

## The Effect of Fun Learning Methods in Increasing Students' Learning Motivation

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**Abstract:** This study aims to analyze the effect of fun learning methods on improving learning motivation of senior high school students in Islamic Studies subjects in Ilorin, Nigeria. This study uses a quantitative approach with a survey design, and involves 30 students as samples taken through purposive sampling techniques. The research instrument is a questionnaire with a Likert scale, while data analysis is carried out using the Pearson correlation test and the coefficient of determination ( $R^2$ ) with the help of SPSS software version 16.0. The results of the study indicate that there is a positive and significant relationship between the application of the fun learning method and student learning motivation, with a correlation coefficient value of 0.642, which exceeds the critical value at the 5% and 1% significance levels. The coefficient of determination value of 0.412 indicates that 41.20% of the variation in learning motivation can be explained by the application of the fun learning method, while the rest is influenced by other factors. The implications of these findings indicate that the application of fun learning strategies can substantially increase student engagement and persistence in the learning process. Therefore, teachers are advised to design conducive and interactive learning in order to foster students' intrinsic motivation. This research contributes to pedagogical practice by emphasizing the importance of a positive and enjoyable learning atmosphere in supporting educational success.

**Keywords** – *Fun Learning Method, Motivation to Learn*

**Abstrak** – Penelitian ini bertujuan untuk menganalisis pengaruh metode pembelajaran menyenangkan (fun learning method) terhadap peningkatan motivasi belajar siswa tingkat menengah atas pada mata pelajaran Studi Islam di Ilorin, Nigeria. Penelitian ini menggunakan pendekatan kuantitatif dengan desain survei, dan melibatkan 30 siswa sebagai sampel yang diambil melalui teknik purposive sampling. Instrumen penelitian berupa kuesioner dengan skala Likert, sedangkan analisis data dilakukan menggunakan uji korelasi Pearson dan koefisien determinasi ( $R^2$ ) dengan bantuan perangkat lunak SPSS versi 16.0. Hasil penelitian menunjukkan bahwa terdapat hubungan positif dan signifikan antara penerapan metode fun learning dan motivasi belajar siswa, dengan nilai koefisien korelasi sebesar 0,642, yang melebihi nilai kritis pada taraf signifikansi 5% dan 1%. Nilai koefisien determinasi sebesar 0,412 mengindikasikan bahwa 41,20% variasi dalam motivasi belajar dapat dijelaskan oleh penerapan metode fun learning, sementara sisanya dipengaruhi oleh faktor lain.

Implikasi dari temuan ini menunjukkan bahwa penerapan strategi pembelajaran yang menyenangkan dapat secara substansial meningkatkan keterlibatan dan ketekunan siswa dalam proses belajar. Oleh karena itu, guru dianjurkan untuk merancang pembelajaran yang kondusif dan interaktif guna menumbuhkan motivasi intrinsik siswa. Penelitian ini memberikan kontribusi terhadap praktik pedagogis dengan menekankan pentingnya suasana belajar yang positif dan menyenangkan dalam menunjang keberhasilan pendidikan.

*Keywords* – *Metode Fun Learning, Motivasi Belajar*

## INTRODUCTION

Education is a human need, a person's personal need. Needs that cannot be replaced with others (Hayes et al., 2022; Wong, 2023). Education has an important role in efforts to improve human resources in a better direction (Budhwar et al., 2023; Hamouche, 2023). Education is expected to be able to form students who can develop their attitudes, skills and intellectual intelligence to become skilled, intelligent and noble human beings (Firdaus et al., 2020).

As a generation of the nation, young children have a high ability to absorb whatever is experienced in the learning process to gain life experience in order to optimize all aspects of their development, namely cognitive, affective and psychomotor development (White et al., 2021). Children's experiences must be adapted to their development stages in the form of concrete learning and play (Wahid et al., 2021). Children need an environment that is child-centered and even offers opportunities and choices that encourage their learning through play, exploration and discovery (Catalano et al., 2023; Cade, 2023). They need cognitive challenges that facilitate their overall development so that educational goals are achieved (Chew & Cerbin, 2021).

In connection with achieving learning and educational goals, fostering student learning motivation is a very important task for teachers (Chew & Cerbin, 2021). Learning will be effective if students have motivation to learn. Teachers must make maximum efforts so that students are motivated to learn (Tohir, 2022). Therefore, learning motivation is one of the keys to success in achieving learning goals. Motivation to learn must be aroused in students so that students are motivated to learn (Chiu et al., 2021).

In reality on the ground, there are still many teachers who cannot motivate and arouse students' interest in learning. This is proven by the results of researchers' observations on senior secondary school students of Islamic Studies in Ilorin, Nigeria. First, students at an early age still have low interest in learning. Second, there are still many students who are not motivated to take part in learning because of their high desire for pleasure and self-interest. Third, many teachers do not prepare the learning process in accordance with the students' character. To overcome existing problems, teachers of senior secondary school students of Islamic Studies in Ilorin, Nigeria are required to make learning more interesting and enjoyable for young students, such as creating relaxed, interesting and enjoyable learning conditions which are absolutely necessary.

For this reason, teaching methods are needed that are very appropriate in terms of objectives and conditions in the teaching and learning process. The world of education is a dynamic world and needs new things continuously. Therefore, the fun learning method developed by Bobby DePorter was born by providing positive suggestions. Chiu et al., (2021) states that fun learning strategies are strategies used to create an effective learning environment, implement the curriculum, deliver material, facilitate the learning process which results in improved student learning achievement. Martinez, (2022) explain that this method makes it easier for teachers to develop curriculum to improve the teaching and learning process, namely by breaking down the process into detailed steps or stages that contain instructions for students to carry out learning activities.

The success of the fun learning method has been proven in previous research, such as that conducted by Mufidah and Sa'diyah. The results of his research showed that the calculated t result was greater than the t table ( $4.10 > 3.031$ ) that  $H_0$  was accepted while  $H_a$  was rejected. This shows that the fun learning method has an effectiveness side that helps improve mathematical logic intelligence . Apart from that, similar research has also been successfully carried out by Syahid. The results of the analysis stated that quantitatively there was an increase in the average score of Indonesian language learning outcomes for class VII students of SMP Negeri 1 Tompobulu, Gowa district. In cycle I the average score achieved was 54.55, while in cycle II the average score achieved was 77.73. So, during the learning process there is immediate attention, concentration, students who are not affected by distractions from outside the class, students who have a memory of the lesson material, students who do not have boredom, which increases with each meeting . Other research was also carried out by Emda. The results of the research explain that there is a positive and significant influence on the application of the fun learning method in Gamolan learning on student learning outcomes with a coefficient of determination of 62.77%.

These two studies are an illustration of the effectiveness of the fun learning method for a learning process. Starting from these two studies, this research will be directed at presenting fun learning methods which can have a positive effect on student learning motivation. This research is considered important, because without encouragement or motivation from the learning efforts provided by the teacher, learning success will not be created. So, the aim of this research is to find out whether there is an effect of applying the fun learning method on the learning motivation of senior secondary school students of Islamic Studies in Ilorin, Nigeria.

## **METHOD**

This research uses a quantitative method approach with a survey type. Survey research is research that takes samples from a population and uses

questionnaires as the main data collection tool. Umasugi (2020) states that population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. Based on this opinion, the population in this study were senior secondary school students of Islamic Studies in Ilorin, Nigeria students. In this research, the sample size was 30 students, so the sampling technique used was saturated sampling. Saturated sampling is a sampling technique when all members of the population are used as samples.

The instrument in this research was developed from the indicators contained in the variable descriptions and then became question items. The question items are grouped into structured instrument forms according to the variables through a questionnaire. The measurement scale used is the Likert scale, the Likert scale is a scale that can be used to measure a person's attitudes, opinions and perceptions about a particular object or phenomenon (Mahermawati, 2018). This phenomenon has been specifically determined by the author, hereinafter referred to as the research variable. The measurement of variables (ST) with a score of (2) and Very Unsuitable (STS) with a score of (1).

Based on the type of research data, this research is correlation research. This correlation analysis is used to determine the effect of the fun learning method in increasing learning motivation at senior secondary school students of Islamic Studies in Ilorin Nigeria, with the Product Moment formula as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

If the r value resulting from the correlation coefficient is the same or greater than the r value in the table, then the results obtained are significant. This means that the proposed hypothesis is accepted (there is a positive correlation). If the r value produced by the correlation coefficient is smaller than the r value in this table, it means that the proposed hypothesis is rejected.

Meanwhile, to find out how much influence the fun learning method has in increasing learning motivation at senior secondary school students of Islamic Studies in Ilorin Nigeria, use the coefficient of determination (R<sup>2</sup>). The larger R<sup>2</sup>, the higher the percentage change in the dependent variable caused by the independent variable and the smaller R<sup>2</sup>, the lower the percentage change in the dependent variable caused by the independent variable. Where:

$$KD = R^2 \times 100\%$$

KD = Determination Coefficient / Determining Coefficient

R<sup>2</sup> = R Square

In processing the data, researchers used computer equipment via SPSS (Statistical Package for the Social Science) Version 16.0 for Windows. SPSS is a computer program package used to process statistical data.

## RESULTS AND DISCUSSION

The fun learning method is a strategy in teaching. Where the atmosphere in teaching and learning is conditioned to be comfortable so that students can concentrate fully on learning. Several forms of conditioning a comfortable learning atmosphere by providing ice breakers during learning. Ice breaking is an activity to break the deadlock or break the ice, which can take the form of singing, playing, telling stories, and others. The concept of fun learning is not creating a pleasant but uncontrolled learning atmosphere, but fun learning refers to a learning atmosphere created through planned learning design.

This can be seen from the enthusiasm and enthusiasm of the participants in participating in each activity, and always welcoming every direction and effort of the teachers in implementing various Fun Learning activities at each meeting. Students admitted that they preferred this learning method because they felt they could better understand the material given because boredom and boredom could be overcome with the ice breaking strategy in each activity.

From the research results and data obtained by researchers in the field and data processing using the SPSS version 16 program, the researchers can provide an answer to the hypothesis proposed regarding whether there is an influence from implementing the fun learning method on the learning motivation of senior secondary school students of Islamic Studies in Ilorin, Nigeria. The following is a table of correlation analysis test results using the project moment formula.

Correlations			
		Fun Learning	Motiv asi Belajar
Fun Learning	Pearson Correlation	1	.642**
	Sig. (2-tailed)		.000
	N	30	30
Motivasi Belajar	Pearson Correlation	.642**	1
	Sig. (2-tailed)	.000	
	N	30	30

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the analysis, it is known that there is a significant influence between fun learning and learning motivation at senior secondary school students of Islamic Studies in Ilorin, Nigeria. This is proven by the result of 0.642 which is greater than the  $r$  table at both the 5% and 1% significance levels. At a significant level of 5%,  $r_{table} = 0.361$ , while at a significant level of 1%, it is obtained at 0.463. This means  $H_a$  is accepted and  $H_o$  is rejected.

Meanwhile, to find out how much influence the fun learning method has in increasing learning motivation at senior secondary school students of Islamic Studies in Ilorin Nigeria, use the coefficient of determination (R<sup>2</sup>).

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.642 <sup>a</sup>	.412	.391	1.59293

a. Predictors: (Constant), VAR00002

Based on the model summary table, the coefficient of determination value obtained is used to see the magnitude of the influence of the fun learning method (X) on learning motivation (Y). Based on calculations with the help of the SPSS 16 computing program, the coefficient of determination (R square) value was 0.412.

So it can be concluded that the influence of the fun learning method in increasing learning motivation at senior secondary school students of Islamic Studies in Ilorin, Nigeria is 41.20% and the remaining 58.80% is influenced by other factors. This positive influence, the increasing use of fun learning methods, will influence learning motivation at senior secondary school students of Islamic Studies in Ilorin, Nigeria.

The Fun Learning method is a happy and enjoyable learning atmosphere (Feiyue, 2022). Happiness here means arousing interest (passion for learning/motivation), stimulating full involvement and creating understanding of the material being studied (Pham & Tin, 2022). This learning process becomes a real life activity that is lived with joy. According to Yu et al., (2021) fun learning is very necessary in the learning process because it is very helpful for students to be able to make learning material meaningful, provide learning motivation, and provide learning satisfaction. Because fun learning will make children feel that they are not burdened or forced to learn.

This study provides an important contribution in the field of education, especially strategies for increasing learning motivation through a fun learning approach. This finding confirms that a fun and interactive learning atmosphere can encourage students to be more active, diligent, and not easily give up in the learning process. Theoretically, this study enriches the literature on the relationship between learning methods and learning motivation. Practically, these results serve as a reference for teachers, educators, and policy makers in designing effective, creative learning models that are in accordance with the

characteristics of 21st century students who need positive stimulation and challenges.

## CONCLUSION

This study shows that the implementation of the fun learning method has a significant effect on increasing students' learning motivation at the senior secondary education level in Islamic Studies subjects in Ilorin, Nigeria. The most important finding of this study is that a fun learning atmosphere – presented through strategies such as ice breaking, educational games, and participatory approaches – contributes directly to increasing students' enthusiasm, involvement, and fighting spirit in facing learning challenges. The wisdom of this study confirms that learning motivation does not only come from the content of the material, but also from the way it is delivered and the classroom atmosphere created by the teacher. The implications of this study include the importance of teacher training in designing pedagogically and psychologically interesting learning. The fun learning strategy can be a systemic approach in learning reform to minimize boredom, improve learning outcomes, and create a supportive learning environment. The scientific contribution of this study lies in strengthening motivation theories in the context of secondary education in developing countries. Its practical contribution is the provision of empirical evidence that fun-based learning designs can be adopted as part of educational policies to improve the quality of teaching. The main strength of this study is the use of a quantitative approach that allows for objective measurement of effects. However, limitations lie in the small sample size and limited context (one school in Ilorin), so generalization of the results should be done with caution. Future studies are recommended to expand the population coverage and incorporate qualitative approaches to explore the affective and social aspects of fun learning implementation in more depth.

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