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Incorporating Quantum Learning Model to Deep Learning Approach in English Language Teaching at MTs Bustanul Ulum, Pujer, Bondowoso

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Abstract

This research aimed to explore the incorporation of the Quantum Learning Model into the Deep Learning Approach in English Language Teaching (ELT) at MTs Bustanul Ulum, Pujer, Bondowoso. The study employed a descriptive qualitative design to describe and interpret the integration process, the strategies used by the teacher, and the impacts on students' engagement and understanding. The participants consisted of one English teacher and a group of eighth-grade students selected through purposive sampling. Data were collected through classroom observations, interviews, and documentation, and analyzed using Miles and Huberman's interactive model involving data reduction, data display, and conclusion drawing. The findings revealed that the incorporation of the Quantum Learning Model into the Deep Learning Approach created a dynamic, engaging, and meaningful learning atmosphere. The Quantum Learning principles, such as positive reinforcement, contextual learning, and multisensory experiences, effectively enhanced students' motivation and participation. Meanwhile, the Deep Learning Approach encouraged students to think critically, reflect, and apply their knowledge in communicative and contextual ways. The teacher's role shifted from being a transmitter of knowledge to a facilitator and motivator, guiding students through collaborative and inquiry-based activities. In conclusion, this study demonstrated that incorporating the Quantum Learning Model into the Deep Learning Approach could significantly improve the quality of English instruction by making learning more holistic, enjoyable, and meaningful. It suggested that English teachers adopt this integrated model as an innovative strategy to foster motivation, critical thinking, and lifelong learning attitudes among students.

Keywords: Quantum Learning Model, Deep Learning Approach, English Language Teaching

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I INTRODUCTION

Education in the 21st century required innovative learning approaches that could prepare students to face increasingly complex challenges in a rapidly changing world. Teachers were no longer expected to merely transfer knowledge but to facilitate meaningful learning experiences that develop students' critical thinking, creativity, collaboration, and communication skills (Trilling & Fadel, 2009). In this context, traditional teaching methods that emphasize memorization and teacher-centered instruction were no longer sufficient to promote deep and lasting understanding. Therefore, educators needed to adopt pedagogical models or strategies that integrated both cognitive and affective dimensions of learning, models or strategies that did not only stimulate intellectual growth but also nurtured students' motivation and engagement.

In the global era, English had become one of the most important languages for international communication, education, and economic participation. Consequently, the process of learning English was not merely about memorizing vocabulary or grammar rules, but about engaging learners in effective and meaningful learning practices. One of the key components in achieving successful English learning was the use of appropriate learning strategies. Learning strategies could be broadly defined as deliberate techniques, behaviors, or actions employed by learners to enhance their acquisition of a language, manage learning tasks, and achieve specific language goals. These strategies guided learners in processing language input, mastering the four language skills (listening, speaking, reading, writing), and becoming autonomous language users.

One of the main reasons that learning strategies were important in English teaching was because they directly contributed to enhance language proficiency. Empirical studies illustrated that students who actively used effective learning strategies showed better outcomes in language skill areas such as vocabulary acquisition, reading comprehension, speaking fluency, and listening comprehension. For example, research observing ESL learners showed that strategic use of cognitive and metacognitive strategies significantly boosted language acquisition and learner autonomy.

Without strategic learning, students relied purely on routine learning methods, which could lead to slower progress and frustration, especially in foreign language contexts where exposure to English outside the classroom was limited. In such environments, learning strategies acted as cognitive tools that helped learners internalize language patterns, practice skills, and apply language knowledge practically.

Each learner approached language learning differently based on cognitive strengths, motivation, background knowledge, and even personality. Learning strategies helped educators and learners prepare instruction to individual needs. For example, research conducted in ESL settings indicates that some students preferred cognitive or memory strategies, while others benefit more from social or compensatory strategies. Recognizing these preferences allowed teachers to design varied learning activities that cater to different learner profiles. This individualized support was critical for creating inclusive classrooms where learners with diverse linguistic backgrounds and learning styles could thrive. For example, social learning strategies had been shown to improve interaction and communicative competence among students who were reluctant to participate in traditional teacher-centered instruction.

Learning strategies were closely linked with self-regulated learning and learner autonomy, key goals in modern language education. Students who were taught how to plan their learning, monitor progress, and adjust strategies independently were more likely to sustain their learning beyond classroom instruction. Research demonstrates that self-regulated learning strategies, such as goal setting and self-assessment, empowered students to take responsibility for their own language development, lead to deeper engagement and lifelong learning habits.

Learner autonomy was especially important in English language contexts where students were not constantly exposed to English outside the classroom. Effective learning

strategies helped bridge this gap by encouraging learners to seek opportunities for practice, interact with English materials independently, and reflect on their own learning progress. English learning often involved performance pressure, especially in speaking and listening. Affective strategies, such as self-encouragement, anxiety reduction techniques, and positive self-talk, played a crucial role in helping learners manage emotions and maintain motivation. Students who effectively used affective strategies demonstrated greater confidence in using English and were less likely to give up when facing challenges.

Teachers who incorporated strategy instruction into their teaching did not only improve students' technical language skills but also support students' emotional readiness to learn, a factor that significantly influenced overall academic success.

Assessing and teaching learning strategies should be an integral part of English language instruction. Teachers played a dual role: they should model effective strategies and also create learning environments that encouraged students to practice and adopt these strategies. Teachers needed to explicitly teach learning strategies rather than assumed that students would discover them on their own. This included demonstrating how and when to use strategies such as note-taking, summarizing, or peer collaboration. Explicit instruction helped students become more aware of strategy types and enabled them to apply strategies effectively in different language tasks. For example, in teaching reading comprehension, teachers showed students how to use the Think-Aloud strategy to monitor understanding. In speaking classes, learners were guided to use communication strategies like paraphrasing or asking for clarification when they encountered language gaps.

Effective strategy instruction should be embedded into the language curriculum rather than treated as an add-on. Teachers could design tasks that naturally required strategy use, such as collaborative projects, peer feedback sessions, and self-reflective journals. These activities encouraged learners to experiment with different strategies and reflect on their learning processes. Instructional materials and classroom tasks should also provide opportunities for students to practice strategies in real contexts.

One such model was the Quantum Learning Model, which focused on creating a positive, holistic, and brain-compatible learning environment. According to DePorter and Hernacki (1999), Quantum Learning emphasized the integration of emotional, physical, and cognitive aspects in the learning process. It sought to transform the classroom into a dynamic space where students were actively engaged, confident, and motivated to learn. This model built on the premise that learning was most effective when it connected to students' prior knowledge, emotions, and real-life experiences. Through its key principle of "bring learning to life," Quantum Learning encouraged teachers to design lessons that were interactive, meaningful, and enjoyable (DePorter, Reardon, & Singer-Nourie, 2010).

Further, the Deep Learning Approach aimed to develop students' ability to understand and apply knowledge in various contexts. Biggs and Tang (2011) elaborated that deep learning involved higher-order thinking skills such as analysis, synthesis, and evaluation. In education, this approach encouraged students to engage with content critically and reflectively, fostering long-term understanding and transferable skills. Unlike surface learning, which focuses on recalling information for exams, deep learning helped learners internalize concepts and apply them in real-world situations.

Integrating the Quantum Learning Model with the Deep Learning Approach offered an opportunity to combine emotional engagement with cognitive depth, resulting in a holistic learning experience. The motivational and affective aspects of Quantum Learning could provide the emotional foundation needed for students to engage meaningfully in the deeper cognitive processes required by Deep Learning. As suggested by Fullan (2013), effective teaching should address both "the head and the heart," meaning that deep understanding was more likely to occur in a learning environment that was emotionally supportive and intellectually challenging.

In the context of MTs Bustanul Ulum, Pujer, Bondowoso, the integration of these two models was particularly implemented in teaching English as foreign language. Many students at the junior secondary level experienced difficulties in maintaining concentration and motivation

when learning English, especially when learning through conventional methods that rely heavily on lecture and repetition. Teachers often faced challenges in making lessons both engaging and meaningful, which resulted in students having only a superficial understanding of the material. Implementing a learning model that combined the engaging principles of Quantum Learning and the reflective processes of Deep Learning could potentially enhance both the quality of teaching and the depth of student learning outcomes.

This descriptive qualitative study aimed to explore how the incorporation of the Quantum Learning Model into the Deep Learning Approach could be implemented in classroom practice at MTs Bustanul Ulum, especially in English language teaching activity. The study sought to describe the strategies used by teachers, the classroom dynamics that emerge, and students' responses toward the integrated model. By observing and analyzing the natural teaching and learning process, the research provided an in-depth understanding of how emotional, motivational, and cognitive elements interact in fostering meaningful learning.

Ultimately, this study contributed to the literature on innovative pedagogy by demonstrating how the combination of Quantum Learning and Deep Learning could transform classroom practices especially in English Language Teaching. It supported the vision of education as a holistic process that developed not only students' intellectual abilities but also their emotional intelligence, confidence, and love for learning. In doing so, it aligned with the broader goals of 21st-century education, that was to prepare learners who were thoughtful, motivated, and capable of applying knowledge meaningfully in real life.

II METHOD

This study employed a descriptive qualitative design, which aimed to describe and interpret phenomena as they occurred naturally without manipulation or intervention. A qualitative approach was appropriate when the goal of research was to gain a deep understanding of social or educational experiences, rather than to test hypotheses or quantify relationships (Creswell, 2014). In this study, the researcher sought to explore how the Quantum Learning Model was incorporated into the Deep Learning Approach in English Language Teaching (ELT) at MTs Bustanul Ulum, Pujer, Bondowoso, and to describe teachers' strategies, classroom practices, and students' responses within this integrated framework.

The research used a descriptive qualitative design because it focused on providing detailed descriptions of events, behaviors, and processes as they occured in real-life contexts (Sandelowski, 2000). This design was considered suitable since the study aimed to describe how the integration of Quantum Learning and Deep Learning was implemented in an authentic classroom setting, rather than to measure its statistical effectiveness. The qualitative nature of the study enabled the researcher to capture teachers' pedagogical decisions, students' engagement, and the learning atmosphere in a holistic and interpretive manner.

This study was conducted at MTs Bustanul Ulum, an Islamic junior secondary school located in Pujer, Bondowoso, East Java, Indonesia. The school was chosen purposively due to its openness to innovative learning models and its ongoing efforts to improve English instruction. Participants consisted of one English teacher and eighth-grade students from one class, selected through purposive sampling, a technique that allowed researchers to select participants who could provide rich and relevant information for the study (Patton, 2015). The English teacher was selected because she had experience in implementing student-centered learning strategies and had shown interest in integrating motivational and reflective approaches to teaching English.

Data were collected through classroom observation, interviews, and documentation. Observation was used to identify how the teacher incorporated the Quantum Learning Model into the Deep Learning Approach during English lessons. The researcher observed teaching techniques, classroom interactions, and student engagement. The observations followed a non-participant role, allowing the researcher to record naturally occurring behaviors and

instructional strategies (Merriam & Tisdell, 2016). Interviews were conducted with both the teacher and several students to gain deeper insights into their perceptions and experiences regarding the integrated model. Semi-structured interviews were used to provide flexibility in exploring emerging themes while maintaining focus on the research objectives (Kvale & Brinkmann, 2009). Documentation included collecting lesson plans, student worksheets, and photographs of classroom activities. These documents served as supplementary data to support and verify findings from observations and interviews.

Data were analyzed using Miles and Huberman's (1994) interactive model, which consisted of three concurrent activities: data reduction, data display, and conclusion drawing/verification. Data reduction involved selecting, simplifying, and organizing raw data from field notes, interviews, and documents. Data display included arranging the data into narrative descriptions, tables, and thematic charts to facilitate interpretation. Conclusion drawing and verification were carried out throughout the research process to identify emerging themes and ensure that interpretations were consistent with the evidence. This cyclical process of analysis allowed the researcher to develop a comprehensive understanding of how the Quantum Learning Model was operationalized within the Deep Learning framework in ELT.

Two innovative frameworks that had gained attention for their potential to enhance student learning were the Quantum Learning Model and the Deep Learning Approach. While these models differed in emphasis and theoretical roots, both aimed to shift classrooms from traditional, passive instruction to more dynamic, learner-centered environments that developed higher-order thinking, motivation, and holistic understanding.

The Quantum Learning Model (QLM) was an instructional framework designed to make learning interactive, engaging, and enjoyable, aligning cognitive and emotional factors to help students thrive academically and socially. At its core, QLM encouraged teachers to create learning environments where learners were actively involved in meaningful experiences rather than passive recipients of information. Research indicated that the implementation of QLM could improve various educational outcomes across different subjects and grade levels.

One major advantage of QLM was its ability to increase student motivation and engagement. By incorporating activities that appealed to multiple learning styles, such as group collaboration, storytelling, music, and reflective discussions, learners were more inclined to participate actively in the learning process. Studies of early childhood and primary school education showed that QLM could boost learning motivation and help students retain information more effectively when compared to conventional methods that focused on memorization and repetition (Aini & Pradikto, 2025; Haryanti & Putri, 2025).

The model also supported the development of social and emotional skills. QLM emphasized supportive relationships between teachers and students, recognizing every effort and creating a safe, positive classroom atmosphere. Research showed that such learning environments could enhance interpersonal and intrapersonal intelligence, encouraging students to collaborate, communicate, and express themselves confidently (Susanti, 2023). These social competencies were critical for success both in school and in life beyond the classroom.

Academic benefits were well documented in empirical studies. For instance, implementations of QLM had resulted in improved reading skills, science concept mastery, and critical thinking abilities. In an action research study using the Quantum Teaching model to improve English learning outcomes, student achievement rose significantly after applying interactive techniques aligned with QLM principles (Nurmalia, 2021). Moreover, research indicated that students' academic performance improved not just in language learning but across subjects, including mathematics, science, and social studies, under QLM instruction (Sabillah & Sukmawati, 2019). In addition, problem-based Quantum Learning had been shown to significantly boost students' problem-solving abilities compared to traditional instruction methods (Kusuma et al., 2018).

Another advantage of QLM was its attention to emotional and psychological well-being. By centering on a fun, safe, and rewarding learning environment, students were encouraged to take intellectual risks without fear of failure. Such environments increased

intrinsic motivation and resilience, which were essential for lifelong learning. The emphasis on celebration of effort helped learners build confidence and see mistakes as opportunities for growth rather than setbacks, a mindset crucial for sustained academic engagement.

The Deep Learning Approach was a pedagogical framework that emphasized meaningful, reflective, and holistic learning outcomes. Unlike surface learning, which focused on memorizing facts, deep learning encouraged students to make connections between ideas, engage critically with materials, and apply learning to real-life contexts. Research in both Indonesia and international settings highlighted the transformative potential of deep learning in contemporary education.

One major advantage of the deep learning approach was its capacity to enhance conceptual understanding and critical thinking. By structuring instruction around activities that required reasoning, analysis, and synthesis, students learnt to go beyond simple recall and developed deeper comprehension of subject matter. Studies showed that students in deep learning environments demonstrated stronger cognitive engagement, improved problem-solving abilities, and the ability to transfer knowledge to novel situations (Azzahra & Jaya, 2025; Nafi'ah & Faruq, 2025).

Deep learning also fostered meaningful and mindful learning experiences. These experiences allowed students to connect new information to prior knowledge and real-world problems, thereby increasing relevance and motivation. A comprehensive study on deep learning in Indonesian education found that mindful, meaningful, and enjoyable learning experiences help learners internalize concepts more deeply, leading to long-term retention and a stronger connection between learners' lives and their academic work (Usnandri et al., 2025).

In addition to cognitive outcomes, deep learning enhanced learner engagement and autonomy. When teachers designed learning tasks that invited reflection, collaboration, and student choice, learners became more active participants in their own education. For example, research in English as a Foreign Language (EFL) classrooms indicated that deep learning strategies could significantly boost student engagement, leading to increased confidence, participation, and ownership of the learning process (Melek Literasi Press, 2025).

Another key benefit of deep learning was its alignment with 21st-century competencies. Today's global environment required individuals who were not only knowledgeable but also adaptive, creative, and capable of lifelong learning. Deep learning frameworks emphasized collaboration, creativity, and critical reflection, skills that were essential for navigating complex challenges beyond formal schooling. By encouraging students to analyze information, make decisions based on evidence, and collaborate with peers, deep learning equiped learners with competencies that were valuable in higher education, careers, and civic life (Azzahra & Jaya, 2025).

Although the Quantum Learning Model and the Deep Learning Approach originated from different educational traditions, both could be integrated to create powerful, transformative learning experiences. Quantum Learning enhanced the emotional and motivational context of learning by making education enjoyable and interactive. Meanwhile, deep learning strengthened the intellectual rigor of instruction by encouraging reflection, critical thinking, and meaningful knowledge construction. When combined, these frameworks supported learners holistically, engaging their minds, hearts, and social interactions in the learning process.

For example, a classroom that used QLM to boost engagement could incorporate deep learning tasks that required students to analyze and apply knowledge in real-world contexts. Likewise, teachers who facilitated deep learning could adopt Quantum Learning strategies to maintain high levels of motivation and positive classroom climate. Together, these approaches fostered not only academic achievement but also learner confidence, resilience, collaboration, and a lifelong passion for learning.

III RESULT

The findings of this descriptive qualitative study revealed how the integration of the Quantum Learning Model and the Deep Learning Approach was implemented in English Language Teaching at MTs Bustanul Ulum, Pujer, Bondowoso, and how it influenced both teaching practices and students' learning experiences. Data obtained from classroom observations, interviews, and documentation showed that the incorporation of these two models resulted in a more interactive, reflective, and motivating classroom environment.

The English teacher applied several key principles of Quantum Learning, such as creating a positive learning atmosphere, using varied learning media, and connecting lesson materials with students' real-life experiences. Before each lesson began, the teacher built emotional engagement by greeting students warmly, using motivational language, and setting positive expectations for learning. The classroom environment was designed to be supportive and enjoyable, allowing students to feel confident and ready to participate. This approach significantly increased students' enthusiasm and reduced their anxiety in learning English, a subject many had previously found difficult or intimidating.

In implementing the Deep Learning Approach, the teacher emphasized understanding rather than memorization. Lessons were structured around thematic and problem-based activities that encouraged students to analyze, evaluate, and apply language skills meaningfully. For instance, when learning about descriptive texts, students were not only asked to identify vocabulary and grammar structures but also to create their own descriptive paragraphs about their environment or favorite people. The teacher guided them to explore ideas, discuss in groups, and reflect on the meaning of the texts they produced. This process helped students engage in deeper cognitive processing and develop higher-order thinking skills.

The integration of the Quantum Learning Model provided emotional and motivational support that enhanced the cognitive depth targeted by the Deep Learning Approach. Through songs, games, visual media, and contextual learning activities, the teacher maintained students' focus and curiosity. Observations showed that students were more active in classroom discussions, more willing to express their opinions in English, and more cooperative during group activities. The learning process became more student-centered, with the teacher acting as a facilitator rather than a sole source of information.

Interviews with students confirmed these observations. Most students expressed that English lessons had become more enjoyable and meaningful. They reported feeling more confident to speak English and more motivated to participate in learning activities. Several students mentioned that the learning atmosphere was fun and relaxing, which made it easier for them to understand new materials. The teacher also reflected that the integration of both models encouraged students to learn not only for grades but for genuine understanding and personal growth.

Documentation in the form of lesson plans and student worksheets supported these findings. The lesson plans demonstrated a deliberate combination of Quantum Learning principles; such as motivation, contextualization, and positive reinforcement, with Deep Learning strategies like inquiry-based tasks, reflection, and problem-solving activities. Student work showed improvement in both creativity and language accuracy compared to earlier lessons taught through traditional methods.

Overall, the results indicated that incorporating the Quantum Learning Model into the Deep Learning Approach in English Language Teaching at Mts Bustanul Ulum effectively fostered both emotional engagement and cognitive depth. Students were not only more active and motivated but also demonstrated a deeper understanding of English language concepts. The integration created a balanced learning experience and made English learning at MTs Bustanul Ulum more effective, meaningful, and transformative.

IV DISCUSSION

The findings of this study revealed that integrating the Quantum Learning Model into the Deep Learning Approach in English Language Teaching (ELT) at MTs Bustanul Ulum, Pujer, Bondowoso promoted a more engaging, reflective, and meaningful learning environment. This integration fostered both emotional and cognitive dimensions of learning. It also encouraged students to be motivated, active, and thoughtful in their use of English. The discussion below interpreted these findings in relation to established educational theories and prior research.

One of the most significant findings of this study was that the implementation of Quantum Learning principles greatly enhanced students' motivation and engagement. The teacher's efforts to build an emotionally supportive atmosphere through encouragement, humor, and recognition of students' efforts contributed to a more positive attitude toward English learning. This finding aligned with DePorter and Hernacki's (1999) principle that learning was most effective when emotional, physical, and cognitive elements work in harmony. Quantum Learning emphasized the importance of creating a joyful and safe learning climate, which stimulated students' enthusiasm and readiness to learn.

Moreover, the improvement in student participation supported the notion that motivation and affective factors played a crucial role in language learning (Gardner, 1985). When students felt respected and involved, their anxiety decreased, allowing them to take risks and communicate more freely in English. The integration of songs, games, and contextual media helped students relate lessons to their own experiences, as it was in line with Jensen's (2005) argument that brain-compatible learning connected new information to emotional and sensory experiences to improve retention.

In addition, the study found that the Deep Learning Approach encouraged students to move beyond memorization toward critical and meaningful understanding. Activities such as group discussions, inquiry-based learning, and problem-solving tasks required students to analyze, evaluate, and apply their knowledge.

Students' ability to produce descriptive texts, express personal opinions, and connect language forms with communicative purposes demonstrated evidence of deep learning. This outcome supported Biggs and Tang's (2011) theory of constructive alignment, which suggested that learning outcomes were maximized when teaching methods and assessments encouraged higher-order thinking skills. Furthermore, the shifting teaching and learning model from teacher-centered instruction to a student-centered approach reflected Vygotsky's (1978) sociocultural theory, emphasizing that learning was most effective when it occurred through social interaction.

The integration of Quantum Learning and Deep Learning created a synergistic effect that addressed both emotional and cognitive needs. While Quantum Learning fostered motivation and confidence, Deep Learning ensured that learning experiences were intellectually challenging and meaningful. This dual approach reflected Fullan's (2013) view that effective pedagogy should engage both the head and the heart to create transformative learning experiences. The emotional support provided by Quantum Learning enabled students to participate actively, while the cognitive challenges of Deep Learning pushed them toward deeper comprehension and application of English skills.

This incorporating framework was also in line with Krashen's (1982) Affective Filter Hypothesis, which stated that emotional factors such as anxiety, motivation, and self-confidence influenced language acquisition. By lowering students' affective filter through enjoyable and interactive activities, the Quantum Learning component created optimal conditions for the cognitive processes required by Deep Learning to occur.

The study highlighted the teacher's pivotal role in implementing this integration. The teacher acted as a facilitator, motivator, and guide rather than the sole source of knowledge. Effective implementation required careful lesson design that aligned Quantum Learning principles (positive environment, active participation) with Deep Learning strategies (reflection,

inquiry, application). This finding supported Shulman's (1987) concept of pedagogical content knowledge, emphasizing that teachers should not only know their subject matter but also how to present it meaningfully to learners.

The teacher's use of varied techniques and media, such as; visual aids, storytelling, contextual examples, also reflected Bruner's (1966) discovery learning theory, which suggested that students learnt best when they were guided to construct understanding through exploration and experience.

The findings of this study contributed to ongoing discussions about innovation in English Language Teaching, particularly in Indonesian secondary schools. Traditional methods focusing solely on grammar and memorization often failed to engage students or promote lasting understanding (Musthafa, 2010). By integrating Quantum Learning and Deep Learning, teachers could balance affective engagement with intellectual rigor. This approach encouraged students to view English not as an abstract subject but as a meaningful tool for expression and communication.

Furthermore, the study suggested that schools should provide professional development opportunities for teachers to understand and implement these models effectively. As suggested by Fullan and Langworthy (2014), deep learning required teachers to design learning experiences that connected content to real-world relevance, supported by emotional and motivational scaffolding.

Despite the positive outcomes, the study also found several challenges. Implementing this integrated model required time, creativity, and consistent teacher preparation. Some students initially struggled with open-ended tasks that required critical thinking, reflecting a learning culture more accustomed to surface-level learning. Additionally, limited resources and large class sizes occasionally constrained interactive activities. These challenges were consistent with prior studies indicating that implementing innovative, student-centered models required systemic support and gradual adaptation (Darling-Hammond et al., 2017).

Overall, the findings of this study affirmed that the integration of the Quantum Learning Model and Deep Learning Approach offered a powerful and holistic framework for improving English Language Teaching. It successfully combined the emotional engagement necessary for motivation with the cognitive depth essential for long-term understanding. The results supported the growing consensus that effective learning occurs when students were both intellectually challenged and emotionally supported. By adopting this integrated model, English teachers could foster classrooms that were not only places of instruction but also spaces for inspiration, discovery, and personal growth.

V CONCLUSION

This study aimed to explore how the Quantum Learning Model could be effectively incorporated into the Deep Learning Approach in English Language Teaching (ELT) at MTs Bustanul Ulum, Pujer, Bondowoso. The findings and analyses revealed that this integration created a synergistic learning framework that holistically supported both the affective and cognitive dimensions of student learning.

The study concluded that the Quantum Learning Model, with its emphasis on positive learning environments, motivation, and active participation, served as a strong foundation for creating emotionally supportive classrooms. When combined with the Deep Learning Approach, which focused on critical thinking, problem-solving, and conceptual understanding, the result was a learning atmosphere that encouraged students not only to learn but to understand, reflect, and apply their knowledge meaningfully. This integration allowed students to experience English as a living language.

Through classroom observations, interviews, and document analysis, the study found that the English teacher successfully blended these two models by designing learning activities that were joyful, reflective, and meaningful. The teacher's role shifted from being a transmitter

of knowledge to a facilitator and motivator, guiding students through inquiry, collaboration, and creative expression. Students were observed to be more enthusiastic, confident, and engaged in learning activities. They demonstrated improved participation, critical thinking, and deeper comprehension of lesson materials.

In summary, the study concluded that incorporating the Quantum Learning Model into the Deep Learning Approach in ELT offered a comprehensive and transformative pedagogical strategy. It bridged emotional engagement with intellectual depth, transforming the classroom into an environment that not only taught English but also cultivated character, critical thinking, and confidence. This model aligned well with current educational goals in Indonesia that emphasize meaningful, student-centered, and competence-based learning.

Ultimately, this research suggested that when teachers thoughtfully integrated affective and cognitive learning principles, students were more likely to develop not only linguistic skills but also higher-order thinking and positive attitudes toward lifelong learning. Therefore, this integrated approach could serve as a valuable framework for English teachers seeking to create more effective and humanistic language learning experiences.

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