

Implementation of Fun Model in Increasing Children's Enthusiasm in Learning at Nurul Jannah Ar-Rosikhoh Kindergarten

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Abstract

This study aims to describe the implementation of the Fun Model in increasing enthusiasm for learning in Group A of Nurul Jannah Ar-Rosikhoh Kindergarten. The research will be conducted in October - December 2023. This research uses descriptive research methods, description research is by means of data collection using interviews, documentation, and field notes. The observed components consist of the implementation philosophy of the Fun Model, media facilities and infrastructure in the implementation of the Fun Model, the role of teachers in the implementation of the Fun Model, the implementation policy of the Fun Model, and the evaluation of the Fun Model. The results of the study found that Nurul Jannah Ar-Rosikhoh Kindergarten had implemented the ASYIK Model learning according to the specified rules.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi Model ASYIK dalam meningkatkan semangat belajar pada Kelompok A Taman Kanak-Kanak Nurul Jannah Ar-Rosikhoh. Penelitian dilaksanakan pada bulan Oktober - Desember 2023. Penelitian ini menggunakan metode penelitian deskriptif, Penelitian deskripsi yaitu dengan cara Pengumpulan data menggunakan wawancara, dokumentasi, dan catatan lapangan. Komponen yang diamati terdiri dari filosofi implementasi Model ASYIK, media sarana dan prasarana dalam implementasi Model ASYIK, peran guru dalam implementasi Model ASYIK, Kebijakan implementasi Model ASYIK, dan evaluasi Model ASYIK. Hasil penelitian didapatkan bahwa TK Nurul Jannah Ar-Rosikhoh telah mengimplementasikan pembelajaran Model ASYIK dengan sesuai kaidah yang ditentukan.

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1. INTRODUCTION

The essence of Early Childhood Education is a process of providing stimulation so that the potential that exists in children can develop optimally. At this time the child is experiencing the golden age or golden period where brain nerve cells are experiencing very rapid development. This is what will affect all aspects of child development. The importance of creating a good learning process must be done by educators so that children's learning outcomes become meaningful (*meaningfull*) so that learning outcomes can be functioned in children's daily lives in real life in(Watini, 2020) The above explains that education is a planned effort, which is carried out to develop the potential possessed by students. The potential possessed by each student is certainly different, which later is the task of an educator to be able to see and hone the potentials of his students so that they can

develop into useful humans for society, nation and state.



Figure 1. Copyright Songs, Rewards, And Fun Yelling (Watini, 2019)

The ASYIK model is a new learning model developed by Sri Watini and has obtained a copyright patent from the Ministry of Law and Human Rights of the Republic of Indonesia. This method is used when the teacher is evaluating today's learning, the teacher invites the children to sing together "How to learn today is FUN" followed by imitating the letter A with A(Aman) shaped fingers, S(Happy), Y(Confident and confident) I(Innovative), K(Creative) then the teacher gives questions about the Material today and When someone dares to point at the tanagan then the teacher leads the child by first saying "say" then the student appointed by the teacher says while pointing to himself "I am Great, I Can, I Succeeded, Yes.. Yes... Yes(N N and Ed, 2022). This explains that the "FUN" playing model is an innovation from a combination of two models, namely *Experinetal Learning Theory* (ELT) and integrated learning (*Integreted Learning*). The ELT model is a learning model that emphasizes providing real, concrete experiences and children's creativity. Integrated Learning (*Integreted Learning*) is a learning model that emphasizes contextual, meaningful learning (*meanning full learning*) by using the themes in it. We conducted a learning strategy with the "ASYIK" Play Model application at Nurul Jannah Ar-Rosikhoh Kindergarten.

When talking about the spirit of learning in early childhood, it comes to mind that, the spirit of learning is a mental attitude that involves enthusiasm, desire, and a strong determination to continue learning and improve knowledge and skills (Roffina, 2020) Means the spirit of learning It includes the achievement of all efforts within oneself that can give rise to activity learn and ensure the continuity of activities learns as well as providing direction of activities learn so that the goal can be achieved.

When someone has a high sense of enthusiasm, there must be factors or motivations from himself or his environment and motives. Motivation in increasing the spirit of learning is divided into two, namely internal motivation and external motivation. Internal motivation is motivation that comes from within the individual himself. This motivation is indeed more difficult to grow than external motivation, but if someone has succeeded in cultivating internal motivation in himself, then self-confidence will be formed so that it will cause a positive attitude and be aware of his needs in learning. While external motivation is motivation that comes from outside the individual who is able to influence the individual. External motivation can come from environmental, social, rewards or punishments, friends, the role of parents in educating children and many other things that can affect a person's learning motivation. Everyone must understand more about themselves with what can motivate them to increase their enthusiasm for learning.

Early childhood education, especially kindergarten, is education that is held with the aim of facilitating the growth and development of children as a whole or emphasizing the

development of the entire child's personality (Heny Djoehani, 2005 in (Watini, 2020) As stated, namely "*Early childhood education is based on a number of methodical didactic consideration the aim of which is provide opportunities for development of children personality.*" What this means is that early childhood education, especially kindergarten, provides opportunities to develop children's personality, therefore education for early childhood, especially kindergartens, needs to provide various activities that develop various aspects of development which include cognitive, language, social, emotional, physical and motor aspects. Each stage of development of each child has different tasks according to the stage or age level.

In this study has several research questions, including: First, what philosophy underlies the implementation of the ASYIK Model in Nurrul Jannah Ar-Rosikhoh Kindergarten?, Second, What is the strategy of the Fun Model in Nurrul Jannah Ar-Rosikhoh Kindergarten? Third, What is the timing system in managing learning?, Fourth, What is the role of teachers or educators in the implementation of the ASYIK Model in Nurrul Jannah Ar-Rosikhoh Kindergarten?, Fifth What are the characteristics of media and learning resources that support the implementation of the ASYIK Model?, Sixth, What are the regulations regarding the implementation of the ASYIK Model? Seventh, What is the form of evaluation in the implementation of the Fun Model?

2. METHODOLOGISTS

The research method used is descriptive research, descriptive research is identifying data based on facts that support what becomes research, then analyzed it to be used as a result. Arikunto, 2010 in Writing reference sources that can be used in research include reading materials, journal articles, magazines, and finally using data collection techniques, namely interviews or interviews, observation and documentation. An interview or interview often known as an oral interview is a dialogue conducted by the interviewer ((Rosmauli; Watini Sri 2022) *interviewer*) to obtain information from the interviewee. There are several forms according to Arikunto, including: 1). Free interview (*inguided interview*), 2). Guided interview (*guided interview*), 3). Free Guided Interview. deep (Dimyati, 2018)(Watini, 2020) In this study researchers apply a descriptive that will provide data or documents completely, regularly, gradually and continuously so as to provide valid, reliable, authentic and verifiable information.

Data analysis techniques in this study are data that has been collected neatly given coding to make it easier to group or identify. Each of these encodings is 1). Abbreviated Interview Notes (CW), Documentation Notes (CD) and Field Notes (CL). This research was carried out at Nurrul Jannah Ar-Rosikhoh Kindergarten, Bekasi in October-December 2023.

3. RESULTS AND DISCUSSION

Teachers' perceptions of learning the Fun Model

Fun Model Learning is one of the new methods used in Nurrul Jannah Ar-Rosikhoh Kindergarten and this ASYIK Reward song has words that are easy for children to imitate at an early age because they are easy to say and imitate. and teachers must also encourage children who dare to answer questions asked by teachers to their students. (CW 1)

Nurrul Jannah Ar-Rosikhoh Kindergarten uses separate rooms between group A and Group B and in terms of classes that are adequate for learning Fun Models from seats, blackboards, learning props, and coloring tools. (CD.1,CL .1)

Based on the findings of CW.1, CD.1, CL.1, the implementation of the Fun Model requires support from teachers and parents. Self-confidence is one of the important factors in children. Self-confidence plays a big role in a child's ability to socialize. Self-confidence can be influenced by the parenting style applied by parents. Factors that are very basic for the formation of self-confidence are parenting and interaction from an early age. Attention, love, affection and acceptance as well as emotional attachment intended by parents sincerely will foster children's confidence, self-confidence does not grow by itself but can be influenced by various factors including parental support, the environment and teachers at school. (Asih, 2019; Larasani et al., 2020) In general, there are still many parents who do not understand how important it is to cultivate self-confidence in children from an early age. Parents can do a lot in helping to grow and develop confidence in children. But what needs to be realized is that parents should not give or force that confidence on children but rather grow it. The most important environment is the family. Teachers to accustom children to always be confident and enthusiastic in learning and always given appreciation because children are very happy when praised and appreciated by their teachers.

Fun Model Strategy Implementation

Implementation of activities



Picture. 2 Children follow learning with great attention (CD 2)



Figure 3. The child looks happy and excited (CD 3)

Based on observations from the findings of CD 2, CD 3 that the implementation of the initial activity event is planning (*playing*) by providing learning motivation before learning begins and it is seen that children follow learning with great attention and joy. Motivation can affect what is learned, how to learn, and the choice of time to learn (This is also shown from research that explains that motivated learners are more likely to engage in challenging activities, actively engage, enjoy the process of activities to learn and show improved learning outcomes, perseverance and creativity



Figure 4. Doing creative activities with children (CD 4)

Based on the observations from the findings of CD 4 that in the Action (*acting*) stage, namely by being creative, we gave it to kindergarten A children in Nurul Jannah Ar-Rosikhoh Kindergarten using technicians to connect animal drawings (cats, birds, and ducks) and coloring and children looked full of concentration and enthusiasm for creation.



Figure 5. Children enthusiastic in learning to sing Fun (CD 5)

Based on the observations from the findings of CD 4 that the core activity of observation (*obsevasing*) namely from this application is singing, moving and playing in the application of the "FUN" playing model. This perception of "FUN" looks like children are enthusiastic in learning to sing FUN.



Figure 6. Children are disciplined in the final learning activities (CD 6)

Based on the observations from the findings of CD 6 that the final activity of reflecting the application of the *implementation of the "ASYIK" model is a sharing session with the theme of animals (types of food, animal sounds, and types of food) followed by closing greetings and prayers after learning together and ending with the distribution of prizes to kindergarten A children at Nurul Jannah Ar-Rosikhoh Kindergarten and children look disciplined in the final learning activities.*

Implementation Time

The time for the implementation of the Fun Model learning at Nurrul Jannah Ar-Rosikhoh Kindergarten is in October-December 2023. (CW 2, CD 7)

Based on the findings of CW.2, CD.7 that the implementation of the Fun Model learning in Nurrul Jannah Ar-Rosikhoh Kindergarten has just been implemented since the researchers implemented the Fun Model learning and this is a new method applied to children.

Children's Involvement in Fun Models

Based on CW.3, CL.2 children seem to be active in every activity especially when

Children's involvement with the application of the AYIK Model is more optimal in developing aspects of existing potential both physically, mentally and socially-emotionally. Every activity of the children seems more enthusiastic and enthusiastic. Children always want to learn and be in school (CW.3, CL.2)

singing songs Such as the song "Big Small Circle", "Kindergarten" Play during recess, Play activities are a typical way for early childhood to learn about the nature of themselves with their environment, such as playing swings, princes, and slides. and when implementing the song FUN.

Activity Timings in Fun Model

Table 1. Activity Timings in Fun Model

NO	TIME	DAILY ACTIVITY
1	08:00 – 08:20	Introduction and application of 5S(smile,greetings,sapa,courtesy,courtesy)
2	08:20 – 09:00	Learn to color and connect drawings
3	09:00 – 09:10	Fun Model Implementation
4	09:10 – 09: 30	Break time
5	09:30 – 10:00	Closing of study prayers, daily prayers and appreciation of Fun Rewards
6	10:00	Go home from school

(CD 8,CL 3)

Based on the findings, CL.3, CD.8, it can be said that the timing of activities refers to the current activity i.e. when the implementation of the Fun Model only. Time is an abstract concept and requires higher-order thinking skills. But it is not impossible to teach in early childhood. Learning the concept of time in early childhood at a higher level than just knowing the concept of time associated with routine activities or certain situations experienced by children or reading the number of hours, is an effort to teach children to think critically. This is important because through these activities the child will have a basis of attitudes and knowledge that will help him to construct new discourses more creatively the actions taken. Expected actions arise from children's understanding of time, for example related to training children's discipline in certain activities such as waking up and going to bed early, undergoing worship, controlling play time or activities that require time restrictions that must be obeyed by children (Wardani, 2018)

Parties involved in the implementation of the Fun Model

In implementing the Fun Model in Nurrul Jannah Ar-Rosikhoh Kindergarten requires good cooperation with parents or guardians of students, teachers, principals, related institutions in the development of child growth and development (CW.4)

In accordance with the findings of CW.4 research, all components in the Fun Model in Nurrul Jannah Ar-Rosikhoh Kindergarten must involve all parties in participating to increase learning motivation in the implementation of learning this Model. Because the support of the spirit of learning from parents and teachers is very important for children in increasing learning motivation and academic achievement. Parents can provide psychological support in the form of affection, example, guidance and direction, encouragement, and instilling self-confidence. In addition, material support from parents in the form of education costs, learning facilities, tools and books for learning needs also affects children's learning motivation. Teachers also have an important role in fostering student learning motivation. (Ulfa, 2016) deep (Watini, 2020) Teachers can provide learning motivation to students, so that students will be more excited, pay more attention and be active in teaching and learning activities at school.

Facilities and Infrastructure used in supporting the Fun Model

The requirements for selecting media, facilities and infrastructure used in Nurrul Jannah Ar-Rosikhoh Kindergarten include: Easy to get around the school environment. (CW.5)

From CW's findings. 5 then it can be said that the ASYIK Model in Nurrul Jannah Ar-Rosikhoh Kindergarten is well implemented considering that the facilities and infrastructure have supported proportionally such as building spaces with sufficient quantity to increase the enthusiasm for learning in children according to Wahyuningrum (2004) in, defining educational resources as "Everything needed during the learning process", which can include both moving and stationary components. Based on the arguments above, it can be concluded that educational resources or facilities and infrastructure include all equipment and facilities used during the teaching process, both mobile and immobile, such as desks, classrooms, and computers. The learning atmosphere in the form of the physical environment of a Kindergarten institution includes everything that surrounds and is in the vicinity. This includes floors, walls, the shape and size of the classroom, garden, furniture, materials, fixtures and toys that help influence the kindergarten experience. (Watini, 2022)

Media, Facilities and Infrastructure Requirements in the Fun Model

Facilities and Infrastructure in the implementation of the ASYIK Model in Nurrul Jannah Ar-Rosikhoh Kindergarten include: 1) Learning classrooms 2). Seat 3). Playground, 4). Color crayons etc (CW. 6, CL.4, CD.9)

Based on the findings of CW.6, CL 4, CD 9 media used in Nurrul Jannah Ar-Rosikhoh Kindergarten have supported the learning process, but need to be developed and maintained properly. The main requirement in media selection must really refer to the principles of media selection, especially for early childhood. The security aspect of both media and facilities and infrastructure is the main requirement in determining and choosing media, facilities and infrastructure used in learning. Infrastructure is a facility that indirectly supports the educational process, such as yards, gardens, and parks. Educational facilities are equipment that is continuously used for the educational process, such as tables. According to him, infrastructure is a form of supporting infrastructure that can accelerate

the process of activities in an organization, including educational institutions. Learning resources include physical structures and supporting items used directly in the learning process, such as classrooms, desks, and other furniture, as well as tools and technological media used to facilitate teaching. (Ismaya, 2015)

The Role of Teachers in the implementation of the Fun Model

The criteria for teachers in implementing the Fun Model in Nurrul Jannah Ar-Rosikhoh Kindergarten is that teachers must always prepare what material or activities must be prepared for tomorrow to children. (CW.7)

The role of teachers in the implementation of the ASYIK Model in Nurrul Jannah Ar-Rosikhoh Kindergarten includes: 1) Facilitators, 2). Mediators, 3). Organizations, 4). Coordinators and 5) Evaluators. (CW.8)

Based on CW.7 and CW. 8 The role of teachers to increase the spirit of learning is to always do new things or activities so that children are not bored with mediocre activities, mAccording to Sugiasih (2015) deep (Watini, 2020) methodLearningThe one used is very influential onLearning Motivationstudent. There needs to be an interesting and not monotonous method so thatmotivationstudents are increasing.

Evaluation in the Implementation of the Fun Model in Nurrul Jannah Ar-Rosikhoh

Evaluation in the Fun Model in Nurrul Jannah Ar-Rosikhoh Kindergarten is the first model applied to children so that children are also new to it, but this model is very easy to imitate and follow by early childhood and the impact of this implementation is that children become more enthusiastic because of new methods or new activities in group A children at Nurrul Jannah Ar-Rosikhoh Kindergarten. (CW.9, CD.9)

Kindergarten

Based on CW.9 and CD. 9 from the evaluation results in the implementation of the ASYIK Model The success of this research is based on the ability of teachers to carry out learning tailored to children's characteristics in line with the opinion that improving the quality of education by teachers aims to improve the quality of education. 'I'm here. Processing and improving children's learning outcomes The form of evaluation is the need for habituation to apply this Fun Model to children after learning ends and there are rewards to children who are confident, enthusiastic and enthusiastic.(Nurleni, 2022)

4. CONCLUSION

Nurul Jannah Ar-Rosikhoh Kindergarten has implemented the Fun Model, it can be seen that the enthusiasm for learning in Group A has increased, because this method is very fun and easy to imitate by children. Judging from the indicators, children are very enthusiastic, attentive, concentrated and disciplined when learning takes place.

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