

APPLICATION OF DEEP LEARNING APPROACH IN INDONESIAN LANGUAGE LEARNING AT SMA NEGERI 1 KANDIS 2025/2026

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ABSTRACT

This study aims to describe the application of *the deep learning approach* in learning Indonesian at SMA Negeri 1 Kandis which includes aspects of planning, implementation, and obstacles faced. The research uses a descriptive qualitative approach with case study methods and content analysis techniques. Data was collected through in-depth interviews, classroom observations, and study of teaching module documents. The results of the study show that at the planning stage, teachers have been able to develop teaching modules that lead to learning based on *higher order thinking skills* (HOTS), contextual activities, and active student involvement, with good to excellent quality categories. At the implementation stage, learning has followed a *deep learning syntax* which includes understanding, applying, and reflecting, as well as showing the characteristics of collaborative, contextual, and participatory learning with an excellent category. However, the aspects of reflection and metacognitive reinforcement are still not optimal because they have not been systematically structured. The obstacles found include time constraints, variations in students' abilities and activities, the use of technology that has not been maximized, and students' learning habits that still tend to be passive. This study concludes that *the deep learning approach* has the potential to improve the quality of Indonesian language learning, but requires strengthening the aspects of reflection, authentic assessment, and support for teacher facilities and competencies so that the implementation is more optimal.

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INTRODUCTION

Modern education today is no longer only oriented towards achieving cognitive learning outcomes, but also demands the development of 21st-century competencies that include critical, creative, collaborative, and communicative thinking skills. This transformation requires innovation in the learning approach so that the learning process is not passive and mechanical, but is able to encourage active involvement of students in building knowledge in depth. One of the approaches that is relevant to these demands is the deep learning approach. This approach emphasizes comprehensive understanding of concepts, the ability to relate knowledge to real-life contexts, and the application of knowledge in solving complex problems (Fatmawati, 2025). In the context of education, deep learning is not only interpreted as artificial intelligence technology, but also as a learning approach oriented to higher order

thinking skills. This approach allows students to not only memorize information, but to be able to analyze, evaluate, and create something based on their understanding. This is in line with the development of the use of artificial intelligence in education that is increasingly widespread and provides opportunities to improve the quality of learning (Holmes, Bialik, & Fadel, 2019; Chen, Chen, & Lin, 2020).

Along with the development of technology, the concept of deep learning has also expanded its meaning with the integration of artificial intelligence in the learning process. This technology allows for the processing of large amounts of data to identify students' learning patterns, predict difficulties faced, and provide more personalized and adaptive learning recommendations. In practice, deep learning technology can help teachers analyze student learning outcomes in more depth, so that the learning strategies applied can be adjusted to individual student needs (Raup et al., 2022; Kovanović et al., 2021). However, the implementation of the deep learning approach in learning, especially in Indonesian subjects at the high school level, still faces various challenges. The reality in the field shows that learning Indonesian language is still dominated by conventional methods centered on teachers, with activities that tend to focus on delivering material and completing assignments. This condition causes students to have less opportunities to develop critical and reflective thinking skills in understanding texts and in producing written works.

SMA Negeri 1 Kandis as one of the schools that has implemented the Independent Curriculum actually has a great opportunity to integrate deep learning approaches in learning. However, the implementation has not been running optimally. Teachers still face obstacles in understanding the concept of deep learning, designing appropriate learning strategies, and utilizing technology effectively in the learning process. In addition, limited facilities such as technological devices and internet access are also inhibiting factors in the maximum implementation of this approach (Haryono et al., 2025). Another problem that is no less important is the learning evaluation system which is still conventional. The assessments carried out generally only focus on the final result in the form of a written test, so they are not able to describe students' abilities as a whole, especially in the aspect of language skills. In fact, with a deep learning approach, evaluation can be carried out more comprehensively through the analysis of student learning processes and products, including writing skills, understanding texts, and critical thinking (Dewi et al., 2025). This is in line with the findings of previous research that showed that the use of digital technology in learning can improve the effectiveness of evaluation and the quality of feedback to students (Bond et al., 2020).

Therefore, an in-depth study is needed on how to apply the deep learning approach in learning Bahasa Indonesia, especially in the aspects of planning, implementation, and evaluation of learning. This study is important because it not only contributes to improving the quality of learning, but also supports the development of teachers' competencies in facing educational challenges in the digital era (Zawacki-Richter et al., 2019).

The novelty in this research lies in the following aspects. First, this research not only discusses deep learning as a technological concept, but also integrates it directly into the practice of learning Indonesian in the classroom. Second, this study focuses on three main aspects simultaneously, namely planning, implementation, and evaluation of deep learning-based learning, which have tended to be studied separately. Third, this research was conducted in the context of the implementation of the Independent Curriculum in schools, so as to provide an actual picture of teachers' readiness and challenges in integrating deep learning technology in learning. Fourth, this research produces an empirical description that can be used as a model or practical reference for teachers in implementing deep learning-based learning contextually and applicatively.

This research focuses on the application of the deep learning approach in learning Indonesian language at SMA Negeri 1 Kandis, especially on the aspects of planning, implementing, and evaluating technology-based learning. How is the deep learning approach applied to learning designs? How is the implementation of deep learning-based Indonesian language learning at SMA Negeri 1 Kandis? What are the obstacles in the planning and implementation of deep learning-based Indonesian language learning? Describe the application of deep learning approaches in learning planning. Explain the implementation of deep learning-based Indonesian language learning. Identify barriers in the implementation of deep learning-based learning.

This research contributes to the development of education, especially in the integration of artificial intelligence in Indonesian language learning and enriches technology-based learning studies (Holmes et al., 2019). This research provides benefits for teachers, students, and schools in improving the quality of more adaptive, interactive, and data-driven learning (Bond et al., 2020). Deep learning in this study is defined as a learning approach that emphasizes deep understanding, active student involvement, and the use of artificial intelligence-based technology to support an adaptive and data-based learning process (Chen et al., 2020).

RESEARCH METHODS

This study uses a descriptive qualitative approach that aims to gain a deep and comprehensive understanding of the phenomenon being studied. This approach was chosen because the research focuses on revealing the process, meaning, and dynamics of the application of *the deep learning* approach in the Indonesian language teaching module, not on quantitative measurement of variables. In this study, reality is understood as something contextual and develops according to the experience of the research subject. Therefore, the researcher seeks to dig up information directly from the situation that takes place in the field, especially related to how teachers design, implement, and reflect on the use of deep learning-based teaching modules in learning Indonesian.

The method used is a case study with content analysis techniques. The case study was chosen to provide an in-depth picture of learning practices in a specific context, namely at SMA Negeri 1 Kandis. Meanwhile, content analysis is used to systematically review the content of the teaching modules used by teachers, including learning objectives, materials, learning activities, learning strategies, and the form of assessment designed. Through these approaches and methods, this research is expected to be able to produce a comprehensive description of the suitability of teaching modules with *deep learning* principles, as well as identify patterns of application that arise in classroom learning practices. This research was carried out from January to February at SMA Negeri 1 Kandis, Siak Regency, Riau Province. The selection of the research location was based on the consideration that the school had begun to implement a *deep learning* approach in learning, especially in Indonesian subjects. This context is considered relevant because it allows researchers to directly examine the learning practices that take place, including the interaction between teachers and students, the use of teaching modules, and students' responses to the learning approaches applied. The data in this study is in the form of qualitative data that is descriptive and contextual. The data collected included information on the application of *the deep learning approach* in the Indonesian language teaching module, the obstacles faced by teachers, and students' responses in the learning process. The main source of data in this study is the Indonesian language teaching module used by teachers. In addition, data is also obtained from teachers and students as informants who are directly involved in the learning process. Additional data was obtained through observations of learning activities in the classroom.

The data collection techniques in this study include in-depth interviews, observations, and document review. These three techniques are used to obtain data that complement each other and provide a complete picture of the phenomenon being studied. In-depth interviews were conducted with teachers and students to explore information related to their experiences, perceptions, and responses to the application of *deep learning* approaches. Interviews are conducted in a semi-structured manner so that researchers have the flexibility to develop questions according to conditions in the field. Observations are made directly on the Indonesian language learning process in the classroom. The focus of observation includes learning activities, interaction between teachers and students, the use of teaching modules, and the level of student involvement in learning activities. The document review was carried out by analyzing the Indonesian language teaching module used by the teacher, as well as other supporting documents related to learning. This analysis aims to determine the compatibility between learning planning and its implementation in the classroom.

Data analysis is carried out in stages from the data collection process to the completion of the research. The initial stage is carried out by organizing data obtained from various sources, then continuing with grouping data based on themes relevant to the focus of the research. Furthermore, the researcher carried out a coding process to facilitate the identification and grouping of the data. The encoded data is then selected to focus on information relevant to the research objectives. The next stage is data interpretation by identifying patterns, relationships, and trends that emerge from the data. The results of the analysis are then compiled in the form of a systematic descriptive narrative so that it is able to provide a clear picture of the application of *the deep learning* approach in learning Bahasa Indonesia.

The validity of the data in this study is maintained through efforts to check data from various sources and data collection techniques. Data obtained from interviews, observations, and documents are compared to ensure the consistency of the information obtained. In addition, the researcher also confirmed to the informant regarding the results of the interview to ensure the suitability between the data obtained and the intention conveyed by the informant. During the research process, the researcher also systematically compiled field records to document various findings in the field. Through these steps, it is hoped that the data obtained has a high level of confidence and is able to describe the conditions that actually occur in the learning process.

RESEARCH RESULTS

Application of the Deep Learning Approach to Learning Design Based on the results of the research obtained through document analysis, classroom observation, and in-depth interviews, the application of the *deep learning* The Indonesian language learning design at SMA Negeri 1 Kandis shows that teachers have tried to integrate deep learning principles in planning, although the depth of implementation still varies (Setiawan et al., 2023). From the results of the analysis of the teaching module documents, it was found that the three teachers had prepared a systematic and structured learning tool. The learning objectives formulated are no longer oriented towards low-level cognitive achievements, but rather lead to high-level thinking skills such as analyzing text structure, evaluating information, and producing argumentative texts. This shows that conceptually, teachers have understood the importance of shifting from *surface learning* To *deep learning* (Hidayat & Prasetyo, 2020). In addition, the learning activities in the teaching module have been designed in stages, starting from the stage of understanding, applying, to reflecting. At the comprehension stage, teachers design apperception activities that relate students' initial knowledge to new material. This can be seen from the use of triggering questions and contextual examples that are close to students' lives. These findings suggest that learning planning has accommodated constructivistic principles, where knowledge is built from students' initial experiences (Nurhadi, 2019).

The findings are reinforced by the results of classroom observations, which show that the design in the teaching module is mostly implemented in learning practice. Teachers do not directly deliver the material, but start learning by associating the topic with real phenomena, such as social media issues or the surrounding environment. This shows that there is consistency between the planning and implementation of learning, especially in building the initial meaning. At the core activity stage, both from documents and observations, it can be seen that the teacher has designed activities that encourage active student involvement. Activities such as group discussions, text analysis, and contextual problem solving suggest that learning is no longer one-way. Students are encouraged to think, discuss, and develop ideas independently and collaboratively. This is an indicator that learning design has led to meaningful and participatory learning, as stated by Anazifa and Djukri (2017) that problem-based learning can improve students' thinking skills. The results of interviews with teachers also reinforced these findings. Teachers stated that in compiling the teaching modules, they tried to adapt to the demands of the Independent Curriculum which emphasizes active and understanding-based learning. Teachers realize that learning must provide space for students to think and discover the concepts learned on their own. This shows that conceptually, teachers already have an initial understanding of the *deep learning* approach. However, the results of the study also show that there are some limitations in learning planning. In terms of documents, not all teaching modules explicitly contain structured reflection activities. In the closing part, the activity was still dominated by the conclusion of the material without any activities that encouraged students to evaluate their own learning process. In fact, reflection is one of the important components of *deep learning* because it is related to the development of metacognitive abilities (Sari & Murni, 2021).

These findings are reinforced by observational results, where reflection activities have not been carried out consistently. In some meetings, teachers have not provided enough space for students to conduct self-evaluation or express their learning experiences. This shows that although learning planning has led to *deep learning*, its implementation has not fully touched the reflective dimension. In addition, the results of the interviews show that teachers still have difficulties in designing assessments that are able to measure the depth of student understanding comprehensively. Although the assessments used have begun to lead to project tasks and analysis, the assessment indicators have not fully reflected the high-level thinking aspect in depth. Teachers also revealed that limited time and experience are obstacles in developing deep learning-based teaching modules optimally. Thus, it can be concluded that the application of the *deep learning* approach to the Indonesian language learning design at SMA Negeri 1 Kandis has shown a positive direction, especially in the aspects of formulating learning objectives and designing active and contextual activities. However, to achieve truly in-depth learning, it is necessary to strengthen the aspects of reflection, authentic assessment, and consistency in designing a complete learning experience.

Table 1 Assessment of Deep Learning-Based Teaching Modules

Yes	Teacher's Name	Scores Obtained	Score Maximum	Value (%)	Category
1	1 reported	148	168	88%	Excellent
2	2 reported	136	168	81%	Good

Yes	Teacher's Name	Scores Obtained	Score Maximum	Value (%)	Category
3	3 reported	132	168	79%	Good

Based on the table above, it can be seen that the quality of the teaching modules compiled by teachers is in the good to very good category. Informant 1 obtained a very good category because the modules compiled met most of the *deep learning indicators*, especially in the aspects of core activities that emphasized contextual learning and critical thinking. Meanwhile, Informants 2 and 3 are in the good category, which shows that the teaching module has met most of the indicators, but there are still some shortcomings, especially in the aspects of reflection and in-depth assessment. This is in line with previous findings that reflective activities have not been fully integrated into learning planning. Thus, the results of this assessment strengthen the finding that the application of *deep learning* in learning design has been running well, but still needs to be strengthened to achieve optimal quality. Implementation

Indonesian Language Learning with a Deep Learning Approach at SMA Negeri 1 Kandis Based on the results of class observations, interviews, and document analysis, the implementation of Indonesian language learning with a *deep learning* approach at SMA Negeri 1 Kandis shows that the learning process has followed the main syntax of *deep learning*, namely understanding, *applying*, and reflecting (*reflecting*). The three syntaxes are integrated in the introductory, core, and closing activities, and are supported by contextual and participatory learning activities. At the understanding stage that appears from the preliminary activity to the beginning of the core activity, the teacher tries to build the student's initial understanding through contextual perception. Based on the results of observations, one of the teachers said that in starting the lesson by displaying examples of social media posts related to opinion texts, then asked the question, "*Why do you think this text can affect readers?*". This question encourages students to relate their experiences to the material to be studied. These findings show that teachers not only deliver material, but activate students' initial knowledge as the basis for learning. In interviews, students also said that they "find it easier to understand the material because it is related to things they often see on a daily basis". In addition, teachers provide a discussion space so that students can express their opinions and reasons. In some situations, it was found that there were differences in answers between students which were then used as discussion material to correct misconceptions. This condition shows that the stage of understanding has run optimally because it involves analytical and dialogical thinking processes. This is in line with Widodo (2019) who stated that dialogue-based learning is able to improve students' conceptual understanding. In addition, this approach also reflects the principles of constructivism, where knowledge is built on students' learning experiences (Lestari et al., 2025).

Furthermore, at the application stage, learning shows more complex and challenging activities. Based on the results of observations, teachers give problem-based tasks, such as analyzing explanatory texts related to environmental phenomena around students. In this activity, students work in groups to identify the structure of the text, its content, as well as its relevance to real life. One group even attributed the text to environmental conditions in their own area. In an interview, the teacher stated that "students are more active when they are given tasks that are close to their lives than when they are just reading textbooks". This shows that learning does not only stop at understanding concepts, but has encouraged students to apply knowledge in a real context. In addition, interactions in groups show that students exchange ideas and discuss actively. The teacher also provides feedback during the process, not just on the final result. This shows that learning has led to collaborative learning which is the main feature of *deep learning*. This finding is supported by Suharti & Wahyudi (2021) who state that collaborative learning is able to improve students' critical thinking, communication, and cooperation skills. Furthermore, at this stage, there is also an integration of character values, such as responsibility and cooperation. In observation, students were seen helping each other in completing assignments, and teachers appreciated this positive attitude. This shows that learning not only develops cognitive aspects, but also affective and social aspects.

At the reflection stage, the implementation of *deep learning* is still not fully optimal. Based on the results of observation, the teacher has given students the opportunity to convey conclusions or opinions at the end of the lesson. For example, the teacher asks, "*What did you learn today?*", and some students responded by mentioning material points. However, the reflection carried out is still general and has not led to deep reflection. Students have not been directed to evaluate their learning process specifically, such as the strategies used, the difficulties faced, or how to overcome them. In interviews, some students stated that they were "rarely asked to assess their own way of learning". This shows that the metacognitive aspect of learning still needs to be strengthened. In fact, reflection is an important component of *deep learning* because it helps students understand how they learn. This finding is in line with Pratiwi

(2020) who stated that reflection is still a weakness in the implementation of 21st century learning because it has not been well structured. In the closing activity, the teacher has provided feedback and helped students draw conclusions from learning. In addition, teachers also provide directions for further activities. However, if it is associated with *deep learning syntax*, the closing activities can still be developed by strengthening students' reflection activities and independent learning planning.

Table 2 Observation Results of Learning Implementation

No	Teacher's Name	Scores Obtained	Score Maximum	Value (%)	Category
1	1 reported	160	168	95%	Excellent
2	2 reported	152	168	90%	Excellent
3	3 reported	148	168	88%	Excellent

Based on the table above, it can be seen that all teachers obtained a very good category, with scores in the range of 88%–95%. This shows that the implementation of deep learning-based Indonesian language learning at SMA Negeri 1 Kandis has been running optimally. If analyzed further, the highest score was obtained by informant 1, which shows consistency in applying the entire deep learning syntax, from understanding to applying. This can be seen from the teacher's ability to relate the material to the real context and facilitate active discussions. Meanwhile, informant 2 and informant 3 also showed excellent performance, although there are still some aspects that need to be improved, especially at the reflection stage. In general, the high scores obtained indicate that teachers have been able to implement student-centered, contextual, and activity-based learning. This is in line with the concept of *deep learning* which emphasizes the active involvement of students in building knowledge (Fullan & Langworthy, 2014). In addition, these results also show that learning has supported the development of 21st century skills, such as critical thinking, collaboration, and communication. However, even though the score is in the very good category, there is still a gap in the reflection aspect. This shows that the implementation of *deep learning* is not yet fully balanced on each syntax. According to Hattie (2012), effective learning is not only determined by learning activities, but also by students' ability to reflect on their learning process. Therefore, reinforcement at the reflection stage is important to improve the overall quality of learning. Thus, it can be concluded that the implementation of Indonesian language learning with a *deep learning* approach at SMA Negeri 1 Kandis has gone very well, but it still needs to be strengthened in the aspect of reflection so that learning really reaches optimal depth.

Obstacles and Challenges in the Application of the Deep Learning Approach to Indonesian Language Learning at SMA Negeri 1 Kandis Based on the results of interviews, observations, and document analysis, it was found that the application of the deep learning approach in learning Indonesian at SMA Negeri 1 Kandis is inseparable from various obstacles and challenges, both from the planning and implementation aspects of learning. Although in general the implementation went well, there were several obstacles that affected the optimization of each deep learning syntax, especially at the stage of reflection and metacognitive reinforcement of students. In the planning stage, one of the main challenges faced by teachers is in designing teaching modules that truly reflect the principles of deep learning. Based on the results of the interview, the teacher stated that the preparation of a module that integrates high-level thinking activities, real context, and authentic assessments requires more time and understanding. One of the teachers revealed that "compiling activities that not only understand, but up to the stage of analysis and reflection do require longer preparation than ordinary learning". This shows that the implementation of deep learning requires not only changes in the implementation of learning, but also at a more complex planning stage. This condition is in line with research that states that problem-based learning design and critical thinking require systematic and careful planning (Hidayat & Sutirna, 2019; Mukhlis, 2022).

In addition, based on the analysis of the teaching module documents, it was found that some of the modules contained exploratory and contextual activities, but were not fully structured in directing students to a deep reflection process. This shows that there is a gap between planning and implementation, especially in the reflective aspect. This finding is in line with Pratiwi (2020) who states that reflection activities in learning have often not been systematically designed so that they have not been able to develop students' metacognitive abilities optimally, and are reinforced by Mukhlis (2021) who emphasizes the importance of reflection design in meaningful learning. In the implementation of learning, obstacles also arise at the understanding stage, especially related to the initial readiness of students. Based on the observation results, not all students have the same initial ability to relate knowledge to previous experiences. Some

students tend to be passive when given open-ended questions, so teachers need to provide additional stimulus so they can engage in discussion. In an interview, the teacher stated that "not all students are immediately active, some are still waiting for other friends to answer first". This condition shows that the difference in students' abilities and confidence is a challenge in building fully participatory learning. This is supported by research showing that student involvement in contextual learning is influenced by readiness and previous learning experiences (Fitria, 2020; Mukhlis, 2020).

At the application stage, the obstacles that arise are more related to time management and the depth of learning activities. Based on the observation results, problem-based activities and group discussions often take longer than conventional learning. As a result, not all groups were able to present the results of the discussion optimally. In addition, there is a tendency that some students are more dominant in discussions, while other students tend to be passive. This shows that although learning has been collaborative, the distribution of student participation has not been evenly distributed. In the interview, the teacher said that "sometimes there is not enough time for all groups to convey the results, so only a few must be chosen". This condition is in line with Suharti & Wahyudi (2021) who stated that collaborative learning requires effective classroom and time management so that all students can participate optimally, and is supported by Mukhlis (2023) regarding the importance of collaborative learning management. The most prominent obstacle is found in the reflecting stage. Based on the results of observations, the reflection activities carried out by teachers are still simple and have not been structured systematically. Students are generally only asked to convey conclusions or impressions of learning, without being directed to evaluate their learning process in depth. In interviews, some students stated that they were "rarely asked to rate their own learning methods or the difficulties experienced". This condition shows that students' metacognitive abilities have not been developed optimally. In fact, in the deep learning approach, reflection is an important component that functions to strengthen understanding and learning independence. This is in line with Pratiwi (2020) who emphasized that unstructured reflection can hinder the development of students' high-level thinking skills, and is reinforced by Mukhlis (2022) related to metacognitive development in learning. In addition to internal learning factors, challenges also arise from external aspects, such as limited facilities and the use of technology. Based on the results of the interview, the teacher stated that the use of technology in learning is still not optimal, especially in supporting students' exploration and reflection activities. Although some teachers have used digital media, their use is still limited to the delivery of materials, not yet fully supporting interactive and collaborative learning. This is in line with the findings of Rahayu et al. (2022) who stated that the implementation of meaningful learning in the Independent Curriculum still faces challenges in optimal technology integration, and is supported by Mukhlis (2021) regarding the use of technology in language learning.

In addition, the learning culture of students who are still accustomed to conventional learning is also a challenge in itself. Students tend to be more comfortable receiving explanations from teachers than actively seeking and building their own knowledge. This causes the transition process to deep learning-based learning to take time and adaptation. This finding is supported by Widodo (2019) who states that the change in the learning paradigm from teacher-centered to student-centered requires a continuous adaptation process, and is reinforced by Mukhlis (2020) regarding changes in student learning culture. However, behind these obstacles, there is considerable potential to develop deep learning more optimally. This can be seen from the enthusiasm of students in participating in discussion activities and problem-based assignments, as well as the readiness of teachers to continue to develop learning strategies. With the support of ongoing training and professional development, these barriers can be minimized.

DISCUSSION

The use of synecdoche in Kompas' journalistic discourse shows that the language of the media is not only informative, but also persuasive and ideological. Stylistically, synecdoche serves to present a concise, dense, and symbolic effect, so that complex meanings can be conveyed through simpler lexical units. In the context of mass media, this strategy is relevant to the character of journalistic language that demands efficiency, appeal, and suggestive power.

The dominance of the pro toto form of pars in the research data shows the tendency of the media to present representations through the sections that are considered the most prominent or the easiest for the reader to understand. For example, the use of the word "mouth" to refer to individual family members not only saves language, but also reinforces the emotional dimension of the economic burden. Body parts related to food needs become a concrete symbol of financial pressure due to the increase in the price of basic necessities. This is in line with the findings of the latest stylistic studies that state that synecdoche in media texts function to strengthen the dramatic power and build readers' empathy for social issues (Rahardi, 2020).

In the realm of politics and law, expressions such as "green table" and "manipulating votes" show how synecdoche shapes the construction of institutional meaning. The "green table" is no longer understood literally, but has become a symbol of the judicial system. Meanwhile, "votes" in the context of democracy represent the entire political rights of citizens. From the perspective of critical discourse analysis, the use of this kind of synecdoche functions as a social representation strategy, namely simplifying complex structures into symbols that are easy for the public to understand (Eriyanto, 2021). This simplification also builds a certain framework of interpretation of reality.

The form of totum pro parte found in the rubric of sports and technology shows the tendency of the media to build a collective identity through the mention of the name of the country. The words "Indonesia" and "Japan" in the context of futsal matches do not refer to all citizens, but to the national team as a symbolic representation of the nation. This strategy reinforces a sense of nationality and symbolic solidarity. Recent media linguistic studies show that the mention of national entities in sports news texts is a form of collective representation that is effective in building imaginary nationalism in the public space (Santoso & Setiawan, 2022). Thus, the synecdoche totum pro parte in sports texts functions not only rhetorically, but also ideologically.

In social and humanities contexts, phrases such as "young women's voice" and "mirror of vulnerability" indicate how certain parts or events are used to represent broader social conditions. The synecdoche here acts as a conceptual generalization tool. Contemporary stylistic research confirms that synecdoche in public discourse is often used to frame issues so that they appear to represent collective reality, even though the referent is limited to some phenomena (Nurgiyantoro, 2021). This strategy is effective in building the urgency of the issue while expanding the scope of meaning.

Overall, the findings of this study show that the synecdoche in the Kompas newspaper is not just a variation of language style, but a rhetorical device that functions to build social representation, collective identity, dramatization of issues, and communication efficiency. The dominance of pro toto pars shows the tendency of the media to use concrete parts to represent the abstract whole. Meanwhile, the totum pro parte was used to build the effect of nationalism and symbolic solidarity. Thus, the synecdoche language style in journalistic discourse plays a role as a linguistic strategy that is not neutral, but is full of ideological and persuasive functions in shaping public perception.

CONCLUSION

Based on the results of the research, it can be concluded that the application of *the deep learning* approach to learning Indonesian language at SMA Negeri 1 Kandis has gone well both in terms of planning and implementation. The teaching modules prepared by teachers have led to learning that emphasizes high-level thinking skills, contextual activities, and active student involvement. In its implementation, learning shows the characteristics of *deep learning* through discussion activities, problem-solving, and the relationship of the material with students' real lives. However, the aspects of reflection and metacognitive reinforcement are still not optimal because the reflection activities carried out are not fully structured and deep. In addition, in its implementation, there are still several obstacles, such as limited time in designing and implementing learning, differences in the level of activity and ability of students, the use of technology that has not been maximized, and students' learning habits that still tend to be passive. Therefore, it is recommended that teachers optimize more targeted reflection activities to improve students' metacognitive abilities, schools provide support in the form of technology-based learning training and facilities, and further research can develop *deep learning models* that are more innovative, applicative, and in accordance with the needs of students.

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