

CHAPTER I

INTRODUCTION

1.1 Background of the study

Education is one of the main pillars in the development of society which is developing rapidly in this contemporary era. The ongoing transformation in the educational landscape has become a focus of global attention, with educators and academics continually seeking innovation to deliver effective and engaging learning experiences for students. Informal learning encompasses a variety of behavior to learn new knowledge and skills, such as self-reflection, experimenting with new ways of performing work, interacting with others, and reading job relevant material (Noe, Tews & Marand et al., 2013). In this effort, Junior High School at Lazuardi Kamila Global Islamic School has emerged as a leading educational institution by introducing the concept of "Fun Learning," which is changing the face of learning at the secondary level. This research is an in-depth study that aims to reveal the teaching strategies used by educators at Lazuardi Kamila Global Islamic School, where the classroom is not only a place for knowledge transfer, but also a dynamic, interactive and fun space.

SMP Lazuardi Kamila Global Islamic School is a unique educational institution that focuses on fun and enjoyable learning experiences for its students. The school is committed to providing a learning environment that is engaging, motivating, and effective. One of the key areas of focus for the school is the implementation of innovative teaching strategies to enhance student learning outcomes. The approach to learning at SMP Lazuardi Kamila Global Islamic School is a testament to the belief that education can be both fun and fruitful. 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. A fun learning process is certainly eagerly awaited by students (Widiasworo et al., 2018, p. 5). 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.

Through this study, we aim to uncover the hidden gems behind the success of their unique teaching strategies. At the heart of "Fun Learning" is the challenge to conventional

teaching norms (Sugata Mitra et al., 1999). Here, students are no longer passive observers; they are active participants in their own educational journey. The classroom is not just a room with desks and chairs but a vibrant arena where students engage, question, and explore. Grounded in the latest educational psychology and pedagogy, this approach instills a love for learning and an innate desire to excel.

The use of enjoyable teaching strategies has been shown to have a positive impact on student engagement and motivation. (Dr. Robert J. Marzano et al., 1980) emphasizes the crucial role of enjoyable teaching strategies in fostering student engagement and improving learning outcomes. When students are actively engaged in the learning process and enjoy what they are doing, they are more likely to be successful in achieving their learning goals. Therefore, it is essential for teachers to incorporate fun and enjoyable activities into their lessons to create a positive and stimulating learning environment.

The essence of "Fun Learning" is an attempt to confront conventional teaching norms and overcome the obstacles that students face in their educational journey. Whatever reasons, the purpose learners have for learning will have an effect upon what it is they want and need to learn, and its result will influence what are taught (Harmer et al., 2007). Here, students are no longer passive spectators; they become active participants who engage, ask questions, and explore. Based on the latest educational psychology and pedagogy, this approach instills a love of learning and an intrinsic desire to excel while overcoming challenges students may face.

Educational science estimates a wide range of possible benefits from the use of digital learning games (known as 'serious games'). Serious games are considered a highly active, problem-solving, situated and social form of learning with rapid and differentiated feedback that also increases the enjoyment of learning (Garris, Ahlers & Driskell, 2002; Kirriemuir & McFarlane, 2004; Petko, 2008; Tobias, Fletcher, Dai & Wind, 2011). A number of studies have demonstrated the positive effects of learning games in the areas of learning motivation and learning acquisition (Connolly, Boyle, MacArthur, Hainey & Boyle, 2012; Ke, 2009; Lee & Peng, 2006; Vogelet al, 2006).

Findings from general education research strongly suggest that motivation and positive emotions are powerful factors in learning (Anderman & Dawson et al., 2011), and of course, this is also especially true for learning with serious games (Gee, 2003; Graesser, Chipman, Leeming, Biedenbach & Graesser, 2009; Malone, 1981; Prensky, 2002). However, there are

also a number of reasons why the relationship between fun and learning should not be taken as self-evident.

This study will uncover a rich tapestry of teaching strategies employed by educators at SMP Lazuardi Kamila Global Islamic School, strategies meticulously designed to address the challenges that students may encounter. These approaches span the spectrum, encompassing gamified lessons, and the integration of technology, all tailored to ignite curiosity, foster critical thinking, and nurture creativity in students. What's more, these strategies are finely tuned to accommodate individual learning styles and cater to the specific needs of each student, making learning more accessible and less daunting, addressing the challenges they may face.

Furthermore, this study is a unique and important contribution to the field of education, as it focuses on a specific school that has a strong commitment to fun and enjoyable learning experiences for its students. The study will provide valuable insights into the effectiveness of the teaching strategies used at the school and their impact on student learning. The findings of this study will be useful for educators, researchers, and policymakers who are interested in improving the quality of education and enhancing student learning outcomes.

1.2 Research Questions

1. What are the specific teaching strategies utilized by educators at SMP Lazuardi Kamila Global Islamic School within the framework of Fun Learning?
2. What is the impact of these strategies on students?

1.3 Objective of the study

The primary objective of this study is to provide a comprehensive understanding of the teaching strategies employed by educators at SMP Lazuardi Kamila Global Islamic School within the context of Fun Learning and their impact on student engagement, motivation, and academic performance. To achieve this objective, the study aims to:

1. To identify and comprehensively describe the specific teaching strategies employed by educators at SMP Lazuardi Kamila Global Islamic School within the framework of Fun Learning.
2. To assess and analyze the impact of the identified teaching strategies on students at SMP Lazuardi Kamila Global Islamic School.

By addressing these objectives, the study intends to contribute valuable insights to the field of education, providing educators, researchers, and policymakers with evidence-based guidance on innovative teaching practices and their potential to transform the educational experience for students.

1.4 Benefits of the study

The primary benefits of this study are to provide a comprehensive understanding of the unique teaching strategies implemented by educators at SMP Lazuardi Kamila Global Islamic School within the framework of Fun Learning. By uncovering these strategies and the impact of the students, the study aims to contribute valuable insights that can be instrumental in enhancing pedagogical practices at the school, the benefits are:

- **Enhanced Understanding of Fun Learning Strategies:** The study will provide a comprehensive insight into the specific teaching strategies employed at SMP Lazuardi Kamila Global Islamic School within the framework of Fun Learning. This understanding can serve as a valuable resource for educators seeking innovative and effective teaching methods.
- **Improved Student Engagement and Motivation:** By examining the impact of these teaching strategies on student engagement and motivation, the study offers the potential to identify best practices that can be applied to increase students' enthusiasm for learning in various educational contexts.
- **Enhanced Academic Performance:** Understanding how these strategies influence academic performance can guide educators and institutions in refining their pedagogical approaches to promote better learning outcomes.