

THE PROCESS OF DEVELOPING STUDENTS' LEARNING ACTIVITIES THROUGH THE APPLICATION OF FUN LEARNING METHOD AT AN-NUR SDI

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Abstract

With the development of the increasingly advanced era, teachers are required to be able to create fun learning for students. Boredom in learning is a factor that inhibits learning for students. Learning using the fun learning method is a fun method for students, fun learning fosters enthusiasm for learning. SDI An-Nur innovates learning methods to be fun and not boring. The method used is a descriptive method with a qualitative approach. Data was collected through observation, interviews, and documentation. The purpose of this study was to prepare for the implementation of the fun learning method, support and challenges in implementing the I fun learning method, and for learning process activities using the fun learning method. Based on the results of the study, it can be seen that the implementation of the fun learning method at SDI An-Nur has been going quite well. Teachers are able to prepare a structured learning implementation plan, use fun learning methods, compile learning models, utilize creative learning media and compile evaluations according to student potential. Although there is an impact in using the fun learning method, it is an involvement of students in learning. However, the implementation of the fun learning method is in accordance with the needs of students in learning.

Keywords: fun learning method, Implementation of learning, Learning activities using the fun learning method

Abstrak

Dengan perkembangan zaman yang semakin maju guru di tuntut untuk ang pedemenciptakan pembelajaran yang menyenangkan untuk peserta didik. Kejenuhan dalam belajar menjadikan faktor penghambat belajar untuk peserta didik. Pembelajaran menggunakan metode fun learning merupakan metode yang menyenangkan untuk peserta didik, pembelajaran yang menyenangkan menumbuhkan semangat dalam belajar. SDI An-Nur menginovasikan metode pembelajaran menjadi menyenangkan dan tidak membosankan. Metode yang digunakan yaitu metode deskriptif dengan pendekatan kualitatif. Data dikumpulkan melalui hasil observasi, wawancara, dan dokumentasi. Tujuan penelitian ini untuk persiapan pelaksanaan proses pelaksanaan metode fun learning, dukungan dan tantangan dalam melaksanakan metode I fun learning, dan untuk aktivitas proses pembelajaran dengan menggunakan metode fun learning. Berdasarkan hasil penelitian, dapat diketahui bahwa penerapan menggunakan metode fun learning di SDI An-Nur telah berlangsung cukup baik. Guru mampu menyusun rencana pelaksanaan pembelajaran secara terstruktur, menggunakan metode pembelajaran yang menyenangkan, menyusun model pembelajaran, memanfaatkan media pembelajaran yang kreatif dan menyusun evaluasi sesuai dengan potensi peserta didik. Meskipun terdapat dampak dalam menggunakan metode fun learning merupakan suatu keterlibatan peserta didik dalam belajar. Namun Penerapan metode fun learning sudah sesuai dengan kebutuhan peserta didik dalam pembelajaran.

Kata kunci: Metode fun learning, Pelaksanaan pembelajaran, Aktivitas pasa pembelajaran menggunakan metode fun learning

INTRODUCTION

Student-centered learning provides an opportunity for many learning experiences to be obtained and built by students. In this learning system, students are able to be active and independent in their learning process and students are able to find various other learning resources freely and independently. Student Centered Learning is a learning model that empowers students to play an active role in implementing learning in class. Activities in this learning are carried out by reading textbooks, reading digital books, finding materials from the internet, and being able to discuss the material to be discussed. This process can make students learn in a fun and interesting way and students in each can enjoy every learning process for students. In the 21st century, education has found a new direction and experienced a new stage of development in implementing independent and creative learning. In the 21st century learning process, students must have skills in their learning process, learning skills are very important for the implementation of learning, the skills needed in the 21st century for students are called 4C critical thinking, collaboration, creativity, and communication, (Mahanal, 2009: 20). Focus on collaboration, communication, creativity and critical thinking is very important to prepare students in the 21st century.

Therefore, integrating 21st century skills into the learning process effectively is very important for students. What is expected in the 21st century is to be able to realize students who have 4C abilities according to the needs of the era in the 21st century. Critical Thinking is part of the 4C competencies that must be mastered by students in order to have the ability to understand in solving problems. Critical thinking can involve students' abilities in analyzing, evaluating and understanding a problem by thinking logically to convey their opinions well. By thinking

critically, you can sharpen your brain in thinking logically and be able to explain your opinions widely with logic. A teacher should be able to develop students' creativity, creativity will be seen from students' abilities such as being open to ideas or very good imaginations to others, then students can develop, implement, and work on an idea that is in their mind, This is of course very important to be mastered by students in order to train students' psychomotor skills.

The role of the teacher as a facilitator for students in learning, the teacher provides the best facilities for students, the role of the teacher as a facilitator is to provide interesting learning media that can improve students' critical thinking skills (Noordiana, 2016). In addition, the role of the teacher is not only to provide learning media but, in the teaching system must also be able to make students comfortable in learning. Like teachers can use the fun learning method for their learning process, with this fun learning method students will feel learning that is not monotonous. One of the learning methods that can be used to help each student to be more active and implemented in a gradual manner according to the abilities of each student is to use the fun learning method. The word "fun" means fun, and "learning", which means learning. As a learning that has a joyful nature, every living thing has the instinct to get something they want, enjoyment and joy in participating in a learning activity (Maulani, 2008:41).

The Fun Learning method is an exciting and enjoyable way of learning that emphasizes the psychological state of students in the teaching and learning process. Oktafia et al. (2023:2). Several schools have implemented the fun learning method in their learning process, such as in one of the elementary schools in Serang City, namely SDIM An-Nur, the school has used the fun learning method, seen from its learning using this method, students are very comfortable and cheerful when learning takes place. In the learning process, teachers are able to express their creative ideas to carry out their learning process, so that students feel comfortable and happy in their learning. The fun learning method is closely related to learning activities in students because with the Fun Learning method in this learning process, it will foster enthusiasm in students and will increase the achievement of learning objectives, and in 4C skills in 21st century learning will be achieved according to the planned objectives.

Several previous studies have discussed the fun learning method of research conducted by Hidayah, R., & Bakhtiar, A. M. (2022). The results of this study indicate that the influence of using the fun learning method fosters enthusiasm in students, so that students can synergize in learning. In line with that, research conducted by Annisa, K., & Itriyah, I. (2023). The results of this study indicate that the influence of using the fun learning method is that the interaction between teachers and students is very close. And the teacher creates a pleasant classroom atmosphere. Thus, previous studies have introduced the influence of using the fun learning method. Meanwhile, this study tries to introduce more deeply the process of developing student learning activities using the fun learning method.

METHODS

This research was conducted at SDI An-Nur located at Jl. Kiajarum Km 3 Cibunyah Banjarsari Kec. Cipocok Jaya Serang, with NPSN 69830510 for the 2024-2025 academic year. SDI An-Nur is under the auspices of the Foundation and is fostered by the Ministry of Education, Culture, Research, and Technology. SDI An-Nur is a school based on Islamic religious education that is integrated with the national curriculum, MDA (Madrasah Diniyah Awaliyah). An-Nur's human resources have young, creative and competent teaching staff. In the learning process, students will be guided and directed towards skills activities that are useful for themselves and others through learning activities that are oriented towards student activity. SDI

An-Nur's leading programs are Arabic language skills, English language skills, Quran tahsin, Science, skills and character development, high-class Islamic boarding school programs and spiritual practices. In addition, the use of learning devices that follow curriculum developments. This means that researchers are likely to obtain information that will later be needed to complete the data to answer the formulation of the problem in this study related to the process of developing students' collaboration skills through the Fun Learning method. In addition, based on the pre-research conducted, this same research has never been conducted at SDI An-Nur.

This research method uses a qualitative approach. A qualitative approach is an approach to exploring and understanding the meaning of individuals or groups related to social or human problems. This means that qualitative research studies the culture of a group and identifies how population behavior patterns develop over time. Observing people's behavior and their involvement in these activities is one of the key elements of data collection (Fauzi et al., 2022: 13). Qualitative research must reveal the truth objectively. According to Susanto, D., & Jailani, M. S. (2023: 57). Data validity is carried out to test the data and ensure that the research is truly scientific research. In qualitative research, data validity is tested in various ways, including credibility, transferability, dependability, and confirmability. The data used in qualitative research must be tested to ensure that they can be used as scientific research. In proving the validity and validity of the research data conducted by the researcher. In this case, the researcher uses 3 data collection techniques, namely observation, interviews and documentation.

RESULTS AND DISCUSSION

A. The process of preparing planning for implementing learning activities using the Fun Learning method

Learning planning is a process in compiling a learning that will be implemented, learning planning is the beginning in preparation for learning to take place with learning planning something as preparation in learning. According to Nurdin and Usman (2019: 8). Learning planning is an initial activity for teaching in which it includes elements of expected teaching objectives, material or lesson materials that will be given, teaching strategies or methods that will be applied and evaluation procedures carried out that assess student learning outcomes. Thus, the success of implementing learning activities is also inseparable from the role of the teacher in compiling learning activities, in planning the implementation of learning activities, the teacher first makes learning components consisting of RPP, learning objectives, learning models, learning methods, learning media and learning evaluations. Before starting learning in class, teachers need a plan of activities which are usually referred to as a learning implementation plan or RPP which functions as an overview in carrying out learning procedures in class to achieve learning goals. The findings of researchers at SDI An-Nur RPP are a learning tool that must be made and used by teachers so that when teaching in class the teacher teaches using the RPP that has been made previously. The RPP that teachers use at SDI An-Nur is the RPP curriculum K13.

The components contained in the RPP include the school profile, theme content, learning objectives, KD/KI, learning steps, instruments and assignment attachments. One component of the RPP is learning objectives. In formulating learning objectives contained in the RPP, the teacher must first know the basic competencies contained in the syllabus, then adjust them to the conditions of the students in the class and see what the teaching materials are like, then in compiling these learning objectives, the teacher refers to the basic competencies that are already available in the syllabus. The difficulty experienced by Mrs. EN in compiling learning objectives is adjusting the characteristics and competencies of the students. According to Wulantari, V.,

Ermiana, I., & Oktaviyanti, I. (2021:77). The difficulty of teachers in formulating learning objectives based on Basic Competencies using Operational Verbs (KKO) to achieve competency achievement indicators. And adjust to the characteristics of students.

Researchers obtained findings regarding the learning objectives applied at SDI An-Nur which are stages in learning planning so that statements regarding the knowledge and abilities expected from students after completing learning. The reason for using learning objectives is to achieve optimal learning.

Researchers also obtained findings regarding the learning materials applied at SDI An-Nur, which are learning materials that have been adjusted to today's subjects, learning materials are arranged to suit the subjects to be taught. The difficulties experienced by teachers in applying learning materials are first adjusting the level of student competency, and the different learning styles of students. In these difficulties, the solution applied by teachers is to change what is in the book or title with the school environment so that.

Researchers also obtained findings regarding the learning model applied at SDI An-Nur, which is a 21st century learning model, one of which is problem-based learning. The reason for using this model is so that students at SDI An-Nur can be more active and communicate well with their peers. Meanwhile, Mrs. EN expressed her reason for using this model because it makes it easier for students to understand the material and of course to communicate better between friends.

Furthermore, what the researcher found in the learning planning is that the learning methods applied in SDI An-Nur are also quite diverse, such as the methods often used by Mrs. EN in class III Fatimah, including the fun learning method, lecture method, assignments and presentations. In every learning activity at SDI An-Nur, the fun learning method is a method that must always be present, the reason is to increase students' enthusiasm in learning. In the fun learning method, when the teacher designs a material, there are several things that the teacher must pay attention to, including Mrs. EN always providing learning materials that are in accordance with the learning objectives, because whatever is designed by the teacher on that day must be in accordance with the existing learning objectives. The researcher also analyzed in the RPP made by the teacher all the materials provided in accordance with the learning objectives to be achieved, namely "students are able to know the cardinal directions in the correct plan", so the material given by the teacher is to sing together about the cardinal directions in order to better understand and recognize the cardinal directions. Mrs. EN said that the learning materials given to students must be in accordance with the learning objectives and the abilities of the students.

As for the use of media, teachers at SDI An-Nur always use learning media in learning activities, in choosing learning media the teacher first adjusts the media chosen with the learning objectives. The media that is often used by Mrs. EN is a learning media that can be said to be simple such as books, counting boards, but when there is learning that uses the fun learning method, Mrs. EN also often makes her own media such as paper balls, paper sticks or utilizes objects around her. Planning learning activities using learning materials, learning materials in learning activities must be adjusted to learning objectives, in order to achieve optimal student learning outcomes, in addition learning materials are an important role of the component part of learning planning. Mrs. EN explained that in preparing learning materials, Mrs. EN first looked at the book references that would be taught today and adjusted today's learning schedule.

The next point that researchers found in learning planning is learning evaluation or assessment. The assessment carried out by Mrs. EN uses a type of assessment that is adjusted to the material or learning method, usually individually, in groups, written or oral tests, while the

type of assessment often used by Mrs. EN is a fill-in or question. Meanwhile, to determine whether students have achieved the previously determined learning objectives or not, the school determines the KKM or minimum completion criteria.

As for planning according to Riyana, C. (2010:3). Where in learning there will be the following components;

- a) Objectives
- b) teaching materials/materials
- c) methods and media
- d) evaluation, students/pupils,
- e) the presence of educators/teachers

B. The process of implementing learning activities using the fun learning method

The fun learning method is a learning method that can be implemented in learning activities such as those carried out by class III teachers of SDI An-Nur, resource persons also implemented the fun learning method in every learning activity in class, this is because the fun learning method has its own uniqueness and advantages, especially in fostering self-development of students and enthusiasm in learning, in addition, the application of this fun learning method also received a positive response from class III students and can significantly affect their learning outcomes. According to Attamimi et al., (2021:86) Fun Learning is a way for teachers to convey to students in learning by creating a pleasant, warm, and comfortable atmosphere.

The results that researchers found in the process of implementing preliminary activities, the teacher opened a series of learning activities by praying together before studying. After that, the teacher checked the attendance of students varied by asking questions to students, the teacher then conducted apperception by reviewing the material that had been studied and that would be studied and informing the learning objectives.

In the core activities, researchers also found that the teacher explained the material by asking students to open the learning book and the teacher explained it. The teacher then explained the learning material by combining it with the fun learning method after that students were asked to participate in learning activities using the method, all students participated in learning activities using the fun learning method.

Furthermore, in the closing activity, the teacher asks students to conclude the learning material that has been learned today. After that, the learning is then closed with prayer.

The above findings can be strengthened by the view that the process of implementing the fun learning method According to Asmawadi, A. (2021:5). The applications that can be carried out in Fun Learning teaching are:

- a) Every face-to-face, the teacher conveys the lesson topics and objectives to be achieved in learning.
- b) The teacher provides an overview or explanation of the material being studied.
- c) Shows and explains the relationship between the concept of the Fun Learning method in the subject matter.
- d) Before ending the learning process, students are given homework on the subject matter in the application of the Fun Learning method to be done at home.

C. Support and challenges in implementing the fun learning method

The fun learning method is a fun learning method and can be implemented in learning activities such as those carried out by class III teachers of SDI An-Nur, in this case the learning process using the fun learning method has support and challenges in implementing it, the resource person also implements the method in each of his learning. The fun learning method is a fun learning method for class III students of SDI An-Nur. Oktafia, A., Fadilah, F. N., & Zainuddin, A. (2023:2) explain that the Fun Learning method is an exciting and enjoyable way of learning that emphasizes the psychological state of students in the teaching and learning process. The results that researchers found in the learning process using the fun learning method certainly had support and obstacles. Asmawadi, A. (2021:3) there are several aspects, namely class management, facilities, method training and method mastery.

In class management is part of supporting fun learning with a comfortable class, students will learn optimally, good class management makes students and teachers feel comfortable when in the learning and teaching process. researchers found that in class III Fatimah the teacher prepared the class to be more comfortable and enjoyable. In addition, the class III F teacher managed the class better from the arrangement of the benches to the decoration of the class, this made it comfortable for learning to take place. Gazali, M., Pransisca, M. A., & Efendi, L. J. (2023: 293). If the atmosphere in the classroom while learning is always fun, then the enthusiasm and motivation of students to learn will emerge and continue to increase. The findings of the researcher were recognized by the informants who were used as samples that in learning students in class III SDI An-Nur felt very comfortable when learning began because good class management would increase students' enthusiasm for learning.

Furthermore, the facilities can be observed when students are studying, the school provides good facilities for the school and class. Facilities are important means to support learning, facilities can help the learning process for students, with adequate facilities the learning process will be better. Rouf Marzuqi, N. I. M. (2022:9) In learning using the fun learning method, of course there are supporting factors, namely facilities that support learning using the fun learning method such as: a large yard at school can be a fun learning facility outside the classroom and provide a variety of reference sources obtained from the internet. The findings of the researcher were recognized by the informants who were used as samples that in learning students in class III SDI An-Nur were fulfilled and with the facilities.

Furthermore, method training is a learning process that focuses on the application of certain techniques or approaches in a method training can refer to the teaching and learning methods used to increase the effectiveness of learning. Asmawadi, A. (2021:8) method training as well as management, which is more aimed at teacher abilities. There is no shortage of training carried out so that teachers are more creative in developing approaches and ways of delivering lesson materials to children. However, it often fails. It seems impossible to only demand that teachers be creative while the learning system does not support it. The findings of the researcher were recognized by the informants who were used as samples that in the method training at SDI An-Nur, it really helped teachers in the learning process, the method training which was held once a year as a support for teachers in the learning process. From the results of observations that the researcher made in the method training, teachers were greatly helped in the learning process by holding method training, in addition, teachers can learn various learning methods that are not easily boring including the fun learning method.

Furthermore, mastering the fun learning method is a learning approach that prioritizes a fun learning process. This method aims to create a positive learning atmosphere, so that students are more motivated and actively involved in the learning process. Asmawadi, A. (2021:7) in mastering the fun learning method, teachers can apply Fun Learning more systematically by exploring interests and needs. The interests and needs of each child are different. So is the potential. From the results of the researcher's observations, it was proven that in the learning process, the class III teacher Fatimah mastered the fun learning method, in addition, the teacher created a more active classroom atmosphere and all students became more cheerful and enjoyable.

The explanation above is a description of the support and challenges of using the fun learning method, this description has been described in the previous opinion and the opinion of Asmawadi, A. & Rouf Marzuqi, N. I. M. It is a reinforcement of the support and challenges of the fun learning method which is certainly in line with the findings of researchers in class III SDI An-Nur.

D. Activities in learning using the fun learning method

The fun learning method is a fun learning method and can be implemented in learning activities such as those carried out by class III teachers of SDI An-Nur, in this case the learning process using the fun learning method has support and challenges in implementing it, the resource person also implements the method in each of his learning. The fun learning method is a fun learning method for class III students of SDI An-Nur. Oktafia, A., Fadilah, F. N., & Zainuddin, A. (2023:2) explained that the Fun Learning method is an exciting and enjoyable way of learning that emphasizes the psychological state of students in the teaching and learning process. The results that researchers found in the learning process using the fun learning method were of course the impact of learning by using student involvement in learning. Gazali, M., Pransisca, M. A., & Efendi, L. J. (2023:291). there are several aspects, namely participation, creativity, collaboration and motivation.

a. Participation in fun learning methods

In student participation is the participation of students in an activity that is indicated by their physical and psychological behavior, student participation is very much needed in the learning process because with student participation it will create active learning. Gazali, M., Pransisca, M. A., & Efendi, L. J. (2023:293). The findings of the researcher were recognized by the informants who were used as samples that in student learning in class III SDI An-Nur the researcher found that in class III Fatimah the teacher by starting the learning the participation of students in the learning process was very active with students asking questions to the teacher, in addition to participation in learning when the teacher was teaching using the fun learning method where students were active in learning.

b. Students' creativity

Student creativity is the ability to think or produce new ideas that are original, different, and useful in various aspects of life, both inside and outside the academic context. Gazali, M., Pransisca, M. A., & Efendi, L. J. (2023:291). In the teaching and learning process there will always be things that support and hinder the learning process, so teachers are required to be able to be as creative as possible in terms of teaching, and make the best use of everything that supports the learning process to be able to minimize factors that inhibit in implementing learning.

The findings of researchers at SDI An-nur that teachers carry out learning activities using student creativity, such as what students do when they are taking part in learning, students create a series of creative ideas to decorate the class, students pour out their creative ideas to decorate the class to make it look better.

c. Student collaboration

Student collaboration is cooperation between other students to achieve common goals, solve problems, or complete assigned tasks Nisa, K., Amanda, N., & Pribadi, R. A. (2023:1434) collaboration in learning is a teaching method that involves peers to correct each other. Collaboration is a place to greet and exchange knowledge. The findings of researchers at SDI An-Nur that when the teacher is carrying out the learning process, the teacher uses collaboration where students are asked to form groups, and in addition to working together to solve a problem in learning, in addition students also to establish good communication with their peers.

d. Student motivation

Student motivation which is the drive from the student to achieve learning goals, for example understanding the material or developing learning. Gazali, M., Pransisca, M. A., & Efendi, L. J. (2023:294). High motivation also needs to be given and there needs to be demands on students to be able to be active during learning.

The findings of researchers at SDI An-nur, especially in class III Fatimah, that teachers apply the lessons to be taught with the fun learning method, teachers use fun games in learning, all students participate in the game, besides that the teacher provides motivational reinforcement in words so that students grow a sense of enthusiasm for learning. The explanation above is a breakdown of the support and challenges of using the fun learning method, the description has been described in the previous opinion and opinion. Gazali, M., Pransisca, M. A., & Efendi, L. J. and Nisa, K., Amanda, N., & Pribadi, R. A. This is a strengthening of the impact on learning by using the fun learning method which is certainly in line with the findings of researchers in class III of SDI An-Nur.

CONCLUSION

The process of planning learning activities in class III of SDI An-Nur uses the fun learning method, including in fun learning for students who are first in fun learning adjusted to the existing learning objectives, learning using the fun learning method given by the teacher is appropriate and in accordance with the abilities of students, the teacher provides a way to use the method, the main purpose of the fun learning method is to create an interesting, interactive, and non-monotonous learning experience, so that students feel more motivated and active in participating in learning. This approach focuses on developing students' creativity, interests, and social skills, while reducing stress or boredom that often arises in learning. In addition, there are difficulties experienced by teachers in the planning component, namely teachers do not understand the formulation of learning objectives, teachers adjust to the level of student competency, and different learning styles of students in learning materials. In these difficulties, the solution applied is to understand the characteristics of students.

In the process of implementing learning activities using the fun learning method in class III SDI An-Nur, it includes preliminary, core and closing activities. In this preliminary activity, the teacher informs the learning objectives that have been adjusted to the existing lessons, then in the core activity the teacher uses the fun learning method in learning and when using the fun learning method, students become more enthusiastic in learning. In the implementation of the learning process, the teacher also provides guidance to students in learning. Then in the closing

activity, the teacher provides an opportunity to ask questions in the learning process using the fun learning method, and students close the learning by praying together.

Support and challenges in the fun learning method with the implementation of learning using the fun learning method can be seen from the findings that class III students of SDI An-Nur seen from several indicators, namely class management, teachers can organize the class by changing the sitting position arranged by the teacher once a week, then Mastery of the fun learning method, namely teachers master the fun learning method during learning, students are very enthusiastic in learning when the teacher applies the fun learning method, then training in this method makes teachers more knowledgeable in the learning method that will be applied, teachers can add new knowledge in training the method. Furthermore, in school facilities, it is a supporting factor for ongoing learning that can be seen from teachers and students using adequate school facilities to support the learning process.

Activities in learning using the fun learning method with the implementation of learning using the fun learning method can be seen from the findings that class III students of SDI An-Nur are seen from several indicators, namely enthusiastic student participation and participating in the ongoing learning process, then student creativity is seen from students pouring out their creative ideas in learning and outside learning, then student collaboration can be seen from teachers organizing students and students in groups, student collaboration can build communication with their peers. Furthermore, in student motivation, namely teachers provide encouragement to students in the learning process.

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