



UNDERSTANDING THE IMPLEMENTATION OF DEEP LEARNING APPROACH IN ENHANCING STUDENT'S READING COMPREHENSION

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Abstract

The Deep Learning Approach is a method of learning that prioritizes meaningful comprehension over memory. With this method, students are encouraged to take an active role in their education, think critically, make connections between new and existing knowledge, and develop their own understanding. The Deep Learning Approach aids students in gaining a deeper and more meaningful understanding of texts through reading comprehension instruction. The purpose of this study was to look into how the Deep Learning Approach might be used to improve students' reading comprehension at MTs Miftahul Huda and to identify the challenges faced by the teacher during its implementation. Eleven students and one English teacher participated in this study, which used a qualitative descriptive design. Data reduction, data display, and conclusion drawing were used for analysis after the data was gathered through observation, interviews, and documentation. Furthermore, the results demonstrated that the Deep Learning Approach was applied in three phases: pre-activity, while-activity, and post-activity. Students were urged to actively participate, think critically, discuss concepts, and make connections between the reading materials and what they already knew. Students became more involved and demonstrated a deeper comprehension of the readings as a result. Nonetheless, certain difficulties were discovered, including varying degrees of student involvement, a restricted vocabulary, and time management. In order to increase students' reading comprehension and learning engagement, teachers are urged to use this strategy on a regular basis.

Keywords: *Deep Learning Approach, Reading Comprehension, Student-Centered Learning, Critical Thinking*

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INTRODUCTION

Beyond only being able to recognize written words, reading comprehension is a crucial part of learning a language. It requires the capacity to comprehend, analyze, and critically assess the information contained in a text. Active cognitive engagement is necessary for this process, in which students make connections between the text's content and what they already know. While more recent research emphasizes the significance of student participation, critical thinking, and interaction within the learning environment in aiding comprehension, previous viewpoints describe reading comprehension as a meaning-making process (Nurhayati, 2022; Handayani, 2022).

In the context of English as a Foreign Language (EFL), many students continue to have significant difficulties with text comprehension. Common obstacles include identifying important concepts, drawing conclusions, and interpreting implicit meanings. A limited vocabulary, a lack of prior knowledge, and low student participation in class activities are often the root causes of these issues, according to current study (Rahmawati, 2020; Sari, 2020). Additionally, typical teaching approaches that emphasize answering comprehension questions tend to restrict students' ability to achieve deeper understanding since they place them as passive recipients rather than active participants. Given the growing demands of 21st-century education, learning methods are expected to foster critical thinking, collaboration, and meaningful understanding. Student-centered approaches have therefore gained attention as effective means of enhancing reading comprehension. Numerous recent studies have shown that students who actively engage in learning activities generally have better comprehension outcomes because they are inspired to explore ideas, assess information, and reflect on what they have learned (Pratiwi, 2021; Nurhayati, 2022).

This illustrates how crucial pertinent learning opportunities are to improving students' reading skills. The Deep Learning Approach is one strategy that adheres to these ideas. This method is seen in current educational discourse as a learning process that motivates students to actively create knowledge, connect new material to what they already know, and use higher-order thinking abilities like analysis and evaluation (Handayani, 2022). With this method, students are required to do more than just understand a text's surface meaning; they are also expected to interpret and assess it in

Nivedana: Journal of Communication and Language

Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 7, Number 3, July – September 2026/ nivedana@radenwijaya.ac.id

greater detail. Additionally, active learning and student engagement are strongly linked to the Deep Learning Approach. According to recent research, students who actively engage in debates, questioning exercises, and problem-solving assignments typically exhibit better comprehension (Pratiwi, 2021; Yuliana, 2019).

By encouraging students to take charge of their own education rather than depending solely on the teacher, this method also fosters the growth of autonomous learners. The Deep Learning Approach is still not widely used in Indonesian classrooms, despite its potential benefits. Many educators continue to use traditional, teacher-centered approaches that do not adequately support students' growth in critical thinking and comprehension skills. As a result, students' comprehension frequently stays superficial, making it challenging for them to thoroughly study and evaluate materials. Initial observations at MTs Miftahul Huda Kediri revealed that students still have trouble comprehending English texts. Low student participation during the learning process is a result of the traditional teaching methods used in the classroom. This circumstance highlights a research gap concerning the limited understanding of how the Deep Learning Approach can be systematically integrated into reading comprehension instruction, particularly through learning activities that promote active engagement, reflection, critical thinking, and meaningful interaction with texts. Although student-centred approaches have been widely advocated, empirical evidence on the specific contribution of the Deep Learning Approach to students' reading comprehension remains limited, especially in contexts where learners increasingly encounter digital and multimodal texts. The novelty of this study lies in examining the Deep Learning Approach as a student-centred strategy for strengthening reading comprehension while fostering deeper engagement with texts and more reflective learning processes. Therefore, this study aims to investigate the implementation of the Deep Learning Approach in reading comprehension instruction and to examine its effectiveness in improving students' text comprehension. The findings are expected to provide empirical evidence and practical insights for developing more meaningful, engaging, and contextually relevant reading instruction.

METHOD

Nivedana: Journal of Communication and Language

Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 7, Number 3, July – September 2026/ nivedana@radenwijaya.ac.id

This study uses a qualitative descriptive research approach to examine how the Deep Learning Approach can improve students' reading comprehension. The primary objective of this study is to provide a comprehensive description of the approach's application in classroom settings and its effects on the process of teaching and learning. A qualitative approach was used because the purpose of this study is to understand events in their natural setting. It enables the researcher to extensively analyze participant experiences, perspectives, and interactions during the learning process. The importance of qualitative research in capturing actual classroom practices and student interaction is emphasized by more recent perspectives (Creswell & Poth, 2018). English is taught as a required subject at MTs Miftahul Huda Kediri, a school where this study is being carried out. The teaching and learning process is monitored because the study is conducted in a real classroom environment. Eleven students from the chosen class and one English teacher are participants in this study.

Data is gathered through direct observation of the teaching and learning process in the classroom. As a non-participant observer in this study, the researcher simply watches and documents the activities as they naturally take place without interfering with the teaching process. The observation's goal is to determine how the teacher applies the Deep Learning Approach and how the pupils participate in the educational process. The observation focuses on a number of areas, such as the teacher's use of the Deep Learning Approach in the classroom, students' engagement and participation in the learning process, teacher-student and student-student interactions, and students' reactions to the learning activities, particularly reading comprehension assignments. Deeper knowledge that cannot be obtained from observation alone is obtained through interviews.

RESULT AND DISCUSSION

Research Finding

a. The Implementation of Deep Learning Approach in Improving Students' Reading Comprehension at MTs Miftahul Huda Kediri.

The study's conclusions regarding the application of the Deep Learning Approach to enhance students' reading comprehension and the difficulties encountered during the

Nivedana: Journal of Communication and Language

Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 7, Number 3, July – September 2026/ nivedana@radenwijaya.ac.id

teaching and learning process are presented in this section. Three phases of classroom activities—pre-activity, while-activity, and post-activity—were used to implement the Deep Learning Approach in teaching reading comprehension based on the findings of the observation. These phases mirrored John Biggs' (2003) notion of constructive alignment, which links learning objectives, classroom activities, and evaluation to promote meaningful learning.

The study's overall conclusions show that using the Deep Learning Approach to teach reading comprehension at MTs Miftahul Huda Kediri improved students' learning outcomes. In the end, the method improved students' reading comprehension skills and learning materials that were in line with the learning objectives by encouraging them to be more active, critical, and involved in class activities. The lesson plans included specific objectives, learning activities, and reading comprehension evaluation methods based on the documentation analysis.

a. Planning Stage

The teacher created lesson plans and educational resources that were in line with the learning objectives prior to starting the learning process. The lesson plans included specific objectives, learning activities, and reading comprehension evaluation methods based on the documentation analysis. The instructor created learning objectives that pushed students to analyze, interpret, and connect the text to their past knowledge and experiences in real life in addition to identifying facts from the book. Through conversation, inquiry, and text analysis, the learning activities were also designed to encourage students' active engagement. In order to make sure that classroom activities and assessments aligned with the anticipated learning outcomes, the teacher said in the interview that lesson planning was crucial. Because the instructor aligned learning objectives, classroom activities, and evaluation prior to implementing the learning process, these results show that the planning step reflected the Constructive Alignment principle.

b. Implementation stage

The implementation of the Deep Learning Approach was carried out through three classroom stages: pre-activity, whilst-activity, and post-activity.

1. Pre-Activity stage

Before starting the main lecture, the teacher established a welcoming and

Nivedana: Journal of Communication and Language

Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 7, Number 3, July – September 2026/ nivedana@radenwijaya.ac.id

encouraging classroom environment during the pre-activity phase. The instructor greeted the class, led a prayer, checked attendance, and made sure every student was prepared to engage in the learning activities based on the findings of the observation. The subject that would be covered in the meeting was then presented by the instructor. The teacher gave the pupils an explanation of the learning objectives before beginning the reading exercise. The instructor explained to the students that upon finishing the session, they were expected to comprehend the text's substance, recognize its key ideas, assess its significance, and share their thoughts on the reading material. The instructor also underlined that gaining a deeper comprehension of the text was just as important to the learning process as answering questions.

The teacher made an effort to get the pupils ready for the class by relating the subject matter to their past knowledge and experiences based on the results of the observations. The teacher offered a number of introductory questions pertaining to the text's subject in order to grab students' interest and promote their participation in class activities. For instance, the instructor asked the class about folktales or stories they had read before talking about narrative texts. Additionally, the teacher asked a few pupils to recount the stories they could recall and discuss the moral lessons they conveyed.

The pupils seemed more engaged and enthused about the class as a result of these exercises. In front of the class, a number of pupils actively responded to the teacher's queries and discussed their personal experiences. Because the teacher and students had already established communication from the start of the lecture, the classroom environment became more dynamic.

The instructor encouraged pupils to gain confidence during the learning process in addition to posing introductory questions. The instructor clarified that students shouldn't be scared to make mistakes when responding to inquiries or voicing their ideas. In order to boost students' confidence and encourage them to actively participate in class discussions, the instructor made an effort to create a welcoming learning environment. The results of the interview with the English teacher confirmed these conclusions:

“Before students start reading the text, I usually ask questions related to their experiences so that they can understand the material more easily and become more interested in the lesson.”

Nivedana: Journal of Communication and Language

Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 7, Number 3, July – September 2026/ nivedana@radenwijaya.ac.id

Positive reactions to the teacher's pre-activity stage were also evident in the student interview results. One pupil said:

“The teacher often gives questions before we start reading, so we already have an idea about the material.”

Another student said:

“I think it is easier to understand the text when the topic is related to everyday life.”

Another student clarified that they were better prepared for the reading comprehension exercises because of the questioning exercises at the start of the class. Additionally, because the teacher gave a summary of the topics that would be covered, the students were more eager to read the text.

The pre-activity stage was crucial in preparing students for the main learning activities, according to the results of the observations and interviews. In addition to formally introducing the lesson, the instructor made an effort to foster meaningful learning by making connections between the new material and the students' past experiences and knowledge.

These exercises mirrored John Biggs' (2003) Deep Learning Approach, which encourages students to actively create understanding using their prior knowledge and experiences.

2. Whilst-Activity Stage

The whilst-activity stage was the primary stage of the Deep Learning Approach implementation, according to observations made in the classroom. Through group discussions, Q&A sessions, presentations, and problem-solving exercises, students actively engaged with the reading text during this phase. Because the learning process was student-centered, children were able to build knowledge by working together with their teacher and peers. The results of the observations demonstrated that prior to group discussions of the text, the instructor assisted students in determining the primary concepts of each paragraph.

After that, students were urged to locate pertinent information that clarified the key concepts in order to identify supporting details. The teacher posed analytical questions that prompted students to draw conclusions by fusing details from the book with what they already knew in order to foster deeper

Nivedana: Journal of Communication and Language

Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 7, Number 3, July – September 2026/ nivedana@radenwijaya.ac.id

comprehension.

Additionally, by elucidating the author's message and connecting it to their personal experiences, students were assisted in deciphering the text's significance. Students were invited to assess the material at the conclusion of the discussion by sharing their thoughts on the concepts discussed in the text and providing logical justifications for their responses.

By directing conversations and motivating pupils to actively participate, the teacher served as a facilitator throughout these exercises. Additionally, the observation of the classroom revealed that as the learning activities advanced, the pupils' level of engagement increased. They clarified complex jargon, shared ideas, and assisted one another in comprehending the reading text's content during group conversations. Before presenting their thoughts to the class as a whole, students were able to better comprehend the text through this cooperative interaction. In addition, the teacher consistently encouraged students to justify their answers by referring to evidence from the text. Instead of accepting short responses, the teacher asked follow-up questions such as why a particular answer was chosen or which part of the text supported their opinion. This strategy encouraged students to read more carefully, analyze textual evidence, and develop a deeper understanding rather than relying on guesswork.

The outcomes of the observations were corroborated by the interview. The instructor clarified that rather than merely providing answers to comprehension questions, collaborative learning exercises were purposefully created to assist students in gaining a deeper understanding of the book. The instructor said:

"I try to make students more active through discussion activities because learning becomes more meaningful when students can exchange ideas and learn from each other."

In a similar vein, students stated that discussion exercises made it easier for them to comprehend the reading material. They felt more comfortable recognizing the key points, comprehending pertinent details, deciphering the author's message, and voicing their thoughts in class discussions. After discussing the material with their group members, a number of students reported that they were able to learn from other viewpoints, which made it easier for them to respond to inferential questions.

These conclusions were also corroborated by the documentation data. The learning

Nivedana: Journal of Communication and Language

Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 7, Number 3, July – September 2026/ nivedana@radenwijaya.ac.id

activities were created to promote active engagement while enhancing students' reading comprehension through the identification of major ideas, supporting details, inferences, meaning interpretation, and information evaluation, as demonstrated by the lesson plan, student worksheets, and classroom documentation.

It is clear from the observation, interview, and documentation results that the while-activity stage effectively mirrored the Deep Learning Approach's tenets. Students actively developed the five indicators of reading comprehension—identifying main ideas, comprehending supporting details, drawing conclusions, interpreting meaning, and evaluating information—while building a deeper comprehension of the reading text through guided discussion and collaborative learning.

3. Post-Activity Stage

The post-activity phase was carried out as a means of reflection and assessment at the conclusion of the lesson, based on observations made in the classroom. At this point, the instructor urged the pupils to go over the content that had been covered and consider what they had learned. Pupils were instructed to describe the text's substance, highlight key details, and discuss the lessons they had taken away from it.

Reflection exercises were regularly used at the conclusion of the lesson, according to the observation data. The instructor gave the students the chance to share their knowledge of the subject and talk about any challenges they had while learning. Through these exercises, students were able to assess their own understanding and solidify the information they had learned during the class. In addition, the instructor explained any misunderstandings that surfaced during class discussions and offered comments on the students' answers. The purpose of the comments was to make sure that learning objectives had been met and to improve students' comprehension. Students improved their comprehension of the reading material thanks to the advice they received during this process.

4. Assessment Stage

Throughout the learning process, assessments were carried out on a regular basis. The teacher evaluated students through class discussions, Q&A sessions, assignments, and reflection exercises based on the findings of the observation and interviews.

In addition to identifying information from the book, students' abilities to analyze concepts, decipher meanings, voice opinions, and relate the text to actual circumstances

Nivedana: Journal of Communication and Language

Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 7, Number 3, July – September 2026/ nivedana@radenwijaya.ac.id

were all evaluated. The assessment methods were in line with the learning objectives and classroom activities, according to documentation data. This alignment exemplifies the use of Constructive Alignment, in which learning activities and assessments measure the same competencies.

As a result, the assessment phase was crucial in assisting with the Deep Learning Approach's adoption and tracking the growth of students' reading comprehension. The results of the interview showed that the instructor thought reflection was a crucial part of the educational process. The instructor claims that reflection exercises helped pupils go over what they had learned and pinpoint areas that still needed work. Additionally, the instructor clarified that reflection made pupils more conscious of their own learning development. Regarding the post-activity phase, the students' perceptions were comparable. The majority of students stated that addressing key themes and summarizing the course improved their ability to retain the information. They added that the teacher's input enabled them to better grasp their errors and enhance their knowledge.

These conclusions were further corroborated by the documentation data. The post-activity phase of the lesson plan includes exercises for reflection and assessment. Assignments and evaluation records from the students also demonstrated that the instructor regularly assessed the students' comprehension and gave them performance feedback.

It is clear from the observation, interview, and documentation data that the post-activity phase was crucial for improving students' comprehension, assessing learning objectives, and promoting introspection. Through these exercises, students were able to solidify their understanding and become more conscious of their reading comprehension development.

c. Challenges Faced by the Teacher in Implementing the Deep Learning Approach

The researcher discovered a number of challenges the instructor faced when implementing the Deep Learning Approach in reading comprehension learning activities based on the findings of classroom observations and interviews. The success of the teaching and learning process in the classroom was nevertheless influenced by a number of factors, even though the learning process generally encouraged students to participate actively.

a. Limited School Facilities and Learning Resources

Nivedana: Journal of Communication and Language

Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 7, Number 3, July – September 2026/ nivedana@radenwijaya.ac.id

The results showed that one of the difficulties in applying the Deep Learning Approach was the scarcity of educational resources and facilities in schools. The Deep Learning Approach places a strong emphasis on meaningful learning experiences, teamwork, active engagement, and discovery. Thus, in order to facilitate a variety of student-centered learning activities, sufficient learning facilities are required.

The results of the observations indicated that printed learning materials and simple classroom amenities were the primary sources of support for the learning process. While these resources were adequate for carrying out routine classroom exercises, they occasionally restricted students' abilities to engage more independently and interactively with the learning materials.

The information from the interviews also showed that when implementing student-centered learning activities, the teacher had to make the most of the facilities that were available. The instructor clarified that more educational technology and learning materials could enhance classroom interaction, collaborative learning, and knowledge exploration.

Based on these results, it can be said that one of the difficulties in putting the Deep Learning Approach into practice was the lack of educational resources and facilities in schools. This is because meaningful and interactive learning experiences require adequate facilities.

b. Students' Low Confidence

Students' lack of confidence in their ability to actively participate in learning activities was another issue found during the Deep Learning Approach's deployment. Some students were still reluctant to share their thoughts, ask questions, take part in class debates, or voice their opinions in front of the class, according to the observation data. Because the Deep Learning Approach necessitates that students actively participate in the learning process rather than passively absorb knowledge from the teacher, this difficulty becomes especially crucial. It is expected of students to convey their understanding, work together with classmates, exchange ideas, and reflect on their educational experiences.

This finding is similar with Yuliana (2021), who states that students' self-confidence greatly determines their propensity to participate in collaborative learning activities. Students with poor confidence tend to avoid expressing opinions and engaging in classroom discussion. Furthermore, Biggs (2003) highlights that active engagement is a vital feature of deep learning because students build understanding through interaction, discussion, and

Nivedana: Journal of Communication and Language

Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 7, Number 3, July – September 2026/ nivedana@radenwijaya.ac.id

reflection. Therefore, low confidence may hamper students' engagement in meaningful learning activities.

According to the results of the interviews, some students were still reluctant to participate in class discussions for fear of making mistakes. As a result, during group projects, they preferred to be quiet and depend on more engaged classmates. Because not every student contributed equally, this circumstance occasionally decreased the effectiveness of discussion sessions.

c. Time Management

The results also showed that using the Deep Learning Approach made time management difficult. A significant amount of classroom time was needed for learning activities such group discussions, cooperative projects, presentations, and reflection sessions.

This result is consistent with Biggs's (2003) assertion that critical analysis, active knowledge production, higher-order thinking processes, and reflection are all components of deep learning. These procedures demand more instructional time than typical teacher-centered learning because students need opportunities to discuss, analyse, and reflect on learning materials.

Similarly, Handayani (2022) notes that student-centered learning activities often demand longer instructional periods since students are encouraged to participate actively, exchange ideas, and engage in meaningful conversation. Therefore, managing classroom time properly becomes vital for guaranteeing that all scheduled learning activities may be implemented successfully.

d. Differences in Students' Participation and Learning Engagement

The results also showed variations in students' engagement and participation in the Deep Learning Approach. While some students tended to interact less regularly and needed more encouragement from the teacher, others actively participated in conversations, asked questions, and shared ideas.

This difficulty is directly tied to the Deep Learning Approach's emphasis on the needs of the student. According to Biggs (2003), meaningful learning occurs when students actively engage in constructing information and accept responsibility for their own learning. However, varied levels of participation may influence the efficiency of collaborative learning because not all students contribute equally to the learning process.

Nivedana: Journal of Communication and Language

Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 7, Number 3, July – September 2026/ nivedana@radenwijaya.ac.id

In addition, Yuliana (2021) notes that student involvement is determined by several aspects, including motivation, confidence, learning readiness, and classroom interaction. Students that are more involved tend to participate actively in discussions and collaborative activities, whereas less engaged students generally require additional support and encouragement from the teacher.

C. DISCUSSION

The outcomes of this study reveal that the adoption of the Deep Learning Approach in teaching reading comprehension at MTs Miftahul Huda Kediri was conducted through three interrelated stages, namely pre-activity, whilst-activity, and post-activity. However, the value of these stages rests not just in their procedural sequence but in how they supported students in generating meaningful knowledge from the texts they read. The instructor developed learning experiences that promoted deeper comprehension rather than merely information recall by utilizing existing knowledge, including students in group text exploration, and promoting reflection at the conclusion of the class. This research implies that reading teaching becomes more effective when students are positioned as active meaning-makers during the learning process.

This perspective is consistent with Biggs (2003), who contends that deep learning happens when students actively look for meaning, make connections between new and prior knowledge, assess concepts critically, and apply what they have learned in many circumstances. According to the current study, students were encouraged to explore the meanings of texts, share their own views, and make connections between what they read and their everyday lives. The Deep Learning Approach encourages student engagement and meaningful learning experiences in language classrooms, according to similar findings from earlier research. Compared to students who rely on memorizing techniques, those who actively develop understanding typically show superior comprehension and retention.

However, this study also highlights a unique feature that has not gotten much attention in earlier research. The current study specifically shows how the three instructional stages work as a continuous process that supports students' reading comprehension in an Indonesian senior high school context, whereas previous research generally concentrated on the efficacy of deep learning in enhancing academic achievement. The results show that the effectiveness of the Deep Learning Approach depends on the teacher's capacity to lead

Nivedana: Journal of Communication and Language

Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 7, Number 3, July – September 2026/ nivedana@radenwijaya.ac.id

students via inquiry, engagement, and introspection in addition to instructional strategies. Thus, by offering contextual evidence about the actual application of the Deep Learning Approach in EFL reading classrooms, this study helps close the gap in earlier research.

Additionally, the results show that meaningful learning, critical analysis, active involvement, teamwork, and reflective practices were hallmarks of the Deep Learning Approach's application at MTs Miftahul Huda Kediri. These traits imply that while interacting with reading materials, pupils were encouraged to think at higher levels and go beyond literal comprehension. Students shifted from being passive information consumers to active participants who analyzed concepts, shared viewpoints, and considered the moral lessons learned from the course materials.

Biggs' (2003) claim that deep learning prioritizes conceptual understanding and critical engagement with knowledge is supported by the emergence of these traits. In this study, students were often asked to identify key concepts, evaluate textual data, draw conclusions, and share their interpretations in class. Similar findings from earlier research have shown that students' understanding and critical thinking abilities are enhanced by active engagement and group learning. Students can negotiate meaning and broaden their perspectives on the material they study through peer engagement.

The present results, however, go beyond earlier studies by showing that these traits interacted concurrently during the learning process rather than emerging separately. Studies that already exist frequently address meaningful learning, teamwork, or introspection as distinct aspects of deep learning. On the other hand, this study demonstrates how these components worked together to influence students' reading experiences and promote deeper comprehension. This integrated viewpoint offers a more thorough knowledge of how the Deep Learning Approach functions in real-world classroom practice and is the unique contribution of the current study.

The results also show that the Deep Learning Approach improved students' reading comprehension, as seen by their increased capacity to recognize key concepts, comprehend specific details, decipher suggested meanings, and elucidate the messages presented in reading texts. These gains suggest that understanding is more than just decoding words and phrases; it also entails an active process of meaning building. The learning activities enabled students to digest knowledge more thoroughly and critically by including them in debate, analysis, and reflection.

Nivedana: Journal of Communication and Language

Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 7, Number 3, July – September 2026/ nivedana@radenwijaya.ac.id

This finding supports Biggs' theory that learners adopting deep approaches tend to achieve more meaningful and long-lasting understanding compared to those relying on surface learning strategies. Previous studies have also reported that student-centered learning environments enhance comprehension by increasing learners' cognitive engagement. Students who actively interact with texts are more likely to develop analytical abilities and stronger understanding because they invest greater mental effort in processing information.

Despite these parallels, the current study provides a different viewpoint by emphasizing the emotive results connected to the Deep Learning Approach. In addition to enhancing their cognitive abilities, pupils showed greater self-assurance and drive to engage in class activities. Previous research that focused mostly on academic achievement has placed less emphasis on this factor. As a result, this study implies that the Deep Learning Approach's benefits go beyond cognitive development and involve cultivating favorable attitudes toward reading and education.

While the application of the Deep Learning Approach produced favorable results, the results also revealed a number of issues that affected its efficacy. The degree to which students may actively participate in class activities varied depending on their reading proficiency and level of preparation. While some students could examine texts on their own, others needed more direction and assistance from the instructor. These variations show that teachers must take into account a variety of learner characteristics while applying deep learning.

The lack of facilities in schools to facilitate deep learning activities was another issue. Opportunities for students to participate in diverse and significant learning experiences were periodically limited by the absence of sufficient instructional material, technology resources, and support facilities. Time limits also became a practical problem because, in contrast to traditional teaching approaches, activities including debate, collaboration, and reflection required longer instructional durations. Because some students were reluctant to voice their thoughts and required constant encouragement from the teacher, differences in students' confidence levels also had an impact on classroom engagement.

According to earlier research, putting student-centered ideas into practice frequently calls for extensive planning, adaptable classroom management, and sufficient resources. Nevertheless, a lot of this research focus mostly on instructional issues without taking school contextual constraints into account. The current study adds to the conversation by showing

Nivedana: Journal of Communication and Language

Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 7, Number 3, July – September 2026/ nivedana@radenwijaya.ac.id

how the implementation process is simultaneously impacted by both internal and external elements, such as students' engagement and readiness and restricted facilities and teaching time. This conclusion is significant because it offers a more comprehensive knowledge of the challenges teachers have while implementing the Deep Learning Approach in Indonesian EFL classes. As a result, the efficacy of this strategy depends not only on the method's suitability but also on the teacher's ability to adjust to changing classroom circumstances and resource availability.

Conclusion

The findings indicate that the Deep Learning Approach was implemented through three stages—pre-activity, while-activity, and post-activity—in teaching reading comprehension at MTs Miftahul Huda Kediri. During the pre-activity stage, the instructor prepared students for learning by explaining the learning objectives, activating their prior knowledge, and relating the lesson content to their daily experiences. These preparatory activities helped increase students' motivation, readiness, and active engagement throughout the learning process.

Students actively engaged in a variety of student-centered learning activities throughout the while-activity stage, including group discussions, cooperative projects, Q&A sessions, presentations, and analytical exercises. Through contact, teamwork, communication, and critical thinking, the instructor served as a facilitator, assisting pupils in creating knowledge. These exercises demonstrated the core ideas of the Deep Learning Approach, which place a strong emphasis on student involvement, meaningful learning, and active participation.

During the post-activity phase, the instructor assisted students in summarizing the lesson, thinking back on their educational experiences, assessing their comprehension, and providing feedback. Students' comprehension of the lecture was strengthened, and their awareness of their learning process increased through reflection exercises. The results also showed that the application of the Deep Learning Approach improved learning. Students were inspired to participate in class activities more actively, cooperatively, reflectively, confidently, and enthusiastically. Additionally, through student-centered learning activities, students were given the opportunity to develop critical thinking skills and digital literacy, particularly in evaluating TikTok content critically, identifying sensational narratives, and

Nivedana: Journal of Communication and Language

Sekolah Tinggi Agama Buddha Negeri Raden Wijaya Wonogiri
Volume 7, Number 3, July – September 2026/ nivedana@radenwijaya.ac.id

distinguishing reliable information from misleading or exaggerated claims. These skills have practical implications for helping students become more responsible and critical consumers of digital content in their everyday lives.

Nevertheless, a number of difficulties were found when the Deep Learning Approach was put into practice. These difficulties included inadequate school facilities and educational materials, students' lack of confidence in their ability to articulate their thoughts, time management during class activities, and variations in student involvement and engagement. In spite of these obstacles, the instructor persisted in trying to establish a nurturing classroom and employ tactics that promoted engagement and significant learning.

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