Implementation of Joyful Learning Approach in Providing Learning Motivation for Elementary School Student

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Abstract— Cognitive development is an important aspect that is directly related to the learning process. Students in elementary schools have concrete operational development skills where they begin to solve concrete problems in a logical and are able to clarify and understand causal relationships. However, at this concrete operational stage there is a student transition period from children where they still enjoy playing activities rather than learning. Teachers as facilitators are required to create interesting learning so they can integrate play with learning, one of which uses a joyful learning approach. Joyful learning is learning activities adjust children’s psychological development by providing learning in a pleasant atmosphere, it is expected that the learning process is carried out in a relaxed, no-load way, and children have learning motivation. This research uses a descriptive qualitative method to find out how the application of a joyful learning approach in providing learning motivation for elementary school students in Surakarta. Data collection techniques using interviews, observation, and documentation with the source of students and teachers of grade IV elementary school in Surakarta. The collected data is analyzed so that it becomes a description of the results of the study using interactive analysis. The conclusion in is that one of the efforts to provide student learning motivation is to use a joyful learning approach.

Keywords—joyful learning, elementary school, learning motivation.

I. INTRODUCTION

Cognitive development is an important aspect that is directly related to the learning process at school. Jean Piaget's theory of cognitive development is one theory that explains how students adapt to the environment and interpret the objects and the events around it. Piaget divides into several stages to intellectual development, including: First, Sensorimotor (birth - age of 2 years), that distinguish themselves with each object. Second, preoperational (2-7 years), which is learning to use the language and describe objects with image and words. Third, Concrete Operations (7-12 years), which is able to think logically about objects and events. Fourth, Formal Operations (12 years and above), which is able to think logically about abstract problems systematically and testing hypotheses.

Primary school students have the skills development of concrete operations that they begin to solve concrete problems in a logical fashion and be able to clarify and understand the causal relationship. At the stage of 7-12 year-olds are characterized by the development of the system of thought that is based on logical rules, new capabilities include the use of operation can be reversed and thoughts that are not centralized and is already reduced egocentricity [8]. However, in this concrete operational stage there is a transition of students from children where they still enjoy playing than learning activities. Teacher as facilitator is required to create an interesting learning so students can integrate play with learning. The learning process that teachers can affect motivation for students. Someone will succeed in learning when he has his own desire to learn. Learners who are motivated to learn, will try to learn well and diligently in the hope of obtaining good learning outcomes.

The effective learning process, efficient, and meaningful can be created by teachers with appropriate learning approach so that it can provide motivation primary school learners. Based on observations made in the fourth-grade Elementary School Bumi 1 Surakarta, many students have difficulty in accepting that learning can be seen from the results of learning are unsatisfactory. Students give less attention to the teacher so the material presented by the teacher cannot fully be accepted. Based on analysis of these were due to the learning process is still conventional. It takes a high learning motivation so students can receive good teaching and the learning becomes meaningful. One way to provide the motivation to learn, especially among students in grade fourth with the transition of children who still like to play is to create an innovative learning, efficient, effective, and fun that integrates play and learn, using the joyful learning approach.

Joyful learning is learning that adapts to the development of psychological and cognitive development of students by providing learning in a pleasant atmosphere. It is
expected that the learning process can be done in a relaxed, carefree, and students have the motivation to learn. In this study the researchers wanted to know how the application of joyful learning approach in motivating learning to the students so they can follow the learning process in accordance with the psychological and cognitive development so as to create meaningful learning and high academic achievement.

II. LITERATURE REVIEW

A. Learning Motivation

The motive is derived from the word "motion" means motion or something that moves. Starting from the motive words can be interpreted motivation is the driving force that has become active at certain moments, especially when the need to achieve a much needed. The motivation of students learning in education is important [5]. Without learning motivation is not possible. So, in education the role of motivation is effective for students learning. Due to motivation students do any task and achieve the goal. The motivational beliefs that determine expectancy of success (goals, self-concept and task difficulty) and task value (affective memories) are in turn shaped by life events, social influences (parents, teacher or peer pressure, professional values, etc.) and the environment [6]. It can be concluded that motivation is something that causes a change in the individual affecting psychiatric symptoms, feelings, and emotions to do something that is driven by their goals, needs, or desires.

Motivation and learning are two activities in the school and both have a relationship interrelated and influence. One's learning process is strongly influenced by one's motivation in the classroom. If teachers and parents can provide good motivation on the learner then in self-learners will appear urge and desire to learn. The motivation to learn is internal and external encouragement to students who are learning to make changes in behavior, in general, with some indicators that support [14]. Motivated learning is something encouraging, mobilizing and directing students in learning [4]. If the educator is able to raise the motivation of learners, they will strengthen the response has been studied.

The motivation to learn has the following functions: 1) to encourage people to do or perform the desired without coercion; 2) determine the direction of the objectives to be achieved; 3) select actions that determine the actions that must be done and what should be left out [11].

Someone who has a high motivation can be seen from several indicators, namely: 1) has high responsibility; 2) has a program of activities based on plans and realistic goals; 3) have the ability to take risks; 4) conducting meaningful and finish with satisfactory results; 5) have the desire to become a leading man who mastered a particular field [7].

Classifying learning motivation indicators as follows:

1. Their desire and succeed
2. The drive and the need to learn
3. Their hopes and ideals of the future
4. Their rewards in learning
5. The desire for interest in learning
6. The existence of a conducive learning environment [14].

In this study, indicators of motivation to learn will be used include: 1) the interest of students in participating learning; 2) the ability of students to solve problems; 3) activity of students in the discussion; 4) courage the students to ask questions. Selection indicator on the supportive learning approach used so as to provide a good learning motivation.

B. Joyful Learning

Joyful learning is learning fun, which has the purpose, "Experiencing one's well-being, success, or good fortune". In the Oxford Dictionary of English, means "feeling, expressing, or causing great pleasure and happiness". Joyful learning is a kind of learning process or experience to make students feel happy in the scenario or the learning process [16]. Joyful learning approach in practice, the teacher explains the material using a certain game and conducted in a pleasant atmosphere, so expect the learning process is done with a relaxed, carefree, and learning objectives can be achieved optimally [13].

The joyful learning approach will be very useful in the development of learners as a whole [9]. Joyful learning is a strategy, concepts, and practices of strategic learning meaningful learning, contextual, constructivism, active learning, and psychological [1]. Joyful learning will be effective if the application uses the physical learning materials to improve the realization of learners about learning content, such as interactive multimedia, slates, smartphones, laptops, or robot [16]. It can be concluded joyful learning is an approach to learning that is meaningful, contextual, constructivism, active learning, and adjust the psychological development of learners with the delivery of content using certain games and do in fun, so expect learning process carried out with a relaxing and carefree.

Some specific ways to implement joyful learning in the classroom include: 1) creating a classroom a fun and comfortable; 2) to create compelling content in learning materials; 3) conduct a surprise and novelty on learning; 4) make the learning experience relevant to the interests of learners; 5) move together learners at any time [12]. Learning activities that support the joyful learning approach includes the question and answer, discussion, giving matter, models problem solving, and teamwork [2]. Learning with joyful learning approach can be executed with games, puzzles, competitions so that the cognitive abilities of learners can be developed simultaneously [Jaddal, 2012: 95].

Implementation of joyful learning approach contains four stages, which can support the ongoing learning, among others:

1. Experience

Some examples of this principle are the activity of observations, experiments, investigations, interviews, and the use of props.

2. Interaction

The interaction between the students with students and students with the teacher needs to be maintained in order to make it easier to construct meaning. The principle of interaction provides opportunities for students to express and articulate each according to ability so that their potential will develop.
3. Communication
Some ways of communication that can be done such as displays, presentations, and reports. Principles of communication can be used as a forum to determine the extent of the deepening and enrichment material.

4. Reflection
Evaluation can be used as a vehicle for an evaluation of the strategy that has been applied and the results obtained [3].

III. MATERIAL AND METHOD
This study uses qualitative research with case study research design. The research location is in Elementary School Bumi 1 Surakarta with research subjects are teacher and student from grade 4th. Data collection technique used observation, interview and documentation did before and during the application of joyful learning approach is given. The researchers used instruments include:

A. Observation sheet, used to record the activities carried out by teachers and students in the learning process. Observation sheet used before the application of joyful learning approach and the application of joyful learning approach is given.

B. Development
1. Submission of materials
2. The application of joyful learning approach
3. Creating motivation in learning
4. Giving Strengthening

C. Application
1. Exercise
2. Conclusions
3. Follow-up

Lattice sheet student motivation observations are presented in the table below:

<table>
<thead>
<tr>
<th>TABLE I. LOUVERS TEACHING ACTIVITIES TEACHER OBSERVATION SHEET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Component</strong></td>
</tr>
<tr>
<td>A. Introduction</td>
</tr>
<tr>
<td>1. Aperception</td>
</tr>
<tr>
<td>2. Motivating Students</td>
</tr>
<tr>
<td>B. Development</td>
</tr>
<tr>
<td>1. Submission of materials</td>
</tr>
<tr>
<td>2. The application of joyful learning approach</td>
</tr>
<tr>
<td>3. Creating motivation in learning</td>
</tr>
<tr>
<td>4. Giving Strengthening</td>
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<tr>
<td>C. Application</td>
</tr>
<tr>
<td>1. Exercise</td>
</tr>
<tr>
<td>D. Conclusion</td>
</tr>
<tr>
<td>1. Conclusions</td>
</tr>
<tr>
<td>2. Follow-up</td>
</tr>
</tbody>
</table>

IV. RESULT AND DISCUSSION
A. Results
The research location is in Elementary School Bumi 1 Surakarta with research subjects are the students of fourth-grade, which has 21 students and teacher from fourth-grade. Some components are covered in the study include:

1. Before the application of Joyful Learning Approach in Providing Motivation of Students

Based on interviews and observations early in the learning process in the fourth-grade Elementary School Bumi 1 Surakarta, acquired some of the problems of the student and the teacher. The problems come from students, among others: a. Lower interest and enthusiasm for learning; b. Motivation and encouragement to learn less; c. students are less active in communicating ideas or feedback; d. Students are less active and less dared ask a question answer a teacher’s question; e. Less enthusiastic students in the learning process for student’s understanding of the material is still low. While the problems emanating from the teacher are: a. The teachers use conventional learning approaches; b. Methods and learning strategies are less innovative in providing a stimulus for students to actively and enthusiastically; c. Teachers rarely give awards; d. Teachers rarely give motivation and encouragement to students; e. Teachers pay less attention to the difficulty level of each student.

Following the initial data of observation prior to the application of joyful learning approach in providing students' motivation fourth-grade Elementary School Bumi 1 Surakarta.

<table>
<thead>
<tr>
<th>TABLE IV. PERCENTAGE INDICATOR MOTIVATION BEFORE APPLYING JOYFUL LEARNING APPROACH</th>
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</thead>
<tbody>
<tr>
<td><strong>No.</strong></td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>Average</td>
</tr>
</tbody>
</table>

Based on the above table, student motivation fourth-grade Elementary School Bumi 1 Surakarta is still low with details...
of student interest in learning to follow the 44%; ability to solve problems 43%; activity of students in discussions 44%; and courage of the students asked questions 40%. Based on these results indicate a low percentage of student motivation. With regard to these problems, the learning process needs to be improved so that students are motivated in the following study one with a joyful learning approach.

2. During and After the Implementation of Joyful Learning Approach in Providing Motivation of Students

Based on observations and interviews were conducted to governors fourth-grade Elementary School Bumi 1 Surakarta, joyful approach to learning performed in the learning process is the teacher gives a game by paying attention to the syntax of joyful learning approach. The study was conducted on sub-themes first in first learning theme third for fourth-grade of elementary school. Stages of application of joyful learning approach are applied in the learning process, among others:

a. Experience

Before learning activities do teachers and students to make a deal of reward and punish where students write down some of the activities that should and should not do. And when students carry out these activities, students will get points or even losing points. And this is done in groups, giving rise to the responsibility of the group. Experiential activities is carried out by the teacher gives the film about herbs and students are asked to observe. After that the students conduct investigations or parts of plants to create a mind map picture in the paper that has been provided.

b. Interaction

Students are required to work in groups create a mind map and draw one plant. In addition each group was asked to make ice breaking on the vegetation and provide the name of the group with the name of the plants.

c. Communication

Communication is done with a presentation to the class. However, teachers choose the group that developed the mathematical quiz. The group that can do it first will get points and the opportunity to advance first present the results of the discussion and ice breaking already made. In addition, groups that do not advance shall provide assessment and advice to the group advanced.

d. Reflection

Reflection activities conducted through the game of snakes and ladders are displayed on the board. Any group that plays will get the matter and if the correct answer will be given a score. And at the end scores of each group was calculated then the highest score will receive prizes.

The results of observations obtained from observations of teachers, among others: a. Teachers create conditions conducive learning and fun; b. Teachers use the media in learning; c. The teacher gives students the opportunity to ask, answer, and discuss; d. Teacher give reward; e. Teachers provide encouragement and reinforcement from the discussion; f. Teachers guide students in reflection.

The following observation data during and after the application of joyful learning approach in providing students' motivation grade fourth Elementary School Bumi 1 Surakarta.

**TABLE V PERCENTAGE INDICATOR MOTIVATION WHEN APPLYING JOYFUL LEARNING APPROACH**

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student interest in learning to follow</td>
<td>75%</td>
</tr>
<tr>
<td>2.</td>
<td>Ability of students to solve problems</td>
<td>70%</td>
</tr>
<tr>
<td>3.</td>
<td>Activity of students in discussions</td>
<td>78%</td>
</tr>
<tr>
<td>4.</td>
<td>Courage students ask questions</td>
<td>69%</td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong></td>
<td><strong>73%</strong></td>
</tr>
</tbody>
</table>

Based on the observation of students' motivation can be seen as follows: interest 75% of students following study, the ability of students to solve problems 70%, active students in discussions 78%, the courage of students asking questions 69%.

B. Discussion

Motivation to learn is enhanced focus in this study. In this study, increased student motivation when given stimuli in this case is a joyful learning approach to learning. Learning motivation observed through four indicators, namely: a. The interest of students to follow learning; b. The ability of students to solve problems; c. Activity of students in the discussion; and d. The courage students to ask questions. The results showed an increase in motivation to learn through the application of joyful learning approach.

The success of joyful learning approach can be shown in a comparison study motivation before and during the application of joyful learning approach in the following table:

**TABLE VI DATA IMPROVEMENT MOTIVATION**

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicators Motivation</th>
<th>Before the application of Joyful Learning</th>
<th>When Joyful Learning Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student interest in learning to follow</td>
<td>44%</td>
<td>75%</td>
</tr>
<tr>
<td>2.</td>
<td>Ability of students to solve problems</td>
<td>43%</td>
<td>70%</td>
</tr>
<tr>
<td>3.</td>
<td>Activity of students in discussions</td>
<td>44%</td>
<td>78%</td>
</tr>
<tr>
<td>4.</td>
<td>Courage students ask questions</td>
<td>40%</td>
<td>69%</td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong></td>
<td><strong>43%</strong></td>
<td><strong>73%</strong></td>
</tr>
</tbody>
</table>

Based on the above table it is known that the motivation to learn has increased the application of joyful learning approach to learning. It can be concluded that the application of joyful learning approach capable of providing even increase students' motivation fourth-grade Elementary School Bumi 1 Surakarta.
V. CONCLUSION

The results of the research that has been done, it can be concluded that through joyful learning approach can provide even increase students’ motivation fourth-grade Elementary School Bumi 1 Surakarta views of the percentage increase in motivation to learn from prior to the application of joyful learning approach for each indicator. Indicators of student interest in learning to follow the time before the application of a 44% increase to 75%. Indicators of student ability to solve problems of a 43% increase to 70%. Indicators of activity of students in discussion increased from 44% to 78%. And indicators of courage students ask questions increased from 40% to 73%.

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