



## Theory, Literature Review, and Fun Learning Method Effectiveness in Teaching and Learning

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### ABSTRACT

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The utilisation of the fun learning approach is a component of the pedagogical methodology employed by educators. This approach is considered to be a key component within the field of pedagogy, specifically in the context of teacher-teaching. This document serves as a conceptual paper that encompasses several elements, including theoretical frameworks, key findings from scholarly literature on freelancing, and an examination of the effects resulting from the integration of enjoyable educational approaches. The idea proposed in this study is the Fullan Education Transformation idea (2001). According to the literature, the utilisation of enjoyable instructional approaches yields numerous advantages, including enhanced preparedness levels among both teachers and students, effective management of student misbehaviour, increased engagement in the learning process, improved academic performance, expanded cognitive horizons for students, heightened motivation, mastery of subject matter, and a greater enthusiasm for learning. This concept paper serves as a valuable resource and point of reference for reviewers, particularly within the realm of education.

### KEYWORDS:

Fun Learning, Theory, Literature, Effectiveness

### 1. INTRODUCTION

There are a variety of teaching pedagogies that are based on education in the 21st century, such as collaborative learning, problem-solving as high-level thinking skills, digital encryption based on information and communication technology, and many other interesting pedagogical methods. There are also many other interesting pedagogical methods according to Salehudin (2015). In addition, educators need to have a firm grasp on the use of entertainment learning methods, which is another one of the successful pedagogical abilities that should be learned. Because many entertainment teaching methods use the communication of body members such as the eyes, hands, shoulders, facial mimics, scratches, and smiles, this instructional approach is considered to be one of the student-centered instructional strategies. (The Ministry of Education of Malaysia, 2015). The term "entertainment learning method" refers to a kind of instruction that integrates elements that are entertaining and interesting into a variety of learning activities. The end goal of this strategy is to raise

students' interest in learning as well as their comprehension of the subject matter. This will be accomplished by making the learning experience more pleasurable, engaging, and participatory for all students.

The term "21st century teaching," often known as "PAK-21," refers to an approach to education that emphasises fun and entertainment. One example of this approach is "fun learning." The practise of recreational learning incorporates enjoyable activities such as playing games, singing, telling stories, acting, and writing poetry, among other things. The process of teaching and learning will become more participatory and student-centered as a result of the introduction of entertainment learning methods into the educational system. (2017) according to Aminudin Ahmad. This strategy places an additional emphasis on problem-solving in the classroom by encouraging participation from each and every student. In addition, students have the freedom to speak out and voice their ideas, as well as the freedom to roam around the classroom; nevertheless, these liberties are exercised under carefully regulated conditions that are determined by the instructional goals that the instructor intends to accomplish. This strategy places a significant emphasis on communicating using many parts of the body, including the eyes, hands, shoulders, facial

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mimicry, handcuffs, and grins. (The Ministry of Education of Malaysia, 2015).

The goal of the entertainment learning approach that has been implemented by KPM in elementary schools is to realise the desire for a comprehensive change of teaching and learning that is taking place in the classroom. The engaging teaching strategies that are going to be implemented in the classroom will make the education process significantly more participatory and student-centered. Jamian published his study in 2013. As a result, pupils' comprehension of the topics they learn in school can be brought about in a manner that is not only pleasant but also well-organized and methodical. When students use recreational learning concepts that are amusing and soothing, the tension and dread that they experience can be reduced, which is another benefit of the entertainment learning strategy.

### **II. A THEORY GROUNDED IN THE UTILISATION OF FUN LEARNING METHOD**

#### **Fullan Education Transformation Theory (2001)**

The capacity of educators to recognise the need for, and make preparations for, change is the primary focus of Fullan's Theory of Educational Change (2001). According to Nur Fatahiyah and S. N. Diana's research from 2020, "a change that is made is considered to be a process that occurs over a certain period of time to change an individual or a situation" (paraphrased). The first phase, the implementation phase, and the institutional phase are the three stages that make up the division of Fullan's (2001) Theory of Educational Change. These stages are as follows: the initial phase, the implementation phase, and the institutional phase. The research process that a person undertakes prior to making the decision to implement the applicable innovation is included in the first phase of the process. The initial phase refers to the teachers' familiarity with the theory and practise of entertainment methods that were integrated into the educational system in 2010 by the Ministry of Education in conjunction with the implementation of KSSR. Before carrying out the entertainment learning activity in the Teaching and learning, each teacher must first be exposed to the concept of entertainment as a learning tool before the practise of entertainment being implemented in education can take place. A person's ability to adapt to new circumstances while maintaining an optimistic or pessimistic outlook will also be evaluated during this part of the process.

According to Siti Shuhaidah Abdul Latir, Ramlah Hamzah, and Abdullah Mat Rashid (2014), if teachers are able to favourably accept these changes, it will have an effect on the application of entertainment learning methods in the Teaching and learning. This will allow the teaching objectives to be reached while maintaining a smooth and efficient flow (Siti Shuhaidah Abdul Latir, Ramlah Hamzah,

& Abdullah Mat Rashid, 2014). Following that is the phase of implementation, which is also referred to as the early use phase, and it is comprised of early experience in the process of putting the changes into effect. This phase reflects a change in the teaching methods that teachers use, specifically the use of entertainment methods as an alternative to the more traditional means of teaching that were utilised previously in the Teaching and learning. The last phase is called institutionalisation, and it relates to modifications that are done as part of an existing system or in some other context. This phase relates to the entertainment learning activity that started to be accepted and utilised as 21st century pedagogy in the Teaching and learning sessions. It is essential to include educators, right from the beginning of the process of implementing educational reform, and to make certain that at least part of their requirements are satisfied, as well as that the existing conditions are suitable for carrying out some form of transformation. The transformation of the educational system is regarded as something of a success because to the optimistic outlook of teachers who are eager to accept change.

#### **Theory of Cognitive Development (Jean Piaget, 1976)**

According to the cognitive learning theory that was introduced by Jean Piaget in 1976, the acquisition of knowledge and experience by an individual is predicated on processes such as observation, comprehension, exploration, and intellectual development of the environment (Marlina Ratna & Subandriah, 2012). This theory was provided by Jean Piaget. According to this theory, students are regarded knowledge builders because they are able to develop knowledge on a lesson acquired based on their previous experience and then apply that knowledge in a new circumstance. This ability to construct knowledge on a lesson learned is what allows students to be considered knowledge builders. The proof is that the teacher, who plays an essential role in the attempt to gradually grow students' cognitive development, merely functions as a facilitator to encourage students to actively acquire knowledge through environmental interaction, particularly social activities. This is an important role because the teacher plays an important role in the endeavour to build students' cognitive development gradually.

The responsibility of the instructor in the execution of enjoyable educational activities is limited to that of a facilitator. This means that the teacher is responsible for planning PdPc in order to assist the students in developing a cognitive structure through their own self-involvement in meaningful activities. Before planning PdPc activities in the classroom, it is important to take into account the students' existing cognitive level as well as the experiences they have had in order to ensure that the activities will be appropriate for them. Neat PdPc planning is actually very dependent on the effectiveness of a teacher using the knowledge and skills

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he has mastered to manage the class by taking into account many of the elements emphasised in this theory. The activities that are carried out will be deemed less effective if the instructor organises a PdPc activity without referring to the existing experience and ability level of the students. This is because the students will find it difficult to comprehend the information that they are given, which can lead to confusion. This occurs as a result of the pupils' inability to comprehend the meaning behind the instructor's intended message. In addition, the play-based learning method that is utilised in PdPc activities can be of assistance to students in the process of developing a variety of knowledge and skill sets by stimulating creative thought. One way that the grammar of conjunctions can be taught in PdPc is through the use of song exercises, for instance. When compared to the practise of memorising formulas that place an emphasis on conjunctions, students will find it much simpler to comprehend and recall the use of conjunctions through the application of this method. According to research conducted by Mohamad Hashim and Sharifah Amnah (2010), singing activities are an effective teaching tool since they provide students with constructive feedback. Students will acquire additional abilities, such as social skills, when they are able to engage with one another in the classroom while participating in song activities. This will be done in a roundabout way.

### III. PRIOR RESEARCH CONCERNING EDUCATIONAL FUN LEARNING

According to a literature analysis of previously published publications, the utilisation of enjoyable teaching methods confers a multitude of benefits and advantages upon the educational system, as well as upon individual educators and individual pupils. The findings of the literature review are shown in diagram 1, which may be found below.

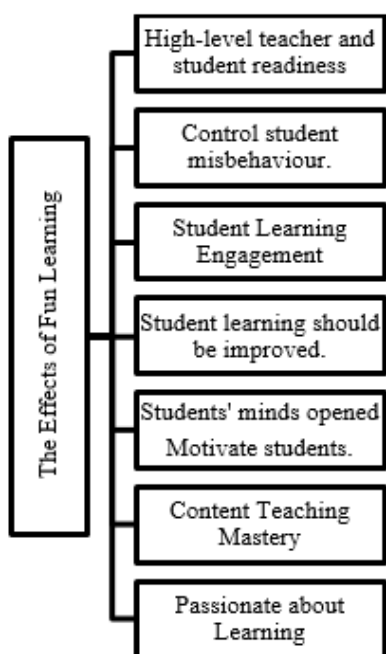


Diagram 1: The Effects of Fun Learning

An investigation entitled "The Use of Entertainment in Islamic Education in National Schools" was carried out by Mohd Rosmadi and Hafizhah Zulkifli (2020) on a total of 102 pupils at a school located in the Seremban region of the state of Negeri Sembilan. incorporating forms of entertainment into the learning environment. According to the findings of the research, the overall mean score for the construct of student ready is 4.23, which indicates a high level. This demonstrates that the strategy of using amusement as a teaching tool can further raise the level of readiness of students to learn Islamic education. When referring to a student's state of readiness to carry out a task, "readiness" refers to the congruence of the student's mental, physical, and emotional components. For instance, students who are prepared to learn are able to comprehend and value a lesson more easily in comparison to students who are not yet prepared, which will cause them to be confused by the time they reach the end of the learning process. The researcher also mentioned that one of the most significant considerations to make while teaching with new approaches is whether or not the students are ready for the material. Students who are not academically prepared tend to have less of an interest in acquiring new knowledge. On the other hand, a high level of readiness among pupils indicates that there is a significant interest in acquiring new information.

This is corroborated by the findings of a study that was carried out by Syifa' Adwiyah (2022) on the topic of "Practises of Entertainment Education in Islamic Education Teacher Training Practises." The research was carried out on two trainee instructors in Islamic education who had been hired in June 2019 from the Islamic Education Campus IPG and who had previously been recognised with an excellent cross-cutting award for their work during their practicum. The purpose of the study was to investigate the use of engaging instructional strategies with the intention of boosting the students' motivation in Teaching ang learning. The findings of the study indicate that the implementation of the strategy of fun education in the classroom has resulted in good improvements to two areas, namely the behaviour of students and their involvement in the learning process. According to the findings of the study, the researcher noted that the respondents participated in teacher training (practicum) during the time that the government was enforcing the Movement Control Order (MCO) in order to prevent the infectious epidemic of Covid-19.

As a result, the teaching sessions have to be carried out electronically through the use of the Google Meet programme. Because of this, the student's behaviour was initially less encouraging than it may have been. The vast majority of the pupils did not listen to the instructor's instruction, and several of them did not even open the camera at any point during the Teaching ang learning. However,

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when the teacher leads educational activities like singing, acting, and poetry readings, the majority of the pupils begin to demonstrate an interest in learning and always respond to the teacher. This is backed by the findings of a study that was carried out by Reney Pantun (2016). The study discovered that the implementation of singing techniques in Teaching and learning can boost achievement and encourage positive attitude changes among students towards a lesson topic due to the more relaxed and stress-free singing technique.

In addition, Nuril Ham Al Hafizah Zahari, Sharifah Norshah Bani Syed Bidin, and Syadiah Nor Wan Syamsuddin (2021) have done a study titled "The Importance of Digital Game-Assisted Teaching and Facilitation for Primary School Islamic Education Subjects." This research was published in 2021. The research that was carried out was a qualitative investigation that involved the content analysis of findings from theses, journal articles, and proceedings published between 2016 and 2021. The findings of the study indicate that a student's overall learning experience can be enhanced by participating in educational video games. This is due to the fact that educational games that are based on digital platforms are utilised to incorporate elements of fun into the learning process (All, Castellar, & Van Looy, 2017). In addition, it is considered that playing digital games will improve students' interest in Teaching and learning. This is due to the fact that learning based on playing digital games falls under the category of independent learning, in which students can take an active role in resolving a problem or answering a question.

Learning through the use of digital games can also help students become more adaptable to shifting paradigms in the way that education is offered in the modern world. Because classroom activities involving games can be played either inside or outside of the classroom, this is one reason why. Students are not only exposed to the teacher's presentation in the classroom, but they can also learn on their own in a way that is more interesting and helpful (Siti Rohani Jasni, Suhaila Zailani, & Hakim Zainal, 2018). This is made possible by the incorporation of digital games into the learning process.

The next study was titled "Effect of Storytelling Method on the Motivation and Achievement of Year 4 Students in the Field of Belief" and was carried out by Rabiatal Adawiyah and Ahmad Tarmizi (2017). In the context of Islamic education, the purpose of this study is to determine whether or not there is a difference in the motivation score for the field of Aqidah between students in Year 4 who follow lessons that use the storytelling technique and students who follow lessons that use the lecture method. Specifically, the researchers are interested in determining whether or not there is a correlation between the two. The research that was carried out was a quantitative study that made use of quasi-experimental research methodologies. This was

accomplished by administering pre-tests and post-tests to two distinct groups of fourth-grade students from two different schools. A group of thirty students from the first school were designated as the experimental group for this study. In comparison, a group of thirty students from the second school were designated as the control group for this study.

A pre-test and a post-test were administered to both groups in this research study. The pre-test was given to both groups before the intervention (the application of the storytelling method), and the post-test was administered after the intervention had been carried out. This study was carried out over the course of eight weeks at both schools, with the first six weeks serving as the teaching period, the seventh week serving as the week in which the pre-test was administered, and the final week serving as the week in which the post-test was administered. Lessons based on the method of narrative will be delivered to the experimental group throughout the execution of the intervention. Lessons based on the method of lecture will be delivered to the control group. The findings of the study revealed that the control group possessed a greater degree of motivation with a mean score of 4.08 in comparison to the control group, whose mean score dropped to 3.81 when the intervention approach was adopted. Therefore, the approach of storytelling is more effective than the method of lecturing in terms of enhancing students' motivation to learn Aqeedah.

The approach of learning through play is applicable not only to the instruction of Islamic education but also to the instruction of other topics. A research of the 'Effectiveness of Language Games in Learning English Grammar' was carried out on sixty different students by Leonard Ashok, Sasi Revathi, and Saminathan (2013). The research was carried out utilising an experimental approach, namely by assigning 30 individuals to serve as a control group and another 30 individuals to serve as a treatment group. The study's primary emphasis was placed on the grammatical topic of nouns. According to the findings of the research, the treatment group was successful in achieving a higher mean level than the control group. This demonstrates that the level of grammar mastery of the treatment group is higher than that of the control group. Additionally, this demonstrates that the applied language games were successful in improving the degree of grammar mastery.

The findings of the analysis of the data make it abundantly evident that the significance of language games as one of the enjoyable learning activities is also clearly demonstrated to be considerably more effective than traditional approaches in the classroom instruction of English grammar. This is also supported by a study that was conducted by Subramaniam (2014) about 'Language Game Activities, Vocabulary Mastery Vehicles' that uses language games such as 'Jom Cari

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Kosa Kata' during Malay language teaching and learning activities. The study involved sixty students who participated in ten sessions of language game activities that lasted for eight minutes each. Following the incorporation of language games into instructional practises, the findings of the research suggest that students in fourth grade demonstrate a more extensive vocabulary than before. In point of fact, pupils exhibit not only a high degree of enthusiasm but also a high level of seriousness when it comes to following Malay teachings.

Both Eliza Ramlee (2013) and Mazura Sulaiman (2014) have included singing techniques into the curriculum for the instruction of Malay. The results of both research demonstrate that incorporating aspects of song and music into the classroom as a novel kind of instruction is both effective and efficient. In addition, Mohd Razak Mohd Nordin and Masitah Ahmad (2015) carried out research to determine the extent to which the didik hibur approach strategy that was put into place can pique the attention of Orang Asli students in order to further the teaching and learning of Malay. This was done in order to determine whether or not the strategy can be applied. Singing, telling stories, and acting have all been included as some of the enjoyable instructional activities that have been done. When compared to the traditional method, the didik hibur strategy for teaching Malay language subjects is being investigated by the researcher for the objective of determining if it is more likely to pique the attention of Orang Asli pupils. The findings indicate that adopting an approach to education that emphasises having fun might not only boost students' overall involvement but also their levels of motivation and curiosity, all while fostering an environment that is both favourable to learning and pleasurable.

The understanding and willingness of educators towards the practise of fun education methods is another factor that can influence the application of fun education methods. An investigation into the 'Readiness of Islamic Education Teachers Towards the Implementation of the Entertainment Method in the Field of Heading' was carried out by Nur Syaidatul Arabbiyah (2022) on a total of 130 Islamic Education teachers working in four schools located in the Bandar Baru Bangi zone. This research was carried out to answer three questions regarding the level of readiness of teacher in schools located in the Bandar Baru Bangi zone to implement teaching methods in the field of Sirah. These questions concerned the level of knowledge, the level of skill, and the level of attitudes held by teachers regarding the implementation of entertainment methods of teaching in the field of Sirah. The standard deviation for the knowledge level construct was 0.39, resulting in an overall mean score of 4.59. The overall mean score for the skill level construct is 4.54 (standard deviation = 0.42), but the overall mean score for the attitude level construct is 4.65 (standard deviation = 0.41).

The final construct is the level of attitude. The fact that the teacher has a high level of knowledge, abilities, and attitude with regard to the application of entertaining teaching methods in the field of Sirah is demonstrated by the fact that their mean score for these three constructs is high. As a result, the findings of the research based on the three different constructs indicate that the level of readiness of teacher with regard to the adoption of entertaining teaching methods in the field of Sirah is high and satisfactory.

The findings of this study correlate with those of a study that was carried out by Fong Peng and Fikri (2020), who discovered that the degree of the instructors' practises with regard to the implementation of enjoyable learning activities was at a high level. Based on their knowledge and experience in managing Teaching and learning, which is a component of entertainment education activities, the findings of the study demonstrate that the level of mastery that teachers have in the planning and implementation of entertainment education in Teaching and learning sessions is very satisfying. This is based on the findings of the study that show that the level of mastery that teachers have in these areas is very satisfactory. According to Mohd Khairuddin and Halimah Laji (2014), in order for teachers to be successful in the implementation of enjoyable learning aspects within the Teaching and learning process, they need to have appropriate knowledge and expertise. On the other hand, there are a few studies that contradict the widespread belief that the degree to which fun is applied in the classroom is beneficial.

In general, the findings of past studies have demonstrated that incorporating activities that are both informative and enjoyable into a classroom setting can have a beneficial effect, not only on the students but also on their instructors. The students take an active part in the activities that have been arranged, and the teachers have been successful in assisting the students in acquiring knowledge or skills in a more straightforward manner than is typical for teaching and learning.

### **IV. REVIEW OF THE EFFECTIVENESS OF FUN LEARNING METHODS**

The use of instructional approaches that are fun in the classroom has a number of benefits that are shared by both students and teachers. Fun instructional methods make learning interesting and engaging, which captures the attention and interest of students. This increases the level of engagement. This results in improved concentration as well as knowledge retention. Secondly, motivated students: When students find the subject matter they are learning to be pleasant, they are more motivated to participate actively in class and to finish their tasks. They have a greater propensity to take responsibility for their own education. In addition, the ability to remember information is improved when it is

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presented in a fun and interactive way. When students have good and joyful experiences related to the concepts they are learning, they have a tendency to retain the information better.

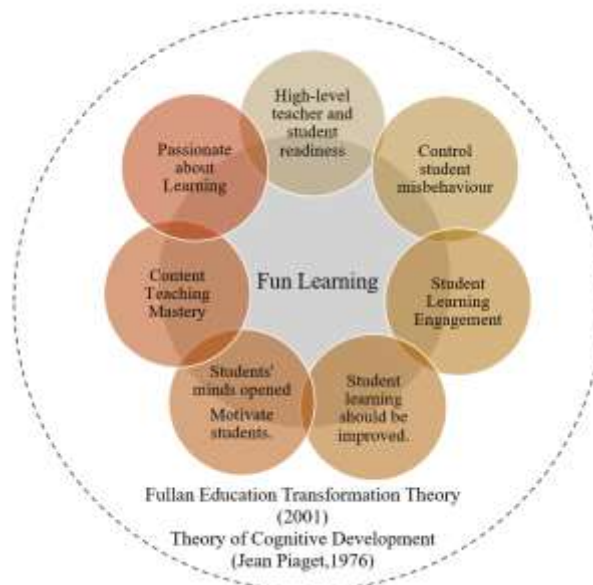
Traditional methods of instruction can at times be difficult for the pupils; hence, it is important that these methods be modernised. By fostering an atmosphere that is less tense and anxious, fun instructional methods produce a more relaxed and comfortable learning environment. This method also encourages creative thinking and problem-solving. There are several enjoyable instructional techniques that foster creative thinking and problem-solving. Students have a greater propensity to think creatively and openly investigate novel concepts. Moreover, this method can improve social skills. Students who participate in activities that require them to work together or in groups improve their social abilities, such as communication, teamwork, and the ability to resolve conflicts. It can also increase participation. When students are having a good time in class, they are more likely to participate actively in the discussions and activities that are being conducted, which results in a classroom that is more dynamic and interactive.

Fun learning also encourages critical thinking. Students are often required to think critically and use their knowledge in practical ways when they participate in educational activities that are fun. This leads to a more profound comprehension as well as an application of the concepts. Students are also able to learn at their own pace and in ways that are most suited to them thanks to personalised learning, which involves the use of teaching methods that are both fun and can be adapted to the specific learning styles and preferences of each student. When students have a good time while studying, they are more likely to associate good feelings with education. This can result in a love of education that lasts a lifetime. Using this method as well, problem-solving skills can be honed through participation in interactive activities and games. Students' problem-solving abilities can be honed through participation in interactive games and activities.

### V. CONCLUSION

In conclusion, keep in mind that the strategy for amusing students ought to be deftly incorporated into the educational programme in some way. It is necessary for educators to make preparations and plan it out in detail, and it must be suited to specific learning objectives and topics of study. The use of entertainment is a potent method that can improve the efficacy of the learning process, heighten students' levels of motivation, and foster a constructive learning atmosphere. This method is helpful to educators, particularly in the process of developing teaching sessions. It leaves a wonderful effect on pupils during the instructional process, which is where student interest and drive can be stoked. Students can benefit from having a more positive and fruitful educational

experience when fun educational approaches are incorporated into the teaching process. This can help students acquire knowledge and skills in a way that is both enjoyable and meaningful to them. Diagram 2 presented below encapsulates the overarching conclusion derived from the concept paper at hand.



**Diagram 2: In summary, the present concept paper culminates in a comprehensive conclusion.**

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