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Optimization of Receptive and Expressive Arabic Language Skills Through Deep Learning-Based Learning Methods

Diva Sekar Nur Haqim[1], Rayhan Muhamad Ridwan[2], Abdul Malik Qimanullah[3], Ruly Saepul Azhar[4], Nanang Kosim[5]
[1,2,3,4,5]UIN Sunan Gunung Djati Bandung, Indonesia
Email: divasekar26@gmail.com[1], rayhanridwan117@gmail.com[2], malikqimanullah@gmail.com[3], rulyazhar05@gmail.com[4], nanang.kosim@uinsgd.ac.id[5]

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Abstract:
In its development, the implementation of learning has now reached the concept of deep learning. Deep learning can be defined as an approach that emphasizes creating a learning environment and learning process that is conscious, meaningful, and enjoyable, through the mind, heart, and senses, body, in a holistic and integrated manner. Deep learning is expected to enhance the learning process, particularly in the development of language skills, both receptive and expressive. This study aims to investigate the integration of deep learning in the development of receptive and expressive language skills. This study employs a qualitative approach with a literature review, as the data obtained are descriptive and expressed in words. The results of this study indicate that various learning methods, such as Project-Based Learning, Inquiry-Based Learning, Collaborative Learning, and Problem-Based Learning, are highly relevant because they not only support the achievement of academic competencies but also encourage emotional and social engagement among learners. Each method offers stages or syntax that can be adapted to the language skills that must be developed. Thus, integrating deep learning principles and appropriate methods will result in a learning process that is effective and transformative.

Abstrak:
Dalam perkembangannya, pelaksanaan pembelajaran kini telah mencapai konsep pembelajaran mendalam (deep learning). Deep learning dapat didefinisikan sebagai suatu pendekatan yang menekankan pada penciptaan lingkungan dan proses belajar yang sadar, bermakna, serta menyenangkan, melalui keterlibatan pikiran, hati, pancaindra, dan tubuh secara holistik serta terintegrasi. Deep learning diharapkan mampu meningkatkan kualitas proses pembelajaran, khususnya dalam pengembangan keterampilan berbahasa, baik reseptif maupun ekspresif. Penelitian ini bertujuan untuk mengkaji integrasi deep learning dalam pengembangan keterampilan berbahasa reseptif dan ekspresif. Penelitian ini menggunakan pendekatan kualitatif dengan metode kajian pustaka, karena data yang diperoleh bersifat deskriptif dan disajikan dalam bentuk kata-kata. Hasil penelitian menunjukkan bahwa berbagai metode pembelajaran seperti Project-Based Learning, Inquiry-Based Learning, Collaborative Learning, dan Problem-Based Learning sangat relevan diterapkan, karena tidak hanya mendukung pencapaian kompetensi akademik, tetapi juga mendorong keterlibatan emosional dan sosial peserta didik. Setiap metode memiliki tahapan atau sintaks yang dapat disesuaikan dengan keterampilan berbahasa yang ingin dikembangkan. Dengan demikian, integrasi prinsip-prinsip deep learning dan metode yang tepat akan menghasilkan proses pembelajaran yang efektif dan transformatif.

Correspondent Author:	divasekar26@gmail.com (Diva Sekar Nur Haqim)
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Introduction

The transformation of Arabic language learning in the digital era reveals an urgent need for pedagogical innovation that aligns with 21st-century educational demands (Galante et al., 2023). Traditional methods still dominant in many classrooms emphasize rote memorization and grammar-focused instruction, which limit learners' ability to internalize meaning and engage in authentic communication (Mustafa, 2021). This challenge has triggered a growing trend toward integrating deep learning-based approaches that foster mindfulness, meaningfulness, and joyfulness in language acquisition (Rosyidah, 2023). Recent studies indicate that deep learning promotes linguistic competence, metacognitive awareness, and emotional engagement, enabling students to connect learning with real-life contexts (Ding, 2021). In Indonesia, this transformation is increasingly relevant as Arabic language education must prepare students for global intercultural communication while maintaining its religious and academic essence (Ortiz-Marcos et al., 2020). Therefore, applying deep learning in developing receptive and expressive Arabic skills emerges as a pedagogical solution bridging the gap between traditional instruction and modern educational transformation. It offers a sustainable direction for nurturing reflective, critical, and communicatively competent learners capable of lifelong mastery of Arabic in the evolving landscape of education.

The literature shows that integrating deep-learning pedagogies holds clear promise for simultaneously strengthening receptive (listening, reading) and expressive (speaking, writing) Arabic skills, yet systematic, empirical work explicitly focused on Arabic remains limited (Lei et al., 2024). Traditional, teacher-centered approaches emphasizing rote memorization dominate many classrooms and help explain persistent gaps between learners' comprehension and communicative use of Arabic (Kuswanto et al., 2023). Deep-learning principles — mindfulness, meaningfulness, and joyful engagement — offer concrete mechanisms (increased metacognition, contextualization, and intrinsic motivation) that plausibly mediate gains in both receptive and expressive domains. Empirical studies of specific methods report supportive, skill-level evidence: Project-Based and Inquiry-Based Learning improved reading and writing outcomes and learner motivation, while Problem-Based and Collaborative approaches fostered critical thinking, speaking confidence, and creative expression. Meta-analytic syntheses reinforce a sizeable positive effect for collaborative designs on language outcomes, though heterogeneity across contexts is high (Wardhani et al., 2024). Studies situated explicitly in Arabic teaching are emerging and report promising qualitative gains, but they are still mostly descriptive or short-term. In short, the evidence base argues that deep-learning methods are pedagogically sound for integrated skill development, but the field needs more rigorous, longitudinal, and context-sensitive trials to move from promising models to scalable classroom practice.

The gap in current Arabic language education lies in the limited integration of deep learning-based methods that holistically develop receptive and expressive skills. Most prior studies still emphasize rote memorization and isolated skill teaching rather than promoting reflective, meaningful, and joyful learning experiences. This research uniquely contributes by offering a framework combining mindfulness, relevance, and learner engagement to simultaneously enhance listening, reading, speaking, and writing competencies (Tomasella et

al., 2024). Evidence shows that when learners experience mindful and meaningful learning environments, they demonstrate higher motivation, more profound comprehension, and greater communicative confidence. Additionally, applying Project-Based and Collaborative Learning methods provides tangible outcomes in integrating cognitive, affective, and social dimensions of learning (Muttaqin et al., 2025). Therefore, this study bridges the gap between theory and practice by demonstrating how deep learning principles can transform Arabic instruction from surface-level understanding into an immersive, human-centered educational experience that nurtures both linguistic mastery and personal growth.

The rapid advancement of Arabic language education demands innovative pedagogical models that go beyond rote memorization and foster deeper comprehension and expressive competence (Cooper & Tang, 2024). Traditional teaching approaches have often failed to develop learners' holistic communicative abilities, resulting in limited engagement and superficial understanding. Recent studies emphasize that deep learning, which integrates mindfulness, meaningfulness, and joyfulness, provides a transformative alternative by connecting cognitive, emotional, and social dimensions of learning. Evidence shows that students engaged in deep learning environments exhibit stronger motivation, retention, and language fluency due to contextual and reflective learning experiences. For instance, integrating Project-Based and Collaborative Learning fosters expressive fluency through real-world communication, while Inquiry-Based approaches strengthen receptive skills by cultivating curiosity and interpretation (Wardhani et al., 2024). Given the increasing importance of communicative Arabic proficiency in academic and professional contexts, optimizing receptive and expressive skills through deep learning is urgent and essential. Therefore, this research is significant as it offers a holistic and evidence-based framework for transforming Arabic pedagogy to align with the cognitive, affective, and conative demands of 21st-century education.

The primary goal of this research is to examine how deep learning-based instructional methods can effectively optimize students' receptive (listening and reading) and expressive (speaking and writing) Arabic language skills. This study is grounded in the need to move beyond traditional memorization-based approaches toward more reflective and meaningful learning that engages students cognitively, emotionally, and socially. The first reason lies in the transformative nature of deep learning, which integrates mindfulness, meaningfulness, and joyfulness to create holistic learning environments that foster linguistic awareness and intrinsic motivation. The second reason is that these methods—such as Project-Based, Inquiry-Based, Collaborative, and Problem-Based Learning—have demonstrated strong empirical evidence in enhancing both comprehension and expression through active participation and contextual learning. For example, students engaged in deep learning show increased focus, reflective thinking, and communication competence compared to those taught through conventional approaches. Therefore, this study hypothesizes that integrating deep learning principles into Arabic language education will significantly improve the balance and depth of students' receptive and expressive abilities, leading to more meaningful, enjoyable, and sustainable language mastery.

Method

This study was conducted to explore the optimization of receptive and expressive Arabic language skills through deep learning–based methods, chosen because traditional teaching often emphasizes memorization and lacks depth in comprehension and expression. The phenomenon of students' limited engagement and surface-level understanding of Arabic became the central issue motivating this research. With its principles of mindfulness, meaningfulness, and joyfulness, deep learning was considered a promising pedagogical response to bridge this gap. The study examined how such methods can enhance comprehension and articulation, offering a transformative learning experience. Previous studies have shown that students who

experience deep learning environments demonstrate higher motivation, emotional involvement, and communicative competence (Turmuzi et al., 2024). Therefore, this research aimed to provide theoretical reinforcement and practical insights for implementing innovative models that align with 21st-century educational demands. In conclusion, the topic choice was grounded in pedagogical urgency and empirical evidence that deep learning can effectively improve holistic Arabic language mastery.

This research employed a qualitative approach using a literature-based design, as it allowed for an in-depth exploration of existing knowledge and conceptual developments (Mezmir, 2020). The qualitative paradigm was chosen because it emphasizes understanding meaning and context rather than numerical measurement (Grin & Fürst, 2022). The data consisted of descriptive and interpretive materials from secondary sources such as journal articles, scholarly books, and research reports accessed through platforms like Google Scholar, the Digital Library, and Publish or Perish databases. These sources were selected based on their credibility, publication recency, and relevance to deep learning and Arabic language pedagogy. Evidence from prior studies was examined to trace the integration of deep learning across different language skills. For instance, works by Bae et al., (2024) and Ilhami et al., (2021) demonstrated that deep learning significantly enhances students' reading and writing comprehension through contextual and reflective tasks. Hence, the qualitative literature approach enabled this study to construct a rich theoretical synthesis grounded in authentic educational evidence.

The data collection procedure involved systematic reading, note-taking, bibliographic annotation, and summarizing and interpreting relevant literature before drawing analytical conclusions (Miles & Huberman, 1994). Each selected source was examined for theoretical alignment, methodological rigor, and its contribution to understanding how deep learning influences Arabic language instruction. The data were organized thematically under dimensions such as mindfulness, meaningfulness, and joyful learning, ensuring comprehensive coverage of both receptive and expressive aspects. Analytical stages included data reduction, categorization, and interpretation, following the principles of qualitative data analysis proposed by (Maxwell, 2019). Through triangulation across multiple studies, recurring pedagogical themes and successful strategies were identified, strengthening the study's internal validity. The final analysis yielded a conceptual model integrating deep learning principles into Arabic pedagogy, demonstrating how reflective, student-centered instruction fosters language awareness, emotional engagement, and communicative effectiveness. Therefore, the analytical process ensured the reliability and coherence of all findings derived from the literature.

Results and Discussion

Results

The results of the study showed that Arabic language learning methods that integrate deep learning principles that focus on learning awareness (metacognition), content meaning, and fun atmosphere were able to increase students' active involvement in receptive (*istima'*, *qira'ah*) and expressive (*kalam, kitabah*) skills. Students become more focused, able to relate the material to their experiences, and show greater enthusiasm in speaking and writing in Arabic (Nasution, 2024).

As in research conducted by Lathifah (2022), it shows that deep learning integration is able to bring students to understand discourse, because the discourse construction presented is made based on its relevance to students' daily lives, which then leads students to have the courage to speak, because students understand the meaning and not just imitate the discourse.

Then in a study conducted by Rosyidah (2023), that learning Arabic, especially reading and writing skills integrated with deep learning, is able to increase students' deep understanding of texts, as well as improve the quality of writing products that are more nuanced and meaningful.

Strengthened by Sudrajat (2020) in his book states that the 21st century Arabic curriculum must be oriented to a deep learning approach that combines affective dimensions in the form of self-awareness, cognitive in the form of relevance of the meaning of learning to life and conative in the form of motivating and real actions presented in a form of fun learning, because such learning not only improves learning outcomes but constructs character Lifelong learning.

This phenomenon is different from conventional learning patterns that are monotonous and teacher-centered. In the deep learning approach, learning is not only oriented to the end result, but also to the process of critical thinking, exploration of meaning, and reflection of learning experiences (Wahyuni L. A., 2024). Of course, this is influenced by a variety of factors such as:

Table 1

Factors Influencing the Development of Receptive and Expressive Arabic Language Skills through Deep Learning

No.	Focus Area	Description / Key Findings	Supporting Source
1	Design of Learning and Meaningful Activities	The presence of contextual, collaborative, and engaging learning activities such as roleplay, discussions, creative projects, or educational games effectively strengthens receptive and expressive skills. When learning is consciously structured and oriented to students' experiences, students become more active in listening, interpreting, and expressing ideas verbally and in writing.	(Supriyanto, 2024)
2	Pedagogical Competence and Teacher Creativity	The effectiveness of deep learning depends heavily on teachers' pedagogical competence and creativity. Teachers capable of designing reflective, humanistic, and enjoyable learning experiences succeed in improving students' motivation and communicative ability in Arabic.	(Sari K.; Sagala, R.; Mizan, A. N., 2025)
3	Motivation and Learning Environment	Psychological factors such as intrinsic motivation, confidence, and classroom comfort significantly influence Arabic language acquisition. A safe, open, and supportive classroom environment encourages students to speak and write courageously, enhancing receptive and expressive skills.	(Mulyadi L., 2023)

Note. This table summarizes the main internal and external factors that determine the success of deep learning approaches in strengthening receptive and expressive Arabic language skills.

Table 2

Pedagogical Implications of Deep Learning for Arabic Language Education

No.	Implication Area	Implementation Focus	Expected Outcome
1	Deep Learning-Based Curriculum Design	Redesign the Arabic language curriculum to integrate cognitive objectives with meaningful and enjoyable learning experiences. Focus on achieving expressive and receptive skills that foster linguistic awareness and confidence in communication.	A more student-centered and experience-based curriculum that enhances communicative competence.
2	Teacher Training in Reflective Learning Strategies	Conduct systematic professional development programs to train teachers in implementing deep learning methods,	Teachers capable of applying deep learning strategies effectively to

		including designing reflective, contextual, and creative activities.	improve student engagement and outcomes.
3	Formation of a Positive Learning Culture	Build a school or pesantren culture that values exploration, expression freedom, and mutual social support among learners.	Development of students' confidence, creativity, and social collaboration in using Arabic actively.

Note. This table highlights key educational implications derived from the research, emphasizing the transformation of teaching practice, curriculum design, and classroom culture through deep learning integration.

A. Receptive active language skills and expressive active

Language skills are a major component in the communication process which consists of two main forms: receptive skills and expressive skills. As for receptive skills, the word receptive itself in KBBI has the meaning of receiving, in the context of language skills is the ability to receive and understand the language conveyed by others, both orally (listening) and writing (reading). This ability involves the process of understanding meaning, interpreting context, and the ability to relate information to pre-existing knowledge.

Meanwhile, for expressive skills in KBBI, the word expressive is able to express which in the context of language skills reflects a person's ability to convey ideas, feelings, and information through spoken language (speaking) and writing (writing). This skill requires mastery of language structure, relevant vocabulary, and the ability to think critically and systematically. Expressive skills require learners to communicate information effectively, structured, and meaningfully.

B. Deep Learning

Deep Learning is a pedagogical approach that emphasizes the overall involvement of students in the learning process. The main goal is not just mastery of surface knowledge, but deep understanding, critical thinking skills, and character building. In this context, deep learning encourages learners to reflect, relate information to real life, and build meaningful understanding.

Table 3

Core Principles of Deep Learning and Their Descriptions

No.	Principle	Description	Source
1	Mindfulness	Refers to students' full awareness during the learning process. Learners are actively present, conscious of their goals, and attentive to the learning environment, fostering focus and self-regulation.	(Rimanoczy, 2021)
2	Meaningful	Learning is connected to personal experiences, values, and real-life contexts, allowing students to perceive relevance and importance in what they learn.	(Kovak, 2023)
3	Exhilarating	The learning process is designed to be enjoyable, interactive, and intrinsically motivating, creating an engaging atmosphere that enhances the internalization of values and knowledge.	(Fullan, 2022)

Note. It presents the three main principles of *Deep Learning*—Mindfulness, Meaningful, and Exhilarating—which form the conceptual foundation for creating a conscious, relevant, and enjoyable learning experience. These principles emphasize active engagement, contextual relevance, and emotional involvement as core components of effective learning.

To implement deep learning effectively, there are a number of key indicators that reflect the success of implementing the principles of mindfulness, meaningful, and joyful. These indicators serve as practical guides for educators in designing and evaluating learning processes.

1. Mindfulness

Conscious learning is characterized by the full presence of students in the learning process. The indicators include:

a. Students are able to concentrate fully on the material being studied.
b. Students are aware of learning goals and can relate them to their personal experiences or needs.
c. There is a reflection that students do consciously on their own learning process and outcomes.

Mindful learning has been proven to be able to increase focus and self-awareness in learning, which has an impact on better academic achievement (Kartika, 2020)

2. Meaningful

Meaningful learning is reflected in the relationship of the material with the real life of students. The indicators include:

a. Learning materials and activities are relevant to the real world and students' experiences.
b. Students are able to relate new knowledge to previous understandings.
c. Learning encourages conceptual understanding and doesn't just focus on memorization.

Students' cognitive and affective engagement increases when learning feels meaningful to them (Safitri, 2021)

3. Joyful

Exciting learning is characterized by a pleasant classroom atmosphere and stimulates students' intrinsic motivation. The indicators include:

a. The learning atmosphere is comfortable, stress-free, and encourages exploration.
b. Learning activities involve elements of creativity and interesting variety.
c. Students show enthusiasm and active involvement in the learning process.

A fun approach to learning has been proven to strengthen students' motivation and emotional involvement (Yuliana, 2022)

These indicators complement each other and are a prerequisite for the realization of deep learning and long-term impact (Sari, 2023). Therefore, teachers need to consistently evaluate and adjust their approaches so that these principles can be realized in daily practice in the classroom (Nugroho, 2024).

C. Deep learning-based learning methods for receptive active skills

1. Project-Based Learning (PjBL)

Project-Based Learning is a learning method that focuses on completing real projects as the center of learning activities. Students are actively involved in exploring complex questions or problems and generating products or solutions based on the research they conduct. In this process, students are required to read various sources, listen to explanations, and process information, so as to hone receptive skills optimally, as follows:

a. Define project trigger questions
b. Plan project work steps
c. Search for information (read, listen)
d. Analyze and process data
e. Compile project reports
f. Presenting and reflecting on results (Oktaviani, 2021)

The research that supports the use of this method was carried out by (Wijayanti, 2025) with the title "The Application of the Project Based Learning (PjBL) Model in Improving Writing Skills in Indonesian Language Learning", the results of the research obtained show that the application of PjBL significantly improves students' writing skills, as well as encourages the development of creativity, collaboration, and critical thinking skills. In addition, students report increased motivation and activeness in the learning process. Nevertheless, challenges in the implementation of PjBL, such as the need for

careful preparation from teachers and effective time management, need to be considered. The conclusion of this study confirms that PjBL is an effective method to improve students' writing skills, and can be integrated in Indonesian learning to create a more interesting and meaningful learning experience. The results of this study emphasized that PjBL is an effective, innovative, and relevant learning method to equip students with 21st century skills.

Then a study conducted by Muttaqin et al., (2025) entitled "The Implementation of Project Based Learning (PJBL) to Increase the Creativity of Elementary School Students" the results of the study show that there is a difference between before and after the implementation of Project Based Learning. Meanwhile, based on the results of data analysis through the N-gain test, it shows that the N-gain score of 0.5 is in the medium group. So it can be concluded that the implementation of Project Based Learning is able to increase the creativity of fourth grade students of *SD Muhammadiyah Plus Malangjiwan*, *Colomadu*, *Karanganyar* in the medium category.

Finally, a study conducted by Hauko et al., (2025) with the title "The Application of Project Based Learning (PjBl) to Increase the Creativity of Grade X Students in Mapping Materials at SMA Negeri 1 *Botumoito*" the results of the study showed that the increase in student creativity in cycle I and cycle II in the application of the project-based learning model/Project Based Learning (PjBL) was obtained for cycle I 45% of the category lacking. This is because students still have difficulty in developing their creative ideas when making maps. In cycle II, the score was 95% with the good or optimal category. Optimal increase in student creativity shows that teachers are trying to improve the quality of learning, which can be seen from the increase in student creativity. The results of the study show that the application of the Project Based Learning (PjBL) model can increase the creativity of students in class X-1 in Mapping materials at SMA Negeri 1 *Botumoito*.

2. Inquiry-Based Learning

Inquiry-Based Learning is a learning method that centers on students' curiosity in exploring and finding information through the process of questioning, investigating, and concluding. This method is perfect for the development of receptive skills because it requires students to access information independently, understand reading, and listen to explanations to formulate answers, here are the steps:

a. Formulating questions
b. Determining the source and method of data collection
c. Perform information searches
d. Drawing conclusions
e. Presenting findings
f. Reflection and reinforcement

The research that supports the use of this method was carried out by Izzati, (2022) with the title "The Effectiveness of Inquiry-Based Learning on the Regulation of Mathematical Metacognition of Junior High School Students Reviewed from Cognitive Styles" the results of the study show that the significance value is 0.000 where this value is less than the significance level of 5% or 0.05 which means that there is a significant difference between pretest and posttest scores so that it can be It was concluded that IBL was effectively used to improve the regulation of mathematical metacognition in junior high school students.

Then the research conducted by Eryani, (2024) with the title "The Application of the Inquiry Based Learning Model in Improving the Learning Outcomes of History in Class XII Social Studies at SMA Negeri 1 *Pangean*" The results of observations show that student learning outcomes in the History learning process are not objective so that student learning outcomes become objective learning models that are in accordance with the objectives, namely the Inquiry Based Learning learning model in grade XII IPS SMA

Negeri 1 *Pangean*.

Finally, a research conducted by Purnomo et al., (2023) entitled "Improving Student Learning Outcomes in History Subjects through the Application of the Inquiry Based Learning (IBL) Learning Model in Class XI IPS 2 SMA Negeri 1 *Mojosari*, *Mojokerto* Regency for the 2022/2023 Academic Year" the results of the study show that the application of the Inquiry Based Learning model is able to improve the history learning outcomes of students in grade XI IPS 2. As evidenced by the results of data processing, the average learning outcome increased from pre-cycle by 60% to 83.78% in cycle I and Cycle II. After the addition of rankings in the application of the Inquiry Based Learning model cycle II, the increase in student history learning outcomes increased to 91.56%.

D. Deep learning-based learning methods for Expressive active skills

1. Collaborative Learning

Collaborative Learning is a learning method that emphasizes cooperation between students in completing certain tasks or problems. Through collaboration, students practice communicating ideas orally and in writing in group discussions or projects. This supports the development of expressive skills, as students are encouraged to actively speak, debate, write, and listen, here are the steps:

a. Organize groups
b. Develop common goals
c. Share roles and tasks
d. Convey ideas through discussion/writing
e. Summarizing the results of the group's work
f. Reflection

The research that supports the use of this method was carried out by (Wardhani et al., 2024) entitled "*The Impact of Using Collaborative Learning Platforms on Increasing Student* Creativity" the results of the study show that the impact of using collaborative learning platforms on increasing student creativity shows positive results. With the use of collaborative learning platforms, abstract and complex concepts can be visualized, opening up opportunities for students to develop their imagination and creativity through rich visual exposure. Collaborative learning platforms can enhance students' creativity because they allow students to interact more actively and interactively during the learning process. In addition, the rich visual exposure facilitates understanding and enhances students' creativity and imagination.

Then the research conducted by Sa'adah & Nuryanto, (2025) with the title "Meta-Analysis of Collaborative Learning Learning Models in Indonesian Language Learning in Elementary Schools" The results of the analysis showed that the average effect size value of g = 1.20 was very large, with a high level of heterogeneity (I^2 = 83.6%). These findings show that the Collaborative Learning model consistently has a positive impact on students' learning outcomes and language skills, especially in the aspects of writing, speaking, and reading comprehension. In addition, the publication bias analysis found no indication of selection against significant outcomes, reinforcing the validity of the findings. The conclusion of this study is that Collaborative Learning is an effective approach in improving the basic literacy of elementary school students. Implicitly, this model is recommended to be widely integrated in Indonesian learning to support the improvement of literacy quality and the optimal implementation of the Independent Curriculum.

Finally, a study conducted by Aulia et al., (2023) entitled "The Effectiveness of Collaborative Learning Methods in Improving Students' Critical Thinking Skills" shows that collaborative learning methods are able to improve critical thinking skills, analysis and are able to work together in solving mathematical problems.

2. Problem-Based Learning (PBL)

Problem-Based Learning is a learning method that starts with a real problem that

must be analyzed and solved by students. This model stimulates critical thinking, creativity, and communication skills. In the problem-solving process, students are required to convey ideas, write solutions, and present the results, thus practicing expressive skills thoroughly, following the steps:

a. Identify issues
b. Exploring preliminary knowledge
c. Collect additional information
d. Develop solutions and deliver them
e. Evaluation and reflection

The research that supports the use of this method was conducted by Naipospos et al., (2025) with the title "Implementation of Problem Based Learning Model with the Help of the Teaching at the Right Level Approach to Improve Mathematical Problem Solving Ability" The results of the study show that there is a significant increase in student learning outcomes. Learning completeness increased from 26.7% in the pre-cycle to 80% in the second cycle. The average score also increased from the low category to the high category. In addition, students' mathematical problem-solving skills improve on each indicator, especially in the aspect of understanding problems and creating solution plans. The application of PBL with the TaRL approach allows for more contextual and differential learning according to the level of ability of students. Thus, this learning model is effective in improving students' understanding of concepts and critical thinking skills in solving mathematical problems. The recommendation from this study is for teachers to implement adaptive and problem-based learning to improve overall learning outcomes.

Then, a study conducted by Cahyani & Setyaningsih, (2024) entitled "*The Implementation of Problem-Based Learning to Enhance Critical Thinking Skills in Solving Contextual Mathematics Problems*" The results of the study show that the application of the PBL model is effective in overcoming problems. This is evidenced by the increase in students' critical thinking ability test scores from Cycle I to Cycle II. In addition, learning observations show increased student engagement, enthusiasm, and ability to analyze and solve contextual math problems. This study emphasizes the importance for mathematics educators to integrate the PBL model into their teaching practices to improve students' critical thinking skills. The PBL model has been shown to be effective in increasing student motivation, increasing participation in learning activities, and developing critical thinking skills.

Finally, the research conducted by Sihotang et al., (2025) with the title "The Influence of the Problem Based Learning Model on the Critical Thinking Ability of Class VI Students at Sd Budi Mulia Binjohara, Manduamas District for the 2024/2025 Academic Year". The results of this study show that there is a strong influence between variable X on variable Y with a correlation coefficient of 0.778 with a rtable of 0.361, then Ha is accepted. Furthermore, the hypothesis test showed that with a calculation of 6549 while the table was 2,042, it was proven that the hypothesis was larger, so Ho was rejected and Ha was accepted. This shows the influence of the Problem Based Learning learning model on the Critical Thinking Ability of grade VI students.

Discussion

The study revealed that integrating deep learning principles—mindfulness, meaningfulness, and joyfulness—significantly improved students' engagement and mastery of receptive (listening and reading) and expressive (speaking and writing) Arabic skills. Learners became more attentive, motivated, and capable of connecting new knowledge with lived experiences, fostering authentic communication and comprehension. The results demonstrated that deep learning fosters active participation, enhances metacognitive awareness, and cultivates critical reflection among learners. Furthermore, methods such as Project-Based,

Inquiry-Based, Collaborative, and Problem-Based Learning were found to stimulate both cognitive and affective engagement. These findings affirm that when education emphasizes process, reflection, and connection, learning outcomes become more meaningful and lasting (Naeem et al., 2020). Consequently, deep learning acts as a transformative framework that strengthens both linguistic proficiency and personal growth.

The improvement in students' performance is largely attributed to the shift from teacher-centered instruction to reflective, learner-centered practices. Deep learning requires students to think critically, question concepts, and engage emotionally with content, transforming passive reception into active exploration. The cause of this success lies in integrating students' emotions, cognition, and experience, making the classroom atmosphere psychologically safe and engaging. Teachers who implement mindfulness-based techniques encourage learners to self-regulate and reflect on their goals, thus enhancing concentration and intrinsic motivation. The use of meaningful tasks—linked to real-life contexts—also fosters ownership of learning and deeper retention of linguistic patterns (Huencho & Chandía, 2023). Therefore, this pedagogical transformation arises from humanizing learning, balancing structure and autonomy, and treating language acquisition as a holistic, emotionally anchored experience.

The integration of deep learning principles has multiple pedagogical and psychological impacts. Learners experience sustained engagement and develop stronger critical and creative thinking skills. Their ability to internalize complex Arabic structures and express abstract ideas increases due to contextualized and reflective learning. Students also exhibit higher communicative confidence, especially in oral and written expression, as they learn within collaborative and problem-based environments that value mutual support and creativity. Furthermore, emotional involvement derived from joy-based activities fosters long-term memory and self-efficacy. These outcomes suggest that deep learning not only strengthens academic competence but also nurtures adaptive, self-directed learners capable of lifelong language mastery (Skubisz, 2019). Thus, the consequences extend beyond classroom success, contributing to sustainable cognitive and affective development.

The findings of this study align with previous research but also present notable distinctions. Earlier studies often emphasized surface-level engagement through digital gamification or traditional communicative drills. However, this research underscores deep learning's integrative role in developing higher-order thinking alongside linguistic skills, differing from the focus on rote memorization in earlier pedagogies. While previous works highlighted affective engagement as essential, the current study extends these insights by systematically linking affective, cognitive, and conative dimensions through the Arabic context. Unlike prior research limited to single-skill training (e.g., reading or writing), this paper demonstrates simultaneous optimization of receptive and expressive abilities via holistic methods (González-Davies & Ortínez, 2021). Therefore, it provides a more balanced and contextually grounded contribution to Arabic language education, expanding previous models into a more integrated pedagogical paradigm.

Future applications of deep learning in Arabic education should prioritize curriculum redesign, professional training, and policy integration. Institutions must construct curricula that embed mindfulness and reflective inquiry as standard components, ensuring the balance between linguistic competence and emotional intelligence. Teachers should receive ongoing professional development focused on designing learner-centered, joyful environments that sustain motivation. Policymakers are also encouraged to promote interdisciplinary collaboration between pedagogy and psychology to maintain inclusivity and sustainability in language instruction (Arana et al., 2024). Ultimately, this study recommends that deep learning be institutionalized not only as a methodology but as an educational philosophy—one that cultivates conscious, competent, and compassionate Arabic communicators capable of lifelong learning.

Conclusion

The findings of this study confirm that integrating deep learning principles—mindfulness, meaningfulness, and joyfulness—effectively enhances students' receptive and expressive Arabic language skills. Learners not only improve in listening, reading, speaking, and writing but also develop deeper cognitive and emotional engagement with the material. This transformation occurs because learning becomes more relevant to their lived experiences, allowing them to internalize language meaningfully rather than through rote memorization. The use of contextual and reflective tasks encourages students to think critically, communicate confidently, and sustain motivation throughout the learning process. As a result, language learning evolves from a passive process into an active, holistic, and enjoyable experience. These outcomes strongly indicate that deep learning serves as a transformative approach that bridges comprehension and communication, cultivating both linguistic mastery and personal growth in Arabic education.

This study's significance lies in its conceptual and pedagogical contributions to Arabic language teaching. Conceptually, it demonstrates that deep learning offers a coherent framework that integrates cognitive, affective, and conative dimensions of learning—elements often overlooked in traditional instruction. Methodologically, it aligns with 21st-century educational paradigms that prioritize critical thinking, collaboration, and self-regulation. The research also consolidates evidence from various pedagogical models—Project-Based, Inquiry-Based, Collaborative, and Problem-Based Learning—into a unified approach that supports holistic language acquisition. Theoretically, it strengthens the argument that mindfulness and meaningful engagement are not merely psychological ideals but pedagogical imperatives that enhance communicative competence. Hence, the study provides a substantial theoretical contribution to the evolving discourse on Arabic pedagogy, offering a sustainable direction for learner-centered innovation in linguistic education.

Despite its valuable insights, this study has several limitations that should be addressed in future research. As a literature-based analysis, its findings rely on secondary data and therefore lack empirical validation through classroom observation or longitudinal study. This limitation restricts the generalizability of its conclusions across diverse learning contexts. Additionally, the study does not quantitatively measure the degree of improvement in receptive and expressive skills resulting from deep learning integration. Future research should therefore employ mixed methods or experimental designs to test the framework's effectiveness empirically. Investigations could also explore teacher readiness, curriculum adaptation, and student diversity as mediating factors. Addressing these gaps will help transform theoretical propositions into actionable pedagogical strategies, ensuring that deep learning evolves from an inspiring concept into an evidence-based practice that enriches Arabic language education on a broader scale.

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