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## A Narrative Inquiry into Primary EFL Teachers' Challenges in Promoting Deep Learning

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### Abstrak

Pembelajaran mendalam berfokus pada pengembangan kemampuan berpikir kritis, koneksi konseptual, dan penerapan pengetahuan secara bermakna, namun implementasinya dalam konteks EFL sekolah dasar masih menghadapi berbagai kendala pedagogis. Penelitian ini bertujuan untuk mengkaji tantangan yang dihadapi guru dalam mendorong pembelajaran mendalam pada kelas Bahasa Inggris di sebuah sekolah dasar Islam di Batam, Indonesia. Penelitian tentang pengajaran di tingkat sekolah dasar EFL masih kurang, terutama dalam mengeksplorasi pengalaman guru dalam lingkungan realistik dalam konteks sekolah Islam. Oleh karena itu, penelitian ini menawarkan perspektif kontekstual dan penilaian jujur dari guru. Penelitian ini menggunakan desain penyelidikan naratif dengan tiga guru berbahasa Inggris dari kelas 1-3 yang dipilih secara sengaja. Data dikumpulkan menggunakan kerangka naratif, penulisan semi-terstruktur, dan dokumentasi, kemudian dianalisis menggunakan analisis tematik. Temuan penelitian menunjukkan bahwa guru memiliki pemahaman yang terbatas tentang dasar pengajaran. Selain itu, pengajar menghadapi tantangan untuk terlibat dalam kegiatan yang dapat mendorong pemikiran kritis dan koneksi makna. Keterbatasan waktu, tuntutan kurikulum, dan kesiapan siswa turut memengaruhi implementasi. Selain itu, praktik pembelajaran masih cenderung berorientasi pada penyelesaian tugas. Temuan ini menegaskan pentingnya pengembangan profesional berkelanjutan untuk memperkuat kapasitas pedagogis guru dalam merancang pembelajaran EFL yang reflektif, bermakna, dan menyenangkan, serta memperkaya kajian pembelajaran mendalam dalam konteks sekolah dasar Islam.

**Kata Kunci:** Pembelajaran Mendalam, Inkuiri Naratif, Tantangan Guru

### Abstract

*Deep learning focuses on developing critical thinking skills, conceptual connections, and meaningful application of knowledge, but its implementation in an elementary school EFL context still faces various pedagogical obstacles. This study aims to examine the challenges faced by teachers in promoting deep learning in English classes at an Islamic elementary school in Batam, Indonesia. Research on EFL teaching at the elementary school level is still lacking, especially in exploring teachers' experiences in realistic settings within an Islamic school context. Therefore, this study offers a contextual perspective and honest assessments from teachers. This study used a narrative inquiry design with three purposefully selected English-speaking teachers from grades 1-3. Data were collected using a narrative framework, semi-structured writing, and documentation, then analyzed using thematic analysis. The research findings indicate that teachers have a limited understanding of the fundamentals of teaching. Furthermore, teachers face challenges in engaging in activities that can encourage critical thinking and meaningful connections. Time constraints, curriculum demands, and student readiness also influence implementation. Furthermore, learning practices still tend to be oriented towards completing tasks. These findings emphasize the importance of continuous professional development to strengthen teachers' pedagogical capacity in designing reflective, meaningful, and enjoyable EFL learning, as well as enriching in-depth learning studies in the context of Islamic elementary schools.*

**Keywords:** Deep learning, Narrative inquiry, teachers' challenges

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## INTRODUCTION

In grade 21, teachers of English as a foreign language (EFL) are expected to not only impart language proficiency but also to facilitate learning activities that encourage critical thinking, creativity, teamwork, and communication. Today's EFL teachers are expected to develop students' critical thinking, creativity, teamwork, and communication skills, which are widely acknowledged as critical skills for contemporary learners (Şahin & Han, 2020). Because of this, pedagogical approaches have shifted toward learning experiences that are more reflective and *bermakna*, which help students grasp concepts more deeply. One effective way to support this kind of competency development is through the implementation of *berpusat pengajaran* on students.

Based on Vygotsky's sociocultural theory (1978), modern pedagogical practices encourage project-based, collaborative, and problem-based learning that is frequently supported by the use of technology. In this context, education is increasingly associated with the development of a heightened level of critical thinking, creativity, and problem-solving skills. Even though many educators have positive opinions about the integration of technology, its implementation in the classroom is inconsistent due to the lack of institutional support and educational opportunities (Rachmawati & Purwati, 2021). In the context of EFL instruction, teaching *keterampilan* in a balanced manner is one of the most important aspects of language learning. Students are expected to produce language in a spontaneous manner, which pushes them in linguistic, cognitive, and practical ways. *Kecemasan, ketakutan akan kesalahan, and kekhawatiran* regarding negative evaluations frequently hinder students' desire to communicate clearly (Rumiyati & Seftika, 2018). Therefore, effective teacher strategies are crucial in addressing these obstacles and supporting students' speaking development.

To improve speaking proficiency, EFL teachers need to emphasize meaningful and enjoyable learning experiences that connect language use with authentic communication contexts (Bandu & Amin, 2024). In addition, teachers in the 21st century are expected to integrate creativity, critical thinking, communication, collaboration, and digital literacy into their instructional practices to support affective learning outcomes (Almazroa & Alotaibi, 2023). Learning approaches that align with these competencies play a vital role in enhancing overall educational quality (Feriyanto & Anjariyah, 2024).

In Indonesia, education is becoming understood through more *keadaran, bermakna*, and engaging integrations. *Penuh kesadaran pembelajaran kekankan siswa kesadaran dan keterlibatan reflektif; bermakna pembelajaran menghubungkan pengetahuan baru with pengalaman sebelumnya; and penuh kesadaran pembelajaran menyenangkan mendorong emosi positif serta motivasi* during the learning process. It is hoped that these three dimensions would be able to create a learning environment that is holistic and stimulates cognitive and effective growth. *Pendekatan semacam* is very relevant in *berbicara* education because it can help students develop their self-confidence, acknowledge their mistakes, and improve their communication skills via authentic and entertaining learning experiences. Presently, education is becoming more and more relevant in Indonesian educational policy. Abdul Mu'ti, *Menteri Pendidikan Dasar dan Menengah*, asserts that education should focus on encouraging learning activities that enhance students' abilities and provide *bermakna* learning experiences. According to this perspective, students who are engaged in the learning process have better understanding, stronger motivation, and greater capacity to apply knowledge in real-world contexts (Jiang et al., 2024).

According to Sudarmono et al. (2025), education in Indonesia is understood as a method that integrates education that is less focused, more engaging, and entertaining in order to foster critical thinking, creativity, and the ability of students to solve problems. In contrast to *permukaan education, mendalam education* encourages students to actively engage with content, connects ideas, and develops conceptual understanding. According to Feriyanto and Anjariyah (2024), this process enables students to connect new information with their prior knowledge and experiences, which leads to more advanced learning outcomes.

According to Fullan and Langworthy (2014), education that focuses on the development of **makna** through reflection, collaboration, and kollaboration encourages students to overcome obstacles that cannot be overcome by fostering adaptability and a high level of critical thinking. This type of work involves a variety of global competencies, most notably collaboration, communication, critical thinking, creativity, character, and **kewarganegaraan** (Fauziati et al., 2025). Recent educational research highlights the importance of deep learning as a pedagogical approach that transcends traditional teacher-centered instruction by emphasizing student engagement, authentic communication, and higher-order thinking. Specifically in English language education, deep learning has been framed as a transformative approach that supports learners in constructing meaningful understanding through real-world tasks and reflective dialogue, rather than rote memorization (Syahdan et al., 2023).

In a conceptual sense, education supports the integration of conceptual and procedural knowledge as well as the ability to transfer knowledge to other contexts. The SOLO theory developed by Biggs and Collis goes farther in explaining the evolution of education from understanding the world to more abstract ideas, influencing increasingly complex cognitive processes. This work has impacted the development of education in Indonesia, particularly through the integration of the principles of education that are modest, straightforward, and entertaining (Nafi'ah & Faruq, 2025). Although professional development can increase a teacher's conceptual understanding of teaching, **bukti empiris** from the context of guru training indicates that applying this understanding to consistent classroom practice that is **tantangan without memadai perencanaan**, teamwork, and institutional sumber daya. This study highlights the need for a teacher who connects theoretical knowledge with practical strategies to carry out language learning activities that are straightforward, engaging, and fun (Syahdan et al., 2023).

Remaining awareness, concentration, and reflective engagement during learning activities are all impacted by mindfulness. Meaningful learning focuses on connecting new knowledge with existing cognitive structures, whereas motivating learning aims to increase motivation by creating emotional and engaging learning experiences. Together, these three dimensions support deep learning and create an enriched environment for effective speaking instruction in EFL classrooms (Ilmaknun & Niswar, 2025). In speaking instruction, meaningful learning enables students to relate language input to real-life experiences, resulting in more authentic and purposeful oral communication (Kusmawati et al., 2025). Mindful learning supports learners in managing their cognitive and emotional states, reducing speaking anxiety, and improving self-monitoring of fluency, accuracy, and pronunciation (Langer, 2016). Meanwhile, joyful learning fosters motivation and positive emotions, making language practice more engaging and meaningful for learners (Kovač et al., 2025). These findings align with literature reviews in primary education which emphasize that deep learning is not merely associated with technology use, but with pedagogical practices that promote reflection, critical thinking, and meaningful engagement in learning activities (Feri et al., 2025).

However, despite these promising findings, there are several limitations in the current body of research. First, most studies focus on theoretical discussions or general classroom implementation, with limited attention to how teachers actually experience and interpret deep learning in their daily practices. Furthermore, empirical research that specifically examines the effectiveness of EFL instruction at the elementary level is still very weak. Third, there are just a few studies that investigate how perceptive, meaningful, and motivated learning can be integrated in a collaborative manner in a language classroom, particularly in relation to student participation and speaking anxiety. Aside from that, research in the context of Islamic schools is still somewhat unreliable, even if the surrounding environment may result in unique pedagogical and religious practices. Empirical research conducted at the Elementary level of education indicates that the implementation of perceptual, meaningful, and enjoyable teaching methods can enhance students' comprehension of concepts in the classroom, even though research on specific language instruction is still in its infancy. For example, qualitative case studies

in Indonesian elementary settings reveal positive effects of deep learning implementation on students' conceptual performance, suggesting its pedagogical value across subjects (Wibowo et al., 2025).

Furthermore, empirical research that specifically examines the effectiveness of EFL instruction at the **dasar** level is still very weak. **Ketiga**, there are just a few studies that investigate how perceptive, **bermakna**, and motivated learning can be integrated in a collaborative manner in a language classroom, particularly in relation to student participation and **berbicara kecemasan**. Aside from that, research in the context of Islamic schools is still rather unreliable, even if the surrounding environment may result in unique pedagogical and religious practices. Empirical research conducted at the Dasar level of education indicates that the implementation of perceptual, **bermakna**, and **menyenangkan** teaching methods can enhance students' comprehension of concepts in the classroom, even though research on specific language instruction is still in its infancy.

This limitation highlights the clear discrepancy between the conceptual ideal of deep learning and the practical realities in the classroom. Even though education is widely promoted as a transformative approach, there are still some things that are known about the challenges that teachers face when implementing it, particularly when it comes to developing the speaking skills among students who experience anxiety and various levels of language proficiency. Understanding the teacher's life experiences is crucial to improving this gap and providing pertinent, contextual advice on how effective teaching can be carried out in various classrooms.

Because of this, the purpose of this study is to investigate the challenges faced by EFL teachers in promoting learning through attentive, focused, and motivating instruction in the classroom. Using the method of narrative analysis, this study aims to examine life experiences, teaching practices, and beliefs in the context of Islamic schools in Indonesia. This approach facilitates understanding that is more focused on the intricacies of teaching practice and highlights the interaction between pedagogical citations and classroom realities. Furthermore, meaningful and joyful learning often depends on access to flexible technological tools and authentic learning resources, which remain unevenly distributed across schools and regions (Li & Kangas, 2024). In contexts with limited ICT facilities, overcrowded classrooms, or insufficient teaching materials, instruction tends to rely on repetition-based speaking drills rather than communicative projects or interactive role-play activities (Meng et al., 2023). Such disparities contribute to unequal opportunities for students to experience mindful, meaningful, and joyful deep learning.

This study contributes to existing literature by providing empirical and conceptual explanations of in-depth teaching in EFL classes at a high level, with a focus on teaching speaking and student anxiety. In addition, it provides insight into how teachers deal with pedagogical, structural, and effective challenges in applying the principles of in-depth teaching. Finally, it is anticipated that this study will provide information for professional teacher development and support more reflective, meaningful EFL learning environments.

## **METHOD**

This study employs a qualitative descriptive design with a narrative approach to investigate EFL teacher practice in in-depth teaching that is attentive, perceptive, and motivated to enhance students' speaking skills. This study was conducted over two months at SD Muhammadiyah Plus Batam, Indonesia, and provided an example opportunity to understand the class practice in the context of its nature.

Participants consisted of three EFL teachers who were selected through purposive sample selection based on the following inclusion criteria: (1) having at least three years of teaching experience; (2) active participation in speaking instruction at the low basic level (Grades 1-3); and (3) prior experience with caring, meaningful, and fun as part of a deep learning approach. Teachers who don't teach speaking or who have less than six years of experience are discouraged. This criterion ensures that the information is accurate and directly related to the research focus. Data is collected using a variety of techniques to fully understand the teacher's narrative. First, the narrative frame is used to encourage students to express their experiences in the form of written work. Additionally, semi-structured interviews are used to more thoroughly examine the beliefs, challenges, and

pedagogical practices of teachers Third, documentation such as course outlines and instructional materials are used to gather information and perform data triangulation. Utilizing a variety of data sources enables a more comprehensive understanding of the phenomenon being studied.

In conducting narrative inquiry, this study followed several systematic steps. The first stage involved story collection, where participants shared their experiences through narrative frames and interviews. The second stage was restorying, in which the researchers reorganized participants' narratives into coherent and chronological accounts while maintaining the original meanings. First, the narrative frame is used to encourage students to express their experiences in the form of written work. Additionally, semi-structured interviews are used to more thoroughly examine the beliefs, challenges, and pedagogical practices of teachers. Third, documentation such as course outlines and instructional materials are used to gather information and perform data triangulation. Utilizing a variety of data sources enables a more comprehensive understanding of the phenomenon being studied.

A few tactics are used to ensure the success of the study. Credibility is increased by data-driven and participant-driven involvement, where participants are asked to confirm the accuracy of the interpretation. In order to validate the information, triangulation is carried out by comparing data from narrative, interviews, and documentation. Peer debriefing is carried out by discussing analyzes with each other in order to reduce the possibility of bias in the research and increase interpretive thoroughness. In addition, a detailed description of the context and methodology of the study is provided to enhance transferability and to ensure the validity and consistency of the findings. Careful throughout research is used to describe ethical considerations. Prior to data collection, participants are informed about their goals and concerns as participants. Everyone is informed about the goal, and their participation is voluntary. In order to ensure confidentiality, each person's identity is determined using a pseudonym, and all data is only used for the purpose of the study. Participants are also given the opportunity to learn about themselves from the research at a time when they may not have any conclusions.

## **RESULT AND DISCUSSION**

### **Result**

The study's findings indicate that deep learning, as opposed to mindful, meaningful, and enjoyable learning, will have a positive impact on students' cognitive and practical outcomes in various educational contexts. Empirical evidence from classroom-based and digital learning studies shows that students exposed to this integrated approach demonstrate significantly higher levels of conceptual understanding compared to those experiencing conventional instruction. In particular, learning designs that encourage conscious attention (mindful learning) and contextual relevance (meaningful learning) enable students to process information more deeply, connect new knowledge with prior experiences, and retain understanding over time.

In addition, research indicates that engaging learning has a crucial role in boosting students' motivation and engagement throughout the learning process. Studies conducted in both face-to-face and digital learning environments show that interactive, student-centered activities foster a positive emotional climate that supports sustained participation and enthusiasm for learning. Quantitative results from quasi-experimental research demonstrate that students taught using a mindful, meaningful, and joyful learning framework experience significantly greater gains in learning motivation than those taught using traditional digital instruction (Resa et al., 2025). Qualitative data further support these findings, indicating that students perceive learning as more enjoyable, less cognitively overwhelming, and more relevant to their everyday lives when emotional engagement and enjoyment are intentionally embedded in instructional design.

In addition, research indicates that engaging learning has a crucial role in boosting students' motivation and engagement throughout the learning process. The findings was analyzed using thematic analysis from data collected on open-ended questions and interview with three EFL teachers. The findings are organized according

to themes aligned with the research questions and are discussed with reference to relevant literature and the theoretical framework.

**Table 1. Coding of Interview Data on Teachers' Implementation of Mindful, Meaningful, and Joyful Deep Learning in EFL Speaking**

Participant	Key Statements (Interview Excerpts)	Initial Codes	Themes
T1	"Students are more confident to speak when the lesson is fun and relaxed."	Enjoyable atmosphere, speaking confidence	Joyful learning
T1	"Deep learning means students are active and not afraid to speak."	Active participation, reduced anxiety	Positive perception of deep learning
T2	"I know deep learning should be meaningful, but I'm still confused how to train critical thinking in speaking."	Limited pedagogical understanding, critical thinking	Pedagogical challenges
T2	"Sometimes reflection is skipped because we must finish the material."	Time limitation, curriculum pressure	Structural constraints
T3	"Role-play helps students speak freely because they don't worry too much about grammar."	Role-play, reduced fear of mistakes	Meaningful & joyful learning
T3	"Some students are very shy and need more time to speak."	Speaking anxiety, learner affect	Student-related challenges

Based on the interview data, the findings indicate that EFL teachers generally hold positive perceptions of deep learning, particularly in its ability to create enjoyable and supportive speaking environments. Teachers tended to interpret deep learning as learning that emphasizes student engagement, confidence, and active participation. Joyful learning emerged as the most dominant practice, as teachers frequently used games, role-play, and group discussions to reduce students' anxiety and encourage oral participation. These activities are considered effective in helping students speak more freely without excessive fear of making mistakes.

In classroom practice, teachers reported incorporating joyful and meaningful learning through role-play, games, group discussions, and topics related to students' daily lives. These activities were perceived as effective in reducing students' anxiety and increasing their willingness to speak English. Teacher T3 mentioned that role-play activities helped students speak more freely because they felt less pressure about making grammatical mistakes. However, mindful learning practices, such as reflection on speaking performance or awareness of learning strategies, were implemented less consistently. Teachers indicated that reflection activities were often omitted due to limited instructional time and the need to complete curriculum targets.

In addition to cognitive and motivational outcomes, the results highlight improvements in students' reflective awareness and self-regulation. Mindful learning, such as reflective exercises, directed questions, and metacognitive activities, help students become more reflective and strategic in their learning process. According to the teacher, students are better able to understand what they are learning, recognize their own learning challenges, and respond appropriately when faced with challenges. These findings support the literature that previously stated that low-key learning curricula enhance students' focus, emotional control, and self-discipline toward their own learning, contributing to more rigorous and autonomous learning practices (Feri et al., 2025).

However, the results also highlight some challenges in the implementation of deep learning in classroom practice. Despite having a positive impact, teachers frequently report issues related to limited pedagogical practices, rigid curriculum structures, and inadequate institutional support. There are several studies that are still partial in nature and concentrate on activities that do not fully integrate reflective and meaningful learning components. The gap between conceptual understanding and practical application indicates that successful education requires not only innovative teaching strategies but also professional development that is characterized by a strong work ethic and a supportive educational environment. This is in line with previous research that indicates that in-depth education can only be carried out in an effective manner when the teaching

staff is equipped with a strong pedagogical foundation and systematic support to ensure that learning is carried out in a way that is both attentive, perceptive, and motivating. (Jaya & Azzahra, 2025).

Despite this important point, research that examines bilingual education in English as an English-speaking language (EFL) in classroom settings is generally less student than ideal, especially in the context of a traditional school where students' anxiety, pedagogical knowledge, and curriculum design influence students' learning. While theoretical reviews exist, empirical work that examines teachers' lived practices and challenges in applying deep learning principles to enhance speaking proficiency remains scarce, highlighting an urgent gap this study aims to fill (Benu et al., 2025).

The results also show some of the challenges teachers face when implementing a mindful, meaningful, and engaging learning environment. Teachers reported difficulties designing speaking activities that simultaneously encourage enjoyment, critical thinking, and meaningful communication. Time constraints, large class sizes, and varying student skill levels all contribute to the development of deep learning principles. Additionally, students' speaking anxiety remained a significant challenge, particularly among shy learners who were afraid of making mistakes or being evaluated negatively.

## **Discussion**

### **Challenges in Implementing Deep Learning**

The findings highlight a few common issues that hinder the effective implementation of EFL instruction. These challenges can be classified according to pedagogical, structural, and student-related factors. From a pedagogical perspective, teachers report difficulties in designing learning activities that simultaneously promote critical thinking, meaningful communication, and student enjoyment. This challenge is consistent with previous research suggesting that translating deep learning concepts into practical classroom strategies requires strong pedagogical knowledge and professional training (Benu et al., 2025). Without sufficient support, teachers tend to focus on simpler activities that are easier to implement but do not fully achieve deep learning objectives.

This finding supports previous studies indicating that teachers often focus on student enjoyment and participation as initial steps toward deep learning, but struggle to integrate reflective and higher-order cognitive processes into classroom practice (Rachmawati & Purwati, 2021). The dominance of joyful learning reflects teachers' efforts to address students' speaking anxiety, which has been widely recognized as a major barrier in EFL speaking contexts (Rumiyati & Seftika, 2018). Meaningful learning is seen in teachers connecting speaking activities to students' real-life experiences, which proceeds according to the principle of authentic communication in language learning. However, the lack of a strong pedagogical foundation indicates a symbiotic relationship between the theoretical underpinnings of education and its practical application in the classroom.

In addition, structural factors such as a shorter learning period and a larger class size limit the opportunity for project-based or reflective activities, as also mentioned by Meng et al. (2023). These obstacles make meaningful and enjoyable balanced and attentive learning, which hinders the teacher's ability to teach. Because of this, this study highlights the need for professional development that is based on continued and institutional support to help teachers guide students in a way that goes beyond simply expressing their emotions; it also encourages critical thinking and reflective thinking, which are essential components of classroom instruction.

Limited instructional time, rigid curriculum demands, and pressure to complete learning targets often force teachers to prioritize content coverage over reflective and inquiry-based learning. This finding confirms earlier studies showing that curriculum rigidity and assessment systems can hinder the implementation of student-centered and process-oriented learning approaches (Fullan & Langworthy, 2014). In addition, student-related factors, particularly speaking anxiety, remain a major challenge. Many students are reluctant to speak due to fear of making mistakes or being negatively evaluated. This finding is consistent with previous research identifying anxiety as a significant barrier in EFL speaking contexts (Rumiyati & Seftika, 2018). Teachers therefore tend to prioritize joyful learning strategies to create a safe and supportive learning environment.

However, this focus may limit opportunities for deeper cognitive engagement if not balanced with reflective practices.

### **Professional Implications for EFL Teaching**

This has important implications for the development of professional teachers and teaching practices. First and foremost, there is a need to strengthen teachers' conceptual understanding of teaching, particularly in integrating less attentive, more unclear, and more challenging teaching. Professional development programs should not only introduce theoretical concepts but also provide practical strategies for designing reflective, inquiry-based, and communicative speaking activities.

Second, teachers need support in addressing students' speaking anxiety while still promoting higher-order thinking. This requires pedagogical approaches that combine emotional support with cognitive challenge, such as guided reflection, peer feedback, and structured speaking tasks. Research suggests that integrating reflective practices can enhance students' metacognitive awareness and improve language learning outcomes (Langer, 2016).

Third, institutional support is crucial to enabling effective teaching and learning activities. Schools must provide flexible curricula, flexible work schedules, and access to day-to-day resources that support students' learning. Without this kind of support, teachers may continue to face difficulties in delivering instruction that is characterized by surface.

In conclusion, this study contributes to literature by presenting empirical findings from a narrative perspective that highlights the experiences of teachers in implementing in-depth education in an Islamic school setting. This study focuses on the intersection between immersion, speaking, and student anxiety, which is an issue that has received a lot of attention in previous studies.

### **CONCLUSION**

According to this study, even though EFL teachers in traditional classroom settings have a positive attitude toward learning, their implementation in the classroom is still mostly subjective and unreliable. According to findings, a teacher should encourage students to learn in a way that is engaging and motivating in order to increase their engagement and reduce their speaking anxiety. On the other hand, learning that is focused on perception, particularly reflexive and metacognitive practices, may not receive much attention. This imbalance reduces the gap between conceptual learning and practical implementation, which is impacted by pedagogical understanding, curriculum design, and student effectiveness. Despite this challenge, teaching aims to demonstrate strong potential to support EFL instruction that is more comprehensive and effective when used holistically. However, this study has limitations due to its small sample size, which only includes three teachers at one Islamic school, as well as the lack of silent observation in the classroom, which can hinder generalization and thorough analysis of the work done. Because of this, it is recommended that teachers develop strategies that are balanced by integrating conscious, meaningful, and enjoyable learning; schools provide structural support such as a flexible curriculum and professional development; and research in the future requires careful consideration of classroom observations, larger student groups, and student perspectives to obtain a more comprehensive understanding of the implementation of in-depth learning in the context of EFL.

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