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Implementing the Three Pillars of Deep Learning as a Quality Learning Strategy

Dyanti Mahrunnisya
Economic Education, STKIP PGRI Bandar Lampung
E-mail: dyantianis@gmail.com

Article Info	Abstract
Article History Received: May, 2025 Revised: June, 2025 Published: June, 2025 **Keywords:** Deep Learning, Implementation, Strategy Doi:http://dx.doi.org/10.23960/E3J/v8.i1.89-93	This study seeks to conceptually explore how the principles of mindful, meaningful, and joyful learning may be integrated through deep learning–based instructional strategies. This research uses the Systematic Literature Review (SLR) method, with a qualitative descriptive approach to the search results of several studies. with secondary data. The data was obtained by the author using the literature review method. This study underscores the transformative potential of deep learningas a pedagogical paradigm for fostering mindful, meaningful, and joyful learning experiences in twenty-first-century education. Through a rigorous conceptual analysis and systematic literature review, it becomes evident that deep learning when enacted via integrating emotional, cognitive, and social dimensions of learning, this approach shifts the focus from mere content delivery to holistic learner development.

INTRODUCTION

The transformation of the learning paradigm is a necessity to face the dynamics of changing times. Along with the independent curriculum, a new term, Deep Learning, has emerged. The term deep learning is increasingly becoming a discourse among education observers and practitioners. Deep learning in the context of education does not simply refer to artificial intelligence, but a learning approach to encourage deep understanding, critical thinking, and problem-solving skills that are better than conventional learning methods (Sariman, 2023). The concept of deep learning continues to evolve today along with the development of science and technology. In the field of education, the concept of deep learning is more about learning techniques. According to the Minister of Primary and Secondary Education Prof. Abdul Mu'ti, the concept of deep learning is not just a learning technique that emphasizes memorization, but more towards sustainable understanding and critical thinking.

Research in education shows that deep learning-based learning methods can improve long-term memory, conceptual understanding, and higher-order thinking skills (Kadarismanto & Sari 2025). However, the implementation of deep learning in the learning process cannot be separated from various challenges. One of the main challenges is the uneven understanding of this concept by some parties. Many are still accustomed to traditional teaching methods and find it difficult to shift to a more student-centered approach.

Innovation in learning approaches is essential to prepare learners for the modern world. The deep learning approach seeks to transform the traditional learning paradigm that tends to emphasize memorization and repetition of information, into more constructive and reflective learning (Mutmainnah et al., 2025). Choosing the right learning approach allows students not only to understand concepts theoretically, but also to develop critical, creative, collaborative, and communicative skills. This learning approach is in line with the theory of constructivism which focuses on learning that builds its own understanding through its experiences. (Arifudin, et al 2020; Arifudin 2022) explains that every learner has potential, and that potential will be more optimal when students are able to recognize themselves.

Applied in Indonesia, deep learning is in line with the principles of the Merdeka Curriculum, which emphasizes freedom of learning and project-based learning. Therefore, a deep learning approach that emphasizes meaningful and mindful learning experiences is very relevant to be applied in the

Indonesian educational context to meet the demands of the 21st century, where critical thinking skills, creativity, and the ability to collaborate are increasingly important elements in education. Deep learning refers to learning that involves deep understanding, where learners not only recall information, but are also able to relate, analyze and apply knowledge in a broader context (Nakamura & Tanaka, 2023).

In practice, there are three main pillars that are very important in helping students learn more effectively and meaningfully, namely Mindful Learning, Meaningful Learning, and Joyful Learning. In fact, the deep learning approach has the potential to bring significant changes in Indonesian education, especially in improving the quality of students' understanding and preparing students to face global challenges (Suwandi et al., 2024).

METHODS

This research uses the Systematic Literature Review (SLR) method, with a qualitative descriptive approach to the search results of several studies, with secondary data. The data was obtained by the author using the literature review method, a research method by utilizing reference sources from books, websites, and journals both national and international. Making a review design is the initial stage, where researchers determine the purpose of this literature review. In this initial stage, the data search strategy is also determined, which includes determining the database and inclusion and exclusion criteria. The second stage is to review data based on predetermined criteria. The next stage is data abstraction and analysis, at this stage the articles obtained from stage two will extract the important information needed, which will then be analyzed according to the researcher's objectives. The last stage is to compile the findings of the data review by showing the discussion of the articles reviewed and their relationship to the researcher's objectives in conducting a literature review.

RESULTS AND DISCUSSION
A. Result

The deep learning approach includes three pillars: mindful, meaningful and joyful learning. These three concepts work synergistically to create a deeper, more relevant and motivating learning experience.

Table 1. Elements of Deep Learning and their Relevance in Education in Indonesia

Learning Elements	Description	Indonesia's Potential Application
Mindful Learning	It encourages students' awareness and active involvement in the learning process, enabling them to develop self-management skills that are essential for academic and personal success.	Increasing student motivation in the classroom can be achieved through adjusting learning styles, although this requires intensive training for educators.
Meaningful Learning	It highlights the importance of student-centered learning, where students are given the opportunity to actively participate in the learning process in a deep and comprehensive manner.	In practice, learning involves a variety of pedagogical strategies that encourage students to explore the connections between new concepts and everyday experiences using their own understanding.
Joyful Learning	It incorporates aspects of activeness, creativity, effectiveness, and fun in learning.	Creating an enjoyable learning atmosphere that supports balanced cognitive and social-emotional development despite limited facilities

This table provides an overview of the implementation of each element of Deep Learning in Indonesia and its potential impact on the education sector. Although such implementation is not yet widespread, the analysis based on the literature review suggests that there are significant opportunities for the concept to be implemented.

B. Discussion

Mindful Learning as an element of an approach that requires learners to be more aware of their own learning process. The implementation of mindful learning focuses on the active involvement of learners in the learning process. Mindful learning activities are not only about concentration but also include the

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ability of students to understand and manage the learning process independently. Covey (Kurniawan, 2025) stated that the main concept in Mindful Learning is Attention, in the classroom this can be interpreted as the presence of educators who are aware of students' responses, as well as students who are mentally prepared in the learning process. Wang et al. (2023) revealed empirical findings that corroborate the effectiveness of Mindful Learning in improving various aspects of learning. In Indonesia, incorporating emotional aspects and self-awareness into learning can significantly increase learner engagement and help overcome issues of low motivation, particularly in resource-constrained schools (Suwandi et al.,2024).

This approach emphasizes the importance of emotional development and self-awareness as a means to improve educational outcomes (Goleman, 2020). However, the main challenge is to ensure teachers are adequately prepared to implement these methods, which requires ongoing training and professional development. The study by Wang et al. (2023) explains that mindful learning significantly improves various learning outcomes, including the development of innovative thinking, intelligence, and metacognitive awareness. Mindful learning also positively influences creativity and critical thinking skills, thus enabling learners to analyze information more deeply, evaluate multiple perspectives, and generate innovative solutions. learners are taught to not only focus on the material they are learning but also on understanding their own learning process. This includes recognizing the strategies used and finding ways to improve the effectiveness of learning.

Such an approach encourages self-awareness and continuous improvement in learning techniques (Diputera et al., 2024). Overall, mindful learning is proven to be an effective approach to cultivate important cognitive and creative abilities in learners. In line with the above statement, (Wijaya et al, 2025) stated that Mindful Learning is proven to have a positive correlation with the development of creativity and critical thinking skills. learners who engage in Mindful Learning tend to be better able to analyze information in depth, evaluate multiple perspectives, and come up with innovative solutions to problems encountered.

Meaningful Learning One of the important aspects of Deep Learning is the awareness of the different needs and learning styles of each student. According to Tzenios (2022), an effective learning approach should be able to adapt teaching methods to the individual characteristics of students, so that they feel valued and more involved in the learning process. In addition, the development of emotional intelligence also plays a crucial role.

Goleman (2020) explains that emotional intelligence contributes greatly to improving students' ability to learn independently and cooperate with others. The concept of meaningful learning prioritizes the connection between subject matter and real life (Kurniawan, 2025). The subject matter is not only memorized, but connected to experiences and contexts that are meaningful to students. In the context of deep learning, Meaningful Learning allows students to understand the reasons behind each lesson, develop critical thinking and problem solving skills, and process knowledge so that it can be applied in everyday life.

Joyful learning is fun learning, which aims to create a positive and motivating learning experience. Joyful learning creates a conducive learning atmosphere so that learning is interactive, exploratory and collaborative. Students enthusiastically participate in learning. Learning is designed to be interesting according to the way students learn. Learners and joyful learning can reduce stress and fear Students improve their emotional learning experience. In line with research conducted by Suprihatin (2015), shows a comfortable learning experience can increase students' intrinsic motivation.

Joyful learning is a fun approach to learning. Learning is a lifelong activity that can be done in a fun and successful way. To support the Joyful Learning process, it is necessary to prepare activities that make learners feel happy, important, safe and comfortable. This can start with a conducive physical environment that is beautified with plants, art and music.

Joyfull Learning has been known as active, creative, effective and fun learning. The principle of Joyfull Learning is to make the learning atmosphere fun so that students are active, creative, feel comfortable, and happy in learning.

Ultimately, the integration of the three pillars requires careful planning and understanding of student characteristics. Teachers need to design learning experiences that harmonize mindful, meaningful, and joyful aspects and are able to create effective and enjoyable learning.

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CONCLUSIONS AND SUGGESTIONS
A. Conclusion

Deep learning not only aims to improve learners' cognitive understanding but also to relate knowledge to real contexts and provide a fun learning atmosphere. Therefore, education is no longer just a means of transferring knowledge, but a space to shape awareness, character, and life skills that are more complete and relevant to the needs of the times. Mindful teaches students to be fully present in every stage of learning - understanding goals, reflecting on progress, and designing effective strategies to achieve desired results. Students who are able to regulate their learning process tend to be more effective in overcoming obstacles and achieving optimal results. meaningful occurs when students can relate the knowledge learned to real experiences. This process allows students to see the relevance between theory and practice, so that the knowledge gained is not just memorized information, but also understood and applicable. Joyful learning does not mean just playing in class. Joyful learning is about creating a positive, motivating and challenging learning environment. A stressful atmosphere turns off students' curiosity and enthusiasm, whereas a joyful atmosphere makes them more open to understanding the material and exploring ideas.

B. Suggestion

Based on these findings, it is suggested to educators, to continue to develop competence in implementing deep learning-based learning strategies, and actively participate in training or discussion forums that support the strengthening of students' critical reasoning character. Educational institutions are expected to provide support in the form of providing flexible learning time, contextual teaching materials, and a collaborative and reflective learning atmosphere, in order to support the deep learning process. Student need to be given consistent assistance to increase their courage in expressing opinions, thinking logically, and getting used to reflecting on the learning process that has been undertaken.

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