

Analysis of deep learning implementation on descriptive text material at SMP Mutiara Bangsa Purworejo

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ABSTRACT

This study aims to analyze the application of deep learning in Indonesian subject descriptive text material in grade VII of SMP Mutiara Bangsa Purworejo. The research method used is qualitative descriptive. This research was conducted at SMP Mutiara Bangsa Purworejo by involving the research subjects of grade VII students consisting of 22 students. In data collection, observation, interviews, and documentation were used. Data analysis is carried out in stages with a data reduction approach, data presentation, and conclusion drawing. The results of the study show that deep learning is able to increase students' activeness, critical thinking skills, and skills to write more detailed descriptive texts and in accordance with Indonesian rules. The application of deep learning carried out by students is through direct observation activities on objects, group discussions, and learning reflections. The obstacles experienced include time limitations and differences in students' ability to observe objects in detail. This study recommends the consistent integration of deep learning strategies and the adjustment of activities to the characteristics of students to achieve optimal results.



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INTRODUCTION

Descriptive text writing skills have a very important role in improving students' ability to speak Indonesian. Writing a descriptive text is a language skill that is difficult for students to master because it requires logical thinking, analysis, and synthesis. Descriptive text is a form of writing that aims to expand the reader's knowledge and experience by describing an actual object (Asyifa et al., 2024; Mayekti et al., 2022). However, there are still many students who have difficulty writing descriptive texts, especially in terms of structure, content, and language. Students are not yet able to arrange the writing according to the structure of the description text consisting of identification, section description, and conclusion. In addition, students also participate less in question and answer activities, group discussions, and lack concentration during learning (Syahfitri et al., 2022).

Education in the 21st century requires teachers to be able to design learning that not only imparts knowledge, but also fosters high-level thinking skills, social skills, and spiritual attitudes. In learning Indonesian, mastery of writing skills, especially writing descriptive texts, does not only require an understanding of textual structures. Students must be equipped with observation skills, the right vocabulary selection, and the ability to relate the results of observations to daily life experiences. So that learning becomes meaningful, aware, and encouraging. Deep learning is the right approach in learning to write descriptive texts because it emphasizes active student involvement (Hakimah, 2023; Bean & Melzer, 2021). Deep learning results in students' learning experiences in understanding, applying, and reflecting on learning (Rosidah & Sugianti, 2025).

The implementation of deep learning at SMP Mutiara Bangsa Purworejo in the descriptive text material is designed to overcome the tendency of superficial learning that emphasizes more on memorization of structures and mechanical exercises. This school places meaningful learning as a curricular direction so that the learning of descriptive texts is diverted to environmental observation activities, information extraction from various sources, collaborative writing, and reflection. This condition is the background for the researcher to comprehensively analyze how deep learning is carried out in the descriptive text material, what are the learning outcomes that arise, and practical problems that need to be paid attention to by education practitioners.

The urgency of this research lies in the need to ensure that the implementation of deep learning is not only carried out as a new methodological approach, but actually contributes to the measurable and sustainable improvement of the quality of students' descriptive literacy. The demands of the Independent Curriculum that emphasize high-level thinking competencies and many schools are still in the transition stage so that deep learning practices often do not run optimally, especially in Indonesian subjects which are often stuck in procedural reading-writing activities (Sari, 2025; Umiyati et al., 2024). Therefore, a comprehensive analysis of the application of deep learning to descriptive text materials at SMP Mutiara Bangsa Purworejo is important to reveal the extent to which the approach is able to shape conceptual understanding, detailed representation skills, and the depth of students' cognitive processes in producing texts.

The novelty of this research lies in its focus on integrating the study of the in-depth learning process with the specific characteristics of descriptive text material at the junior high school level, which has rarely been an analysis point in Indonesian research. This research not only photographs learning outcomes, but also examines the quality of learning flows from environmental exploration to student self-reflection, thus providing a holistic picture of how deep learning works in the context of literacy learning. In addition, this study offers a practical perspective on the challenges and opportunities of implementing deep learning in schools with different cultural characteristics and resources from large urban schools, thereby making a relevant, contextual, and innovative empirical contribution to the development of Indonesian pedagogy based on deep learning.

This research was conducted to answer the following research questions: How is the design and implementation of in-depth learning in the descriptive text material at SMP Mutiara Bangsa? (2) What are the learning results of in-depth learning in the descriptive text material at SMP Mutiara Bangsa? The contribution of this research lies in its ability to provide an empirical and in-depth understanding of how deep learning can be designed, implemented, and experienced by students in the real context of Indonesian learning, especially in descriptive text materials. By analyzing in detail the flow of learning planning and implementation, students' learning experiences in the realm of understanding–applying–reflecting, and the dimensions of developing student profiles, this study enriches the literature on the application of deep learning in language subjects that have been explored more in the field of science or STEM. This research also produces a mapping of supporting and inhibiting factors that can be used as a practical reference for teachers, schools, and curriculum developers to optimize in-depth learning according to student characteristics and school contexts. These findings are expected to be able to make a conceptual contribution to the development of a deep learning-based Indonesian learning model as well as a practical contribution to improving the quality of literacy and the high-level thinking process of students.

METHOD

This research uses a qualitative descriptive approach method, by discussing the data that has been collected, processed, and presented by assessing the data. Qualitative research is referred to as research that emphasizes an understanding of problems in social life, of course, based on conditions and facts that occur in reality, complex and detailed (Sarosa, 2021). Qualitative descriptive (QD) is focused on answering research questions related to the who, what, where, and how an event or experience occurred until it is studied in depth to find the patterns that appear in the event (Kim et al., 2016). This research was conducted at Mutiara Bangsa Purworejo Junior High School, on Friday, August 1, 2025. The research subject was grade VII students consisting of 22 students.

Data collection was carried out through three main techniques, namely observation, interviews, and documentation. Observation is a method to observe and record various aspects such as the behavior and situation of the research object in a systematic manner. This technique aims to obtain factual data that supports the analysis and interpretation of research results (Nugroho et al., 2024). Meanwhile, another opinion says that observation is a method of collecting data by directly observing an object in a real (natural) situation, both structured and unstructured (Sugiyono, 2016). In line with this, Moleong also stated that observation is a data collection technique used to directly observe behaviors, events, or phenomena that are taking place in the field (Moleong, 2021). The researcher conducts observations or observations during learning activities to record interactions, activities, and classroom dynamics. Interviews are the process of obtaining information from participants through direct conversations, both structured and unstructured, which serves to dig deep data about the subject's experiences and

perspectives (Creswell, 2019). Meanwhile, Moleong stated that interviews are conversations with a specific purpose. The conversation was carried out by two parties, namely the interviewer who asked the question and the interviewee who gave the answer. (Moleong, 2021). The interview technique is used to comprehensively explore information about the respondents' personal experiences, perceptions, and perspectives on a certain event or condition that is relevant to the focus of the research (Ardiansyah et al., 2023).

The researcher used a semi-structured open interview method in this study, by involving resource persons who knew their position as informants and understood the purpose and direction of the interview conducted to obtain information on learning experiences. Documentation is a data collection technique that is carried out through written materials, images, or recordings related to the topic being researched (Sugiyono, 2016). The documentation used by the researcher is in the form of learning tools, observation sheets, and student description text works. To ensure the validity of the data, this study uses source and method triangulation techniques, namely comparing data from observations, interviews, and documentation. In addition, member checks are carried out with informants to ensure that the researchers' interpretation is in accordance with their experience.

Data analysis is carried out in stages with a data reduction approach, data presentation, and conclusion drawing as suggested by Miles and Huberman. The following is the flow of analysis including: data reduction, data presentation, and conclusion drawn. Data reduction focuses the data to be retrieved. This process takes place from the beginning of the research question to the research data collected. After the data is reduced, the next step is the presentation of the data. The data obtained can be presented in the form of brief descriptions, charts, and relationships between categories. The purpose of presenting data is to make it easier to understand what is happening and plan the next work based on what has been understood. The initial conclusions presented are still temporary, and will change if strong supporting evidence is not found at the next stage of data collection. However, if the conclusions presented at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions presented are credible conclusions (Sugiyono, 2016). Based on the three steps in the data analysis, it can be concluded that in qualitative descriptive research there are two possibilities, namely it may be able to answer the problem formulation formulated from the beginning and the second may not answer the problem formulation. This conclusion is because from the beginning the problem and problem formulation in qualitative descriptive research are still temporary and will develop after the research is in the field. The conclusion in the qualitative research is expected to be new findings that have never existed before.

RESULTS AND DISCUSSION

Learning Design and Implementation

The descriptive text learning design analyzed in this study is built on three phases, namely the initial or opening activities, the core activities, and the closing activities. In the initial activity, the teacher opens the learning with greetings, invites students to take a short quiet time to calm their minds, and leads prayers as an effort to build a spiritual atmosphere and relate the dimensions of faith and piety to God Almighty. After that, the teacher displays the image of the beach as a visual stimulus that is interesting and relevant to the child's experience, then asks open-ended questions to stimulate ideas and sensory observations, as well as convey learning objectives so that students are aware of the expected results.

The core activities are designed in such a way that students experience three domains of learning experience, namely understanding, applying, and reflecting. The main activities include observation of the environment around the school as a primary data source. Students are directed to observe concrete objects (e.g. gardens, canteens, small gardens, or classroom corners) with observation sheet guides that contain sensory aspects. Observation is complemented by searching for information from various secondary sources such as reference books or short digital sources to add context. Students then work in groups to compile the description text based on observations and additional sources, identify the identification and description sections of the sections, and edit the initial draft into a more cohesive version. Group presentations were held to strengthen communication skills, followed by responses from other groups as an exercise in providing constructive feedback. The role of teachers in this phase is more towards facilitators and reinforcements. The teacher provides linguistic correction, directs the use of sensory vocabulary, and guides critical reflection on the results.

Closing activities include teacher-facilitated individual and group reflections, joint conclusions about important aspects of the descriptive text, and closing remarks. Reflection is directed so that students reconstruct what kind of learning experience they understand, how they apply it, and the improvement plan that will be made in the next writing. All activities are explicitly associated with the principles of meaningful, conscious, and encouraging learning so that students feel the relevance of the material, understand the learning objectives, and are motivated to participate actively.

Learning Outcome Analysis

Analysis of observation, interview, and documentation data of students' work showed several key findings that illustrate the in-depth learning outcomes of the descriptive text material. First, in terms of student involvement, the learning process which began with visual stimulus (pictures of the beach) and sparker sentences followed by field observation succeeded in increasing student enthusiasm. During the observation, most of the students seemed to be actively recording their findings in the field. They also asked teachers across mapsles regarding the information they needed. They not only note the visual aspects but also try to sense the atmosphere, sound, and texture of the object. Brief interviews showed that students felt that observation activities made it easier for them to find ideas than if the teacher only gave abstract themes without field experience. This learning directs students to holistic observation which is the main capital for writing quality descriptive texts.

Second, regarding the quality of the product of the description text, the document analysis showed an increase in linguistic and content aspects when compared to the students' work in conventional learning previously. The resulting text tends to contain sentences that are richer in descriptive elements, the use of sensory adjectives (e.g., sparkle, glitter, flutter), and a neater structure between the identification section and the description of the section. This improvement can also be seen in paragraph coherence, where students begin to apply clear main sentences and explanatory sentences that support the complete picture of the object. This indicates that the experience of observation and group discussions helps students to select relevant data and organize it systematically.

Third, from the aspects of cognitive and affective competence determined as the graduation dimension, there is evidence of significant development in several dimensions. The critical reasoning dimension is proven through the ability of students to sort out relevant observational information and make simple comparisons or assessments of the characteristics of objects. The creativity dimension was seen when the group tried a variety of writing styles and the use of personified majas that enriched the description. Aspects of collaboration and independence arise during the group work process, namely the division of tasks, role responsibilities, and the ability of students to complete their respective parts without fully relying on the teacher. The dimensions of faith and piety are developed through an opening activity that relates gratitude and appreciation for God's creation when observing the environment, although the development of this dimension is contextual and needs to be made explicit in the assessment rubric to be consistent.

Fourth, regarding the learning experience as a cycle of understanding, applying, and reflecting, the findings show that students experience tiered learning. At the comprehension stage, stimulus and initial discussion help students build a concept of what a description and its elements are. The application stage is clearly visible when students make observations and compile texts. At this stage, teacher scaffolding is needed to help students who are still having difficulty summarizing sensory impressions into words. The reflection stage is carried out through presentation activities and peer assessment. This reflection provides an opportunity for students to improve the draft plan based on feedback so that the learning process does not stop at initial production but continues on metacognitive improvement and learning.

Fifth, this study also found several practical obstacles that need to be considered. Time constraints are a real obstacle when field observation activities are integrated into regular lesson hours. Often observation time and time to edit drafts demand flexible scheduling. In addition, there is a variation in students' ability to write down the results of observations. Some students need intensive guidance to translate observations into cohesive descriptive sentences. These differences in abilities require a differentiation strategy of learning so that all students get equal learning opportunities.

The findings of this study reinforce the theoretical claim that deep learning is able to facilitate conceptual understanding and practical application to linguistic materials. By positioning the student as the observer and the writer responsible for his or her own data, deep learning shifts the focus from

memorizing structures to constructing meanings derived from authentic experiences. This is in line with the view of Marton and Saljo (1976) that meaningful learning occurs when students associate new knowledge with previous experiences and internalize it through a process of reflection. In addition, the cognitive taxonomy revised by Anderson and Krathwohl (2001) is also relevant. Observation and text preparation activities require analytical and synthesis skills so that they occupy a higher cognitive level.

Practically, the integration of meaningful, aware, and encouraging principles has been proven to increase motivation in students. Linking learning to concrete experiences makes the material more relevant and makes it easier to transfer knowledge. The role of teachers as facilitators and reinforcements has proven to be important to help students filter information, choose the right vocabulary, and reflect critically on the work. Therefore, teachers need to be trained to design effective observation sheets, formative assessment strategies that assess processes and products, and differentiation techniques to address variations in students' abilities.

Furthermore, the results of the study show that to develop the dimensions of the learner profile, such as critical reasoning, creativity, and learning, collaboration must be designed in such a way that group activities include clear roles and tasks that demand positive interdependence. For the dimension of faith and piety, efforts to develop religious values need to be explicitly formulated in the learning objectives and assessment rubrics so that they are not just an opening ritual but integrated into learning reflection.

CONCLUSION

The implementation of in-depth learning in descriptive text materials at SMP Mutiara Bangsa Purworejo shows great potential to improve the quality of Indonesian language learning. Through observation, information searching, collaborative writing, presentations, and reflection, students experience a meaningful, aware, and joyful learning process. Students' writing productivity increased in terms of descriptive richness, coherence, and sensory vocabulary selection. In addition to the development of literacy skills, this learning also develops the dimensions of student profiles, such as critical reasoning, creativity, collaboration, and independence, as well as opening up space for strengthening faith values. Practical obstacles that need to be overcome include time constraints and variations in students' abilities. Therefore, a differentiation strategy, the use of documentation media, and flexible scheduling are needed. As a final note, the draft of this journal is prepared as conceptual material and a draft research report. For field researchers, it is recommended to complement the findings with quantitative data or qualitative statistics taken from the realization of learning so that the results can be empirically accounted for.

Several practical recommendations were put forward, namely, first, schools should provide adequate time allocation for authentic observation and writing activities, for example, through block schedules or cross-class activities. Second, teachers need to prepare differentiation instruments such as multi-level writing guides and supporting tasks for students who need *more scaffolding*. Third, the use of simple technology such as audio recording, photos, or digital records, can enrich observation data so that students who have difficulty describing certain sensations can use visual documentation as writing material. Fourth, assessment rubrics that contain cognitive, affective, and social skills aspects need to be developed so that assessments are more holistic and reflect the principles of deep learning. Fifth, teacher professional training on experience-based learning design and effective feedback techniques will improve the quality of implementation.

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