



Implementation of Artificial Intelligence-Based Deep Learning Approach in Learning to Present Negotiation Texts in Front of the Class

Zilvia Agnes^{1*}, Amril Amir², Farel Olva Zuve³, Ayu Gustia Ningsih⁴

¹²³⁴Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Negeri Padang, Sumatera Barat, Indonesia

*E-mail: zilviaagnes214@gmail.com

ABSTRACT

The deep learning approach is a meaningful learning approach, mindful learning approach, and joyful learning approach that is believed to be able to improve the learning process and outcomes. The deep learning approach in this study is integrated with artificial intelligence. The objectives of this study are to describe: 1) the learning plan for presenting negotiation texts in front of the class using an artificial intelligence (AI)-based deep learning approach; 2) the learning outcomes of presenting negotiation texts in front of the class using an AI-based deep learning approach. This type of research is qualitative research with a descriptive method. This study took place in the 2025/2025 academic year at SMA Negeri 16 Padang. The research subjects consisted of a grade X Indonesian language teacher and 30 grade X students of SMA Negeri 16 Padang who were divided into six study groups. Data were collected through observation, interviews, and documentation. Data were analyzed through the stages of data reduction, data presentation, and drawing conclusions. Data validity was obtained through triangulation techniques of sources and methods. The results of the study indicate that the learning plan for presenting negotiation texts has been prepared in accordance with the principles of AI-based deep learning, which includes student-centered learning activities and encourages active involvement in the learning process. Furthermore, learning outcomes demonstrated an improvement in students' ability to present negotiation texts with greater confidence, systematicity, and communication. However, several challenges remained, such as time constraints, teacher preparedness, and varying student motivations. Overall, the implementation of AI-based deep learning had a positive impact on students' ability to present negotiation texts.

Keywords: artificial intelligence, deep learning, present negotiation texts

Implementasi Pendekatan Deep Learning Berbasis Kecerdasan Buatan dalam Pembelajaran Mempresentasikan Teks Negosiasi di Depan Kelas

ABSTRAK

Pendekatan *deep learning* merupakan pembelajaran bermakna (*meaningful learning*), pembelajaran sadar (*mindful learning*), dan pembelajaran menyenangkan (*joyful learning*) yang diyakini mampu meningkatkan proses dan hasil belajar. Pendekatan deep learning dalam penelitian ini diintegrasikan dengan kecerdasan buatan. Tujuan penelitian untuk mendeskripsikan: 1) perencanaan pembelajaran mempresentasikan teks negosiasi di depan kelas menggunakan pendekatan *deep learning* berbasis kecerdasan buatan (AI); 2) hasil belajar mempresentasikan teks negosiasi di depan kelas menggunakan pendekatan *deep learning* berbasis AI. Jenis penelitian ini adalah penelitian kualitatif dengan metode deskriptif. Penelitian ini berlangsung pada tahun ajaran 2025/2025 di SMA Negeri 16 Padang. Subjek penelitian terdiri atas guru Bahasa Indonesia kelas X dan 30 siswa kelas X SMA Negeri 16 Padang yang terbagi dalam enam kelompok belajar. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Data dianalisis melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diperoleh melalui teknik triangulasi sumber dan metode. Hasil penelitian menunjukkan bahwa perencanaan pembelajaran mempresentasikan teks negosiasi telah disusun sesuai dengan prinsip *deep learning* berbasis AI, yang mencakup kegiatan pembelajaran yang berpusat pada siswa serta mendorong keterlibatan aktif dalam proses belajar. Selain itu, hasil pembelajaran menunjukkan adanya peningkatan kemampuan siswa dalam mempresentasikan teks negosiasi secara lebih percaya diri, sistematis, dan komunikatif. Meskipun demikian, masih terdapat beberapa kendala, seperti keterbatasan waktu, kesiapan guru, serta variasi motivasi belajar siswa. Secara keseluruhan, penerapan *deep learning* berbasis AI memberikan dampak positif terhadap kemampuan mempresentasikan teks negosiasi siswa.

Kata kunci : deep learning, kecerdasan buatan, mempresentasikan teks negosiasi

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INTRODUCTION

Education is a crucial factor in improving the quality of human resources and the progress of a nation. Through education, students are expected to develop critical and creative thinking skills, as well as strong communication skills. Effective learning focuses not only on mastering material but also on developing higher-order thinking and communication skills (Raup et al., 2022).

In 10th-grade high school (SMA), one of the competencies students must master is presenting negotiation texts. This skill requires not only an understanding of the text's content and structure, but also the ability to convey negotiation results orally with confidence, systematically, and communicatively. However, in practice, students' ability to present negotiation texts remains relatively low, particularly in terms of self-confidence and structured delivery of ideas.

This problem stems from the teacher-centered learning model, which discourages students from actively participating in the learning process. This situation results in students having fewer opportunities to develop speaking and critical thinking skills (Fitriya & Putri, 2024). Therefore, a learning approach is needed that encourages active student involvement and provides a more meaningful learning experience.

One approach that can be used is deep learning. This approach emphasizes in-depth learning through active student involvement in understanding, processing, and conveying information critically and reflectively (Meirina et al., 2024). This approach also plays a role in developing students' higher-order thinking skills, creativity, and communication skills (Solahudin, 2023).

The deep learning approach integrates three main concepts: mindful learning, meaningful learning, and joyful learning, aiming to create more effective and meaningful learning (Lukmanulhakim et al., 2024). Through this approach, students not only understand the material but are also able to relate it to real-life experiences and convey it communicatively (Tsuraya et al., 2024).

In the context of learning to present negotiation texts, the deep learning approach can be applied through discussions, simulations, group presentations, and learning reflections. These activities can improve speaking skills, self-confidence, and the ability to convey ideas systematically (Hastuti et al., 2024).

However, the implementation of the deep learning approach in learning still faces various obstacles, such as time constraints, teacher readiness, and differences in student learning motivation (Fitroh, 2025). Therefore, an empirical study is needed to describe the planning and learning outcomes of presenting negotiation texts using a deep learning approach in grade 10 of SMA Negeri 16 Padang.

Based on the above description, the research problem formulation in this study is as follows:

- 1) How is the planning for learning the skill of presenting negotiation texts using a deep learning approach in grade 10 of SMA Negeri 16 Padang?
- 2) What are the learning outcomes of the skill of presenting negotiation texts using a deep learning approach in grade 10 of SMA Negeri 16 Padang?

There are research objectives. First, the purpose of this study is to describe the planning for learning the skill of presenting negotiation texts using a deep learning approach in grade 10 of SMA Negeri 16 Padang. Second, to describe the learning outcomes of the skill of presenting negotiation texts using a deep learning approach in grade 10 of SMA Negeri 16 Padang.

Here are some of the benefits of research. First, as theoretically, this research is expected to enrich the study of learning the skill of presenting negotiation texts using a deep learning approach. Second, for teachers, this research can serve as a reference in designing more active, innovative, and student-centered learning, particularly in improving students' presentation skills. Third, for students, this research is expected to improve their ability to present negotiation texts confidently, systematically, and communicatively.



Four, for schools, this research can serve as evaluation material to improve the quality of more effective and innovative learning.

Several studies relevant to this research are as follows:

- 1) Raup et al. (2022) demonstrated that the application of deep learning in learning can significantly increase student engagement and develop critical thinking and communication skills.
- 2) Meirina et al. (2024) found that the deep learning approach is effective in improving students' conceptual understanding and ability to systematically convey ideas through discussions and presentations.
- 3) Fitriya and Putri (2024) stated that student-centered learning through an active approach can improve students' speaking skills, self-confidence, and communication skills during presentations.

LITERATURE REVIEW

The deep learning approach emphasizes in-depth understanding and active student involvement in the learning process. This approach focuses not only on superficial mastery of material but also on students' ability to understand, relate, and apply knowledge in real-world contexts (Raup et al., 2022). Within the learning context, deep learning encourages students to think critically and reflectively, and develop ideas independently (Meirina et al., 2024).

According to Solahudin (2023), the deep learning approach plays a role in improving students' higher-order thinking skills, creativity, and communication skills. This aligns with the opinion of Lukmanulhakim et al. (2024) stated that deep learning integrates three main aspects: mindful learning, meaningful learning, and joyful learning. These three aspects are interrelated, creating more effective and student-centered learning.

In learning to present negotiation texts, the deep learning approach plays a crucial role in improving students' speaking skills. Presenting

negotiation texts requires not only an understanding of the text's content but also the ability to convey ideas orally clearly, systematically, and communicatively. Therefore, learning involving discussions, simulations, and group presentations is essential to hone these skills (Fitriya & Putri, 2024).

Furthermore, the application of deep learning in learning can also increase students' confidence in public speaking. This is because students are given the opportunity to actively participate, express their opinions, and reflect on the learning process (Hastuti et al., 2024). Thus, the deep learning approach can be an effective alternative for optimally improving negotiation text presentation skills.

METHOD

Jenis penelitian ini adalah penelitian kualitatif dengan metode deskriptif. Razak (2017), Afifuddin & Saebani (2002), menyebutkan bahwa metode ini lazim dipakai dalam penelitian ilmu sosial seperti penelitian bidang pendidikan.

Penelitian ini berlangsung pada tahun ajaran 2025/2025 di SMA Negeri 16 Padang. Di awal waktu dilakukan persiapan penelitian. Setelah dilakukan kegiatan inti yakni pengumpulan data lapangan. Kegiatan akhir adalah analisis data dan penulisan laporan.

Subjek penelitian terdiri atas guru Bahasa Indonesia kelas X dan 30 siswa kelas X SMA Negeri 16 Padang. Mereka dibagi menjadi enam kelompok belajar.

Data pembekajaran dikumpulkan melalui observasi, wawancara, dan dokumentasi. Data hasil belajar dikumpulkan menggunakan instrumen tes.

Data pembelajaran dianalisis melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diperoleh melalui teknik triangulasi sumber dan metode. Included in the reporting stage is the author of a scientific article based on an online journal.

Data hasil belajar dinalisis secara kualitatif. Maksudnya, skor hasil belajar diubah menjadi kategori: rendah, sedang, tinggi.

RESULT

1. Learning Planning

Planning a lesson to present negotiation texts in class using an AI-based deep learning approach involves several planning aspects. These aspects are presented one by one below.

1.1 Developing Learning Tools

The development of learning tools is carried out systematically through several stages. These stages are described below.

First, analyzing Learning Outcomes (CP). The teacher analyzes CP in depth, considering student characteristics and learning needs. Second, formulating Learning Objectives. Third, setting learning objectives is formulated specifically using operational verbs that reflect higher-order thinking skills. Fourth, developing a Learning Objective Flow (ATP). The ATP is structured systematically and sequentially, starting from simple to complex activities, thus supporting gradual and continuous learning. Fifth, developing a Learning Module. The teacher develops a flexible learning module tailored to student characteristics. The learning module contains objectives, learning activities, media, and integrated assessments. Sixth, designing Learning Assessments. The assessments are designed comprehensively, encompassing diagnostic, formative, and summative assessments. In addition, project-based and portfolio-based assessments are used to measure students' in-depth understanding.

2. Learning Implementation

The implementation of Indonesian language learning in grade 10 of SMA Negeri 16 Padang is carried out systematically through three main stages: preliminary activities, core activities, and closing activities.

2.1 Preliminary Activities

In this stage, the teacher begins the lesson with a greeting, prayer, and checking student attendance. The teacher then conducts an apperception by linking the learning material to

students' real-life experiences. Furthermore, the teacher provides contextual prompting questions to increase student engagement. The learning objectives are clearly communicated so students understand the direction of the learning.

2.2 Core Activities

Core activities are implemented in several stages that demonstrate the implementation of deep learning:

- 1) Providing Stimulus and Exploration
Teachers use media such as AI-based videos to build students' initial understanding of negotiation concepts.
- 2) Discussion and Text Analysis
Students work in groups to analyze the structure and content of negotiation texts and identify important elements in AI-based negotiation texts.
- 3) Language Literacy Development
Students are trained to understand word meanings based on context and use resources such as dictionaries and AI to deepen their understanding of negotiation text contexts.
- 4) Writing Activities
Students construct negotiation texts in stages, starting from an outline to a complete text.
- 5) Role-Play Practice
Students simulate negotiation texts in groups to apply their knowledge in a real-life context.

2.3 Closing Activities

In the closing phase, the teacher and students summarize the learning material. Students are given the opportunity to reflect on the learning process. The teacher also provides feedback and follow-up in the form of assignments or enrichment. Students, in groups, take a final test and present their negotiation texts to the class. After all groups have presented, the teacher closes the class by greeting, which is answered in unison by the students.

3. Learning Outcomes

The pre-test results for the negotiation text presentation skills in class were classified as low. Of



the six groups, only two groups obtained average scores. The other four groups obtained low scores on the pre-test for the negotiation text presentation skills in class.

Table 1
Pre-test Results for the Negotiation Text Presentation Skills in Class by Group

| No. | Group | Category |
|-----|---------|----------|
| 1 | Group A | low |
| 2 | Group B | middle |
| 3 | Group C | low |
| 4 | Group D | middle |
| 5 | Group E | low |
| 6 | Group F | low |
| | Mode | low |

The post-test results for the skills of presenting negotiation texts in class were classified as moderate. Among the six groups, four groups scored moderately, while the other two groups scored high.

Table 2
Post-test Results for Skills of Presenting Negotiation Texts in Class by Group

| No. | Group | Category |
|-----|---------|----------|
| 1 | Group A | high |
| 2 | Group B | high |
| 3 | Group C | middle |
| 4 | Group D | high |
| 5 | Group E | high |
| 6 | Group F | middle |
| | Mode | high |

DISCUSSION

Groups A and E saw significant improvement. Their pre-test scores were in the low category. However, their post-test scores for presenting negotiation texts rose two levels, bringing them to the high category.

The same trend was observed for students in Group C. Their pre-test scores were in the low category. However, their post-test scores for presenting negotiation texts rose two levels, bringing them to the high category.

This dramatic improvement in negotiation text presentation skills is believed to be due to the use of AI in deep learning. Through AI, students have the freedom to explore learning materials from both written texts and videos. This flexibility is further enhanced when they engage in learning outside of class prior to repetition.

AI-based deep learning models are also capable of improving learning outcomes for other learning objectives. These articles include those by (Ahmet & Fatih, 2020; Hamdan, 2017; Hanum, 2020; Isnaini & Iskandar, 2021).

AI-based deep learning models are also capable of increasing motivation to learn negotiation text presentation skills. They are motivated when they find learning materials in AI. This is very different from when they have to find learning materials in Indonesian language textbooks. Here are several articles that discuss the importance of learning motivation (Florina & Atmazaki, 2023; Zalukhu et al., 2026).

CONCLUSION

The AI-based deep learning approach to presenting negotiation texts in grade 10 of SMA Negeri 16 Padang was implemented in a planned and systematic manner. Learning planning involved analyzing Learning Outcomes (CP), developing Learning Objectives (TP), and developing Learning Objective Flows (ATP) and teaching modules tailored to student characteristics.

The learning implementation demonstrated that the AI-based deep learning approach fostered active student engagement through discussions, text analysis, and contextual learning practices such as role-play.

The use of AI-based deep learning improved learning outcomes in presenting negotiation texts. Initially, learning was low-level, but after learning, it shifted to high-level.

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