

## Teacher's Strategy to Create Fun Learning in Elementary School

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### ABSTRACT

Fun learning has become a demand for learning from students. Students as learning subjects need pleasure as the essence of human life needs. Students who feel happy and are not pressured during learning will be able to follow the learning process well. Even with the fun that students have, it can help them to improve learning outcomes and can even form good character within them. The focus of this research is to describe various teacher strategies in realizing fun learning in elementary schools. This research is a descriptive research with a qualitative approach. The research method is the method of literature review. The results of this study describe several fun learning strategies such as constructivist learning methods, edutainment approaches, character-based edutainment learning, and joyful learning. The learning strategy is expected to be applied by elementary school teachers in learning. By implementing this learning strategy, it can realize learning that is in favor of students to realize the profile of Pancasila students in the era of independent learning.

**Keywords:** *strategy; teacher; fun learning*

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## INTRODUCTION

Educators who teach in elementary school level education units are referred to as elementary school teachers. As educators at the elementary school level, teachers play an important role in shaping students' potential by providing stimulus or stimulation in the learning process (Damayanti & Anando, 2021). This is in line with Law number 14 of 2005 concerning teachers and lecturers which states that a teacher is an educator with an undergraduate education qualification who has the task of educating and guiding students, as well as teaching, training, directing, assessing and evaluating the learning process that students go through. Thus it is an obligation for an elementary school teacher to create educational and enjoyable learning for all students. As stated by Sriwilujeng (2016, p. 1) that one of the core competencies of SD/MI teachers is to organize educational learning. Mulyati emphasized again (2019) that fun learning is a demand from students to teachers in managing learning at school. Likewise from the conclusions of Bukit & Tarigan's research (2022) that in order to

realize educational and fun learning, teachers must be role models for students, especially in terms of discipline and responsibility in carrying out assignments.

Teachers as educators need various strategies and approaches to students to realize learning that is educational and fun. So that students feel happy to learn without any burden to study. Students will feel interested and have a willingness to learn without any coercion. Thus the teacher has practiced the message of Ki Hajar Dewantara namely *Ing Madyo Mangun Karso* which means the teacher is in the midst of the students to build a willingness to learn in their students. So that in the end the teacher becomes inspirational for his students by arousing students' enthusiasm in developing themselves through active learning (Hermawan, 2020).

The main concept in learning is fun if in the learning process there is an atmosphere that is relaxed, free from pressure, safe, interesting, excited, and happy feelings (Nihayati et al., 2020). The feeling of joy or pleasure for students is the key to the realization of this fun learning. In the Big Indonesian Dictionary, the word fun comes from the word happy. Which means happy. So the teacher must make the children feel happy first than the administration of learning. Therefore, teachers are required to pay attention to the feelings of students in designing learning strategies.

Helmiati (2012, p. 20) in his writings reveals that strategy is a way that someone does in implementing a method specifically. Related to learning, learning strategies as a procedure needed by educators to facilitate student learning (Bakhrudin et al., 2021, p. 10). Thus the learning strategy is the method used by the teacher to realize the learning process in accordance with the characteristics of students. So as to make the teacher act as a learning leader as stated by the Ministry of Education and Culture through the driving teacher program. The teacher as a learning leader will encourage potential growth in students to become Pancasila students through a fun learning ecosystem. Therefore, an elementary school teacher needs to explore creative ideas to find interesting learning strategies.

In previous research, there were several fun learning strategies that were successfully implemented by teachers. As the results of research by Setyawan, et al (2007) that to create fun learning through adequate class organization by choosing teaching media and methods that are appropriate to the material being taught. It is also different from the opinion of Mulyati (2019) who stated that to create fun learning through playing activities. Through games, children will be given a stimulus to think. When compared to the two studies, this strongly reinforces the importance of fun learning. In addition to the strategies offered, it is very clear that learning alignments are needed for children to feel happy in learning. Therefore, this research will offer several other alternative strategies to make learning fun for students.

Based on the background description of the importance of teacher strategy in learning, the authors came up with an idea to conduct a study with a focus on teacher strategy research in creating fun learning for elementary school students. It is hoped that this research study can become an important reference for elementary school teachers to create fun learning in order to create a Pancasila student profile. Because the values of Pancasila are the values of human nature (Zuchron, 2021, p. 3).

## **METHOD**

The research method is a scientific method used to obtain data (Sugiyono, 2013, p. 2). This study applies a literature study related to the strategies used by teachers in realizing fun learning. The literature analyzed comes from a collection of articles from national journals as the main data source. The articles were searched by various online journals through Google Scholar. The data set will be analyzed to answer the focus of this research. The research data analysis technique uses an interactive analysis model developed by Milles and Huberman (Shidiq & Choiri, 2019, p. 85) namely data reduction, data display, and verification or conclusion.

## **FINDINGS AND DISCUSSION**

### ***Fun Learning Concept***

Learning methods that are able to arouse students' interest in learning and free from boredom or boredom created by the teacher are fun learning concepts (Widiasworo, 2018, p. 15). Rose and Nicholl explain the characteristics of a pleasant learning atmosphere, including: a) a stress-free learning environment; b) teaching materials are relevant to their benefits and importance in meeting student expectations; c) learning there is humor; d) student learning involves all the senses and also the left brain and right brain thoughts (Jaya, 2017).

Fun learning requires a sense of humor to avoid child stress. So the humorous activity becomes entertainment for every student. Thus it is very clear that pleasure is what every student wants to achieve. This is very human, that joy and happiness are the goals of good life in all the processes of life that are passed. This is the basis for thinking about the educational process that leads to happiness. This learning is known as fun learning.

### ***Fun Learning is a Need for Students***

A fun learning process is certainly eagerly awaited by students (Widiasworo, 2018, p. 5). This statement is very clear that if students feel bored in learning, then they will have difficulty capturing the subject matter delivered by the teacher. And in the end the achievement of learning objectives will not be maximized. Through fun learning can build a strong relationship between educators and students, without feeling forced or pressured (Pujiriyanto et al., 2021). This statement further strengthens that students who feel happy in learning will be more enthusiastic and motivated in learning.

Through a strong relationship between teachers and students it is increasingly clear that the task and function of the teacher is to educate and guide students through learning activities. Teachers will not forget that educational learning is an innovation that is important to realize. The teacher is a facilitator for students to create learning that can encourage students to achieve their potential. The teacher as a facilitator determines how students carry out various learning activities to increase their knowledge, skills and attitudes.

Fun learning has benefits for students to improve their cognitive abilities and learning achievements. This is as stated by Wikara, et al (2020) in his research that fun learning can improve students' memory skills. Through student attention in the form of information received can generate emotions to feel happy in learning. Sulthon emphasized again (2016) in his research study that learning that is oriented to student activity can help students become more independent in learning.

### *Various Fun Learning Strategies for Students*

Pujiriyanto, et al (2021) from the results of his research concluded that the application of constructivist learning methods can facilitate fun learning for students. With the constructivist learning method, students become active subjects in learning activities according to their socio-cultural needs and context. So that the context of social life becomes a source of learning for students. This research is almost similar to the results of Wanabuliandari & Ardinati's research (2018). In his research using the edutainment approach in the learning process as a strategy to create fun learning. The edutainment approach in learning combines material with entertainment so that it is more familiar to students. Through a combination of entertainment and material in learning will create social interaction in students.

Fun learning, according to Widiaworo, can be created through character-based edutainment learning that promotes instilling character values in students. (Widiaworo, 2018, p. 28). In this study contains learning material with each learning stage tucked in character values that students want to develop. Learning is also focused on students' enjoyment. With that pleasure students will be enthusiastic in learning. Plus by Sufiani & Marzuki (2021) in his study that one of the strategies that need to be applied by teachers in the implementation of learning is joyful learning. The joyful learning techniques include: learning begins with ice breaking, avoiding the communication style of ordering children and the communication style belittling children, the style of comparing children and the style of threatening students.

Based on this research study, the renewable things to offer are several strategies that teachers can use to create fun learning for students. Even given an explanation of the basic concepts of fun learning and the reasons why teachers need to create fun learning for students. Thus, through this research study it can be used as a reference for teachers to continue to innovate in identifying the learning needs of students in elementary schools. However, there are limitations to this research study, namely that there has not been a description of examples of humor activities for students. Even examples of ice breaking that can increase student learning motivation have not been presented. However, this study is open to input from other researchers to produce even better research in the future.

## **CONCLUSIONS**

Every student needs to feel happy in participating in learning. Pleasure is a separate motivation for students to achieve competency. Based on the discussion of this study, the learning strategies that can be used by teachers to create fun learning

include: constructivist learning methods, edutainment approaches, character-based edutainment learning, and joyful learning. Even though the various learning strategies above have been implemented in order to create fun learning, teachers also need to pay attention to the characteristics of their students. So that teachers can adapt learning strategies to student learning styles. Through the independent learning program launched by the Ministry of Education and Culture, it can be realized in fun learning because learning is in favor of students. In fact, it is hoped that through this fun learning, the profile of Pancasila students can be realized.

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