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Transforming Elementary Literacy: A Deep-Learning-Oriented FIVES Model for Mindful, Meaningful, and Joyful Learning

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ABSTRACT

Purpose of the study: The study aims to investigate the impact of the deep-learning-oriented FIVES (Facts, Inferences, Vocabulary, Experiences, Summarize) model on reading and writing literacy among fifth-grade students. It specifically examines how the model facilitates the manifestation of mindful, meaningful, and joyful learning principles within the primary educational context

Methodology: This study employs a qualitative descriptive approach to analyze the implementation of the deep-learning-oriented FIVES model. Subjects were selected via purposive sampling, involving fifth-grade students at SDN Ramea 1. Data were gathered through systematic observations and field notes, then analyzed using data reduction, display, and conclusion drawing techniques to ensure the credibility and depth of the findings.

Main Findings: The implementation of the deep-learning-oriented FIVES model significantly proves to strengthen the principles of mindful, meaningful, and joyful learning. Students are capable of meticulously analyzing texts, connecting material with personal experiences, and exhibiting high enthusiasm during collaboration. This model effectively transforms literacy into a process of deep meaning construction, which enhances both writing quality and students' critical thinking skills.

Novelty/Originality of this study: This study advances existing knowledge by integrating the FIVES model with a deep learning approach, specifically emphasizing the synergy between mindful, meaningful, and joyful principles. It provides a transformative pedagogical framework that transcends technical skill acquisition, offering unique strategies for primary educators to cultivate 21st-century literacy competencies through reflective, student-centered, and emotionally resonant classroom ecosystems.

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1. INTRODUCTION

Primary education in Indonesia currently faces significant challenges in enhancing literacy quality, which serves as the fundamental cornerstone for academic success [1]-[3]. According to findings from the 2022 PISA study and preceding cycles, the literacy proficiency of Indonesian students has exhibited a stagnant or even declining trend, remaining consistently below international average standards [4]-[6]. This situation is further exacerbated by the fact that classroom instructional practices are frequently confined to the 'surface learning' phenomenon, in which students are merely encouraged to memorize facts without grasping the underlying

essence or functional utility of the knowledge [7]. Similar issues are palpably evident in the pedagogical practices across numerous primary schools. Observational data reveals that the learning process remains largely textbook-based, characterized by students being required to read and immediately complete exercises in the absence of dialectical processes or profound conceptual understanding [8], [9]. Such patterns result in diminished critical thinking skills and the potential failure of students to bridge curriculum content with their real-world realities.

In alignment with the vision of the Merdeka Curriculum, educational transformation must be urgently directed toward the creation of learning environments that holistically integrate character, aesthetics, social responsibility, and intellect, thereby fostering mindful, meaningful, and joyful learning experiences [10]. Meaningful learning occurs only when new information is actively synthesized with a student's existing cognitive structures, ensuring that knowledge remains enduring and applicable across diverse contexts [11]. Therein lies the urgency of adopting a deep learning approach as a foundational pedagogical strategy for the future. The implementation of this approach is imperative, as it facilitates the cultivation of the six global competencies (6Cs): character, citizenship, collaboration, communication, creativity, and critical thinking [12]. Corroborating this view, research asserts that the adoption of novel learning paradigms through deep learning is a critical necessity for addressing the literacy crisis in primary schools [13]. Furthermore, this approach has proven effective in shifting the role of students from passive information recipients to reflective and transformative knowledge creators [14].

The recurring learning crisis is characterized by the insufficient engagement of students' affective and cognitive domains during the academic process [15]. In response, the deep learning approach has emerged to shift the educational paradigm from rote memorization toward a comprehensive and profound understanding [16]. The mindfulness principle within this model necessitates the synchronous presence of both the students' thoughts and emotions throughout the learning trajectory [17]. Absent a full awareness of learning objectives, students encounter difficulties in managing their attention amidst the prevalence of informational distractions [18]. This is of critical importance, as instructional imposition devoid of awareness yields only transient knowledge that is susceptible to being forgotten. Consequently, the Merdeka Curriculum provides the necessary framework for a more reflective educational transformation aimed at achieving optimal learning outcomes [19]. Through heightened awareness, students are no longer positioned as passive objects; rather, they emerge as active subjects capable of autonomously directing their intellectual development [20]. Thus, the implementation of deep learning serves as a strategic initiative to cultivate a higher-quality and more sustainable school ecosystem.

The principle of meaningfulness within deep learning is further reinforced through the integration of the FIVES model (Facts, Inferences, Vocabulary, Experiences, and Summarize), which methodically aligns new information with students' cognitive structures. Implementing a deep-learning-oriented FIVES model has been shown to significantly enhance the reading and numeracy literacy of elementary school students [21]. Within the FIVES framework, knowledge is no longer passively acquired; rather, it is actively linked to lived experiences and vocabulary expansion. Correspondingly, research emphasizes that meaningful learning facilitated by this approach empowers students to engage in autonomous meaning construction [22]. Such practice is vital for ensuring that acquired knowledge remains functional and is effectively retained in long-term memory.

Finally, the joyful dimension completes the deep learning ecosystem by cultivating a learning atmosphere that motivates students toward critical and creative thinking. The FIVES strategy, when integrated with indigenous cultural values, has proven capable of enhancing critical literacy skills while simultaneously fostering a sense of pride and enthusiasm for learning [23]. This intellectual joy emerges as students successfully perform inferences and synthesize summaries based on their self-constructed understanding. Furthermore, existing studies demonstrate that the FIVES strategy is exceptionally effective for reading comprehension instruction, as it reconfigures literacy tasks—frequently dismissed as tedious—into a dynamic and exploratory pursuit of knowledge [24]. Ultimately, this process directly and positively impacts the overall quality of students' reading and writing literacy.

The imperative of fostering mindful, meaningful, and joyful learning environments has positioned deep learning as a critical necessity in modern pedagogy, particularly to counter contemporary educational realities that remain predominantly anchored in surface learning patterns [25]. While current scholarship has established a robust foundation regarding the efficacy of the FIVES model in enhancing students' cognitive literacy and skill acquisition [23], [24], [26], these studies remain heavily skewed toward quantitative outcomes. Consequently, there is a notable research gap concerning the internal psychological and emotional dimensions of the learning process, as existing implementations frequently treat the FIVES stages as a linear and mechanical procedure. This procedural rigidity leaves the model's potential for fostering holistic, deep-learning experiences (specifically those that are mindful, meaningful, and joyful) largely underexplored. This academic void is particularly critical in the Indonesian context, where literacy instruction is frequently perceived by elementary students as a burdensome and detached academic task rather than a reflective journey of meaning construction, a phenomenon clearly observed at SDN Ramea 1. To address this urgency, this study proposes a transformative

problem-solving plan by re-orienting the FIVES framework toward a deep-learning paradigm. By providing a nuanced qualitative analysis, this research fills the existing gap, demonstrating how the integration of mindful reflection, contextual meaning, and emotional engagement can transform literacy from a routine mechanical exercise into a profound, student-centered experience that is applicable to the broader educational landscape in Indonesia.

This research aims to investigate the implementation of the FIVES model within a fifth-grade primary school setting. Its primary objective is to analyze the manifestation of deep learning principles throughout each stage of the FIVES framework. To achieve this objective, the study seeks to address three core research questions: 1) How does the implementation of the FIVES model impact the reinforcement of mindful learning principles among fifth-grade students in reading and writing literacy?; 2) How does the implementation of the FIVES model impact the reinforcement of meaningful learning principles among fifth-grade students in reading and writing literacy?; and 3) How does the implementation of the FIVES model impact the reinforcement of joyful learning principles among fifth-grade students in reading and writing literacy? Consequently, this research examines how each phase of the FIVES model facilitates profound learning experiences, aiming to provide a comprehensive illustration of pedagogical transformation—moving beyond mere knowledge transfer toward a process of deep meaning construction aligned with 21st-century educational imperatives.

2. RESEARCH METHOD

2.1. Research Design and Procedures

This study utilizes a qualitative approach with a descriptive design aimed at providing a systematic, factual, and in-depth portrayal of the deep-learning-oriented FIVES model implementation. The selection of a qualitative descriptive design is based on the necessity to explore educational phenomena naturally at SDN Ramea 1, focusing on capturing the dynamics of student interaction in achieving mindful, meaningful, and joyful learning. As emphasized in the literature, a qualitative design is an effective tool for dissecting the complexities of social reality and classroom interaction in detail [26]. In this design, the researcher serves as the key instrument while acting as a participant observer, directly engaging in the learning environment to record field notes in real-time without interfering with the natural instructional process. The research procedure was carried out through four integrated stages: (1) Planning, involving the preparation of deep-learning-based lesson plans; (2) Implementation, the application of FIVES syntax in the classroom; (3) Observation, to record student behaviors and artifacts; and (4) Reflection, to evaluate the effectiveness of the intervention. To ensure data validity, this design integrates technical triangulation and member checking to ensure the researcher's interpretation aligns with objective field reality. Methodological alignment is crucial, as an appropriate design ensures coherence between research questions and collected data, resulting in accurate findings [28]. Through these structured procedures, research transparency and credibility are maintained, ensuring that the entire process from data collection to analysis remains scientifically accountable.

2.2. Research Subject

The research subjects were determined using a purposive sampling technique, targeting the population of fifth-grade students at SDN Ramea 1, Pandeglang. The selection of informants at this grade level is strategic, as fifth-grade students are in a cognitive transition phase toward more complex abstract thinking, making them a highly relevant focal point for analysis through the lens of deep learning. In this study, subjects are not viewed as statistical figures but as primary data sources that provide a real-world picture of literacy transformation through the FIVES model. In a qualitative context, the primary emphasis is not on broad population generalization but on the depth of information obtained from subjects who best understand or experience the phenomenon under study. The objective of this specific sampling is to ensure that the collected data possesses a high level of representation regarding the research focus, namely the analysis of mindful, meaningful, and joyful principles within the FIVES model syntax.

2.3. Research Instruments

The primary instrument used in this research is an observation sheet specifically designed to capture the granular details of the deep-learning-oriented FIVES model implementation. This observation sheet serves as the primary control mechanism to ensure that all indicators of deep learning are objectively observed during the literacy process, covering the stages of Facts, Inferences, Vocabulary, Experiences, and Summary. The observed indicators include students' ability to isolate core information, perform logical reasoning, explore contextual vocabulary, connect texts with personal experiences, and construct independent summaries using their own words. This instrument underwent a rigorous expert judgment process to ensure content validity before being deployed in the field. Furthermore, the researcher acted as the key instrument, conducting systematic observations and recording every event, verbal interaction, and non-verbal behavior chronologically to maintain data integrity.

2.4. Data Analysis and Validity

Data analysis in this study was conducted systematically through several stages, including data reduction, data display, and conclusion drawing or verification. During the reduction stage, raw data from observation results and field notes were filtered and categorized based on deep learning principles to facilitate meaning-making. Subsequently, the data were displayed structurally so that the relationships between phenomena within the FIVES stages became clear, ultimately culminating in credible and transparent conclusions. This structured procedure is vital, as highlighted by experts, to maintain research credibility and transparency, ensuring that the data collection and analysis processes remain scientifically accountable. Through this interactive analysis, the researcher could derive objective findings regarding how the FIVES model is capable of transforming literacy learning into a more student-centered and reflective experience.

3. RESULTS AND DISCUSSION

Based on the observational data of the instructional practices, the implementation of the deep-learning-oriented FIVES model yielded significantly positive outcomes, with performance scores consistently ranging from 'Good' to 'Very Good.' In the initial phase of the syntax (the Fact stage) observational results indicated a perfect attainment rate of 100%, with an average score of 4.00 (Very Good) across all indicators. Field findings confirm that students were capable of meticulous text reading, demonstrating the cognitive awareness required to distinguish core information from peripheral details and highlight critical sections. Furthermore, students were provided with opportunities to record key information while differentiating it from less relevant details. Regarding the third indicator, students were facilitated in discussing and analyzing their documented facts through collaborative small-group sessions. Subsequently, student-teacher inquiry sessions were conducted to evaluate students' comprehension of the identified facts. The study also observed that students exhibited sufficient confidence in articulating their discovered findings.

During the Inference stage, observations recorded a 75% attainment rate, with an average score of 3.00 (Good) across all assessment indicators. Students engaged in inquiry-based activities that prompted higher-order thinking regarding the textual content. Several students demonstrated an emerging ability to identify textual cues or keywords, which subsequently served as substantive material for group deliberations. Within their small groups, students applied logical reasoning by synthesizing textual content with prior knowledge to derive meaningful, implicit inferences from the readings. Facilitated by group discussions and investigative questioning, students were observed developing the capacity to construct implicit narrative conclusions, which they subsequently presented to the class.

Proceeding to the Vocabulary stage, observational results indicated consistent student performance within the 'Good' category, with an average score of 3.00 (75%). The primary focus of this phase was the exploration of challenging terms through word structure analysis and sentence context to formulate accurate contextual definitions, rather than mere rote memorization of dictionary meanings. Noteworthy field findings revealed that students could identify new or difficult vocabulary prior to the reading activity. The teacher subsequently engaged students in examining these terms. Through a whole-class discussion process, students collaborated to identify the identified vocabulary. They then proceeded to explore these words by analyzing their structures and contextual usage to develop precise definitions. Furthermore, students were directed to share findings across groups to enrich the collective vocabulary of the class. Each group then applied the newly acquired vocabulary into original sentences, demonstrating accurate and profound conceptual mastery.

In the subsequent Experiences stage, student achievement similarly reached 75%, with an average score of 3.00 (Good). Observations indicated that several students were able to establish meaningful connections between the text and their personal experiences by integrating values, empathy, or new perspectives derived from the reading. Students were also encouraged to bridge the text with their general knowledge from various sources through collaborative group discussions. Once a sufficient understanding of the narrative flow and meaning was achieved, students were provided with opportunities to compare the reading with other media. To facilitate synthesis, students summarized their discussion results through the creation of original mind maps. Finally, in the Summary stage, observations showed highly progressive performance, with an average score of 3.40, or an achievement rate of 85%. A significant finding was noted in the indicator for reviewing text content through class discussions, which reached the 'Very Good' category (100%). Meanwhile, student proficiency in aligning interpretations and constructing summaries of the reading content was consistently categorized as 'Good'.

Upon establishing the empirical findings concerning the implementation of the deep-learning-oriented FIVES (Facts, Inferences, Vocabulary, Experiences, and Summarize) model, the subsequent phase entails a comprehensive analysis of the model's impact on the realization of three fundamental learning principles: mindful, meaningful, and joyful learning. Utilizing observational and evaluative data, this section elucidates how the integration of these three pillars into each stage of the FIVES syntax effectively stimulates the advancement of reading and writing literacy skills among fifth-grade elementary school students.

3.1. The Impact of the FIVES Learning Model on the Mindfulness Principle in Enhancing Reading and Writing Literacy

The implementation of the FIVES model has been proven to significantly bolster the mindfulness principle among fifth-grade elementary students, particularly during the Facts and Inferences stages. In this phase, it is observed that students do not merely engage in surface-level reading; rather, they are trained to scrutinize textual details with high mental precision. Through meticulous fact identification, students are observed to be capable of immersing themselves in the implicit meanings embedded within each sentence, remaining undisturbed by environmental distractions. This aligns closely with the perspective emphasizing that deep learning approaches necessitate critical reflection on real-world experiences [27]. Furthermore, research asserts that the FIVES model is highly effective in triggering higher-order thinking skills through structured information exploration [28]. With full awareness of the material being read, students tend to possess sharper retention of subject matter substance. The resulting learning atmosphere becomes more tranquil and directed, thereby allowing students to explore new ideas independently. Consequently, the initial stages of the FIVES model successfully establish a literacy foundation rooted in mental tranquility and self-awareness.

Student literacy development becomes increasingly manifest during the Vocabulary and Experiences stages, which are executed through mindful principles. Findings from observations and test assessments indicate that students have progressed beyond the simple recognition of vocabulary definitions, beginning instead to synthesize the practical usage of such terms within their daily lives. This finding is corroborated by scholarly views stating that mindful learning requires a robust connection between the material and the students' real world [29]. Through the principle of mindfulness, students are able to identify emotions and moral values contained within every text they analyze. The awareness of information relevance makes the literacy learning process feel more personal and prevents it from being perceived as a heavy academic burden. This is consistent with studies emphasizing the importance of structured literacy activities in fostering a positive reading culture within the school environment [30]. Moreover, contextual learning strategies are highly effective in stimulating students' reading interest [31]. The integration of prior knowledge and new information occurs harmoniously, as it is grounded in a highly reflective and attentive thought process.

The impact of the FIVES model on writing skills is most dominant during the Summary stage. Findings from observations that students are encouraged to reconstruct the main ideas of the text using their own language responsibly and mindfully. An integrative writing literacy model is capable of fostering students' ability to represent ideas through various media modes [32]. Evaluation results indicate that students' summaries have become significantly more systematic, logical, and rich in essential details. The principle of mindfulness in writing assists students in avoiding plagiarism or rote copying from original sources. In this regard, the implementation of the FIVES model provides clear guidance in clarifying writing activities at the elementary level [33]. Students looks feel more confident expressing their thoughts because their thought processes have been well-organized since the beginning of the lesson. This improvement in writing quality is the culmination of a series of conscious mental processes performed throughout the learning activity. This success proves that literacy is not merely a technical skill but a matter of how students deeply process and produce information.

Overall, observational data indicate that students demonstrate a more stable level of focus during the implementation of each stage of the FIVES model. Students' full mental presence throughout the learning process has proven effective in minimizing errors when addressing text comprehension questions. This positive phenomenon aligns with previous research findings suggesting that deep learning within the Indonesian language context adaptively strengthens literacy skills [34]. Furthermore, the interaction between students and texts becomes more efficacious due to the conscious and intensive attention applied. Beyond cognitive gains, this mindfulness principle also contributes to the reinforcement of students' character and critical thinking abilities. This assertion is further supported by theories positing that character education programs correlate positively with the enhancement of students' thinking skills [35]. In other words, the deep-learning-oriented FIVES model has successfully transformed the ways in which fifth-grade students comprehend, perceive, and produce texts, thereby facilitating the robust development of their reading and writing proficiencies.

3.2. The Impact of the FIVES Learning Model on the Principle of Meaningfulness in Enhancing Reading and Writing Literacy

This research generally indicates that the systematic implementation of the FIVES model successfully strengthens the principle of meaningfulness within the reading literacy process of fifth-grade students. During

the Facts and Inference stages, students were observed to actively construct understanding by connecting new information with their existing prior knowledge. This aligns with the perspectives of Shea & Roberts, who emphasize that the FIVES strategy serves as a cognitive tool for integrating facts into broader conceptual schemas [36]. Observations within this study recorded that during the learning process, students no longer merely stated text content literally. Instead, they were able to provide logical reasoning for their conclusions. This process fosters a depth of understanding that transcends surface-level reading. It demonstrates that a deep learning approach is highly effective in creating meaningful learning experiences for primary students through conceptual connections [37]. The nexus between subject matter and the students' context renders the reading process more relevant and less mechanical. Students exhibited increased confidence when analyzing complex texts as they felt a sense of agency over the construction of meaning. This meaningfulness principle serves as the primary foundation for fostering sustainable reading literacy. Overall, the initial stages of FIVES successfully transformed student interaction with texts from passive reception to active, critical participation.

A significant impact was also observed at the Vocabulary stage, Findings from observations and evaluation show that new word acquisition was facilitated through authentic and profound usage contexts. Observations revealed that students did not merely memorize word definitions but were capable of applying them within effective sentences. This confirms that meaningful learning within a deep learning framework prioritizes robust conceptual understanding over mere one-way information transfer [38]. Students are encouraged to explore connections between new terms and concepts already familiar to them in their daily lives. Collaborative vocabulary-sharing activities between groups enriched the collective lexicon of the class in an engaging manner [39]. This sparked dynamic discussions where students peer-corrected word usage within appropriate contexts. Deep learning methods assist students in reinforcing language skills through adaptive vocabulary mastery [40]. By understanding word meanings deeply, students are better equipped to express their thoughts through more sophisticated written forms [41]. Student interest in complex terminology increased alongside their awareness of its communicative function. This process underscores that meaningful literacy originates from the contextualized understanding of language.

The Experiences stage in the FIVES model serves as an emotional bridge that reinforces the principle of meaningfulness in both narrative and descriptive writing tasks. Research findings indicate that fifth-grade students compose texts more effectively when prompted to link content with personal experiences or moral values. The FIVES model clarifies writing activities, making them more meaningful and goal-oriented for learners [42]. During observations, students demonstrated high enthusiasm for integrating new insights derived from texts into their writing drafts. The synergy between text and real-life experiences transforms writing from a perceived academic burden into a medium for self-expression. This is consistent with literacy research suggesting that emotional engagement in learning can significantly enhance literacy outcomes by fostering a sense of ownership over the work [43]. Throughout the learning process, students were observed developing the ability to articulate critical ideas reflecting their understanding of social phenomena in their surroundings. Observations noted improvements in both diction quality and logical flow, contrasting with previous writing that tended to be rigid and limited. This suggests that personal connection is a pivotal element of literacy instruction that engages both affective and cognitive dimensions [44]. This meaningfulness principle naturally mitigates psychological barriers to creative expression on paper.

In the final stage, Summary, students undergo a knowledge reconstruction process that serves as tangible evidence of achieving deep learning objectives. Students are guided to synthesize summaries based on a holistic understanding, utilizing their own language and style. Deep learning is defined as a process wherein individuals become capable of transferring what they have learned and applying it to novel situations [45]. Through reflective activities at the end of the session, students recognize the utility of the material in understanding broader world phenomena. This is corroborated by research stating that profound meaningful learning requires active student involvement in independently synthesizing diverse information [46]. Observations indicate that students no longer resort to rote copying of sentences; instead, they engage in complex conceptual exploration. The alignment of interpretations through class discussions assists students in rectifying misconceptions that may arise during independent study. The resulting comprehensive summaries demonstrate that students have successfully attained higher-order cognitive levels through the FIVES model [47]. This deep-learning-oriented implementation is proven to foster a more vibrant literacy ecosystem in the classroom [48]. This success reinforces that the principle of meaningfulness is an absolute prerequisite for substantive and transformative literacy advancement among students.

3.3. The Impact of the FIVES Learning Model on the Principle of Joyfulness in Enhancing Reading and Writing Literacy

Beyond successfully developing the principles of mindfulness and meaningfulness, the research findings also indicate that the FIVES learning model can foster a joyful learning environment. This is particularly evident during the active exploration steps within the Facts and Inferences stages. Findings from observations and test assessments indicate that Fifth-grade primary students appeared highly enthusiastic when invited to assume the role of "information detectives" searching for unique facts within literacy texts. This

naturally emerging curiosity eliminates the sense of rigidity in reading instruction, allowing students to feel enjoyment without excessive academic pressure. This aligns with research stating that the FIVES model is highly effective in triggering higher-order thinking skills through enjoyable and structured information exploration [49]. The classroom atmosphere became more vibrant as students competed to provide logical interpretations of the implicit meanings behind the reading material. Observations indicate that the joy of discovering new information independently serves as a robust internal motivation for students to continue reading. This principle of joyfulness has proven to be a key factor in maintaining student focus throughout the learning session [50]. Consequently, the initial phase of FIVES successfully transformed student perception of literacy activities from daunting tasks to experiences that are both challenging and entertaining.

Student joy further increased during the Vocabulary stage, where the mastery of new words was integrated with dynamic social interaction. Research findings noted that students derived pleasure from sharing vocabulary insights between groups to enrich the collective knowledge of the entire class. This approach corresponds with the perspective emphasizing the importance of innovative, enjoyable, and contextual Indonesian language learning strategies to enhance student engagement [51]. During observations, students appeared eager and provided mutual appreciation upon successfully composing unique original sentences using newly learned complex words. This activity not only enriches diction but also builds positive emotional bonds between students and the subject matter. One study also concluded that integrated strategies like FIVES make language learning more meaningful due to the element of active involvement [47]. Students no longer felt bored by rote memorization of definitions; instead, they enjoyed the process of applying words within real-world contexts of their own creation.

The Experiences stage provided a joyful psychological impact, as students were granted the freedom to link reading content with their personal experiences and unique perspectives [52]. Observations captured the principle of joyfulness when students shared life stories relevant to the text theme, which they then translated into writing and presented. An integrative literacy model is capable of fostering students' ability to represent ideas through various engaging and diverse media modes [53]. The joy derived from having their voices heard and valued bolstered students' confidence in the writing process. This aligns with findings suggesting that real-world-oriented meaningful learning creates intrinsic satisfaction for students [54]. Observational results also noted that previously passive students became more courageous in expressing themselves when text content directly intersected with their personal experiences. At this stage, the principle of joyfulness transformed writing assignments into a pleasant outlet for personal expression for primary school-aged children.

In the final Summary stage, the principle of joyfulness was reflected in the satisfaction students felt upon successfully synthesizing their holistic understanding. Research findings identified that the process of aligning interpretations through large-group discussions generated positive enthusiasm, leaving students feeling proud of their performance. One study emphasizes that well-structured literacy activities are crucial for building a positive and joyful reading culture in schools [55]. Students appeared proud when their summaries were read before their peers with confidence. This is reinforced by research stating that the implementation of the FIVES model provides clear guidance that enhances student confidence in writing [56]. The awareness of having mastered the material deeply generated positive energy, encouraging them to look forward to subsequent literacy sessions. Overall, the FIVES model has established a healthy learning ecosystem where joy and literacy intelligence grow in tandem. This success confirms that a joyful classroom atmosphere is an absolute prerequisite for substantive literacy education success among fifth-grade students.

Broadly, these research results affirm that the FIVES learning model, integrated with a deep learning approach, serves as a primary catalyst for developing learning principles that support 21st-century competencies. Not only does this model enhance technical reading and writing skills, but it also actively sows the seeds of critical thinking skills through each of its stages. The application of mindful, meaningful, and joyful principles within this model creates a holistic and adaptive learning ecosystem for primary school students. Thus, FIVES is not merely a standard instructional strategy but a transformative framework relevant to addressing modern educational challenges. This integration ensures that the resulting literacy is substantive and capable of equipping students with the competitiveness required for the future. By focusing on reflective processes at every step, the FIVES model serves as an innovative solution for realizing sustainable, student-centered learning.

4. CONCLUSION

This study concludes that the implementation of the deep-learning-oriented FIVES model effectively transforms literacy activities among fifth-grade students at SDN Ramea 1 into a mindful, meaningful, and joyful process. By integrating these principles, students demonstrate an enhanced ability to critically identify text facts and inferences while successfully internalizing new vocabulary through its connection to personal experiences, culminating in high enthusiasm during the creation of creative summaries. These findings confirm that shifting from mechanical literacy procedures toward a reflective, student-centered approach addresses learning disengagement and strengthens students' emotional attachment to texts.

As a practical recommendation, teachers are encouraged to adopt the FIVES model by providing more opportunities for creative exploration and linking materials to students' social realities to foster profound meaning. For future researchers, it is recommended to conduct experimental studies with larger sample sizes or explore the effectiveness of this model at different educational levels to further test its generalizability and its comprehensive quantitative impact on literacy learning outcomes.

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