

THESIS

ENGLISH TEACHERS READINESS TO IMPLEMENT A DEEP

LEARNING APPROACH IN JUNIOR HIGH SCHOOLS

IN SORONG REGENCY



Submitted by

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IN SORONG REGENCY**

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My Sincerely



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MOTTO AND DEDICATION MOTTO

“Jika bukan karena ALLAH yang mampukan, aku mungkin sudah lama menyerah”

(Q.S Al-Insyirah : 05-06)

“Allah memang tidak menjanjikan hidupmu akan selalu mudah, tapi dua kali Allah berjanji

bahwa: fa inna ma'al-'usri Yusra, inna ma'alusri Yusra”

(QS. Al-Insyirah 94: 5-6)

“Selesaikan apa yang sudah kamu mulai, lewati saja badainya jangan ubah tujuannya”

DEDICATION

My Beloved Parents

**Dedicated to my beloved late father and mother, thank you for your love and sacrifice to make
me exist in this world.**

My Little Princess “Putri NurArafah”

**“Dedicated to my beloved little daughter, who has always been my biggest reason to keep
fighting, moving forward, and never giving up.”**

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الرَّحِيمِ

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It is hoped that this research will provide valuable contributions to readers and future researchers, particularly in the context of English language learning practices.

Sorong, May 21th 2026

My Sincerely



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ABSTRACT

Nurian Supriyatin/14882032207. **TEACHERS' READINESS IN IMPLEMENTING DEEP LEARNING IN ENGLISH LEARNING AT JUNIOR HIGH SCHOOLS IN SORONG REGENCY.** Thesis, Department of English Language Education, Faculty of Language, Social, and Sports, Muhammadiyah University of Education Sorong. May 2026. **Nurteteng, M.Pd. and Agus Setiawan, M.Pd.**

Deep Learning has become one of the important approaches in the implementation of the Merdeka Curriculum because it emphasizes meaningful learning, critical thinking, creativity, and active student participation. However, the implementation of Deep Learning in English learning still faces several challenges, particularly related to teachers' readiness in applying this approach in the classroom. Therefore, this study aimed to investigate *English teachers' readiness in implementing Deep Learning in English learning at junior high schools in Sorong Regency*. This study employed a descriptive qualitative research design with a case study approach involving five English teachers from several junior high schools in Sorong Regency as the participants. The data were collected through semi-structured interviews and analyzed using data reduction, data display, and conclusion drawing. The findings revealed that most English teachers had fairly good readiness in implementing Deep Learning in English learning. Teachers understood the importance of student-centered learning and had attempted to apply various interactive learning activities such as group discussions, role-play, presentations, text analysis, and problem-solving activities to improve students' critical thinking and communication skills. Teachers also utilized learning media and technology, including videos, PowerPoint, YouTube, and English learning applications to support the learning process. In addition, school principals and school policies generally supported teachers in implementing innovative learning methods in accordance with the Merdeka Curriculum. Nevertheless, several obstacles were still found in the implementation of Deep Learning, such as limited instructional time, differences in students' abilities, inadequate learning facilities, limited internet access, and lack of specific training related to Deep Learning in English learning. Teachers also admitted that they still needed improvement in technology mastery, developing comprehension-based assessments, and designing Deep Learning-based teaching modules. Despite these challenges, teachers remained motivated to improve the quality of learning by adapting teaching strategies to students' needs and participating in professional development activities. In conclusion, English teachers in junior high schools in Sorong Regency were considered sufficiently ready to implement Deep Learning in English learning, although continuous support in the form of training, adequate facilities, and ongoing professional development is still needed to optimize the implementation of Deep Learning in the classroom.

Keywords: *teachers' readiness, Deep Learning, English learning, Merdeka Curriculum, EFL teachers.*

CHAPTER I

INTRODUCTION

This chapter presented the introduction of the research. It consisted of the background of the research, formulation of the problem, the objective of the research, significance of the research, and operational definition.

1.1 The Background of the Research

Curriculum changes are driven by several factors. First, changes in society and the world of work are the primary drivers of curriculum change. Second, developments in science and educational research are also key drivers of curriculum change. These curriculum changes impact teachers, who are not yet equipped to implement the new curriculum. A new curriculum deemed relevant to these demands is the deep learning approach. Several studies have shown that this approach can improve the quality of learning through the development of teaching modules, the implementation of the Independent Curriculum, the transformation of language learning, and the changing role of teachers as facilitators. Therefore, the success of deep learning is greatly influenced by instructional leadership and the readiness of teaching resources (Agus Mulyanto et.al.).

Research in four junior high schools in Sorong Regency identified two main problems related to the implementation of immersive learning approaches in English language learning. First, English teachers' lack of preparedness in implementing immersive learning approaches, limited readiness to shift from

conventional learning to one that emphasizes deep understanding, critical thinking, and active student engagement. Second, a lack of facilities and infrastructure to support English language learning resources hinders the effective implementation of immersive learning approaches in English classes.

To address the issue of teacher readiness in implementing a deep learning approach, this research is necessary to obtain a clear picture of the state of English language teacher readiness. This study will examine teacher readiness based on aspects of understanding the concept of deep learning, confidence in designing learning and assessment, and support from leadership and the school environment. Furthermore, the research results are expected to form the basis for designing structured teacher training and mentoring programs, enabling teachers to implement the deep learning approach in a gradual and effective manner. Thus, English language learning can be more meaningful, reflective, and in line with the demands of 21st-century learning.

To improve the quality of deep learning implementation, most previous studies have focused on the development of teaching modules, teacher training, instructional leadership, and the impact of deep learning implementation on student learning outcomes. However, these studies have not specifically examined English teacher readiness as a key factor in the success of deep learning implementation. Therefore, this study aims to fill this gap by focusing on English teacher readiness in implementing a comprehensive deep learning approach.

This study offers a novel approach by placing English teacher readiness as the primary focus in implementing a deep learning approach. This study not only assesses teachers' understanding of deep learning but also examines the beliefs, self-confidence, and institutional support that influence teacher readiness to implement meaningful learning. This approach provides a new perspective in deep learning research, which has previously focused more on learning outcomes or instructional design. It is hoped that it will generate relevant and contextual recommendations to improve teacher readiness for changes in English classroom learning.

This research is considered feasible because it focuses on assessing English language teachers' readiness in a real-life learning context that is relevant to current educational demands. This research allows for comprehensive data on teachers' beliefs, abilities, and support in implementing a deep learning approach. With a supportive research environment and teacher involvement as the primary subjects, this research is expected to produce applicable and realistic findings. Furthermore, the research findings have the potential to encourage a more reflective and collaborative learning culture, where teachers are supported to develop sustainable deep learning practices in English classrooms.

This research is feasible to be conducted using a case study approach because it allows researchers to in-depth examine English language teachers' readiness to implement a deep learning approach in a real-life learning context. Through direct observation, interviews, and analysis of learning

practices, this is expected to provide a comprehensive picture of teacher readiness, including beliefs, self-confidence, and school environmental support. By creating a reflective and collaborative research environment, teachers are expected to have space to develop their understanding and readiness to implement deep learning. Furthermore, this research has the potential to encourage the formation of a learning culture that supports pedagogical change, where challenges in the learning process are viewed as opportunities for continuous teacher professional development.

1.2 Formulation of the Problem

Based on the background of the problem above, the research problem is formulated as follows:

“Are English teachers ready to implement a deep learning approach in English classrooms?”

1.3 Problem Limitation

This study was conducted only on junior high school English teachers in Sorong Regency, focusing on teacher readiness in implementing the Deep Learning approach in EFL learning. The aspects studied included cognitive, affective, psychomotor, contextual support, and reflective readiness. The study participants consisted of five English teachers from MTs Muhammadiyah 02 Aimas, SMP Negeri 26 Sorong Regency, MTs Al-Ma'arif 1 Sorong Regency, and SMPIT Alam Mutiara Insan Sorong Regency

1.4 Objective of the Research

This research is conducted to identify English teachers' readiness in

implementing a deep learning approach in junior high schools in Sorong Regency.

1.5 Significance of the Research

Based on the main problem of this research, the significance of the study can be categorized into theoretical benefits and practical benefits as follows:

1.5.1. Theoretical Benefits

Theoretically, this study is expected to contribute to the development of knowledge in the field of English language education, particularly in relation to teacher readiness and the application of deep learning approaches. This study provides empirical insights into how cognitive, affective, and psychomotor readiness influence teachers' ability to apply deep learning principles in English as a Foreign Language (EFL) classrooms. In addition, the findings of this study can be used as a reference for future researchers who plan to conduct similar studies, especially those focusing on teacher readiness, instructional approaches, and meaningful learning in the EFL context.

1.5.2. Practical Benefits

Practically, this study offers direct benefits to various stakeholders involved in the education process. The practical significance of this research can be explained as follows:

a. For Students

This study is expected to help students experience more

meaningful and interesting English language learning. Through the application of a deep learning approach supported by prepared teachers, students can develop a deeper understanding, critical thinking skills, and the ability to use English in real-life contexts.

b. For Teachers

The findings of this study can be used as a reference for English teachers to evaluate and improve their readiness in applying deep learning strategies. This study provides insight into the importance of cognitive, affective, and psychomotor readiness, which can help teachers improve their teaching practices and improve student learning outcomes.

c. For Schools

This research can be used as input for schools in determining effective learning approaches and professional development programs. Schools can use these findings to design ongoing teacher trainings, improve classroom practices, and support the implementation of deep learning in English teaching, thereby improving the overall quality of the school.

d. For Researchers

This study is expected to contribute to researchers' knowledge and understanding in the field of educational research, particularly related to learning approaches and academic writing. The findings may also serve as a Reference for future studies and support researchers in completing undergraduate studies in education.

At the school level, such as junior high schools in Sorong

Regency, this research may promote more effective utilization of educational resources, including continuous professional development and digital facilities, to support the implementation of a deep learning approach. Furthermore, the results of this study may provide valuable input for local governments in formulating educational policies, helping to address disparities in teacher readiness and supporting more equitable educational development, especially in remote areas.

1.6 Operational Definition

In this study, teacher readiness refers to English teachers' preparedness to plan, implement, and evaluate learning activities based on the deep learning approach in classroom practice. Teacher readiness is understood as a qualitative condition that reflects teachers' understanding, attitudes, confidence, and instructional skills in applying meaningful and student-centered learning.

Teacher readiness is viewed through cognitive, affective, and psychomotor dimensions. Cognitive readiness relates to teachers' understanding of deep learning concepts and principles in English language learning. Affective readiness refers to teachers' attitudes, motivation, openness to pedagogical change, and confidence in implementing deep learning-oriented instruction. Psychomotor readiness refers to teachers' ability to apply deep learning strategies in classroom activities, including facilitating discussion, encouraging student engagement, and managing learning interactions.

In this research, the use of learning technology, including digital learning tools, is considered a supporting element in the implementation of deep learning.

The study does not focus on specific technologies but examines how teachers utilize available resources to support meaningful learning activities.

CHAPTER II

LITERATURE REVIEW

This chapter discusses some main point as the theories dealing with the topics of study.

2.1 Teacher Readiness

2.1.1 Definition of Teacher Readiness

The readiness of educators (teachers) for the teaching and learning process is fundamental, as it not only influences the quality of the lessons taught but also influences student behavior. Good teaching readiness will help guide student behavior, both in their response to the teaching material provided and to the learning environment. The quality of the teaching and learning process is defined as the quality of the teaching activities carried out by teachers and the quality of the learning activities undertaken by students in the classroom. The quality of the teaching and learning process is largely influenced by the quality of educators, which is manifested through their teaching preparation.

Waluyo et al. (2023) in the context of deep learning, teachers are required to change their role from information deliverers to learning facilitators who guide students in actively constructing knowledge. Teaching readiness can be understood as a comprehensive condition that reflects a teacher's readiness to carry out their professional responsibilities effectively in a real classroom context. Readiness is not limited to the willingness to teach, but also includes mastery of pedagogical knowledge,

instructional skills, and the emotional maturity necessary to manage the learning process. Therefore, teaching readiness also includes the ability of teachers to design meaningful learning experiences, foster critical thinking, and create a supportive learning environment to facilitate deep understanding. This readiness demonstrates the teacher's ability to adapt their competencies to contemporary learning demands, especially in applying deep learning approaches that prioritize student engagement, autonomy, and higher-order thinking skills.

Nasution et al. (2023) state that transforming learning through a deep learning approach requires teachers to have a clear understanding of learning objectives, learning content, and strategies that encourage students to actively construct knowledge. Teacher readiness is reflected in their ability to design contextual learning activities, facilitate discussions, and guide students to connect new knowledge with previous experiences. In addition, readiness also involves the attitude and commitment of teachers to shift from traditional teacher-centered teaching to a facilitative role that supports exploration, collaboration, and higher-order thinking. In this context, teachers who are ready to implement deep learning are those who have pedagogical competence, are open to innovation, and are able to create a learning environment that supports deep understanding and long-term learning outcomes.

Mulyanto et al. (2022) state that the successful implementation of deep learning in schools is greatly influenced by learning leadership that encourages teachers to develop pedagogical competencies, reflective

teaching practices, and a collaborative learning culture. In this context, teacher readiness is reflected in their ability to plan and implement learning activities that emphasize meaningful understanding, critical thinking, and active student participation. In addition, readiness also involves teachers' openness to change, willingness to engage in continuous professional development, and ability to align instructional strategies with the principles of deep learning. Therefore, teacher readiness is not only an individual attribute but also a collective condition shaped by school leadership, institutional support, and a shared commitment to improving the quality of learning through deep learning-oriented instruction.

Hidayat et al. (2023) found that the success of implementing the Merdeka Curriculum based on deep learning is closely related to teachers' ability to design contextual learning activities, encourage student autonomy, and facilitate active engagement in the learning process. Teacher readiness is demonstrated through mastery of curriculum content, flexibility in choosing learning models, and competence in applying formative assessment that supports students' deep understanding. In addition, readiness includes teachers' positive attitudes toward curriculum change and their commitment to continuous professional development to meet the demands of deep learning-oriented teaching. Therefore, teacher readiness is a crucial factor in ensuring the effective implementation of the Merdeka Curriculum through a deep learning approach in elementary school environments.

Haryono et al. (2023) found that workshops on AI-based deep

learning modules play an important role in improving teachers' understanding, skills, and confidence in designing innovative learning experiences. In this context, teacher readiness is reflected in their ability to utilize artificial intelligence tools in developing learning materials, organizing student-centered activities, and supporting personalized learning processes. In addition, readiness also involves teachers' openness to technological innovation, willingness to engage in continuous professional learning, and ability to adapt pedagogical strategies to meet the demands of deep learning-oriented teaching. Thus, teacher readiness encompasses not only pedagogical and cognitive readiness, but also technological readiness and attitudes in responding to the integration of artificial intelligence in education.

Based on a review of the literature, teacher readiness to implement deep learning approaches can be comprehensively defined as a multidimensional state of readiness that integrates pedagogical knowledge, instructional skills, professional attitudes, and emotional resilience. This readiness goes beyond mastery of subject matter to include the ability to design meaningful learning experiences, facilitate active and reflective learning, integrate technology appropriately, and manage student-centered classrooms. Teacher readiness also involves the ability to adapt to curriculum changes, openness to innovation, and confidence in guiding students toward higher-order thinking and deep understanding. Therefore, teacher readiness represents both mastery of professional competencies and internal confidence to respond effectively to the complex demands of

deep learning in diverse educational contexts.

2.1.2 The Importance of Teacher Readiness in Applying the Deep Learning Approach in English Lesson.

Teacher readiness is a fundamental factor in supporting the implementation of the deep learning approach in English language learning. The deep learning approach emphasizes a deep understanding of learning materials through the process of connecting concepts, searching for meaning, and reflecting on learning experiences.

Based on readiness theory, teacher readiness encompasses cognitive, affective, and psychomotor aspects. Cognitive readiness relates to teachers' understanding of the concept of deep learning according to Marton and Saljo (1976), as well as their ability to design learning that encourages deep understanding. Affective readiness reflects teachers' positive attitudes, motivation, and confidence in applying learner-centered learning approaches. Meanwhile, psychomotor readiness relates to teachers' skills in implementing deep learning strategies, such as facilitating discussions, asking higher-order thinking questions, and managing interactive English learning activities.

2.1.3 Teacher Readiness Indicators

Teacher readiness to implement the deep learning approach in English classrooms is reflected in several key indicators that describe how teachers prepare for and conduct learning activities. These indicators are used to understand teachers' readiness within a qualitative case study

context.

a. Understanding Deep Learning Principles

Teacher readiness is demonstrated by their understanding of deep learning as an approach that emphasizes meaningful learning, critical thinking, and active student engagement. This understanding is reflected in how teachers interpret learning objectives and connect learning materials to real-life contexts.

b. Learning Planning Readiness

Teachers demonstrate readiness through their ability to plan learning activities that support student-centered learning. This includes preparing lesson plans, learning materials, and teaching strategies that encourage deeper understanding and active participation in English language learning.

c. Implementation of the Learning Process

Readiness is reflected in how teachers facilitate learning in the classroom. Prepared teachers are able to guide discussions, encourage student interaction, and create learning activities that encourage exploration and reflection rather than teacher-dominated instruction.

d. Classroom Management and Student Engagement

Teacher readiness is also demonstrated in their ability to manage the classroom environment in a way that supports collaboration, communication, and active student engagement during English language learning activities.

e. Use of Learning Resources and School Support

Teachers demonstrate readiness when they are able to utilize available learning resources and school support to enhance the learning process. This includes the use of instructional media and other supporting facilities to create meaningful learning experiences.

2.1.4 Readiness Theory

Readiness theory explains that a person's success in performing an activity is greatly influenced by their level of readiness. Readiness is understood as the initial condition that enables individuals to respond effectively to task demands. In the context of education, readiness is an important factor that determines the success of the learning process and the implementation of teaching tasks by teachers.

Bloom (1956) argued that an individual's readiness can be seen through three main domains, namely cognitive, affective, and psychomotor. The cognitive domain relates to an individual's knowledge, understanding, and ability to think about a concept. The affective domain includes an individual's attitudes, values, motivation, and beliefs in carrying out an activity. Meanwhile,

the psychomotor domain relates to an individual's skills and abilities in performing actions or practices directly.

In line with this opinion, Slameto (2010) states that readiness is a condition that includes the aspects of knowledge, attitude, and skills that a person has before carrying out an activity. Good readiness will influence the way individuals plan, implement, and evaluate an activity. In the

context of education, teacher readiness is an important prerequisite in determining the quality of the learning process in the classroom.

In this study, readiness theory is used to explain teachers' readiness in applying the deep learning approach to English language learning. Teachers' cognitive readiness is related to their understanding of the concept of deep learning and meaningful lesson planning. Affective readiness is related to teachers' positive attitudes, motivation, and confidence in applying this approach. Meanwhile, psychomotor readiness relates to teachers' skills in effectively implementing deep learning strategies in the classroom. Thus, readiness theory becomes the main basis for analyzing teacher readiness in this study.

2.2 Deep Learning

2.2.1 Definition of deep learning

Deep learning in the educational context is a learning approach that emphasizes in-depth understanding, critical thinking skills, problem-solving, and active student participation in the learning process. Unlike traditional

methods, which tend to emphasize memorization or superficial mastery of material, deep learning encourages students to connect concepts, evaluate information, and apply knowledge in real-world situations (Haryono et al., 2022; Hidayat et al., 2022).

Haryono et al. (2022) in their research "AI for Education: Deep Learning Teaching Module Workshop for Teachers" stated that deep learning involves not only interaction between teachers and students but

also the use of technology, including digital modules and artificial intelligence (AI), to support more personalized and adaptive learning. In this approach, teachers act as facilitators, guiding students in constructing knowledge, rather than simply conveying information.

Hidayat et al.'s (2022) research shows that the implementation of deep learning in elementary and secondary schools emphasizes achieving core competencies through meaningful learning experiences. Teachers design learning activities that enable students to actively explore the material, collaborate, and reflect on their understanding. This results in flexible, contextual, and more collaborative learning.

Thus, deep learning is not just a method, but an educational philosophy aimed at developing 21st-century competencies. Its implementation requires teacher readiness, including mastery of concepts, teaching skills, and the support of facilities and infrastructure, so that the English learning process becomes more effective and sustainable.

2.2.2 Indicators of Deep Learning

The first indicator is meaningful understanding, where students are encouraged to comprehend concepts deeply rather than memorizing information. Learning activities are designed to help students connect new knowledge with prior experiences and real-life contexts.

Meaningful understanding, where students are encouraged to understand concepts deeply rather than simply memorizing information. Learning activities are designed to help students connect new knowledge to

previous experiences and real-life contexts.

- a) Critical thinking and problem-solving skills. Deep learning encourages activities that require students to analyze information, evaluate ideas, ask questions, and solve problems. Teachers provide opportunities for students to think independently and justify their answers throughout the learning process.
- b) Active student engagement. In deep learning, students actively participate in class activities through discussions, collaboration, presentations, and reflective assignments. Students are not passive recipients of information, but active contributors in the construction of knowledge.
- c) Collaborative learning, where students work together to share ideas, discuss concepts, and complete learning assignments. Collaboration helps students develop communication skills and deepen their understanding through interaction with peers.
- d) Reflective learning, which allows students to reflect on what they have learned, identify difficulties, and evaluate their learning progress. Reflection supports students in developing self-awareness and lifelong learning skills.
- e) Use of learning resources and supporting technology, including learning media and digital tools, to facilitate deeper understanding. Technology is used not only for delivery but also to enhance interaction, exploration, and personalized learning.

These indicators serve as a basis for analyzing the

implementation of immersive learning in English classes and are closely related to the level of teacher preparedness in planning and implementing effective learning activities.

2.2.3 Deep Learning Theory

Marton and Saljo (1976) define deep learning as a learning approach that emphasizes efforts to understand the meaning of material in depth. Students who apply deep learning tend to relate new information to their existing knowledge, analyze the relationships between concepts, and reflect on their understanding. In contrast, surface learning focuses on memorization and fulfilling task requirements without any effort to understand the meaning of the material as a whole.

In the context of education, the deep learning approach requires teachers to play an active role in creating a learning environment that encourages learners to think critically and reflectively. Teachers need to design

challenging, relevant, and meaningful learning experiences so that learners are encouraged to understand the material in depth. Thus, deep learning depends not only on learner motivation, but also on the strategies and readiness of teachers in managing learning.

In learning English as a foreign language, the deep learning theory is an important foundation for encouraging students to understand the contextual use of language. The application of deep

learning enables students to not only memorize vocabulary and language structures, but also understand the meaning, function, and use of English in various communication situations. Therefore, Marton and Saljo (1976) theory of deep learning is used in this study as a basis for analyzing the learning approaches applied by English teachers.

2.3 Previous Research

A review of previous research provides an important foundation for producing more comprehensive and high-quality research. The author draws references from various previous studies relevant to this research topic, namely teacher readiness to implement deep learning in the classroom. Relevant studies include:

- a. Haryono et al. (2022), in a study titled "AI for Education: Deep Learning Teaching Module Workshop for Teachers," aimed to identify teacher readiness to use deep learning-based teaching modules and utilize AI technology to improve learning effectiveness. This study found that teachers who had participated in the deep learning module workshop demonstrated improved conceptual understanding, learning design skills, and the ability to facilitate students interactively. Similarities with this study are that both examined teacher readiness to implement deep learning. The difference lies in the focus of the research; Haryono et al. emphasized the implementation of deep learning through AI and teaching modules, while this study focused on teacher readiness to implement deep learning in English subjects at SMA Negeri 1 Bangko Pusako.

- b. Hidayat et al. (2022) in their study "The Superiority of Implementing the Independent Curriculum Based on the Deep Learning Approach at SDN 1 Sungai Besar" examined the implementation of deep learning-based instruction in elementary schools. The results showed that teachers who utilized the deep learning approach were able to create a more active and collaborative learning environment and improve students' critical thinking skills. Similarities with this study lie in the evaluation of teacher readiness in implementing the deep learning approach, while differences lie in the educational level and subjects studied.
- c. Mulyanto et al. (2022) in their study "Improving Learning Quality Through Deep Learning-Based Instructional Leadership at SMPN 3 Margahayu" emphasized the role of teacher leadership in facilitating the deep learning process. This study found that teachers with high readiness in managing deep learning-based classes were able to significantly improve student motivation and achievement. Similarities between this study and the current study lie in the focus on teacher readiness and deep learning instructional management, while differences lie in the context and subjects studied.
- d. Nasution et al. (2022) in their study "Transforming Indonesian Language Learning in Elementary Schools Through a Deep Learning Approach" highlighted the application of deep learning in Indonesian language instruction. This study confirmed that teachers who are pedagogically and technically prepared are able to encourage students to think critically, collaborate, and solve problems through project-based learning. The

similarity between this study and the current study lies in the focus on teacher readiness in implementing deep learning, while the difference lies in the research subjects (Indonesian vs. English).

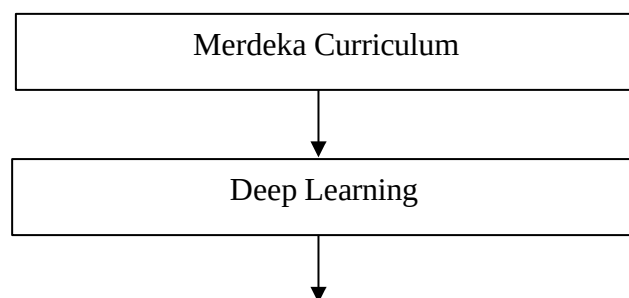
- e. Waluyo et al. (2022) in their study "Transforming the Role of Teachers as Facilitators of Deep Learning in the Classroom" demonstrated that the teacher's role as a facilitator is crucial for the effectiveness of deep learning implementation. Teachers who understand deep learning concepts and techniques can actively guide students, encourage participation, and develop higher-order thinking skills. The similarity between this study and the current study lies in the fact that both examine the role of teachers in deep learning-based instruction, while the differences lie in the classroom context and the subjects used as case studies.

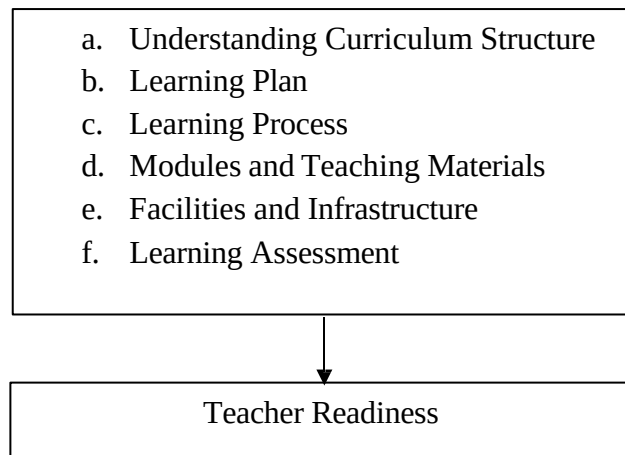
2.4 Conceptual Framework

The conceptual framework underlying this research is given in the following figure:

FIGURE I

Conceptual framework





This study is conducted within the context of the Merdeka Curriculum, which emphasizes meaningful and student-centered learning. One approach encouraged in this curriculum is Deep Learning, which focuses on developing students' deep understanding, critical thinking, and active engagement in the learning process. In this research, Deep Learning is positioned as a pedagogical concept that guides English teachers in designing and implementing classroom instruction. The application of this approach is reflected in instructional practices, including lesson planning, teaching activities, learning media, assessment, and supporting facilities.

The implementation of these instructional practices indicates the level of teacher readiness. Teacher readiness refers to teachers' preparedness to plan, carry out, and evaluate English language learning based on Deep Learning principles. Therefore, readiness is viewed as the outcome of teachers' understanding of the curriculum and their instructional implementation. Overall, the conceptual framework follows a hierarchical flow from the Merdeka Curriculum, to the Deep Learning approach, to instructional

practices, and finally to the level of teacher readiness

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study employed a qualitative approach with a descriptive design. This approach was used to in-depth describe English language teachers' readiness to implement a deep learning approach in the learning process. This study focused on teachers' understanding, professional attitudes and beliefs, and readiness to develop lesson plans, without involving direct observation of classroom teaching and learning activities. Qualitative research is conducted to understand social phenomena in depth by focusing on the meanings, experiences, and perspectives of the participants involved (Sugiyono, 2019).

The choice of a descriptive qualitative design was based on its suitability for the research objective, which was to uncover teachers' readiness based on their experiences, perspectives, and lesson planning practices. Data were collected through in-depth interviews and a review of learning documents, allowing the researcher to gain a comprehensive and contextual understanding of teacher readiness.

3.2 Research Location

This study was carried out in several junior high schools located in Sorong Regency, Southwest Papua. These research sites were chosen to provide a comprehensive understanding of English teachers' readiness across diverse educational contexts and school conditions within the same administrative region.

3.3 Research Participants

The research participants consisted of 5 junior high school English teachers from three to four different schools in Sorong Regency. The selection of participants was carried out using a purposive sampling technique, which involves deliberately selecting subjects based on specific criteria relevant to the research objectives. The research participant criteria included:

- a. Teachers who teach English at the junior high school level.
- b. Teachers who have implemented or are currently implementing the Independent Curriculum.
- c. Teachers with at least one year of teaching experience.
- d. Teachers who are willing to participate as research respondents.

The involvement of teachers from several schools was intended to obtain diverse data and provide a more comprehensive picture of English teacher preparedness in Sorong Regency.

3.4 Data Sources

Facts or information used to draw conclusions and make decisions are called data. Sugiyono (2019) states that there are two types of data based on their source: primary data and secondary data.

3.4.1 Primary Data

Primary data was obtained through in-depth interviews with junior high school English teachers in Sorong Regency. This data relates to teachers' understanding of the concept of deep learning, their readiness to develop lesson plans, and their attitudes and perceptions toward

implementing this approach.

3.4.2 Secondary Data

Secondary data was obtained through a review of learning documents prepared by teachers, in the form of Lesson Implementation Plans (RPP) or teaching modules. This data served as supporting data to strengthen the interview results.

3.5 Data Collection Techniques

The primary data collection techniques used in this study were interviews, questionnaires, and document analysis. These techniques were chosen to obtain comprehensive and in-depth information regarding English language teachers readiness to implement a deep learning approach. The use of multiple data collection techniques allowed the researcher to cross-check and strengthen the credibility of the data through triangulation.

3.5.1 Interviews

Semi-structured interviews were conducted to gather information about teachers readiness to implement a deep learning approach in English language learning. This technique allowed researchers to explore teachers' perspectives, experiences, and challenges in developing and planning deep learning-based instruction.

3.5.2 Questionnaire

A questionnaire was used to collect supporting data related to teachers' perceptions and self-reported readiness to implement a deep learning approach. The questionnaire consisted of open-ended and directed questions designed to

capture teachers' views, beliefs, and reflections on deep learning practices in English classrooms. The use of questionnaires allowed researchers to efficiently collect additional information and complement the data obtained from interviews.

3.5.3 Document Analysis

Document analysis was conducted on lesson plans or teaching modules prepared by teachers. This analysis aimed to identify the extent to which deep learning principles, such as meaningful learning, active student engagement, and the development of critical thinking skills, were reflected in the lesson plans.

3.6 Research Instruments

Several instruments were used to support the data collection process in this study. The interview guide served as the main instrument for gathering information on teachers' readiness. In addition, a questionnaire was used to collect supporting data, and a documentation checklist was prepared to analyze lesson plans or teaching modules related to deep learning implementation.

3.7 Data Analysis Techniques

Data were analyzed using an interactive qualitative data analysis model. Qualitative data analysis was conducted continuously and interactively until data saturation was achieved (Sugiyono, 2019). In this study, the analysis process consisted of several interrelated stages. The first stage involved organizing and reducing data by selecting and focusing on information relevant to the research objectives.

The next stage was data presentation, where the organized data was

presented in a structured and systematic manner to facilitate interpretation. The final stage involved drawing conclusions by identifying patterns, relationships, and meanings emerging from the data. This data analysis process was conducted throughout the research process to ensure that the findings accurately represented the research data.

3.8 Data Trustworthiness

Data validity was maintained through the application of source and technique triangulation. Data obtained from interviews was compared with the results of document analysis to ensure consistency of information. Furthermore, the researcher presented a detailed description of the research so that the findings could be clearly understood and accounted for.

3.9 Research Procedure

The research procedures consisted of several stages. First, a preliminary study was conducted to identify the research problem and research setting. Second, data was collected through interviews, observations, and documentation. Third, the data was analyzed using qualitative data analysis techniques. Finally, the research findings were organized and presented in a research report.

3.10 Ethical Considerations

This research was conducted in accordance with ethical research principles. The researcher obtained official permission from the school and consent from the participating teachers. Participants' identities were kept confidential, and all data collected was used solely for academic purposes.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Findings

This study aims to determine the readiness of English teachers to implement the Deep Learning approach in English language learning at the junior high school level in Sorong Regency. Data were obtained through semi-structured interviews with five English teachers from several different schools. The results were analyzed based on five aspects of readiness: cognitive readiness, affective readiness, psychomotor readiness, contextual support, and reflective readiness.

4.4.1 Cognitive Readiness

Cognitive readiness relates to the extent to which teachers understand the concept of Deep Learning, differentiate learning approaches, integrate learning with the Independent Curriculum, and experience participating in training.

a. Teachers' Understanding of the Concept of Deep Learning

Based on the interview results, according to Pujianti "this understanding is good, the concept for children is that in 1 class there is not only 1 student who is able to deepen the learning, usually there are other students whose learning styles are different, so in 1 class if deep learning happens to not be focused on 1 point but he can achieve all understanding, I think it is good for this deep learning learning".

according to Waluyo "my understanding of deep learning, from the language, deep learning means in-depth learning, learners whose nature is

not just memorization but is truly understood by children. so that this learning is imprinted not only once memorized the time period is gone. meaning not chasing material, but he really understands what is taught.

according to Nurjamiah Suparman "if deep is deep, it means he is more into understanding, experience, from theory and meaning, especially English as a foreign language so automatically the learning is more into deep learning again.

According to Siti Sundari, "learning from the heart, so children understand, because we learn another language, not their mother tongue, so they understand its function, in everyday life.

And according to Eka Riskawati, "Deep learning is a very good method to apply in learning English, but because it may be a foreign language, not our language, so sometimes there is a lack of understanding of children in understanding vocabulary, because if you want to say, in elementary school there is no English learning, so children have difficulty when they are in junior high school, because in junior high school they are no longer learning the basics, so if you want to say that applying deep learning is 50 50.

b. The Difference Between Surface Learning and Deep Learning

In distinguishing surface learning and deep learning in English, some teachers say that surface learning is still applied and is still applied in between deep learning.

As Pujiati said, "Surface learning is actually good, because memorization does not make children forget, because actually memorization is the basics, because even though there is deep learning but without surface learning, in my opinion it is all lost. Deep learning is okay, but in my opinion the surface learning method should not be forgotten, it is still used, only perhaps combined with deep learning."

According to Waluyo, "Deep learning with surface learning refers to contextual concepts, but we do not emphasize understanding in context, but this deep learning is expected that children are able to understand the context and reality in the real world."

According to Nurjamiah Suparman, "In my opinion, I still use surface learning in between deep learning."

Meanwhile, according to Eka Riskawati, "For me, I think this is better than memorizing. Deep understanding is better. So, if when we are learning to memorize, when we forget, then, how come, we will forget everything. But if we already understand, even though there might be one or two words missing, it is remembered more quickly than the previous one, right?"

c. Integrating Deep Learning with the Independent Curriculum

Most teachers stated that the implementation of Deep Learning aligns with the characteristics of the Independent Curriculum, which emphasizes active, creative, and student-centered learning.

According to Siti Sundari, "Linking deep learning with the Independent Curriculum. Deep learning teaches in-depth, their

independence is free. They are free to express themselves. So, after they understand the material, they can convey it. There are many assignments that they can choose from. Many choices. So, like assignments don't have to be written. They can be in the form of videos. So they are free to express themselves."

According to Pujiati, "The Independent Curriculum is more about children finding their own. With deep learning, each student is free to discover their own abilities. When linking it, I usually give a picture of the situation and then I let the children explore and imagine what they can get from this picture."

According to Eka Riskawati, "If we relate it, it seems... The Merdeka curriculum is simpler. So maybe it has something to do with deep learning. For the Merdeka curriculum, I usually combine the Merdeka curriculum with the KTSP. Because for me, the Merdeka curriculum is actually more difficult in the KTSP than the Merdeka curriculum. The Merdeka curriculum is not that complex. The KTSP is lucky. With the Merdeka curriculum, if the children don't understand something, we can continue where the children understand better. So not all books have to follow its chapters. For example, maybe, oh, the children don't seem to understand this chapter. We can continue to the next chapter that they understand."

According to Nurjamiah Suparman, "If we relate it, maybe both emphasize student-centeredness so there are more projects." Meanwhile, according to Waluyo, "learning that prioritizes meaningful, conscious, and

fun."

4.4.2 Affective Readiness

a. Teachers' Attitudes Toward the Implementation of Deep Learning

Based on interviews, all teachers responded positively to the implementation of Deep Learning in English learning. They believe this approach can improve students' listening, speaking, reading, and writing skills.

As Pujiati stated, "The children, who were initially quiet, are very enthusiastic and have the courage to show their confidence, just like their friends." However, according to Waluyo, Eka Riskawati, Siti Sundari, and Nurjamiah Suparman, "The projector learning method is very helpful, but the students' personalities are different, especially in some elementary schools where there are no English lessons, which means junior high school students lack basic English vocabulary. This requires teachers to be more active in order to make the learning environment more engaging and less monotonous."

d. Teacher motivation in implementing student-centered learning

Based on interviews, most English teachers felt motivated to change their teaching methods from teacher-centered to student-centered because they recognized that students need to be actively involved in the learning process to develop critical thinking skills. They also understood that the characteristics of today's students require teachers to be more creative and innovative in managing learning.

According to Nurjamiah Suparman, "the shift to student-centered learning is a requirement of today's education, especially since the current generation of students is more active than before. She stated that teachers must be able to adapt their learning methods to enable students to be more involved during the learning process."

According to Eka Riskawati, "she prefers learning that encourages students to be active. However, she explained that not all students have the same learning motivation, so teachers need to provide encouragement or stimulation first to encourage students to engage in learning. She added that teachers must provide more guidance and motivation so that students can better understand the material."

According to Pujiati, "student-centered learning makes the classroom more lively and increases students' confidence in learning English. She noted that previously passive students become more confident when given the opportunity to discuss, express their opinions, and showcase their abilities in front of the class."

According to Siti Sundari, "the Deep Learning approach and the Independent Curriculum give students the freedom to express their understanding through various assignments. This makes students more

active and motivated because they have the opportunity to choose learning methods that suit their abilities and creativity."

Furthermore, Waluyo said, "meaningful, conscious, and enjoyable learning can increase student participation in English learning. He believes that teachers need to create a comfortable learning environment so that students feel more confident in asking questions, discussing, and expressing opinions during the learning process."

e. Readiness to face challenges

In implementing deep learning, teachers face several obstacles, such as time constraints, varying student abilities, a lack of supporting facilities, and a lack of training in English lessons.

Nevertheless, most teachers stated that they remain prepared to face the challenges posed by the independent curriculum by seeking more creative learning strategies and adapting teaching methods to their students specific needs. Junior high school teachers in Sorong Regency also stated that collaboration among teachers helps them overcome various learning obstacles.

f. Teacher Confidence Level

Interview results indicate that English teachers understand that the implementation of Deep Learning in learning still faces various obstacles in schools. Some of the obstacles that frequently arise include limited learning time, differences in student abilities, a lack of supporting learning facilities, and a lack of specific training on the application of Deep

Learning in English. Nevertheless, teachers continue to strive to

adapt their learning strategies to ensure the learning process continues effectively, tailored to students' needs.

Nurjamiah Suparman explained that students' low basic English skills are a major challenge in learning. According to her, many students still struggle to understand vocabulary and basic material, requiring teachers to use a simpler and more gradual approach to ensure students can effectively follow the lesson. She also stated that limited learning time requires teachers to choose learning methods that best suit the classroom environment.

Eka Riskawati stated that differences in student characteristics and abilities require teachers to be more flexible in teaching. She explained that some students are active and quickly grasp the material, while others require more attention and guidance to ensure their participation throughout the learning process.

Pujiati explained that limited learning resources remain a barrier to implementing Deep Learning-based learning. According to him, the use of media such as projectors, learning videos, and internet access can help students better understand English material, but these facilities are not yet optimally available in all schools.

Siti Sundari stated that teachers still need more in-depth training on the application of Deep Learning in English teaching. She believes that training and workshops are crucial to help teachers understand more innovative learning strategies that align with the Independent Curriculum.

Furthermore, Waluyo explained that collaboration between teachers is one way to overcome various challenges in learning. He believes that through discussions and sharing experiences with fellow teachers, they can help each other find solutions related to learning methods, classroom management, and how to deal with students with diverse abilities. He also added that teachers must continue to learn and adapt to developments in education to create more effective and meaningful learning for students.

4.4.3 Psychomotor Readiness

a. Developing Deep Learning-Based Learning Modules

Based on interviews, most English teachers have attempted to develop teaching modules that incorporate Deep Learning principles into their teaching.

Nurjamiah Suparman explained that in English learning, students are not only asked to answer questions from textbooks but are also guided to understand the text, analyze information, and express their own opinions. She believes this approach helps students gain a deeper understanding of the material.

Eka Riskawati stated that learning objectives are beginning to be tailored to students' abilities and needs to make the learning process more effective. She explained that each student has different abilities, so teachers need to adapt learning methods and activities to the students' specific needs in the classroom.

Pujiati explained that group discussions and presentations help students become more active in learning English. She noted that students appear more confident when given the opportunity to collaborate and present their discussion results in front of the class.

Siti Sundari stated that the implementation of Deep Learning in learning modules still requires adjustments, particularly in determining learning indicators and assessment formats that align with the deep learning concept. She acknowledged that teachers still need further understanding regarding the development of Deep Learning-based learning tools.

Furthermore, Waluyo explained that some teachers are still combining old media and learning tools with new learning concepts because the adaptation process to the Independent Curriculum and Deep Learning is still ongoing. He believes teachers need to continue developing their skills in developing more innovative teaching modules that are tailored to students' needs.

b. Designing critical thinking activities

Based on interviews, English teachers have used various learning strategies to develop students' critical thinking skills during the learning process. Some frequently used activities include group discussions, role-plays, text analysis, presentations, and Q&A sessions. Through these activities, students are encouraged to be more active in understanding the material, expressing their opinions, and collaborating with their peers during the learning process.

According to Nurjamiah Suparman, "students are given the opportunity to discuss simple topics in English so they become accustomed to expressing their ideas and opinions independently. She believes that discussion activities help students better understand the material and increase their confidence in using English."

According to Eka Riskawati, "text analysis and group work activities can help students think more critically about the learning material. She explained that students are not only asked to answer questions, but also to understand the content of the reading and explain it in their own words."

According to Pujiati, "role-plays and presentations make students more active during English lessons. She believes these activities help students practice their speaking skills and increase their confidence in speaking in front of the class."

According to Siti Sundari, "discussion-based learning activities provide opportunities for students to exchange opinions and solve problems together. She explained that through these activities, students become more involved in the learning process and understand the material more easily."

Furthermore, according to Waluyo, "the implementation of interactive learning activities helps students develop critical thinking and communication skills. He believes that students become more active when teachers create a comfortable learning environment and provide opportunities for them to explore their own ideas. Overall, the

research results show that teachers have made efforts to create learning that can develop students' critical thinking skills in English learning.

c. Implementing speaking activities

Based on interviews, English teachers have implemented various speaking activities to help improve students' English communication skills. These activities include dialogues, presentations, language games, role-plays, group discussions, and Q&A sessions. These activities provide students with opportunities to actively use English throughout the learning process.

According to Nurjamiah Suparman, "students tend to be more confident when speaking activities are conducted in groups. She believes that group learning makes students feel more comfortable, making them more confident in speaking and expressing their opinions in English."

According to Eka Riskawati, "the question-and-answer method is often used to practice students' speaking skills. She explains that through simple questions, students can gradually learn to express ideas and answer questions in English."

According to Pujiati, "role-play activities are very helpful in practicing speaking skills because they can practice conversations in specific situations. She believes these activities make students more active and less likely to get bored during the lesson."

According to Siti Sundari, "presentations and group discussions can increase students' confidence in speaking in front of the class. She

explains that students become more confident when given the opportunity to express their discussion results or opinions directly."

Furthermore, Waluyo, explained that language games and interactive activities can create a more enjoyable learning atmosphere, making students more enthusiastic about participating in speaking activities. Overall, the research results show that teachers have made efforts to implement various speaking activities to improve students' communication skills and self-confidence in learning English.

d. Strategies to increase student participation

Based on interviews, English teachers use various strategies to increase student engagement during the learning process. Some of these efforts include motivating students, using engaging learning media, creating a comfortable classroom atmosphere, and providing equal opportunities for all students to participate in learning activities.

Nurjamiah Suparman explained that motivation is crucial for increasing student confidence in learning English. She believes that teachers need to provide support and encouragement so that students are not afraid to ask questions or express their opinions during the lesson.

Eka Riskawati stated that the use of engaging learning media can make students more focused and enthusiastic about participating in lessons. She explained that learning videos and interactive images help students understand English material more easily.

Pujiati explained that educational games and group activities create a More lively and enjoyable classroom atmosphere. She noted

that students appear more active when learning is conducted through activities that involve cooperation and interaction between students.

Siti Sundari stated that teachers must create a comfortable learning environment so that students feel safe and confident in participating in learning. She explained that a positive classroom atmosphere can encourage students to speak up and participate more effectively in learning activities.

Furthermore, Waluyo explained that teachers strive to provide equal opportunities for all students to participate in discussions, presentations, and group activities. He believes that active student involvement is crucial to helping them understand the learning material more deeply. Overall, the research findings indicate that teachers have attempted to employ various strategies to increase student participation in English learning.

e. Comprehension-Based Assessment

Based on interviews, most English teachers have begun implementing assessment methods that focus not only on students' memorization skills but also on their ability to understand and use English in the learning process. Teachers assess student engagement through various learning activities, such as discussions, presentations, projects, and speaking practice in class. Through these assessments, teachers can see how well students understand the material and how well they can use it in learning situations.

Nurjamiah Suparman explained that assessments are not only

conducted through written tests, but also through student engagement during the learning process. She believes that student participation in discussions and speaking activities is an important indicator of student understanding of English material.

Eka Riskawati stated that presentations and group assignments help teachers determine students' ability to understand the material and express ideas in English. She explained that these types of assessments encourage students to be more active than simply working on written questions.

Pujiati explained that speaking practice and group discussions are often used as assessment methods because they directly train students' communication skills. She believes that students become more confident when given the opportunity to demonstrate their abilities through learning activities.

Siti Sundari stated that understanding-based assessments still need further development because teachers are still adjusting to the implementation of Deep Learning and the Independent Curriculum. She explained that determining an assessment format that suits students' abilities remains a challenge for some teachers.

Furthermore, Waluyo explained that some teachers still use written tests as the primary form of assessment because they are considered easier to administer and more practical in processing scores. However, she added that teachers are beginning to try combining written tests with activity-based assessments to better reflect

students' overall understanding. Overall, the research results indicate that the implementation of Deep Learning-based assessments in English learning still requires further development to be optimal.

4.4.4 Contextual Support

a. Utilization of Learning Media and Technology

Based on interviews, English teachers have utilized various learning media and technology to support the classroom learning process. These include instructional videos, audio, PowerPoint presentations, YouTube, and several English learning apps. These media are considered to help students understand the material more easily and make the learning process more engaging and interactive.

Nurjamiah Suparman explained that the use of instructional videos significantly helps students understand pronunciation and improve listening skills. She believes students understand the material more easily when they can see and hear direct examples of English usage.

Eka Riskawati stated that media such as PowerPoint presentations and interactive images help students focus better during learning. She explained that the use of visual media makes students more interested in English lessons compared to lecture-based methods.

Pujiati explained that YouTube and educational videos are often used to create a more enjoyable learning environment. She believes students become more active and enthusiastic when learning is linked to

digital media that relates to their daily lives.

Siti Sundari stated that the use of English learning apps can help students learn independently outside of the classroom. He explained that technology provides students with easier and more flexible access to learning materials.

Waluyo further explained that the use of technology makes English learning more interactive and less monotonous. However, he also stated that limited internet access and a lack of learning devices remain obstacles in some schools, preventing optimal use of technology. Overall, the research findings indicate that teachers have made efforts to utilize learning media and technology to support the implementation of Deep Learning in English learning.

b. School Facilities

Based on interviews, several English teachers stated that school facilities were sufficient to support the English learning process. Facilities such as LCD projectors, speakers, and other learning media were considered to help teachers deliver material in a more engaging and interactive manner.

Nurjamiah Suparman, explained that the use of LCD projectors significantly assisted teachers in displaying learning materials, videos, and images related to English lessons. She noted that students became more focused and understood the material more easily when learning used visual media.

Eka Riskawati, stated that the available school facilities were

sufficient to support classroom learning activities, particularly the use of speakers and audio media to improve students' listening skills. However, she explained that these facilities were not always utilized optimally due to limited resources in some classrooms.

Pujiati, explained that internet access remained a barrier to the use of learning technology in schools. According to her, unstable internet connections made it difficult for teachers to optimally utilize online learning media.

Siti Sundari, stated that some schools still lacked supporting facilities, particularly language laboratories and other technological devices. He explained that these limitations impact the implementation of Deep Learning-based learning, which requires more active use of media and technology.

Furthermore, Waluyo explained that school facilities play a crucial role in supporting interactive and meaningful learning. However, he added that the lack of internet access and learning devices in some schools remains a barrier to implementing Deep Learning in English language learning. Overall, the research results indicate that although some school facilities are adequate, there are still limitations in facilities and infrastructure that impact the effectiveness of Deep Learning implementation in the classroom.

c. Ipal Support and School Policies

Based on interviews, English teachers stated that the principal supports the implementation of learning innovations in the school. This

support is provided through various forms, such as training, instructional supervision, providing guidance to teachers, and providing facilities to facilitate classroom learning.

Nurjamiah Suparman explained that the school supports teachers in implementing more creative learning methods aligned with the Independent Curriculum. According to her, the principal provides teachers with opportunities to develop learning strategies that can increase student engagement in learning.

Eka Riskawati stated that the school provides support through training activities and discussions among teachers regarding the implementation of innovative learning. She explained that these activities help teachers understand curriculum changes and learning strategies that better suit student needs.

Pujiati explained that the principal's supervision helps teachers evaluate the learning process in the classroom. She stated that input from the principal and fellow teachers motivates teachers to continuously improve the quality of English language learning.

Siti Sundari stated that school policies support the implementation of student-centered learning in accordance with the principles of the Independent Curriculum. He explained that the school gives teachers the freedom to use various learning methods and media deemed effective for students.

Furthermore, Waluyo explained that school support encourages teachers to continuously improve their professional skills and create

more innovative learning. According to him, support from the principal makes teachers more motivated to implement new learning approaches, including Deep Learning, in English language learning. Overall, the research results indicate that principal support and school policies have a positive influence on teacher readiness to implement Deep Learning in the classroom.

d. Obstacles to Implementing Deep Learning

Based on interviews, English teachers reported that the implementation of Deep Learning in teaching still faces several obstacles in schools. These obstacles often include limited learning time, differences in student abilities, inadequate supporting facilities, and limited training on the application of Deep Learning in English learning.

Nurjamiah Suparman explained that limited learning time often makes it difficult for teachers to implement learning activities optimally. She stated that activities such as discussions, presentations, and speaking practice require sufficient time to ensure all students are actively engaged in the learning process.

Eka Riskawati stated that differences in student abilities present a challenge in the teaching and learning process. She explained that some students grasp the material quickly, while others require more intensive guidance, requiring teachers to use different approaches tailored to each student's abilities.

Pujiati explained that incomplete school facilities also impact the

implementation of Deep Learning in English learning. She noted that limited internet access, learning media, and technological devices prevent the optimal use of digital-based learning.

Siti Sundari stated that teachers still need additional training regarding the application of Deep Learning in English learning. He explained that some teachers are still adjusting to new learning strategies that align with the Independent Curriculum and current student needs.

Furthermore, Waluyo explained that some students are still less active in English lessons, requiring teachers to employ specific approaches to increase their participation. He believes that student motivation needs to be continuously fostered through a comfortable learning environment, the use of engaging media, and learning activities that directly involve students. Overall, the research results indicate that the implementation of Deep Learning still faces various obstacles, but teachers are still striving to adapt their learning strategies to make the learning process more effective and meaningful for students.

e. Reflective Readiness

Based on interviews, most English teachers felt quite ready to implement the Deep Learning approach in English teaching. The teachers understood that this approach was important for improving students' critical thinking skills, creativity, and communication skills during the learning process. Furthermore, teachers recognized that student-centered learning can make students more active and

independent in their learning.

Nurjamiah Suparman explained that the implementation of Deep Learning had a positive impact on student engagement in English learning. She noted that students became more active in discussions and more confident in expressing their opinions when learning was conducted interactively.

Eka Riskawati stated that she felt quite ready to implement Deep Learning, but still needed to improve her skills in using learning technology. She explained that mastery of digital media was crucial for supporting more engaging learning and keeping up with current educational developments.

Pujiati explained that teachers still needed to develop their skills in developing understanding-based assessments so that assessments did not focus solely on written test results. She believed that activity-based assessments could help teachers understand students' abilities more comprehensively.

Siti Sundari stated that the development of Deep Learning-based teaching modules still required further adjustments and development. He explained that teachers need a deeper understanding of learning strategies that align with the principles of Deep Learning and the Independent Curriculum.

Waluyo further explained that teachers still require support in the form of training, learning facilities, and ongoing professional development to ensure optimal implementation of Deep Learning. He

believes that improving teacher competency is crucial for creating more effective, creative, and meaningful English language learning for students. Overall, the research findings indicate that English teachers are quite well prepared to implement Deep Learning, although further support and development are still needed to support its implementation in schools.

4.2. Discussion

The findings of this study revealed that English teachers in junior high schools in Sorong Regency have shown a fairly good level of readiness in implementing the Deep Learning approach in English language learning. Teachers demonstrated an understanding that English learning should not only focus on memorization of vocabulary and grammar but should also encourage students to understand concepts more meaningfully, think critically, and actively participate in classroom activities. This condition reflects a transition from traditional teaching practices toward more student-centered learning.

This finding specifically answers the research problem of this study regarding whether English teachers are ready to implement Deep Learning in English classrooms. Based on the interview results, teachers can be considered sufficiently ready because they already understand the importance of meaningful learning and have attempted to apply interactive learning strategies in the classroom. However, their readiness still requires improvement in several aspects, such as assessment development, technology integration, and deeper understanding of Deep Learning implementation in English instruction.

The results indicate that teachers have attempted to position themselves as

facilitators rather than the center of learning activities. Teachers encouraged students to become more active through group discussions, presentations, role-play, question-and-answer activities, and collaborative tasks. These learning activities allowed students to express opinions, solve problems, and communicate using English in more meaningful contexts. Such practices reflect the principles of Deep Learning, which emphasize understanding, active engagement, and critical thinking during the learning process.

The study also found that teachers understood the relationship between Deep Learning and the Merdeka Curriculum. According to the participants, both approaches emphasize student autonomy, creativity, exploration, and active participation. Teachers attempted to provide learning opportunities that enabled students to explore ideas independently and connect learning materials to real-life situations. This finding shows that teachers have started adapting their instructional approaches to the current educational demands.

In terms of cognitive readiness, most teachers demonstrated sufficient understanding of the concept of Deep Learning and its implementation in English learning. Teachers recognized that learning should help students gain deeper understanding rather than simply memorize material. Nevertheless, some teachers still combined Deep Learning with traditional learning approaches because they believed that memorization remains important as a basic foundation for language learning. This finding suggests that teachers are still in the process of adapting to new learning approaches.

From the affective perspective, teachers showed positive attitudes toward the implementation of Deep Learning. They believed that interactive and meaningful learning activities could improve students' confidence, motivation, communication

skills, and classroom participation. Teachers also expressed willingness to adapt their teaching methods to students' needs and classroom conditions. This positive attitude became one of the supporting factors in implementing student-centered learning.

Regarding psychomotor readiness, teachers attempted to apply various teaching strategies that support active learning. Activities such as discussions, speaking practice, presentations, and text analysis were frequently used to encourage students' participation and critical thinking. Teachers also began to use assessment methods that focused on students' understanding and participation rather than relying entirely on written examinations. However, some teachers admitted that they still needed improvement in designing Deep Learning-based assessments that accurately measure students' comprehension and learning progress.

Another important finding of this research is the influence of contextual support on teacher readiness. School principals and school policies generally provided positive support for innovative learning practices. Teachers received opportunities to participate in training programs, discussions, and supervision activities that supported professional development. In addition, schools attempted to provide learning media and technological support to facilitate classroom learning. This finding indicates that teacher readiness is strongly influenced not only by individual competence but also by institutional support.

Despite the positive findings, this study also identified several gaps in the implementation of Deep Learning in English classrooms. First, there is still a gap between teachers' theoretical understanding and their practical implementation of Deep Learning in classroom instruction. Although teachers understand the concept, some still experience difficulties in applying it consistently during teaching activities. Second,

limited facilities and technological resources remain obstacles in some schools, especially regarding internet access and learning devices. Third, teachers stated that they still lacked specific training related to Deep Learning in English learning, making them feel less confident in implementing certain strategies and assessment models.

These findings demonstrate that teacher readiness in implementing Deep Learning is still developing and requires continuous improvement. Teachers already possess the basic readiness needed to support student-centered learning, but further professional development and institutional support are still necessary. Continuous training, adequate learning facilities, and opportunities for collaboration among teachers are important to strengthen teachers' ability to implement Deep Learning more effectively.

Overall, this study concludes that English teachers in junior high schools in Sorong Regency are fairly ready to implement the Deep Learning approach in English language learning. Teachers have shown understanding, positive attitudes, and efforts to create meaningful learning experiences for students. However, several challenges related to facilities, technology, assessment, and professional training still need to be addressed to ensure that the implementation of Deep Learning can be carried out more effectively and consistently in English classrooms.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings of this study, it can be concluded that English teachers at junior high schools in Sorong Regency have shown a relatively good level of readiness in implementing the Deep Learning approach in English language learning. Teachers already understand that learning English should not only focus on memorizing vocabulary and grammar, but also on helping students understand the material meaningfully, participate actively, and develop critical thinking skills during the learning process.

This study answers the research problem concerning teachers' readiness to implement Deep Learning in English classrooms. The findings indicate that teachers have demonstrated readiness in several aspects, including cognitive, affective, psychomotor, and contextual readiness. Cognitive readiness was reflected in teachers' understanding of Deep Learning concepts and their relationship with the Merdeka Curriculum. Affective readiness could be seen through teachers' positive attitudes, motivation, and willingness to adapt to new learning approaches. Meanwhile, psychomotor readiness appeared in teachers' efforts to apply interactive learning activities such as discussions, role-play, collaborative learning, presentations, and speaking activities in the classroom.

The findings also revealed that teachers have attempted to utilize various learning media and technology to support the learning process, such as videos, PowerPoint presentations, YouTube, and English learning applications. In addition, support from school principals and school policies contributed positively to teachers' readiness through training opportunities, supervision, and encouragement to

implement innovative learning methods.

However, this study also identified several challenges and gaps in the implementation of Deep Learning in English learning. Some teachers still experienced difficulties in designing comprehension-based assessments, integrating technology effectively, and applying Deep Learning consistently in classroom practice. Furthermore, limited internet access, inadequate facilities, time constraints, and the lack of specific training related to Deep Learning in English instruction became obstacles that affected the implementation process.

Therefore, this study concludes that English teachers in junior high schools in Sorong Regency are sufficiently prepared to implement the Deep Learning approach in English language learning. Nevertheless, continuous support through professional development programs, adequate learning facilities, and specific training is still necessary to strengthen teachers' readiness and optimize the implementation of Deep Learning in English classrooms.

5.1 Suggestion

Based on the results of this study, the researcher offers suggestions to schools for further consideration. The following are the suggestions the researcher can provide:

a. For English Teachers

English teachers are encouraged to continue improving their professional competencies related to the implementation of Deep Learning in English learning. Teachers should actively participate in workshops, seminars, and other professional development activities to improve their understanding of student-centered learning, technology integration, and assessment development. In addition, teachers are expected to create more

meaningful and interactive learning activities that encourage students to become more active, confident, and critical during the learning process.

b. For Schools

Schools are expected to provide stronger support for the implementation of Deep Learning by improving educational facilities and technological resources, such as internet access, projectors, audio devices, and digital learning media. Schools should also provide continuous training and mentoring programs to help teachers improve their teaching competencies and adapt to innovative learning approaches in accordance with the Merdeka Curriculum.

c. For Students

Students are expected to participate more actively in English learning activities and develop greater confidence in expressing their ideas and opinions during classroom interaction. Students should also take advantage of learning opportunities provided by teachers through discussions, presentations, collaborative tasks, and speaking activities to improve their English communication skills and critical thinking abilities.

d. For Future Researchers

Future researchers are suggested to conduct further studies related to Deep Learning implementation in English language teaching by involving wider research participants, different educational levels, or different research methods. Future studies may also explore the effectiveness of Deep Learning on students' achievement, classroom interaction, or teachers' professional development in English language learning contexts.

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Appendix 1

Subject teacher interview instrument outline

Day/date:

Responded:

School:

Objective: To explore the preparedness of English teachers to apply the “Deep Learning” approach in EFL (English as a Foreign Language) instruction, particularly in relation to the implementation of the Merdeka Curriculum.

No	Aspect	Indicator	Sub. indicator	No. question
1.	Cognitive readiness	Understanding deep learning concepts	Understanding the concept of deep learning in EFL	1. How do you understand the concept of Deep Learning in learning English as a Foreign Language (EFL)?
		Differences in learning approaches	Differentiating between surface learning and deep learning in English	2. How do you differentiate between English learning that is based on memorization (surface learning) and learning that encourages deep understanding?
		Curriculum integration	Linking deep learning with the	3. How do you relate the implementation of Deep Learning

			Merdeka curriculum	to the Independent Curriculum in English learning?
		Training experience	Participate in innovative learning/deep learning training	4. Have you ever participated in training related to Deep Learning-based English? How did it affect your understanding?
2.	Affective Readiness	Attitude towards deep learning	Views on implementation in 4 skills (listening, speaking, reading, writing)	5. What is your attitude towards the application of Deep Learning in learning English language skills (listening, speaking, reading, writing)?
		Teaching motivation	The push to implement student-centered learning	6. Do you feel motivated to change your English teaching method from teacher-centered to student-centered?
		Readiness to face challenges	Attitudes towards barriers to learning	7. How prepared are you to face the challenges of teaching English using a deep learning approach?
		Belief self	Confidence in applying Deep Learning	8. How confident are you in applying Deep Learning to English learning effectively?

3.	Psychomotor Readiness (Teaching Skills)	Learning planning	Developing lesson plans/modules based on deep learning	9. How do you compile an English lesson plan module that reflects the principles of Deep Learning?
		Design learning activities	Designing critical thinking activities	10. How do you design English learning activities that encourage students to think critically, for example in understanding texts or discussing?
		Implementation of learning	Facilitating speaking activities	11. How do you facilitate discussions or speaking activities so that students are active and reflective?
		Learning strategies	Increase student participation	12. How do you encourage students' active participation in learning English?
		Assessment of learning	Understanding-based assessment	13. How do you conduct an English assessment that supports in-depth understanding, not just memorizing vocabulary or grammar?

4.	Contextual Support	Utilization of media	Use of learning technology/media	14. How can media or technology (e.g. video, audio, language applications) be used to support Deep Learning-based English learning?
		School facilities	Availability of English learning facilities	15. Do school facilities support interactive and meaningful English learning activities?
		Institutional support	Principal/policy support	16. How does the principal or school policy support English language learning innovation?
		Learning obstacles	Barriers to implementing deep learning	17. What obstacles do you face in implementing Deep Learning in English learning in junior high schools?
5.	Reflective	Teacher self-evaluation	Overall level of readiness	18. Overall, do you feel ready to implement deep learning in your English lessons? Explain your reasons.

Appendix 2

SUMMARY OF ANSWERS FROM ENGLISH SUBJECT TEACHERS

Day/date: Monday, April 27, 2026

Responded: Pujianti, S.Pd.

School: MTs Muhammadiyah 02 Aimas

Objective: To explore the preparedness of English teachers to apply the “Deep Learning” approach in EFL (English as a Foreign Language) instruction, particularly in relation to the implementation of the Merdeka Curriculum.

No	Aspect	Indicator	Sub. indicator	No. Question
1.	Cognitive readiness	Understanding deep learning concepts	Understanding the concept of deep learning in EFL	Nurian Supriyatin How do you understand the concept of Deep Learning in learning English as a Foreign Language (EFL)? Pujianti, S.Pd. In my opinion, yes, in terms of understanding, this is a good concept for children, especially since children aren't limited to

				one class; not just one student can master any given lesson. There are usually other students with different learning styles. So, in one class, they might not focus on one point, but they can achieve all the understanding. I think it's good for learning in these months.
		Differences in learning approaches	Differentiating between surface learning and deep learning in English	Nurian Supriyatin How do you differentiate between English learning that is based on memorization (surface learning) and learning that encourages deep understanding? Pujianti, S.Pd. Memorization is actually good, because it's what children won't forget. So, in

				my opinion, memorization is fundamental. Even though there's deep learning, without memorization, I think it's lost. It's fine for deep learning, but I think if possible, memorization methods that don't forget should still be used. It's just perhaps better combined with deep learning.
		Curriculum integration	Linking deep learning with the Merdeka curriculum	Nurian Supriyatin How do you relate the implementation of Deep Learning to the Independent Curriculum in English learning? Pujianti, S.Pd. How do you relate it? The independent curriculum is actually more about children finding out for

				themselves. Deep learning is about each student being free to discover their own abilities. For me, I give an illustration, for example, a picture or a situation, and then I let the children imagine what they can get from this picture in this situation. That's how I relate it. Because, the point of the independent curriculum is that they have to learn to be independent. This means they have to find out for themselves. Meanwhile, in Diblurney, what is it? I still think it's related, but there's not much difference between the independent curriculum and deep learning. They're
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				just more into deep learning.
		Training experience	Participate in innovative learning/deep learning training	Nurian Supriyatin Have you ever participated in training related to Deep Learning-based English? How did it affect your understanding? Pujianti, S.Pd. Yes, there was training. No special training yet. There were several teachers because at that time, we were only represented by a few people. It happened to be the Madrasa Chapel, the Deputy Curriculum Officer, and one other teacher. It just so happened that we were teaching. But if you're studying on your own and have participated in learning at that time, you

				happened to be participating in the PPG program, there was learning like that. As for my independent training, I've never had it. We only included deep learning materials from the PPG program. Nurian Supriyatin There is no training at school? Pujianti, S.Pd. We just share what the teachers who received the training shared with us. It's like sharing. We haven't had any independent training yet. But there were some other teachers there at the time, only three of whom were represented.
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2.	Affective Readiness	Attitude towards deep learning	Views on implementation in 4 skills (listening, speaking, reading, writing)	Nurian Supriyatin What is your attitude towards the application of Deep Learning in learning English language skills (listening, speaking, reading, writing)? Pujianti, S.Pd. Welcome, yes, I welcome this learning because they are enthusiastic. So, initially quiet children, now they are starting to dare to show their abilities even though they are not the same as their friends. Because in this deep learning, every child has a different way of conveying. I really appreciate this learning. For children who are not capable, not unable, not daring to show their
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				talents, they are starting to be brave with methods like this. But for them, maybe they are more into this, yes, More on writing, as for speaking, in my opinion, any learning method, if for speaking because it is rarely used only used during learning, I think indeed, whatever method they should practice directly, that's it for speaking. But as for learning, in my opinion, all for learning, listening is okay. Incidentally, we use an infocus, so every few weeks. Because in one hour of learning, two hours of learning, it's impossible for
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				me to provide all the methods, right? Like, today, for example, it's specifically for listening, so I give listening. I still use it every... Maybe a week, right? No, because it's once a week. So, we do have to divide the songs. But in my opinion, speaking is what they need, because maybe they need a tutor, especially since most of us in Indonesia use Indonesian. That's all. As for writing, the children are enthusiastic, but as I said, sometimes children just study, they get bored, right? So sometimes I give videos, I give listening, whatever it is, English listening, I ask them
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				anything that interests them.
		Teaching motivation	The push to implement student-centered learning	Nurian Supriyatin Do you feel motivated to change your English teaching method from teacher-centered to student-centered? Pujianti, S.Pd. Oh yeah, I've always been like that, sis. I mean, I don't want to be the center of attention. But sometimes their peers act as tutors. For example, you have to do this: how to express a sentence, how to use the correct tense, and what it should look like. I do use my friends. So, I'm not just the central teacher; I also sometimes tutor the

				students, or I teach them speaking in class. Nurian Supriyatin So children should be active too? Pujianti, S.Pd. Must be active. English should be like that, miss. Even the teacher, sometimes, even when we explain, sometimes they still don't understand, they understand better when sometimes they immediately crack when their friends are around, this is how it should be. So sometimes the child is not brave or afraid of the teacher, not actually afraid, maybe embarrassed because they can't yet, but with friends in their class,
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				they are also the center, they can help their friends who can't yet.
		Readiness to face challenges	Attitudes towards barriers to learning	Nurian Supriyatin How prepared are you to face the challenges of teaching English using a deep learning approach? Pujianti,S.Pd. Yes, sometimes when they're bored, I give them motivation. Besides that, sometimes I give them games. Ice Breakers. Basically, something that keeps them from getting bored. Then, in the middle of the Ice Breaker, we continue. And I don't want to be monotonous, I just keep giving them material, no. The main thing is to have more.

		Belief self	Confidence in applying Deep Learning	Nurian Supriyatin How confident are you in applying Deep Learning to English learning effectively? Pujiati, S.Pd. For me, thank God, the children have grown so much, I mean, the children started to develop when I used that method. Because in English, if we only use the CBS method, like taking notes until the end, the children aren't interested. But with deep learning, they are very enthusiastic. So they don't just focus on one person, who can do it—meaning those who are capable can do it, but the children who aren't capable are brave, so
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				they are brave. It doesn't mean they're brave or not, but they are able to explain what they can.
3.	Psychomotor Readiness (Teaching Skills)	Learning planning	Developing lesson plans/modules based on deep learning	Nurian Supriyatin How do you compile an English lesson plan module that reflects the principles of Deep Learning? Pujianti, S.Pd. That's deep learning, and we have to organize it according to the appropriate guidelines. The basic principle? We align it with the school curriculum. I research the rest of the lesson plan development directly, so the students will be interested if we adhere to the curriculum and rules.

		Design learning activities	Designing critical thinking activities	Nurian Supriyatin How do you design English learning activities that encourage students to think critically, for example in understanding texts or discussing? Pujianti, S.Pd. Usually I make them into groups, for example one, two, three, four groups, then I give them a text. First I give an explanation, what is this text that must be found, for example, please discuss it, then find which one in this text, please find which adjective, which verb, like that. That's their sympathy for their friends.
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		Implementation of learning	Facilitating speaking activities	Nurian Supriyatin How do you facilitate discussions or speaking activities so that students are active and reflective? Pujianti, S.Pd. I usually tell the kids to be independent, meaning I basically give each child time to speak. So sometimes I have them come to the front to give them the confidence to speak. Sometimes, one group will present the results of their discussion. But what I use more often is that the kids have to speak, usually in front of the class, while also developing their ability to speak confidently.
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		Learning strategies	Increase student participation	Nurian Supriyatin How do you encourage students' active participation in learning English? Pujianti, S.Pd. Sometimes I help with fellow tutors, peers. So, for example, if a child isn't yet able to understand my method of delivery, or perhaps is still confused or doesn't dare to ask questions, I allow their peers who already understand to help them. Maybe with a fellow tutor, they'll be more courageous in expressing what they don't understand. But if not, sometimes I approach the child. I ask one by one. For example, those who
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				don't understand. Sometimes when we explain, some understand, some don't. I approach the child, "Which part do you not understand?" I ask. Then they'll be more courageous. We're more face-to-face with the child. Because children are sometimes embarrassed when they have a lot of friends. Many friends, some friends already know, some don't know. Especially nowadays, children are more like, "Ugh, you don't know this, how come you don't know that?" So we're more like, "Okay, so we're face-to- face." Or maybe sometimes I approach their desk, to
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				see what's not there or not there yet. I go around teaching, I don't know in one place. So I set up the projector, explained it while walking around, asking questions one by one. It's more like, "Sometimes the kids want to ask questions, but not everyone has the courage to do that." Then I say, "Ask," and they ask, "What about this?" It seems like that's how it is, Miss. It's more of an approach. Because some kids don't dare to be in crowded places.
		Assessment of learning	Understanding-based assessment	Nurian Supriyatin How do you conduct an English assessment that supports in-depth

				Understanding, not just memorizing vocabulary or grammar? Pujianti, S.Pd. For the assessment, it might be based on the student's activeness, so if they are active, it means they are not only memorizing, for example, they are actively asking questions, then actively helping or sharing their experiences with their friends, I also take points. For example, maybe this child has good grades, right? We don't know if they got good grades because they asked their friends or something. But I sometimes see this child, oh, this child might be
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				active. He understands, but maybe during the assessment, he might forget. Like that, so it's not just focused on the assessment. We have to check regularly every time we meet. Where is the child's ability, oh, this child is able to do it, we assess it. Then is he active with his friends or not? He likes, in other words, sharing with his friends, for example, he is able, can help his friends, no. So it's not just focused on the assessment for English.
4.	Contextual Support	Utilization of media	Use of learning technology/media	Nurian Supriyatin How can media or technology (e.g. video, audio, language applications) be used to

				support Deep Learning-based English learning? Pujianti, S.Pd. Thank God, here we already use a projector. So in every lesson I always use a projector, I use videos, videos to build the children's enthusiasm first. So for example, I give a video, if it's not a conversation video, then a video about what I'm going to discuss. Whether it's from YouTube, or a video I made myself, I use it. Luckily, thank God we have a projector, every day we use a projector and videos to encourage the children's enthusiasm for learning. Because just like learning, we want the
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				children to develop on their own, right, so we give this video. Please, son, I can't give you listening. I wonder how this word is written. We use audio. Sorry, projector. Thank God, we are helped by the projector.
		School facilities	Availability of English learning facilities	Nurian Supriyatin Do school facilities support interactive and meaningful English learning activities? Pujianti, S.Pd. Thank God, the school is very supportive. So, whatever shortcomings we may have in our learning, the school always provides innovations and continually improves our weaknesses. For example, "Ma'am," we'll prepare this for

				English learning activities and always provide everything we need.
		Institutional support	Principal/policy support	Nurian Supriyatin How does the principal or school policy support English language learning innovation? Pujianti, S.Pd. With the Principal being very enthusiastic, God willing, we will do something. I always have weekly English Club lessons. Thank God, that has been implemented, and the Principal is very supportive and gives time, even setting aside special time for us in the English Club. And God willing, we will also collaborate with the campus, we will learn

				daily speaking for the children, to develop the children's skills. Yes, very, very, what is it, the support is extraordinary. Especially for English.
		Learning obstacles	Barriers to deep learning implementation	Nurian Supriyatin What obstacles do you face in implementing Deep Learning in English learning in junior high schools? Pujianti, S.Pd. Actually, there aren't any obstacles, the kids are enthusiastic too. It's just that we're only at the new school for a short time. The kids are developing every day. And we only get two hours. Two hours in one class, maybe, unless we have a different tutor. With

				a lot of students in one class, sometimes, as I said, there's not enough time.
5.	Reflective	Teacher self-evaluation	Overall level of readiness	Nurian Supriyatin Overall, do you feel ready to implement deep learning in your English lessons? Explain your reasons. Pujianti, S.Pd. God willing, it's ready, Miss. The reason, as mentioned earlier, is that, thank God, the media has been prepared and the network is in place. Thank God, the classroom is also clean and comfortable for the children to learn.

Day/date: Monday, April 27, 2026

Responded: Waluyo, S.Pd.

School: SMP Negeri 26 Kabupaten Sorong

Objective: To explore the preparedness of English teachers to apply the “Deep Learning” approach in EFL (English as a Foreign Language) instruction, particularly in relation to the implementation of the Merdeka Curriculum.

No	Aspect	Indicator	Sub. indicator	No. question
1.	Cognitive readiness	Understanding deep learning concepts	Understanding the concept of deep learning in EFL	Nurian Supriyatin How do you understand the concept of Deep Learning in learning English as a Foreign Language (EFL)? Waluyo, S.Pd. In my understanding, my understanding is related to deep learning, yes, from the language, deep learning means in-

				depth learning, meaning learning that is not just memorizing certain materials, but really, what is it called, understood, the concept is understood by the children so that the learning is imprinted not only at the beginning, but in a period of time it disappears, what is it called? My final understanding means not chasing the material but really understanding what is being taught.
		Differences in learning approaches	Differentiating between surface learning and deep learning in english	Nurian Supriyatin How do you differentiate between English learning that is based on memorization (surface learning) and

				learning that encourages deep understanding? Waluyo, S.Pd. The difference, actually, during my teaching, is sometimes almost the same. But what I understand from the concept is that deep learning, along with the lessons we've implemented, refers to a concept, a textual concept. So, if the learning that is usually done, the same concept, but we don't emphasize contextual understanding to the children. But with this deep learning, it is hoped that this learning, it is hoped that the
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				children truly understand the context and reality in the real world, related to the material they received from you. So it's not just a shadow, but will actually be implemented in the real world.
		Curriculum integration	Linking deep learning with the Merdeka curriculum	Nurian Supriyatin How do you relate the implementation of Deep Learning to the Independent Curriculum in English learning? Waluyo, S.Pd. Yes, so... In this case, we as teachers sometimes have a bit of difficulty implementing it with our students. Because of the students' context, their

				backgrounds, we already know, with this diploma learning model that prioritizes meaningful learning and what is called awareness, which is meaningful and enjoyable, sometimes we have tried, but this also becomes an obstacle for us. It hasn't been optimal, what we hoped for regarding the application of this deep learning to children. So, yes, we are trying our best to implement it with the children here, so they can learn according to what they want.
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		Training experience	Participate in innovative learning/deep learning training	Nurian Supriyatin Have you ever participated in training related to Deep Learning-based English? How did it affect your understanding? Waluyo, S.Pd. There hasn't been any specific training for English. But in general, I have. That's why I've said, please don't mix it up with other subject teachers. Specifically for English, English specialists. This way, we can truly focus on how a teacher will present the material using the methods used in this in-depth learning class.
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				This way, teachers can have a model and, with that model, we can visualize the various materials we'll be teaching, even if we still want to modify them. It's not like everything is like that. But we have an idea. But so far, we've only been given general training. We're expected, as adults, to learn on our own, and it's assumed that's what we're capable of, and I disagree with that. But what I want in terms of training is discipline-specific training. So, English teachers could be trained by an English teacher using in-depth
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				learning models that can serve as references. This is something I haven't received yet. But I've had general training, an introduction to in-depth learning theories.
2.	Affective Readiness	Attitude towards deep learning	Views on implementation in 4 skills (listening, speaking, reading, writing)	Nurian Supriyatin What is your attitude towards the application of Deep Learning in learning English language skills (listening, speaking, reading, writing)? Waluyo, S.Pd. My stance is actually that I comply with the regulations. If they are directed to be implemented, we will try to do so or implement them.

				However, there are still many obstacles. One of the obstacles mentioned earlier is the lack of training and the children's condition. That is what hinders us from improving ourselves, how we can facilitate the children's learning properly according to expectations, what is it called, in-depth learning. So it is conscious and meaningful. Then, after realizing that learning is meaningful, it will be applied in everyday life. And of course, in a fun environment, meaning the child is not under
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				pressure, learning and enjoying it. This doesn't mean it has to be a constant icebreaker, not in my opinion. But the child is already active, providing feedback. I can see that the child is happy because they are willing to respond to these things.
		Teaching motivation	The push to implement student-centered learning	Nurian Supriyatin Do you feel motivated to change your English teaching method from teacher-centered to student-centered? Waluyo, S.Pd. I've actually been trying to make teachers a facilitator, even though there hasn't been a deep learning program, I've

				been trying to make teachers a facilitator. Not only a short center from students, not only a resource center for students but really the students themselves, how they can learn independently with the facilitation of the teacher. So if there are difficulties, they ask, but this also comes back to the background of the students.
		Readiness to face challenges	Attitudes towards barriers to learning	Nurian Supriyatin How prepared are you to face the challenges of teaching English using a deep learning approach? Waluyo, S.Pd. Readiness, yes, of course, is prepared.

				Although I am not yet at my maximum as a teacher and certainly as a civil servant, I must be ready, yes, with all the limitations. And it makes me motivate myself. What shortcomings I feel in myself and makes me upgrade myself in learning within it. Of course, yes, often participate in activities and maybe share with friends.
		Belief self	Confidence in applying deep learning	Nurian Supriyatin How confident are you in applying Deep Learning to English learning effectively? Waluyo, S.Pd.

				Yes, for now, my confidence is still low in implementing deep learning, due to obstacles from different student characters and inadequate facilities.
3.	Psychomotor Readiness (Teaching Skills)	Learning planning	Developing lesson plans/modules based on deep learning	Nurian Supriyatin How do you compile an English lesson plan module that reflects the principles of Deep Learning? Waluyo, S.Pd. In developing the English module, I adapted it to the training I had attended and utilized various internet sources. In its development, several important components must be considered:

				planning, implementation, reflection, and assessment. These four components must be clearly stated in the module. Therefore, the module should include what is planned for the lesson, how it will be implemented, a reflection on the learning process, and the assessment or evaluation used.
		Design learning activities	Designing critical thinking activities	Nurian Supriyatin How do you design English learning activities that encourage students to think critically, for example in understanding texts or discussing?

				Waluyo, S.Pd. Ideally, for children to gain experience, learning must incorporate both constructual and realistic learning. With this constructual and realistic approach, it is hoped that children will be interested and will provide feedback on conditions in the field and in real life.
		Implementation of learning	Facilitating speaking activities	Nurian Supriyatin How do you facilitate discussions or speaking activities so that students are active and reflective? Waluyo, S.Pd. create contextual and realistic learning, so that

				children do not feel afraid of teachers when conducting class discussions.
		Learning strategies	Increase student participation	Nurian Supriyatin How do you encourage students' active participation in learning English? Waluyo, S.Pd. discuss internally so that students can be more active.
		Assessment of learning	Understanding-based assessment	Nurian Supriyatin How do you conduct an English assessment that supports in-depth understanding, not just memorizing vocabulary or grammar? Waluyo, S.Pd. One of the assessments we frequently conduct is

				the oral option. Then, with speaking, we sometimes provide listening sessions so that the children can also hear stories from native English speakers.
4.	Contextual Support	Utilization of media	Use of learning technology/media	Nurian Supriyatin How can media or technology (e.g. video, audio, language applications) be used to support Deep Learning-based English learning? Waluyo, S.Pd. Yes, of course, the way to use the video that we direct using a gadget, to watch a story, then they will discuss it with their group.

		School facilities	Availability of English learning facilities	Nurian Supriyatin Do school facilities support interactive and meaningful English learning activities? Waluyo, S.Pd. If it's supportive, I think it's already supportive enough. Because there's internet here, there's an interactive board, and each teacher has a laptop, and I think it's already supportive.
		Institutional support	Principal/policy Support	Nurian Supriyatin How does the principal or school policy support English language learning innovation? Waluyo, S.Pd. The principal provides teachers with the broadest possible

				discretion to implement learning innovations and creativity in the learning process, meaning they are very supportive.
		Learning obstacles	Barriers to deep learning implementation	Nurian Supriyatin What obstacles do you face in implementing Deep Learning in English learning in junior high schools? Waluyo, S.Pd. actually a lack of training appropriate to the subjects being taught. English lessons must be taught in English, not combined. So, there's a lack of training appropriate to the discipline. Then there's low student motivation. Yes, that's

				the main obstacle. So now, it's not just this school; it turns out many students lack motivation to learn. So, this is a challenge for all of us, how to motivate children to learn. Nurian Supriyatin But excuse me, sir, has deep learning been implemented at this school? Waluyo, S.Pd. We've tried to implement deep learning, but overall, it hasn't been optimal. Although the percentage is still small, the obstacle is motivation.
5.	Reflective	Teacher self-evaluation	Overall level of readiness	Nurian Supriyatin

				Overall, do you feel ready to implement deep learning in your English lessons? Explain your reasons. Waluyo, S.Pd. If we're asked about readiness, well, if this is already a policy, then whether we're ready or not, we have to be. But if it's still just a directive, we're taking it slow to understand it.
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Appendix 4

Day/date: Monday, April 27, 2026

Responded: Siti Sundari

School: SMP Negri 26 Kabupaten Sorong

Objective: To explore the preparedness of English teachers to apply the “Deep Learning” approach in EFL (English as a Foreign Language) instruction, particularly in relation to the implementation of the Merdeka Curriculum.

No	Aspect	Indicator	Sub. indicator	No. question
1.	Cognitive readiness	Understanding deep learning concepts	Understanding the concept of deep learning in EFL	Nurian Supriyatin How do you understand the concept of Deep Learning in learning English as a Foreign Language (EFL)? Siti Sundari, S.Pd. My understanding of the concept of deep learning is that they learn from the heart so

				that children really understand how to use the language as a second language, but we do learn other people's languages, not their mother tongue, so they really understand its function, apart from the meaning, they also understand its function in everyday life.
		Differences in learning approaches	Differentiating between surface learning and deep learning in English	Nurian Supriyatin How do you differentiate between English learning that is based on memorization (surface learning) and learning that encourages deep understanding? Siti Sundari, S.Pd.

				For memorization, they understand the function of this problem in their daily work. They must memorize the problems in the material and its supporting elements. But for in-depth learning, they must understand what they are learning.
		Curriculum integration	Linking deep learning with the Merdeka curriculum	Nurian Supriyatin How do you relate the implementation of Deep Learning to the Independent Curriculum in English learning? Siti Sundari, S.Pd. Linking deep learning to the Independent

				Curriculum. Deep learning teaches students to truly understand. Their freedom allows them to express themselves freely. Once they understand the material, they can convey it. There are many assignments they can choose from. There are many options. So, for example, assignments don't have to be written. They can be videos. This allows them to express themselves freely.
		Training experience	Participate in innovative	Nurian Supriyatin Have you ever participated in training

			learning/deep learning training	related to Deep Learning-based English? How did it affect your understanding? Siti Sundari, S.Pd. One of the assessments we frequently conduct is the oral option. Then, with speaking, we sometimes provide listening sessions so that the children can also hear stories from native English speakers.
2.	Affective Readiness	Attitude towards deep learning	Views on implementation in 4 skills (listening, speaking, reading, writing)	Nurian Supriyatin What is your attitude towards the application of Deep Learning in learning English language

				skills (listening, speaking, reading, writing)? Siti Sundari, S.Pd. Yes, of course, the way to use the video that we direct using a gadget, to watch a story, then they will discuss it with their group.
		Teaching motivation	The push to implement student-centered learning	Nurian Supriyatin Do you feel motivated to change your English teaching method from teacher-centered to student-centered? Siti Sundari, S.Pd. If it's supportive, I think it's already supportive enough. Because there's internet here, there's

				an interactive board, and each teacher has a laptop, and I think it's already supportive.
		Readiness to face challenges	Attitudes towards barriers to learning	Nurian Supriyatin How prepared are you to face the challenges of teaching English using a deep learning approach? Siti Sundari, S.Pd. There's no training for English lessons. To learn it myself, I happen to have technical guidance, and sometimes I've studied online. Many are paid. And videos, too, have helped me understand a lot. So I'm trying to learn on

				my own, since there's no training.
		Belief self	Confidence in applying deep learning	Nurian Supriyatin How confident are you in applying Deep Learning to English learning effectively? Siti Sundari, S.Pd. I'm actually quite confident, but that confidence hasn't fully aligned with the results. Sometimes some children grasp the material more quickly, but I still try to adjust my delivery so everyone can follow. I may not have prepared much material, but I prefer a little material that the children truly

				understand rather than too much that isn't absorbed well.
3.	Psychomotor Readiness (Teaching Skills)	Learning planning	Developing lesson plans/modules based on deep learning	Nurian Supriyatin How do you compile an English lesson plan module that reflects the principles of Deep Learning? Siti Sundari, S.Pd. I develop materials based on field conditions and adapt them to existing needs. References are drawn from technological developments, including the use of AI, as well as comparisons with other schools and the experiences of seniors. Furthermore, I strive

				to participate in various training courses and the latest developments to ensure the material remains relevant and evolving.
		Design learning activities	Designing critical thinking activities	Nurian Supriyatin How do you design English learning activities that encourage students to think critically, for example in understanding texts or discussing? Siti Sundari, S.Pd. Before entering class, I prepare and plan the material, from discussion time, understanding the

				material, to working on the questions. This lesson planning allows students to be more active participants throughout the learning process.
		Implementation of learning	Facilitating speaking activities	Nurian Supriyatn How do you facilitate discussions or speaking activities so that students are active and reflective? Siti Sundari, S.Pd. Learning is facilitated by communicating boundaries from the outset, then guiding students to first understand and master the material. Afterward, they engage in discussions

				to hone their understanding, ability to express opinions, and courage in defending arguments based on the material they have learned.
		Learning strategies	Increase student participation	Nurian Supriyatin How do you encourage students' active participation in learning English? Siti Sundari, S.Pd. There are questions they want answered, that's the problem.
		Assessment of learning	Understanding-based assessment	Nurian Supriyatin How do you conduct an English assessment that supports in-depth understanding, not just memorizing

				vocabulary or grammar? Siti Sundari, S.Pd. With the practice sessions, in addition to independent practice, there's also hands-on practice. I even assign them to make a video at the end of the semester. So, they have material.
4.	Contextual Support	Utilization of media	Use of learning technology/media	Nurian Supriyatin How can media or technology (e.g. video, audio, language applications) be used to support Deep Learning-based English learning? Siti Sundari, S.Pd. The benefits of training children's

				discussions by watching videos, then they answer in their own language.
		School facilities	Availability of English learning facilities	Nurian Supriyatin Do school facilities support interactive and meaningful English learning activities? Siti Sundari, S.Pd. School support is very good thank you
		Institutional support	Principal/policy support	Nurian Supriyatin How does the principal or school policy support English language learning innovation? Siti Sundari,S.Pd. The principal is very supportive but the facilities are very limited

		Learning obstacles	Barriers to implementing deep learning	Nurian Supriyatin What obstacles do you face in implementing Deep Learning in English learning in junior high schools? Siti Sundari, S.Pd. Lack of enthusiasm for learning among children is based on different backgrounds and makes it difficult for teachers to apply the learning in English learning in class and also one of the factors is that when they were in elementary school they did not get anything. There were no English lessons which made it difficult for children at the
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				junior high school level to learn English because in junior high school it is not about studying tomorrow but has entered into discussions.
5.	Reflective	Teacher self-evaluation	Overall level of readiness	Nurian Supriyatin Overall, do you feel ready to implement deep learning in your English lessons? Explain your reasons. Ready, actually, we're ready. Because teachers from everywhere have to work hard and be ready. Perhaps it's just the training that's needed. Yes, we're hoping for training

				from the government. If not, at least there are communities. Besides local residents, I hope there will be training as well.
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Appendix 5

Day/date: Monday, April 27, 2026

Responded: Nurjamiah Suparman, S.Pd.

School: MTs Al-Ma'arif 1 Kabupaten Sorong

Objective: To explore the preparedness of English teachers to apply the “Deep Learning” approach in EFL (English as a Foreign Language) instruction, particularly in relation to the implementation of the Merdeka Curriculum.

No	Aspect	Indicator	Sub. indicator	No. question
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1.	Cognitive readiness	Understanding deep learning concepts	Understanding the concept of deep learning in EFL	Nurian Supriyatin How do you understand the concept of Deep Learning in learning English as a Foreign Language (EFL)? Nurjamiah Suparman, S.Pd. Deep learning is deep, right? It means it's more about
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				understanding, not just the meaning, but also the experience, from the theory of meaning and therapy. Moreover, English is a foreign language, so automatically the learning is even more complex if it's deep learning.
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		Differences in learning approaches	Differentiating between surface learning and deep learning in English	Nurian Supriyatin How do you differentiate between English learning that is based on memorization (surface learning) and learning that encourages deep understanding? Nurjamiah Suparman, S.Pd.
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				If the understanding is as deep as I said earlier, it is more about... How children are more active than their teachers
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		Curriculum integration	Linking deep learning with the Merdeka curriculum	Nurian Supriyatin How do you relate the implementation of Deep Learning to the Independent Curriculum in English learning? Nurjamiah Suparman, S.Pd. If I'm connecting, because the curriculum is useful in the student center, so it's more about the projects. That's how I connect it. Enjoy your
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				teaching experience here, Sis.
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		Training experience	Participate in innovative learning/deep learning training	Nurian Supriyatin Have you ever participated in training related to Deep Learning-based English? How did it affect your understanding? Nurjamiah Suparman, S.Pd. Teachers participate in regular online learning and training. After receiving the learning materials, participants are required to practice and conduct evaluations to determine their understanding of the material. The school
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				also held training on Artificial Intelligence (AI) because current educational developments are closely linked to technology and the 4.0 era. Therefore, teachers are required to continuously learn and be able to utilize technology in the learning process. After participating in the training, teachers became more familiar with various teaching methods and learning media that they had never used before.
2.	Affective Readiness	Attitude towards deep learning	Views on implementation in 4 skills (listening,	Nurian Supriyatin What is your attitude towards the

			speaking, reading, writing)	application of Deep Learning in learning English language skills (listening, speaking, reading, writing)? Nurjamiah Suparman, S.Pd. In English learning, teachers use a variety of learning media, particularly for listening skills, which require audio-visual materials. For speaking skills, students are encouraged to actively speak to develop their communication skills. However, there are challenges because some elementary
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				schools no longer teach English, resulting in many junior high school students entering without an adequate English foundation. As a result, junior high school teachers must reteach material from the basic level. Furthermore, teachers consider the English material at the junior high level to be quite advanced and sometimes difficult for students to grasp. Therefore, teachers emphasize basic understanding, the ability to express opinions, and
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				vocabulary mastery rather than simply following the textbook.
		Teaching motivation	The push to implement student-centered learning	Nurian Supriyatin Do you feel motivated to change your English teaching method from teacher-centered to student-centered? Nurjamiah Suparman, S.Pd. Actually, I'm not motivated because I have to. Speaker 1 05:30 Demands. Yes, demands. So, especially now, what generation? Alpha, right? Yes. Generation Alpha is more active, right? So, they have a lot of health issues, so

				we as teachers have to be smart. That's a demand for student-centered learning. I still have to memorize things. So the teacher is the center, whereas now it's the students.
		Readiness to face challenges	Attitudes towards barriers to learning	Nurian Supriyatin How prepared are you to face the challenges of teaching English using a deep learning approach? Nurjamiah Suparman, S.Pd. The teacher stated that the challenges in today's education world are quite significant, particularly due to the increasingly diverse

				character of students. According to him, the academic abilities and attitudes or ethics of some students are declining, while teachers are being required to implement increasingly complex learning approaches. This requires teachers to work harder to adapt learning methods to the students' specific needs. Despite this, teachers strive to be prepared for these challenges, but their success depends heavily on the situations and conditions
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				encountered in the learning environment.
		Belief self	Confidence in applying deep learning	Nurian Supriyatin How confident are you in applying Deep Learning to English learning effectively? Nurjamiah Suparman, S.Pd. Confidence, yes, it is quite big to apply deep learning after what I have learned from juniors and from workshops to schools, yes, God willing, I am ready and confident.
3.	Psychomotor Readiness (Teaching Skills)	Learning planning	Developing lesson plans/modules based on deep learning	Nurian Supriyatin How do you compile an English lesson plan module that reflects the principles of Deep Learning?

				Nurjamiah Suparman, S.Pd. Yes, it's just like usual, a regular lesson plan. The approach reflects the principles of deep learning. But if it's reflected in the film, then we have to look at the content, right? The content will definitely be different, right? There are parts like demonstrations, collaborations, etc. Furthermore, this needs to be more critical.
		Design learning activities	Designing critical thinking activities	Nurian Supriyatin How do you design English learning activities that encourage students to

				think critically, for example in understanding texts or discussing? Nurjamiah Suparman, S.Pd. In designing the lessons, the teacher primarily applies a student-centered approach by assigning projects and presentations in English to encourage students to be more active in the learning process. The teacher explained that teaching students today requires assertiveness because physically harsh approaches are no
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				longer permitted. Therefore, teachers must be able to use appropriate communication and strategies to guide students. In English learning, students need to be encouraged and accustomed to being brave in using a foreign language, even if they initially feel forced or afraid of making mistakes. The teacher also explained that junior high school students have more unstable personalities than elementary or high school students. At junior high school age, students are more
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				sensitive to their peer group and often feel embarrassed or afraid of being ridiculed when they make mistakes, making this a challenge in the English learning process.
		Implementation of learning	Facilitating speaking activities	Nurian Supriyatin How do you facilitate discussions or speaking activities so that students are active and reflective? Nurjamiah suparman, S.Pd. If facilitating means it's in the media, learning media. Here we have interactive TV. The government's product is for them

				because nowadays they get bored if they only use books. To facilitate that, we have speakers and interactive TV so that children can learn how to use the TV, it's more interesting for them, especially if they watch a film in the form of a cartoon. So here it's more about that, the interactive media. If it's English, that's the only medium. If not, it's in focus. Because we listen more.
		Learning strategies	Increase student participation	Nurian Supriyatin How do you encourage students'

				active participation in learning English? Nurjamiah Suparman, S.Pd. If facilitating means it's in the media, learning media. Here we have interactive TV. The government's product is for them because nowadays they get bored if they only use books. To facilitate that, we have speakers and interactive TV so that children can learn how to use the TV, it's more interesting for them, especially if they watch a film in the form of a cartoon. So here it's more about
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				that, the interactive media. If it's English, that's the only medium. If not, it's in focus. Because we listen more.
		Assessment of learning	Understanding-based assessment	Nurian supriyatin How do you conduct an English assessment that supports in-depth understanding, not just memorizing vocabulary or grammar? Nurjamiah Suparman, S.Pd. The assessment means not from memorization, but from the activity perhaps. Speaker 1 01:58 That's true, because I've

				emphasized it because the mother doesn't assess it immediately. Your results, but your process. Yes, I see your process, what are you like in class, if it's called daily tests, semester exams, and especially exams that are subject to canvas, that's a certainty. But if your activity, your customs, especially above that, knowledge still has customs. So yes, we are still, the value.
4.	Contextual Support	Utilization of media	Use of learning technology/media	Nurian Supriyatin How can media or technology (e.g. video, audio, language applications) be used

				to support Deep Learning-based English learning? Nurjamiah Suparman, S.Pd. This is what I was talking about earlier. I always use this, especially the video and audio sections. After all, video is for practicing speaking, and audio is for listening. So, for every monthly daily test, I always hold a listening session to test their listening, but there are still some who do it, haha, we use US English, right?
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		School facilities	Availability of English learning facilities	Nurian Supriyatin Do school facilities support interactive and meaningful English learning activities? Nurjamiah Suparman, S.Pd. Thank God, yes. Currently, the company is in the process of creating stories in English. There's storytelling nowadays. That's mostly what English is like. So, as a teacher, I asked the school to provide, what's it called, a daily schedule from 1 to 8, basically. But as for the media, thank God it's safe. Like I
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				mentioned, using interactive TV, speakers, and infocus—thank God, we have it here.
		Institutional support	Principal support policy	Nurian Supriyatin How does the principal or school policy support English language learning innovation? Nurjamiah Suparman, S.Pd. The school provides support for English language learning by inquiring about teachers' needs. Teachers suggest learning materials such as folklore books or folktales to support the learning process.

				This support is also influenced by the principal's strong commitment to educational development and learning.
		Learning obstacles	Barriers to implementing deep learning	Nurian Supriyatin What obstacles do you face in implementing Deep Learning in English learning in junior high schools? Nurjamiah Suparman,S.Pd. Obstacles in English learning include students' low vocabulary mastery and increasingly difficult-to-manage character traits. Teachers are required

				to be more assertive in their teaching. Furthermore, vocabulary mastery is crucial, as without it, students will struggle to grasp the meaning and use of English as a whole.
5.	Reflective	Teacher self-evaluation	Overall level of readiness	Nurian Supriyatin Overall, do you feel ready to implement deep learning in your English lessons? Explain your reasons. Nurjamiah Suparman,S.Pd. Teachers have stated they are ready to implement deep learning because the demands of changing curriculum and

				education policies require them to continuously adapt. Deep learning has also been implemented in classrooms, but its implementation is tailored to the conditions and abilities of each class. Special classes are considered more receptive to this implementation than regular classes, where students have more diverse abilities.
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Appendix 6

Day/date: Tuesday, April 27, 2026

Responded: Eka Riskawati, S.Pd.

School: SMPIT Alam Mutiara Insan Kabupaten Sorong

Objective: To explore the preparedness of English teachers to apply the “Deep Learning” approach in EFL (English as a Foreign Language)

instruction, particularly in relation to the implementation of the Merdeka Curriculum.

No	Aspect	Indicator	Sub. indicator	No. question
1.	Cognitive readiness	Understanding deep learning concepts	Understanding the concept of deep learning in EFL	Nurian Supriyatin How do you understand the concept of Deep Learning in learning English as a Foreign Language (EFL)? Eka Riskawati, S.Pd. In my opinion, deep learning is a very good method to apply to English lessons, but perhaps because it's a

				foreign language, not our own, it sometimes poses a problem, perhaps due to the lack of vocabulary mastery by children. So, actually, deep learning is good because it means that we, the teacher, don't play a very active role in teaching, but rather the children. However, because there's a lack of English lessons in elementary school, students in junior high school still have difficulties, especially since they don't have the basics yet.
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		Differences in learning approaches	Differentiating between surface learning and deep learning in English	Nurian Supriyatin How do you differentiate between English learning that is based on memorization (surface learning) and learning that encourages deep understanding? Eka Riskawati, S.Pd. For me, I think this is better than memorization. Deeper understanding is better. So, if we're memorizing and then forget, we'll forget everything. But once we understand, even if we might miss a word or two, it's easier to remember than that. But in between
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				lessons, I usually also provide memorization, like five syllables per session.
		Curriculum integration	Linking deep learning with the Merdeka curriculum	Nurian supriyatin How do you relate the implementation of Deep Learning to the Independent Curriculum in English learning? Eka Riskawati, S.Pd. If we relate it, I think... The Merdeka curriculum is simpler. So maybe it has something to do with deep learning. For the Merdeka curriculum, I usually combine it with the KTSP. Because for me, the Merdeka curriculum is

				actually more challenging in the KTSP than the Merdeka curriculum. The Merdeka curriculum is not as complex. The KTSP is fortunate. With the Merdeka curriculum, if the children don't understand something, we can continue where they understand better. So, not all books have to follow its chapters. For example, maybe, oh, the children don't seem to understand this chapter. We can move on to the next chapter that they understand.
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		Training experience	Participate in innovative learning/deep learning training	Nurian Supriyatin Have you ever participated in training related to Deep Learning-based English? How did it affect your understanding? Eka Riskawati, S.Pd. I haven't had any training yet. But, what's it called? I think I attended MGMB, a group of English teachers who discussed deep learning. But I don't think I've ever participated in any deep learning training.
2.	Affective Readiness	Attitude towards deep learning	Views on implementation in 4 skills (listening,	Nurian Supriyatin What is your attitude towards the

			speaking, reading, writing)	application of Deep Learning in learning English language skills (listening, speaking, reading, writing)? Eka Riskawati, S.Pd. Maybe in practice, like speaking, there is more practice than theory.
		Teaching motivation	The push to implement student-centered learning	Nurian Supriyatin Do you feel motivated to change your English teaching method from teacher-centered to student-centered? Eka Riskawati, S.Pd. Yes, but actually, I prefer students who are more active. But it all comes back to the students, because not all students are active

				in their learning, especially since the learning itself is quite difficult in my opinion. So, sometimes children need to be provoked first. Only then do they start to understand, so teachers need to do more, giving the children bait. Then they will give them the place to return.
		Readiness to face challenges	Attitudes towards barriers to learning	Nurian Supriyatin How prepared are you to face the challenges of teaching English using a deep learning approach? Eka Riskawati, S.Pd. The challenge is, how prepared are you to

				face the challenge. The challenge is that... The challenge, in my opinion, is that I should probably do more of this, encourage them to be more courageous in expressing what they already know and then give them self-confidence. Sometimes children lack self-confidence, they can do it, but they are afraid of making mistakes or maybe being embarrassed in front of their friends. What I usually face is that children are actually brave, but sometimes if they
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				make a mistake, their friends laugh at them. So they can actually do it. But it's better to be quiet than this, right? But actually, in English, just beat them up. In my opinion.
		Belief self	Confidence in applying deep learning	Nurian Supriyatin How confident are you in applying Deep Learning to English learning effectively? Eka Riskawati, S.Pd. I'm confident, but sometimes, going back to the children, I can't judge each child's abilities individually. So, sometimes I'm confident that the children can understand what I'm

				teaching. Then I really hope they can give me great feedback on what I've taught. But sometimes it doesn't work, but I always try to remain confident that what I teach, maybe not that quickly, I mean, but over time, the important thing is to teach it often and be patient, hopefully they'll understand, they'll get it. Because I also understand that English is a difficult subject, a subject that isn't their language. It's different from mathematics. In mathematics, it's
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				passed down from generation to generation, one plus one is still two. But in English, as time goes by, new languages, new words emerge. So it's not just the teachers, it's the students. We also have to keep up with developments. So don't let the students know more. Nowadays, there's more than just the lessons they get from the teachers.
3.	Psychomotor Readiness (Teaching Skills)	Learning planning	Developing lesson plans/modules based on deep learning	Nurian Supriyatin How do you compile an English lesson plan module that reflects

				the principles of Deep Learning? Eka Riskawati, S.Pd. As for lesson plans, sometimes I still use the same lesson plan, the KTSP. So, I try browsing around. And if it's about deep learning principles, I try incorporating them into the lesson plan. I just adapt it to this, what's the name of the material?
		Design learning activities	Designing critical thinking activities	Nurian Supriyatin How do you design English learning activities that encourage students to think critically, for Example in

				understanding texts or discussing? Eka Riskawati, S.Pd. Maybe it's more of a practical approach, so before I tell my children to try to practice first, then after that I give them assignments to try to discuss and then practice their speaking skills, maybe something like that.
		Implementation of learning	Facilitating speaking activities	Nurian Supriyatin How do you facilitate discussions or speaking activities so that students are active and reflective? Eka Riskawati, S.Pd. That's what I usually use for learning media.

				I provide examples like Infocus. Then I give them related material. I try to explain it. After that, I form groups and ask them to try it. It's usually like that.
		Learning strategies	Increase student participation	Nurian Supriyatin How do you encourage students' active participation in learning English? Eka Riskawati, S.Pd. Usually, before getting into the core of the lesson, I like to motivate the children. I like to say that English is a global language. So, wherever you go, if you master

				Indonesian, you won't have any trouble. You won't have any difficulty. Although, what we know is only the basics, at least it's something you know, so it won't be difficult if you travel abroad or perhaps want to go to school.
		Assessment of learning	Understanding-based assessment	Nurian Supriyatin How do you conduct an English assessment that supports in-depth understanding, not just memorizing vocabulary or grammar? Eka Riskawati, S.Pd. I usually like to give quizzes after learning activities to see if

				students have mastered the material. I like to assess students' comprehension, whether they understand or not. Maybe that's the way it is.
4.	Contextual Support	Utilization of media	Use of learning technology/media	Nurian Supriyatin How can media or technology (e.g. video, audio, language applications) be used to support Deep Learning-based English learning? Eka Riskawati, S.Pd. I think it's very supportive. That's what I was saying earlier, learning media. For example,

				maybe videos. Because many children understand better through that kind of channel. For example, maybe we play an educational video at that time. Maybe a conversation. Sometimes they learn faster through learning media than we do. Especially if children need a refresher every now and then. So if we only learn from books, it seems boring. So, it's okay for children to watch educational videos every now and then.
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		School facilities	Availability of English learning facilities	Nurian Supriyatin Do school facilities support interactive and meaningful English learning activities? Eka Riskawati ,S.Pd. I think it's very supportive. That's what I was saying earlier, learning media. For example, maybe videos. Because many children understand better through that kind of channel. For example, maybe we play an educational video at that time. Maybe a conversation. Sometimes they learn faster through learning media than we do.
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				Especially if children need a refresher every now and then. So if we only learn from books, it seems boring. So, it's okay for children to watch educational videos every now and then.
		Institutional support	Principal/policy support	Nurian Supriyatin How does the principal or school policy support English language learning innovation? Eka Riskawati, S.Pd. If there's a problem, it might be a lack of student engagement. As for learning media, I don't think that's the case either, since our school happens to

				have an infocus. It's just that sometimes the students aren't as active. It could also be because they didn't get it at elementary school.
		Learning obstacles	Barriers to deep learning implementation	Nurian Supriyatin What obstacles do you face in implementing Deep Learning in English learning in junior high schools? Eka Riskawati,S.Pd. If the problem is, it's probably a lack of student engagement. As for learning media, I don't think that's the case either, since our school happens to have an infocus. It's just that sometimes the

				students themselves are less active.
5.	Reflective	Teacher self-evaluation	Overall level of readiness	Nurian Supriyatin Overall, do you feel ready to implement deep learning in your English lessons? Explain your reasons. Eka Riskawati, S.Pd. If ready, what percentage, 50-50. Maybe for international schools, maybe this. Like, if we want to make deep learning 100%, I don't think we can yet. Because we, how can we say, in the field, it's not 100% successful. They say deep learning is good because students are

				more active. But in reality, not all. Not all children understand what we teach. Sometimes we use language as much as possible to make them more active. But in reality, it doesn't. We still need to be more... What, it seems more aggressive, right? So that the classroom can be lively, right?
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Appendix 7

INTERVIEW WITH ENGLISH TEACHER AT MTS MUHAMMADIYAH

02 AIMAS

KEY INFORMANTS 1



Appendix 8

INTERVIEW WITH ENGLISH TEACHER AT SMP NEGERI 26

KABUPATEN SORONG

KEY INFORMANTS 1 AND 2



Appendix 9

INTERVIEW WITH ENGLISH TEACHER AT MTS AL-MA'ARIF 1

KABUPATEN SORONG

KEY INFORMANTS 1



Appendix 10

INTERVIEW WITH ENGLISH TEACHER AT SMPIT ALAM MUTIARA

INSAN KABUPATEN SORONG

KEY INFORMANTS 1



LATTER



PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS PENDIDIKAN BAHASA, SOSIAL DAN OLAH RAGA
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH SORONG



LEMBAR PENGESAHAN PERSETUJUAN REVISI SKRIPSI

Nama : Nurian Supriyatin
NIM : 148820322007
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : *English Teachers Readiness to Implement a Deep Learning Approach in Junior High Schools in Sorong Regency.*
Tgl Ujian : 16 Mei 2026

No	Nama Dosen	Jabatan	Tanggal	Tanda Tangan
1	Agus Setiawan, M.Pd.	Ketua Penguji	21/05/2026	
2	Rizqi Claudia Wardani H., M.Pd.	Penguji 1	21/05/2026	
3	Nurteteng, M.Pd.	Penguji 2	06/05/2026	

Sorong, 20/06/2026

Ketua Program Studi
Pendidikan Bahasa Inggris,

Nurteteng, M.Pd.
NUPTK. 5650770671230262





PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS PENDIDIKAN BAHASA, SOSIAL DAN OLAHIRAGA
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH SORONG



Sorong, 13 Mei 2026

Nomor : 007/L.3.SU/PBI/2026
Lamp : Satu Buah Skripsi
Hal : Undangan Menguji Skripsi

Yth.
Bapak/Ibu Dosen
Program Studi Pendidikan Bahasa Inggris
Fakultas Pendidikan Bahasa, Sosial dan Olahraga
di _____
Tempat

Dengan Hormat,

Kami mengundang Bapak/Ibu Dosen untuk menguji mahasiswa dari Program Studi Pendidikan Bahasa Inggris, dengan Mahasiswa sebagai berikut:

Nama : Nurian Supriyatin
NIM : 148820322007
Program Studi : Pendidikan Bahasa Inggris
Dengan susunan pengujian sebagai berikut:
Ketua Penguji : Dr. Nursalim, M.Pd.
Penguji I : Rizqi Claudia Wardani.H, M.Pd.
Penguji II : Nurteteng, M.Pd.

Yang akan dilaksanakan insya Allah pada:

Hari, Tanggal : Sabtu, 16 Mei 2026
Pukul : 11.00 – 12.00 WIT
Tempat : Ruang Seminar
Judul : *English Teachers readiness to Implement a Deep Learning Approach in Junior High Schools in Sorong Regency.*

Atas kehadiran Bapak/Ibu Dosen diucapkan terima kasih.

*NB: Penguji diharapkan menggunakan jas dan dasi

Ketua Program Studi
Pendidikan Bahasa Inggris


Nurteteng, M.Pd.
NIDN. 1418039201



Jln. K.H. Ahmad Dahlan No. 1, Mariat Pantai, Aimas, Kabupaten Sorong, Papua Barat Daya.
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MAJELIS PENDIDIKAN DASAR MENENGAH DAN PNF
PIMPINAN DAERAH MUHAMMADIYAH KABUPATEN SORONG
MTs MUHAMMADIYAH 2 AIMAS

مدرسة الثانوية المحمدية الثانية أيماس

TERAKREDITASI "A" Nomor : 104/BAN-PDM/SK/2024

Alamat: Jl. Kacang Kol, Malasom Distrik Aimas Kab. Sorong Papua Barat 98418 e-mail: mtadunok@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : 73/ III. 4-2/ D / 2026

Yang bertanda tangan di bawah ini Kepala MTs Muhammadiyah 2 Aimas menerangkan bahwa:

Nama : **Nurian Supriyatin**
NIM : 148820322007
Semester : VIII (Delapan)
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : *"English Teacher Readness to Implement A Deep Learning Approach in Junior High School in Sorong"*.

Yang bersangkutan di atas, benar-benar telah melaksanakan kegiatan penelitian di MTs Muhammadiyah 2 Aimas Kabupaten Sorong mulai tanggal 27 sampai dengan 29 April 2026.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Sorong, 30 April 2026

Kepala Madrasah,





LEMBAGA PENDIDIKAN MA'ARIF NU KABUPATEN SORONG
MADRASAH TSANAWIYAH AL-MA'ARIF I

TERAKREDITASI "A" (BAN-S/M) No. 477/BAN-SM/SK/2023

Jl. Wortel Kelurahan Malaweke Aimas Kabupaten Sorong

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SURAT KETERANGAN PENELITIAN

Nomor : 061/MTs.1/2205/OT.01.2/AMS/04/2026

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah (MTs.) Al-Ma'arif 1 Kabupaten Sorong menerangkan bahwa:

Nama	: Nurian Supriyatin
NPM	: 148820322007
Semester	: VIII (Delapan)
Prodi	: Pendidikan Bahasa Inggris
Judul Penelitian	: <i>"English teacher readiness to implement a deep learning approach in junior high schools in Soorng regency"</i>

Yang bersangkutan di atas, benar-benar telah melaksanakan kegiatan penelitian di MTs Al-Ma'arif 1 Kabupaten Sorong mulai tanggal 27 April 2026 sampai dengan 29 April 2026.

Demikian surat keterangan ini dibuat untuk di gunakan sebagaimana mestinya.

Aimas, 30 April 2025

Kepala Madrasah,


SITI SUKSESIAH, S. Pd.
NIP. 198409102010042001



PEMERINTAH KABUPATEN SORONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 26 KABUPATEN SORONG
Alamat : Jalan Bolhok Kelurahan Klabinain Distrik Aimas



SURAT KETERANGAN MELAKSANAKAN PENELITIAN

Nomor : 421.3 / 117 / surpen / IV / 2026

Saya yang bertanda tangan dibawah ini Kepala SMP Negeri 26 Kabupaten Sorong Menerangkan bahwa :

Nama : NURIAN SUPRIYATIN
NIM : 148820322007
Program Studi : Pendidikan Bahasa Inggris
Semester : VIII (DELAPAN)
Judul Penelitian : " English Teacher Rendiness to Implement A Deep Learning
Approach in Junior High School in Sorong Regency"

Adalah mahasiswa **Universitas Muhammadiyah UNIMUDA) Sorong**, Telah melaksanakan Penelitian di SMP Negeri 26 Kabupaten Sorong Mulai tanggal 27 - 29 April 2026.

Demikian Surat keterangan ini dibuat dan dapat dipergunakan sebagaimana mestinya.

Klabinain, 30 April 2026

Kepala Sekolah


DAN VIDI MANIBURY, S.Pd.Gr.M.Pd
NIP. 19801116 201004 1 001



YAYASAN AN NIZHAM SORONG
SMPIT ALAM MUTIARA INSAN SORONG
TERAKREDITASI "A"
NPSN : 70024506

Jl. Periwisata, Distrik Aimas, Kabupaten Sorong CP 082397390030



Nomor : 021/SMPIT-AMI/IV/2026
Lamp : -
Hal : Izin Pelaksanaan Penelitian

Kepada:

Yth. Bapak Dekan Fakultas Bahasa Inggris, Sosial dan Olahraga
Universitas Pendidikan Muhammadiyah Sorong (UNIMUDA)
Jurusan Pendidikan Bahasa Inggris
Di Tempat

Dengan Hormat,

Menindaklanjuti Surat Fakultas Pendidikan Bahasa, Sosial dan Olahraga, Universitas Pendidikan Muhammadiyah Sorong (UNIMUDA), Nomor 104/1.3.AU/SPm/FABIO/B/2026, bersama ini kami menginformasikan kepada Bapak Ketua Dekan FABIO bahwa :

Nama : Nurian Supriyatin
NIM : 148820322007
Semester : VIII (Delapan)
Program Study : Pendidikan Bahasa Inggris

Yang bersangkutan telah melaksanakan penelitian pada hari Selasa, 28 April 2026 di SMPIT Alam Mutiara Insan Sorong, dengan judul :

"English Teacher Readiness to Implement A Deep Learning Approach in Junior High Schools in Sorong Regency"

Demikian Surat keterangan pelaksanaan penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Sorong, 28 April 2026

Kepala Sekolah

NIPY. 0200720151987