. The study also recommends the need for empirical research in various subjects and educational levels

Based on previous research, it is clear that empirical research on the implementation of in-depth learning in Indonesian language lessons in vocational high schools is still limited, particularly those examining the alignment between lesson planning in teaching modules and classroom implementation. This alignment is a crucial indicator of the extent to which the characteristics of mindful, meaningful, and joyful learning are truly implemented in the learning process. Unlike previous research, this study not only describes the implementation of in-depth learning at the planning and implementation stages but also analyzes the alignment between the two, thus providing an empirical picture of the implementation of in-depth learning in Indonesian language learning in vocational high schools.

Therefore, this study aims to describe the implementation of in-depth learning in lesson planning, lesson implementation, and the alignment between planning and implementation of Indonesian language learning in grade XI TKJ at SMK NU 1 Kedungpring. The results are expected to provide an empirical contribution to the development of in-depth learning implementation, particularly in Indonesian language learning in vocational high schools.

METHOD

This study uses a qualitative approach with a descriptive approach to describe the implementation of deep learning in the planning and implementation of Indonesian language learning. The research focuses on: (1) the implementation of deep learning during the planning stage, (2) implementation during the implementation stage, and (3) the suitability between planning and implementation of learning.

The study was conducted at SMK NU 1 Kedungpring, Lamongan Regency, in Indonesian language learning for grade XI TKJ. Data sources included teaching modules, the Indonesian language teacher as the primary informant, learning activities, and supporting documentation. Data collection was conducted through documentation, observation, and semi-structured interviews. Documentation was used to analyze the reflection of mindful learning, meaningful learning, and joyful learning characteristics in the teaching modules. Observations were conducted to obtain data on the implementation of learning during the learning process, while interviews were used to confirm the results of the documentation and observations.

The research instruments consisted of a teaching module review guide, observation guide, interview guide, and a suitability analysis sheet compiled based on operational indicators of deep learning. Data analysis used the interactive model of Miles, Huberman, and Saldaña, which includes data condensation, data presentation, and drawing and verifying conclusions. Data validity was tested through technical triangulation by comparing documentation, observation, and interviews, thereby enhancing the credibility of the research findings.

RESULT AND DISCUSSION

A. Implementation of Deep Learning in Learning Planning

The analysis of the Indonesian Language teaching module for Grade XI Computer and Network Engineering (TKJ) at SMK NU 1 Kedungpring revealed that the implementation of deep learning at the planning stage incorporates the characteristics of **mindful learning**, **meaningful learning**, and **joyful learning**. The analysis was conducted based on the operational indicators of each characteristic as reflected in the components of the teaching module.

Table 1. Reflection of Deep Learning Characteristics in Learning Planning

Characteristic	Indicator	Analysis Result
Mindful learning	Most indicators are reflected in the teaching module; however, the indicator providing opportunities for students to give responses accompanied by reasons or explanations appears only in the closing activities and the final learning assessment.	Partially Reflected
Meaningful learning	The learning materials are connected to students' experiences and the benefits of learning but have not yet been linked to the context of the Computer and Network Engineering (TKJ) workplace.	Partially Reflected
Joyful learning	All indicators are reflected through the design of a comfortable learning environment, respectful interactions, opportunities for active participation, and the use of teaching methods and learning media that support student engagement.	Reflected

Source: Analysis of the teaching module.

Regarding the **mindful learning** characteristic, the teaching module includes learning objectives, guiding questions, activities that direct students' attention to the learning materials, and reflection activities at the end of the lesson. However, the analysis indicates that opportunities for students to provide responses accompanied by reasons or explanations have not been consistently incorporated throughout every stage of the learning process. This condition suggests that the aspect of learning awareness has been accommodated in the planning process, but opportunities for students to develop reflective reasoning still require further strengthening. Therefore, the implementation of mindful learning at the planning stage is categorized as **partially reflected**, as most operational indicators have been included in the teaching module, although some indicators have not yet been designed consistently.

These findings are consistent with the concept of mindful learning proposed by the Ministry of Primary and Secondary Education (2025), which defines mindful learning as a learning approach that develops students' awareness of learning objectives, processes, and outcomes through activities that encourage attention, reflection, and the meaningful interpretation of learning experiences. Accordingly, the inclusion of learning objectives, guiding questions, and reflection activities in the teaching module demonstrates that the teacher has integrated the principles of mindful learning as the foundation for instructional planning. These findings are also in line with Andayanie et al. (2025), who stated that the implementation of deep learning requires instructional designs capable of fostering students' reflective engagement through structured, student-centered learning activities.

For the **meaningful learning** characteristic, the analysis shows that the teacher designed learning activities by connecting poetry materials with students' experiences through activities such as observing poetry videos, identifying the structural elements of poetry, and writing poems based on personal experiences. In addition, the teaching module includes the benefits of learning, enabling students to understand the relevance of the material being studied. However, the learning materials have not yet been connected to the workplace context of the Computer and Network Engineering (TKJ) field, meaning that the relationship between the learning content and the vocational characteristics of the students has not been fully accommodated. These findings indicate that the meaningful learning characteristic has been reflected in the instructional planning. Linking learning materials to students' experiences and

explaining the benefits of learning demonstrate that the teacher has integrated the principles of meaningful learning into the teaching module. Nevertheless, the connection between the learning materials and the TKJ workplace context has not been explicitly designed, indicating that further refinement is necessary to make learning more relevant to the characteristics of vocational high school students.

According to the Ministry of Primary and Secondary Education (2025), meaningful learning emphasizes the connection between new knowledge and students' experiences, needs, and life contexts so that learning becomes meaningful and can be more easily transferred to different situations. Therefore, linking learning materials with students' experiences in the teaching module reflects the principles of meaningful learning, although strengthening the vocational context remains an area for further development. These findings are supported by Fatihah et al. (2025), who explained that meaningful learning becomes more effective when instructional materials are connected to authentic experiences and contexts relevant to students' daily lives.

Regarding the **joyful learning** characteristic, the analysis indicates that all indicators have been reflected in the instructional planning. The teacher designed a safe and comfortable learning environment through the use of discussion methods, presentations, question-and-answer sessions, poetry videos, and collaborative activities that provide students with opportunities to participate actively. Furthermore, respectful interactions between the teacher and students were incorporated into every stage of the learning process, thereby supporting the creation of a positive learning environment. These findings demonstrate that the joyful learning characteristic has been fully reflected in the instructional planning. The design of learning methods, media, and activities focuses not only on delivering instructional content but also on actively engaging students in a safe, comfortable, and enjoyable learning atmosphere. These characteristics are consistent with the concept of joyful learning, which emphasizes the importance of a positive learning environment that encourages students to participate actively in the learning process. These findings are also supported by Andayanie et al. (2025), who explained that implementing joyful learning through collaborative activities, project-based learning, and the use of diverse instructional media can enhance students' intrinsic motivation and engagement in learning.

Overall, the findings indicate that the characteristics of **mindful learning**, **meaningful learning**, and **joyful learning** have been integrated into the planning of Indonesian Language instruction. The **mindful learning** characteristic is categorized as **partially reflected** because some indicators have not yet been consistently incorporated into the teaching module, whereas the **meaningful learning** and **joyful learning** characteristics have been reflected in the instructional planning. Nevertheless, integrating workplace contexts that align with the characteristics of vocational high school students and providing greater opportunities for students to offer more in-depth responses remain areas that require further strengthening to optimize the implementation of deep learning during the instructional planning stage.

Implementation of Deep Learning in Learning Implementation

The observation results indicate that the implementation of Indonesian Language instruction in Grade XI Computer and Network Engineering (TKJ) at SMK NU 1 Kedungpring has incorporated the characteristics of deep learning, namely **mindful learning**, **meaningful learning**, and **joyful learning**. The analysis of the learning implementation was conducted using the same operational indicators applied in the planning stage analysis, enabling a consistent comparison of the implementation of each characteristic.

Table 2. Reflection of Deep Learning Characteristics in Learning Implementation

Characteristic	**Indicator**	**Observation Result**
Mindful learning	Most indicators were implemented through apperception, the delivery of learning objectives, guiding questions, and reflection. However, opportunities for all students to provide responses accompanied by reasons or explanations were not implemented optimally.	Partially Reflected
Meaningful learning	The learning materials were connected to students' experiences through poetry writing activities, and their benefits were linked to the context of the Computer and Network Engineering (TKJ) workplace.	Reflected
Joyful learning	All indicators were implemented through group	Reflected

	discussions, presentations, the use of video media, and active interactions between the teacher and students.	

Source: Classroom observation results.

Reflection of Mindful Learning in Learning Implementation

Based on the observation results, the characteristics of **mindful learning** were partially reflected through the presentation of learning objectives, apperception, guiding questions, discussions, and reflection activities. The teacher directed students to understand the learning objectives from the beginning of the lesson and encouraged them to provide reasons for their answers. However, this opportunity was not utilized equally because only a portion of the students actively expressed their opinions.

This was evident during the discussion session when the teacher provided the following instruction:

OG: *"Take another look and try to remember the content of the poem. Don't just mention the theme; also explain which part of the poem led you to conclude that it is the theme."*

After one student responded, the teacher provided further reinforcement:

OG: *"Yes, that's correct. Is there another group that would like to answer? The group that has already responded should remain silent for now. Perhaps there is another part of the poem that can support your friend's answer?"*

These observation excerpts demonstrate that the teacher not only asked students to provide answers but also encouraged them to justify their responses based on the content of the poem. Nevertheless, active participation was still dominated by a small number of students, indicating that the characteristics of **mindful learning** were reflected but had not yet been fully optimized in terms of ensuring equal participation among all students. These findings are consistent with the Ministry of Primary and Secondary Education (2025), which emphasizes that mindful learning develops students' attention, reasoning, and reflection. Similarly, the study by Aprilia and Mukhlis (2026) found that deep learning enhances the quality of students' arguments through discussion and question-and-answer activities.

Reflection of Meaningful Learning in Learning Implementation

Based on the observation results, the characteristics of **meaningful learning** were reflected through the integration of poetry materials with students' personal experiences and relevant learning contexts. The teacher invited students to observe poetry videos, identify the structural elements of poetry, and then write poems based on their own personal experiences. These activities demonstrate that learning was not solely focused on conceptual understanding but also encouraged students to construct meaning from their own experiences and recognize the relevance of the learning materials to their daily lives.

This was evident when the teacher instructed the students to write a poem based on a personal experience:

OG: *"Now, try to write a poem based on an experience that you have personally had. You may choose the experience that has been the most memorable for you, whether it was a happy experience or one that made you feel sad."*

The observation excerpt indicates that the teacher guided students to construct understanding through authentic personal experiences. This strategy helped students connect the learning materials with their everyday lives, making the learning process more meaningful. However, during the learning process, no evidence was found indicating that the poetry materials were explicitly connected to workplace contexts related to the Computer and Network Engineering (TKJ) specialization. Therefore, the characteristics of **meaningful learning** were reflected through the use of students' experiences as learning resources, although the contextual aspect related to the vocational workplace still requires further strengthening.

These findings are consistent with the concept of meaningful learning proposed by the Ministry of Primary and Secondary Education (2025), which emphasizes the importance of connecting learning materials with students' experiences and life contexts. Likewise, Fatihah et al. (2025) concluded that learning becomes more meaningful when students construct understanding based on their authentic experiences.

Reflection of Joyful Learning in Learning Implementation

Based on the observation results, the characteristics of **joyful learning** were reflected through a learning environment that was safe, comfortable, and interactive. The teacher utilized group discussions, presentations, question-and-answer sessions, and poetry video media to create a learning process that actively engaged students. The teacher also provided appreciation for students' responses and guided them whenever they encountered difficulties, thereby fostering positive classroom interactions. Nevertheless, the level of student participation was not yet evenly distributed, as several students remained relatively passive during discussion activities.

This condition was evident when the teacher gave each group an opportunity to present the results of their discussion and then invited the other groups to provide feedback.

OG: *"The other groups, please give your comments or ask questions. Don't be afraid of making mistakes; the important thing is to have the courage to express your opinions."*

This observation excerpt demonstrates that the teacher made deliberate efforts to create a learning environment that encouraged interaction and active student participation. The teacher provided opportunities for all students to express their opinions; however, these opportunities were utilized primarily by students with higher levels of self-confidence. Therefore, the characteristics of **joyful learning** were reflected in the implementation of the learning process, although greater attention is still needed to ensure more equitable active participation among all students.

These findings are consistent with the concept of joyful learning, which emphasizes the creation of a safe, comfortable, and supportive learning environment that encourages active student engagement (Ministry of Primary and Secondary Education, 2025). Furthermore, Andayanie et al. (2025) and Iksannudhin and Siwi (2025) explained that the use of collaborative learning activities and positive communication can enhance students' learning motivation, although the level of participation may vary according to individual characteristics.

Overall, the observation results indicate that the implementation of Indonesian Language instruction in Grade XI Computer and Network Engineering (TKJ) at SMK NU 1 Kedungpring reflects the characteristics of **mindful learning**, **meaningful**

learning, and **joyful learning**. These characteristics were demonstrated through the communication of learning objectives, the connection of learning materials with students' experiences, the use of diverse teaching methods and learning media, and the creation of a safe, comfortable learning environment that encouraged student engagement. Nevertheless, several indicators were not fully reflected, particularly the equal distribution of opportunities for students to provide responses supported by reasons, the integration of learning materials with the workplace context of the Computer and Network Engineering (TKJ) field, and the active participation of all students throughout the learning process. These findings indicate that the implementation of deep learning during the instructional stage has been carried out effectively, although further improvements are needed in several aspects to ensure that all characteristics of deep learning are reflected more comprehensively.

Alignment Between Learning Planning and Learning Implementation

The analysis results indicate that, in general, the implementation of Indonesian Language instruction in Grade XI Computer and Network Engineering (TKJ) at SMK NU 1 Kedungpring was consistent with the instructional planning outlined in the teaching module. This alignment was evident in the implementation of the characteristics of **mindful learning**, **meaningful learning**, and **joyful learning**, which had been designed during the planning stage and subsequently realized during classroom instruction. Nevertheless, the study also identified several adjustments made during the implementation process, particularly regarding the provision of opportunities for all students to provide in-depth responses, the integration of learning materials with the workplace context of the Computer and Network Engineering (TKJ) field, and the adaptation of teaching methods, learning media, and time allocation to suit classroom conditions. These adjustments did not alter the learning objectives but were made to ensure that the instructional process remained effective.

Table 3. Alignment Between Learning Planning and the Implementation of Deep Learning Characteristics

Characteristic	Indicator	Category
Mindful learning	Clarity of learning objectives	Aligned
	Facilitation of students' attention and focus	Aligned
	Opportunities to provide responses supported by	Partially

	reasons	Aligned
	Learning reflection activities	Partially Aligned
Meaningful learning	Connection of learning materials with students' experiences	Aligned
	Connection of learning materials with the Computer and Network Engineering (TKJ) workplace context	Partially Aligned
	Understanding of the benefits of the learning materials	Aligned
Joyful learning	Safe, comfortable, and non-threatening learning environment	Aligned
	Respectful interactions	Partially Aligned
	Opportunities for active participation	Partially Aligned
	Teaching methods and learning media that support student engagement	Aligned

Alignment Between Learning Planning and Implementation in the Mindful Learning Characteristic

Based on **Table 3**, the **mindful learning** characteristic demonstrates a high level of alignment between learning planning and classroom implementation. The indicators of clearly defined learning objectives and the facilitation of students' attention and focus were implemented in accordance with the objectives outlined in the teaching module. The teacher communicated the learning objectives at the beginning of the lesson and facilitated students' readiness to learn through various strategies adapted to classroom conditions. Meanwhile, the indicators related to providing opportunities for students to respond with supporting reasons and conducting learning reflection activities were categorized as **partially aligned**, as their implementation did not fully correspond to the plans specified in the teaching module.

Regarding the indicator of providing opportunities for students to respond with supporting reasons, the teaching module had designed various activities, such as **Think–Pair–Share**, group discussions, presentations, and reflection sessions, that

allowed students to express their opinions along with supporting arguments based on their analysis of poetry. The observation results showed that the teacher implemented these activities by asking students to explain the reasons behind their answers. However, these opportunities were not utilized equally because only a portion of the students actively expressed their opinions, while others tended to wait for the teacher's guidance or simply followed the opinions of their peers during group discussions. Consequently, this indicator was categorized as **partially aligned**.

The interview findings confirmed these observations. The teacher explained:

WG: *"I usually ask students to explain the reasons behind the answers they give, so they do not simply state whether an answer is right or wrong. However, not all students are confident enough to express their opinions. Usually, only a few students actively participate, while the others still need to be encouraged through questions or motivated before they are willing to speak."*

This statement indicates that the teacher implemented the planned activities as intended, but the effectiveness of their implementation was influenced by students' confidence and willingness to participate. Therefore, the alignment of this indicator was determined not only by the availability of opportunities for students to express their opinions but also by their readiness to take advantage of those opportunities. This finding is consistent with Muhsin et al. (2024), who argued that providing open-ended questions and opportunities for students to justify their answers can enhance students' cognitive engagement in the learning process. Accordingly, this indicator is categorized as **partially aligned** because the planned activities were implemented, although student participation was not evenly distributed.

Regarding the indicator of learning reflection activities, the teaching module had planned reflection through reflective journals, reflection questions, and self-evaluation at the end of the lesson. However, the observation results revealed that the teacher adapted this plan by replacing the reflective journal with question-and-answer sessions, reinforcement of the learning material, and motivational encouragement due to limited instructional time. Although the form of implementation differed from the original plan, the purpose of the reflection activity was maintained; therefore, this indicator was also categorized as **partially aligned**.

These findings were further supported by the interview results. The teacher stated:

WG: *"Actually, I had already included reflection activities in the teaching module. However, when the lesson time is almost over, I usually ask the students to summarize the material together and then provide reinforcement. Even so, I still take the opportunity to ask several students whether they have understood the material that was studied."*

Based on the interview findings, the differences that emerged were related not to the objective of the reflection activity but rather to its mode of implementation. The teacher continued to facilitate reflection through discussion, question-and-answer sessions, and reinforcement of the learning material as alternative approaches considered more appropriate to the classroom context. This finding is consistent with Sakung et al. (2024), who explained that reflection helps students evaluate their understanding and learning experiences, although its implementation may be adapted to suit specific instructional contexts. Therefore, the **mindful learning** characteristic demonstrates that the teacher was able to maintain the instructional objectives outlined in the teaching module while simultaneously adapting instructional strategies to ensure that the learning process remained effective.

Alignment Between Learning Planning and Implementation in the Meaningful Learning Characteristic

Based on **Table 3**, the **meaningful learning** characteristic demonstrates a relatively high level of alignment between learning planning and classroom implementation. Of the three indicators analyzed, the integration of learning materials with students' experiences and the explanation of the benefits of the learning materials were categorized as **aligned**, whereas the integration of learning materials with the workplace context of the Computer and Network Engineering (TKJ) program was categorized as **partially aligned**. These findings indicate that the teacher implemented most aspects of the instructional design as outlined in the teaching module, although some adjustments were made to the indicator related to the vocational context.

Regarding the indicator of connecting the learning materials with students' experiences, the teaching module had been designed to relate poetry lessons to students' personal experiences and everyday lives. The observation results showed that the teacher implemented these activities by providing examples closely related to students' daily experiences, enabling them to understand the content and meaning of

poetry more easily. This alignment demonstrates that students' prior experiences were used as the foundation for constructing their understanding of the learning materials.

These findings were reinforced by the interview results. The teacher explained:

WG: *"Before introducing the lesson, I usually invite the students to recall their own experiences. For example, I ask them who has ever read or listened to a poem. From there, they begin to remember their own experiences, making it easier for them to understand the material that will be studied."*

This statement indicates that the teacher consistently connected the learning materials with students' prior experiences so that the concepts being taught became easier to understand. Students' existing experiences served as the starting point for constructing new knowledge, making the learning process more meaningful. These findings are consistent with the concept of **meaningful learning**, which positions students' prior experiences as the foundation for developing new understanding.

Meanwhile, the indicator concerning the integration of learning materials with the workplace context of the Computer and Network Engineering (TKJ) program was categorized as **functionally aligned**. The teaching module did not explicitly describe the relationship between poetry materials and the workplace context. However, during classroom implementation, the teacher attempted to connect the lesson with communication skills required in professional settings, such as the ability to express ideas effectively, choose appropriate diction, and communicate politely. Therefore, although vocational relevance was incorporated during instruction, it had not yet been systematically designed in the teaching module.

The interview findings confirmed this observation. The teacher explained:

WG: *"In the teaching module, I did not specifically describe its connection with the TKJ program. However, during classroom instruction, I usually adapt my explanations to suit the students' specialization. I provide examples that are closely related to their daily lives or to the types of work they may encounter in the future so that they can see the usefulness of the material."*

This statement indicates that the teaching module was not specifically developed for a single vocational specialization; therefore, the connection between the learning materials and workplace contexts was not explicitly included. Consequently, the

teacher adapted the instructional process by relating the learning materials to the characteristics of the vocational program being taught, such as Computer and Network Engineering (TKJ) or other vocational specializations. Thus, connecting the learning materials with workplace contexts represents a form of instructional adaptation intended to make learning more relevant to students' backgrounds.

Furthermore, the indicator concerning the explanation of the benefits of the learning materials was categorized as **aligned**. The observation results showed that the teacher consistently explained the practical value of studying poetry by emphasizing its contribution to students' communication skills, empathy, and language use in both academic and everyday contexts. As a result, students were encouraged to recognize the relevance and importance of the learning materials beyond classroom activities.

The interview findings further supported this result. The teacher stated:

WG: *"I usually explain to the students why this material is important to learn. I tell them that poetry is not only for school lessons but also helps them understand other people's feelings, choose appropriate words, and express their ideas more effectively."*

This statement demonstrates that the teacher not only delivered the instructional content but also helped students understand the practical benefits of the lesson in their daily lives. Explaining the relevance of the learning materials provided students with clear reasons for studying the content, thereby making the learning process more meaningful. These findings are consistent with the theory of **meaningful learning**, which emphasizes the importance of connecting new knowledge with students' experiences, needs, and real-life contexts. Furthermore, the study by Aprilia and Mukhlis (2026) found that the implementation of deep learning becomes more effective when students understand the relevance of the learning materials to real-life situations, enabling learning to extend beyond conceptual understanding toward the application of knowledge in various contexts.

Overall, the **meaningful learning** characteristic indicates that the teacher successfully implemented most aspects of the instructional design as specified in the teaching module. Although the integration of learning materials with the workplace context of the Computer and Network Engineering (TKJ) program still requires further strengthening, the consistent connection of learning materials with students'

experiences and the explanation of the benefits of learning effectively supported the realization of meaningful learning.

Alignment Between Learning Planning and Implementation in the Joyful Learning Characteristic

Based on **Table 3**, the **joyful learning** characteristic demonstrates a strong level of alignment between learning planning and classroom implementation. The indicators of creating a safe, comfortable, and non-threatening learning environment, as well as the use of instructional methods and learning media, were categorized as **aligned**. Meanwhile, the indicators concerning teacher–student interaction and students' active participation were categorized as **partially aligned**. These findings indicate that the teacher successfully created a learning environment that supported student engagement; however, the level of participation varied among students, meaning that the implementation did not fully correspond to what had been planned in the teaching module.

A safe and comfortable learning environment was evident in the teacher's approach of appreciating students' responses, providing guidance when mistakes occurred, and avoiding immediate criticism of incorrect answers. The teacher also established open communication, enabling students to feel more confident in participating in classroom activities. In addition, the use of group discussions, presentations, and poetry video media created a more active and less monotonous learning atmosphere, consistent with the instructional design outlined in the teaching module. Therefore, this indicator demonstrates alignment between the planning and implementation stages in creating a learning environment that supports the instructional process.

Regarding the indicator of teacher–student interaction, the analysis categorized it as **partially aligned**. The teaching module had planned various activities that encouraged interaction, including group discussions, **Think–Pair–Share**, presentations, and peer feedback sessions. Classroom observations showed that these activities were implemented; however, interaction was not evenly distributed because only a portion of the students actively participated in discussions and provided feedback, while others remained passive listeners.

The interview findings confirmed these observations. The teacher explained:

WG: *"I use group discussions so that students do not simply listen to the teacher's explanations. I want them to discuss, ask questions, and exchange ideas with one another. It is true that not all students are actively involved yet, but through this approach they gradually become more confident in expressing their opinions."*

This statement indicates that the teacher made deliberate efforts to facilitate interaction in accordance with the instructional plan. Nevertheless, the effectiveness of its implementation continued to be influenced by students' individual characteristics. While some students demonstrated active engagement, others still required encouragement before participating in discussions. Therefore, the alignment of this indicator reflects that the teacher successfully provided opportunities for interaction as planned, although equal participation among all students has not yet been fully achieved. These findings are consistent with Iksannudhin and Siwi (2025), who argued that **joyful learning** enhances interaction and collaboration among students, although the degree of participation may differ according to individual characteristics.

The indicator concerning students' active participation was likewise categorized as **partially aligned**. The teacher provided opportunities for all students to participate in discussions, present their work, ask questions, and respond to their peers. However, classroom observations revealed that these opportunities were not utilized equally, as only a portion of the students consistently participated actively throughout the learning process.

These findings were further supported by the interview results. The teacher stated:

WG: *"I always try to involve all students, both during discussions and presentations. However, every student is different. Some immediately have the confidence to express their opinions, while others are still shy or lack self-confidence."*

Based on the interview findings, it can be understood that the teacher provided equal opportunities for all students to engage in the learning process. Nevertheless, the level of participation was influenced by each student's confidence, willingness, and readiness to contribute. Therefore, the partial alignment observed for this indicator does not imply that the instructional plan was not implemented. Rather, it reflects the variation in students' responses to the instructional strategies employed by the teacher. These findings reinforce the view that **joyful learning** is determined not only by the

instructional methods employed but also by students' readiness to participate actively in the learning process.

Overall, the **joyful learning** characteristic demonstrates that the teacher successfully implemented instruction in accordance with the teaching module by creating a comfortable learning environment, utilizing instructional methods and learning media that actively engaged students, and providing opportunities for interaction and participation throughout the lesson. Nevertheless, achieving equal levels of active participation among all students remains a challenge, meaning that interaction and participation have not yet fully met the expectations established during the planning stage. These findings indicate that the alignment between instructional planning and implementation depends not only on whether the planned activities are carried out but also on how students respond to the instructional strategies implemented by the teacher.

CONSLUSION

The results of this study indicate that the implementation of deep learning in Indonesian language learning in class XI TKJ at SMK NU 1 Kedungpring is reflected in the planning and implementation of learning through the characteristics of mindful learning, meaningful learning, and joyful learning. A suitability analysis indicates that most of the activities planned in the teaching module have been reflected in the learning implementation, although several indicators remain suboptimal, particularly in providing opportunities for all students to provide in-depth responses, integrating material with the context of the TKJ workplace, and ensuring equitable active student participation.

This study provides empirical evidence that the success of deep learning implementation is determined not only by the alignment between planning and implementation, but also by the teacher's ability to adapt learning strategies to classroom conditions without compromising learning objectives. This study was limited to one teacher and one class, so the results cannot be generalized. Therefore, further research is recommended involving more teachers, subjects, or educational levels to obtain a more comprehensive picture of deep learning implementation..

DAFTAR PUSTAKA

Andayanie, L. M., Adhantoro, M. S., Purnomo, E., & Kurniaji, G. T. (2025). Implementation of *deep learning* in education: Towards mindful, meaningful, and *joyful learning* experiences. Journal of *Deep learning*, 1(1), 47–56. https://doi.org/10.23917/jdl.v1i1.11157

Aprilia, D., & Mukhlis, M. (2026). Implementasi pembelajaran Bahasa Indonesia Kurikulum Merdeka dengan pendekatan *deep learning* di SMA. Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI), 6(1), 713–727. https://doi.org/10.53299/jppi.v6i1.3909

Biggs, J., Tang, C., & Kennedy, G. (2022). Teaching for quality learning at university (5th ed.). McGraw-Hill Education.

Dewi, A. R., Maily, M. E. W., Safitri, F. N. C., Zaitunnah, P. N., Mala, Z. L., & Suttrisno. (2025). *Deep learning* dalam pembelajaran MI: Tinjauan literatur dalam *meaningful learning*, *mindful learning*, dan *joyful learning*. Jurnal Kepemimpinan & Pengurusan Sekolah, 10(2), 584–592. https://doi.org/10.34125/jkps.v10i2.580

Fatihah, H., Izzah, D. M. N., & Melinda, C. (2025). Pendekatan pembelajaran *deep learning*: Sebuah kajian literatur pembelajaran meaningful, joyful, dan mindful. SOSIO RELIGI: Jurnal Kajian Pendidikan Umum, 23(2), 17–24. https://doi.org/10.17509/sosioreligi.v23i2

Fauziah, U. N., Arman, Ramadani, S., Mahfuroh, L., Adetia, M. F., & Sutari, D. (2025). Implementasi prinsip-prinsip *deep learning* dalam pembelajaran di sekolah dasar. EDUKASI TEMATIK: Jurnal Pendidikan Sekolah Dasar, 6(3), 171–176. https://doi.org/10.59632/edukasitematik.v6i3.677

Kementerian Pendidikan Dasar dan Menengah. (2025). Naskah akademik pembelajaran mendalam (*Deep learning*). Kementerian Pendidikan Dasar dan Menengah.

Marton, F., & Säljö, R. (1976). On qualitative differences in learning: Outcome and process. British Journal of Educational Psychology, 46(1), 4–11. https://doi.org/10.1111/j.2044-8279.1976.tb02980.x

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). Qualitative data analysis: A methods sourcebook (3rd ed.). SAGE Publications.

Nabila, C. A., Ramdani, F. A., Prima, C. K., & Adman. (2026). Pendekatan pembelajaran mendalam dalam Kurikulum Merdeka: Implikasi untuk pendidikan manajemen perkantoran. Journal of Information Systems and Management (JISMA), 5(1), 48–54.

Rahadyan, A., Kurniawan, I., & Nengsih, R. (2025). Implementasi pendekatan *deep learning* berbasis mindful, meaningful, joyful dalam pembelajaran matematika:

Sebuah kajian studi kasus. Konstruktivisme: Jurnal Pendidikan dan Pembelajaran, 17(1). https://doi.org/10.35457/konstruk.v17i1.5520

Ratri, S. Y., Wagiran, W., Riyadi, A., Firdaus, F. M., & Delosa, J. (2026). *Deep learning* (Pembelajaran Mendalam) dalam pendidikan Indonesia: Tinjauan sistematis teori dan praktik. Jurnal Ilmu Pendidikan dan Pembelajaran, 4(2), 176–191. https://doi.org/10.58706/jipp.v4n2.p176-191

Usnandri, F., Damayanti, A. M., Ramandhayani, R., & Donna, N. B. (2025). Implementasi pendekatan *deep learning* dalam pembelajaran di kelas. Pendas: Jurnal Ilmiah Pendidikan Dasar, 10(4).

Widyastuti, W., Widyasari, C., Rahmawati, F. P., & Minsih, M. (2025). Implementasi prinsip pengelolaan meaningful, mindful, dan *joyful learning* dalam proses pembelajaran mendalam: Studi kasus di Sekolah Dasar Islam Terpadu. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 9(5), 2172–2181. https://doi.org/10.31004/obsesi.v9i5.7339