JUKIM ADMI Jurnal Ilmiah Multidisiplin

OPEN ACCESS

JURNAL JUKIM Vol 5 No. 2 March 2026 | P-ISSN: 2829-0488 E-ISSN: 2829-0518, page 18-21

Implementation of a Deep Learning Approach in Teaching Fiction Reading for Phase D Students in Junior High School

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Article History
Received : February-2026
Revised : February-2026
Published : March-2026

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Cite This Article (IEEE Style):
J. A. Ramadani, S. Rahmawati, and L. O. Wini, "Implementation of a Deep Learning Approach in Teaching Fiction Reading for Phase D Students in Junior High School", *JUKIM*, vol. 5, no. 02, pp. 18–21, Feb. 2026.

DOI:
https://doi.org/10.56127/jukim.v5i02.2595

Abstract: This study implements a deep learning approach in the classroom. The goal is to determine how the deep learning approach is applied to the teaching and learning process and how it can help students easily understand the material being studied in depth. This study uses a descriptive qualitative research method, so the results are presented in detail and based on classroom findings and a case study. The data consists of primary and secondary data. Data collection techniques include observation, interviews, and documentation. Data analysis involves describing the data obtained. The results show that students participate more actively in learning using the deep learning approach.
Keywords: Implementation, Deep Learning Approach, Reading, and Fiction Stories

INTRODUCTION

Education is a structured process aimed at developing individuals' abilities and knowledge through planned learning activities. It functions as a bridge that enables learners to cultivate their potential through learning experiences [1]. In addition, education plays an important role in preparing students to adapt, be creative, and solve problems in response to an increasingly dynamic world [2]. Learning can occur both in school and at home because information may be accessed from various sources. Reading, in particular, helps students comprehend information from texts and supports their understanding of classroom materials. Strong reading skills broaden students' perspectives and enhance comprehension, thereby influencing their overall learning performance.

Classroom learning tends to be more effective when students possess adequate reading competence. This is closely related to students' prior knowledge of the topics discussed in each meeting. Students with better reading skills are typically more motivated to actively seek information from different sources, which can facilitate the learning process. They also tend to be more responsive and engaged in classroom activities because they have a clearer understanding of the subject being discussed. Reading activities often stimulate curiosity, leading students to raise questions and participate more actively during instruction.

However, classroom observations indicate that students' reading abilities are not uniform. Some students demonstrate limited reading competence, reflected in low responsiveness and reduced engagement during lessons. In some cases, students may read texts without fully understanding the content. This condition

becomes a challenge for teachers to make reading more engaging and meaningful, so that it supports students in comprehending learning materials effectively [3].

One instructional approach that can encourage active student involvement is the deep learning approach (pembelajaran mendalam). According to Kemendikdasmen, deep learning is intended to strengthen students' understanding by fostering critical thinking, exploration, and active participation. This approach emphasizes three main elements—mindful learning, meaningful learning, and joyful learning—which together support students' awareness, relevance to real-life contexts, and enjoyable learning experiences [4].

The application of deep learning in learning contexts has been explored in previous studies. For example, a literature-based study reported that deep learning can enhance learning quality when supported by appropriate instructional models [5]. Another study found that deep learning contributes to more meaningful learning processes and supports the development of students' competencies [6]. Nevertheless, a gap remains regarding how deep learning is implemented specifically to support fiction reading in junior high school (Phase D). Therefore, this study seeks to address the following research question: How is the deep learning approach implemented in teaching fiction reading for Phase D students in junior high school?

RESEARCHMETHOD

This study employed a qualitative research design using a case study approach to capture classroom realities as they occurred. A descriptive qualitative approach was applied to obtain in-depth information regarding the implementation of the deep learning approach in fiction-reading instruction and to describe the factual conditions, events, and issues identified throughout the research process [7].

The data in this study consisted of primary and secondary sources. Primary data were obtained directly from participants who experienced the learning process, namely through classroom observation and interviews. Secondary data were collected from documentation such as students' assignments and exercises, Indonesian language textbooks, and teaching modules used during instruction.

Participants were selected using purposive sampling to ensure information-rich cases. This technique was chosen because (1) teachers and Grade 8 students had direct experience with the phenomenon under study, and (2) selecting relevant participants supported deeper data collection, particularly because some Grade 8 students still demonstrated limited reading skills which affected their comprehension of learning materials.

Data analysis was conducted using descriptive analysis by selecting information that was significant, novel, and directly relevant to the research question. The analysis was based on all collected data obtained through observation, interviews, and documentation [8].

Data collection was conducted in a natural setting. Observation was carried out overtly with school approval. Semi-structured interviews were used to obtain both structured and flexible information, enabling the researcher to explore instructional steps in implementing the deep learning approach in fiction reading. Documentation was used to strengthen credibility and provide evidence of classroom activities and learning products [8].

RESULTS AND DISCUSSION

Results

Based on the classroom study on the implementation of the deep learning approach in teaching fiction reading in Grade VIII C, several key findings were obtained. The results are presented descriptively using data collected from observations of the Indonesian language teacher who implemented the deep learning approach during instruction, as well as from students who participated in the teaching and learning activities.

The findings indicate that the teacher prepared instructional components to ensure that the learning process was systematic and well planned. The preparation was adjusted to students' needs. During instruction, the implementation of the deep learning approach was carried out through three core elements: mindful learning, meaningful learning, and joyful learning. Through this implementation, students were

able to understand the material more easily, and learning became more meaningful for them. Instruction was designed to capture students' attention and maintain focus, which supported better comprehension. Students were encouraged to interpret the values contained in fiction texts and relate them to their daily lives based on their own experiences. As a result, students were able to apply these values in everyday contexts. Overall, the learning activities were perceived as meaningful for students.

Discussion

The deep learning approach can be viewed as an instructional strategy that supports students in achieving learning objectives. It is student-centered and emphasizes deep conceptual understanding through active engagement, enabling learners to think critically and creatively and to apply knowledge across contexts [9].

In addition, deep learning supports the development of students' mindset and learning habits by encouraging deliberate effort, connection-making, and reflective understanding when learning new concepts [10]. In the present study, students showed active participation during instruction—asking questions, responding, and engaging in classroom discussion—suggesting that deep learning elements facilitated involvement and comprehension.

Regarding mindful learning, students demonstrated stronger readiness and awareness during learning activities. This aligns with evidence that mindful learning can positively influence students' motivation and learning outcomes in educational settings [11]. For meaningful learning, students were encouraged to connect story messages and values with real-life situations, supporting relevance and retention. For joyful learning, a positive classroom atmosphere was intentionally created to reduce boredom and strengthen students' willingness to participate, which in turn supported engagement.

Interview feedback also indicated that students perceived the approach as helpful and expressed interest in applying it to other learning materials. Compared to prior studies discussing deep learning in different educational levels and subjects [5], [6], this study contributes by describing direct classroom implementation for fiction reading at the junior high school level (Phase D) using observation, interviews, and documentation.

CONCLUSION

The teacher successfully implemented the deep learning approach through three key elements: mindful, meaningful, and joyful learning. This implementation supported students in understanding fiction texts more thoroughly and meaningfully. Students also reported that the approach was helpful and expressed interest in seeing it applied to other learning topics.

Overall, the deep learning approach facilitated students' comprehension of fiction reading. Therefore, instruction that applies the deep learning approach can be considered effective and efficient for classroom implementation, as it contributes to improved student understanding.

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