

# TEACHER STRATEGIES IN CREATING FUN LEARNING FOR CLASS IV STUDENTS OF MADRASAH IBTIDAIYAH

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## Abstract

This article is the result of field research, qualitative with a study approach on class IV students of Madrasah Ibtidaiyah Al Fithrah Balongpanggang Gresik. The data was collected from interviews, observations, and document tracing. The results show that: the teacher's strategy in creating fun learning is to involve children directly in teaching, emphasizing increasing learning motivation, using interesting and varied learning methods, using play strategies while learning or ice breaking.

**Keywords:** Teacher Strategy, Fun Learning, Class IV Students

## INTRODUCTION

School is one of the most important institutions for human life. In the absence of schools, the quality of education in Indonesia is disrupted and not developed. For this reason, education in schools is very important for the nation's next generation (Ghasya, 2018).

Improving the quality of education in Indonesia is also done by changing several elements, systems and educational settings, almost in all parts. One of the educational reforms carried out by the Indonesian government is regarding the curriculum. The curriculum is one element of educational resources and an element

that can make a significant contribution to be able to realize the process of developing the quality of student potential. A curriculum developed based on competence is needed as an instrument to direct students to become qualified human beings who are able and proactive to respond to the challenges of an ever-changing era, become educated humans who believe in God Almighty, healthy, have noble character, capable, knowledgeable, independent, creative, and become democratic and responsible citizens. The development and implementation of competency-based curriculum is one of the national education development strategies that has been mandated in

Law Number 20 of 2003 concerning the National Education System (Wulandari, 2016).

The government to realize this through the Ministry of Education and Culture formulates and establishes the 2013 Curriculum for primary to secondary education levels. The 2013 curriculum emphasizes meaningful and enjoyable learning. More specifically at the elementary school level, besides being meaningful and fun, it also emphasizes the content of learning materials that are lighter than the content of learning materials in the previous curriculum (Widodo, 2016).

The 2013 curriculum emerged as thematic-integrative, bringing together various subjects that had previously stood alone. The government in the 2013 Curriculum wants to produce a productive, affective, and creative Indonesian nation. The 2013 curriculum is formed so that children have knowledge, skills, and attitudes as well as creative thinking using themes. It can be emphasized that thematic learning is carried out with the intention of an effort to improve and improve the quality of education, especially to compensate for the dense curriculum material. In addition, thematic learning will provide integrated learning opportunities that emphasize student participation or involvement in learning.

The process of implementing the 2013 Curriculum in Elementary Schools if examined will bring up the fact that actually every learning is a form of

teacher presentation that will then be enjoyed by students. Although student-centered learning, the learning presentation is still a "design" for the teacher, it cannot be allowed to run according to the wishes of students. This understanding can be affirmed that the role of a teacher is what makes learning offerings become student-centered.

Teachers as one of the elements of success of the implementation of the 2013 Curriculum must always prepare themselves, develop and improve their competencies, understand various concepts and learning strategies in order to carry out their duties as educators well. One of the learning strategies applied is a fun learning strategy, creative and interesting learning, in order to foster students' interests, talents, and abilities in understanding the subject matter taught.

Article 1 of the Law on Teachers Number 74 of 2008 explains that "teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education" This study focused on basic education where the characteristics of students in elementary schools with an age range of 6 or 7 to 12 or 13 years are the period when Playing is still a staple of his psychology. Any activity done by them must be based on interesting activities

to do, as well as learning activities. Learning will be passed well if done through fun activities and carried according to their world. Teachers need to believe that if the learning activities are fun for students, then all their learning potential can be optimally empowered (Syahid, 2019).

Teachers must be able to design and implement fun learning strategies, because motivation to learn will emerge and learning will be effective if the atmosphere is pleasant. As according to Dryden & Vos in Darmansyah said that "the spirit of learning arises when the atmosphere is so pleasant and learning will be effective if someone is happy in learning". Learning will be effective if students are in a state of excitement. The joy of learning has been shown to have a tremendous effect on student learning outcomes. Even the potential of intellectual intelligence that has been a determinant of learning success, is not entirely true. Emotional intelligence has contributed significantly to the effectiveness of learning in addition to intellectual intelligence (Darmansyah, 2010: 16). However, there are still many schools that should mature into schools that only patronize and are taught or just teaching. School is no longer a fun place for students. The atmosphere of kinship, affection, freedom of expression of students, little by little began to disappear from an educational institution known as a school.

The World Happiness Report (WHP) explains the annual report on

happiness levels, which has been surveyed during 2017-2019 shows that Indonesia's happiness ranking is in position 84 out of 153 countries. Surveys on the learning motivation of Indonesian students in terms of learning fun themselves show low results. The results obtained from the survey conducted by zenius.com resulted in that the motivation to learn fun is at the fourth level, while the third level learns because of the grades to be achieved, the second level learns because of parents and the first level learns because of ideals.

The perceived unpleasant learning experienced by students also shows some alarming results. As stated by Toni Buzan in Dryden & Vos regarding students' perceptions of school preparation and student associations on the meaning of the word self-study produces several negative things in the form of: (1) boring, (2) exams, (3) homework, (4) waste of time, (5) punishment, (6) irrelevant, (7) detention, (8) "idih" (yuck), (9) hate, (10) fear (Dryden and Vos, 2000: 9). Tedious learning, students who are not happy with the learning activities carried out result in not achieving maximum learning goals and students do not pay much attention to the lessons delivered by the teacher so that the learning results they get are not as expected.

Teacher actions also often make students stressed, bored, bored, and uncomfortable in learning will lead to various student actions and behaviors

that not only do not support the creation of a quality learning process, but can damage learning. The visible reaction of each individual usually appears stress, boredom, drowsiness, loss of motivation, frequent permission to leave class, chat with friends, and others. Even what is dangerous is that displeasure is vented by disturbing classmates and it is not uncommon for resistance to teachers to teach. This means that displeasure will have a negative impact on the achievement of the quality of the process and student learning outcomes. In addition to this problem needs to be avoided, teachers must also be able to find the best solution so that students do not experience excessive boredom. We can imagine what if our generation does not want to go to school because school is no longer fun. School becomes a place that makes people stressed, frustrated, and crazy, not only students but also parents (Mulyono, 2011).

Therefore, the learning process must be made easy and fun at the same time so that students are not psychologically depressed and feel bored with the atmosphere in class and what is taught by the teacher. As said by an observer of child problems, Seto Mulyadi in Mulyono stated that "a professional teacher in carrying out his duties at school must be able to please his students. If a pleasant atmosphere has been created, then the children will be more enthusiastic in receiving the lessons delivered by the teacher".

Also as explained and mandated in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System or abbreviated as (SISDIKNAS) and Government Regulation Number 19 concerning national education standards. Law Number 20 Article 40 paragraph 2 states that "teachers and education staff must make an educational atmosphere that is meaningful, fun, creative, dynamic, and dialogical" While in Government Regulation Number 19 Article 19 paragraph 1 reads "the learning process in educational units is held in an inspirational, interactive, challenging, fun manner, motivating students to participate in learning actively, creatively, independently according to talent, interests, physical development, and psychology of students".

Fun here does not mean having fun or requiring students to laugh out loud, but fun learning means learning in which there is strong cohesion between teachers and students in an atmosphere that is completely no pressure, there is only communication that supports each other. Fun here means a learning process that takes place in a fun, impressive atmosphere and attracts students to be actively involved, so that learning objectives will be maximally achieved (Hermansyah, 2009: 3).

It can be concluded that learning will be effective if students are in a state of joy and joy. As one of the elements of success of the implementation of the 2013 Curriculum, class teachers must

prepare, develop and improve competencies, understand various concepts and learning strategies that will be applied in order to carry out their duties well. It requires an active and innovative learning strategy. The intended learning can be realized if the learning atmosphere is created pleasantly (Mintasih, 2016).

Based on a preliminary study conducted by the author at MI Al Fithrah Balong panggang Gresik, in the teaching and learning process teachers seem to be able to create fun learning. Characterized by students learning in comfortable conditions such as students have a close relationship with the teacher and all their friends, students are active in learning activities such as asking and answering various questions, doing assignments, and discussing, also when going to recess or after school no students whine to take a break or go home. Then the question arises, how can grade IV teachers be able to create fun thematic learning.

### RESEARCH METHODS

In this study, researchers use a type of qualitative research, qualitative research is a study that seeks to reveal phenomena holistically by describing them in words or non-numerically in natural or real contexts and paradigms (Natalina, 2017: 177-181). This research uses a case study design which is in-depth research about an individual, one group, or one activity program. The goal is to obtain a complete and in-depth description that

will produce data for further analysis to produce theories. The data obtained from the study used two sources, namely: Primary Data, which is data obtained directly from the research site through observation, interviews, and documentation from the principal, class teachers, and students. And secondary data, namely sources that support primary sources, namely data that has been processed into written form or documents, such as a brief history of the school, vision and mission, facilities and infrastructure, MI Al Fithrah Balongpanggang Gresik curriculum. To obtain the data needed in this study, researchers used several techniques, including: observation techniques, to determine the conditions that occur in the field. This technique is used by researchers to determine the situation, as well as observe the implementation of the learning process in the classroom to obtain data on the role of class teachers in implementing fun learning.

Interview Technique, in this study researchers used semi-structured interview techniques. The interviewer makes the outlines of the talking point, but in the execution the interviewer can ask questions freely. Documentation Techniques. Documentation is collecting data by creating or recording a report that is already available. Burhan Bungin, explained the definition of a document is "an event that is closer to a conversation, involves personal issues, and requires interpretation that is very closely related to the context of the recording of the event (Bungin,

2003: 143) Data analysis used by researchers is a way of qualitative data analysis of Miles and Huberman. Broadly speaking, Miles and Huberman's method analysis activity consists of three stages, namely data codification, data presentation and conclusion drawing / verification. At the stage of presenting data, looking back at the overall picture, from this activity data mining can be done again if deemed necessary to explore the problem.

## **RESULTS AND DISCUSSION**

### **Fun Learning Strategies in the Classroom**

There are many things that a teacher can do in order to improve the quality of learning in the classroom, including using fun learning strategies with humor. Humor is a refresher for teachers and students in the learning process, because without humor learning will feel stiff.

Fun learning strategies are ways done by a teacher to collaborate methods that are in accordance with the material to be taught to students, so that students can understand the learning material easily and students feel comfortable in the classroom. The following is an explanation from the Head of Madrasah MI Al Fithrah Balongpanggang.

Teacher strategies are closely related to students in experiencing learning difficulties, especially in students who experience saturation in learning, it is not excessive if it is said

that learning saturation is one of the problems that occur in every student, therefore a teacher in this case plays a very important role in educating students to interact with their educational environment, So that they do not experience boredom in learning.

After the learning process, a teacher definitely needs a learning strategy, because with this strategy a teacher can manage the course of the learning process. However, the learning strategy chosen by a teacher must be in accordance with the situation, conditions, and environment he faces. Every strategy used by a teacher should be one that makes students feel happy and comfortable in the learning process. According to the Head of the madrasa explained as follows.

Sangat learning strategies play an important role in determining the success or failure of a learning process, because transferring knowledge to students is like pouring water into a bottle. If poured all at once, more will be concentrated than what is left in it (W.01-KM, 20-10-2023).

Based on the interview above, the author can conclude that in the learning process a teacher must teach with fun learning strategies, so that students feel comfortable and not tense in receiving lessons. Thus the material delivered by the teacher will reach the students.

A fun learning process can be felt by students when a teacher always inserts humor in learning. Humor can also cause good communication between teachers and students,

because by using humor students do not feel tense and bored in receiving lessons. Mrs. Robiatul Adawiyah as a grade IV teacher also explained her opinion as follows.

In the learning process humor plays an important role, because humor can change the atmosphere of a tense, relaxed, quiet classroom to come back to life. In using humor we must look at situations and conditions, sometimes students do not want to ask questions when a teacher is too serious or too tense in giving lesson material, thus making students feel afraid to ask questions. However, when a teacher delivers material casually and uses humor inserts in it, students will feel happy to communicate with the teacher. We as teachers do have to be serious, but do not make students feel tense in receiving lessons. Therefore, in delivering the material, we must insert humorous stories to overcome these tensions so that students do not feel bored during the learning process (W.02-G, 23-10-2023).

Furthermore, additional interviews with the head of the madrasah are as follows:

In teaching and learning activities are very vital activities, at first glance we see that these students do not experience boredom in learning. Well, to overcome this situation needs to be supported by mastery of strategies in teaching. For example, the teacher invites students to joke, but not with excessive jokes, because humorous teachers will be liked by students, so

that learning is carried out as planned (W.03-S, 23-10-2023).

Based on these interviews, the author can conclude that teachers who use humor inserts can make students more happy and comfortable in receiving lessons. Students are also easier to interact with teachers, thus making students more active in the classroom, thus students do not feel bored while in class. So, inserting humor in the learning process turns out that in addition to overcoming boredom, humor can also make students more active in the learning process.

The application of fun learning strategies with humor has become a surefire move for teachers, especially class teachers at MI Al Fithrah BAlongpanggang to overcome student learning saturation, because these strategies have often been applied in the school and the results have been felt.

Based on the author's interview with MI Al Fithrah's class teacher as follows:

The application of fun learning strategies with humor has often been applied in the classroom, just how to apply it seen from the situation and condition of students in the classroom. Sometimes I insert humor at the time of opening the lesson, when the learning is in progress, and at the time of closing the lesson. And the humor material is erratic, sometimes adjusted to the material being taught, sometimes also

humorous material delivered outside of the material taught.

Additional opinion from class IV teacher MI Al Fithrah Balongpanggang. I often apply fun learning strategies with humor, as for the application seen from the situation and condition of students in the classroom. Like when students already feel bored in learning or in the last hours. Because most Islamic religious education subjects are in the last hours where students already feel bored, tired and others. So that makes students already king saturated in learning. At times like this, I often insert humor in learning so that students are enthusiastic about receiving learning again (W.04-G,25-10-2023).

Based on the results of the interview above, the author concludes that in using learning strategies, a teacher must see the situation and condition of students, when and where is the right time for a teacher to insert humor in learning. In order to make students not feel bored in the learning process.

Saturation can affect anyone as well as students, they can also feel boredom or boredom while learning. Saturation can also occur because the learning process of students who exceed physical limits because they are tired and bored.

Sometimes in the learning process learning saturation is common in students, although not all students experience it. However, this should be a concern for a teacher who has

responsibility for the success of his students. Learning saturation experienced by students is sometimes due to the length of the learning process using monotonous methods, and learning in the last hours.

Therefore, a teacher must be smart in inserting humor in the learning process. Humor has a very good influence on the learning process. Humor interludes are very helpful for students in increasing learning excitement, especially when they are experiencing decreased concentration, boredom, loss of motivation in learning. Even humor can improve memory and the ability to understand lessons.

When a teacher teaches in the classroom, actually a teacher has built social relationships with his students, good social relationships can be seen from the way a teacher communicates with his students, but the communication carried out will be dry without interspersed with humor. Therefore, humorous interludes can be used as a means to captivate students in the learning process and one of the strategies in learning to overcome student learning saturation.

The following is a statement from MI class IV teacher Al Fithrah Balongpanggang:

During learning by using teaching strategies using humor students feel very happy, students become more excited and motivated in learning and they are more active and understanding in the learning process. Students also

often go in and out of class and often chat with their friends, after implementing teaching strategies using humor students are more active in class, almost no one goes in and out anymore (W.04-G, 25-10-2023).

An interview from one of the students at Class IV he said that:

Teachers who teach using humor are more interesting, make comfortable in the classroom, and do not make their students bored in learning. Unlike a teacher who teaches too seriously, especially by using a monotonous style will make students feel overwhelmed in the classroom. So I prefer a humorous teacher to an overly serious teacher. I prefer teachers who use humor inserts in their material when teaching than teachers who are too serious, because humorous teachers make us younger to communicate inside and outside the classroom. So if there is a lesson that is not understood by us, we do not hesitate to ask questions (W.06-S, 23-10-2023).

Based on the interview above, the author can conclude that student learning saturation can be overcome with fun learning strategies by using humor inserts in it. Because students feel happy when a teacher in the learning process uses humor inserts in every material taught.

Humor does need to be done in the learning process in order to create a pleasant atmosphere and make students not feel bored in the learning process. However, a teacher must pay attention to ethics in humor. Such as not

containing lies, not containing contempt, triviality, and not degrading the honor of others.

### **Implications of Fun Learning in the Classroom**

Based on observations, documentation and interviews, it is explained that teacher strategies in creating fun learning can be used to achieve various objectives of providing subject matter at various levels, for different students, in different contexts. Gerlach & Ely, said that learning strategies are ways chosen to deliver subject matter in a particular learning environment, including the nature, scope, and sequence of activities that can provide learning experiences to students.

Based on research findings at MI Al Fithrah Balongpanggang Gresik, the teacher's strategy as an educator is very instrumental in creating fun learning for grade IV students at MI Al Fithrah Balongpanggang Gresik for the 2023/2024 academic year.

The steps taken by teachers in improving the discipline of students in MI Al Fithrah Balongpanggang Gresik for the 2023/2024 academic year are with the teacher's strategy as educators, namely by developing humor during learning

This finding is relevant to the theory put forward, according to Hernowo, fun or making a learning atmosphere in a happy state does not mean creating a learning atmosphere in a happy state does not mean creating a

noisy and hurried atmosphere. It has nothing to do with frivolous fun and superficial fanfare. Joy here means the awakening of interest, full involvement, and the creation of meaning, understanding (mastery of the material studied) and happy values in the learner.

Fun learning is learning where in the learning process an atmosphere is created where students are not afraid to be wrong, not afraid of being laughed at, not considered trivial, dare to try and dare to do, dare to ask questions and dare to express opinions and most importantly dare to question the ideas of others.

Based on the discussion of the findings above, it can then be understood that the role of teacher strategy in creating fun learning for grade IV students of MI Al Fithrah Balongpanggang Gresik for the 2023/2024 academic year, teachers take steps by adding humor to the time of learning, so that with the steps that have been taken, the teacher's strategy in creating fun learning for grade IV students of MI Al Fithrah Balongpanggang Gresik.

## CONCLUSION

The results of this study show that, First, the learning strategy is to involve students actively in the learning process by utilizing learning media, aiming to build student enthusiasm. Second, the teacher's strategy in creating fun learning is to involve children directly in teaching,

emphasizing to increase learning motivation, using interesting and varied learning methods, using play while learning strategies or ice breaking. Third, the obstacles faced by teachers in implementing strategies to create fun learning are that children in participating in learning activities tend to be passive, children's interest in learning is currently very decreased, the time for teaching and learning activities is limited.

Teachers are expected Teachers must be able to design strategies that are not only suitable, appropriate, and accurate, but also fun and effective Teachers must be able to create fun learning for students, using methods that are mastered, and to continue to vary the methods and strategies that have been used in the teaching and learning process, so that students in learning are not bored and enthusiastic in teaching and learning activities.

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