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Analysis of the Implementation of Deep Learning Approach in Increasing Reading Interest among Students at SDN Kopi

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ABSTRACT

This study aims to analyze the application of a deep learning approach to increasing reading interest in elementary school students in the digital era. The research focuses on the application of mindful learning, meaningful learning, and joyful learning, as well as the internal and external factors that influence their effectiveness. The research method used a qualitative approach using observation, interviews, and documentation techniques. The results show that the application of deep learning can increase students' intrinsic motivation, critical thinking skills, and active engagement in the reading process. The combination of mindful, meaningful, and joyful learning has been proven to strengthen the culture of literacy in elementary schools.

Article Information

Keywords:
Minat Baca, Pembelajaran Sadar, Pembelajaran Bermakna, Pembelajaran Menyenangkan.

ABSTRACT

Penelitian ini bertujuan untuk menganalisis penerapan pendekatan *deep learning* dalam meningkatkan minat baca siswa sekolah dasar di era digital. Penelitian ini berfokus pada pengaplikasian pembelajaran yang sadar (*mindful learning*), bermakna (*meaningful learning*), dan menyenangkan (*joyful learning*), serta faktor internal dan eksternal yang memengaruhi efektivitasnya. Metode deskriptif kualitatif digunakan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa *deep learning* secara signifikan meningkatkan motivasi intrinsik, keterampilan berpikir kritis, dan keterlibatan aktif siswa dalam kegiatan membaca. Integrasi *mindful*, *meaningful*, dan *joyful learning* memperkuat budaya literasi di sekolah dasar serta menyediakan strategi yang berkelanjutan untuk menumbuhkan minat baca di era digital.

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1. Introduction

Reading interest is an important factor in elementary education because it encourages students to engage voluntarily with reading materials, explore information, and develop reading habits beyond completing classroom assignments. Students who are interested in reading are more likely to devote attention and time to reading activities, although reading interest alone does not necessarily determine reading achievement. The importance of reading development is also reflected in Indonesia's performance in the Programme for International Student Assessment (PISA) 2022. The OECD reported that only approximately 25% of Indonesian students aged 15 achieved at least Level 2 proficiency in reading, compared with the OECD average of 74% (OECD, 2023). Although these results describe reading proficiency rather than reading interest among elementary school students, they highlight the broader need to strengthen reading-related learning experiences from an early age. At the elementary level, developing reading interest requires learning activities that encourage students to participate actively, connect reading with their experiences, and experience reading as an engaging activity rather than merely an academic obligation.

Previous studies have examined reading interest and strategies for supporting students' reading engagement. Dewani et al. (2024), in a study involving 78 elementary school students, investigated the relationship between reading interest and reading literacy. Their findings indicated that certain dimensions, including motivation and attention, were positively associated with reading literacy, although overall reading interest did not significantly predict literacy outcomes. Adilah et al. (2023) examined a reading degree program as an approach to fostering reading interest among primary school students. Similarly, Utami et al. (2024) investigated the use of the Question–Answer Relationship (QAR) strategy to support students' reading interest and comprehension. These studies provide useful evidence that reading engagement can be approached through different instructional strategies and reading programs. However, they focus on particular programs, strategies, or relationships between reading-related variables. Further research is needed to describe how a broader learning approach that combines students' awareness, meaningful engagement, and enjoyment can be implemented in everyday elementary classroom reading activities.

This issue is relevant to the fifth-grade students at SDN Kopi, the setting of the present study. Based on the initial classroom conditions described in this study, reading engagement among the 29 students varied, with indications of limited enthusiasm for reading, low participation in reading discussions, and a tendency for some students to read primarily when required to complete assignments. These conditions suggest that classroom reading activities need to provide opportunities for students to participate more actively and develop a more positive relationship with reading. SDN Kopi was selected as the research setting because these classroom conditions provided a context for examining how the deep learning approach was implemented in reading activities and how students responded to the learning experiences. The study therefore focuses on a specific classroom context rather than assuming that the conditions observed at SDN Kopi represent all elementary schools.

The deep learning approach in this study is examined through three dimensions: mindful learning, meaningful learning, and joyful learning. Mindful learning emphasizes students' awareness, openness to new perspectives, and active attention during learning. Langer (2000) explains that mindful learning involves attending to situations in ways that allow learners to recognize distinctions and consider alternative perspectives, rather than relying exclusively on habitual responses. In reading activities, this dimension can be reflected in students' attention to a text, awareness of its content, and willingness to consider different interpretations. Meaningful learning emphasizes the connection between new information and students' existing knowledge and experiences. The contemporary discussion of Ausubel's theory by Bryce and Blown (2024) reinforces the importance of understanding learning as a process in which new knowledge is related to what learners already know. In reading instruction, meaningful learning can be supported by connecting texts with familiar situations, inviting students to explain ideas in their own words, and encouraging them to relate information to their daily lives. Joyful learning, meanwhile, emphasizes a positive and engaging learning atmosphere in which students are encouraged to participate without unnecessary fear or pressure. Research on joyful learning in elementary classrooms has discussed its potential to support active student engagement and higher-order thinking (Zahro et al., 2025). Together, these three dimensions provide a framework for examining the learning experiences that may support students' engagement with reading.

The three dimensions are relevant to reading interest because they address different aspects of students' experiences during reading activities. Mindful learning directs attention to students' awareness and concentration, meaningful learning emphasizes the relevance of reading content to students' knowledge and experiences, and joyful learning focuses on enjoyment and active participation. When reading activities invite students to pay attention, make personal connections, and participate in a supportive classroom environment, students may have more opportunities to develop positive attitudes toward reading. Nevertheless, reading interest can also be influenced by factors beyond classroom instruction, including students' existing motivation, reading habits, access to reading materials, family support, and the availability of a supportive reading environment. Therefore, examining the implementation of deep learning requires attention not only to classroom activities but also to the internal and external factors that may support or constrain students' reading engagement.

Despite previous research on reading interest, reading programs, and instructional strategies, a context-specific understanding of how mindful, meaningful, and joyful learning are implemented together in elementary reading activities remains important. In particular, the classroom conditions at SDN Kopi provide an opportunity to examine how these three dimensions appear in teaching practices, how students respond to reading activities, and what factors are associated with their engagement. The present study addresses this need by describing the implementation of the deep learning approach in a specific elementary classroom and examining students' reading-interest-related experiences. Its contribution lies in providing a contextual description of the implementation process and the factors identified in the classroom, rather than establishing a universal causal effect of deep learning on reading interest.

Accordingly, this study aims to: (1) describe how the deep learning approach is implemented in reading activities among fifth-grade students at SDN Kopi; (2) examine how mindful,

meaningful, and joyful learning are manifested in classroom activities and relate to indicators of students' reading interest, including attention, participation, motivation, and engagement with reading; and (3) identify internal and external factors that support or constrain students' reading interest in the research setting. By addressing these objectives, the study is expected to provide a contextual account of the use of the deep learning approach in elementary reading instruction and offer insights for teachers seeking to create reading activities that are more attentive to students' experiences, meaningful to their lives, and engaging.

2. Results and Discussion

The initial observations at SDN Kopi indicated that students' reading interest varied from low to moderate levels. Several students showed limited enthusiasm for reading activities, rarely visited the school library, and participated minimally in discussions about reading materials. Reading was generally perceived as an activity associated with completing classroom assignments rather than as an independent learning activity. These initial conditions provided the context for implementing the deep learning approach through mindful, meaningful, and joyful learning activities.

The implementation involved 29 fifth-grade students over a four-week period. The activities were designed to encourage students to pay attention to reading materials, connect textual information with their everyday experiences, and participate in reading activities in an enjoyable classroom environment. Mindful learning activities included Think Aloud Reading, Reading Reflection Journals, and Pause and Reflect activities. Meaningful learning activities connected reading materials with students' personal experiences and real-life situations. Joyful learning activities incorporated reading games, storytelling with props, themed reading corners, and story dramatization.

The findings are presented descriptively by examining the reported changes in reading-related indicators and discussing how each dimension of the deep learning approach was implemented in the classroom. The results should be interpreted as descriptive evidence from one class rather than as proof of a causal relationship between the intervention and students' reading interest.

The reported observations showed changes in several reading-related indicators during the four-week implementation. These included reflective engagement, voluntary reading interest, the frequency of voluntary reading, and average daily reading duration.

Table 1 summarizes the numerical information reported in the study.

Indicator	Before Implementation	After Implementation	Absolute Change
Students demonstrating reflective understanding during mindful learning activities	8 of 29 (27.6%)	16 of 29 (55.2%)	+8 students (+27.6 percentage points)
Students categorized as having high voluntary reading interest in meaningful learning activities	9 of 29 (31.0%)	22 of 29 (75.9%)	+13 students (+44.9 percentage points)
Students categorized as having high voluntary reading interest in joyful learning activities	7 of 29 (24.1%)	25 of 29 (86.2%)	+18 students (+62.1 percentage points)
Students showing an increase in voluntary reading frequency	Not reported numerically	22 of 29 students	Not calculable
Average daily reading duration	10 minutes	25 minutes	+15 minutes

As shown in Table 1, the number of students demonstrating reflective understanding increased from 8 to 16. The number categorized as having high voluntary reading interest during meaningful learning activities increased from 9 to 22, while the corresponding number during joyful learning activities increased from 7 to 25. The study also reported that 22 students showed an increase in voluntary reading frequency and that average daily reading duration increased from 10 to 25 minutes. These descriptive changes suggest that students' engagement with reading activities improved during the implementation period. However, the indicators represent different aspects of reading engagement, and the available information does not establish that they were measured using identical criteria. Consequently, the percentages should be interpreted within their respective indicators rather than used to rank the three learning dimensions. Furthermore, because the study did not report a comparison group or inferential statistical testing, the observed changes cannot independently establish that the intervention caused the improvements.

Implementation of the Deep Learning Approach to Increase Reading Interest in Students of SDN Kopi

The results of the study indicate that the reading interest of students at SDN Kopi after implementing the approach significantly contributed to increasing student interest in reading. The implementation of this approach was carried out through the use of an adaptive learning platform that is able to recommend reading materials according to the characteristics, preferences, and ability level of each student. The platform also integrates a real-time feedback mechanism, allowing students to

receive immediate responses to their reading activities. Furthermore, there are gamification elements designed to increase student motivation, participation, and engagement in the learning process.

The implementation of these various features has been proven to be able to create a more personal, interactive, and interesting learning experience, thereby encouraging increased student interest in reading activities.58 This finding is in line with the research objective, namely to analyze and explain the contribution of implementing the approach in increasing students' interest in reading.

Based on the analysis results from the pre-intervention phase, it was found that students' reading interest levels still showed quite high variations. Most students fell into the low to moderate reading interest category, indicating that reading habits had not yet developed optimally. Initial measurements using a reading interest questionnaire, weekly reading frequency observations, and reading duration measurements for each session indicated that the average student achievement was still below the expected standard for their grade level.

This situation demonstrates the need for more innovative learning efforts to increase students' interest in reading activities. Therefore, learning strategies are needed that can encourage active student participation and foster better reading habits in daily learning.

The approach is implemented through a number of strategies, such as inquiry-based learning, group discussions, the use of interactive digital media, and reflection on the content of the reading.59 In this context, the teacher functions as a facilitator who guides students to critically examine the meaning of the text. This encourages students to be more actively involved in the learning process, thus creating a conducive and non-monotonous learning atmosphere.

Before the approach was implemented, students' reading interest at SDN Kopi tended to be low. This was reflected in their low enthusiasm during reading activities, low library visits, and limited participation in reading-related discussions. Students generally read solely to fulfill assignments, not out of intrinsic motivation.

After the approach was implemented, there was a significant increase in students' reading interest. Students showed interest in a variety of reading materials, including storybooks, informative texts, and digital resources. They were also more active in asking questions and participating in discussions about the reading material, indicating increased cognitive and emotional engagement in reading activities.

The development of students' reading interests is also reflected in changes in their learning behavior. Students become more independent in selecting reading materials and demonstrate a heightened sense of curiosity. They no longer read solely to complete assignments, but also to obtain additional information relevant to the lessons being studied. This demonstrates that the approach can foster intrinsic motivation in students.60

Furthermore, technology-based learning media encompasses a variety of digital tools and platforms, including learning apps, e-books, educational videos, and interactive software. In this regard, e-books offer a more adaptive reading experience with features like word search, highlighting, and digital notes. Furthermore, reading apps like Epic and Wattpad Kids present engaging, developmentally appropriate stories for elementary school students, allowing them to explore a wide variety of reading materials independently. Educational videos, which utilize animation, narration, and visualization, can deliver material in an engaging way, for example through educational YouTube channels that feature short stories or interactive fairy tales. 61

Teachers also experienced changes in their teaching methods after implementing a deep learning approach. They became more creative in designing learning activities that emphasized in-depth understanding, rather than mere memorization. This improved the quality of interactions between teachers and students and created a more collaborative learning environment.

In terms of learning outcomes, students demonstrated significant improvement in their ability to comprehend reading content. They were able to identify main ideas, draw conclusions, and relate information contained in the text to everyday contexts. This improvement was evident not only in literal comprehension but also at a deeper level, namely the ability to analyze and critically reflect on reading content. Students' critical thinking skills also experienced positive development, which is a key indicator of the successful implementation of the approach in learning activities.

This was demonstrated by the improvement in discussion outcomes on critical thinking indicators, such as the ability to analyze, evaluate, and summarize information after the implementation of the deep learning model. In addition to increased reading interest, students also became more active, able to formulate arguments and learn to solve example problems in small group discussions created during the lesson. These findings strengthen the argument that the approach is effective in increasing reading interest in elementary school students. Through learning strategies that emphasize in-depth understanding, critical reflection, and active student involvement, this approach not only contributes to improved reading skills but also fosters students' intrinsic motivation to continue developing their literacy.63 Thus, the approach can be considered a relevant and effective alternative learning strategy in the context of elementary education.

In addition to identifying student development, the researcher also conducted an interview with Mrs. Fita Afriyeni S.Pd, a 5th grade teacher at SDN Kopi, to determine student development before and after the implementation of deep learning. The interview results showed an increase in students' interest in reading after implementing the Deep learning approach. In addition to interviewing the class teacher, the researcher also conducted simple interviews with several students about their opinions on the learning methods that had been implemented. The interview results will be presented after the results and discussion in Chapter IV.

Thus, it can be concluded that the implementation of the Deep learning approach in 5th grade students of SDN Kopi has succeeded in increasing students' interest and enthusiasm for reading activities. Around 18 students out of 29 students in the class have shown an increase in reading interest using the deep learning method, and around 14 students have shown their activeness in group discussions by boldly expressing opinions and being critical. This approach not only improves cognitive aspects, but also aspects of students' feelings and motivation. Therefore, the Deep learning approach can be used as an alternative effective learning method to improve reading literacy in elementary schools, especially in the current digital era.

Comparison of the Effectiveness of Implementing Mindful Learning, Meaningful Learning, and Joyful Learning in the Deep Learning Approach on the Reading Interest of Students at SDN Kopi

After implementing deep learning with fifth-grade students at SDN Kopi, researchers analyzed which approach was most relevant and most popular in increasing reading interest. The results are presented below.

Mindful learning

Mindful learning was implemented through activities that encouraged students to pay attention to the content of reading materials, monitor their understanding, and reflect on what they had read. Techniques such as Think Aloud Reading, Reading Reflection Journals, and Pause and Reflect activities were intended to help students identify important information and consider the meaning of a text before responding to questions or discussing its content.

The reported number of students demonstrating reflective understanding increased from 8 students (27.6%) before implementation to 16 students (55.2%) afterward. This change indicates that more students demonstrated the reflective-engagement indicator during the implementation period. Nevertheless, 13 of the 29 students were not included in the reported post-implementation group demonstrating this indicator. This suggests that reflective engagement was not yet evident at the same level among all students and that some learners may have required further guidance.

This finding is consistent with the conceptual perspective of mindful learning, which emphasizes active attention, openness to new information, and the reconsideration of familiar assumptions (Langer, 2000). In reading instruction, these principles can provide opportunities for students to move beyond simply pronouncing words toward monitoring comprehension and reflecting on textual meaning.

However, the present findings do not demonstrate that mindful learning alone produced the observed change. The increase may also have been associated with repeated reading practice, teacher guidance, or students' growing familiarity with classroom activities. The results therefore indicate a descriptive improvement in reflective engagement, while further investigation is needed to determine the specific contribution of mindful learning.

Meaningful learning

Meaningful learning activities were designed to connect reading materials with students' prior knowledge, personal experiences, and familiar situations. The reported activities included personal-connection reading and context-based tasks involving topics such as environmental issues, the water cycle, healthy food, and cooperation in everyday life. These activities provided opportunities for students to relate information in a text to situations they could recognize beyond the reading task itself.

The number of students categorized as having high voluntary reading interest during meaningful learning activities increased from 9 students (31.0%) to 22 students (75.9%). The increase of 13 students suggests that more students met the reported criterion for high voluntary reading interest after the implementation period. This pattern is consistent with the use of familiar and relevant contexts to make reading materials more accessible and engaging.

The importance of connecting new information with prior knowledge is also discussed in the literature on meaningful learning. Bryce and Blown (2024), in revisiting Ausubel's theory, emphasize the role of existing knowledge in the learning process. In reading instruction, students may find a text more relevant when its content relates to their experiences, surroundings, or previously acquired knowledge.

The present findings are also relevant to research examining reading interest in elementary school students. Adilah et al. (2023) discussed the role of reading-related programs in supporting students' interest in reading. Utami et al. (2024) examined the use of the Question–Answer Relationship strategy in relation to students' reading interest and comprehension. These studies provide relevant context for understanding how instructional activities can be structured to encourage students to engage with reading. However, differences in instructional approaches and research procedures mean that their findings should not be treated as direct evidence that the same mechanism operated in the present study.

Although the observed increase is encouraging, the available data do not establish whether students' interest was sustained beyond the four-week implementation period. Further observation would be needed to determine whether connecting reading materials with students' experiences resulted in lasting voluntary reading habits.

Joyful Learning

Joyful learning was implemented through reading games, storytelling with props, themed reading corners, and story dramatization. These activities were intended to create an enjoyable classroom environment and provide students with opportunities to participate in reading-related tasks in different ways. Rather than relying exclusively on individual silent reading, the activities incorporated interactive and collaborative elements.

The number of students categorized as having high voluntary reading interest during joyful learning activities increased from 7 students (24.1%) to 25 students (86.2%). This was the largest numerical change among the three reported indicators. The result suggests that a greater number of students met the reported criterion for high voluntary reading interest in the context of joyful learning activities after implementation.

One possible interpretation is that enjoyable and interactive activities may reduce students' reluctance to participate in reading tasks. Games, storytelling, and dramatization can provide additional entry points for students who may find conventional reading activities less engaging. Zahro et al. (2025) discussed the implementation of joyful learning and its relationship with higher-order thinking skills among elementary school students. Their study offers a relevant perspective on the use of enjoyable learning experiences in elementary education, although the outcome examined in that research is not identical to reading interest in the present study.

The results should not, however, be interpreted as conclusive evidence that joyful learning was the most effective of the three dimensions. The indicators reported for mindful learning and for meaningful and joyful learning are not fully equivalent, and the study does not provide a common measurement scale or statistical comparison across the three dimensions. In addition, enjoyable activities may increase participation in the short term without necessarily producing sustained independent reading habits.

Accordingly, the findings support the practical relevance of

incorporating enjoyable reading activities into classroom instruction, while the relative contribution of joyful learning requires further examination using consistent indicators and a more rigorous comparative design.

Factors Influencing the Effectiveness of the Deep Learning Approach in Increasing Reading Interest of Students at SDN Kopi

The deep learning approach in elementary schools will be more effective if supported by a fun learning environment, relevance of the material to students' lives, and active teacher involvement in fostering literacy from the beginning of the lesson. Therefore, several factors were identified that influence the reading interest of fifth-grade students at SDN Kopi, consisting of internal and external factors.

Internal and Exsternal Factors

The implementation took place in a classroom context in which students had differing levels of initial reading engagement. The reported observations indicated that some students were more willing to participate in reading activities than others. The use of different instructional formats provided opportunities for students to engage with texts through reflection, connections with familiar experiences, and enjoyable classroom tasks.

Several factors may be relevant when interpreting these observations. At the individual level, students may differ in their prior reading habits, comprehension skills, confidence, and interest in particular topics. At the classroom level, teacher guidance, peer interaction, the availability of reading materials, and the organization of activities may influence students' opportunities to participate. These factors are plausible explanations based on educational theory and classroom practice; however, they should not be presented as empirically established causes in this study unless they were directly examined through the collected data.

The findings are consistent with the broader view that reading interest can be influenced by both the characteristics of learners and their learning environments. Adilah et al. (2023) and Utami et al. (2024) provide relevant empirical contexts for discussing instructional efforts to support reading interest and comprehension. Nevertheless, the present study does not isolate the influence of individual, instructional, or environmental factors. Its contribution is primarily descriptive: it documents changes in selected reading-related indicators during the implementation of mindful, meaningful, and joyful learning activities.

3. Conclusion

This study described the implementation of the deep learning approach, incorporating mindful, meaningful, and joyful learning, to support reading interest among fifth-grade students at SDN Kopi. The findings indicated descriptive improvements in several reading-related indicators during the four-week implementation. The number of students demonstrating reflective understanding increased from 8 to 16 students, while the number categorized as having high voluntary reading interest increased from 9 to 22 students during meaningful learning activities and from 7 to 25 students during joyful learning activities. The study also reported an increase in average daily reading duration from 10 to 25 minutes. These findings suggest that students' engagement with reading activities improved during the implementation period; however, they do not establish a causal relationship between the intervention and the observed changes.

Each dimension contributed a distinct instructional focus. Mindful learning emphasized attention and reflection during reading, meaningful learning connected reading materials with students' prior knowledge and everyday experiences, and joyful learning incorporated enjoyable and interactive activities to encourage participation. Although the largest numerical increase in the reported high-interest indicator occurred during joyful learning activities, the indicators were not fully comparable across the three dimensions. Therefore, the findings do not support a definitive conclusion that joyful learning was the most influential component.

The contribution of this study lies in documenting how the three dimensions of deep learning can be incorporated into elementary literacy activities and in identifying reading-related indicators that may be monitored during classroom implementation. The findings provide a practical basis for teachers to combine reflective reading, context-based texts, and enjoyable literacy activities according to students' learning needs. Such activities may be implemented gradually using available reading materials, classroom discussions, reflection tasks, storytelling, and reading games. Teachers should also continue to provide guidance for students who experience difficulties with reading engagement and monitor whether participation develops into sustained voluntary reading habits.

Several limitations should be considered when interpreting these findings. The study was conducted with 29 fifth-grade students at a single elementary school over a four-week period. Its descriptive evidence, the absence of a comparison group, and the use of different reading-related indicators limit the extent to which the observed changes can be attributed to the intervention or generalized to other educational settings. Future research should involve students from multiple schools, extend the implementation and follow-up periods, clearly document the validity and scoring procedures of reading-interest instruments, and use consistent indicators across the three learning dimensions. Comparative research designs and appropriate statistical analyses could further examine the contribution of the deep learning approach to reading interest and determine whether the observed changes are sustained over time.

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