

## APPENDICES

### Appendix 1 Interview Guide for English Teachers (Pedoman Wawancara Guru)

Purpose: to explore how English teachers implement deep learning pedagogy (RQ1) and how they perceive its benefits and challenges (RQ2), in accordance with the instrument blueprint in Table 3.2.

Procedure: individual, semi-structured, 45–60 minutes, audio-recorded with consent. Questions were asked flexibly and followed by probes (e.g., “Can you give a concrete example?”, “Why do you think that happened?”, “How did the students respond?”).

#### A. Implementation of the 6Cs Competencies (RQ1, Items I-1–I-12)

I-1. How do you understand and define the concept of deep learning in the context of English language teaching?

I-2. Can you describe a specific lesson or activity in which you intentionally incorporated deep learning principles? What did you do and why?

I-3. How do you design activities that develop students’ Character, such as perseverance, integrity, and self-regulation?

I-4. How do you integrate Citizenship-oriented tasks that connect English learning to real-world community or global issues?

I-5. How do you structure group work so that students genuinely collaborate and co-construct knowledge, rather than simply dividing tasks?

I-6. How do you assign roles and responsibilities within collaborative tasks, and how do you manage unequal contributions?

I-7. In what ways do you encourage students to communicate their reasoning and perspectives in English, beyond grammatical accuracy?

I-8. What multimodal forms of communication (presentations, videos, infographics) do you use in your English classes, and why?

I-9. How do you stimulate students' Creativity through open-ended, inquiry-based, or project-based tasks? Please give an example.

I-10. How do you develop students' Critical Thinking through questioning, analysis, and problem-solving activities?

I-11. How do you integrate all six competencies (6Cs) into a single unit or project, if at all?

I-12. How do you design assessment tasks that reflect deep learning competencies rather than rote recall?

A. Application of Mindful, Meaningful, and Joyful Learning (RQ1, Items I-13–I-18)

I-13. How do you create a classroom environment that promotes students' full awareness and metacognitive reflection (mindful learning)?

I-14. What specific reflection activities, if any, do you build into your lessons, and when do they occur?

I-15. How do you connect learning content to students' real-life experiences and prior knowledge (meaningful learning)?

I-16. Can you describe a lesson in which students clearly saw the relevance of English to their own lives or futures?

I-17. How do you design engaging and emotionally positive learning activities (joyful learning)?

I-18. How are these three principles reflected in your Modul Ajar, and how consistently are you able to enact them in practice?

**Perceptions of Benefits (RQ2, Items I-19–I-24)**

I-19. What benefits have you observed or experienced from applying deep learning strategies in your English classes?

I-20. In what ways, if any, has deep learning affected your students' engagement and motivation?

I-21. Have you observed changes in students' higher-order thinking (analysis, evaluation, synthesis)? Please give examples.

I-22. How has deep learning affected the way your students use English for genuine communication?

I-23. Have you observed effects on students' character, such as resilience or perseverance?

I-24. How do you see the alignment between deep learning and the objectives of the Merdeka Curriculum and Profil Pelajar Pancasila?

**B. Perceived Challenges (RQ2, Items I-25–I-30)**

I-25. What specific challenges or difficulties have you encountered when implementing deep learning in your classroom?

I-26. How do time constraints and curriculum coverage demand affect your ability to implement deep learning?

I-27. How do class size and students' diverse abilities affect the depth of learning you can facilitate?

I-28. How does the current examination and assessment system at your school influence your instructional decisions?

I-29. What kinds of professional development or institutional support have you received related to deep learning, and how adequate were they?

I-30. What support from the school, government, or training providers would most help you implement deep learning more fully?



## **Appendix 2 Focus Group Discussion Guide for Students (Pedoman Diskusi Kelompok Terpumpun Siswa)**

Purpose: to explore how students describe their learning experiences and engagement in English classes where deep learning is implemented (RQ3), in accordance with the instrument blueprint in Table 3.2.

Procedure: three FGD groups of six students each (Group 1: T1's class; Group 2: T3's class; Group 3: T4's class), 40–50 minutes per session, audio-recorded with consent. Sessions were conducted in a relaxed mixture of Bahasa Indonesia and English; students were free to answer in either language.

### **FGD Questions (Items I-31–I-40)**

I-31. How would you describe your learning experiences in English class this year? Do you feel actively involved and engaged in the learning activities?

I-32. Can you describe any English class activities that you found especially interesting, challenging, or meaningful? Why?

I-33. In your English classes, how often do you work in groups, solve problems together, or discuss ideas with classmates? What is that like for you?

I-34. When you work on projects (for example, digital storytelling, debates, or presentations), what do you enjoy, and what do you find difficult?

I-35. Do you feel that what you learn in English class is relevant to your daily life and your future goals? Can you give examples?

I-36. Have any activities helped you understand how you learn best (for example, reflection journals)? How?

I-37. How do you feel emotionally during English learning activities excited, bored, comfortable, or anxious? What makes the difference?

I-38. Can you describe a moment in English class when you had to really think hard analyzing, comparing, or defending an opinion? How did it feel?

I-39. How does learning English in this class compare with your experience in junior high school?

I-40. If you could change one thing about your English classes to make learning better for you, what would it be?





### Appendix 3 Classroom Observation Rubric (Pedoman Observasi Kelas)

Identity of observation Teacher code: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Session: \_\_\_\_\_ of 3 Topic/Text: \_\_\_\_\_ Number of students: \_\_\_\_\_

Rating scale: 1 = Not Evident; 2 = Beginning; 3 = Developing; 4 = Proficient. One rubric sheet was completed for each of the twelve observed sessions; ratings were accompanied by narrative field notes.

| No. | Observed Indicator                                                                        | Rating (1–4) | Field Notes / Evidence |
|-----|-------------------------------------------------------------------------------------------|--------------|------------------------|
| 1   | Character: Students demonstrate perseverance, integrity, and self-regulation during tasks | 1 2 3 4      |                        |
| 2   | Citizenship: Tasks connect learning to real-world, community, or global contexts          | 1 2 3 4      |                        |
| 3   | Collaboration: Students work interdependently and co-construct knowledge in groups        | 1 2 3 4      |                        |
| 4   | Communication: Students express reasoning and perspectives meaningfully, beyond accuracy  | 1 2 3 4      |                        |
| 5   | Creativity: Open-ended tasks encourage original ideas, products, or solutions             | 1 2 3 4      |                        |
| 6   | Critical Thinking: Students analyze, evaluate, synthesize, and justify reasoning          | 1 2 3 4      |                        |
| 7   | Mindful: Teacher promotes metacognitive reflection and full attentiveness                 | 1 2 3 4      |                        |
| 8   | Meaningful: Tasks connect to students' prior knowledge and real-life contexts             | 1 2 3 4      |                        |
| 9   | Joyful: Positive emotional climate; visible enthusiasm and engagement                     | 1 2 3 4      |                        |
| 10  | Student-centeredness: Students act as active learners with voice and                      | 1 2 3 4      |                        |

|    |                                                                                     |         |  |
|----|-------------------------------------------------------------------------------------|---------|--|
|    | choice                                                                              |         |  |
| 11 | Facilitation: Teacher guides with higher-order questions, scaffolding, and feedback | 1 2 3 4 |  |
| 12 | Assessment: Authentic/performance-based assessment aligned with the 6Cs is used     | 1 2 3 4 |  |





#### Appendix 4 Document Analysis Guide (Pedoman Analisis Dokumen)

Documents analyzed: (1) Modul Ajar / RPP; (2) learning modules and teaching materials; (3) assessment rubrics and student work samples; (4) school policy and curriculum documents. Each document was coded with the checklist below (✓ = present; – = absent; P = partially present) and annotated with analytical notes.

| No. | Analytical Criterion                                                                                         | Presence (✓ / P / –) | Analytical Notes |
|-----|--------------------------------------------------------------------------------------------------------------|----------------------|------------------|
| 1   | Learning objectives explicitly reference one or more 6Cs competencies                                        |                      |                  |
| 2   | Learning objectives reference mindful, meaningful, or joyful learning principles                             |                      |                  |
| 3   | Instructional activities promote inquiry, exploration, or discovery                                          |                      |                  |
| 4   | Activities require genuine collaboration and co-construction of knowledge                                    |                      |                  |
| 5   | Materials use authentic, real-world, or locally contextualized texts and tasks                               |                      |                  |
| 6   | Higher-order thinking questions (analysis, evaluation, synthesis) are included                               |                      |                  |
| 7   | Opportunities for student creativity and multimodal expression are provided                                  |                      |                  |
| 8   | Assessment is authentic/performance-based (projects, portfolios, presentations, debates)                     |                      |                  |
| 9   | Assessment rubrics include criteria beyond linguistic accuracy (e.g., creativity, collaboration, reflection) |                      |                  |
| 10  | Alignment with Profil Pelajar Pancasila dimensions is explicit                                               |                      |                  |
| 11  | School policy documents state institutional support for deep learning (training, monitoring, resources)      |                      |                  |
| 12  | Evidence of consistency between planned (documented) and enacted (observed) practices                        |                      |                  |

## **Appendix 5 Teacher Interview Transcripts (Transkrip Wawancara Guru)**

The following transcripts are complete English renderings of the four individual teacher interviews. The interviews were conducted mainly in Bahasa Indonesia with occasional English; they were transcribed verbatim and translated into English for reporting purposes. Identifying information has been removed and replaced with participant codes (T1–T4).

### **Transcript of Interview with Teacher 1 (T1)**

Participant code: T1 (female, 17 years of teaching experience)

Day/Date: Tuesday, 2 June 2026

Place: English Teachers' Room, SMA Negeri 7 Denpasar

Time: 10.00–10.55 (55 minutes)

**R :** Thank you for your time, Bu. To begin, how do you understand the concept of deep learning in English language teaching?

**T1 :** For me, deep learning means students do not just memorize vocabulary or grammar rules for a test. They have to process the language think with it, reflect with it, and use it for something that matters. In the Merdeka Curriculum documents it is described through the 6Cs and through mindful, meaningful, and joyful learning. In practice, I focus on making students aware of how they learn, not only what they learn.

**R :** Can you describe a lesson in which you intentionally applied those principles?

**T1 :** Yes. In my analytical exposition unit, I did not start from the text structure. I started from a question: should social media be regulated for teenagers? Students had to take a position, find evidence, and defend it in a structured discussion. Only after that did we look at how an exposition text organizes such arguments. So the language form came after the thinking.

**R :** How do you develop students' character perseverance, integrity, self-regulation through English?

**T1 :** "I always tell my students that finishing a difficult task with integrity is more important than getting a perfect score. So, I design activities where they have to show their effort, not just their result." For example, in my portfolio system they must include their first draft, the feedback, and the revision. Copying a perfect essay from the internet is useless in that system, because I assess the journey.

**R :** You mentioned a portfolio. How does that work as assessment?

**T1 :** Each student keeps a writing portfolio for one semester: drafts, peer feedback sheets, revisions, and a final reflection in which they describe what changed in their writing and why. It is performance-based, and it forces self-regulation, because they must plan and monitor their own progress.

**R :** How do you build reflection mindful learning into your routine?

**T1 :** I use short reflective journals. At the end of a unit, students answer three questions: what did I learn, what confused me, and what strategy helped me. At first they wrote one sentence; now many write a paragraph. Some students told me it was the first time they had ever thought about their own thinking.

**R :** What about collaboration? How do you structure group work?

**T1 :** Honestly, that is not my strongest area. I do use discussion groups and debate teams, but I admit my group tasks are sometimes more like divided individual work. I have seen colleagues assign rotating roles more systematically; I am still learning to design tasks where students genuinely need each other.

**R :** What benefits of deep learning have you observed for your students?

**T1 :** The biggest change is in their thinking. When I ask "why" and "what if" questions consistently, students stop hunting for the one correct answer and start building arguments. Their essays now contain their own positions, not summaries of the textbook. Engagement also improves, although my classroom is calmer than some others I would say my students are seriously engaged rather than noisily excited.

**R :** And the challenges? What makes implementation difficult?

**T1 :** Time and the examination system. "I want to give students space to be creative, but at the end of the semester, there's still the school examination that tests quite specific things. So sometimes I feel like creativity is sacrificed for examination preparation." A good project needs three or four weeks; the syllabus gives me two.

**R :** How do you manage that tension between deep learning and examination preparation?

**T1 :** I compromise. Early in the semester I run the deeper tasks portfolio, debate, reflection. Closer to the assessment period I switch to exam practice. It is not ideal, but "parents want their children to enter good universities. The university selection process is still based largely on test scores. So even if I believe in deep learning completely, I cannot ignore what students need for their future. There is a real tension there."

**R :** Does class size affect what you can do?

**T1 :** Of course. With thirty-six students, giving individual feedback on three drafts each is an enormous workload. I read portfolios at home, at night. Monitoring

twelve discussion groups at once is simply impossible; some groups always get less attention.

**R :** What professional development have you received on deep learning?

**T1 :** One socialization workshop from the education office two days, mostly about the format of the Modul Ajar, not about how to actually teach the 6Cs. What I do now comes mostly from my own reading and from trial and error. We need sustained mentoring, not one-time seminars.

**R :** How well does deep learning align with the Merdeka Curriculum, in your view?

**T1 :** Conceptually, they fit perfectly. Profil Pelajar Pancasila is essentially the 6Cs in Indonesian form. The misalignment is in the system around it: the assessments, the time allocation, the class sizes. The philosophy is deep, but the structures are still shallow.

**R :** Finally, what support would help you most?

**T1 :** Three things: assessment reform so that portfolios and projects genuinely count; smaller classes or a team-teaching scheme; and continuous training with classroom modelling. If those existed, I believe all of us could implement deep learning much more fully.

**R :** Thank you very much, Bu. This has been very insightful.

**T1 :** You are welcome. I hope it is useful for your research.



**Transcript of Interview with Teacher 2 (T2)**

Participant code: T2 (male, 9 years of teaching experience)

Day/Date: Wednesday, 3 June 2026

Place: School Library Discussion Room, SMA Negeri 7 Denpasar

Time: 09.30–10.20 (50 minutes)

**R :** Thank you for participating, Pak. How do you understand deep learning in the context of your English classes?

**T2 :** I understand it as learning that changes the student, not just fills the student. In shallow learning, students can answer the test on Friday and forget everything by Monday. In deep learning, something stays a skill, a habit of mind, a piece of character. The mindful, meaningful, joyful framing from the ministry helped me name things I was already trying to do.

**R :** Can you give an example of a lesson where you applied this?

**T2 :** In my analytical exposition unit, I used a structured academic controversy. Groups of four: two students built the case for a position, two built the case against, then they switched sides and finally had to write a joint recommendation. Switching sides is the key; students cannot just defend their own opinion; they must genuinely understand the other side.

**R :** That sounds like a sophisticated collaborative structure. How do you make collaboration genuine rather than divided work?

**T2 :** Interdependence must be designed, not hoped for. Every member holds a different piece of information or a different role: researcher, note-taker, spokesperson, challenger and the task cannot be completed unless the pieces



come together. I also use think-pair-share routines with wait time, so every student must think alone first before the group phase.

**R :** You mentioned think-pair-share with wait time. Is that part of mindful learning for you?

**T2 :** Exactly. Silence is underrated. I give thirty seconds to one minute of thinking time before anyone may speak. At first students found it strange; now they use it. Attention is the entry gate of deep learning without attentiveness there is nothing to deepen.

**R :** What benefits have you observed from these practices?

**T2 :** The clearest one is character. "I've seen students who initially gave up quickly on difficult tasks gradually develop more perseverance. When the task has meaning for them personally, when they care about the result, they push through challenges differently." I have also seen quieter students find their voice in structured roles, because the role gives them a legitimate reason to speak.

**R :** Have you seen effects on their higher-order thinking?

**T2 :** Yes, especially in the controversy tasks. When students must argue the position they disagree with, they are forced to analyze and evaluate, not just recall. Their questions change too from "is this correct?" to "but what about this case?" That shift tells me thinking is happening.

**R :** What challenges do you face in implementing deep learning?

**T2 :** Time is the first. A structured controversy takes two full meetings; the syllabus expects me to be two chapters further by then. The second is class size thirty-

six students means nine groups, and I cannot listen deeply to nine conversations at once. The third, honestly, is my own training. I learned these structures from books and YouTube, not from any official program. The workshop we received explained the "what" of deep learning but not the "how".

**R :** How does the assessment system affect your teaching decisions?

**T2 :** It pulls in the opposite direction. My controversies and roles develop competencies that the semester examination never measures. So students sometimes ask, "Sir, will this be on the test?" And I have no good answer, because the test rewards different things. I still give traditional quizzes for grading, and I am aware of the contradiction.

**R :** How do you handle students with very different ability levels in these tasks?

**T2 :** Mixed-ability grouping with differentiated roles helps a weaker student can be the note-taker while building confidence, and I rotate the roles over time so nobody is stuck. But I will not pretend it is solved. Differentiating deeply for thirty-six students is a challenge every single week.

**R :** How do you connect learning to students' real lives meaningful learning?

**T2 :** I choose controversy topics from their world: online privacy, school rules, local tourism. When the topic touches their life, the English follows. When the topic is artificial, even a good structure produces flat discussion.

**R :** What support would most help you implement deep learning more fully?

**T2 :** A professional learning community inside the school teachers observing each other and discussing student work would help more than external seminars.

And an assessment policy that counts collaborative and reflective work as a serious part of the grade, not decoration.

**R :** Thank you very much, Pak. Your insights are very valuable.

**T2 :** My pleasure. Good luck with your thesis.

**Transcript of Interview with Teacher 3 (T3)**

Participant code: T3 (female, 6 years of teaching experience)

Day/Date: Thursday, 4 June 2026

Place: English Teachers' Room, SMA Negeri 7 Denpasar

Time: 11.00–11.50 (50 minutes)

**R :** Thank you for your time, Bu. To start, what does deep learning mean to you as an English teacher?

**T3 :** For me it is learning where students produce, not only receive. If my students only listen and fill in worksheets, that is shallow, however neat the worksheets are. If they research, create, present, and reflect that is where depth begins. Joy is also part of it. I really believe students learn a language better when they enjoy using it.

**R :** Can you describe a project where you saw that happening?

**T3 :** My digital storytelling project. Students created narrative videos in English about a topic they chose themselves some chose Balinese legends, some chose their own family stories, one group made a story about ocean plastic. They wrote the script, recorded narration, edited the video, and screened it in class.

**R :** What happened to the classroom atmosphere during that project?

**T3 :** It completely changed. "When I gave them the freedom to choose their own topic for the project and use English to express something they genuinely cared

about, the energy in the classroom completely changed. Even my quieter students started speaking more." Students came early, stayed after class, argued about editing. That energy is impossible to fake.

**R :** How did you assess the project?

**T3 :** With a rubric covering story structure, language use, creativity, and collaboration so not only grammar. I also included a peer assessment component and a short individual reflection. But I must be honest: in the final semester grade, the project counted for only about twenty percent. The school's summative examination still dominates the grade.

**R :** How do you structure the group work in such projects?

**T3 :** "When students work in groups here, I try to give them roles so everyone contributes. But honestly, sometimes students who are stronger just end up doing most of the work. I'm still figuring out how to manage that better." I assign director, scriptwriter, editor, narrator but in practice the strong students quietly absorb the difficult parts. Monitoring that with nine groups is very hard.

**R :** What about citizenship connecting English to community or global issues?

**T3 :** The ocean plastic group is my favorite example. They interviewed a beach clean-up community in Sanur, in English and Indonesian, and their video ended with a call to action. English became the tool, not the goal. That, for me, is citizenship inside a language class.

**R :** What benefits of this approach do you see for students' language development?

**T3 :** Their spoken English becomes braver. They stop translating word by word and start communicating. Accuracy still needs work I correct it in the revision stage but fluency and confidence grow visibly during a project. And motivation: students who never raised their hands in a textbook lesson will fight to present their video.

**R :** And what are the main challenges you face?

**T3 :** Three things. Time a good project needs weeks, and the curriculum coverage does not wait. Class size thirty-six students, nine groups, one of me. And technology not every student has a good phone or stable internet at home, so some groups edit their videos at school during breaks, which again takes time. Also, honestly, training: I learned project-based learning from the internet, not from any workshop.

**R :** Does examination pressure affect your projects?

**T3 :** Yes. Some parents asked me why their children were "playing with videos" instead of doing exam exercises. I explain the competencies, but I understand their worry, because in the end the university gate is a test. So I run one big project per semester, not more, and I still drill for the examinations.

**R :** How do you build reflection into your teaching?

**T3 :** After each project, students write what they learned about English and about themselves. Their answers sometimes surprise me one girl wrote that she learned she could lead a team. That is not in my syllabus, but it may be the most important thing she learned that semester.

**R :** What support would help you most going forward?



**T3 :** Recognition of project work in official assessment, a realistic time allocation, and training that actually shows us how with modelling and feedback, not just slides. Also simple things: a room with reliable Wi-Fi and a few school tablets would remove half of my technical problems.

**R :** Thank you very much, Bu. This has been a rich conversation.

**T3 :** Thank you. I enjoyed reflecting on it myself.

**Transcript of Interview with Teacher 4 (T4)**

Participant code: T4 (male, 12 years of teaching experience)

Day/Date: Friday, 5 June 2026

Place: Vice Principal's Meeting Room, SMA Negeri 7 Denpasar

Time: 08.00–09.00 (60 minutes)

**R :** Thank you for making time, Pak. How do you personally define deep learning in English teaching?

**T4 :** Learning that transfers. If a student can use what we did in class outside the class in a university interview, in a job application, in an argument about a real issue then the learning was deep. If it only works inside the exam paper, it was shallow. Everything I design starts from that question: will this transfer?

**R :** How do you communicate that purpose to students?

**T4 :** "I always try to tell them: this is not just English grammar for the test. This is the English you will use when you present your ideas in university, when you apply for a job internationally. When they see the connection to their real life, they engage more." I say some version of that almost every week, and I design tasks that prove it.

**R :** Can you give an example of such a task?



**T4 :** My debate program. This semester the motion was about climate change and its impact on Bali's tourism and environment. Students researched real data, hotel statistics, beach erosion reports, built cases in English, and debated in a formal format. Afterwards they wrote position papers. Research, speaking, listening, writing all integrated around an issue they actually live with.

**R :** How do debates develop critical thinking, in your observation?

**T4 :** A debate punishes shallow thinking immediately. If you only memorize arguments, the first rebuttal destroys you. Students learn to anticipate counterarguments, weigh evidence, and concede points strategically. I push them with "what is the strongest objection to your own case?" that question does more for critical thinking than any worksheet.

**R :** What changes have you seen in students through this program?

**T4 :** Confidence, first. Students who trembled in their first debate volunteer to be first speaker by the end of the semester. Second, ownership they start bringing me articles they found themselves. Third, identity: several students told me they now see English as their tool, not the school's subject. That is exactly the transfer I aim for.

**R :** How do you handle collaboration within the debate format?

**T4 :** Debate teams prepare together, case building is genuinely collective, because the speeches must connect. I admit that outside the debate program, my ordinary group work is looser; when time is short I let groups divide the work, and I know that is not true collaboration. The debate is where my collaboration is strongest.

**R :** What are the biggest challenges you face in sustaining this kind of teaching?

**T4 :** Rhythm. "A proper deep learning project takes weeks to develop well. But we have national exam targets, mid-semester targets, school programsthere's always something that interrupts the rhythm. It's very difficult to sustain depth when there's so much breadth required." Every time momentum builds, the calendar cuts it.

**R :** How does the assessment culture interact with your debate program?

**T4 :** I built a debate rubricargumentation, evidence, delivery, teamworkand I use it seriously. But the school report card is still driven by written examinations, so my rubric lives in a corner of the grade. Students notice that. If the system valued performance assessment properly, the debates would count for what they truly develop.

**R :** Do technological limitations affect you as well?

**T4 :** For research, yes. The school Wi-Fi is inconsistent, and not all students have data at home, so I print core articles as a backup. It is manageable, but it adds preparation work.

**R :** How does your approach fit the Merdeka Curriculum, in your view?

**T4 :** The curriculum finally speaks my languagecritical reasoning, global citizenship, character. My frustration is not with the philosophy but with the mathematics: the philosophy demands depth, the timetable demands coverage, and both cannot be maximized at once. The curriculum gave us permission for depth but not yet the time for it.

**R :** What support would you prioritize?

**T4 :** Curriculum slimmingfewer topics, treated deeply; assessment reform that counts performance; and time for teachers to design together. Give me those three and I can show you deep learning in every class, not only in my debate program.

**R :** Thank you very much, Pak. This has been extremely helpful.

**T4 :** You are welcome. I look forward to reading your findings.



## **Appendix 6 Student Focus Group Discussion Transcripts (Transkrip FGD Siswa)**

The following transcripts are complete English renderings of the three student focus group discussions. The discussions were conducted in a relaxed mixture of Bahasa Indonesia and English; they were transcribed verbatim and translated into English for reporting purposes. Identifying information has been removed and replaced with participant codes (S1–S18).

### **Transcript of Focus Group Discussion – Group 1 (Students of T1's Class)**

Participants: S1, S2, S3, S4, S5, S6 (Grade XI)

Day/Date: Monday, 8 June 2026

Place: Classroom XI-3, SMA Negeri 7 Denpasar

Time: 13.00–13.45 (45 minutes)

**R :** Thank you all for joining. To start, how would you describe your English class this year? Do you feel involved in the activities?

**S1 :** Different from before. In junior high school we mostly filled in the blanks. Here the teacher asks our opinion almost every meeting, so we cannot just sit quietly.

**S4 :** I agree. Because we know the teacher will ask "what do you think and why", I pay attention differently. You cannot daydream when your opinion might be needed.

**R :** Can you describe an activity you found especially challenging or meaningful?

**S3 :** The discussions and debates. "When the teacher asks us to discuss and debate, I have to actually think about what I believe and why. It's harder than answering questions from the textbook, but I feel like I actually understand the material after we discuss it."

**S6 :** For me it was reading discussions. Before, English reading meant answering questions about the text. Now we talk about what the text means why the writer wrote it, whether we agree. Answering questions about the text and thinking about what the text means are really different things.

**R :** How do you feel emotionally when the activities are difficult?

**S3 :** "Sometimes the activities are difficult, but in a good way like a puzzle I want to solve. I feel proud when I finally understand something complicated after working on it. That feeling is different from just memorizing and repeating."

**S5 :** Yes, tired but satisfied. Like after sport.

**R :** Your teacher uses reflective journals. What is that like for you?

**S2 :** At first I thought it was strange, writing about how I learn. But slowly I noticed things for example, I understand a text better if I discuss it first before writing. I never knew that about myself before the journal.

**S1 :** The journal also makes me honest. If I did not really understand, I have to write that, and then the teacher helps in the next class.

**R :** Do you feel what you learn in English class is relevant to your life or your future?

**S5 :** Very much. I want to study medicine, and I know I will have to present in seminars. Standing up and defending an argument in English now even though I am nervous is practice for that. I feel more ready for university.

**S4 :** The topics also matter to us social media rules, university selection. These are our real problems, so arguing about them in English does not feel artificial.

**R :** Is there anything about these activities that makes you anxious or uncomfortable?

**S2 :** Sometimes I worry whether my opinion is "enough" for the score, because opinion tasks do not have one correct answer. A clearer explanation of how we are graded would help.

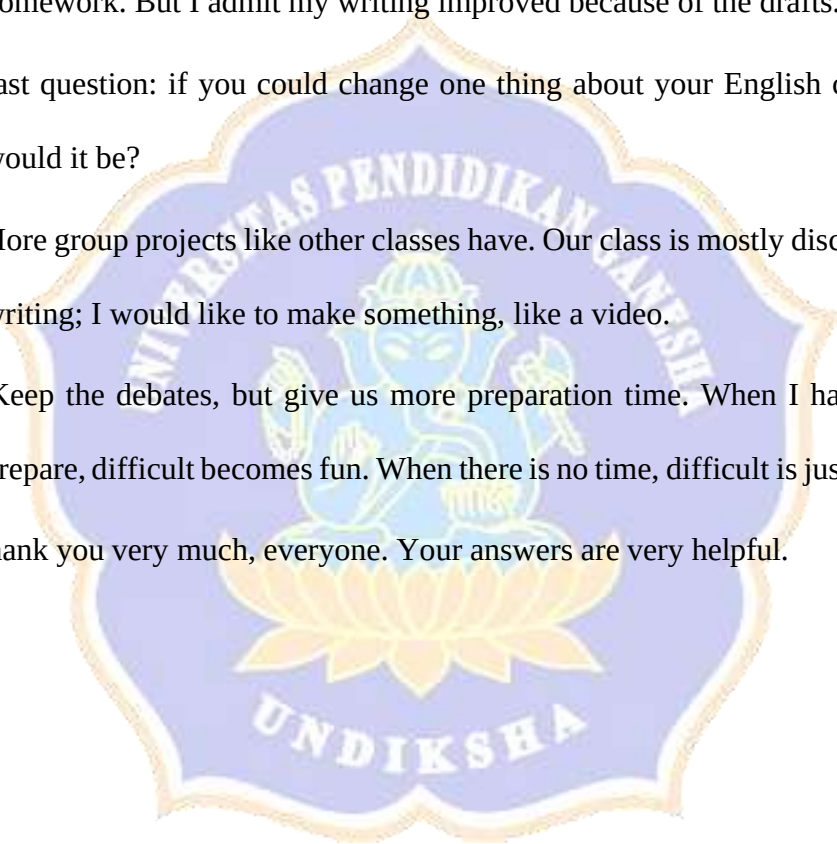
**S6 :** And the portfolio deadlines. Three drafts is a lot when other subjects also give homework. But I admit my writing improved because of the drafts.

**R :** Last question: if you could change one thing about your English class, what would it be?

**S1 :** More group projects like other classes have. Our class is mostly discussion and writing; I would like to make something, like a video.

**S3 :** Keep the debates, but give us more preparation time. When I have time to prepare, difficult becomes fun. When there is no time, difficult is just stressful.

**R :** Thank you very much, everyone. Your answers are very helpful.





**Transcript of Focus Group Discussion – Group 2 (Students of T3's Class)**

Participants: S7, S8, S9, S10, S11, S15 (Grade XI)

Day/Date: Tuesday, 9 June 2026

Place: School Library Discussion Room, SMA Negeri 7 Denpasar

Time: 13.00–13.50 (50 minutes)

**R :** Thank you for coming. How would you describe your English learning experience this year?

**S7 :** Honestly, it is the most active English class I have ever had. "In this class, English is not just grammar exercises. We make things we research, we write, we record videos in English. It feels like we are actually using English, not just studying it. That makes me want to participate more."

**S8 :** The atmosphere is energetic. During the video project, our class was noisy, but noisy with English people arguing about scripts, practicing narration. Even the break bell was annoying because we wanted to continue.

**R :** Tell me about the digital storytelling project. What did you enjoy and what was difficult?

**S10 :** Choosing our own topic was the best part. My group made a story about my grandmother's life in the village. Because it was my family's story, I wanted the English to be right I checked every sentence.

**S9 :** The difficult part was combining everyone's parts into one video. But working together on it, I learned things from my friends one taught me editing, I helped her with pronunciation. We became closer as friends too, not only as a group.

**R :** How were the roles in your groups? Did everyone contribute?

**S11 :** The teacher gave us roles director, scriptwriter, editor. Mostly it worked, but in some groups the clever students did more. In my group, one friend basically rewrote our script at the end.

**S15 :** Same in mine. I did my part, but I felt my part was the "easy" one. I would like to try the harder role next time, with some help.

**R :** Did the project feel relevant to your life or future?

**S8 :** Yesmaking videos is literally what we do outside school. Doing it in English made me realize I can use English for my own content, not only for exams.

**R :** How did you feel emotionally during the project excited, anxious, proud?

**S9 :** Mostly excited. The screening day felt like a small festival. When our video played and people laughed at the right moments, I was so proud.

**S15 :** I was nervous, honestly. Presenting something we created ourselves feels more personal than answering a test if people do not like it, it feels like they do not like us. Clearer criteria from the beginning would have made me calmer. I only relaxed after I saw the rubric.

**R :** Did the project make you think hard analyze, compare, decide?

**S10 :** Yes, many decisions: which scenes, which words, formal or casual English for the narration. We debated inside the group about almost everything. Deciding is harder than following instructions.

**S7 :** And research my group's topic was ocean plastic, so we had to read real articles in English and choose which facts to use. That was the first time I read English news seriously, because we needed it, not because it was homework.

**R :** How does this compare with your junior high school English experience?

**S11 :** Completely different. Before, English was memorizing dialogues. Now English is making something. I speak more English in one project here than in one year of junior high.

**R :** Finally, if you could change one thing about the class, what would it be?

**S8 :** More projects! One per semester is not enough.

**S15 :** Give the rubric and examples at the very beginning, so we know from day one what a good project looks like.

**R :** Thank you very much, everyone. This has been a wonderful discussion.

**Transcript of Focus Group Discussion – Group 3 (Students of T4's Class)**

Participants: S12, S13, S14, S16, S17, S18 (Grade XI)

Day/Date: Wednesday, 10 June 2026

Place: Classroom XI-6, SMA Negeri 7 Denpasar

Time: 13.00–13.45 (45 minutes)

**R :** Thank you all for joining. How would you describe your English class this year?

**S16 :** One word: debates. Our class is famous for the debates. It is exciting sometimes tense but everyone waits for debate day. Even students from other classes ask to watch.

**S18 :** The teacher always connects English to our future university, jobs. So, the class feels serious in a good way, like training, not just a subject.

**R :** Can you tell me about a debate that was especially meaningful for you?

**S12 :** The climate change debate. "When we debated about climate change and how it affects Bali's tourism and environment, I realized that English is not just a school subject it's actually a tool I can use to talk about things that really matter to me. That changed how I think about learning English."

**S17 :** That debate was intense. We used real data about Balihotels, beaches. Arguing about our own island in English felt strange at first, then powerful.

**R :** What is it like preparing for a debate as a team?

**S14 :** A lot of management, actually. We had to divide research, build the case together, and time our speeches. I became the timekeeper and organizer of my team. I learned how to manage a project, with deadlines and everything. I did not expect to learn that in English class.

**S13 :** And the feedback. After each debate we give feedback to the other team. Honestly, feedback from friends sometimes teaches me more than the teacher's comments, because friends say directly which argument was weak and why. The teacher then adds the language points.

**R :** How does it feel when you have to think hard rebutting arguments in real time?

**S16 :** Terrifying and fun at the same time. Your brain runs fast: analyze their point, find the weakness, answer in English all in one minute. After a good rebuttal I feel like a lawyer in a movie.

**S12 :** It teaches you that your first opinion is not always strong. When the other team attacks it, you learn to check your own thinking. I now do that even outside class.

**R :** Does anyone feel anxious about the debates?

**S17 :** Me, sometimes. Speaking without a full script, in front of everyone, with judges my hands are cold every time. It gets better each time, but I wish we could practice in small groups first before the big debate.

**S18 :** The preparation time is also short sometimes. When we have a week, the debate is great. When we only have two days because of other school events, it is stressful.

**R :** Do you feel this class is relevant to your future?

**S13 :** Definitely. Whatever we become, we will need to argue our ideas. My sister at university says her seminars are exactly like our debates, only longer.

**S14 :** And the project management, the teamwork those are job skills. This class teaches more than English.

**R :** How does this compare with your earlier English learning?

**S18 :** Junior high English was answering questions. This is using English as a weapon in a positive way. I never imagined I could speak for five minutes in English about a real issue.

**R :** Last question: one thing you would change?

**S16 :** Nothing about the debates just more of them, and maybe a competition with other schools.

**S17 :** Small practice debates first for nervous students like me. And keep the peer feedback; it really helps.

**R :** Thank you very much, everyone. Your perspectives are exactly what this study needs.



## Appendix 7 Informed Consent Form (Lembar Persetujuan Partisipan)

Research title: The Implementation of Deep Learning in Senior High School English Classes: A Case Study in SMAN 7 Denpasar.

Researcher: Luh Putu Adi Sastrawati (NIM 2229081020), English Language Education, Post-Graduate Program, Universitas Pendidikan Ganesha.

I have received a clear explanation of the purpose and procedures of this study. I understand that my participation involves being interviewed and/or observed and/or joining a focus group discussion, that the sessions will be audio-recorded, and that documents related to my teaching or learning may be analyzed. I understand that my participation is voluntary, that I may withdraw at any time without any consequence, that my identity will be kept confidential and replaced with a code (e.g., T1–T4, S1–S18), and that the data will be used solely for academic purposes.

By signing below, I state that I agree to participate in this study.

Denpasar, \_\_\_\_\_ 2026

Participant,

(.....)

Researcher,

(Luh Putu Adi Sastrawati)

## Appendix 8 Teacher Perception Questionnaire (Angket Persepsi Guru)

**Research title:** The Implementation of Deep Learning in Senior High School English Classes: A Case Study in SMAN 7 Denpasar.

Respondent code: T\_\_\_\_\_ Teaching experience: \_\_\_\_\_ years Date: \_\_\_\_\_

**Instructions:** This questionnaire concerns your perceptions of the benefits and challenges of implementing deep learning in your English classes. There are no



right or wrong answers. For each statement, put a check mark (✓) in the column that best represents your view: SD = strongly disagree, D = disagree, A = agree, SA



= strongly agree. Please respond to every statement. Your responses are confidential and will be reported only under your participant code.

**Part A. Perceived Benefits of Deep Learning**

| No. | Statement                                                                                                                           | SD | D | A | SA |
|-----|-------------------------------------------------------------------------------------------------------------------------------------|----|---|---|----|
| A1  | Deep learning activities increase my students' engagement in English lessons.                                                       |    |   |   |    |
| A2  | Deep learning tasks develop my students' higher-order thinking skills (analysis, evaluation, and creation).                         |    |   |   |    |
| A3  | Students participate more actively when English lessons follow deep learning principles.                                            |    |   |   |    |
| A4  | Deep learning is relevant to the needs of English learners in my school.                                                            |    |   |   |    |
| A5  | Deep learning can feasibly be applied within my regular English teaching schedule.                                                  |    |   |   |    |
| A6  | The mindful, meaningful, and joyful principles can be integrated into my existing lesson designs.                                   |    |   |   |    |
| A7  | Deep learning improves my students' motivation to use English.                                                                      |    |   |   |    |
| A8  | Students use English for genuine communication more often in deep learning activities.                                              |    |   |   |    |
| A9  | Deep learning helps students connect English learning to real-life contexts.                                                        |    |   |   |    |
| A10 | Deep learning supports the objectives of the Merdeka Curriculum.                                                                    |    |   |   |    |
| A11 | Deep learning supports the development of the graduate profile dimensions (e.g., critical reasoning, collaboration, communication). |    |   |   |    |
| A12 | Deep learning contributes to my students' character development.                                                                    |    |   |   |    |

**Part B. Perceived Challenges of Deep Learning**

| No. | Statement                                                                | SD | D | A | SA |
|-----|--------------------------------------------------------------------------|----|---|---|----|
| B1  | The allocated lesson time is insufficient for deep learning activities.  |    |   |   |    |
| B2  | Large class sizes make deep learning difficult to manage.                |    |   |   |    |
| B3  | Examination and assessment demands limit my use of deep learning.        |    |   |   |    |
| B4  | I need more training on operationalizing the 6Cs in English instruction. |    |   |   |    |
| B5  | My current conceptual understanding of deep learning is still limited.   |    |   |   |    |

|    |                                                                                     |  |  |  |  |
|----|-------------------------------------------------------------------------------------|--|--|--|--|
| B6 | I find it difficult to design assessment instruments appropriate for deep learning. |  |  |  |  |
| B7 | School facilities and learning resources are insufficient to support deep learning. |  |  |  |  |



| No. | Statement                                                                           | SD | D | A | SA |
|-----|-------------------------------------------------------------------------------------|----|---|---|----|
| B8  | School policies and administrative workload constrain deep learning implementation. |    |   |   |    |
| B9  | Internet connectivity and device access at school are inconsistent.                 |    |   |   |    |
| B10 | Integrating all six competencies (6Cs) into daily lessons is difficult.             |    |   |   |    |
| B11 | Differentiating deep learning tasks for mixed-proficiency students is challenging.  |    |   |   |    |
| B12 | Maintaining student focus during reflective (mindful) activities is difficult.      |    |   |   |    |

### Part C. Open Comments

In your own words, please describe the greatest benefit and the greatest challenge you have experienced in implementing deep learning in your English classes.

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Thank you for your participation.

