



The Effectiveness of The Deep Learning Model (Mindful-Joyful-Meaningful) on Students' Ability to Write Recount Texts at UPT SMPN 3 Galesong Selatan

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ABSTRACT

This study examines the effectiveness of the Deep Learning Model integrating Mindful, Joyful, and Meaningful Learning in enhancing junior high school students' ability to write recount texts. Motivated by the challenges students commonly face in organizing ideas, applying past-tense forms, and maintaining coherence, this research aims to determine whether a holistic and student-centered learning approach can improve their writing performance. Employing a pre-experimental one-group pre-test-post-test design, the study involved 33 ninth-grade students at UPT SMPN 3 Galesong Selatan. Data were collected through a recount writing test assessed using an analytic scoring rubric, and analyzed using descriptive statistics and a paired-samples t-test. The results show a significant improvement from pre-test to post-test, indicating that the integration of mindful

awareness, enjoyable learning experiences, and meaningful contextual connections effectively supported students' development in recount writing. These findings highlight the potential of the Deep Learning Model to strengthen narrative writing skills in EFL settings and suggest that holistic instructional approaches can create more engaging and supportive classroom environments.

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INTRODUCTION

Writing plays an important role in supporting students' ability to express ideas,

organize thoughts, and communicate meaning in a structured way. Writing is recognized as a productive language skill through which learners generate ideas, construct meaning, and express their understanding in a structured form (Chico, 2012). As junior high school students in Indonesia begin developing their English literacy, writing becomes a medium for exploring language creatively while strengthening their overall linguistic awareness. In practice, however, learners are still in the process of building confidence and fluency, especially when selecting appropriate vocabulary, forming grammatical patterns, and arranging ideas coherently (Yunus et al., 2023). These early-stage challenges are common in foreign language learning and can influence students' participation and comfort during writing activities (Hamdani et al., 2025).

Recount text writing is one of the genres frequently taught at the SMP level because it allows students to narrate past experiences in a meaningful and organized timeline. This genre requires students to retell events in chronological order and follow a clear structure consisting of orientation, events, and reorientation (Lestari et al., 2021). To produce an effective recount text, learners need to construct an orientation, describe events sequentially, and provide a closing statement. They must also apply past-tense verbs, temporal connectors, and cohesive devices consistently, as these features are essential components of recount writing (Lestari et al., 2021). Although many students enjoy sharing personal stories, some still need guidance in choosing appropriate expressions and maintaining a logical flow of events, which may result in texts that appear fragmented or incomplete (Rosyada et al., 2025). These observations indicate a need for instructional support that helps students internalize genre features more effectively.

In many Indonesian classrooms, writing instruction continues to rely on grammar drills, repeated exercises, and model-based imitation. While such approaches help students recognize linguistic forms, they do not always provide opportunities for deeper reflection or creative engagement during writing tasks (Maknun & Niswar, 2025). Consequently, students may become passive learners who depend on repetition rather than developing their own writing strategies, and this situation can limit their involvement in classroom activities (Yunus et al., 2023). These conditions encourage teachers to consider more interactive and student-centered methods that stimulate both cognitive and emotional engagement.

The Deep Learning Model offers an alternative that responds to these needs through the integration of Mindful Learning, Joyful Learning, and Meaningful Learning. Mindful Learning helps students develop awareness of their thought processes and writing strategies, enabling them to monitor their progress more intentionally (Ramadhan, 2025). Joyful Learning creates a positive and enjoyable atmosphere that makes writing activities feel less intimidating and more motivating (Feriyanto & Anjariyah, 2024). Meaningful Learning ensures that writing tasks relate to students' real-life experiences so that the content becomes more relevant and purposeful (Andayanie et al., 2025). Together, these components offer a holistic foundation for enhancing both the cognitive and affective aspects of writing development.

Although the Deep Learning Model has been explored in various contexts, its integrated application in teaching recount text writing at the junior high school level has not been examined in depth. Most studies focus on individual components of the model or target different language skills. There is still a limited understanding of how Mindful, Joyful, and Meaningful Learning functions collectively to address the genre-specific challenges students face in recount writing. This gap provides space for further investigation into how the full model can support students' development as writers.

Therefore, this study aims to examine the effectiveness of the Deep Learning Model integrating Mindful, Joyful, and Meaningful Learning in improving ninth-grade students' recount writing skills at UPT SMPN 3 Galesong Selatan. The findings are expected to offer meaningful insights for developing more interactive, reflective, and student-centered approaches in Indonesian EFL writing instruction.

METHOD

This study employed a pre-experimental design, specifically the one-group pre-test post-test model, to examine the effectiveness of the Deep Learning Model integrating Mindful, Joyful, and Meaningful Learning on students' ability to write recount texts. This design was chosen because the purpose of the study was to measure improvement within the same group after receiving the instructional intervention. As stated by Fraenkel et al. (2011), one-group pre-test-post-test designs are appropriate for classroom-based studies where

researchers work with an intact class and aim to observe learning gains before and after treatment without using a comparison group.

The participants in this study consisted of 33 ninth-grade students from UPT SMPN 3 Galesong Selatan, selected using purposive sampling. The selection was based on the class's accessibility and relevance to the researched learning context. This technique ensures that the sample truly aligns with the research needs. According to Güngör et al. (2022), purposive sampling is an appropriate method for selecting groups that meet specific criteria aligned with the research objectives. This approach enables researchers to obtain more focused and relevant data to support the research.

The instrument used in this study was a writing test designed to measure students' ability to write recount texts. Students were required to compose a recount based on a personal or familiar experience, assessing their ability to generate ideas, organize them logically, and apply appropriate vocabulary and grammatical structures. Their writing performance was evaluated using an analytic scoring rubric, which is widely recognized as a valid and reliable tool for assessing EFL writing. The rubric focused on five components: orientation clarity, chronological sequencing of events, use of past-tense verbs, temporal connectors and cohesion, and overall coherence and completeness (Phetsangkhad et al., 2022). Each component was rated on a 5-point scale, with 5 indicating excellent mastery and 1 indicating minimal achievement. The total raw score was then converted to a 0–100 scale to standardize the results and allow comparison between pre-test and post-test performances. This procedure ensured that students' writing was assessed objectively and consistently, providing a solid foundation for evaluating the effectiveness of the Deep Learning Model in improving recount writing skills.

Data were collected through a writing test conducted in three stages. First, a pre-test was administered to assess students' initial ability in writing recount texts, providing baseline information on their idea organization, grammar, vocabulary, and overall coherence. Following the pre-test, the treatment was conducted in several meetings using the Deep Learning Model, which integrated Mindful, Joyful, and Meaningful Learning to enhance students' engagement and awareness during writing activities. Finally, a post-test with the same task and analytic scoring rubric as the pre-test was administered to measure students'

progress. The pre-test and post-test scores were then analyzed to evaluate the effectiveness of the treatment in improving students’ recount writing skills.

Data were analyzed using IBM SPSS version 29.0. First, descriptive statistics were computed to summarize students’ pre-test and post-test scores, including mean, standard deviation, and score distribution. Next, a paired-samples t-test was conducted to determine whether the Deep Learning Model had a significant effect on students’ recount writing ability. The paired-samples t-test is appropriate for comparing two measurements from the same participants under different conditions, such as pre-test and post-test in a single-group design, and has been proven effective in identifying changes resulting from an intervention in educational settings (Rahmani et al., 2025). The results were interpreted to provide empirical evidence of the model’s impact and to offer practical insights for improving student-centered writing instruction in Indonesian EFL classrooms.

RESULTS

This study investigated the effectiveness of the Deep Learning Model (Mindful–Joyful–Meaningful) in improving students’ ability to write recount texts at UPT SMPN 3 Galesong Selatan. Thirty-three students participated in both the pre-test and post-test. The findings demonstrate a substantial and statistically significant improvement in students’ writing performance after the implementation of the model.

Descriptive Statistics

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	33	45	55	50.45	2.320
Post-test	33	55	70	62.48	2.895
Valid N (listwise)	33				

The descriptive statistics provide a clear overview of students’ performance before and after the implementation of the Deep Learning Model (Mindful–Joyful–Meaningful). In the pre-test, the 33 students obtained scores ranging from 45 to 55, with an average of 50.45 (SD = 2.32), indicating that their initial ability to write recount texts was relatively low and

fairly uniform. After the treatment, the post-test results show a substantial improvement, with scores increasing to a range of 55 to 70 and a higher mean of 62.48 (SD = 2.89). This reflects an average gain of about 12 points, demonstrating a clear upward shift in students' writing performance. The increase in mean, minimum, and maximum scores suggests that students developed stronger skills in organizing ideas and presenting events coherently, while the slightly larger standard deviation indicates some variation in the degree of improvement among individuals. Overall, the descriptive data show a consistent positive trend, supporting the conclusion that the Deep Learning Model contributed meaningfully to enhancing students' recount writing ability.

Normality Test

Table 2. Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.153	33	.047	.970	33	.469
Post-test	.142	33	.088	.959	33	.243

Based on the normality test table above, the Shapiro-Wilk procedure was applied to ensure that the data met the assumption of normal distribution before further analysis. The results show that both the pre-test and post-test scores fall within the normal category, with significance values of .469 for the pre-test and .243 for the post-test. Since both values exceed the $\alpha = .05$ threshold, it can be concluded that there is no significant deviation from normality. Therefore, the assumption of normality is fulfilled, and the data are suitable for further analysis.

Paired Sample T-Test

Table 3. Paired Sample Test

		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre-Test – Post-Test	-12.030	.883	.154	-12.344	-11.717	-78.235	32	<,001	<,001

Based on the paired samples test table above, the comparison between pre-test and post-test scores shows a substantial and statistically significant improvement following the implementation of the learning model. The analysis reveals a mean difference of -12.03 , indicating that students' post-test scores were, on average, 12 points higher than their pre-test scores. The standard deviation of the difference is 0.883 , with a standard error of 0.154 , suggesting that the improvement was consistent across participants. The 95% confidence interval ranges from -12.344 to -11.717 , which does not include zero, further confirming the reliability of the improvement observed. The t-value of -78.235 with 32 degrees of freedom and a significance level of $p < .001$ provides strong evidence that the increase in students' writing performance is statistically significant. These results demonstrate that the treatment had a highly meaningful and positive effect on students' ability to write recount texts.

DISCUSSION

The substantial improvement in students' recount writing performance indicates that the Deep Learning Model (Mindful–Joyful–Meaningful) brought significant changes to how learners approached the writing process. The results support the view that writing development is strongly influenced by instructional approaches that cultivate mindfulness, sustained attention, and reflective engagement. This is consistent with recent studies showing that mindfulness-based writing instruction enhances expressive and creative output in EFL settings (Saputri, 2024) and that mindfulness practices improve focus, self-

regulation, and overall language performance, contributing to clearer and more coherent writing (Ayala & Acuña, 2025).

The joyful component appears to have contributed equally to students' progress. Previous research emphasizes that enjoyment in writing classes reduces anxiety, increases participation, and encourages learners to take risks and sustain effort during revision (Irawati et al., 2022). By incorporating enjoyable and emotionally supportive learning activities, the model created a more relaxed environment where students felt comfortable expressing ideas and experimenting with language. This emotional engagement likely amplified the cognitive benefits fostered by the mindful dimension, strengthening overall learning outcomes.

The meaningful aspect further strengthened the effectiveness of the instructional model. Because recount writing involves personal experiences and relevance, students performed better when they could connect classroom tasks to events in their own lives. This aligns with findings that meaningful-context learning promotes deeper elaboration of ideas, stronger narrative flow, and more precise linguistic expression (Jubhari et al., 2022). The consistent improvement across students also echoes studies showing that deep learning-based instruction benefits learners across different proficiency levels, not only those who are already high achievers (Aditama et al., 2025).

Taken together, these findings reinforce the argument that writing instruction should extend beyond mechanical practice and product-oriented tasks. Integrating mindful, joyful, and meaningful elements provides a more holistic developmental pathway, one that engages learners cognitively, emotionally, and personally. This study adds to the growing evidence that deep learning-oriented models can effectively enhance students' recount writing ability in EFL contexts, and the pedagogical implications of these results are explored further in the subsequent section.

CONCLUSION

This study provides strong evidence that the Deep Learning Model, which integrates Mindful, Joyful, and Meaningful Learning, effectively improves junior high school students' recount writing skills. The noticeable increase from pre-test to post-test scores shows that

students benefited from an instructional approach that supported focused attention, emotional ease, and personal relevance. The mindful element encouraged students to monitor their writing more deliberately, the joyful component reduced anxiety and increased engagement, and the meaningful dimension enabled them to connect tasks with personal experiences. Together, these aspects contributed to clearer organization, more coherent narratives, and greater confidence in expressing ideas. These findings reinforce the view that writing instruction is most effective when it addresses both cognitive and affective dimensions of learning.

In addition to offering empirical support for this model, the study highlights the value of adopting more holistic and student-centered practices in EFL classrooms. By creating learning environments that encourage reflection, enjoyment, and relevance, teachers can help students develop stronger writing foundations. While the results are promising, this study was limited to a single class and one genre. Therefore, future research may apply this model to different genres or involve a larger group of learners to confirm its wider effectiveness. Such efforts will help refine our understanding of how the model performs in varied learning contexts without overstating its scope.

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