




Implementasi Deep Learning untuk TEYL di PPA IO-0133 Krammer Hilina'a Kota Gunungsitoli

Deep Learning Manifestation for TEYL at PPA IO-0133 Krammer Hilina'a Kota Gunungsitoli

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Histori Artikel

Masuk: 11-02-2026 | Diterima: 27-02-2026 | Diterbitkan: 28-02-2026

Abstrak

Program Layanan Masyarakat Ini Bertujuan Untuk Menggambarkan Penerapan Prinsip-Prinsip Pembelajaran Mendalam— Pembelajaran Yang Menyenangkan, Bermakna, Dan Sadar Dalam Pengajaran Bahasa Inggris Bagi Anak-Anak Usia Dini Di Lingkungan Pendidikan Nonformal. Program Ini Dilaksanakan Di Pusat Pengembangan Anak (PPA) Yang Melibatkan Peserta Didik Berusia 9–11 Tahun Dan Dilaksanakan Selama Tujuh Pertemuan Pembelajaran. Pendekatan Kualitatif Deskriptif Digunakan, Dengan Data Dikumpulkan Melalui Catatan Lapangan Dan Lembar Observasi. Temuan Menunjukkan Bahwa Pembelajaran Yang Menyenangkan Tercermin Melalui Antusiasme Siswa, Partisipasi Aktif, Dan Keterlibatan Emosional Positif Selama Aktivitas Pembelajaran. Pembelajaran Yang Bermakna Terlihat Ketika Siswa Menghubungkan Materi Bahasa Inggris Dengan Pengalaman Sehari-Hari Mereka Dan Menggunakan Bahasa Dalam Konteks Yang Relevan. Pembelajaran Yang Sadar Tercermin Dalam Perhatian Siswa, Kerja Sama, Dan Kesadaran Bertahap Terhadap Proses Pembelajaran. Temuan Ini Menunjukkan Bahwa Prinsip-Prinsip Pembelajaran Mendalam Dapat Diterapkan Secara Efektif Dalam Konteks Pembelajaran Bahasa Inggris Nonformal Dan Menyoroti Potensi Program Berbasis Komunitas Dalam Mendukung Pendidikan Bahasa Inggris Yang Bermakna Dan Berkelanjutan Bagi Peserta Didik Muda.

Kata Kunci: Pembelajaran Mendalam; Bahasa Inggris Untuk Peserta Didik Muda; Layanan Masyarakat; Pendidikan Non-Formal

Abstract

This community service program aims to describe the manifestation of deep learning principles joyful, meaningful, and mindful learning in teaching English for young learners in a non-formal education setting. The program was conducted at a Pusat Pengembangan Anak (PPA) involving learners aged 9–11 years and implemented over seven instructional meetings. A descriptive qualitative approach was employed, with data collected through field notes and observation sheets. The findings show that joyful learning was manifested through students' enthusiasm, active participation, and positive emotional engagement during learning activities. Meaningful learning appeared as students connected English materials with their daily experiences and used language in relevant contexts. Mindful learning was reflected in students' attention, cooperation, and gradual awareness of the learning process. These findings indicate that deep learning principles can be effectively implemented in non-formal English learning contexts and highlight the potential of community-based programs in supporting meaningful and sustainable English education for young learners.

Keywords: Deep learning; English for Young Learners; Community Service; Non-Formal Education

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INTRODUCTION

Teaching English to early childhood and elementary school students is an important step in preparing students to face global challenges in the 21st century, as language competencies are increasingly linked to communication, collaboration, and critical thinking skills in global contexts (Musinovna, 2025; Simanjuntak, 2024). At the age of 9–11 years, children are in a phase of cognitive development that is increasingly evolving and have the capacity to think more deeply about their learning experiences (Madanagopal, 2020) and (Spandita & Jain, 2025). The learning process at this level should ideally not only focus on mastery of the material, but also on emotional involvement,

meaning-making of learning experiences, and full awareness of the learning process itself. A deep learning approach is a relevant pedagogical choice because it emphasizes active, reflective, and emotional student involvement in learning, which goes beyond surface learning that only focuses on memorization and reproduction (Mystakidis, 2021) and (Liu et al., 2022).

In the context of basic education, deep learning, defined as a combination of joyful, meaningful, and mindful learning, has been examined in various literature studies, showing that the integration of these three principles has the potential to support a holistic learning experience for students. Conceptual studies indicate that deep learning strategies can enhance student engagement, contextual understanding, and intrinsic motivation by integrating cognitive, affective, and metacognitive dimensions into the learning process (Andayanie, 2025); (Muslim et al., 2025). The three principles joyful, meaningful, and mindful learning collectively aim to foster higher-order thinking and deeper conceptual understanding rather than rote memorization (Andayanie, 2025); (Muslim et al., 2025).

A literature study by (Feri, n.d., 2025) shows that the application of deep learning through joyful, meaningful, and mindful learning can foster critical thinking, empathy, collaboration, and lifelong learning in students; however, there are still significant challenges related to teacher training, rigid curricula, and the lack of implementation of this pedagogical concept in real classrooms. These challenges are consistent with findings in other educational contexts, where implementation barriers often include insufficient professional development and entrenched traditional teaching practices (Aslam et al., 2024). Therefore, while the theoretical potential of deep learning is widely recognized, its practical adoption remains limited in many instructional environments.

Furthermore, (Nafi & Faruq, 2025) in their study of deep learning in primary education emphasize that this approach is effective if adopted contextually in accordance with students' life experiences and is able to encourage the development of critical and creative thinking. However, these studies are mostly conceptual and rely on literature from previous research; there is not much field research that describes how deep learning is empirically manifested in real teaching practices, especially in English language learning for young learners (Nafi & Faruq, 2025) in non-formal education. This indicates a gap between conceptual frameworks and classroom implementation, particularly in language education settings.

In addition, various other literatures also discuss the integration of the three principles of deep learning in different contexts and shows that this approach can increase student engagement and connect learning to real life. Research on deep learning in language education, for instance, highlights that instructional strategies such as problem-based learning, collaborative tasks, and reflective questioning significantly enhance cognitive, emotional, and behavioral engagement among learners (Aditama et al., 2025). These findings reinforce the importance of pedagogical designs that make learning relevant, engaging, and reflective.

Nevertheless, most of the existing literature is still limited to theoretical studies, literature reviews, or applications outside the context of English, such as general education or other subjects. Therefore, there is a need for empirical descriptive studies that describe the manifestation of deep learning in English language learning for elementary school young learners, especially in non-formal contexts. This is important to enrich English teaching practices that are not only cognitively effective but also provide meaningful and enjoyable learning experiences for young learners.

Based on these gaps, this community service program aims to describe the manifestation of deep learning principles joyful, meaningful, and mindful in teaching English to young learners aged 9–11 years in a non-formal PPA educational environment, through direct classroom observation using field notes and observation sheets as the main instruments. Thus, this study is expected to

provide a more concrete understanding of how deep learning can be effectively implemented in English language learning practices for young learners in a non-formal context, while filling the empirical gap that currently exists in the literature.

METHOD

This study employed a descriptive qualitative approach (Wahyu et al., 2025) within a community service framework to describe the manifestation of deep learning principles joyful, meaningful, and mindful learning in teaching English to young learners. The focus of the program was not on measuring learning outcomes quantitatively, but on documenting students' engagement, learning experiences, and classroom behaviors during the instructional process.

The community service program was conducted at a non-formal education institution (PPA) involving young learners aged 9–11 years (grades 4–6 of elementary school). The program was implemented over seven instructional meetings with different English learning topics. Although the topics varied across meetings, all learning activities were consistently designed and delivered based on deep learning principles. Joyful learning was implemented through interactive and engaging activities that encouraged young learners' active participation; meaningful learning emphasized connecting learning materials with young learners' real-life experiences; and mindful learning focused on fostering young learners' awareness, focus, and attentive involvement throughout the learning process.

Data were collected using field notes and observation sheets. Field notes were used to record detailed classroom situations, young learners' responses, interactions or engagements, and emotional expressions during the learning activities. Observation sheets were employed to document students' behaviors based on indicators aligned with joyful, meaningful, and mindful learning principles. The collected data were analyzed using qualitative descriptive analysis by organizing and categorizing the data according to the three deep learning principles to identify recurring patterns and describe how deep learning was manifested in the teaching and learning process.

RESULTS AND DISCUSSION

Results

This section presents the findings of the community service program based on data obtained from classroom observations and field notes collected during seven instructional meetings. The results are organized according to the three core principles of deep learning, namely joyful learning, meaningful learning, and mindful learning. Each principle is presented in the form of a table summarizing the key indicators, observational evidence, and general patterns identified across the learning sessions, followed by a brief narrative explanation to highlight the main findings.

Table 1. Manifestation of Joyful Learning

Joyful Learning Indicators	Evidence from Observation	General Patterns
Student enthusiasm	Most young learners showed enthusiasm in participating in learning activities such as singing, ice breaking, language games, and quizzes.	Enthusiasm was consistently evident in almost all meetings.
Courage to speak up	Young learners were brave enough to introduce themselves and others, mention vocabulary, and answer questions orally.	Courage increased when activities were interactive.

Active participation	Young learners actively answered questions, came to the front of the class, and engaged in dialogue practice.	Practical activities encouraged participation.
Positive emotional response	Young learners looked happy, laughed, and enjoyed the learning process.	The classroom atmosphere tended to be pleasant.

These findings indicate that the principle of joyful learning is manifested through a pleasant learning atmosphere that does not put pressure on young learners. Activities such as songs, games, and giving appreciation encourage positive emotional involvement, so that young learners are more courageous and active in using English during the learning process.

Table 2. Manifestation of Meaningful Learning

Meaningful Learning Indicators	Evidence from Observation	General Patterns
Understanding of material	The majority of comprehension indicators were marked "Yes" across all learning topics.	Understanding was formed gradually
Use of language in context	Young learners used vocabulary and structures to introduce themselves, their families, surrounding objects, and time.	Language was linked to real experiences
Application of material	Young learners were able to conduct simple dialogues, compose sentences, and complete assignments (<i>LKPD</i>).	Material was not simply memorized
Relevance to everyday life	Learning topics were relevant to the young learners' world (family, body, class, time).	Relevance enhanced meaning

The principle of meaningful learning is evident in the ability of young learners to relate English language learning to their daily experiences. Language is used as a tool for meaningful communication, not merely as structural practice, so that learning becomes relevant and easy for young learners to understand in a non-formal context.

Table 3. Manifestation of Mindful Learning

Mindful Learning Indicators	Evidence from Observation	General Patterns
Attention to learning	Most young learners paid attention to the tutors' instructions and examples.	Relatively stable learning focus
Discipline	Several indicators showed "No" in terms of discipline.	Learning awareness is not yet fully uniform
Cooperation	Young learners were able to work together in pairs and groups.	Collaboration was going well
Awareness of the learning process	Young learners followed the learning process and completed tasks.	Mindfulness was developing gradually
Cognitive challenges	Some young learners had difficulty with complex structures (quarter	The complexity of the material affected focus

The manifestation of mindful learning can be seen from the attention, involvement, and cooperation of students during the learning process. However, several indicators, such as discipline and the use of more complex language structures, still need to be strengthened. This shows that mindful learning in a non-formal context develops gradually and is influenced by the level of difficulty of the material.

Discussion

The findings of this community service program demonstrate those deep learning principles joyful, meaningful, and mindful learning could be effectively manifested in teaching English to young learners within a non-formal educational context. The consistent appearance of these principles across seven instructional meetings indicated that deep learning is not limited to formal classroom settings, but can also be meaningfully implemented in flexible learning environments such as community-based learning programs. These supported previous studies which argue that deep learning emphasizes active engagement, emotional involvement, and reflective thinking as essential components of effective learning experiences (Mystakidis, 2021); (Liu et al., 2022).



Gambar 1. Pictures 1. Young Learners with Joyful Learning

The manifestation of joyful learning aligned closely with the characteristics of young learners aged 9–11, who tend to learn more effectively when they feel emotionally engaged and comfortable. Research in English for Young Learners suggested that enjoyable learning activities, such as games, songs, and interactive tasks, play a significant role in increasing learners' motivation and willingness to communicate in a foreign language (Tsang & Davis, 2024); (Octoberlina, 2023). In this program, joyful learning reduced young learners' anxiety and encouraged active participation, confirming that positive emotional experiences are crucial in fostering oral language use among young learners.



Gambar 2. Young Learners with Meaningful Learning

The findings related to meaningful learning indicate that young learners were able to connect English learning materials with their daily experiences, such as family, objects, and daily routines.

These supported constructivist perspectives which emphasize that learning becomes meaningful when new knowledge is connected to learners' prior knowledge and real-life contexts (Efgivia et al., 2021); (Jumaah, 2024). In English language learning, contextualized instruction has been shown to enhance comprehension and retention, particularly for young learners who benefit from concrete and familiar references (Ganesan et al., 2025); (Minalla, 2024). The present findings thus reinforce the importance of contextual relevance in deep learning-based English instruction.



Gambar 3. Young Learners with Mindful Learning

Furthermore, the manifestation of mindful learning was observed through young learners' attention, cooperation, and awareness during the learning process. Mindful learning encouraged young learners to remain aware of their learning actions, focus on tasks, and engage thoughtfully with learning activities (Conboy & Clancy, 2023); (Ghaffar et al., 2024), (Putri et al., 2024). Although some challenges were observed such as inconsistent discipline and difficulties with more complex language structures these findings indicate that mindfulness developed gradually and was influenced by young learners' readiness and task complexity. Similar findings have been reported in previous studies, which suggest that structured routines and reflective practices support the development of mindful learning in young learners (Conboy & Clancy, 2023).

Overall, this study complements existing literature on deep learning by providing empirical evidence of how joyful, meaningful, and mindful learning principles are manifested in English language teaching practices for young learners in non-formal education. Meanwhile previous studies, such as (Nafi & Faruq, 2025), primarily discussed deep learning at a conceptual level, the present study extends the discussion by offering field-based insights from a non-formal educational setting. These findings highlight the potential of community-based English programs to implement deep learning principles in practical and context-sensitive ways, contributing to more engaging and meaningful English learning experiences.

CONCLUSION

This community service program demonstrates those deep learning principles joyful, meaningful, and mindful learning can be effectively manifested in teaching English to young learners in a non-formal educational setting. Through seven instructional meetings, these principles were consistently integrated into English learning activities and reflected in young learners' engagement, participation, and learning behaviors. Joyful learning fostered a positive and supportive classroom atmosphere, meaningful learning enabled students to connect English materials with their daily experiences, and mindful learning promoted students' attention, cooperation, and gradual awareness of the learning process. These findings indicate that deep learning supports meaningful English learning experiences for young learners aged 9–11.

In terms of implications for community service, the findings highlight the potential of non-formal education institutions as effective spaces for implementing deep learning-based English instruction. Community-based English programs can adopt joyful, meaningful, and mindful strategies to create engaging and inclusive learning environments without relying on complex

resources. For educators and practitioners involved in community service, this study suggests that deep learning can be practically implemented through contextual materials, interactive activities, and reflective teaching practices, contributing to more sustainable and impactful English language education within the community.

ACKNOWLEDGMENT

The tutors would like to thank the Child Development Centre (PPA IO-0133) Krammer Hilina'a and the Research and Community Service Institute (LPPM) of University of Nias for their moral support and excellent cooperation in this endeavour.

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