TEACHERS TEACHING STRATEGY AT SMP LAZUARDI KAMILA GLOBAL ISLAMIC SCHOOL: A UNIQUE STUDY IN FUN LEARNING

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Abstrak

Penelitian ini menyelidiki strategi pengajaran inovatif yang digunakan oleh para pendidik di SMP Lazuardi Kamila Global Islamic School untuk mempromosikan pengalaman belajar yang menyenangkan dan menilai dampaknya terhadap siswa. Dalam dunia pendidikan saat ini, mengintegrasikan metode yang menarik sangat penting untuk transfer pengetahuan yang efektif. Melalui metode penelitian kualitatif, termasuk wawancara dan observasi, penelitian ini mengeksplorasi pendekatan unik yang digunakan oleh guru untuk meningkatkan keunggulan akademik dan kesenangan siswa. Temuan ini mengungkapkan pendekatan multifaset untuk pembelajaran menyenangkan, dimana guru mengintegrasikan berbagai teknik seperti gamifikasi, pembelajaran berdasarkan pengalaman, dan sumber daya multimedia ke dalam praktik pengajaran mereka. Penelitian ini juga menguji dampak strategi pengajaran ini terhadap siswa, yang menunjukkan bahwa siswa lebih terlibat, termotivasi, dan berprestasi lebih baik secara akademis ketika dihadapkan pada metode pembelajaran yang menyenangkan. Studi ini berkontribusi pada wacana inovasi pendidikan dengan memberikan wawasan tentang strategi pengajaran efektif yang memprioritaskan prestasi akademik dan kesenangan siswa.

Keywords: Kesenangan Akademik, Strategi Pengajaran, Inovasi Pendidikan.

Abstract

This study investigates the innovative teaching strategies employed by educators at SMP Lazuardi Kamila Global Islamic School to promote enjoyable learning experiences and assess their impact on students. In today's educational landscape, integrating engaging methods is crucial for effective knowledge transfer. Through qualitative research methods, including interviews and observations, this study explores the unique approaches used by teachers to enhance academic excellence and student enjoyment. The findings reveal a multifaceted approach to fun learning, with teachers integrating various techniques such as gamification, experiential learning, and multimedia resources into their instructional practices. The research also examines the impact of these teaching strategies on students, indicating that students are more engaged, motivated, and perform better academically when exposed to fun learning methods. This study contributes to the discourse on educational innovation by providing insights into effective teaching strategies that prioritize both academic achievement and student enjoyment.

Keywords: Fun Learning, Teaching Strategies, Educational Innovation.

1. INRODUCTION

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.

2. METHOD

This study employed the qualitative research method, according to Sugiyono (2016: 213), qualitative researchers prosecuted can dig data based on what is spoken, is perceived and performed by participants in the data source a survey will be conducted to collect qualitative data on the teaching strategies used by teachers at SMP Lazuardi Kamila Global Islamic School. Drawing upon a purposeful sampling technique, interviews and classroom observations will be conducted with teachers from various subject areas and grade levels at Lazuardi Kamila Global Islamic School. Semi-structured interviews will delve into teachers' experiences, perceptions, and practices regarding fun learning, while classroom observations will provide direct insights into teaching methods and student engagement. The data analysis technique uses The Miles and Huberman (1994) theory. The Miles and Huberman (1994) theory is a framework for analysing qualitative data, which includes three main activities: reduction, data display, and conclusion drawing/verification. Data reduction involves selecting, focusing, simplifying, abstracting, and transforming the data to make it more manageable and understandable. Data display is the process of organizing and presenting the data in a way that allows for conclusion drawing and action. This can include various types of matrices, graphics, networks, and charts. Conclusion drawing/verification is the process of drawing conclusions from the data and verifying their accuracy. This involves revisiting the data and making adjustments as necessary to ensure the conclusions are valid.

3. RESULT AND DISCUSSION

3.1 Teaching Strategies Utilized:

Based on the interview with teachers at SMP Lazuardi Kamila Global Islamic School, it concludes that teachers using different type of teaching strategies in the framework of fun learning. Based on the teacher's quotation in accordance with the statement are;

"...Saya menggunakan banyak strategi ya, terutama buat strategi pembelajaran yang membuat belajar itu fun. Tujuan saya disini sebagai guru bukan hanya membuat pembelajaran itu hanya semena – mena sebuah pembelajaran yang membosankan buat siswa disini tetapi saya menggunakan banyak strategi ini buat siswa merasa senang, happy or bisa menurunkan rasa tertekan mereka. Pembelajaran yang menyenangkan itu penting sekali buat saya ya apalagi buat para siswa yang belajar disini."

Teachers creating the teaching strategies to make the students feel fun and enjoyable at learning and not to be nervous nor scared to the teaching. The teaching strategies create a fun

atmosphere for students to enjoy the school, many strategies that teachers use to create a fun learning at SMP Lazuardi Kamila Global Islamic School, the strategy in question is:

3.1.1 Art Project

Students create artwork using different techniques and materials to explore concepts such as colour theory or perspective. Teachers uses art project with the objective of creating an art using a used material, the art project contains building a house using a used ice cream stick, making a pot using a used plastic bottle. Teachers' main objective is to convey the students so that used material can create a beautiful art project and it's easy to make, and another objective is to convey students to make sure to not waste a used materials and not to create a trash. The example of the art project teaching strategies is:

1) Teachers tell students to collect a used ice cream stick and bring it to classes, this teaching strategies conducted by Mr. Awit in in a subject called "kewirausahaan", after the students bring the used ice cream stick to the classes, Mr. Awit tell students to create a miniature house using the used ice cream stick. The objective of the teaching strategies that Mr. Awit conducted is to tell the students that everything can be recycled, even used ice cream stick can make a beautiful miniature house and have a lot of benefit.

2) Teachers tell student to collect used plastic bottles around the school. After students collected the plastic bottles that teachers tell students to collected it, teachers tell students to make a flower pot using the bottles that students collected. The objective of this is to make sure the used of plastic bottles and to recycle it well and not creating a trash that can hurt the living object and the earth ecosystem.

3.1.2 Ice Breaking

The primary objective of using ice breaking activities in the classroom is to reduce student anxiety by creating a relaxed and supportive learning environment. By engaging students in enjoyable and non-threatening activities at the beginning of the class, ice breakers help alleviate nervousness, build rapport among students, and foster a sense of community and belonging. This strategy aims to promote positive social interactions, boost students' confidence, and enhance their overall learning experience. The example of the ice breaking is:

1) Pass around a soft ball or object and have students take turns catching it. When a student catches the ball, they must answer a question written on the ball or one provided by the teacher. Questions can be light-hearted (e.g., "What's your favorite movie?") or more reflective (e.g., "What's something you're looking forward to this year?"). This game reduces students' anxiety and refresh their mind after a long day at school.

2) Have students stand in a circle and introduce themselves by sharing their names along with an adjective that starts with the same letter as their name (e.g., "I'm Sarah, and I'm Silly Sarah"). This activity helps students learn each other's names in a fun and memorable way.

3.1.3 Special Day

Every Friday SMP Lazuardi Kamila present a special day of learning, this teaching strategies provide by teachers around SMP Lazuardi Kamila, all teachers accepted that Friday would be a special day for student and the teachers as well. Special Day can create a fun experience around the students so they feel excited to come to the school and not feel down and feel the anxiety around the student. The strategies that teachers provide to the students are:

1) Teachers make a food competition and tell the student to bring the food ingredients to the school and bring the cooking ware. Students collapse into 5 groups; each group have an objective to make a delicious soup on the spot and then the headmaster of SMP Lazuardi Kamila are there to observe and judging the food that are made by students.

2) Teachers gives students a free time and tell students to do whatever students desire. This strategy is focused to bring up students' talents, reduce students stress and anxiety. The activities are up to students but usually students and teachers do a football, badminton and basketball sparing. Teachers gives students a novel to read, gives a game like UNO, Card Game, UNO STACKO. Students are given permission to play computer as well to watch YouTube and studying animation.

3.1.4 Field Trips

Students go on field trips to visit relevant sites or locations related to their studies. For example, they could visit a historical site, museum, or environmental conservation area to learn about history, culture, or ecology firsthand. The strategies that teachers provide to the students are:

1) Teachers announces to students that there will be a Field Trips to a one of the Museum, Keraton Surakarta. The purpose of this strategies is to increase students' knowledge about history that happened in the either in the outside world or in the area that students lived.

2) Teacher announces to students that there will be a field trips to Bandung and the purpose of this strategies is to give students experience and feel how it is outside of Surakarta and make them know what is special about the city of Bandung.

3.1.5 Leaderboards

Leaderboards foster a sense of competition and motivation among students by highlighting their standings relative to their peers. Students may strive to climb the leaderboard and achieve higher rankings, leading to increased effort, participation, and engagement in learning activities. The strategies that teachers provide to the students are:

1) Teachers tell student whoever receive the highest score at the test will be rewarded with a gift such as either it's snacks, a star that can be used as a ticket to increase a final test score. This strategy has a purpose to give student a more exciting competition that has a meaning to it, teachers intended to push the students to the limit so that student can be motivated to their exam and final exam.

3.1.6 Interactive quizzes

Interactive quizzes are designed to actively engage students in the learning process by presenting content in an interactive format. Unlike traditional quizzes, which may consist of static questions and answers, interactive quizzes incorporate dynamic elements such as multimedia (e.g., images, videos), animations, and interactive features (e.g., drag-and-drop, clickable items). Interactive quizzes are effective instructional tools that promote active learning, facilitate assessment, and enhance student engagement and motivation. By leveraging the interactive and dynamic nature of quizzes, educators can create meaningful learning experiences that support student success and achievement. The strategies that teachers provide to the students are:

1) Teachers give students questions about the subjects that teachers give to the students before the classes start. Teachers tell the student who will answer the question fastest, teachers will give them an additional value to their exam score. These strategies that teachers use is to increase students' motivation to student for a better score and get an additional value to their exam.

2) Teachers hold a quiz on a digital platform such as Quizizz, Quizlet etc. Teachers intended to hold a competition among student to test what they learn for the past 3 weeks' worth of materials that teachers teach them. The teacher's purposes are to test the students' learning memories, their seriousness to attend classes and enhance study environment. This method that teachers uses is to create a fun learning teaching proses to lessen students learning anxiety.

3.1.7 Technology Integration

The use of technology, including digital tools, multimedia resources, and online platforms, was noted as a common practice among teachers. Students appreciated the use of technology in enhancing their learning experiences, particularly through interactive presentations, educational videos, and virtual simulations. The strategies that teachers provide to the students are:

1) Teachers create a learning material that focuses on Technology. Teachers teach the students how to create an animation using an application that teachers provided. The application

called "Blender" in this application students can create an animation based on their taste of creativity. Teachers tell the students to create a moving stickman using their imagination and after the video was made, teachers tell the students to do a presentation regarding their works.

2) Teachers provide an educational video to the students to increase their knowledge and create a relaxing teaching process, after the educational video finished teachers tell the students to explain what is happening and answer a question about the video that teachers played.

3.1.8 Collaborative Learning

Both students and teachers acknowledged the value of collaborative learning activities, such as group projects, peer-to-peer discussions, and cooperative problem-solving tasks. Students expressed enjoyment in working together with their peers, citing increased confidence, communication skills, and a sense of belonging within the classroom. The strategies that teachers provide to the students are:

1) Teachers gives students a game to find a hidden treasure that scatter in the school area. Students divided into 5 groups and the student total is 25, each group has a teacher that guide the students and the teachers gives a map and hint where are the treasure was. This competition has a purpose to students so that students can think of solution, plan and how they will work together. The first group that founded the treasure first has to keep the treasure and be rewarded. This activates increase students' motivation how to win and play smart how to win.

3.2 Impact on Students

The implementation of these teaching strategies has had a profound impact on students at SMP Lazuardi Kamila Global Islamic School. Students reported increased levels of engagement, motivation, and enjoyment in their learning experiences. The student said that:

"...Ya suka dan termotivasi sih, soalnya guru disini ngajarnya seru ya engga itu – itu aja ngajarnya, jadi aku suka banget sekolah disini. Apalagi belajar pake games gitu, suka banget pokoknya"

The interactive and experiential nature of lessons fostered a deeper understanding of subject matter and encouraged active participation. Additionally, the collaborative and gamified elements of learning promoted a sense of camaraderie among students and enhanced their social and emotional well-being. The student said that:

"...Seru banget soalnya aku jadi lebih tenang gitu buat ngadepin pelajaran sama bisa nangkep pelajaran yang diajar sama guru disini, jadi ga bosen ya soalnya guru – guru disini ngajarnya pake cara yang menyenangkan gitu."

The implementation of Fun Learning strategies was associated with a deeper understanding of subject matter among students. Teachers noted increased student comprehension and retention of course material, indicating the effectiveness of experiential and interactive teaching methods. Students expressed a greater sense of motivation and enjoyment in their learning, particularly when engaging with gamified activities and collaborative projects. Because of the strategies that Teachers provide to the Students, Students received the impact continuously until students became an adult. The student said that:

"...Aku sd sampe sma sekarang sekolah disini ya, selama aku belajar disini yang aku dapet dari guru disini emang banyak banget sih sama berdampak banget buatku gitu, ya emang karna guru disini bukan sekedar ngajar biasa tapi emang guru disini tu bisa kaya ciptain suasana yang seneng dan happy gitu, aku ga bakal ngelupain sih pelajaran yang aku dapet selama sekolah disini sih."

Students tent a better understanding to the material of learning and how to maintain their emotion in every situation that students faced. Teachers observed a positive shift in student attitudes towards learning, with many expressing enthusiasms for attending classes and participating actively in lessons.

3.3 Discussion

From several observations and interviews that have been carried out, several data were obtained related to activities that trigger Fun Learning.

3.3.1 Specific Teaching Strategies Utilized

The interviews and observations conducted in this study revealed a rich tapestry of specific teaching strategies employed by educators at Lazuardi Kamila GIS SMP to facilitate Fun Learning. These strategies encompass a spectrum of pedagogical approaches aimed at fostering engagement, understanding, and enjoyment among students. Educators at SMP Lazuardi Kamila Global Islamic School frequently incorporate experiential learning techniques into their lessons. Using this definition as a springboard, Hoover (et al., 1974) made the point that experiential learning involves more than just the cognitive learning generally stressed by management education. In addition to the affective domain mentioned by Rogers, Hoover also stressed the learning of behaviours. In a subsequent paper (Hoover and Whitehead et al., 1975, p. 25). This includes hands-on activities, experiments, and real-world applications that provide students with tangible experiences and opportunities for active exploration. By engaging directly with course material in a practical context, students deepen their understanding and retention of concepts, fostering a more meaningful learning experience.

The integration of gamification elements within lessons adds an element of excitement and motivation to the learning process. Most prominently, gamification has been commonly associated with points, levels and leaderboards (Hamari et al., 2014, Seaborn and Fels, 2015). While several studies have shown that the implementation of game elements may promote user behaviour in various contexts (refer to Hamari et al., 2014, Seaborn and Fels, 2015; for an overview), some have cautioned against the over-reliance on such elements, as they may diminish users' intrinsic interest and hence lead them to stop engaging with the application or service altogether (Deterding, 2011, Koivisto and Hamari, 2014, Seaborn and Fels, 2015). Teachers at SMP Lazuardi Kamila Global Islamic School employ strategies such as rewards, challenges, and interactive quizzes to gamify learning activities. By introducing elements of competition, achievement, and progress tracking, educators tap into students' intrinsic motivation and desire for mastery, enhancing overall engagement and participation.

In an increasingly digital world, technology integration plays a pivotal role in enhancing learning experiences. Technology in education is commonly defined as a technical device or tool used to enhance instruction (Lever-Duffy, McDonald, and Mizell et al., 2005). The essence of teaching and learning is to help learners acquire knowledge and use the knowledge they have acquired to create another knowledge (Bruner et al., 1996). Teachers at SMP Lazuardi Kamila Global Islamic School leverage a variety of digital tools, multimedia resources, and online platforms to enrich their lessons. From interactive presentations and educational videos to virtual simulations and online discussions, technology-enabled learning experiences cater to diverse learning styles and preferences, promoting deeper engagement and understanding among students.

Collaboration lies at the heart of the learning experience at SMP Lazuardi Kamila Global Islamic School. Collaborative Learning helps students to resolve differences in a friendly manner. They need to be taught how to challenge ideas and advocate for their positions without personalizing their statements (Johnson, D.W., Johnson, R.T., Holubec, E.J., 1984). Educators actively promote collaborative learning through group projects, peer-to-peer discussions, and cooperative problem-solving activities. By working together with their peers, students develop essential teamwork, communication, and critical thinking skills. Collaborative Learning promotes positive societal responses to problems and fosters a supportive environment within which to manage conflict resolution (Johnsons et al., 1990). Collaboration not only enhances learning outcomes but also fosters a sense of community and belonging within the classroom.

3.3.2 Impact of Teaching Strategies on Students

The implementation of these teaching strategies has had a profound impact on students' learning experiences and outcomes at SMP Lazuardi Kamila Global Islamic School. Students reported increased levels of engagement, motivation, and enjoyment in their learning journeys. Collaborative Learning promotes positive societal responses to problems and fosters a supportive environment within which to manage conflict resolution. Research shows that CL reduces violence in any setting (Johnsons et al., 1990). The interactive and experiential nature of the lessons not only deepened their understanding of subject matter but also stimulated curiosity and creativity.

Furthermore, the collaborative and gamified elements of learning fostered a sense of camaraderie among students, promoting peer interaction and social cohesion. Students felt empowered and supported in their learning endeavors, leading to enhanced self-confidence and self-efficacy. Both are developing valuable problem-solving skills by formulating their ideas, discussing them, receiving immediate feedback and responding to questions and comments (Johnson, D.W., 1971; Peterson, P.L. & Swing, S.R., 1985). Additionally, technology integration facilitated access to diverse learning resources and opportunities for personalized learning experiences, catering to individual interests and learning styles.

Overall, the teaching strategies employed at Lazuardi Kamila GIS SMP within the framework of Fun Learning have contributed to a positive and enriching learning environment, empowering students to become active participants in their own learning journey.

4. CLOSING

4.1 Conclusion

The use of enjoyable teaching strategies has been shown to have a positive impact on student engagement and motivation. 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. There are five characteristics of fun learning: engagement, intrinsic motivation, hands-on motivation, personalization, and collaboration. The study was carried out at Junior High School of Lazuardi Kamila Global Islamic School, which is testament to the belief that education can be both fun and fruitful. This concludes the research question where:

1) From the results of interviews with teachers at SMP Lazuardi Kamila Global Islamic School, it appears that they consistently emphasize the importance of learning that actively involves students in the learning process.

2) The teaching strategies employed at Lazuardi Kamila GIS SMP within the framework of Fun Learning have contributed to a positive and enriching learning environment, empowering students to become active participants in their own learning journey.

4.2 Suggestion

Based on this research, it can be suggested about teaching strategies that teacher uses in creating a Fun Learning method such as:

1) Teacher ought to develop more strategies to the students so that students does not feel bored. continuous training and professional development for teachers are crucial.

2) The school had better to focus on diversifying activities to cater to different learning styles and interests among students. While the current strategies have been effective, there's always room for innovation.

3) Additionally, it is better for students should be encouraged to provide feedback on the effectiveness of teaching strategies. students to establishing a robust feedback mechanism is essential.

By implementing these suggestions, SMP Lazuardi Kamila Global Islamic School can further strengthen its fun learning approach and continue to provide a rich educational experience that nurtures both academic excellence and moral values.

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