

CTL AND OBE BASED DEEP LEARNING IN VOCATIONAL ENGLISH INSTRUCTION: FOSTERING ENTREPRENEURIAL MINDSET

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ABSTRACT

This study investigates how vocational high school (SMK) teachers implement deep learning within Contextual Teaching and Learning (CTL) and Outcome-Based Education (OBE) in English instruction and how this integration creates opportunities to foster students' entrepreneurial mindset. Employing a qualitative multi-site case study, the study involved three certified English teachers from three vocational high schools in region 3 of Cirebon, West Java, Indonesia, during the 2025/2026 academic year. The data were analyzed thematically through coding, categorization, and cross-case comparison to identify recurring patterns and context-specific variations across the three cases. The findings reveal that OBE, CTL, and deep learning were implemented as complementary components: OBE established vocationally relevant learning outcomes, CTL connected English learning with authentic occupational contexts, and deep learning enhanced learning experiences through mindful, meaningful, and joyful engagement. Teachers employed authentic materials, workplace simulations, role-plays, collaborative activities, reflection, and performance-based assessment. These practices transformed English from a predominantly content-oriented subject into a functional vocational competence and created opportunities for developing entrepreneurial dispositions, particularly initiative, creativity, problem-solving, communication, collaboration, and adaptability. The study concludes that the integration of OBE, CTL, and deep learning offers a promising framework for contextualizing vocational English instruction and supporting students' vocational and entrepreneurial development.

Keywords: *Deep Learning; Contextual Teaching and Learning; Outcome-Based Education; Vocational English; Entrepreneurial Mindset.*

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INTRODUCTION

Vocational secondary education in Indonesia, particularly *Sekolah Menengah Kejuruan* (SMK), has a strategic mandate to prepare graduates with the competencies required to enter the workforce and adapt to changing professional

environments. Beyond technical competence, vocational graduates are increasingly expected to possess communication skills, creativity, independence, adaptability, and an entrepreneurial mindset. This expectation is particularly important in the context of rapid technological and economic change, where graduates need not only to compete for employment but also to identify opportunities and create value. However, national labor statistics continue to reveal a persistent challenge: SMK graduates record the highest open unemployment rate among educational levels in Indonesia (Statistic Indonesia Agency, 2025), a finding that raises serious concerns about the effectiveness of current vocational learning practices in translating technical competence into employability and self-reliance.

In response to this challenge, the Indonesian government has promoted the link and match policy to strengthen the alignment between vocational education and industry needs. The policy emphasizes curriculum alignment, relevant learning materials, structured internships, and greater industry involvement in educational processes (Ningrum, Mercylia et al., 2025). In practice, however, the implementation of this policy remains suboptimal. Many vocational schools continue to develop their curricula based on normative documents rather than comprehensive industry-needs analyses, while the competencies taught frequently fail to keep pace with the rapid technological transformation occurring across industrial sectors (Sukamti et al., 2026). These conditions indicate the need for pedagogical approaches that are not only competency-oriented and measurable but also capable of connecting classroom learning with authentic professional contexts and developing students' capacity to respond creatively to emerging opportunities.

Within vocational education, entrepreneurship should not be narrowly construed as the technical capacity to establish a business. Rather, it encompasses a broader formation of character, mindset, and life orientation marked by creativity, independence, innovation, and calculated risk-taking (Falah et al., 2022; Munawaroh & Widyaningsih, 2026). Cultivating this disposition authentically cannot be achieved through theoretical instruction alone; it requires learning experiences that are meaningful, contextual, and anchored in demonstrable outcomes. English language instruction at the SMK level represents a largely underutilized vehicle for this purpose. Although English proficiency is indispensable in global entrepreneurial and professional contexts, English teaching in Indonesian vocational schools has traditionally remained confined to vocabulary memorization and grammatical drilling (Voloshin, 2009), with little meaningful connection to students' vocational fields or entrepreneurial values. Consequently, students not only exhibit low motivation toward English learning, but also miss the opportunity to develop the functional communicative competence required of future professionals and entrepreneurs. These conditions call for a pedagogical transformation one that repositions English instruction in SMK as contextual, meaningful, and deliberately integrated with the formation of entrepreneurial character.

Three pedagogical orientations offer complementary possibilities for addressing this challenge: deep learning, Contextual Teaching and Learning

(CTL), and Outcome-Based Education (OBE). Deep learning encourages students to engage actively and reflectively with knowledge rather than merely receive and reproduce information. In the present study, deep learning is understood through the dimensions of mindful, meaningful, and joyful learning, which emphasize awareness of learning purposes, relevance and connection to real-life experiences, and positive active engagement. Previous research has associated deep learning with critical thinking, creativity, problem-solving, collaboration, and meaningful knowledge construction (Sugesti et al., 2025). CTL, meanwhile, emphasizes connecting learning content with students' experiences, real-life situations, and practical contexts. In vocational education, this orientation is particularly relevant because students' learning can be directly connected to the occupational environments for which they are being prepared. Rather than teaching English through generic situations, CTL enables teachers to use authentic vocational materials, workplace scenarios, simulations, and students' prior experiences as resources for language learning (Vathatuljanah et al., 2025). Such contextualization can increase the perceived relevance of English and provide opportunities for students to apply language knowledge in meaningful situations.

OBE complements these approaches by placing clearly defined learning outcomes at the center of instructional planning, implementation, and assessment. Rather than focusing primarily on the completion of content, OBE emphasizes what learners should be able to demonstrate after participating in the learning process (Handayani & Wiguna, 2024; Sari & Susanti, 2026). In vocational English, this means that outcomes can be formulated in terms of students' ability to perform authentic communicative tasks, such as explaining a product, communicating with customers, understanding technical information, handling workplace interactions, or presenting professional ideas. Conceptually, these three approaches have considerable potential to operate synergistically. OBE provides the direction by defining what students should achieve; CTL provides the context in which those outcomes become meaningful; and deep learning shapes the quality of students' engagement with the learning experience. Their integration is particularly relevant to vocational English because students can be expected not merely to acquire linguistic knowledge but to use English to perform authentic occupational tasks. Such experiences may simultaneously provide opportunities for students to develop entrepreneurial dispositions through creativity, initiative, problem-solving, collaboration, communication, and the application of knowledge in real-world situations.

Despite the individual attention each of these approaches has received in prior research, their simultaneous integration within the specific context of English language learning in SMK and, more importantly, their combined contribution to fostering students' entrepreneurial mindset remains conspicuously underexplored in the academic literature. Existing studies tend to examine deep learning (Assidiqi et al., 2026; Khotimah & Abdan, 2025), CTL (Ina et al., 2024; Ridwan, 2021), and OBE (Sukamti et al., 2026; Supriyati et al., 2024) as discrete pedagogical models, often within general subject areas rather than English instruction, and rarely in connection with entrepreneurship outcomes. A further gap concerns the educational context. Much of the existing discussion of

contextualized or integrated language learning has focused on general education or higher education, whereas vocational secondary education presents distinctive requirements because language learning is closely connected to specific occupational practices. Culinary Arts students, for example, may need English for recipes, menus, and customer service; Automotive Engineering students may require English for technical manuals, workplace safety, and customer communication; and Hospitality students may use English for reservations, guest relations, and service encounters. Therefore, the implementation of an integrated pedagogical framework needs to be examined within the specific vocational contexts in which English is actually used.

This gap is particularly relevant in the context of region 3 of Cirebon, West Java. Preliminary interviews and a pilot study conducted by the research team indicated that several English teachers in vocational high schools in the region had already begun incorporating elements of deep learning and contextual instruction into their classroom practices. However, it remained unclear how teachers conceptualized and implemented the relationship between deep learning, CTL, and OBE in actual vocational English instruction. It was also necessary to understand how such integration was connected to students' entrepreneurial development and what contextual factors supported or constrained its implementation. These circumstances provided an information-rich setting for examining the phenomenon through a qualitative multi-site case study.

Preliminary interviews and a pilot study conducted by the research team indicate that English teachers in several vocational high school across region three of Cirebon have already begun incorporating elements of deep learning and contextual instruction into their teaching practice. However, no systematic investigation has yet examined how this implementation actually unfolds in practice, nor how it relates to the cultivation of students' entrepreneurial mindset. This absence of empirical inquiry represents both a theoretical and practical gap that the present study seeks to address.

Accordingly, this study is guided by the following research question:

How do SMK teachers implement a deep learning approach in CTL- and OBE-based English instruction?

To address this question, the study examines the instructional processes through which the three approaches are integrated, the opportunities they create for fostering students' entrepreneurial mindset, and the factors that influence their implementation. The study focuses on three vocational high schools in region 3 of Cirebon during the 2025/2026 academic year and involves three English teachers as the primary participants, with students serving as supporting informants. A multi-site case study design enables comparison across different vocational contexts and allows the study to identify both common pedagogical patterns and context-specific variations. This context was purposefully selected based on preliminary findings indicating that the participating teachers had already begun applying deep learning and contextual strategies in their classrooms, rendering them information-rich cases for an in-depth exploration of pedagogical integration in practice.

By addressing this gap, the present study is expected to make two principal contributions. Theoretically, it offers a more comprehensive understanding of how deep learning, CTL, and OBE can be meaningfully integrated within English language instruction, an area of inquiry that has received limited attention in the vocational education literature to date. Practically, the findings are anticipated to inform teachers, school leaders, and vocational education policymakers in designing English instruction that cultivates not only linguistic competence, but also a resilient, creative, and globally competitive entrepreneurial mindset among vocational high school graduates, thereby contributing to a more substantive response to the persistent employability challenges facing vocational education in Indonesia. More broadly, the study argues for a shift from viewing vocational English as the transmission of linguistic knowledge toward understanding it as a means of enabling students to communicate, create, solve problems, collaborate, and act effectively in professional and entrepreneurial contexts.

RESEARCH METHOD

This study employed a qualitative case study design to investigate how the integration of deep learning within CTL and OBE based English instruction fosters entrepreneurial mindset among vocational high school students. A case study design was considered appropriate given the study's aim to explore, in depth, a contemporary pedagogical phenomenon within its real-life instructional context, where the boundaries between the phenomenon and its context are not clearly evident (Creswell, 2023). This design allowed the researchers to capture the nuanced, situated, and multi-perspective nature of how teachers translate deep learning, CTL, and OBE principles into concrete classroom practices that shape students' entrepreneurial thinking, rather than merely measuring outcomes in isolation from the instructional process that produced them.

The case in this study was bounded by three vocational high schools located in region 3 of Cirebon, West Java, Indonesia, during the 2025/2026 academic year. A multi-site case study approach was adopted rather than a single-site design to enable cross-case comparison, allowing the researchers to identify both convergent patterns and context-specific variations in how the integration of the three pedagogical approaches contributes to entrepreneurial mindset formation across different institutional settings.

The population for this study comprised English teachers at vocational high schools within region 3 of Cirebon who had incorporated deep learning and contextual instructional strategies into their English teaching practice. From this population, three English teachers, one from each of three participating SMK were selected as the primary participants of the study, with a number of their students serving as supporting informants to provide corroborating perspectives on classroom practice and its perceived impact.

Table 1. Characteristic of Teacher Participants

<i>Participant Code</i>	<i>Gender</i>	<i>Age (Years)</i>	<i>Program</i>	<i>Teaching Experience (Years)</i>	<i>Teacher Certification</i>
<i>T1</i>	Female	42	Culinary Arts	19	Certified
<i>T2</i>	Male	36	Automotive Engineering	13	Certified
<i>T3</i>	Female	39	Hospitality	15	Certified

The selection of the three teacher participants was informed by preliminary interviews and a pilot study conducted prior to the main data collection phase, which indicated that all three teachers had already begun implementing deep learning and contextual teaching strategies in their English classrooms. This prior engagement rendered them information rich cases capable of providing substantive insight into the integration process under investigation, distinguishing them from teachers with limited or no exposure to these approaches. Student informants were subsequently selected through the same logic of purposive sampling, drawing from classes taught by the three participating teachers, to provide a complementary, learner facing perspective on how instructional practices were experienced and internalized.

Based on table 1, the three teacher participants varied in gender, age, and length of teaching experience, yet shared several common characteristics relevant to this study: all held formal teaching certification, and all had prior exposure to deep learning and contextual instructional strategies as established through the preliminary interviews and pilot study.

Data were collected primarily through semi-structured interviews, with students serving as supporting informants. The semi-structured interview protocol was developed in accordance with the research question and the conceptual dimensions of the study, namely deep learning, CTL, OBE, vocational English instruction, and entrepreneurial mindset development.

Teacher interviews focused on five areas: (1) the implementation of OBE, including learning outcomes, instructional alignment, and assessment; (2) the implementation of CTL through authentic vocational contexts, students' experiences, and workplace-related materials; (3) the implementation of deep learning through mindful, meaningful, and joyful learning; (4) the use of authentic activities, such as role-play, simulation, projects, reflection, and performance-based assessment; and (5) teachers' perceptions of students' entrepreneurial dispositions, including initiative, creativity, problem-solving, communication, collaboration, and adaptability. Student interviews explored their experiences with contextualized English learning, engagement in authentic and collaborative activities, the relevance of English to their vocational fields, and opportunities to demonstrate entrepreneurial-related skills. The same broad interview framework was applied across the three sites, while follow-up questions were used to explore emerging issues. Teacher interviews served as the primary source for identifying implementation patterns, while student responses provided complementary perspectives. Data were organized using participant codes (T1, T2, and T3) to ensure confidentiality.

The data were analyzed using thematic analysis followed by cross-case analysis. The process was conducted systematically to identify patterns within each case and similarities and differences across the three participating teachers.

First, the researchers familiarized themselves with the interview data by repeatedly reviewing the transcripts and focusing on participants' accounts of planning, implementing, and assessing English learning based on OBE, CTL, and deep learning. Second, initial coding was conducted by assigning descriptive codes to meaningful data segments. Examples included vocational learning outcomes, authentic materials, workplace simulation, role-play, reflection, mindful learning, meaningful learning, joyful learning, performance assessment, initiative, creativity, and problem-solving. Third, related codes were grouped into categories and themes. The analysis generated five main themes: (1) outcome-oriented vocational English instruction, (2) contextualization through authentic vocational practices, (3) mindful, meaningful, and joyful learning, (4) authentic performance and assessment, and (5) opportunities to develop entrepreneurial dispositions. Fourth, within-case analysis examined how T1, T2, and T3 implemented OBE, CTL, and deep learning in their respective vocational contexts. Finally, cross-case analysis was conducted to identify common patterns and context-specific differences across Culinary Arts, Automotive Engineering, and Hospitality.

The findings were then interpreted in relation to the research question and conceptual framework, with particular attention to how the integration of OBE, CTL, and deep learning created opportunities for entrepreneurial development through authentic vocational English learning.

FINDING AND DISCUSSION

Implementing Deep Learning through Mindful, Meaningful, and Joyful Learning

The cross-case analysis of interviews with the three participating English teachers revealed a common pedagogical orientation toward integrating OBE, CTL and deep learning in vocational English instruction. Although the three teachers taught in different vocational fields Culinary Arts, Automotive Engineering, and Hospitality, their accounts demonstrated a consistent understanding that the three approaches should not be implemented as separate instructional components. Rather, they were perceived as mutually complementary dimensions of vocational English instruction.

Across the three cases, OBE was positioned as the direction-setting component, CTL as the contextual and experiential component, and deep learning as the quality of students' learning experience. T1 explicitly conceptualized the relationship as "*OBE determines the objectives → CTL determines the context/activities → Deep Learning determines the quality of the learning experience.*" A similar formulation was evident in T2's account, in which OBE determined the learning goals, CTL provided the instructional pathway, and mindful, meaningful, and joyful learning shaped students' learning experiences.

The findings further indicate that the integration was characterized by five interconnected practices: (1) establishing vocationally specific learning outcomes, (2) contextualizing English learning through authentic occupational situations, (3) engaging students in mindful, meaningful, and joyful learning experiences, (4) employing authentic performance and product-oriented tasks, and (5) connecting classroom learning with students' future workplace experiences.

These practices were implemented differently according to the characteristics of each vocational program, but they shared a common purpose: transforming English from an abstract academic subject into a functional competence that students could use in authentic professional and entrepreneurial situations.

Aligning Vocational English Outcomes through OBE as the Direction Setting Framework

The first major finding concerns the role of OBE in determining the direction of instruction. All three teachers emphasized that English instruction should begin with clearly defined outcomes rather than with the selection of language materials alone.

T1 explained that outcomes in Culinary Arts should specify what students are expected to accomplish using English. These included understanding and writing recipes and cooking instructions, describing dishes to guests, conducting table-service interactions and taking orders, and understanding food-safety and hygiene information in English. As T1 stated:

“OBE determines the objectives, CTL determines the context and activities, while deep learning determines the quality of the learning experience.”

Similarly, T2 described outcomes that were directly connected to Automotive Engineering, including understanding workshop manuals and safety information, writing simple job sheets and damage reports, communicating with customers about vehicle problems and repair estimates, and mastering technical automotive vocabulary. T2 explained:

“OBE determines the learning goals, CTL provides the pathway, and deep learning ensures that students learn mindfully, meaningfully, and joyfully.”

T3's account demonstrated a similar outcome-oriented approach in Hospitality. The intended competencies included conducting hotel check-in and check-out procedures, handling reservations, responding to housekeeping requests, performing table service and taking orders, handling guest complaints, and providing information about tourism and hotel facilities. T3 described English as an essential language for hospitality services:

“English is not only a subject; it is a service language that students need to use in real hospitality situations.”

The cross-case pattern therefore suggests that OBE was operationalized through vocationally specific and performance-oriented outcomes rather than through generic English language objectives.

Table 2. Cross-Case Implementation of OBE

Participants	Vocational Context	Examples of Outcome-Oriented English Competencies
T1	Culinary Arts	Writing recipes, describing dishes, taking orders, explaining food safety
T2	Automotive Engineering	Reading manuals, writing job sheets, explaining vehicle problems, using technical vocabulary
T3	Hospitality	conducting check-in/out, handling reservations, responding to complaints, providing guest information

According to table 2, an important feature of this implementation was the principle of backward alignment. The teachers' accounts indicated that classroom activities and assessments were expected to be traceable to the predetermined outcomes. T1, for example, emphasized that assessments should be connected directly to the intended outcomes rather than assessing grammar independently of its vocational function. T2 similarly emphasized functional performance rather than grammatical accuracy alone, while T3 described performance assessment and portfolios as evidence of outcome attainment. This finding indicates that OBE provided the structural coherence of the instructional process.

Contextualizing English Learning through CTL as the Contextual Bridge Between English and Vocational Practice

The second major finding concerns the role of CTL in connecting English learning with students' vocational experiences. Across the three cases, teachers consistently rejected the use of decontextualized English examples and instead emphasized authentic materials, workplace situations, and students' prior vocational experiences.

T1 described the use of authentic culinary materials such as international recipes, English-language restaurant menus, videos featuring foreign chefs, and food packaging labels. Students could also practice English while working with culinary equipment and ingredients in the vocational practice environment. She explained:

“Relating means connecting learning with students’ experiences during PKL, while experiencing can involve role-play as a waiter and a foreign guest.”

Meanwhile, T2 similarly described an approach in which the world of the automotive workshop was brought into English lessons. Students could work with authentic workshop manuals, technical terminology, safety information, and vehicle components. The teacher also used real-world questions, such as how students would explain a vehicle problem to a foreign customer. He asked:

“How would you explain to a foreign customer why the brake is not working?”

In the Hospitality case, CTL was closely associated with simulations of hotel workplaces. T3 described the use of front-desk simulations, hotel registration forms, menus, hotel brochures, uniforms, and other authentic materials. Students could assume the roles of receptionists, guests, housekeeping staff, or supervisors in simulated workplace interactions.

“In Hospitality, I try to make English learning as close as possible to the real hotel workplace. Students need English not only to understand the language but also to use it when communicating with guests. For example, we practice check-in and check-out, handling reservations, taking orders, responding to housekeeping requests, and dealing with guest complaints. I also use authentic materials, such as hotel registration forms, brochures, menus, and videos of hotel services. Sometimes I arrange the classroom like a hotel front desk, and students take turns being receptionists, guests, housekeeping staff, or supervisors. This allows them to practice English through situations that they may actually experience during their PKL or future work.

Across the three cases, therefore, CTL operated through a similar pedagogical sequence: Relating → Experiencing → Applying → Cooperating → Transferring

This sequence was particularly explicit in T1's account, where students were expected to connect English with PKL experiences, participate in culinary role-play, create recipes, collaborate on restaurant menus, and transfer their skills to simulated job interviews. The same principle appeared in different forms in T2 and T3. In T2, CTL was enacted through constructivism, inquiry, questioning, learning communities, modeling, reflection, and authentic assessment. In T3, contextualization was primarily realized through workplace simulation and authentic hotel-service materials. Thus, the findings indicate that CTL functioned as the bridge between linguistic knowledge and vocational practice.

Deep Learning as the Quality of Students' Learning Experience

The third major finding concerns the implementation of deep learning through the three dimensions of mindful, meaningful, and joyful learning.

Mindful Learning

The teachers' accounts indicate that mindful learning was associated with students' awareness of learning purposes, active attention, reflection, and emotional regulation.

T1 described activities in which students established personal learning targets before practical activities and reflected afterward on what they had mastered and what remained difficult. She described:

“For mindful learning, I usually ask students to set a simple learning target before they start the practical activity. After the activity, I ask them to reflect on what they have learned, what they can already do, and what they still find difficult. This helps them become more aware of their own learning and progress.”

T2 similarly emphasized the importance of helping students understand why particular English competencies were necessary, allowing deeper questions to emerge, and adapting learning activities to students' preferences and characteristics. Reflection at the end of learning was also used to encourage

students to identify newly acquired vocabulary and its relevance to future employment. He explained:

"I try to make students understand why they need English for their future work as automotive technicians. I also encourage students to ask deeper questions about the problems they may face in the workshop. At the end of the lesson, they reflect on the new vocabulary they have learned and how it can be useful in their future employment."

In Hospitality, T3 linked mindful learning particularly strongly with emotional awareness and professional behavior. Students were encouraged to consider how they should remain calm, polite, and professional when dealing with difficult guests or complaints.

"In Hospitality, mindful learning is also related to students' awareness of their attitude and emotions when dealing with guests. For example, when we practice handling complaints, I ask students to think about how they should respond if a guest is angry or dissatisfied. They need to remain calm, polite, and professional. After the role-play, we discuss their communication, tone of voice, and behavior. Through this reflection, students become more aware that good hospitality is not only about speaking English correctly but also about managing their emotions and behaving professionally."

These accounts suggest that mindful learning extended beyond cognitive attention. It included awareness of purpose, self-reflection, emotional regulation, and professional conduct.

Meaningful Learning

Meaningful learning emerged as the strongest common feature across the three cases. For T1, English became meaningful when students understood its relevance to becoming professional chefs or culinary workers, including potential employment in international hotels, cruise ships, and restaurants. She said:

"English becomes meaningful for my students when they understand how it can support their future careers in the culinary field. Instead of learning English only from general textbooks, I connect the lessons with situations they may experience as professional chefs or culinary workers."

T2 connected meaningful learning directly with the automotive workplace. Rather than using generic English sentences, the teacher emphasized automotive manuals, repair videos, international automotive forums, and job advertisements requiring English proficiency.

"For automotive students, I try to avoid teaching English through sentences that are not related to their field. I use materials that they may actually encounter in the automotive workplace, such as workshop manuals, repair videos, automotive terminology, and sometimes job advertisements. When students see that English is

required for their future work, they can understand why learning English is important.”

T3 similarly emphasized that English in Hospitality is fundamentally a service language, because students are expected to communicate directly with guests. The range of contexts included front office, housekeeping, food and beverage service, and guest relations. She explained:

“In Hospitality, English is very meaningful because it is directly used as a service language. Students will need English when communicating with guests, especially in hotels that serve international customers. We therefore practice English in different hotel departments. Students can see that the English they learn in class has a direct connection with their future work.”

Across the three cases, meaningful learning was therefore created by answering a central question: Why is English important for students' future vocational lives?

The answer varied by program, but the pedagogical principle remained consistent: students were more likely to perceive English as meaningful when they could see its direct relationship with employment, professional communication, customer service, workplace performance, and future career opportunities.

Joyful Learning

Joyful learning was primarily implemented through interactive, collaborative, and simulation-based activities. T1 described language games, culinary challenges, vocabulary quizzes, and simulations of customer service. T2 used vocabulary gamification, competitive customer-service role-plays, short dramas, and simulations involving foreign customers. T3 employed hotel challenges, vocabulary games, mystery-guest simulations, and role-play activities in which students performed different hotel-service roles.

A cross-case interpretation suggests that joyful learning did not simply mean making lessons entertaining. Instead, enjoyment was generated through active participation, authentic roles, collaboration, challenge, and opportunities to succeed. This distinction is important because the activities remained connected to learning outcomes and vocational competencies rather than becoming entertainment disconnected from instructional purposes.

Authentic Tasks as the Point of Convergence of OBE, CTL, and Deep Learning

A particularly significant finding was the emergence of authentic performance tasks as the point where the three approaches converged. The three teachers consistently described learning activities in which students had to demonstrate their English competence through performance rather than merely through written tests. For T1, authentic performance included role-playing restaurant service, presenting menus, and demonstrating culinary activities while using English. For T2, students could simulate customer-service conversations, explain vehicle problems, or work with authentic technical manuals. For T3, authentic assessment included hotel check-in and check-out simulations,

complaint-handling activities, menu recommendations, and tourism-related presentations.

These activities can be interpreted as the intersection of the three pedagogical approaches: OBE defines what students must demonstrate, CTL places the demonstration in a meaningful vocational context, and Deep learning requires students to engage actively, reflectively, and collaboratively in the process. Thus, authentic assessment was not merely a method of measuring learning; it became part of the learning process itself.

From Vocational English Competence to Entrepreneurial Mindset

Although the teachers' interview accounts did not always explicitly use the term entrepreneurial mindset, their descriptions revealed several pedagogical practices that can potentially foster entrepreneurial orientations. The first was initiative. Students were expected to create products, generate responses, perform professional roles, and make decisions rather than simply reproduce teacher-provided answers. The second was creativity. In Culinary Arts, for example, students could create recipes and restaurant menus; in Automotive Engineering, they explored and explained technical information; and in Hospitality, students developed responses to customer needs and challenging service situations. The third was problem-solving. T2 explicitly used problem-based questions concerning how students should explain vehicle problems to foreign customers, while T3 used complaint-handling and mystery-guest scenarios that required students to respond appropriately to unexpected situations. The fourth was communication and customer orientation. All three vocational contexts required students to use English to communicate with potential customers, guests, colleagues, or workplace stakeholders. The fifth was transfer of learning. The teachers emphasized connections with PKL, workplace experiences, interviews, authentic materials, and future employment. T1, for example, explicitly proposed using students' internship experiences as sources of authentic English learning materials. Similar use of workplace experience was reported by T2 and T3.

These patterns suggest that entrepreneurial mindset development occurred indirectly through the design of learning experiences, rather than through the explicit teaching of entrepreneurship as a separate content area.

The findings show that SMK teachers implemented deep learning within CTL- and OBE-based English instruction through a complementary pedagogical structure. This finding is consistent with Devi Nurhastuti & Ape Segenil, (2025); Honjong, (2025) who highlight the importance of deep learning in supporting meaningful and active learning. However, this study extends previous findings by showing how deep learning can be integrated with OBE and CTL in vocational English instruction. Across the three cases, OBE provided the direction through vocational learning outcomes, CTL provided authentic occupational contexts, and deep learning shaped students' learning experiences through mindful, meaningful, and joyful learning.

The integration also shifted English instruction from general language learning to vocationally situated communication. This finding supports Rouaghe et al., (2026), who emphasize the integration of language and discipline-specific

content. However, the present study extends this perspective by showing that English was not simply combined with vocational content but was used as a functional tool for authentic workplace communication. T1 used culinary contexts, T2 used automotive contexts, and T3 used hospitality contexts. This finding also supports Zhang (2026) who highlights the importance of contextualization in making language learning meaningful.

Deep learning further strengthened this contextualization. Teachers used goal setting, reflection, problem-solving, simulations, role-play, games, and collaborative activities to promote mindful, meaningful, and joyful learning. Unlike approaches that may emphasize enjoyment alone, the findings indicate that joyful learning was combined with purposeful activities, reflection, and vocational relevance. Thus, deep learning in this context involved not only engagement but also students' understanding and application of learning.

Another important finding was the use of authentic performance tasks as a point of convergence between OBE, CTL, and deep learning. Role-plays, simulations, presentations, product creation, and workplace-related tasks allowed students to demonstrate OBE outcomes, experience CTL contexts, and engage actively in learning. This suggests that authentic performance tasks can connect learning outcomes, vocational contexts, learning experiences, and assessment within a single instructional process.

The findings also indicate a potential relationship between this pedagogical integration and entrepreneurial dispositions. This supports Larsen & Warhuus (2025) who highlight the potential of authentic learning experiences to develop entrepreneurial attributes. However, unlike their study, the present research did not directly measure changes in students' entrepreneurial mindset. Instead, teacher accounts indicated that activities created opportunities for students to develop initiative, creativity, problem-solving, communication, collaboration, and adaptability. Therefore, these findings should be understood as opportunities for entrepreneurial development rather than evidence of a causal effect. At the same time, unlike Larsen and Warhuus (2025), the present study does not provide evidence of measurable changes in specific entrepreneurial mindset attributes. The available data are based primarily on teacher accounts; therefore, the findings should be interpreted as opportunities for developing entrepreneurial dispositions rather than evidence of a causal effect on students' entrepreneurial mindset.

Finally, the cross-case findings show that the principles of OBE, CTL, and deep learning were similar across the three vocational programs, but their implementation differed according to occupational context. Culinary Arts, Automotive Engineering, and Hospitality required different language practices and learning activities. This suggests that the integration of the three approaches should be viewed as a flexible framework rather than a fixed instructional procedure.

Overall, the study suggests that OBE provides the direction, CTL provides the context, and deep learning provides the quality of engagement. Their integration can help vocational English move beyond language knowledge toward

functional workplace communication while creating opportunities for the development of entrepreneurial dispositions.

CONCLUSION AND SUGGESTION

This study concludes that the integration of OBE, CTL, and deep learning provides a coherent framework for vocational English instruction. OBE establishes vocationally relevant learning outcomes, CTL connects learning with authentic workplace contexts, and deep learning promotes mindful, meaningful, and joyful engagement. Across the three cases, authentic tasks, simulations, collaboration, reflection, and performance-based assessment enabled students to use English for practical vocational purposes and created opportunities to develop entrepreneurial dispositions such as initiative, creativity, problem-solving, communication, and adaptability.

This study has several limitations. First, the findings were based primarily on teachers' accounts, with limited evidence from direct classroom observations and students' perspectives. Therefore, the study describes teachers' reported practices and perceived opportunities for entrepreneurial development rather than measuring changes in students' entrepreneurial mindset. Second, the study involved only three teachers from three vocational fields, which limits the transferability of the findings to other SMK contexts and study programs.

For practice, vocational English teachers are encouraged to align learning outcomes, authentic vocational contexts, learning activities, and assessment, while strengthening collaboration with productive-subject teachers and utilizing students' PKL experiences. Future research should involve classroom observations and student perspectives to further examine how this integrated approach contributes to the development of students' entrepreneurial mindset over time.

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