DEEP LEARNING IN ARABIC LANGUAGE TEACHING: INNOVATION OPPORTUNITY OR JUST A TREND?

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Abstract

This research aims to analyze the concept and basic principles of the deep learning approach in the Indonesian educational context; identify and review relevant literature regarding the implementation of this approach in language teaching in general and Arabic; evaluate the potential of this approach as a sustainable innovation or just a temporary pedagogical trend in Arabic language teaching. This study uses the Systematic Literature Review (SLR) method by utilizing two types of data sources, namely primary and secondary sources. Data collection techniques are carried out systematically through three main stages, namely: planning, implementation, and reporting. The results of this study show that 1) The application of deep learning in various educational contexts in Indonesia is an innovative approach that has proven effective in improving the academic quality and character of students through the principles of mindful, meaningful, and joyful learning. This approach is flexible to be applied in various disciplines and relevant to answer the complex and dynamic challenges of future education. 2) The application of deep learning in Arabic language teaching has proven effective in improving students' comprehension, vocabulary, concentration and religious character through its principles. Despite implementation challenges, this approach creates holistic, contextual and transformative learning. 3) The deep learning approach in Arabic language teaching has great potential as a sustainable innovation if implemented systematically and supported by teacher capacity and learning technology. Otherwise, it risks becoming a momentary trend that loses its meaning and impact.

Keywords: Arabic Language Teaching; Deep Learning; Innovation; Trends;

INTRODUCTION

In recent decades, the world of education has experienced a significant paradigm shift, from modern pedagogical approaches that focus on teaching and memorization, to postmodern pedagogies that prioritize holistic and comprehensive learning. This approach emphasizes quality learning that integrates various contents to develop skills and knowledge as a whole (Jalilbayli, 2022). This shift was born

from the realization that mere memorization of facts is not enough to equip learners to face the complexity of 21st century life challenges. Therefore, modern learning approaches now demand mastery of higher order thinking skills (HOTS) that allow students to build creative, critical, and contextual understanding of the material being studied (Wena, 2020).

Along with these changes, there is an increasingly urgent need to develop critical thinking skills and problem solving abilities in the learning process (Ariadila et al., 2023). These skills are considered as the main foundation in creating meaningful and applicable learning in real life. Learning that is not only oriented towards academic results, but also able to form individuals who are capable and ready to face social and intellectual dynamics flexibly (Zebua, 2025). However, in practice, Arabic language learning at various levels of education in Indonesia is still trapped in conventional approaches that are oriented towards grammatical memorization (Jamil & Agung, 2022). The use of methods like this often places learners as passive objects in the learning process (Nuryadin et al., 2024), which are only required to memorize language structures without understanding the meaning and context of their use. As a result, language skills that actually want to be developed, such as reading with comprehension, speaking communicatively, and writing with clear ideas, are marginalized.

These shortcomings are exacerbated by the lack of attention to aspects of understanding meaning, cultural context, and developing communicative abilities holistically (Musgamy, 2022). Arabic language learning tends to be fragmented and less connected to the learners' reality (Aziz et al., 2024). Thus making language only as an academic object, not as a means of communication and living meaning. This condition shows the urgent need to innovate in Arabic language teaching approaches to be more in line with the demands of the times.

One approach that is starting to get attention in the innovation effort is the deep learning approach. This approach focuses on developing a deeper understanding of the subject matter through a thorough learning experience, where students become more emotionally and cognitively involved in their learning process. It seeks to change the traditional learning paradigm that often focuses on memorization and repetition of information to one that is more constructive and reflective (Suwandi et al., 2024). Thus, learning is no longer surface-based, but rather reaches a deeper and more reflective understanding.

The deep learning approach has great potential to transform Arabic language learning into a process that is more reflective, contextual, and relevant to everyday life. This transformation is expected to be able to develop linguistic competence as a whole, both from the cognitive, affective, and psychomotor aspects. However, critical questions need to be asked: does this approach really bring substantive innovation in Arabic language teaching, or is it just following global pedagogical trends that are not necessarily suitable for the local context? An in-depth study is needed to assess the extent to which this approach is able to answer fundamental problems in Arabic language learning in real terms.

Some previous studies have shown positive results from the application of the immersive approach in the learning process, including its effect on improving concept understanding (Latif et al., 2025), student engagement (Andriana et al.,

2023), and critical thinking skills (Aryanto et al., 2025). However, its implementation in the context of Arabic language learning is still relatively new and has not been comprehensively studied. Therefore, a literature review focusing on this approach is needed to provide a fuller picture of its effectiveness and relevance in Arabic language teaching. This research aims to analyze the concept and basic principles of the deep learning approach in the Indonesian educational context as well as identify and review relevant literature regarding the implementation of this approach in language teaching in general and Arabic. In addition, this research will also evaluate the potential of deep learning approach as a sustainable innovation or just a momentary trend in the world of Arabic language teaching. Based on the results of the study, this research will provide strategic recommendations for the development of Arabic language learning that is more meaningful, contextual, and adaptive to the challenges of the times.

METHOD

The research method used in this writing is Systematic Literature Review (SLR), which is an approach that aims to compile and analyze scientific evidence in a transparent, replicative, and comprehensive manner in answering research questions (Lame, 2019). In the context of this article, SLR is applied to review and analyze various studies related to the application of deep learning in Arabic language learning. The choice of this method is based on its ability to provide a comprehensive and objective picture of the development of research in the field, as well as to assess whether the application of deep learning is a meaningful innovation or just a momentary trend in the world of Arabic language education. This research utilizes two types of data sources, namely primary and secondary sources. Primary sources are scientific articles obtained through systematic searches in online databases such as Google Scholar, with the help of Publish or Perish software, while secondary sources include books, proceedings, and review articles that enrich the theoretical framework and deepen the analysis of research results.

The data collection technique using the Systematic Literature Review (SLR) approach was carried out systematically through three main stages: planning, implementation and reporting. In the planning stage, researchers determined the problem and formulated research questions, developed keywords, and established inclusion and exclusion criteria. Next, article searches were conducted systematically through various databases, such as Google Scholar using the Publish or Perish application, with customized search scripts. The articles obtained were then classified and evaluated for quality according to the research objectives. Data from the selected articles were carefully organized, grouped by subchapters, and presented in summary tables (Torres-Carrión et al., 2018). This process provided assurance that the information collected was relevant, reliable and supported the answers to the research questions.

FINDINGS AND DISCUSSION

Concepts and Principles of Deep Learning

Deep learning is defined as an ennobling approach that emphasizes the creation of a learning atmosphere and learning process that is mindful, meaningful,

and joyful through thinking, heart, taste, and physical exercise in a holistic and integrated manner. Learning is not only oriented towards superficial mastery of content, but on achieving deep conceptual understanding, which can be applied contextually and meaningfully in real life. This approach is designed to form graduates with a complete profile, including spiritual, cognitive, social, and emotional aspects (Kementerian Pendidikan Dasar dan Menengah Republik Indonesia, 2025).

This concept has a strategic role in improving the quality of education by encouraging deeper conceptual understanding, critical thinking skills, and problem-solving abilities among students. The integration of deep learning in the education curriculum shows that this approach not only improves academic outcomes, but also shapes a more analytical and innovative mindset (Kadarismanto & Sari, 2025). Thus, this deep learning approach is very relevant and strategic to improve the quality of education, especially in preparing a generation that is not only academically superior, but also wise, creative and adaptive. If truly implemented consistently and integratively in the curriculum, this approach has great potential to create a paradigm shift in the world of education.

To further understand how this approach is implemented in the learning process, it is important to examine the basic principles underlying deep learning. According to the Kementerian Pendidikan Dasar dan Menengah Republik Indonesia (2025), there are three main principles that support deep learning. *First*, mindful learning is a learning experience where learners are actively aware of their roles and responsibilities, motivated from within, and able to manage learning strategies to achieve goals. This awareness supports the formation of skills and knowledge as a provision for lifelong learning. *Second*, meaningful learning occurs when learners are able to relate and apply knowledge in a real context. This process goes beyond content comprehension, focusing on application, connection to the environment and strengthening long-term retention. This kind of learning involves relevant issues and the participation of parents, society or community, thus fostering social awareness and responsibility.

Third, joyful learning is a learning process that creates a positive, challenging and enjoyable atmosphere, thus arousing learners' intrinsic motivation. A sense of fun in learning strengthens emotional connection, encourages curiosity, creativity and active engagement. This atmosphere is realized when learners' basic needs - physical, emotional and psychological - are met, creating a meaningful and memorable learning experience. Having understood the basic principles of deep learning, it is important to review how this approach has been applied in the Indonesian educational context. The following literature review will outline various findings and practices that reflect the implementation of deep learning in the field.

Table 1. Implementation of Deep Learning in Indonesia

No.	Researcher, Year	Research Results
1	(Khotimah & Abdan, 2025)	The application of deep learning approach in PAI learning at SMKN Pringkuku is proven to increase students' enthusiasm,

No.	Researcher, Year	Research Results
		active participation, and deep understanding of the material. Students also show reflective ability in linking religious values with the reality of life. The role of the teacher as a facilitator is very important in creating conducive learning, as well as in building critical and collaborative thinking skills. This study recommends intensive training for teachers to support the implementation of deep learning optimally, as well as to encourage the development of interactive, innovative and contextual PAI learning.
2	(Wijaya et al., 2024)	The research showed that the school successfully implemented the three main aspects of deep learning-meaningful, mindful, and joyful learning-by adjusting them to the local context. Meaningful learning is implemented through contextual learning based on local issues, mindful learning through metacognitive strategies, and joyful learning by integrating local cultural elements. Digital infrastructure challenges are addressed with a hybrid model and teacher capacity building through continuous training. The results are seen in the improvement of critical thinking, strengthening character and social skills according to the concept of "6C", and increasing student learning motivation. This model serves as an example of comprehensive learning transformation in semi-urban areas, integrating cognitive, social-emotional and cultural aspects.
3	(Mutmainnah et al., 2025)	This research shows that the application of deep learning in the study of mathematics has a positive impact on student understanding. It encourages active student engagement through interactive activities such as simulations and experiments, making the learning process more meaningful and enjoyable. However, the application of this method also faces several challenges, such as limited time to complete the curriculum and uneven access to technology among students.
4	(Natsir, 2025)	The implementation of Merdeka Belajar Curriculum at SDN 34 Buton in learning mathematics focuses on the Deep Learning approach, which encourages deep thinking through relevant real issues. Teachers relate learning to local contexts, such as buying and selling activities, to increase student creativity and engagement. Students are grouped to solve problems, developing collaboration and communication skills. Technology is also used to connect mathematical concepts with real life, as adaptation to the times. Thus, the implementation of Merdeka Curriculum in this school is in line with the principles of Deep Learning,

No.	Researcher, Year	Research Results
		which prioritizes creativity, critical thinking, and the use of technology in learning.
5	(Hariyanti, 2024)	The research shows that this approach not only improves students' technical skills in cassava chips making, but also internalizes the values of the Profil Pelajar Pancasila such as gotong royong, creativity, and global diversity, as well as religious values such as gratitude and trade ethics. The project creates relevant and applicable learning experiences, encouraging students to understand the local potential of cassava as a food commodity and economic opportunity.
6	(Andriana et al., 2023)	PenInclusive education at SMK-PPI aims to provide equal access for students with special needs (SBK). This community service program develops an innovative deep learning model to improve the quality and inclusiveness of education. The initial stage was carried out through needs identification through observation and interviews, to understand the challenges and learning gaps. Collaboration with schools and communities is key in designing a suitable plan. Intensive training for teachers included an introduction to deep learning technology and inclusive learning strategies. The model was implemented in SBK classes with a focus on personalization and technology utilization. Evaluation was conducted through observations, interviews and surveys, which showed improvements in student engagement, accessibility and learning outcomes. Reflection and improvement are ongoing based on feedback, so that the model can be adopted sustainably and support the strengthening of inclusive education in SMK-PPI.
7	(Yolanda & Fauziah, 2024)	The results of the open class observations over two cycles showed significant improvement in students' problem-solving skills with an N-Gain of 0.80 (high category), placing their abilities in the skillful category. Sharing and Jumping Task achievements also improved with an N-Gain of 0.88 (high category), placing them in the developing category. Peer lecturers' and students' reflections indicate that learning has been aligned with the principles of mindful (according to learning needs), meaningful (students think and are actively involved), and joyful (learning is fun and satisfying in the search for deep understanding).
8	(Kontesa et al., 2023)	The results showed that the implementation of the active deep learning experience approach through the aspects of individualization, interaction, observation, and reflection

No.	Researcher, Year	Research Results
		was able to encourage student learning independence. However, the implementation in the aspects of interaction and individualization is still limited to some students. Overall, this approach is effective in fostering learning independence.

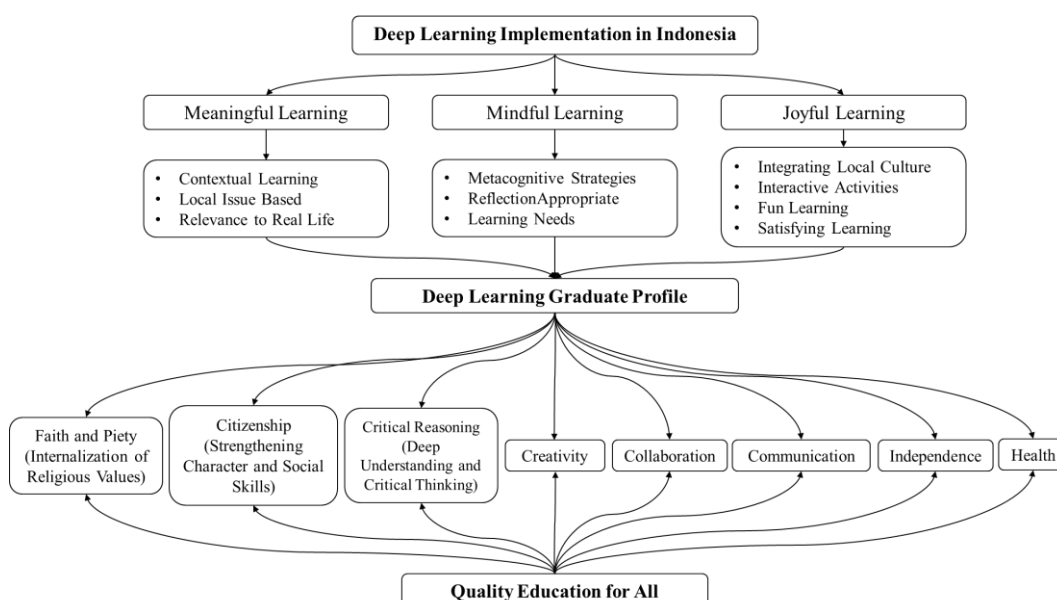The table above can be visualized as the following chart.

Figure 1. Concept map of deep learning implementation in Indonesia

Based on an analysis of eight recent studies, it can be concluded that this approach has a significant contribution in improving the quality of learning at various levels and contexts of education in Indonesia. The application of the principles of mindful, meaningful and joyful become the main foundation that guides the design and implementation of learning that is more contextual, humanistic and relevant to students' real lives. In practice, these three principles are realized through strategies such as project-based learning, the use of local contexts, cultural integration, metacognitive reflection, and educational technology.

This shows that deep learning is not only theoretical, but has high flexibility to be applied in various disciplines and learning environments. Overall, the deep learning approach in Indonesia is an innovative opportunity that deserves to be widely adopted. It not only improves academic achievement, but also strengthens learners' character and readiness to face a complex, dynamic and challenging future.

Implementation of Deep Learning in Arabic Language Teaching

The discussion of Deep Learning in this article focuses on the pedagogic aspect by highlighting how the application of Deep Learning techniques can improve students' conceptual understanding and critical thinking skills. The Deep Learning

approach aims to provide a more meaningful, fun and interesting, as well as deep learning experience for students (Putri et al., 2022). It not only encourages mastery of the material, but also helps students relate new knowledge to their real-life experiences, thus creating more meaningful and applicable learning.

One aspect of education that can be innovated with the application of deep learning is language learning, whether it is a native language or a foreign language. This is because the deep learning approach allows students to not only memorize vocabulary and language structures, but also to understand the meaning, context, and be able to apply language critically and creatively in real situations (Shi & Yang, 2024). With more reflective and meaningful learning, students can build deeper and sustainable communication skills. The following is a clearer discussion of deep learning in language learning.

Table 2. Implementation of Deep Learning in Language Teaching

No.	Researcher, Year	Research Results
1	(Adnyana, 2024)	In the Indonesian language learning process, the deep learning approach can be utilized to develop students' language skills. The skills in question include aspects of listening, speaking, reading, viewing, and writing. The improvement of these skills can be achieved through the application of various learning methods, such as: 1) problem-based learning, 2) project-based learning, 3) inquiry learning, and 4) flipped classroom.
2	(Hastuti & Sufianti, 2025)	The results showed a significant improvement, where the percentage of students who were able to read fluently increased from 39% at the initial stage, to 64% in the first cycle, and finally reached 89% in the second cycle. Besides being effective in improving reading skills, the Deep Learning approach also proved to be able to increase students' learning motivation. Thus, this approach is very feasible to be applied in Indonesian language learning as an effort to improve the quality of literacy of students from an early age.
3	(Agustin & Yarmi, 2025)	The results show that the innovation of Indonesian Language Learning Program (PPBI) based on deep learning through a combined approach of TPR (Total Physical Response), CLIL (Content and Language Integrated Learning), and WLM (Whole Language Model) is effective in creating meaningful, holistic, fun, and relevant learning for elementary school students. The TPR approach is proven to increase students' active involvement, CLIL strengthens the relevance of the material while instilling character values, while WLM integrates six language skills in one whole learning unit. The deep learning approach is reflected in the learning process

No.	Researcher, Year	Research Results
		that encourages deep understanding, connected meaning, and critical reflection. The successful implementation of this method is supported by teacher training, the use of culture-based media, and structured module development.
4	(Mariana & Hula, 2024)	This study shows that the implementation of the deep learning approach provides a positive learning experience for students, with an average score of 18.40. Pearson correlation analysis revealed a moderately strong positive relationship between this approach and students' language proficiency ($r = 0.68$). In addition, a very strong correlation was found between learning motivation and language proficiency ($r = 0.80$). The deep learning approach also succeeded in creating meaningful, mindful and joyful learning experiences. Students felt the subject matter was relevant to their daily lives, which boosted their motivation and engagement in the learning process. Technology-based and interactive learning also increased students' enthusiasm and reflective awareness during the learning process.

Based on the overall research, the deep learning approach in language teaching has proven to be effective in improving various aspects of students' language skills, such as listening, speaking, reading, writing, and critical and reflective thinking skills. This approach includes the integration of innovative methods such as problem-based learning, flipped classroom, CLIL, and WLM. The results also illustrate that there are significant improvements in reading fluency, learning motivation, and active student engagement. Deep learning is also able to create meaningful, fun and relevant learning, with the support of teacher training, culture-based media and structured modules. Besides contributing to improving the quality of literacy, this approach also strengthens the connection between the subject matter and students' daily lives.

Table 3: Implementation of Deep Learning in Arabic Language Teaching

No.	Researcher, Year	Research Results
	Deep Learning in Arabic Language Teaching	
1	(Basyir, 2018)	The results showed that the application of the Deeper Learning Cycle (DELC) approach has generally gone well in Arabic language learning. Nevertheless, there are still some aspects that need to be improved, especially in terms of variations in strategies, methods, and learning media used. The advantage of this approach lies in the effectiveness of classroom management and its ability to help learners understand the context of the use of Arabic

No.	Researcher, Year	Research Results
		rules appropriately. However, the weaknesses found lie in the aspects of curriculum management, the availability of teaching staff (tentors), and the management of learning administration which still need to be addressed.
	Deep Learning in Arabic Language Teaching Based on its Principles	
2	(Bustam et al., 2021)	The findings of this study indicate that the application of the fun (joyful) learning approach in Arabic language learning for first grade students has a significant positive impact. In an experiment involving two classes (experimental and control class), the experimental class that used song-based learning materials showed an average score increase of 27.2 points, with the highest score reaching 100. In contrast, the control class only experienced an average increase of 10.3 points, with the highest score of 80. These results indicate that the use of song-based learning materials is more effective in improving students' understanding of Arabic. This research provides an alternative learning method for Arabic language teachers that has proven effective in delivering the material. It is expected that teachers can innovate by replacing conventional learning methods with a fun (joyful) learning approach that is more interesting for students.
3	(Azmi, 2024)	This study shows that learning that applies a joyful learning approach by using jumbled letter games is effective in improving students' vocabulary skills, where the final result is as many as 67.72% of students give a positive response to this. Therefore, it means that the joyful learning approach has a rapid impact on students' ability to learn vocabulary.
4	(Maghfirotunnisa, 2023)	This study shows that David Ausubel's "meaningful learning" model, which is applied in four stages of learning, effectively improves student learning outcomes. Statistical test results showed that both experimental and control groups experienced an increase in grades, but the increase in the experimental group was more significant. The difference test also showed significant results, so the application of this model proved effective at Al-Irsyad Al-Islamiyah Elementary School in Malang.
5	(Triani & Putra, 2023)	The research findings indicate that the application of CTL in Arabic language learning at SMPIT Al-Falaah

No.	Researcher, Year	Research Results
		Simo includes three stages-preparation, implementation, and evaluation-as well as seven core components of CTL. This approach is in line with the principle of meaningful learning, as it encourages students to relate the material to real experiences and prior knowledge. However, its implementation still faces obstacles, such as limited teacher understanding, inadequate learning resources, limited time, and limited supporting facilities available.
6	(Fadillah et al., 2025a)	This study revealed that the application of mindfulness-based learning significantly contributed to the improvement of students' learning concentration, reduction of distractions, and deepening of spiritual awareness. This approach also facilitates the internalization of Islamic values that are reflected in students' religious behavior, such as discipline in worship and more adaptive emotional management. The findings recommend the integration of mindfulness methods into the Arabic language learning curriculum as a strategy to optimize academic performance while shaping students' religious character.
7	(Az Zahra, 2023)	The research findings indicate that: 1) There was a significant increase in Arabic learning outcomes in the experimental class that applied the mindful learning approach, indicated by the difference in mean scores between the pre-test (41.00) and post-test (74.37). The Wilcoxon test yielded a significance value of 0.000 (<0.05), indicating a significant difference between the pre- and post-treatment results. 2) The Mann-Whitney test yielded a significance value of 0.001 (<0.05), which confirmed that the mindful learning approach was effective in improving Arabic learning outcomes.
8	(Rosyadi et al., 2022)	The results show that the reflective approach (mindful learning) helps teachers in evaluating and interpreting learning experiences to make appropriate and sustainable decisions. In Arabic language learning, reflection is done through three types of questions: about classroom conditions, teacher self-reflection, and teaching practices. Practically, this approach is implemented through five stages, namely: mapping (planning the teacher's role), informing (understanding the nature of teaching), contesting (determining methods), appraisal (assessing new alternatives), and acting (applying new understanding in practice).

The application of deep learning in Arabic language teaching is proven to increase the effectiveness of learning through various approaches, as well as learning approaches based on deep learning principles such as joyful learning, meaningful learning (contextual teaching and learning (CTL)), and mindful learning. Strategies involving songs, games, and the integration of spiritual values have been successful in promoting material understanding, vocabulary strengthening, learning concentration, and religious character building. This approach also strengthens the connection between material and real-life experiences, although it still faces challenges such as limited resources, lack of teacher understanding, and suboptimal curriculum management. Overall, deep learning creates a holistic, relevant and transformative learning process in the context of Arabic language learning.

Evaluating the Potential of Deep Learning in Arabic Language Teaching (Innovation or Trend)

In the context of education, deep learning does not only refer to artificial intelligence technology, but also to an approach to deep learning cognitively and affectively. In this context, this approach is able to lead students to meaningful and reflective understanding, not just mastery of the material on the surface. In the teaching of Arabic, this approach is important because Arabic is not only a means of communication, but also an entrance into the understanding of culture, Islamic values, and scientific heritage (Ekawati & Arifin, 2022).

The application of deep learning in Arabic teaching has shown a significant impact on improving learning effectiveness. Not only knowledge transfer, this approach emphasizes the deepening of the material thoroughly through cognitive, affective, and psychomotor processing. In this context, learning is no longer seen as a mechanistic activity, but as a personal and reflective process that fosters the emotional and spiritual involvement of learners with the language learned. (Kadarismanto & Sari, 2025). This makes deep learning not just a method, but a pedagogical approach that is transformative.

One of the main principles of this approach is joyful learning, which is to create a fun and encouraging learning atmosphere. In practice, teachers integrate interactive media such as Arabic songs, educational games, to drama or role-play activities that allow students to express themselves freely (Bustam et al., 2021). These activities not only build a positive learning atmosphere, but also increase students' intrinsic motivation to learn Arabic. When students enjoy the learning process, the mastery of the material takes place more naturally and memorably.

Along with that, the meaningful learning approach is also an important part of the deep learning strategy. Through the principles of contextual teaching and learning (CTL), students are encouraged to relate the subject matter to their real experiences. For example, vocabulary learning is carried out in the context of daily activities such as Fii as-Suuq (in the market), Fii al-Bayti (at home), or Fii al-Madrasah (at school). It helps students understand the meaning of words in a vivid and relevant context, rather than just memorizing (Maghfirotunnisa, 2023). As a result, students are able to develop applicable language skills and foster a sense of belonging to the language learned.

Furthermore, the principle of mindful learning strengthens students' awareness of their learning process. Teachers who apply this approach invite students to be fully present in learning activities, paying attention to their thought processes, feelings, and actions when learning Arabic. This can be manifested through reflection, daily journal writing in Arabic, or contemplative activities that connect between Arabic texts and life values. This strategy is effective in establishing calmness, increasing study concentration, and facilitating the internalization of the meaning of Arabic-language texts (Fadillah et al., 2025b).

However, the implementation of this approach cannot be separated from various challenges. One of the main challenges is the limitation of resources, both in terms of learning media, infrastructure, and time in a dense curriculum. In addition, there are still many teachers who do not have an adequate understanding of the principles and practices of deep learning. As a result, this approach is often only partially applied or even erroneously in its interpretation. Curriculum management that is not optimal is also an obstacle, especially in terms of flexibility and support for innovative methods.

Despite the obstacles, the overall deep learning approach has succeeded in creating a holistic, relevant, and transformative Arabic language learning process. It not only teaches students to know, but also to understand, feel, and practice. Learning is no longer just about how much vocabulary one masters, but about how deeply embedded it is in the mind, heart, and actions of students. As such, this approach offers great hope for a more humane and impactful Arabic language learning reform.

To determine whether this Deep Learning approach is an innovation or just a trend in Arabic language teaching, it requires a study of two aspects: the novelty of ideas and the continuity of application. If viewed from the comprehensive integration of cognitive, affective, and psychomotor aspects in the context of Arabic language learning, this approach is an innovation. So far, many Arabic curriculums tend to be oriented towards drills and memorization, with an emphasis on grammatical aspects (Maulana, 2023). This deep learning approach is paradigm-shifting towards transformative learning. On the other hand, the emergence of terms such as mindful learning, joyful learning, and meaningful learning is also part of the global trend in education. Many educational institutions are starting to adopt this approach due to the push of globalization, the industrial revolution 4.0, and the need for 21st century soft skills.

However, if the deep learning approach in Arabic teaching is only applied on the surface, for example by simply changing the teaching method or adding activities that seem interactive without touching the philosophical aspects and the essential purpose of learning, then this approach risks becoming just a momentary trend that can be easily replaced by other, newer approaches. In this context, teachers and educational institutions may only adopt their external forms, such as the use of digital media or language games, but still maintain the old mindset that is oriented towards the end result alone, rather than a meaningful learning process. In fact, the essence of this approach is a profound transformation in the way students are perceived, the learning process, and the role of the teacher himself.

True innovation demands a comprehensive change in mindset, from a teaching paradigm to a learning paradigm, from a focus on material mastery to learners' self-development, and from a one-way system to reflective and mutually constructive interaction (Kertati et al., 2023). Without changes at the level of philosophy and learning culture, the deep learning approach will only become an educational cosmetic that does not have a long-term impact.

CONCLUSION

The *deep learning* approach in Arabic learning is a pedagogical innovation that emphasizes cognitive, affective, and psychomotor deep learning. Through the principles of *mindful*, *meaningful*, and *joyful learning*, this approach has been proven to be able to increase concept understanding, learning motivation, active student involvement, and strengthening religious and social character. Implementation that involves real-life contexts, integration of local cultures, self-reflection, and the use of interactive media makes the learning process more relevant, fun, and meaningful. The results of the study show that this approach is effective not only in improving linguistic skills, but also in fostering students' spiritual awareness and national values.

However, the application of *deep learning* in Arabic language learning still faces various challenges, such as limited infrastructure, lack of teacher training, and suboptimal curriculum management. If this approach is only partially implemented without an overall paradigm shift—from memorization-oriented learning to reflective and contextual learning—then it risks becoming a momentary trend with no long-term impact. Therefore, the success of *deep learning* as an educational innovation depends on the consistency of its application in a more humanistic, transformative, and sustainable learning culture.

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