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# Implementation of Deep Learning Through *Meaningful, Mindful,* And *Joyful Learning in* The Subject of Economics: a Case Study at State Senior High School 4 Sampit

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**Abstract**
*21st-century learning demands that students develop critical thinking skills, deeply understand concepts, and relate knowledge to real-life situations. However, learning practices in schools still tend to be teacher-centered, resulting in suboptimal student engagement. This study aims to analyze the implementation of in-depth learning (deep learning) through Meaningful Learning, Mindful Learning, and Joyful Learning in economics at SMA Negeri 4 Sampit and identify the obstacles faced in its implementation. The research used a qualitative approach with a case study design. The research informants consisted of two economics teachers and one vice principal for curriculum, who were selected randomly through purposive sampling. Data were collected through interviews, observations, and documentation, then analyzed using the interactive model of Miles, Huberman, and Saldaña with validity tests through triangulation of sources and techniques. The results of the study indicate that the implementation of immersive learning has been applied at the planning, implementation, and evaluation stages of learning by linking material to real life, encouraging active student participation through discussions and presentations, and implementing assessments that pay attention to the learning process and outcomes. However, the implementation is not optimal due to teacher dominance, differences in student abilities, and unequal learning participation. This study shows that immersive learning has the potential to improve the quality of economics learning, but requires strengthening in the consistency of implementation and active student involvement.*



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## 1. INTRODUCTION

Education plays a strategic role in developing human resources capable of adapting to developments in science, technology, and social dynamics in the 21st century. The learning process is no longer solely oriented toward mastering knowledge, but also requires developing critical thinking, creativity, communication, collaboration, and problem-solving skills needed in real life. Therefore, learning needs to be designed innovatively so that students not only receive information but also actively build understanding and apply knowledge in various contexts (Hattie & Donoghue, 2016; Andayanie et al., 2025).

Although various efforts to improve the quality of education continue to be made, learning practices in schools are still often dominated by a teacher-centered approach (*teacher-centered learning*). This condition causes students to memorize more information

than to understand the concepts in depth, so that the opportunity to think critically, reflect, and connect the material to real life is limited (Hattie & Donoghue, 2016); (Feri 2025,). In fact, effective learning should be able to encourage students to become active, reflective, and adaptive individuals to change.

One relevant approach to address these challenges is deep learning (*deep learning*). According to Hattie & Donoghue (2016), the learning process develops through stages: *surface learning*, *deep learning*, and *transfer learning. At* the level of *deep learning*, students not only understand information but are also able to analyze, evaluate, and connect various concepts to form a comprehensive understanding that can be applied to new situations. In the context of education in Indonesia, the implementation of in-depth learning is developed through three main principles, namely *Meaningful Learning*, *Mindful Learning*, and *Joyful Learning. These* three principles complement each other in creating meaningful, reflective, and enjoyable learning experiences that can increase student engagement and learning quality (Blown, 2024; Mulyani et al., 2025; Jumanto, 2026).

Economics is a subject that has characteristics that align with the concept of in-depth learning because it requires not only mastery of theory but also the ability to analyze economic phenomena and relate them to everyday life. Various studies have shown that the application of *deep learning* can increase student engagement, critical thinking skills, and more meaningful learning experiences through discussion activities, problem solving, and contextual learning (Pujawati et al., 2025; Mulyani et al., 2025). In addition, the success of its implementation is influenced by the teacher's readiness to design learning that integrates the principles of *Meaningful Learning*, *Mindful Learning*, and *Joyful Learning in* a balanced manner (Feri 2025, 2025; Jumanto, 2026).

However, research on the implementation of in-depth learning in economics at the high school level is still relatively limited. Most previous studies have focused on the application of *deep learning* in general or in other subjects, and emphasize learning outcomes without comprehensively examining the integration of *Meaningful Learning*, *Mindful Learning*, and *Joyful Learning in* the learning process. Furthermore, research examining implementation, from the planning, implementation, and evaluation stages, to the challenges faced by teachers in economics learning, is still scarce. This situation indicates a research gap that requires further study.

Based on this gap, this study offers novelty by analyzing the implementation of deep learning through integration. *Meaningful Learning*, *Mindful Learning*, and *Joyful Learning comprehensively* in the subject of economics, reviewed from the aspects of planning, implementation, evaluation, and implementation constraints through a case study at SMA Negeri 4 Sampit. This research is important because it can provide an empirical picture of in-depth learning practices in schools and serve as a reference for teachers in developing more student-centered learning that is in line with the demands of 21st-century education.

Based on this description, this study aims to analyze the implementation of in-depth learning through *Meaningful Learning*, *Mindful Learning*, and *Joyful Learning in* the economics subject at SMA Negeri 4 Sampit and identify various obstacles faced by teachers in its implementation.

## 2. RESEARCH METHODS

This study uses a qualitative approach with a case study design to examine the implementation of in-depth learning (*deep learning*) through *meaningful learning*, *mindful learning*, and *joyful learning in* the Economics subject at SMA Negeri 4 Sampit. A qualitative approach was chosen because it allowed researchers to gain an in-depth

understanding of learning phenomena based on direct experiences and practices within the school environment. (Creswell, John W.; Poth, 2018)

The research subjects were determined using the technique of *purposive sampling* based on its suitability to the research objectives. The research informants consisted of two Economics teachers as primary informants and one vice principal in charge of curriculum as a supporting informant. The informants were selected based on their involvement in the planning, implementation, and evaluation of learning, as well as their understanding of the implementation of in-depth learning in schools. The research focused on the implementation of in-depth learning, including the planning, implementation, and evaluation stages, as well as the obstacles faced by teachers in its implementation. The use of a case study design aimed to obtain a comprehensive picture of the phenomenon being studied in a real-life context (Yin, 2018).

Data collection was conducted through semi-structured interviews, observation, and documentation. Interviews were used to obtain information regarding planning, implementation, evaluation, and obstacles in implementing in-depth learning. Observations were conducted to directly observe learning activities that reflect the principles of *meaningful learning*, *mindful learning*, and *joyful learning*, while documentation in the form of teaching modules, learning tools, and other supporting documents is used to strengthen the research data.

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Data analysis uses an interactive model that includes data reduction, data presentation, and conclusion (Miles, Matthew B.; Huberman, A. Michael; Saldaña, 2014)**.** Data reduction was performed by selecting and grouping data according to the research focus. The data was then presented in descriptive narrative form to identify patterns, relationships, and trends emerging from the research results. The final stage involved data interpretation and drawing conclusions to address the research problem formulation. To ensure data credibility, technical triangulation was conducted by comparing interview results, observations, and documentation, as well as source triangulation by comparing information obtained from research informants.

## 3. RESULTS AND DISCUSSION

### 3.1 Implementation of Deep Learning in the Learning Planning Stage

Based on the results of interviews, observations, and documentation of learning tools, the planning of economics learning at SMA Negeri 4 Sampit has led to the implementation of in-depth learning. This can be seen from the preparation of learning objectives, which are not only oriented towards mastery of the material but also towards students' ability to understand, analyze, and apply economic concepts in everyday life.

Economics teachers state that learning is designed to provide learning experiences that are close to students' lives.

> "We bring something real into the classroom, providing learning experiences that can be applied in everyday life" (GE1).

In addition, the teacher also explained that economic material is always linked to students' experiences in everyday life.

> "In every lesson, it is always linked to everyday life, for example, using their pocket money according to their needs" (GE1).

The results of the teaching module documentation indicate that the learning objectives were designed by connecting economic concepts to phenomena frequently encountered by students in everyday life. This finding indicates that students are not only directed to master the material conceptually but also to understand its relevance in real-life contexts. This condition reflects the characteristics of *Meaningful Learning,* which places students' experiences as the basis for building new understanding.

These findings align with the theory (Ausubel, 1968), which explains that learning will be more meaningful when new information is linked to students' existing knowledge structures. This view is reinforced by Joseph D. Novak (2010), who states that meaningful learning occurs when students are able to connect new concepts to previous experiences. The results of this study also support the findings (Mulyani et al., 2025), which show that learning that connects material to students' real-life experiences can improve conceptual understanding and learning engagement.

In addition to being oriented towards real experiences, interview results show that teachers also design learning activities that encourage students' critical and analytical thinking skills. This orientation reflects the characteristics of deep learning that emphasize conceptual understanding, reasoning skills, and the transfer of knowledge to various new situations (Hattie & Donoghue, 2016). Thus, learning plans function not only as administrative documents but also as pedagogical instruments that support the development of 21st-century competencies.

However, the implementation of immersive learning at the planning stage still relies heavily on teacher creativity and initiative in developing learning tools. This situation indicates that the integration of immersive learning into lesson planning has not been fully standardized at the school level.

### 3.2 Implementation of In-Depth Learning at the Learning Implementation Stage

Based on observations and interviews, the implementation of economics learning at SMA Negeri 4 Sampit shows a shift from teacher-centered learning to student-centered learning. Teachers act as facilitators, providing space for students to actively participate through discussions, presentations, question-and-answer sessions, and analysis of economic problems.

The economics teacher explained that student involvement is an important part of every learning activity.

> “Must be involved in every activity, children are always involved both individually and in groups” (GE1).

Based on observations, students were seen engaging in group discussions, expressing their opinions, and presenting their findings to the class. These activities demonstrate that learning focuses not only on the teacher's delivery of material but also provides opportunities for students to actively build understanding.

Principle *Meaningful Learning: This* is evident in the teacher's efforts to connect learning materials to economic phenomena relevant to students' lives. Through this approach, students not only understand economic concepts theoretically but also see their relevance in everyday life.

Meanwhile, the principle of *Mindful Learning* is evident from the teacher's efforts to encourage students to think critically about the various economic phenomena being studied.

> "These three pillars are how we can activate students, build students' ability to think critically" (GE1).

This statement shows that learning is not only oriented towards mastering the material, but also towards developing reflective, analytical, and problem-solving thinking skills.

Besides *Meaningful Learning* and *Mindful Learning*, the observation results also show the implementation of *Joyful Learning.* During the learning process, the teacher created an interactive learning atmosphere through group discussions, presentations, and Q&A sessions. Most students appeared enthusiastic about participating in the lesson, actively exchanging opinions, and responding to other groups' presentations. This communicative and non-monotonous learning atmosphere demonstrated that learning took place in a fun environment without compromising the achievement of learning objectives.

Besides *Meaningful Learning* and *Mindful Learning,* Observation results also indicated the implementation of Joyful Learning during the learning process. The teacher created an interactive learning atmosphere through group discussions, presentations, and question-and-answer sessions. Most students appeared enthusiastic about participating in the lesson, actively exchanging opinions, and providing feedback on other groups' presentations. This communicative and non-monotonous learning atmosphere demonstrated that learning took place in a fun environment without compromising the achievement of learning objectives.

These findings align with Langer's (2016) view, which asserts that awareness of the thinking process is crucial for achieving deep understanding. Furthermore, these findings support research by Blown (2024), Mulyani et al. (2025), and Prasetiya et al. (2025), which demonstrate that active learning based on discussion and problem-solving can improve student engagement, critical thinking skills, and the quality of the learning experience.

However, observations indicate that not all students are actively involved in the learning process. In some situations, the teacher still plays a dominant role in directing the discussion. This situation indicates that the implementation of in-depth learning still requires strengthening to ensure more equitable student participation.

### 3.3 Evaluation of Learning in a Deep Learning Perspective

Evaluation of economics learning at SMAN 4 Sampit focuses not only on final results but also on the ongoing learning process. Teachers assess student activity, cooperation, communication skills, and participation during learning activities.

This approach is in line with the concept of *formative assessment,* which places evaluation as an integral part of the learning process to continuously improve the quality of student learning (Black & Wiliam, 2009). From this perspective, evaluation functions not only as a measuring tool for learning achievement, but also as an instrument for systematically improving the learning process.

In addition, the reflection activities carried out by teachers show that there are efforts to strengthen learning awareness *among* learners. Through reflection, learners are directed to connect learning experiences with economic concepts that have been learned so that a more meaningful and deeper understanding is formed.

However, the implementation of process-based evaluation remains situational and has not been consistently applied in every learning session. This indicates that evaluation practices within the immersive learning framework are still in the strengthening and development stage.

### 3.4 Constraints in Implementing Deep Learning

The results of the study show that the obstacles to the implementation of in-depth learning at SMAN 4 Sampit can be classified into two categories, namely internal factors and external factors.

Internal factors include differences in student characteristics and abilities, as well as the professional demands of teachers in designing creative, adaptive, and in-depth learning-oriented instruction. The diversity of student abilities requires the implementation of differentiated learning strategies so that the learning process can optimally reach all students (Hattie & Donoghue, 2016).

Meanwhile, external factors include low levels of student engagement, varying academic abilities, and limited internet network stability to support technology-based learning. These conditions indicate that the success of in-depth learning implementation is determined not only by pedagogical strategies but also by student readiness and a supportive learning environment.

Despite this, the school has provided various supporting facilities, such as LCD screens, laboratories, and relatively adequate internet access. Therefore, the main obstacles to implementing in-depth learning lie more in the aspects of active student participation and optimizing classroom learning management.

## 4. CONCLUSION

Based on the problems and objectives of the research and the results of the analysis and discussion, the following conclusions were obtained:

Implementation of deep learning through *Meaningful Learning, Mindful Learning,* and *Joyful Learning. The* Economics subject at SMA Negeri 4 Sampit has been implemented in the planning, implementation, and evaluation stages of learning. In the planning stage, teachers relate the material to students' real-life situations, making learning more meaningful. In the implementation stage, learning is student-centered through discussions, presentations, and case analysis, encouraging active engagement, critical thinking skills, and a pleasant learning atmosphere. In the evaluation stage, assessment focuses not only on the final results but also on processes such as activeness, collaboration, communication, and reflection on learning.

The implementation of in-depth learning has not been running optimally and is still in the development stage, which is characterized by inconsistent process-based evaluation and unequal student participation in learning.

Obstacles to implementing immersive learning consist of internal and external factors. Internal factors include differences in student abilities and the need for teacher creativity in designing adaptive learning. External factors include low student engagement, variations in academic ability, and limited internet access. Although school facilities and infrastructure are adequate, the main obstacle lies in optimizing student engagement in the learning process.

## 5. SUGGESTION

1. Teachers are expected to optimize the implementation of in-depth learning by strengthening student-centered learning strategies, such as differentiated learning, strengthening directed discussions, and increasing the equality of student participation in the learning process.
2. Teachers need to improve consistency in implementing process-based evaluation so that assessments do not only focus on final results, but also reflect the overall development of students' skills and attitudes.
3. Students are expected to be more active in participating in the learning process, especially in discussions, expressing opinions, and analyzing cases, so that the learning experience becomes more meaningful.

4. Schools are expected to continue supporting the implementation of in-depth learning by strengthening innovative learning policies, providing regular teacher training, and optimizing available learning facilities and infrastructure.
5. Further researchers are advised to develop similar research with a broader scope or use a quantitative approach to measure the influence of in-depth learning on learning outcomes in a more measurable manner.

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