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IMPLEMENTATION OF DEEP *LEARNING* IN IMPROVING THE WRITING SKILLS OF DESCRIPTIVE TEXTS FOR GRADE 6 STUDENTS OF ELEMENTARY SCHOOL CLUSTER 1 BANGKALA DISTRICT JENEPONTO REGENCY

IMPLEMENTASI PEMBELAJARAN MENDALAM (*DEEP LEARNING)* DALAM MENINGKATKAN KETERAMPILAN MENULIS TEKS DESKRIPSI SISWA KELAS 6 SD GUGUS 1 KECAMATAN BANGKALA KABUPATEN JENEPONTO

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Abstract

This study aims to analyze the implementation of deep learning in improving the descriptive text writing skills of grade VI students in Group 1, Bangkala District, Jeneponto Regency. Deep learning is seen as relevant to overcome students' low writing ability which is characterized by a lack of detail, weak text structure, and lack of ability to choose diction. This study uses a qualitative approach with the type of Class Action Research (PTK) of the Kemmis and McTaggart model which is carried out in one cycle consisting of planning, action, observation, and reflection stages. Data was collected through observation, interviews, documentation, as well as pretest and posttest. The results of the study showed a significant increase in description writing skills after the application of Deep Learning. The average pretest score of 58.40 with 16% completeness increased to 83.20 in the posttest with 88% completeness. An increase in N-gain of 0.62 indicates a moderate–high increase category. In addition to improved grades, students showed positive changes in learning behavior, characterized by increased participation, analytical skills, and quality of reflection on their writing. This study concludes that deep learning is effective in improving descriptive text writing skills while fostering students' critical thinking and metacognitive skills. This model is feasible to be applied as an alternative to Indonesian learning strategies in elementary schools.

Keywords: Deep Learning, Writing Descriptions, Language Learning, Elementary School Students, PTK.

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Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi pembelajaran mendalam (Deep Learning) dalam meningkatkan keterampilan menulis teks deskripsi siswa kelas VI di Gugus 1 Kecamatan Bangkala, Kabupaten Jeneponto. Pembelajaran mendalam dipandang relevan untuk mengatasi rendahnya kemampuan menulis siswa yang ditandai oleh minimnya detail, lemahnya struktur teks, serta kurangnya kemampuan dalam memilih diksi. Penelitian ini menggunakan pendekatan kualitatif dengan jenis Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart yang dilaksanakan dalam satu siklus terdiri atas tahap perencanaan, tindakan, observasi, dan refleksi. Data dikumpulkan melalui observasi, wawancara, dokumentasi, serta tes awal (pretest) dan tes akhir (posttest). Hasil penelitian menunjukkan adanya peningkatan signifikan pada keterampilan menulis deskripsi setelah penerapan Deep Learning. Nilai rata-rata pretest sebesar 58,40 dengan ketuntasan 16% meningkat menjadi 83,20 pada posttest dengan ketuntasan 88%. Peningkatan N-gain sebesar 0,62 menunjukkan kategori peningkatan sedang–tinggi. Selain peningkatan nilai, siswa menunjukkan perubahan perilaku belajar yang positif, ditandai dengan meningkatnya partisipasi, kemampuan analisis, dan kualitas refleksi terhadap tulisan mereka. Penelitian ini menyimpulkan bahwa pembelajaran mendalam efektif dalam meningkatkan keterampilan menulis teks deskripsi sekaligus menumbuhkan kemampuan berpikir kritis dan metakognitif siswa. Model ini layak diterapkan sebagai alternatif strategi pembelajaran Bahasa Indonesia di sekolah dasar.

Kata kunci: Deep Learning, Menulis Deskripsi, Pembelajaran Bahasa, Siswa Sekolah Dasar, PTK.

1. INTRODUCTION

Writing is one of the complex language skills and requires a systematic thought process. In learning Indonesian, the skill of writing descriptions is an important aspect that students must master because it trains them to pour out ideas in sequence, describe objects in detail, and use proper diction. Tarigan (2021) states that writing descriptions requires students' ability to present a concrete picture of an object, place, or event so that readers can imagine it clearly.

In the context of modern learning, writing skills are not only seen as an academic ability, but also as a means of self-development. According to Mu'ti (2025), *deep learning* is not just a mastery of material, but a learning process that touches curiosity, evokes human values, and gives meaning to students' lives. The deep learning process involves three main principles, namely *mindful* , *meaningful* , and *joyful* . When these three principles are integrated in learning, students not only understand the material, but also find personal meaning and are encouraged to learn with enthusiasm.

However, the results of initial observations in grade VI of SD Cluster 1 Bangkala District show that students' description writing skills are still low. Students' writing tends to be flat, unstructured, and lacks detail. This shows that the learning process that takes place has not fully touched the deep aspects of students. Teachers use more conventional strategies that are normative, so they do not arouse students' motivation and creativity in writing.

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A number of studies show that the implementation of *deep learning* in writing learning is able to have a positive impact. Zhao et al. (2023) found that the use of *deep learning models* in online learning systems can improve the quality of students' writing, especially in terms of cohesion, coherence, and grammar. Students who received deep learning-based learning were found to understand text structure faster and were able to write better than students who learned through conventional methods.

In the context of basic education, *deep learning* does not mean the use of artificial intelligence technology, but rather an approach that emphasizes deep understanding, emotional engagement, and the discovery of meaning in the learning process. Mu'ti (2025) emphasized that *deep learning* is learning that arouses curiosity, develops reflective thinking skills, and humanizes students. Thus, this approach is in line with the essence of education which emphasizes character formation and the development of students' potential as a whole.

The philosophical foundation of *the deep learning* approach can also be reviewed from an Islamic perspective. In QS. Al-Mujis verse 11 of Allah SWT affirms: *"Allah will exalt the believers among you and those who are given knowledge of several degrees..."* This verse emphasizes that seeking knowledge is not only about mastering information, but also building values, faith, and true understanding. Similarly in QS. Az-Zumar verse 9: *"Are those who know the same as those who do not know?"* This message underscores the importance of deep and meaningful science for life.

In learning Indonesian, especially description writing skills, the application of *deep learning* principles is very relevant. The *mindful principle* encourages teachers to pay attention to the uniqueness and needs of the students; *the meaningful* principle emphasizes that the learning material is contextual and close to the student's experience; while *the joyful* principle makes learning a fun experience. These three principles, when applied consistently, will help students be more creative, reflective, and confident in writing.

Unfortunately, learning practices in elementary schools are still predominantly teacher-centered and textual. Based on the results of observations and interviews, many students tend to copy sample texts rather than writing from personal observations. This shows that the learning process that takes place has not been able to foster students' deep awareness and sensitivity to their environment. Therefore, a new approach is needed that can make writing a means of expression and self-development, not just meeting the demands of the curriculum.

Based on the description above, this study aims to analyze the implementation of *the deep learning* approach in improving the description writing skills of grade VI students of SD Cluster 1, Bangkala District. The results of this study are expected to make a real contribution to developing Indonesian learning strategies that are more meaningful, reflective, and oriented towards the growth of students' personalities and critical thinking skills.

2. RESEARCH METHOD

This study uses a qualitative approach with the type of classroom action research. This classroom action research is carried out collaboratively between researchers and classroom teachers. PTK was chosen because it aims to improve and improve learning processes and

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outcomes, especially the skill of writing descriptive texts through the application of deep learning models. The research design uses the Kemmis and McTaggart model which includes four stages in one cycle, namely planning, implementation of actions, observation, and reflection. At the planning stage, the researcher and the teacher prepare a learning tool that contains *deep learning* steps, prepare teaching materials for descriptive texts according to the curriculum, supporting media, research instruments, and indicators of action success. The implementation stage is the implementation of the plan, where teachers carry out deep learning by emphasizing the elements of *joyful learning*, *meaningful learning*, and *authentic learning*. Furthermore, the observation stage was carried out by researchers and collaborator teachers by observing student involvement and the application of learning strategies. Finally, the reflection stage is carried out to analyze the results of the action, identify obstacles, and prepare improvements for the next cycle.

This research was carried out at SD Cluster 1, Bangkala District. This location was chosen because the school has begun to adopt technology in the learning process and become a representative environment for the implementation of *deep learning*. The subjects of the study were grade VI students who were involved in writing descriptive texts with a number of students who had diverse writing skills, as well as Indonesian teachers who acted as collaborators in the implementation of learning. The selection of subjects was carried out by *purposive sampling technique*, which is to determine informants based on considerations of direct relevance to the focus of the research. Students were chosen to see a diversity of responses in writing skills, while teachers were chosen because they had first-hand insight and experience in the application of deep learning-based learning strategies.

The data collection technique was carried out through three main methods, namely participatory observation, in-depth interviews, and documentation studies. Participatory observation is carried out by directly following the learning process to see how students interact with *deep learning strategies*, how they receive feedback from teachers, and the extent of their involvement in the writing process. In-depth interviews were conducted with students and teachers to gain a broader understanding of their experiences in this learning, including the ease, challenges, teaching strategies, as well as supporting and inhibiting factors. Meanwhile, a documentation study was used to analyze the results of students' writing before and after the application of *deep learning*, which included aspects of vocabulary, grammar, and text structure, accompanied by an analysis of the teacher's notes and the teaching tools used.

The collected data were analyzed using qualitative descriptive analysis with the Miles and Huberman interactive model. The analysis process is carried out in three stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by sorting and simplifying data from observations, interviews, and documentation to select information relevant to the focus of the research. The presentation of data was carried out in the form of a descriptive narrative that displayed the main findings related to the implementation of *deep learning* in learning to write descriptive texts. Furthermore, conclusions are drawn by

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analyzing the pattern of findings to understand the effectiveness of this learning strategy, as well as identifying supporting factors and obstacles in its implementation.

The success of this class action research is measured by the improvement of students' descriptive text writing skills, both in terms of quality and quantity. Qualitatively, success is characterized by increasing students' creativity in compiling texts that are coherent, detailed, and in accordance with linguistic rules. Quantitatively, success is determined if at least 75% of students achieve the Minimum Completeness Criteria (KKM) score that has been set by the school. In addition, success indicators are also seen from increasing students' active participation in learning and creating a *mindful, meaningful,* and *joyful* classroom atmosphere in accordance with *deep learning principles.*

3. RESULTS AND DISCUSSION

This study aims to describe the implementation of deep learning in improving the descriptive text writing skills of grade VI students in Cluster 1 of Bangkala District, Jeneponto Regency. Data collection is carried out through pretests, posttests, and observation of student activities during the learning process. The results obtained showed a significant change in students' writing ability after being treated using the Deep Learning approach.

In the pretest stage, students' initial ability to write descriptive texts is relatively low. Students still have difficulty in determining the object to be described, structuring the text correctly, and choosing the right vocabulary. This can be seen in the distribution of pretest scores, where only a small percentage of students are able to meet the minimum score standards. In general, students do not seem to understand the relationship between object observation, information processing, and coherent text composition.

To see the level of competency achievement before and after learning, the following is presented a comparison table of pretest and posttest scores of grade VI students on the skill of writing descriptive texts.

Table 1.
Comparison of Pretest and Posttest Scores of Student Description Text Writing Skills

Assessment Aspects	Pretest	Posttest
Number of Students	25 students	25 students
Completed Students	4 students (16%)	22 students (88%)
Average Score	58,40	83,20
Category	Low	Tall
N-Gain	–	0.62 (medium–high category)

Based on the table, the improvement in students' writing skills appears to be very significant after the implementation of deep learning. The average grade of the class increased

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from 58.40 to 83.20, while the level of learning completeness jumped from 16% to 88%. This shows that most students experience strong development in understanding the structure of the descriptive text and applying it in a good and correct written form.

The increase in value is also reflected in the calculation of the normalized gain (N-gain) of 0.62. This value indicates a medium-high improvement category, which indicates that the Deep Learning learning model is able to have a positive impact on students' writing skills. This model encourages students to think more deeply, connect information, and internalize concepts in a meaningful way. The learning process does not stop at providing material, but emphasizes a more comprehensive process of reasoning, exploration, and understanding.

During the learning process, student activities show significant changes. At first, students seem passive and have difficulty expressing ideas. However, after going through the stages of object analysis, group discussions, concept mapping, and hands-on observation exercises, students become more active, critical, and involved in each stage of learning. This change in behavior is in line with the characteristics of Deep Learning that place students as learning subjects and encourage them to build understanding through deep information mining.

The improvement of students' ability to write is also supported by the reflection and evaluation process that is carried out at the end of each lesson. Through reflective activities, students can assess their writing shortcomings, understand aspects that must be improved, and improve structure and diction independently. This shows that the application of continuous evaluation not only improves the quality of writing, but also develops students' metacognitive abilities.

Overall, the results of this study prove that deep learning is effective in improving students' descriptive text writing skills. This approach not only improves the cognitive aspect, but also encourages students' activeness, creativity, and critical thinking skills. Thus, deep learning can be recommended as an alternative to the Indonesian learning model that is able to optimize writing competence at the elementary school level.

Discussion

Deep learning has been proven to make a significant contribution to improving the descriptive text writing skills of grade VI students in Cluster 1 of Bangkala District. This increase is clearly seen from the results of the pretest and posttest which show positive changes both in terms of learning completeness and the average overall score. In the pretest stage, students generally have difficulty expressing ideas, identifying objects in detail, and structuring texts according to the rules. The low average score of 58.40 and only 16% of students who achieved KKM reflected the students' initial understanding of the structure and rules of writing descriptive texts.

The application of deep learning provides space for students to experience high-level thinking processes through analysis, synthesis, and reflection. Deep Learning emphasizes deep information mining so that students don't just write based on rote but understand conceptually how a descriptive text is constructed. Through activities such as object observation, concept mapping, in-depth discussions, and reflection, students begin to be able to relate the

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information obtained to their experiences. This has an impact on improving their ability to compose more detailed, structured, and coherent texts.

A significant increase in posttest scores to an average of 83.20 and 88% learning completeness showed that most students managed to internalize the concept of writing descriptions better. The N-gain value of 0.62 in the medium-high category confirms that the change that occurred was not an ordinary increase, but a substantial and meaningful increase. These results are in line with constructivist theory which emphasizes that effective learning occurs when students build understanding through active, directed, and relevant learning experiences.

In addition to increasing grades, changes in student learning behavior during the learning process also show a positive impact of Deep Learning. Students who are initially passive become more active in expressing opinions, discussing, and exploring the objects observed. The learning process not only makes them understand the structure of the text, but also trains their sensitivity to detail, precision in choosing diction, and the ability to organize paragraphs logically. This increased learning activity shows that Deep Learning is capable of creating a more interactive and participatory learning environment.

Reflection activities are an important component in encouraging students to improve the quality of their writing. Reflection helps students recognize mistakes, assess the weaknesses of the writing, and make necessary revisions. Indirectly, this activity fosters metacognitive skills, namely the skill of managing and regulating their own thought process. Thus, the developing writing skills are not only technical, but also touch on the critical and evaluative aspects of students' thinking.

Overall, deep learning has been shown to be effective in improving description writing skills in elementary school students. This approach encourages a more fundamental understanding, a strong mastery of concepts, and the ability to apply knowledge practically in written form. The significant improvement in learning outcomes in this study shows that Deep Learning can be a relevant alternative learning model to improve language skills, especially writing skills, at the primary education level.

4. CONCLUSION

This study shows that the implementation of deep learning is effective in improving the writing skills of descriptive texts of grade VI students in Cluster 1 of Bangkala District. Deep learning that emphasizes reflective, exploratory, and meaningful thinking processes can help students build a stronger understanding of the structure and elements of descriptive texts. A significant increase can be seen from the pretest results with an average of 58.40 and a learning completeness of 16%, to an average of 83.20 and a completeness of 88% in the posttest. An N-gain value of 0.62 indicates that the improvement of students' writing skills is in the medium-high category.

In addition to increasing grades, deep learning also has an impact on changes in students' learning behavior, which is characterized by increased active participation, the ability to

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express opinions, and the ability to reflect on their writing. Students become more skilled in choosing diction, arranging paragraphs in sequence, and describing objects in detail and clearly. These findings indicate that Deep Learning not only improves writing skills, but also fosters students' critical thinking and metacognitive skills.

Thus, deep learning can be used as an alternative effective learning model to improve the quality of Indonesian learning, especially in the skill of writing descriptive texts. This model is relevant to be applied more widely at the basic education level because it is able to create mindful, meaningful, and joyful learning. This research also encourages teachers to be more creative in designing learning that provides space for students to think deeply, explore ideas, and develop writing skills optimally.

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