

IMPLEMENTATION OF DEEP LEARNING APPROACH IN ARABIC LANGUAGE INSTRUCTION AT MAN 3 SLEMAN

Imam Hizbullah^{1*}, Margana², Sudarmaji³

Master of Applied Linguistics, Faculty of Languages, Arts, and Cultures, University State Yogyakarta, Yogyakarta, Indonesia

*Corresponding author email: imambizbullah.2024@student.uny.ac.id

Article History

Received: 26 May 2026

Revised: 29 July 2026

Published: 31 July 2026

ABSTRACT

This study aims to analyze and evaluate the implementation of a deep learning approach in Arabic language instruction at MAN 3 Sleman, focusing on lesson planning, instructional implementation, learning assessment, and the challenges encountered by teachers. This study employed a qualitative approach with an evaluative case study design. Data were collected through in-depth interviews, classroom observations, and document analysis involving the school principal, vice principal for curriculum, Arabic language teachers, and Grade XII-D students. Data were analyzed using data reduction, data display, and conclusion drawing, while trustworthiness was ensured through source and methodological triangulation. The findings reveal that deep learning principles were substantially integrated into Arabic language instruction. Mindful learning was implemented by activating students' prior knowledge, monitoring their learning progress, encouraging questioning, and facilitating reflection through self- and peer-assessment. Meaningful learning was achieved by connecting Arabic vocabulary and grammar with authentic classroom objects, daily life contexts, sentence construction, and dialogue activities that enabled students to apply language in real situations. Joyful learning was fostered through interactive teaching strategies, simple games, visual media, spontaneous quizzes, and a supportive classroom atmosphere that promoted active participation and motivation. Learning assessment integrated diagnostic, formative, and summative assessments to evaluate cognitive, affective, and psychomotor domains. However, several challenges remain, including limited variation in instructional technology, teachers' incomplete understanding of the deep learning approach, and the continued use of standardized MGMP lesson plan formats. The study recommends strengthening teacher professional development and improving instructional design to optimize the implementation of deep learning in Arabic language education.

Keywords: Arabic Language Instruction, Deep Learning, Mindful Learning, Meaningful Learning, Joyful Learning, Evaluative Research.

Copyright © 2026, The Author(s).

How to cite: Hizbullah, I., Margana, M., & Sudarmaji, S. (2026). Implementation of Deep Learning Approach In Arabic Language Instruction At Man 3 Sleman. *NUSRA : Jurnal Penelitian Dan Ilmu Pendidikan*, 7(3), 1903–1916. <https://doi.org/10.55681/nusra.v7i3.6504>



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

INTRODUCTION

The rapid transformation of education in the twenty-first century requires instructional approaches that not only improve students' academic achievement but also develop critical thinking, creativity, communication, collaboration, and lifelong learning skills. Within this context, language education plays a strategic role because language functions not only as a communication tool but also as a medium for constructing knowledge and developing higher-order thinking. Therefore, Arabic language instruction is expected to move beyond vocabulary and grammar acquisition toward meaningful language use in authentic contexts that foster learners' cognitive, social, and reflective development.

To address these educational demands, Indonesia has introduced the deep learning approach as part of the implementation of the Merdeka Curriculum. This approach emphasizes three interconnected principles: mindful learning, meaningful learning, and joyful learning, which encourage students to actively construct knowledge, connect learning with real-life experiences, and engage in enjoyable learning environments. Rather than focusing solely on content mastery, deep learning promotes conceptual understanding, reflection, collaboration, and authentic learning experiences that support sustainable learning outcomes.

Recent studies have demonstrated the potential of deep learning to improve students' engagement, motivation, critical thinking, collaboration, and long-term understanding across various educational settings. However, most previous research has concentrated on general education, science, technology, physical education, or Islamic education, while studies examining deep learning as a pedagogical approach in

Arabic language instruction remain limited. Existing literature also tends to interpret deep learning primarily from the perspective of artificial intelligence or educational technology rather than as an instructional framework emphasizing the principles of mindful, meaningful, and joyful learning.

This limitation becomes particularly important in Arabic language education because learning Arabic involves unique linguistic and cultural characteristics that require instructional strategies promoting conceptual understanding, contextual language use, and active learner participation. Although the Ministry of Primary and Secondary Education has promoted the implementation of deep learning within the Merdeka Curriculum, empirical evidence regarding how its core principles are implemented in Arabic language classrooms, especially in Islamic secondary schools (*madrasah*), remains scarce. Consequently, teachers and educational institutions still have limited empirical references for implementing deep learning effectively in Arabic language instruction.

Therefore, the research gap addressed in this study lies in the limited empirical evidence regarding the implementation of the deep learning approach as a pedagogical framework in Arabic language instruction, particularly in relation to the application of the principles of mindful, meaningful, and joyful learning within the context of *madrasah* education. Previous studies have generally examined deep learning conceptually or within other subject areas, whereas few have investigated how these principles are translated into lesson planning, classroom practices, learning

assessment, and instructional evaluation in Arabic language learning.

The novelty of this research is its comprehensive evaluation of the implementation of the deep learning approach in Arabic language instruction at MAN 3 Sleman using the CIPP (Context, Input, Process, Product) evaluation model. Unlike previous studies, this research not only examines instructional implementation but also evaluates lesson planning, classroom practices, learning assessment, and implementation challenges while specifically analyzing how mindful, meaningful, and joyful learning principles are operationalized within Arabic language instruction. This study is expected to contribute both theoretically by enriching the literature on deep learning in language education and practically by providing evidence-based recommendations for improving Arabic language instruction in the context of the Merdeka Curriculum.

Based on these considerations, this study aims to analyze and evaluate the implementation of the deep learning approach in Arabic language instruction at MAN 3 Sleman, focusing on instructional planning, classroom implementation, learning assessment, and the challenges encountered in applying the principles of mindful, meaningful, and joyful learning.

RESEARCH METHOD

This study employed a field research design with a descriptive-evaluative qualitative approach conducted at MAN 3 Sleman to examine the implementation of the deep learning approach in Arabic language instruction. A qualitative approach was selected as it emphasizes an in-depth understanding of meanings, processes, and participants' perspectives within their

natural settings (Sugiyono, 2013). The study adopted a case study design focusing on a single educational institution to obtain a comprehensive and holistic understanding of the phenomenon (Creswell, 2009). This research utilized the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam (2003). Context evaluation examined the background, institutional policies, alignment with the Merdeka Curriculum, and the needs of teachers and students; input evaluation assessed resource readiness, including teacher competence, infrastructure, managerial support, and the use of media and technology; process evaluation analyzed instructional implementation, student engagement, the application of mindful, meaningful, and joyful learning principles, and the challenges encountered; while product evaluation focused on learning outcomes, including improvements in Arabic language proficiency, motivation, attitudes, internalization of Islamic values, and overall instructional quality.

The study was conducted over one month in October 2025 at MAN 3 Sleman, which was selected due to its initial implementation of the deep learning approach. Data sources consisted of primary and secondary data. Primary data were collected through interviews, observations, and direct interactions with key informants, including the head of the madrasah, the vice principal for curriculum, one Arabic language teacher, and one Grade X student (Hardani et al., 2020). Secondary data included instructional documents such as teaching modules, learning materials, and students' work. Data collection techniques comprised passive participatory observation conducted in Class XII-D to observe the instructional process without active

researcher involvement (Sugiyono, 2013; Hardani et al., 2020), in-depth interviews using both structured and semi-structured formats to obtain comprehensive insights, and documentation to support and validate the data.

Data trustworthiness was ensured through credibility, transferability, dependability, and confirmability. Credibility was established through source and technique triangulation to verify data consistency and validity (Sugiyono, 2013), while dependability was ensured through an audit trail to systematically document the research process (Hardani et al., 2020). Data analysis followed the interactive model of Miles et al. (1994), consisting of data reduction, data display, and conclusion drawing conducted iteratively. Data reduction involved selecting, coding, and categorizing relevant data Sulistyawati (2018), data display was presented in a narrative form supported by informant quotations and documentation; and conclusions were verified through repeated data checking and peer debriefing. The criteria for success were determined based on the achievement of three main aspects: instructional planning that integrates mindful, meaningful, and joyful learning principles; instructional implementation that is interactive, participatory, and contextual with active student engagement; and comprehensive assessment covering cognitive, affective, and psychomotor domains through authentic assessment and constructive feedback.

RESULTS AND DISCUSSION

The implementation of the deep learning approach at MAN 3 Sleman reveals a transition from traditional teacher-centered

instruction toward a more holistic, student-centered paradigm. Findings indicate that deep learning, defined through the pillars of mindful, meaningful, and joyful learning, has been integrated into the pedagogical flow of Arabic instruction. While the practice in the classroom effectively demonstrates these principles, the formal documentation in lesson plans (RPP) remains in a transitional phase where deep learning elements are often present but not always explicitly labeled. This scientific finding suggests that the shift is currently more prominent in teacher-student interactions and classroom dynamics than in systemic administrative planning. Compared to previous studies that often view deep learning solely as an artificial intelligence (AI) computational tool, these results highlight a successful adaptation of deep learning as a humanistic pedagogical framework specifically tailored for linguistic competence in a madrasah context.

Planning of Arabic Language Learning with a Deep Learning Approach

The planning of deep learning-based Arabic language instruction at MAN 3 Sleman demonstrates a generally positive tendency toward integrating the principles of deep learning. This conclusion is based on empirical findings obtained through interviews with the Arabic language teacher (MN), the head of the madrasah, the vice principal for curriculum, students, as well as document analysis of lesson plans (RPP). Overall, the instructional planning has incorporated three core learning experiences in deep learning, namely understanding, applying, and reflecting.

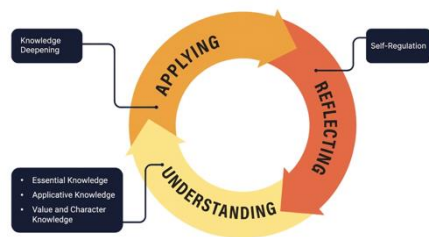


Figure 1. Deep Learning Teaching Experience Framework

The teacher not only focuses on content delivery but also emphasizes the learning process, meaning-making, and the development of students' learning awareness. However, from an evaluative perspective, the integration of these elements remains largely conceptual and has not yet been explicitly and systematically articulated within the instructional planning components, indicating the need for further alignment between objectives, activities, and assessment.

The formulation of learning objectives reflects a sound pedagogical awareness, as it extends beyond cognitive achievement to include affective and psychomotor development. The objectives are designed to enable students to understand language structures, recognize the contextual use of vocabulary, and demonstrate positive attitudes during the learning process. This approach is particularly relevant given the heterogeneous background of students, many of whom do not have prior experience in madrasah education. Thus, the objectives are adaptive and responsive to students' needs. This finding aligns with Bloom's Taxonomy, which emphasizes the integration of cognitive, affective, and psychomotor domains. Nevertheless, within the framework of deep learning, the objectives still tend to emphasize learning

outcomes rather than explicitly incorporating elements of reflection and learning awareness.

In addition, the planning process includes the identification of behavioral change indicators that encompass not only mastery of content but also student engagement and attitude development. These indicators are reflected in students' increased confidence in reading texts aloud, their ability to correct their own and peers' work, and their willingness to use Arabic in simple contexts. Other indicators include improved focus, initiative in constructing sentences, and active responses to visual stimuli or real objects. This practice is consistent with Putro & Nidhom (2021), who emphasizes that learning indicators should be specific and measurable. However, the indicators remain largely focused on observable behaviors, while those related to reflective thinking and learning awareness are not yet systematically developed.

From the perspective of learning resources, the teacher employs a variety of instructional media to support gradual and meaningful understanding. Core materials include *qawa'id* books and textbooks published by the Ministry of Religious Affairs, complemented by digital media such as YouTube videos, PowerPoint presentations, and the use of real objects in the classroom. The whiteboard remains a primary tool for delivering structured and step by step explanations. The use of tangible objects, such as paper, pens, and other classroom items, facilitates vocabulary acquisition through direct association rather than translation. This approach reflects contextual learning and aligns with Kristanto (2016), who highlights the role of environmental resources in enhancing

student engagement and deep conceptual understanding.

Instructional strategies in the understanding phase are designed progressively, moving from concrete to abstract concepts. The teacher begins with basic vocabulary and sentence structures, gradually introducing more complex grammatical forms such as *mudzakkar*, *muannats*, and *idhafah*. This progression reflects the hierarchical nature of cognitive development in Bloom's Taxonomy and is consistent with constructivist principles, where knowledge is built upon learners' prior experiences. Reading activities are used as a diagnostic tool to assess students' initial understanding, while differentiated instruction is applied to accommodate varying levels of student ability. Although visual media such as videos and presentations are used selectively, step-by-step explanations on the whiteboard remain the primary strategy. These practices indicate that the understanding phase is aligned with deep learning principles, particularly in fostering mindful and meaningful learning.

In the application phase, learning activities are designed to enable students to use the language in real life contexts. Writing exercises serve as the primary strategy, requiring students to construct sentences independently after acquiring basic vocabulary and grammatical knowledge. This ensures that students move beyond memorization toward productive language use. The use of real objects further reinforces contextual understanding, while simple conversational practices (*muhadathah*) are implemented to develop students' confidence, spontaneity, and communicative competence. These activities reflect the principle of joyful

learning, as they involve interactive and engaging experiences, and are consistent with social constructivist perspectives that emphasize the role of interaction in knowledge construction.

The reflection phase is also integrated into the instructional process, although it has not yet been systematically formalized in the planning stage. Reflective practices are conducted through activities such as peer assessment, repetition of previous materials, opportunities for questioning, and formative assessments including quizzes and daily tests. These activities help students monitor their learning progress, identify difficulties, and adjust their learning strategies. This approach is aligned with the concept of self-regulated learning, which emphasizes learners' active role in planning, monitoring, and evaluating their own learning. Reflection is also collaborative in nature, as students learn from peers' feedback and perspectives. Thus, reflection functions not merely as a concluding activity but as an integral component of the learning process that supports continuous awareness and meaning-making.

Overall, the planning of deep learning-based Arabic instruction at MAN 3 Sleman demonstrates a positive direction, particularly in integrating the learning experiences of understanding, applying, and reflecting. However, these elements require further conceptual strengthening and systematic articulation within instructional planning documents to ensure full alignment with deep learning principles.

Implementation of Arabic Language Instruction Using Deep Learning Principles

The implementation of deep learning based Arabic language instruction at MAN 3

Sleman demonstrates a systematic effort to apply the core principles of mindful, meaningful, and joyful learning across instructional processes, strategies, and student learning experiences. Overall, the instructional practices employed by the teacher (MN) indicate a shift from outcome-oriented teaching toward a process-oriented approach that emphasizes active engagement, reflection, and contextual understanding. This is evident in how the teacher initiates learning by strengthening students' foundational skills, such as reading (*qirā'ah*), reviewing previous materials, and identifying students' initial readiness before introducing new content. These practices align with the concept of mindful learning, which emphasizes awareness of learners' cognitive processes (Abdurrochim et al., 2024), as well as active learning theory, which highlights mental engagement as a prerequisite for deep learning (Salamun et al., 2023).

During instruction, the teacher delivers content using simple and gradual explanations, particularly in teaching *qawā'id* (grammar), by breaking down concepts into manageable components. For instance, distinctions between *mudzakkar* and *muannats* or the structure of *idhāfah* are explained through concrete and familiar examples. This approach enables students not only to understand linguistic forms but also to grasp their functional use within specific contexts, thereby fostering metacognitive awareness. Consequently, learning extends beyond "what" to include "why," which is a fundamental characteristic of deep learning (Riyadi et al., 2025). The teacher also provides opportunities for questioning, monitors individual progress, and encourages students to become aware of their own learning processes. However,

reflective practices such as written journals are not yet consistently implemented, indicating an area for further development in strengthening mindful learning.

From the perspective of meaningful learning, Arabic instruction at MAN 3 Sleman demonstrates a strong connection between instructional content and students' real-life experiences. The teacher consistently utilizes tangible objects, such as paper, pens, and classroom items, to introduce *mufradat* (vocabulary), enabling students to associate words with direct sensory experiences. Interview findings reveal that students perceive the instruction as carefully paced, interactive, and oriented toward ensuring comprehension rather than merely completing the syllabus. The teacher provides relevant examples drawn from everyday contexts, making the material more accessible and meaningful. These practices are consistent with Ausubel's (1968) theory of meaningful learning, which emphasizes the relevance of new knowledge to learners' prior experiences, as well as the view that meaningful understanding enables learners to apply knowledge in real-life situations (Nuriana & Hotimah, 2023).

The application of meaningful learning is further reflected in activities such as sentence construction exercises and simple *hiwar* (dialogue) practices. Through these activities, students not only acquire vocabulary but also learn to use it in social contexts. This approach aligns with constructivist theory, which posits that knowledge is constructed through real experiences and social interaction. Nevertheless, opportunities remain for further enhancement, particularly through the incorporation of more varied project-based activities, such as thematic dialogue projects, simple video productions, or

problem-based group tasks that could enrich students' learning experiences.



Figure 2. Writing skill (*maharah al-kitabah*) activities in the classroom

The principle of joyful learning is evident in the classroom atmosphere, which is interactive, dynamic, and engaging. The teacher employs various strategies, including randomly calling on students, using simple games to introduce vocabulary, and incorporating visual media such as PowerPoint presentations to sustain students' attention. Additionally, spontaneous quizzes are used to maintain student focus and readiness. These strategies foster active two-way interaction, as students demonstrate enthusiasm, willingness to respond, and emotional engagement in the learning process. This environment reflects Rogers' humanistic approach, which emphasizes empathetic and motivating learning conditions (Irfanuddin et al., 2025), as well as findings by Otto et al. (2020), that enjoyable learning environments enhance student motivation and engagement. However, further diversification of instructional strategies could strengthen the joyful dimension of learning.

In terms of instructional stages within the Kurikulum Merdeka framework, the implementation of Arabic learning at MAN 3 Sleman follows a structured sequence of

introductory, core, and closing activities. In the introductory stage, the teacher begins with greetings, checks students' readiness, and activates prior knowledge through guiding questions that connect previous and new materials. The teacher also explains the learning objectives and outlines the sequence of activities in simple terms, enabling students to understand the learning process. This stage reflects the principles of apperception and constructivism, where new knowledge is built upon existing cognitive structures.

In the core stage, instruction is organized around three essential phases of deep learning: understanding, applying, and reflecting. In the understanding phase, the teacher uses concrete objects and visual media as stimuli to help students identify prior knowledge and construct understanding progressively. This approach aligns with active learning principles and the SOLO taxonomy, where learners move from basic comprehension to more complex conceptual structures. In the application phase, students engage in both individual and collaborative tasks, such as writing exercises, discussions, and conversational practices, which encourage critical thinking and the application of knowledge in real-life contexts while maintaining an interactive and enjoyable learning environment. In the reflection phase, the teacher facilitates reflective questioning, reviews previous materials, and encourages peer assessment, demonstrating the integration of cognitive and social reflection that supports learning awareness and feedback mechanisms.

In the closing stage, the teacher provides opportunities for students to summarize the lesson collectively, offers feedback on the learning process, and acknowledges students' participation. The

teacher also occasionally assigns independent tasks and introduces upcoming materials to stimulate students' curiosity. Overall, the closing activities reflect a balance between reinforcing understanding, sustaining motivation, and preparing students for subsequent learning.

In conclusion, the implementation of deep learning-based Arabic instruction at MAN 3 Sleman reflects a relatively strong integration of mindful, meaningful, and joyful learning principles. Nevertheless, further improvement is needed in terms of consistency, diversification of instructional strategies, and the systematic integration of reflective practices to optimize the impact of deep learning on instructional quality.

Evaluation of Arabic Language Learning Based on Deep Learning

The evaluation of Arabic language learning based on a deep learning approach at MAN 3 Sleman demonstrates that assessment practices are not solely oriented toward final outcomes but also encompass the learning process, the development of higher-order thinking skills, and students' reflective capacities. Conceptually, this evaluation integrates the principles of *measurement*, *assessment*, and *evaluation*, which are operationalized through diagnostic, formative, and summative assessments that complement one another. The evaluation process has been systematically designed from the planning stage through lesson plans and instructional modules, incorporating assessment indicators aligned with Learning Objectives (LO) and Learning Outcomes (CLO). The assessment covers not only cognitive aspects but also affective and psychomotor domains, reflecting a comprehensive evaluation

approach consistent with Bloom's taxonomy.

In practice, evaluation is conducted continuously throughout the instructional process. The teacher actively monitors students' participation, responsiveness, and accuracy in reading and sentence construction. This indicates that evaluation is not incidental but constitutes an integral component of the learning process, supporting the principle of mindful learning, in which students' progress is consistently observed. Furthermore, the evaluation emphasizes deep understanding rather than merely assessing correctness. It focuses on students' ability to connect conceptual knowledge with practical language use. For instance, in sentence construction tasks based on newly learned vocabulary, the teacher evaluates both structural accuracy and contextual appropriateness.

The diversity of evaluation techniques further reflects a comprehensive approach. The teacher employs written tests, reading practices (*qira'ah*), speaking performance (*hiwar*), attitudinal observation, independent assignments, and spontaneous quizzes during instruction. This multi-instrument approach provides a holistic picture of students' learning achievements. Each evaluation outcome is followed by immediate and constructive feedback. Errors in reading and writing are corrected with clear explanations, enabling students to understand their mistakes effectively. This feedback not only enhances comprehension but also fosters a positive learning environment, aligning with the principle of joyful learning.

Moreover, evaluation results serve as a basis for instructional improvement. When students encounter difficulties, the teacher adjusts teaching strategies by incorporating

more concrete examples, increasing practice opportunities, or utilizing visual media. This indicates that evaluation functions as a reflective tool that supports continuous improvement in teaching practices. Students are also involved in the evaluation process through oral reflections at the end of lessons and peer assessment activities. This involvement promotes critical thinking, learning awareness, and collaborative engagement, thereby strengthening the social dimension of learning.

The effectiveness of learning is assessed not only through test scores but also through observable changes in students' attitudes, confidence, and classroom engagement. The teacher considers indicators such as students' willingness to read aloud, ask questions, and participate in group activities. This holistic evaluation approach encompasses cognitive, social, and emotional dimensions, in line with the objectives of deep learning.

Technically, evaluation is conducted through a combination of test and non-test methods. Tests are used to measure cognitive achievement through multiple-choice, short-answer, and essay formats, while non-test techniques such as observation are employed to assess learning processes and language skills. Learning outcomes are measured using simple rubrics through an observation worksheet, which evaluates aspects such as idea quality, participation, and collaboration on a scale of 1–4, subsequently converted into standardized scores. This system enhances objectivity and consistency in assessment.

In terms of assessment types, the teacher implements diagnostic, formative, and summative assessments. Diagnostic assessment is conducted at the beginning of instruction through written tests,

discussions, and observations to identify students' prior knowledge, readiness, and potential misconceptions. Formative assessment is carried out throughout the learning process through *Assessment for Learning* (AfL) and *Assessment as Learning* (AaL), including self-assessment and peer assessment supported by structured rubrics. These practices foster reflective and participatory learning while promoting students' self-regulation skills.

Meanwhile, summative assessment is conducted at the end of instructional units to measure overall learning achievement. This includes performance-based assessments such as mini-projects (e.g., posters or visual summaries), written tests, and portfolios containing students' collected work. Through this combination, evaluation focuses not only on final outcomes but also on the learning processes experienced by students. Overall, the evaluation practices implemented at MAN 3 Sleman reflect a comprehensive, reflective, and deep understanding-oriented approach, aligning with the core principles of *deep learning*.

Challenges in the Implementation of Deep Learning in Grade XII at MAN 3 Sleman

One of the primary challenges in implementing the deep learning approach at MAN 3 Sleman is the absence of specific operational policies regulating its application, resulting in the school still being in a phase of adaptation and adjustment.

Another challenge relates to teachers' understanding of the deep learning approach. As this approach is relatively new, teachers are still in the process of learning, interpreting, and adapting its concepts to the existing practices of Arabic language instruction.

In addition, the implementation of deep learning is influenced by students' readiness. Learners possess diverse initial levels of Arabic language proficiency, leading to varying degrees of readiness in engaging with learning activities that require active participation, reflection, and learner autonomy.

Another identified challenge concerns the alignment between lesson planning in the RPP and classroom practices. During this adaptation phase, the implementation of deep learning tends to develop more through instructional practices, while the written plans continue to be gradually adjusted.

Considering these challenges, it can be concluded that the implementation of deep learning still requires sustained support, particularly in strengthening teachers' competencies and improving instructional design. Continuous improvement efforts are necessary to ensure that the deep learning approach can be implemented more effectively and generate a significant impact on the quality of Arabic language instruction.

Research Limitations

This study has been conducted in accordance with the objectives and procedures established at the outset and has provided an overview of the implementation of the deep learning approach in Arabic language instruction at MAN 3 Sleman. However, to ensure an accurate interpretation of the findings, several contextual and methodological limitations need to be acknowledged.

First, this study is intentionally focused on a single educational institution, namely MAN 3 Sleman. The selection of this site was based on considerations of data accessibility, availability of informants, and

the relevance of the madrasah context to the research focus. Therefore, the findings are intended to provide insights into the practice of deep learning-based Arabic instruction rather than to be generalized to all madrasahs or other educational institutions with different characteristics.

Second, a limitation of this study lies in the number of student participants involved as informants, which was limited to one individual and may not fully represent the perspectives of the entire class. Third, the implementation of the deep learning approach remains in the stage of development and adaptation. Although the instructional practices carried out by Arabic language teachers generally reflect the principles of mindful, meaningful, and joyful learning, continuous refinement and alignment are still required to ensure that lesson planning, as documented in the RPP, is consistently aligned with classroom practices.

Another limitation relates to the research approach and type of data. This study employs a qualitative approach with data collection techniques including interviews, observations, and documentation. While this approach enables the researcher to obtain rich and in-depth data regarding the learning process, it does not measure the effectiveness of deep learning implementation quantitatively, such as through score comparisons or statistical analysis of student learning outcomes. Consequently, the findings primarily emphasize the understanding of processes, experiences, and the meaning of instructional implementation.

In addition, this study is limited by the evolving context of educational policy. The deep learning approach is still in the process of adaptation within the madrasah education

system. Therefore, this research captures its implementation within a dynamic policy environment, which may continue to evolve after the completion of this study.

Considering these limitations, the findings of this study should be interpreted proportionally in accordance with its context and objectives. These limitations do not diminish the significance or contribution of the study; rather, they position it as a contextual investigation that provides empirical insights into the implementation of the deep learning approach in Arabic language instruction at MAN 3 Sleman.

CONCLUSION

This study concludes that the implementation of the deep learning approach in Arabic language instruction at MAN 3 Sleman has generally reflected the principles of mindful, meaningful, and joyful learning across instructional planning, classroom implementation, and learning assessment. Students were encouraged to actively construct knowledge through contextual learning experiences, reflective activities, authentic language use, and interactive classroom engagement, while assessment was conducted through an integrated combination of diagnostic, formative, and summative approaches. Although the implementation has demonstrated positive pedagogical practices, several challenges remain, particularly in teachers' understanding of deep learning, the limited diversification of instructional strategies and technology, and the alignment between lesson planning and classroom practice.

The principal contribution of this study lies in providing empirical evidence that deep learning can be operationalized as a pedagogical framework for Arabic

language instruction, rather than being viewed merely as a technological or artificial intelligence concept. By examining the implementation of mindful, meaningful, and joyful learning through the CIPP evaluation model, this research extends the current literature on deep learning within the context of language education, particularly in Islamic secondary schools (*madrasah*).

Practically, the findings offer guidance for teachers and educational institutions in designing more student-centered Arabic language instruction that integrates contextual learning, reflective practices, and authentic assessment. Future studies are recommended to involve multiple schools, employ mixed-methods or longitudinal designs, and examine the long-term impact of the deep learning approach on students' Arabic language proficiency and higher-order thinking skills.

DAFTAR PUSTAKA

- Abdurrochim, P. L., Hanifah, N., & Syahid, A. A. (2024). *Pengaruh Pendekatan Mindful Learning terhadap Hasil Belajar IPAS Kelas V Sekolah Dasar*. 8(2), 396–407. <https://journal.um-surabaya.ac.id/index.php/pgsd>
- Forum MGMP Bahasa Arab Gelar Deep Learning Nasional Bersama Dr. Ghozi. (2025). Forum MGMP Bahasa Arab Se-Indonesia. <https://forum-mgmp-arab.id/forum-mgmp-bahasa-arab-gelar-deep-learning-nasional-bersama-dr-ghozi/>
- Agyeman, N. Y. B. (2024). Deep learning in high schools: exploring pedagogical approaches for transformative education. *HUMANIKA: Kajian Ilmiah Mata Kuliah Umum*, 24(2), 111–126. <https://doi.org/10.21831/hum.v24i2.71350>
- Alhammadi, S. (2021). The effect of the COVID-19 pandemic on learning

- quality and practices in higher education—using deep and surface approaches. *Education Sciences*, 11(9).
<https://doi.org/10.3390/educsci11090462>
- Alruwais, N. M., & Zakariah, M. (2024). Student Recognition and Activity Monitoring in E-Classes Using Deep Learning in Higher Education. *IEEE Access*, 12, 66110–66128.
<https://doi.org/10.1109/ACCESS.2024.3354981>
- Barus, A. H. B., Khairum, D., Sianipar, D. M., Mailani, E., & Rarastika, N. (2025). *Analisis Kelebihan dan Kekurangan Pendekatan Deep Learning*. 15(1).
<https://doi.org/10.9644/sindoro.v3i9.267>
- Cao, Y., & Yongke Sun. (2024). The Research on the Application of Deep Learning in Education. *IETI Transactions on Data Analysis and Forecasting (ITDAF)*, 2(3), 4–11.
<https://doi.org/10.3991/itdaf.v2i3.51413>
- Chen, J., & Singh, C. K. S. (2024). A Systematic Review on Deep Learning in Education: Concepts, Factors, Models and Measurements. *Journal of Education and Educational Research*, 7, 125–129.
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publication, Inc.
- Hardani, Auliya, N. H., Andriani, H., Fardani, R. A., Ustiawaty, J., Utami, E. F., Sukmana, D. J., & Istiqomah, R. R. (2020). *Metode Penelitian Kualitatif & Kuantitatif*. CV. Pustaka Ilmu.
- Irfanuddin, F., Selamat, & Widodo, H. (2025). Analisis Implementasi Pembelajaran Mendalam (Deep Learning) dalam Kurikulum PAI di SD Negeri 125 Ogan Komering Ulu Sumatera Selatan. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 5(3), 1566–1576.
<https://doi.org/10.53299/jppi.v5i3.1798>
- Kristanto, A. (2016). *Media Pembelajaran*. Penerbit Bintang Surabaya.
- Leenknecht, M., Hompus, P., & Schaaf, M. van der. (2019). Feedback seeking behaviour in higher education: the association with students' goal orientation and deep learning approach. *Assessment and Evaluation in Higher Education*, 44(7), 1069–1078.
<https://doi.org/10.1080/02602938.2019.1571161>
- Mendikdasmen Paparkan Penerapan Deep Learning untuk Tingkatkan Mutu Pendidikan. (2025). Panrb: Kementrian Pendayagunaan Aparatur Negara Dan Reformasi Birokrasi.
<https://www.menpan.go.id/site/berita-terkini/berita-daerah/mendikdasmen-paparkan-penerapan-deep-learning-untuk-tingkatkan-mutu-pendidikan>
- Miles, M. B., Huberman, A. M., & Saldana, J. (1994). *Qualitative Data Analysis* (3rd ed.). SAGE Publication, Inc.
- Mystakidis, S. (2021). Deep Meaningful Learning. *Encyclopedia*, 1(3), 988–997.
<https://doi.org/10.3390/encyclopedia1030075>
- Mystakidis, S., Berki, E., & Valtanen, J. P. (2021). Deep and meaningful e-learning with social virtual reality environments in higher education: A systematic literature review. In *Applied Sciences* (Vol. 11, pp. 1–25). MDPI AG.
<https://doi.org/10.3390/app1105241>
- Nuriana, R., & Hotimah, I. H. (2023). Penerapan Meaningful Learning Dalam Pembelajaran Sejarah. *JHCJ: Jambura History and Culture Journal*, 5(2), 1–5.
- Otto, S., Körner, F., Marschke, B. A., Merten, M. J., Brandt, S., Sotiriou, S., & Bogner, F. X. (2020). Deeper learning as integrated knowledge and fascination for Science. *International*

- Journal of Science Education*, 42(5), 1–28.
<https://doi.org/10.1080/09500693.2020.1730476>
- Putro, S. C., & Nidhom, A. M. (2021). *Perencanaan Pembelajaran*. Ahlimedia Press.
- Qurniawati, D. R. (2023). Efektivitas Pelaksanaan Kurikulum Merdeka Belajar. *C.E.S. 2023:Conference of Elementary Studies*, 195–203.
- Riyadi, S., Ali, N. F., Ningtyas, D. A., Widiyanah, I., & Bachri, B. S. (2025). *Implementasi Pendekatan Deep Learning dalam Peningkatan Kualitas Pembelajaran di Sekolah Dasar Darul Ilmi Surabaya*. 31(2), 648–653.
<https://doi.org/10.33503/paradigma.v31i2.2598>
- Ru, C. (2024). Research on the design and application of smart classroom teaching models for promoting deep learning. *EDP Sciences*, 395, 01025.
<https://doi.org/10.1051/mateconf/202439501025>
- Safarov, F., Kutlimuratov, A., Abdusalomov, A. B., Nasimov, R., & Cho, Y. I. (2023). Deep Learning Recommendations of E-Education Based on Clustering and Sequence. *Electronics*, 12(4), 1–14.
<https://doi.org/10.3390/electronics12040809>
- Salamun, Widyastuti, A., Syawaluddin, Astuti, R. N., Iwan, Simarmata, J., Simarmata, E. J., Yurfiah, Suleman, N., Lotulung Christa, & Arief, M. H. (2023). *Model-Model Pembelajaran Inovatif*. Yayasan Kita Menulis.
- Santoso, H. E. (2025). Integrasi Teknologi Deep Learning dalam Pembelajaran Pendidikan Agama Islam (PAI) di Era Digital. *JMPIS*, 6(2), 1476–1483.
<https://doi.org/10.38035/jmpis.v6i2>
- Stufflebeam, D. L. (2003). *The Cipp Model For Evaluation*. Western Michigan University.
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Sulistiyawati. (2018). *Buku Ajar Metode Penelitian Kualitatif*. K-Media.
- Suwandi, Putri, R., & Sulastri. (2024). Inovasi Pendidikan dengan Menggunakan Model Deep Learning di Indonesia. *Jurnal Pendidikan Kewarganegaraan Dan Politik (JPKP)*, 2(2), 69–77.
- Tunas, K. O., & Pangkey, R. D. H. (2024). Kurikulum Merdeka: Meningkatkan Kualitas Pembelajaran dengan Kebebasan dan Fleksibilitas. *Journal on Education*, 06(04), 22031–22040.
- Wibawa, A. P., Dwiyanto, F. A., & Utama, A. B. P. (2022). Deep learning in education: a bibliometric analysis. *Bulletin of Social Informatics Theory and Application*, 6(2), 151–157.
<https://doi.org/10.31763/businta.v6i2.596>
- Zebua, N. (2025). Education Transformation: Implementation of Deep Learning in 21st-Century Learning. *Harmoni Pendidikan : Jurnal Ilmu Pendidikan*, 2(2), 146–152.
<https://doi.org/10.62383/hardik.v2i2.1405>