

FUN AND MEANINGFUL LEARNING: PERCEPTION OF HIGH SCHOOL INDONESIAN LANGUAGE TEACHERS IN BANTEN REGION

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ABSTRACT

The results of research regarding the realization of the principles of fun and meaningful learning in the Banten Region have not yet been obtained. Therefore, the aim of this research is to explore data regarding the implementation of fun and meaningful learning principles in the Banten Region. The method used in this research is a survey method. The instrument used was a self-evaluation questionnaire which was prepared using Google Form. The development of research instruments refers to the principles of enjoyable and meaningful learning from the Directorate of Senior High Schools, namely being active, healthy relationships, inclusive, cultural diversity, socially oriented, future oriented, appropriate to students' abilities and needs, and fun. The respondents of this research were all high school Indonesian language teachers in the Banten Region. Data analysis was carried out descriptively, namely by presenting a percentage of the results of the self-assessment of each aspect of enjoyable and meaningful learning that had been carried out by the teachers. The research results show that on average the teachers have implemented the principles of enjoyable and meaningful learning well, namely 87.31. The results of this research can be used as an assessment of the performance of high school Indonesian teachers in the Banten Region.

Keywords: Fun; meaningful learning; Indonesian Language Teacher; SMA

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INTRODUCTION

The learning process is the interaction and communication of the learning process that occurs between teachers and students (Agustin, 2018). Learning is one of the efforts made to achieve certain targets, namely making students competent. The scope of student competencies that will be achieved in learning is in the form of spiritual, social, knowledge and skills competencies. Through mastering these various competencies, students are expected to be able to solve the problems they face and be able to provide wider benefits to others. The role of educators is to raise student motivation so that they can increase learning effectiveness (Long, 2007). Helping other people, in this case students, achieve their goals is an encouraging thing (Wetter, 2020).

Implementing fun and meaningful learning can produce positive emotions for educators and students (Jensen & Rørbæk, 2022). Learning must be able to grow students' abilities to manage students' motivational, emotional and cognitive resources (Zhao et al., 2023). This is achieved through challenging and enjoyable learning. One way is through the use of games in learning (Salazar-Cardona et al., 2023). Fun and meaningful learning according to (Widiningsih & Abdi, 2021) contains at least eight indicators, namely being active, healthy relations between parties, inclusive, reflecting cultural diversity, socially oriented, future oriented, appropriate to the abilities and needs of students, and enjoyable for all parties.

Fun and meaningful learning or more support for children to develop these important competencies is needed (J. Y. Lee et al., 2023). Learning using digital-based materials and physical activities can increase student motivation (Händel et al., 2023). Students can master learning material well when they are involved in meaningful, interactive and fun learning (Blinkoff et al., 2023). Competency provision is very important to improve positive student outcomes (Woda et al., 2023). Meaningful learning is a systematic provision process (Huang et al., 2023).

How is learning in Indonesia, is it fun and meaningful? Several research results related to learning have been carried out, but those that specifically examine the implementation of the principles of enjoyable and meaningful learning as stated by (Widiningsih & Abdi, 2021) no one has done it yet. Several previous studies that have been carried out are generally related to the implementation of certain learning models. For example, Measuring teacher's competency in describing student activities in learning with problem based learning (Safi'i et al., 2023), The effectiveness of STEAM-based learning on the critical thinking abilities (Hots) of children aged 5-6 years (Reswari, 2021), Improving speaking skills using the contextual teaching and learning (CTL) method for class V elementary school (Akbar, 2022), The influence of teacher pedagogical competence on the Indonesian language learning outcomes of fifth grade students (Pratiwi & Megiati, 2023), and The role of teacher social competence in effective learning (Simanjuntak & Naibaho, 2023).

The five studies above in substantiation attempt to explore teacher competence. Teacher competency will have implications for the implementation of learning. One of them is fun and meaningful learning. However, the fun and meaningful boundaries that are implemented in learning along with the competence of the teachers are not necessarily fully related to the principles of fun and meaningful learning as emphasized by the Directorate of Senior High Schools. Therefore, research that explores how to implement fun and meaningful learning by referring to the principles as stated by the Directorate of Senior High Schools is interesting and important to carry out.

This research was conducted on Indonesian language teachers in the Banten Region, West Java. This is because Indonesian is a source of knowledge. Indonesian is also one of the main subjects in every educational unit. Through fun and meaningful learning, students will be

able to become competent or skilled in language, whether listening, reading, writing and speaking. These four language competencies can support the success of learning other subjects. Each subject always requires students' abilities in listening, reading, writing and speaking. Therefore, obtaining data regarding how to implement the principles of fun and meaningful learning in Indonesian Language Learning Practices is interesting and important to do because it can be used as part of an evaluation of the quality of learning carried out by teachers.

METHOD

This research was conducted in the Banten region, West Java, Indonesia. This research seeks to explore the responses or perceptions of high school Indonesian teachers regarding the implementation of fun and meaningful learning. The number of respondents in this study were all Indonesian language teachers who were Civil Servants who served in Banten Regional High Schools, West Java.

The method used in this research is a survey method using a questionnaire media developed using Google Form. The scope of aspects surveyed refers to the principles of fun and meaningful learning that have been recommended by (Widiningsih & Abdi, 2021) in his book entitled Fun and meaningful learning in special conditions and published by the Directorate of Senior High Schools. Active, healthy relationships, inclusive, cultural diversity, social oriented, future oriented, appropriate to students' abilities and needs, and fun

Technique Data collection was carried out through a survey using a Google form distributed to all high school Indonesian language teachers in the Banten Region, West Java, Indonesia. The survey was conducted for approximately one month, from January to February 2024. The data that was collected was then analyzed using descriptive techniques, namely by calculating the number of responses or responses given by all teachers divided by the optimal number of responses.

The magnitude of the response from each aspect of the implementation of enjoyable and meaningful education was then categorized into five categories. The categories used refer to table 1.

Table 1. Range of levels of implementation of fun and meaningful learning principles

Value range	Weight	Category
0-44	1	Very less
45-55	2	Not enough
56-69	3	Enough
70-89	4	Good
90-100	5	Very good

FINDINGS AND DISCUSSION

Findings

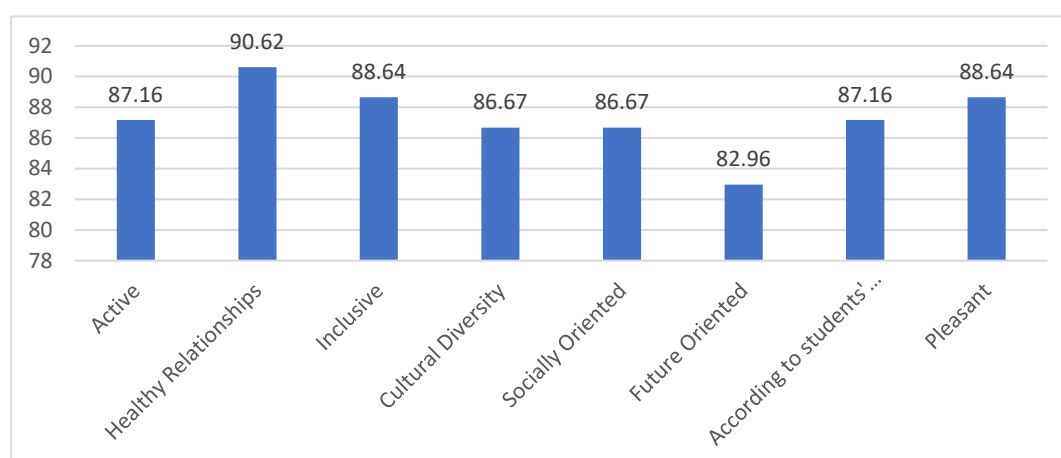
Based on the observations that have been made, the data shows that the level of implementation of several principles of fun and meaningful learning in high school learning in the Banten region has been implemented very well. The results of the observations that have been made can be seen in Table 1.

Table 2. Implementation of fun and meaningful learning principles

Learning Aspects fun and meaningful	Level of implementation achievement	Category
Active	87.16	Good
Healthy relationships	90.62	Very good
Inclusive	88.64	Good
Cultural diversity	86.67	Good
Socially oriented	86.67	Good
Future oriented	82, 96	Good
According to students' abilities and needs	87, 16	Good
It's been fun	88.64	Good
Average	87.31	Good

Based on the observation data presented in Table 1 above, it can be seen that overall the implementation of the principles of fun and meaningful learning in Indonesian language learning at SMA Banten Region is good. The average level of implementation is 87.31.

Furthermore, a comparison of the level of implementation of each aspect of fun and meaningful learning above can also be presented in Graph 1 below.



Graph 1. Implementation of fun and meaningful learning principles

The data presented in the graph above shows that although the level of implementation of the principles of fun and meaningful learning in Indonesian language learning at SMA Banten Region is very high, it is not evenly distributed. The highest level of implementation is in active learning, namely 90.62, while the lowest is in the implementation of future-oriented learning.

Discussion

The first principle of fun and meaningful learning is active learning. The meaning of being active is not only related to physical activity, but also mental activity. This means that when students are participating in learning, they are directly involved, listen carefully to the learning material presented by the teacher, ask questions if there are parts they do not understand, and do the exercises given by the teacher, as well as carrying out various other learning activities as directed by the teacher. The average survey results regarding the efforts

of high school Indonesian language teachers in the Banten Region in activating students in learning activities carried out by teachers was 87.16 (Good).

This average shows that in carrying out learning the teachers have actively involved students in learning. Active learning is student-centered learning and can improve students' ability to solve problems (Lytras & Housawi, 2023). Active learning strategies have been able to encourage students' critical thinking (Kalu et al., 2023). Active learning can be effectively used to direct students to identify a particular object (Fan et al., 2024). Active learning can also be an important step to prepare students to become competent and professional people when they one day enter the world of work (Bingen et al., 2024).

The next implementation of the principle of fun and meaningful learning is healthy relationships. Healthy relationships are a learning condition or atmosphere that illustrates that the individuals involved in learning have good relationships. Involvement between individuals can take the form of providing motivation, empathy, and other cooperation in supporting the achievement of goals. Reciprocal openness was found to be central to building positive relationships (Debray & Spencer-Oatey, 2022). Positive relationships are characterized by three main things, namely getting to know students, effective communication, and togetherness (Rebeiro et al., 2021). The deeper the interpersonal relationships that teachers have with students, the more it will influence the teacher's efforts to direct and help students achieve success in learning (van der Lans et al., 2020).

Healthy relationships between individuals allow for harmonious relationships between individuals so as to minimize the occurrence of discrepancies in views between individuals in responding to matters related to learning activities. Incongruence in views or attempts to address problems in the organization moderates the influence of workplace ostracism on knowledge hiding (Al-Dhuhouri & Mohd Shamsudin, 2023). In contrast, resilience and interpersonal relationships were negatively associated with students' depressive symptoms (T. S.-H. Lee et al., 2021).

Fun and meaningful learning must also be inclusive. Inclusive is learning that is free from discrimination. The learning that has been implemented by Indonesian language teachers in creating an inclusive learning atmosphere is 88.64 (good). The teachers have carried out learning by providing balanced attention or service to students. Teachers do not provide services based on consideration of ethnicity, race, class, religion and other conditions of students. The continuity of inclusive learning is able to create a safe and comfortable learning environment for students. A safe and comfortable learning atmosphere will have a positive influence on student learning outcomes. This is as shown by several research results. Support teacher and parent autonomy in encouraging positive learning outcomes in a variety of educational environments from elementary schools to universities (Mammadov & Schroeder, 2023). strong relationship between teacher learning, professional identity, quality of dialogue, school support, lesson study, and student learning (Vermunt et al., 2023). According to control value theory, the factors that influence independent learning in online learning environments are divided into seven aspects, namely cognitive quality, motivational quality, autonomy support, goal structure and social expectations, feedback and consideration of achievement, perceived control and perceived value (Dong et al., 2024). Considering all factors related to determining a learning approach can improve learning outcomes more optimally (Kuo et al., 2024).

The next aspect that must be considered in carrying out fun and meaningful learning is the cultural diversity of students. Cultural diversity in the education system in Indonesia is a necessity. Remember, Indonesia consists of various tribes. There are at least 1,340 tribes in Indonesia (BPS, 2010). Based on the 2010 population census by (BPS, 2010) The population of the Banten tribe is 2.1% of Indonesia's population, or around 4,657,000 people. In terms of

student origin, high school students in the Banten Region are very diverse. Some come from ethnic groups and for this reason, in carrying out learning, teachers must also consider this diversity. The relationship between understanding diversity and learning success is very close. Some research results, namely the importance of culture in language learning and providing practical recommendations for language educators to create a culturally inclusive and effective language learning environment (Hossain, 2024). Regarding teaching strategies, each culture shows unique tendencies towards certain strategies (Schwartz et al., 2023).

Apart from cultural diversity, there are aspects of plurality that must be taken into account, the learning packaged by teachers must also be socially oriented. Socially oriented is a learning atmosphere that encourages students to interpret themselves as part of the environment and involves family and community (Widiningsih & Abdi, 2021). The average implementation carried out by high school teachers in the Banten region was 86.67 (good). This shows that the teachers in carrying out learning have directed students to be involved in social life. The knowledge and competencies that have been taught at school are directed to be applied in the living environment. In this way, students are expected to be able to live in harmony and become an important part in solving various problems in society. Lastly, higher education institutions make a significant contribution to economic development at the community level (Arena et al., 2023). Space education from a social science perspective, not just a Science, Technology, Engineering, and Mathematics (STEM) perspective, is critical to preparing society and the workforce for the future of space exploration (Ambrosius, 2023).

The next principle regarding implementing enjoyable and meaningful learning is future-oriented. Future orientation refers to an individual's beliefs and feelings about their future (Alm et al., 2019). Education is an effort to provide competency provisions so that students are able to face various challenges in the future. For this reason, education must strive to educate students about the various possible challenges that students will face. Even though it is included in the good category, when compared with other fun and challenging aspects of learning, efforts to build a learning atmosphere that is oriented towards students' futures has the lowest average, namely 82.96 (good). Learning that is oriented towards the student's future also means that learning must be in accordance with the students' future aspirations or hopes. Choices about students' futures will influence students' learning orientation and attitudes. This is for example in the case of nursing students as stated by (van den Boogaard et al., 2019). Student choices will positively influence student orientation and attitudes towards nursing. There is a positive relationship between future orientation and academic achievement (Hejazi et al., 2011).

The next fun and challenging learning atmosphere is learning that suits students' abilities and needs. This principle is relevant to the contextual learning approach, namely a learning approach that pays attention to the learning context, both social and cultural contexts, as well as student needs and development. This is relevant to Dar's opinion (Serino et al., 2024), that the ability to derive contextual regularities is fundamental in everyday life because it helps us navigate the environment, directing our attention to where relevant events are more likely to occur. Context is widely considered to be a key determinant of learning and memory in a variety of domains, including classical and instrumental conditioning, episodic memory, economic decision making, and motor learning (Heald et al., 2023).

The final principle observed regarding the implementation of the principles of enjoyable and meaningful learning is enjoyable learning. Enjoying teaching and having fun teaching is the hope of all teachers. Enjoying teaching and having fun teaching will have positive implications for the teacher's performance and learning outcomes. Happiness at work has a positive and significant indirect effect on informal learning by providing various learning opportunities; Management support in the final model also mediated the relationship between enjoyment at work and opportunities to learn (Taheri et al., 2021). Although enjoyment was not

shown to have a direct effect on learning as assessed via self-report measures, it did have a significant and positive indirect effect on learning (Tisza & Markopoulos, 2021). Fun and interactive learning can attract attention and thus improve the teaching and learning process for young students. Fun learning emphasizes interactive learning through games, songs; dance, drama and use of information and communication technology (Rambli et al., 2013).

Finally, through the implementation of fun and meaningful learning, it is hoped that it will be able to develop a high learning culture. Learning culture encompasses how workers learn from each other and transfer knowledge and represents the ideological values of openness, flexibility, and innovation in the work environment. A positive learning culture influences the application of knowledge learned from training to practice and helps workers retain their knowledge more effectively and apply it to practice (Thibodeau et al., 2023).

CONCLUSION

Fun and challenging learning is learning that will have a positive impact on learning goals and outcomes. The survey regarding self-evaluation of teachers' performance in implementing fun and challenging learning principles on average showed good results, namely 87.31. The results of these observations can be used as a basis for several interested parties in the education sector in evaluating teacher performance.

This research is still quite limited, both in terms of the number of respondents, categories of respondents, and research techniques used in data collection. Therefore, various further research involving a wider population, categories of respondents, and the use of other techniques and instruments still really need to be carried out. In this way, obtaining data and information regarding teacher performance in providing enjoyable and meaningful learning will be more comprehensive.

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