

ABSTRACT

Ramdani, Muhlis (2026): Investigating the Implementation of Deep Learning Approach and its Principles in EFL Classrooms at Junior High School: English Teachers' Beliefs

Deep learning has been officially introduced in Indonesian education as a pedagogical approach that emphasizes meaningful, mindful, and joyful learning. In the context of English as a Foreign Language (EFL) learning, the application of this approach aligns with constructivist principles that place students as active meaning-makers thru the stages of understanding, applying, and reflecting, also known as learning experiences. However, initial observations indicate that English language learning still tends to be oriented toward surface learning, while teachers' beliefs as a determining factor in the successful implementation of this approach have rarely been studied. This study aims to explore English teachers' beliefs regarding the implementation of the deep learning approach and its principles applied in EFL classes at the junior high school level.

This research uses a qualitative approach with a case study design to deeply explore the phenomenon of deep learning implementation in the context of junior high school education. Data were gathered through semi-structured interviews with two teachers consisting of twenty questions, classroom observations during two sessions for each teacher, and analysis of learning documents. The participants were two eighth-grade English teachers at junior high schools in Bandung who have experience implementing the deep learning approach in their teaching.

The research results show that the two teachers believe deep learning is a cognitive process that connects new knowledge with students' experiences in a contextual and enjoyable manner, in line with the principles of mindful, meaningful, and joyful learning. However, the level of teachers' confidence in applying it varies; some are already confident, while others are not yet fully convinced. Both expressed challenges such as time constraints, students' understanding, curriculum demands, and the need for ongoing professional training.

From the implementation side, the principles of meaningful, mindful, and joyful learning are consistently realized thru the connection of material with students' experiences, critical reasoning, and the use of interactive learning media. Learning experiences were also successfully implemented as simple learning stages thru understanding, applying, and evaluating. However, several aspects of the graduate profile dimension have not yet been fully integrated, such as group collaboration still facing technical challenges in the field and the citizenship aspect not being explicitly or implicitly visible in the materials, despite being well-planned in the learning documents. This research provides new insights into how English teachers' beliefs shape the application of deep learning principles in English language teaching in EFL classrooms.

Keywords: Deep Learning, Teachers' Beliefs, Implementation, EFL Classroom, Junior High School, Learning Experiences, Dimension of Graduate profile