

PSYCHOLOGICAL RECOVERY OF STUDENTS IN DUKUH NOGOSARI I WITH FUN-LEARNING LEARNING METHOD

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Abstract –During Pandemic Covid-19 teaching and learning process used Online Learning Method “Pembelajaran Jarak Jauh”. That Method gives an impact on mental health students. One of the strategies to solve that problem is Fun-Learning Method “Pembelajaran yang Menyenangkan”. The environment during the learning process needs attention because that will defend the result of the learning process. This study used a qualitative descriptive. Data collection techniques used observation and interviewing. The object of this study is the student and they’s parents who have joined the learning process with KKN 105 UIN Sunan Kalijaga at Nogosari Hamlet, Wukirsari Ward, Imogiri, Bantul, Special Region of Yogyakarta. The subject depends on random sampling. The result shows Fun-Learning gives a positives impact on mental health students.

Keywords: fun-learning, mental health, covid-19

1. INTRODUCTION

During the pandemic, the teaching and learning process in schools cannot be carried out as usual. The Indonesian government naturally takes a stand by not allowing schools to conduct offline learning activities. This is done to prevent the spread of Covid-19.¹ There are many problems that arise in education.² One of them has an impact on the psychology of online school students. Education itself can be interpreted as a process of fostering and guiding students continuously to achieve educational goals.³ In another sense, education is an effort to prepare the younger generation to be ready to live life and be able to fulfill their life as best they can. Therefore, it is impossible for learning activities to be closed even though the world is being hit by Covid-19.

During the Covid-19 pandemic, teaching and learning activities are carried out online or can be referred to as distance learning (PJJ).⁴ This situation certainly has an influence on the psychological and physical health of students.⁵ Many students complain about distance learning (PJJ) because they feel bored.⁶ The factors that affect the physical and psychological health of students are the availability of infrastructure and the level of workload given.⁷ The impact is that students' mastery of the material is reduced. Limited social interaction also raises negative feelings such as anxiety, boredom, depression and others.⁸

Elementary school aged children (7-12 years) have immature emotions and tend to be easily ignited by their emotions. Elementary school-aged children spend more time with their friends than with their families, so online learning makes children feel lonely, bored, less sociable, irritable, stressed, lonely, sad, and afraid. Meanwhile, junior high school age (13-15 years) tend to be influenced by their friends. Teenagers have high curiosity and tend to follow what their friends do. In

¹ Surat Edaran Nomor 4 Tahun 2020 tentang pelaksanaan kebijakan pendidikan dalam masa darurat penyebaran coronavirus disease (Covid 19) dari : <https://www.kemdikbud.go.id/main/blog/2020/03/se-mendikbud-pelaksanaan-kebijakan-pendidikan-dalam-masa-darurat-penyebaran-covid19>

² Afip Miftahul Basar, "Problematika Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19," *Edunesia : Jurnal Ilmiah Pendidikan* 2, no. 1 (2021): 208–18, <https://doi.org/10.51276/edu.v2i1.112>.

³ H. Bisri, *Landasan Pendidikan* (Bandung: Pustaka Setia, 2013).

⁴ Surat Edaran Nomor 4 Tahun 2020 tentang pelaksanaan kebijakan pendidikan dalam masa darurat penyebaran coronavirus disease (Covid 19) dari : <https://www.kemdikbud.go.id/main/blog/2020/03/se-mendikbud-pelaksanaan-kebijakan-pendidikan-dalam-masa-darurat-penyebaran-covid19>

⁵ Fernanda Choirun Nisa' Sudarman and Dr. Eko Darminto, "Dampak Penerapan Sistem Pembelajaran Jarak Jauh (PJJ) Pada Masa Pandemi Covid-19 Terhadap Kondisi Psikologis Dan Fisik Siswa Dampak Penerapan Sistem Pembelajaran Jarak Jauh (PJJ) Pada Masa Pandemi Covid-19 Terhadap Kondisi Psikologis Dan Fisik Siswa," *Jurnal Unesa*, 2021, 488–96, <https://jurnal.unesa.ac.id/index.php/jurnal-bk-unesa/article/viewFile/36581/32539>.

⁶ Meinanda Putri Zalsabella et al., "Dampak Pembelajaran Jarak Jauh Terhadap Perasaan Tertekan Pada Siswa Kelas Tujuh Smp Saat Memahami Konsep Matematika," *Jurnal Review Pendidikan Dan Pengajaran* 3, no. 2 (2020): 294–98, <https://doi.org/10.31004/jrpp.v3i2.1305>.

⁷ Sudarman and Darminto, "Dampak Penerapan Sistem Pembelajaran Jarak Jauh (PJJ) Pada Masa Pandemi Covid-19 Terhadap Kondisi Psikologis Dan Fisik Siswa Dampak Penerapan Sistem Pembelajaran Jarak Jauh (PJJ) Pada Masa Pandemi Covid-19 Terhadap Kondisi Psikologis Dan Fisik Siswa."

⁸ Ibid

terms of emotions, middle school age children are more able to control their emotions than elementary school age children.

The psychological impact of students due to distance learning is a decrease in the body's immunity which results in the psychology of students, experiencing high anxiety, lack of social interaction with the surrounding environment so that it can result in a decrease in the effectiveness of student learning. Decreased immunity results in a weak body and will have an impact on the decrease in learning focus so that it will have an impact on student achievement.⁹

In distance learning, the role of parents is needed to support the success of Distance Learning, especially in terms of students' cognitive.¹⁰ However, there are many complaints from parents regarding the difficulty of guiding children at home because there are work factors that must be completed at home.¹¹ As a result of the lack of parental assistance in helping and assisting children in doing their schoolwork, children become lazy to do their work and become unenthusiastic in learning.¹² In addition, the emotions of children who easily cry and get angry when asked to do assignments make parents sometimes get emotional.

From the previous presentation, we can conclude that the PJJ that was carried out during the pandemic did not work effectively for students. The material presented by educators cannot be fully captured by students and the lack of parental assistance makes children lazy to do assignments. In addition, Distance Learning also has an impact on the physical and psychological health of students such as irritability, depression, sadness, boredom, and lack of confidence.

One strategy that can overcome students' psychological health problems is to invite students to learn using fun learning methods (Fun-Learning). The atmosphere in learning is the main factor that needs to be considered in the learning process because it will affect student learning outcomes.¹³ Therefore, learning which was previously only a process of receiving needs to be directed into experiencing and the teaching process which was only giving needs to be directed into inviting.¹⁴ Psychological aspects of students need to be a concern and need to bring up feelings of joy in students. Learning methods and media will not get maximum results if the child feels depressed, moody, and lacks enthusiasm.¹⁵ The results of Budi Lestari's research show that there are significant differences in the

⁹Hendri Yazid dan Neviyarni, "Pengaruh Pembelajaran Daring Terhadap Psikologis Siswa Akibat Covid-19," *Jurnal Human Care* 6, no. 1, (2021):207-213.

¹⁰Riana Denik Ratiwi and Woro Sumarni, "Peran Orang Tua Dalam Pendampingan Belajar Daring," *Cetta: Jurnal Ilmu Pendidikan* 3, no. 3u SE-Articles (2020), <https://jayapanguspress.penerbit.org/index.php/cetta/article/view/955>.

¹¹KPAI Terima 213 Pengaduan Pembelajaran Jarak Jauh, Mayoritas Keluhkan Beratnya Tugas dari Guru. Website : <https://nasional.kompas.com/read/2020/04/13/15584711/kpai-terima213-pengaduan-pembelajaran-jarak-jauh-mayoritas-keluhkan?page=all>

¹²Fatimah Nur Rahma, Fransisca Wulandari, and Difa Ul Husna, "Pengaruh Pembelajaran Daring Di Masa Pandemi Covid-19 Bagi Psikologis Siswa Sekolah Dasar," *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 5 (2021): 2470-77, <https://edukatif.org/index.php/edukatif/article/view/864>.

¹³Aah Ahmad Syahid, "Gembira Bersekolah: Memaknai Fun Learning Di Sekolah Dasar," *Current Research in Education: Conference Series Journal* 1, no. 1 (2019): 7, file:///C:/Users/Asus/Downloads/14287-30348-1-PB.pdf.

¹⁴ Ibid

¹⁵ Ibid

skills of students who are taught using fun-learning with students who are taught using conventional methods.¹⁶

Fun-learning is a learning method that allows students to learn with fun.¹⁷ Fun-learning is done by combining play and learning.¹⁸ This is done in order to maximize the left and right brain functions of the students while studying.¹⁹ The following strategies can be applied to realize fun-learning:²⁰

- 1) Cultivate Feelings of Happiness
- 2) Giving Awards
- 3) Direct Engagement
- 4) Inviting to Work and Show Off the Work
- 5) Take Time to Rest and Play
- 6) Creating a comfortable classroom
- 7) Choose interesting materials, methods and media
- 8) Creating some activities together

This research was conducted with the aim of assessing the psychological recovery of students in Dukuh Nogosari I using the Fun-Learning learning method. Learning is carried out by implementing strict health protocols. The Real Work Lecture of UIN Sunan Kalijaga batch 105, group 45, carried out one of the work programs, namely tutoring. KKN 105 UIN Sunan Kalijaga Group 45 has designed limited tutoring for elementary and junior high school students in Dukuh Nogosari I. This study will focus on the impact of tutoring activities with the Fun-Learning model on psychological recovery experienced by elementary and junior high school students.

2. METHOD

The research method used in this study is a qualitative descriptive approach. Data collection techniques using observation, interviews, and documentation. In this study, the objects of research are students and their parents/guardians who are members of the KKN 105 tutoring program at UIN Sunan Kalijaga in Nogosari Hamlet, Wukirsari Village, Imogiri, Bantul, Yogyakarta Special Region. Determination of informants in this study was done randomly (Random Sampling). Testing the data in this study using source triangulation techniques.²¹ Meanwhile, in analyzing the data, the researcher used the Miles and Huberman model analysis technique or known as interactive analysis. The interactive analysis model has three components, namely data reduction, data display (data display), conclusion drawing and verification.²²

¹⁶Budi Lestari, "Keefektifan Strategi Fun Learning Dalam Pembelajaran Menulis Karangan Narasi Pada Siswa Kelas VII SMPN 3 Godean Sleman" (UNIVERSITAS NEGERI YOGYAKARTA, 2013).

¹⁷ Ibid

¹⁸ Ibid

¹⁹ Ibid

²⁰Syahid, "Gembira Bersekolah: Memaknai Fun Learning Di Sekolah Dasar."

²¹Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&A* (Bandung: Alfabeta, 2017).

²²Lexy J Moleong, *No Title Metode Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2018).

3. RESULT AND DISCUSSION

1. Implementation of fun-learning learning in Nogosari I

Researchers directly observed the fun-learning learning activities carried out by KKN 105 UIN Sunan Kalijaga Group 45 for 1 month in Hamlet Nogosari I. This program targets elementary and junior high school children in Hamlet Nogosari I, Wukirsari Village, Imogiri, Bantul, Special Region Yogyakarta. There are two learning methods carried out. The first is online learning and the second is direct learning with the concept of fun-learning carried out under strict health protocols.

The online learning method is carried out by inviting students to join the Whatsapp group that has been created by KKN 105 students at UIN Sunan Kalijaga. Students can ask questions, guide their homework, and consult online with KKN students through the group. There are 9 Whatsapp groups classified according to their grade level ranging from grades 1-6 elementary school and 1-3 junior high school. While the direct learning method with the concept of fun-learning is carried out by implementing strict health protocols. Learning activities are carried out at Mrs. Dukuh's house every Tuesday and Thursday starting from 08.00-12.00 WIB. The students besides studying school material, they also learn the Koran with KKN students. Before learning, students must wash their hands first guided by one of the KKN students and after that they are allowed to sit while maintaining a distance.

There were 11 KKN students who became teachers during the activity. Students are usually grouped according to the grade level in the school. Before learning begins, there is always Ice Breaking and praying together first. The forms of Ice Breaking performed by KKN students include singing, dancing a small teapot, concentration tests, gymnastics, learning colors, and cheering. The goal is that children can be more enthusiastic, happy, and motivated to participate in learning activities. The existence of ice breaking can also get rid of sleepiness and eliminate students' fear of KKN UIN Sunan Kalijaga students. After that, 11 students of KKN UIN, scattered to accompany the children in each class. In this case, there is direct involvement and interaction between KKN UIN Sunan Kalijaga students and students. Interaction is done so that students can feel comfortable and not afraid of the presence of KKN students.

Learning activities begin with helping with school assignments and teaching students what they don't know according to student needs. After studying, students are given free time to play, relax, wait for their friends to finish studying. Students will be invited to walk around the study location and students are also invited to read books together and be told stories with folk tales by KKN students. Students are also invited to color with a color book. Then, when all learning and reciting activities have been completed, students will be regrouped to form a semi-circle with a given distance. After that, the students read the prayer together after studying and patted again which was guided by KKN students. The purpose of holding back pats is to revive the enthusiasm of students so that when they return home they are happy and want to return to study with KKN students.



Figure 1. Fun-Learning Learning Process (Source: Personal Document)

Then there were several competitions held by KKN students to hone students' creativity. The competitions are drawing competition and singing competition. The drawing theme for elementary school children is Plants and Animals and the drawing theme for junior high school children is Water and Forest. Before drawing, students are shown some examples of finished drawings. After that they are free to draw whatever is their imagination. The coloring is the same, they are free to choose what color they want their picture to be. After that, we ask them to show the picture in front of the camera (Berkarya and Show Off Karya). For the Singing Competition, our students teach the song "Hari Merdeka" by Husein Mutahar about 30 minutes before the competition. For those who have memorized it, they can help their friends. In addition to singing the compulsory anthem, students can sing one more song that they memorize, it can be a national song or a folk song.

Each competition consists of 4 classifications of winners, namely the winners of the class 1 and 2 categories, the winners of the class 3 and 4 competitions, the winners of the class 5 and 6 competitions, and the champions of the junior high school level competitions. The winners of the competition received prizes from KKN students as an appreciation for their efforts and creativity. The existence of this competition makes students very enthusiastic and feel happy to be able to compete with their peers. Other competitions are eating crackers and putting nails into bottles. This competition was held during the August 17 event. The competition is carried out while still adhering to health protocols by wearing masks and keeping a distance. These competitions are held with the aim of fostering a sense of solidarity and building a sense of kinship and responsibility towards fellow friends. With these competitions, it is hoped that the children can forget loneliness, sadness, and the feeling of having no friends.



Figure 2. Drawing Competition (Source: Personal Document)

2. Psychological condition of students before participating in fun-learning

Based on the researcher's observations, on the first day of fun-learning learning, the students looked very enthusiastic. Students who take tutoring are then interviewed by researchers about their complaints during distance learning (online). Kinara is a 4th grade elementary school student who feels bored because she doesn't have friends and complains about studying continuously. Kinara also said that he was tired of doing his homework and felt like playing with gadgets all day. Then there is Fafa, a 5th grader who complains about the same thing, bored because he has a lot of assignments. Even Lintang, a 4th grader, said she was dizzy and wanted to cry because she was bored with a lot of assignments. Other students who feel the impact of boredom are Susi from grade 6 SD and Anisa from grade 1 SMP but not all students feel bored. There are also those who don't feel bored like Davina, a grade 3 student said that she is not bored with distance learning because she can watch television while watching. Likewise with Alisa, a grade 6 student said distance learning could be done while lying down.²³ We then triangulated the results of the interviews with their parents at home. The parents later confirmed that their children were bored at home and felt the negative effects of distance learning. When the researcher interviewed Yanti's mother, Dina's parent, Dina even cried when Yanti's mother told her to do her schoolwork. Parents of students also have complaints related to the limitations of knowledge and how to teach in accordance with appropriate learning.

It can be seen that there is a psychological impact experienced by students in distance learning (online). The first is the feeling of being bored with the same routine of doing many tasks and staring at their cellphone or laptop screen for a long time. The second is psychological students who feel less motivated, afraid, their emotions are not under control, feel alone or lonely, lack of interaction with their friends. Distance learning (online) makes students do learning activities while lying down, focusing on gadgets so that students become less focused on listening to teacher learning. In addition, distance learning also causes students to experience

²³ Interview with student of Learning guidance in Nogosari I

stress because of the many tasks assigned to them. Many of them complain because of the limited signal and data packets used for online learning. Students are also depressed and experience high anxiety because there are still some who cannot use applications such as google classroom, e-learning, whatsapp, edmodo, and zoom.²⁴



Figure 3. Students who are Research Resources (Source: Personal Documents)

3. Psychological Changes of Students after participating in fun-learning lessons

On the last day of learning, the researcher conducted another interview. Initially the students refused because they were embarrassed, but in the end they were willing to answer the questions asked by the researcher. When asked how they felt after taking tutoring with the fun-learning concept, all said they were happy. The results showed that on average the children in Dukuh Nogosari I felt happy when fun-learning was held. Some of them such as Alisa said they were happy because they had many friends, Kinara also said they were happy because they had friends. Susi also feels happy because she is bored at home. Fafa replied that she was happy because it was fun to meet friends. Davina also answered that she was happy because she had lots of friends and it was fun. Likewise, Anisa replied that she was happy because she had many friends. Lintang said that the tutoring with the Fun-Learning concept held was very exciting because it could play and be taught tasks. This is in accordance with the concept of Fun-Learning, students are invited to learn and play to maximize the function of the left brain and right brain.

Students and parents find it very helpful to have tutoring with the concept of Fun-Learning. After a long time their children have participated in distance learning (online), finally being able to take part in direct tutoring activities with the application of strict health protocols and the concept of implementing Fun learning-Learning. Psychological recovery of students can be improved by providing social support in the form of empathy and concern by taking time to talk and play with

²⁴ Oktawirawan, Dwi, Hardani, "Faktor Pemicu Kecemasan Siswa dalam Melakukan Pembelajaran Daring di Masa Pandemi Covid-19." *JIUBJ: Jurnal Ilmiah Universitas Batanghari Jambi* 20,no.2, (2020): 541-544

their peers. However, it still needs to be studied in depth about how much influence Fun-Learning learning has on students' psychological recovery.

4. CONCLUSION

Fun-Learning learning has a positive impact on the psychological recovery of students. Before participating, students felt bored with distance learning and felt burdened with the existing tasks. Some of them are not even fully focused on learning because it is done by lying down and playing with gadgets. Students feel happy after participating in Fun-Learning learning activities. They can learn while playing. However, this study has not been able to prove whether fun-learning learning can fully restore psychological conditions and how much influence fun-learning learning has on students' psychological recovery. This can be used as a reference for further research.

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Wawancara Siswa Bimbingan Belajar di Dukuh Nogosari I