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Planning a Fun Learning Model at SD Nusantara Lubuk Pakam

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ABSTRACT

The aim of this research is how to apply learning concepts to create a fun learning model. The method used in this research is qualitative-descriptive, this approach focuses on the researcher's understanding, thoughts and perceptions. The results of the researchers' perceptions of various materials regarding fun interest-based learning models are that students have different interests in certain subject matter at school. This cannot be separated from a fun learning model, so that students have an interest in continuing to study the material at the next level of education.

ABSTRAK

Tujuan dari penelitian ini adalah bagaimana penerapan konsep-konsep pembelajaran untuk menciptakan model pembelajaran yang menyenangkan. Metode yang digunakan dalam penelitian ini adalah kualitatif-deskriptif, pendekatan ini menitikberatkan pada pemahaman, pemikiran, dan persepsi peneliti. Hasil dari persepsi peneliti terhadap berbagai materi mengenai model pembelajaran yang menyenangkan berbasis peminatan, bahwa seorang siswa memiliki minat yang berbeda pada materi pelajaran tertentu di sekolah. Hal itu tidak bisa dilepaskan dari model pembelajaran yang menyenangkan, sehingga siswa tersebut memiliki minat untuk terus mempelajari materi tersebut pada jenjang pendidikan selanjutnya.

INTRODUCTION

The national education system law states that one of the subjects that must be taught at primary school level is citizenship education (PPKn). Furthermore, the subject (PPKn) is a subject that focuses on students' self-formation in aspects of religion, socioculture, language, age and ethnicity so that students can become intelligent, skilled and characterful Indonesian citizens. Furthermore, Civics is a

subject in education that adopts all living habits naturally. This means that practically the material (PPKn) has been practiced by students in everyday life, so that the lesson (PPKn) should be included in the category of easy subjects.

The content contained in PPKn learning is Pancasila as a life value, construction and norms in society, building identity in diversity, megaraku Indonesia, a lifestyle of mutual cooperation. Citizenship Education has an important role and position in building national character, so that Citizenship Education has a big responsibility in achieving national goals, especially making the nation's life intelligent. Basically, the role of building national character is not only the task of citizenship education, but also the tasks of other subjects or courses, but citizenship education has the greatest moral burden because citizenship education is the nation's moral education (Widiatmaka, 2016). So far, Civics learning has been hampered by the large amount of material and students' lack of study time at school. This means that student learning outcomes at school do not go as expected or are not optimal and there are many cases of students' moral values being violated in educational cases, especially in Indonesia.

Apart from that, there are also negative and positive values from PPKn learning. From the negative side, it can be seen that children who don't like this subject will quickly get bored and sleepy because they keep reading laws and regulations. Even though there are negative values, there are also positive values, namely that the first one can learn about government structures, know government institutions, know the duties of institutions, know the norms, laws and regulations in a country, open one's view of social problems in society, broaden insight and inspire logic and feeling about what is happening in the surrounding environment, increasing knowledge about politics, being able to know what politics is right and what politics is wrong.

The innovations contained in learning are, increasing student involvement, game-based learning, multimodal learning, distance learning, community-based learning. And fun learning. In the world of fun learning, as has been researched by many people, one of the articles written by Zulvia Trinova is "the essence of learning and playing is fun for students. According to Zulvia Trinova, fun learning is a teaching and learning atmosphere that can focus one's full attention while studying so that the amount of attention (time on task) is high. Fun learning can be defined as learning that can attract students' attention with various methods applied, so that when learning takes place students do not feel bored. Thus, it can be said that fun learning is a learning process that takes place in a pleasant and impressive atmosphere.

RESEARCH METHODS

The research method used in this research is a qualitative approach which is research that originates from an inductive mindset, based on a participatory objective observation of a social phenomenon. This type of research is descriptive

qualitative, which is a type of qualitative research that aims to reveal facts, circumstances or phenomena that occur while the research is running and present what they are. Data collection techniques in this research were participant observation, in-depth interviews, and documentation. Data analysis uses Milles and Huberman data analysis components which include data collection, data reduction, data presentation and drawing conclusions. Meanwhile, the technique for checking the validity of the data is through diligent observation, triangulation and adequacy of references.

RESULTS AND DISCUSSION

Principal Management

The core philosophy of the 2013 Curriculum requires students to be the main actors in the learning process. As the philosophical foundation of national education which functions to develop and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent. To develop and shape the character and civilization of a dignified nation, education functions to develop all the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. (Wulandari, 2016). Teachers simply throw learning topics at students and let them explore on their own. The teacher becomes a facilitator who only monitors the student's learning process, assists in responding to questions, and provides the resources that students need. Therefore, a teacher must have various approaches and models and strategies for fun learning, so that students are able to show their interests, talents and abilities.

Fun Learning Strategies The meaning of fun learning strategies was put forward by several experts, including (Darmansyah, 2010) in (DePorter, 2000) stating that fun learning strategies are strategies used to create an effective learning environment, implement the curriculum, deliver material and make it easier. learning process. Meanwhile (Berk, 1998) is the pattern of thinking and direction of action taken by teachers in choosing and implementing methods of delivering material so that it is easy for students to understand and allows for a learning atmosphere that is not boring for students. Meanwhile, deporter, Reardon and Singer (1999) is the ability to transform a learning community into a place that increases awareness, listening power, participation, feedback where emotions are valued.

A professional teacher understands how to give good lessons. They can convey material optimally to students so that learning objectives can be achieved optimally. To be able to achieve this goal is not an easy thing. For this reason, teachers need to be patient and study learning models. Teachers need to be patient because this will affect the development of the students themselves. If teachers often

show violence, then students will have the same character as the teacher. However, if we teach something in a good way, then their character will also be good. This also applies to the learning process for elementary school children in the classroom. When a teacher shows a scary face in class, the learning atmosphere becomes scary. This is different from when the teacher always looks friendly and smiles at his students. Teachers need to create a pleasant atmosphere so that students do not feel burdened. It would be even better if the teacher also delivered material using interactive learning methods.

Students' interest in a school subject does not depend on the learning material, but depends on the way the teacher teaches. Difficult subject matter can be fun if it is delivered by a pleasant teacher. On the other hand, lesson material that is actually easy can become boring if it is delivered by an unpleasant teacher. Therefore, a teacher must have special methods and strategies that can make students enjoy attending class (Grafura & Wijayanti, 2012).

The essence of specialization in the 2013 curriculum learning is to facilitate student development so that students actively develop their potential so as to achieve optimum development. The process of making choices and decisions by students in their field of expertise is based on understanding their own potential and existing opportunities. Guidance and counseling helps students to understand themselves, accept themselves, direct themselves, make their own decisions, realize their decisions responsibly.

The learning model is expected to help develop students' potential according to their interests, talents and abilities. Some fun learning models can be done with games. This game is linked to the subject matter being taught so that students do not get bored, and is periodically evaluated, so that each student's interest in understanding the subject matter being taught is known. Apart from that, the learning model with humor as quoted by (Darmansyah, 2010) states that humor is something that can give rise to or cause the hearing to feel tingled with funny feelings, so that they are encouraged to communicate. (2) Humor as a tool for reducing stress. (3) Humor makes lessons interesting. (4) Humor strengthens memory and reduces stress. (3) Humor makes lessons interesting. (4) Humor strengthens memory.

Humor also has benefits in education, including : (1) Humor as a way to attract students' attention. (2) Humor reduces boredom in learning. (3) humor helps diffuse tension in the classroom. (4) Humor helps overcome physical and mental fatigue in studying. (5) Humor facilitates communication and interaction (Darmansyah, 2010). The benefits of humor in education cannot be separated from the relationship between emotional intelligence, the brain and humor itself. The relationship between emotional intelligence , the brain and humor in the learning process is: the brain (*neocortex*) reacts after going through an internalization process in the emotional brain (mammals). If the emotional brain can function well, the thinking brain will be able to carry out its duties in processing information.

Information processing will be effective if the atmosphere is pleasant. One way to make learning fun is to create humor when interacting with students. The potential of humor in creating enjoyable learning needs to be supported by adequate emotional intelligence. Because emotional intelligence determines the success of the learning process and outcomes.

CONCLUSION

From the discussion of the study which is based on the phenomenon of implementing the 2013 curriculum, it can be concluded that the 2013 curriculum has a juridical, philosophical, theoretical and empirical basis, the aim of which is to strive for and implement a national education system, which increases faith and devotion as well as noble morals in order to educate national life, which is regulated by law. This hope can be achieved if all elements involved in education, namely government, society, educational institutions and teachers understand their respective duties and functions. Teachers have a task that is not easy, namely having to improve and develop their competence, and have a comprehensive understanding of concepts, models and fun learning strategies. A fun, interest-based learning model tries to capture students' interests, talents and abilities, so that students have the ability to develop their interests and talents.

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