



Learning Fun During the Covid-19 Pandemic: Phenomenological Research Based on the Perspective of Elementary School Students

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ABSTRACT

This study aims to dig up information about fun learning during the Covid-19 pandemic. This study is focused on analyzing the perspectives of high school elementary school students regarding fun learning during the Covid-19 pandemic. The method used is qualitative with a phenomenological design, data collected from a qualitative approach by conducting interviews and distributing questionnaires. The participants in this study were 19 fourth, fifth, and sixth grade elementary school students. The results of data collection were analyzed to form several themes. The results of the study show the importance of the skills and personality of the teacher in teaching because it greatly influences students' understanding and passion for learning. The nature and attitude shown by the teacher to students greatly influences learning, how the teacher conveys the material, chooses learning methods, and chooses learning media can attract students to enjoy learning. The role of parents is also one of the supporting factors for the creation of fun learning during the pandemic. It is very important to collaborate between teachers and parents to achieve learning goals so that they can create fun learning during the Covid-19 pandemic.

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1. INTRODUCTION

The Covid-19 pandemic has caused various changes in education, where learning that was previously carried out in person is now carried out online. These changes can have an impact on the student learning process, where new habits occur that require readjustment. This learning transition is difficult to implement and causes problems because most of the curricula used by schools are not designed for online or distance learning (Rahiem, 2020). Changes in learning that require new adaptations require changes in the way teachers teach. Staying at home for fear of contracting the virus, disrupting normal school routines and also students not being able to meet friends. All of these can have an impact on students' mental health (Husky et al., 2020; Rahiem, 2020; Son et al., 2020).

Some students with psychological toughness will lose motivation to achieve and some will experience severe depression (Bozkurt and Sharma, 2020). Based on the results of previous research conducted by Dewi, (2020) it shows that the application of courageous learning in elementary schools under the influence of COVID-19 can be carried out quite well. This can be seen from the data from the three articles and six news reports showing that if teachers, students and parents work together to support learning at home, the impact of COVID-19 on the application of courageous learning in elementary schools can be carried out quite well. Other research on students who remain motivated to learn despite limitations during a pandemic conducted by Dewi, (2020) shows that adults are independently driven and bound to their education both intrinsically and extrinsically. Most students are motivated by their long-term goals, not by regulated motives, or by the rewards, punishments, or rules that encourage them. Other research has also been conducted (Rasmussen et al., 2022) regarding the impact of Covid-19 on the well-being and psychosocial learning of students, showing a lack of motivation to study, feeling isolated, and experiencing stress and anxiety which impact on the well-being of students and their ability to learn.

Responding to previous studies regarding the impact of online learning during the Covid-19 pandemic and student learning motivation during the Covid-19 Pandemic. There needs to be fun learning so it won't make students feel pressured and stressed while studying online. This is very important to research considering that elementary school students still need a lot of guidance. So it is necessary to have the views of the students themselves regarding fun learning to do online, so they can feel happy and not burdened when learning is done at home.

This research emphasizes the views of elementary school students regarding fun learning during the Covid-19 pandemic, where elementary school students can express their opinions about what kind of learning can make them comfortable, happy, not burdensome and not stressful and depressing. Therefore, the purpose of this research is to analyze fun learning during the Covid-19 pandemic from the perspective of elementary school students. This research is focused on how the perspectives of high school elementary school students regarding fun learning during the Covid-19 pandemic.

1.1 LITERATURE REVIEW

1) Online Learning

Almost all over the world, during the Covid-19 pandemic there has been a tsunami of online learning (Goldschmidt, 2020). Although several higher education institutions have used online learning in the past decade, their use has increased during the pandemic (Mok

et al., 2021). As an important element in teaching, educators are required to make massive migrations that have never happened before, from face-to-face learning to online or distance learning (Bao, 2020). Undoubtedly, online education opened up new horizons of possibilities for developing and underdeveloped countries around the world during this pandemic, but also created a new set of barriers for them (Noor and Shaoun, 2021; Shearer et al., 2020). ICT should become more integrated into educational curricula, and students should be provided with opportunities to use advanced technical tools and digital tools for inventive and creative purposes (Kozma, 2011; Shearer et al., 2020).

With the pandemic, it is urgent to carry out innovations and adaptations related to the use of technology to support the learning process (Ahmed et al., 2020; Fitrah and Ruslan, 2020). Online learning, also known as e-learning, web-based training, virtual learning, internet-based learning, or cyber learning, is a subset of distance education that includes various technological applications and learning methods (Agyeiwaah et al., 2022). Students have to adjust to the new environment which includes computer-assisted training in virtual classrooms rather than traditional classrooms, which is a difficult endeavor (Selvanathan et al., 2020). Online learning is only effective if several requirements are met, including the readiness of teachers and students, as well as online learning media (Mok et al., 2021; Putra et al., 2020).

2) Learning Fun

Learning by definition is the interaction between teachers, students, and learning resources in a learning environment (Hanafy, 2014). According to terminology, fun is when students are involved in educational activities without feeling bored or unmotivated (Mulyati, 2019). The definition of a fun learning process is a learning process that involves learning interactions between educators and students in a learning environment in order to achieve learning goals in a way that inspires students to take part in the learning process (Rahmawati, 2021). Fun learning is a learning method where teachers and students have a good relationship and there is no sense of coercion or depression (Trinova, 2012). Fun learning (joyful instruction) is a learning method where teachers and students work together without feeling pushed or forced (Wijanarko, 2017). The characteristics of fun learning are relaxing and pressure-free, safe, interesting, and arousing interest in learning, high focus, joy, cheerful feelings, an interesting learning environment (for example, bright class scenarios, free seating arrangements so students can move) and students pay close attention to what is being taught. Fun learning has several indicators, namely full attention and focus, high concentration, enthusiasm, seriousness, curiosity, forgetting the time; dare to try to do something, ask, not afraid to do something; as well as happy facial expressions, singing, clapping, cheerful/happy, interacting with fun (Trinova, 2012).

Many factors influence the quality of learning activities, such as the methods used. When learning takes place, students feel happier by using the game method (Oktaviani and Dewi, 2019). The basic capital of students to grow and develop into human beings who are ready to adapt, face various possibilities, and enter the challenging era of globalization is happy, full of enthusiasm, not anxious, and open (Harmanto, 2016). In addition, the use of media in the learning component is very important to make the learning process more interesting, fun and of high quality, so that the material presented is fully received by students and stored properly in their memories (Berliana, 2021). Apart from the media, the learning method is also one of the factors that support fun learning. The gamification method can support fun online learning. Gamification is a new trend that applies game mechanics and

ideas to non-game contexts, such as point accumulation, leveling up, ranking, and prizes (Park and Bae, 2014). The benefit of gamification is that there are rewards in the form of points or rankings as a result of achieving a goal or task. Students' internal and external motivation in lessons is encouraged through points, level increases, and ratings, which also help maintain student engagement levels (Setiyawan et al., 2019). Gamification not only offers fun learning, but also students can absorb the material well. To help students understand the context of learning information quickly, gamification must be used in conjunction with non-game contexts, such as e-learning (Purwono et al., 2021).

2. METHODS

This study uses a phenomenological design. The phenomenological design was chosen because it relates to the everyday experiences of individuals and seeks to describe and analyze the meaning of those experiences (Corley et al., 2010). In addition, phenomenological research was chosen because this qualitative research approach examines individual experiences based on how they perceive and interpret their environment (Chen and Cheng, 2020; Hong and Guo, 2015).

The selection of the sample in this study used the Simple random sampling technique. Simple random sampling is a method for selecting individuals from a population or universe so that everyone has the same probability of being selected. The sample in this study was high school elementary school students, totaling 19 people, consisting of eight male students and 11 female students. There are six students in fourth grade with an average age of ten years, five students in grade five with an average age of 11 years, and eight students in grade six with an average age of 12 years.

This research is located in the Ciwidey area, Bandung Regency, to be precise, in a rural position. This location was chosen because the researcher had interviewed one of the teachers and had also carried out teaching practice at the elementary school, so the researcher knew enough about the condition of educational development in that area.

This data collection includes several processes, namely the researcher determines the theme or problem to be studied, then prepares interview instruments and questionnaires. Conducting interviews and distributing questionnaires can be carried out, but the researcher explains in advance the aims and objectives of the research to students. Data obtained from interviews and distributing questionnaires was collected for analysis and data processing, which was later compiled to obtain results and discussion of the data. Data analysis in this study includes data reduction, data presentation, drawing conclusions and using triangulation to show the validity of the data (Qiftiyah and Calista, 2021).

3. RESULTS AND DISCUSSION

Based on the findings of research conducted by Rahmawati, (2021) regarding the concept of fun learning for low-grade elementary school students, it shows that the idea of fun learning for elementary school students must be based on the needs of lower-grade students who prioritize motor rather than cognitive movements; explain material in a visual rather than auditory way; involve students in the learning process (two-way learning instead of one-way learning); and incorporating game elements into learning.

Unlike previous research, this research is focused on finding out the perspectives of high school elementary school students regarding fun learning during the Covid-19 pandemic. Five themes were formed from the research results, namely as follows: 1) love subjects, 2)

favorite teachers, 3) involvement of learning media, 4) activities that represent student happiness, and 5) parental intervention.

Theme One: Subjects of Love

Information about learning during the Covid-19 pandemic was obtained from 10 high school elementary school students who were willing to fill out a research questionnaire. The data shows that the subjects preferred by students have an effect on students' understanding and enthusiasm for learning. Some of the subjects that students like include mathematics, Natural Sciences (IPA), Islamic Religious Education (PAI), Indonesian, Sundanese, Social Sciences (IPS), cultural arts, sports and others.

The students were asked questions about their feelings when they were going to study the subjects they liked. As for the responses from them, namely the responses from S1-S7 showed that the seven students felt happy and excited when they were going to study the subjects they liked, because when studying the material students liked they felt excited and happy so the material was easy to understand. Meanwhile, the responses from S8, S9 and S10 showed different feelings. S8 feels an ordinary feeling when he is going to study the subjects he likes. Whereas S9 feels excited when studying the subjects he likes but also feels embarrassed when studying certain materials, such as when discussing puberty material. Unlike the previous students, S10 felt nervous when he was going to study the subjects he liked.

In connection with the various feelings that students feel, this investigation is continued with students being asked questions about whether or not their understanding of the material in their preferred subjects has increased. The responses given by students were as follows:

- S1 : Increase.
- S2 : Increase.
- S3 : Increased, because it's easy understandable.
- S4 : Increasing.
- S5 : Increase.
- S6 : Increase.
- S7 : Increased.
- S8 : Sufficiently increased.
- S9 : There is still a little something that must be done understood again.
- S10 : There is no improvement yet.

Responses from S1-S8 showed that their understanding had increased in the subjects they liked. Unlike the previous students, the responses of S9 and S10 showed that their understanding had not increased significantly, so there was still a little material that needed to be understood further.

This shows that the subjects preferred by students are one of the supporting aspects for achieving success in learning. To deepen the information, they were given further questions regarding the reasons for their increased understanding or not of the subjects they liked. The students gave the following responses:

- S1 : Yes, because that is good learning very exciting in my opinion.
- S2 : Because the subjects are easy understood and easy to memorize.
- S3 : Because it is easy to understand.
- S4 : Because learning science is fun very.
- S5 : Because of the subjects that I easier to understand for me.

- S6 : Because it's cool.
- S7 : Because the material is easy to understand.
- S8 : Easy.
- S9 : Because that's how I feel.
- S10 : Still do not understand deeply division count.

The responses of three students (S1, S4, and S6) showed that there was excitement and fun in the subjects they liked so that their understanding could increase. While the responses from five students (S2, S3, S5, S7, and S8), showed the ease of understanding the material so that students' understanding could increase in the subjects they liked. Meanwhile, two students (S9 and S10) provided responses indicating that there was still some material that they had not understood so that their understanding had not increased significantly even in their preferred subjects.

Theme Two: Favorite Teacher

After conducting an investigation regarding the subjects students liked, the results showed that what students liked was subjects that were fun, exciting and easy to understand. This means that the attitude and attitude of the teacher in conveying the material greatly influences student understanding.

In connection with the teacher's role that influences student understanding, the question "What kind of teacher is your favorite?" asked four students who agreed to be interviewed. Here are the answers they gave:

- S1 : "Teachers are kind and patient not angry."
- S2 : "Good and loving teacher joking, humorous like that."
- S3 : "Good and friendly teacher".
- S4 : "Good teacher, friendly, dear students and students can also love the teacher".

The answers given by S1-S4 describe at least five of their favorite teacher attitudes. The five attitudes include being friendly, kind, patient, humorous, and compassionate. Next, the four students were given follow-up questions, namely "How did you feel when you were taught by your favorite teacher?" The answers they gave were as follows:

- S1 : "Very like, happy, and spirit".
- S2 : "Very happy but trembling afraid of being wrong".
- S3 : "More enthusiasm because you like it the teacher".
- S4 : "Very happy, enthusiastic the main thing is".

The answers given by S1, S3, and S4 illustrate that when they are going to study with the favorite teacher, students feel more enthusiastic and happy. While the answers from S2 describe the feeling of pleasure when being taught by your favorite teacher, but besides that they also feel trembling because they are afraid of making mistakes.

Theme Three: Learning Media Engagement

As long as learning is carried out online, learning media has an important role to assist teachers in delivering subject matter. In line with that, an investigation was carried out on ten students who were asked questions about whether students liked or disliked the use of learning media during online learning. The responses given by S1, S2, S4, S5, S6, S8, and S9 show that the use of media in learning is favored by students because it is more effective.

But on the other hand S3, S7, and S10 show different feelings, S3 and S10 do not like the use of media in learning. While S7 shows a lack of liking towards the use of media in learning.

In connection with the various feelings felt by students, a further investigation was carried out with the ten students being asked questions about their reasons for liking learning using media. They gave the following responses:

- S1 : Easier.
- S2 : Because we know clearly about the material.
- S3 : Difficult to understand.
- S4 : Because it makes it easier for us to study.
- S5 : Because it's fun to use media.
- S6 : Because we can get to know each other better material in the media.
- S7 : Because I like to send them late and can't find the teacher.
- S8 : Because, the material is explained more clear and easy to understand.
- S9 : Because it is easy to understand.
- S10 : Don't understand.

The responses given by seven students (S1, S2, S4, S5, S6, S8, and S9) show that the use of learning media when online learning is preferred because it is fun to use, the material presented is clear, and makes it easier for students to learn and understand the material. While S3, S7, and S10 show the opposite. S3 and S10 did not like the use of online learning media because they found it difficult to understand the material, in contrast to this S7 did not like learning to use online media because of the teacher's delay in sending the media and also could not get an explanation directly from the teacher because he could not meet.

Theme Four: Activities that Represent Student Happiness

Activities in online learning greatly affect student enthusiasm for learning. As the data obtained from the results of interviewing four students showed that there was an influence between the learning activities that students liked on their enthusiasm for learning during online learning.

The four students were asked the question "What activities do you like in online learning?". Here are the answers they gave:

- S1 : "I like it when the teacher send learning videos, so they can be watched".
- S2 : "It's fun when you make crafts, continue to be collected at school."
- S3 : "I like making crafts".
- S4 : "It's nice to be given an assignment to do do crafts."

Based on the answers given by a student (S1) it shows that watching learning videos is liked by students when learning is carried out online. However, on the other hand three students (S2, S3, and S4) showed things that were different from the previous students where during online learning they preferred making crafts.

After knowing the reasons for the four students liking the activities they liked during online learning, the investigation was continued to find out whether the activities they liked could increase their enthusiasm for learning or not. The four students were asked the question "Is this activity able to increase your enthusiasm for learning?", the following answers they gave:

- S1 : "Very enthusiastic".
- S2 : "Yes, more enthusiastic".
- S3 : "Yes spirit".

S4 : "Enthusiasm, because I'm happy".

Based on the S1-S4 answers, it shows that besides feeling fun and exciting, activities that students like in learning can also increase students' enthusiasm for learning during online learning.

Theme Five: Parental Intervention

Implementation of online learning during the Covid-19 pandemic requires cooperation between teachers and parents. As the investigation data obtained from 10 students shows that apart from teachers, parents also have a very important role in guiding students during online learning. The ten students were asked questions about their feelings when accompanied by their parents during online learning. Here are the responses they gave:

- S1, S4, and S5 : No.
- S2, S3, S9, and S10 : Yes.
- S3 : Yes, very happy.
- S6, S7 : Happy.
- S8 : Yes, I like it.

The responses given by S1, S4, and S5 show that students do not like it when online learning is accompanied by their parents. Whereas S2, S3, S6, S7, S8, S9, and S10 showed different feelings where they felt happy when they were accompanied by their parents during online learning.

In this regard, the ten students were given follow-up questions regarding their reasons for feeling this way when studying online accompanied by their parents. they gave the following responses:

- S1 : Because there is no breadth or freedom.
- S2 : Easy to ask.
- S3 : Because we can ask if there is which is not understood.
- S4 : Because if it's the same parents just look at google.
- S5 : Because they always get scolded.
- S6 : Because someone directs.
- S7 : Because someone can help.
- S8 : Because they can help us when there is a lesson that is not understood.
- S9 : Because there is a guide.
- S10 : At least someone gives know when we make mistakes in learning.

Based on the responses given by the ten students, they showed various opinions. S1 shows that when online learning does not like being accompanied by parents because they feel there is no breadth or freedom, while S4 does not feel happy accompanied by parents because they feel it is the same as looking on the internet. It was different from the two previous students, S5 showed that they did not feel comfortable being accompanied by their parents because they were always scolded. Contrary to the previous three students, seven students felt happy when their parents accompanied them during online learning. S2 and S3 feel happy because it is easy to ask questions when something is not understood, while S6, S9 and S10 feel happy when accompanied by their parents because someone directs, guides and also informs them in learning. While S7 and S8 were happy because someone helped when there was a lesson that was not understood.

The investigation was continued to find out more in-depth responses regarding the role of parents in supporting student learning. The ten students were asked questions about their feelings when they received praise and support from their parents. Here are the responses they gave:

- S1 : Happy.
- S2 : Being passionate about learning and more diligently.
- S3 : Very happy, their support can make me excited during the exam.
- S4 : Very happy.
- S5 : Happy, and motivates us for the spirit of learning and improve the quality of learning.
- S6 : Glad to be more enthusiastic.
- S7 : Happy/enthusiastic.
- S8 : Very happy.
- S9 : Proud.
- S10 : Very motivating to do more good.

The responses given by S1-S2, S3, S4, S5, S6, S7, S8, and S10 show that parents support and praise are very important for students' enthusiasm for learning, where when parents provide support and praise, students feel happy, Enthusiastic, happy and motivated to be more diligent and better at learning. Meanwhile, S9 shows a sense of pride when parents give support and praise.

4. CONCLUSION

In conclusion, based on the several questions posed, five themes were formed. The results of the investigation show the importance of paying attention to things that are liked by students, teachers must be able to demonstrate good skills and personality in teaching because they affect students' understanding and enthusiasm for learning. The nature and attitude shown by the teacher to students is very influential on learning, where when students like their teacher it will affect their understanding. Learning activities also affect students' pleasure in learning, which when students enjoy learning activities can increase their understanding. Apart from all that, the role of parents is also one of the supporting factors for creating fun learning during a pandemic. Therefore, it is very important for collaboration between teachers and parents to achieve learning goals so that they can create fun learning during the Covid-19 pandemic.

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