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Fun Learning Strategy Based On Environment In Elementary School In Grade Iv Qualitative Approach To Increase Student Motivation

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ABSTRACT

Elementary education requires innovative strategies to address the decline in student motivation due to conventional learning. This study aims to explore fun, environment-based learning strategies to improve the motivation of fourth-grade students at SDN Pasekan 02. Using a qualitative approach, a case study design, the population included teachers and 26 fourth-grade students. Instruments consisted of participant observation, semi-structured interviews, and documentation, analyzed through the Miles and Huberman model with triangulation. The results showed that strategies such as hands-on exploration and environmental projects increased student participation, enthusiasm, and understanding. The conclusion stated that this approach was effective, although limited to one location, with implications for teacher training and further mixed methods studies.

Kata Kunci: Environment-Based Learning, Fun Learning, Motivation, Qualitative Approach, Student Engagement

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INTRODUCTION

Elementary education plays a strategic role in shaping students' character, mindset, and learning abilities to prepare them for the next level (Punggeti et al., 2024). During elementary school, students are in the concrete operational phase, a phase where they more easily understand learning through direct experience, physical activity, and interaction with their surroundings (Hardani et al., 2020). Therefore, abstract and monotonous learning often fails to capture students' attention and can lead to decreased learning motivation (Prijambodo, 2015). As learning facilitators, teachers are required to create a dynamic, enjoyable, and relevant learning environment for students (Punggeti et al., 2024).

According to Ermanda and Ariandani (2020), one approach deemed effective in addressing these needs is the implementation of a fun, environment-based learning strategy. The school environment and the students' immediate surroundings provide rich and authentic learning resources to be integrated into learning (Ermanda & Ariandani, 2020). Environment-based learning encourages students to observe phenomena directly, discuss, experiment, and relate learning materials to real-life experiences (Sofiana & Melisa, 2022). Direct interaction with the environment not only helps students grasp concepts easily but also fosters curiosity, enthusiasm, and active engagement in the learning process (Rahma & Hidayah, 2022).

However, the reality of learning in elementary schools shows that the use of the environment as a learning resource is still very limited (Widiastri, 2012). Many teachers still implement conventional, teacher-centered learning through lengthy lectures and note-taking, thus providing students with fewer opportunities to actively explore their environment (Pertiwi, 2021). As a result, learning tends

to be less engaging, students quickly become bored, and intrinsic motivation to learn decreases (Prijambodo, 2015). The identification of these problems indicates that innovative efforts in learning are not only important but also urgent (Punggeti, 2022).

The implementation of fun, environment-based learning strategies is considered a solution for increasing student learning motivation, particularly in fourth grade elementary school (Ermanda & Ariandani, 2020). According to Prijambodo (2015), learning motivation is a crucial aspect in determining the success of the learning process, as motivated students tend to have the ability to actively participate, enthusiastically complete tasks, demonstrate high concentration, and achieve better learning outcomes. Therefore, it is important to examine how environment-based learning strategies can be designed and implemented to create engaging and motivating learning experiences for students (Sofiana & Melisa, 2022).

This study used a qualitative approach because it aimed to explore in depth the implementation process of a fun, environment-based learning strategy, student responses, and supporting and inhibiting factors (Assyaurohman et al., 2022; Koyan, 2022). Through direct observation, interviews, and documentation, researchers were able to understand learning phenomena holistically and naturally within the school context (Hardani et al., 2020). The findings of this study are expected to provide not only factual descriptions but also produce a conceptual picture of how environment-based learning contributes to increasing learning motivation in fourth-grade students (Punggeti et al., 2024).

METHODS

This research applies a qualitative approach with a case study design at SDN Pasekan 02, as described by Sugiyono (2022) in qualitative research methods that emphasize in-depth exploration of contextual phenomena, and Emzir (2022) who discusses qualitative educational methodology to understand the learning process in a naturalistic manner (Assyaurohman et al., 2022; Koyan, 2022). This approach was chosen to explore fun, environment-based learning strategies to increase the motivation of fourth-grade students, in line with Sudaryono (2021) on qualitative procedures that focus on teacher and student experiences, and Creswell (2023) in qualitative methods that highlight the interpretation of field data to identify supporting and inhibiting factors (Hardani et al., 2020).

The main instruments consisted of participant observation guidelines, semi-structured interviews with teachers and students, and documentation sheets for lesson plans, photos of environmental activities, and school archives, designed with triangulation for reliability as recommended by Sudaryono (2021) and Sugiyono (2022). Data collection techniques included observations of the environment-based learning process, in-depth interviews with participants regarding student experiences and responses, and collection of supporting documents, with interactive qualitative analysis by Miles and Huberman that included data reduction, display, and verification according to Emzir (2022) and Creswell (2023) (Punggeti et al., 2024).

The research population included fourth-grade teachers and fourth-grade students of SDN Pasekan 02 (approximately 26 students) involved in environment-based learning, selected based on the criteria of involvement and accessibility of the school environment as per the qualitative sampling techniques of Sugiyono (2022), Sudaryono (2021), and Creswell (2023) which prioritize depth over quantity (Pertiwi, 2021).

The research procedure was carried out in stages starting from pre-research (school permission and instrument testing), data collection for 4 weeks through observation, interviews, and documentation at SDN Pasekan 02, followed by iterative analysis with categorization of student motivation themes using source triangulation and member checking for validity as explained by Emzir (2022), Sugiyono (2022), and Sudaryono (2021), to final verification to produce accurate findings (Punggeti et al., 2024).

RESULTS AND DISCUSSION

Education is a conscious and planned process to develop self-potential (intelligence, morals, personality, skills) so that individuals can live meaningfully in society, encompassing formal aspects at

school, informal in the family, and non-formal in the community, and functions as character formation, value transformation and inheritance of national culture.

The quality of student learning outcomes is determined by the learning process they experience, which is influenced by the appropriateness of the learning strategies used. The choice of media in the learning process is crucial, particularly the selection of appropriate media for teaching a subject.

Some expert opinions on the criteria for selecting learning media include; stating 6 criteria that teachers need to consider: (1) The accuracy or suitability of the type of media to the teaching objectives, (2) support for the content of the learning material, (3) ease of obtaining media, (4) teacher skills in using it, (5) time available to use it, and (6) appropriate to the child's level of thinking (Richey, ddk, 2004). The criteria for selecting media are: (1) the instructional objectives to be achieved, (2) student characteristics, (3) the type of learning stimulus desired (audio or visual), background and environmental conditions, and movement or stillness (4) availability of local sources, (5) whether the media is ready to use or designed media, (6) practicality and durability of the media, (7) cost effectiveness in the long term (Wasitohadi, w, 2014)

Enjoyable learning focused on the environment is a powerful way to increase student enthusiasm and understanding in elementary schools (Rahma & Hidayah, 2022). Research conducted at Pasekan 02 Public Elementary School showed that this approach has yielded positive results in increasing student participation in learning and deepening their understanding of the material being taught.

Furthermore, this approach provides social and emotional benefits for students. They learn to work together in groups, collaborate, and share experiences throughout the learning process. This is consistent with constructivist theory, which states that effective learning occurs when students engage in hands-on experiences and collaborate with peers to construct their own understanding.

CONCLUSION

This study found that a fun, environment-based learning strategy effectively increased the motivation of fourth-grade students at SDN Pasekan 02 through hands-on exploration, educational games, and contextual projects that utilized the school environment as an authentic resource. This led to increased active participation, enthusiasm, and a deeper understanding of the subject matter (Rahma & Hidayah, 2022; Ermanda & Ariandani, 2020). The teacher's role as a facilitator is crucial in designing relevant activities, supported by collaboration between the school and parents. While inhibiting factors such as limited environmental facilities can be addressed through careful planning, these findings are consistent with a qualitative approach that reveals the holistic dynamics of learning (Sugiyono, 2022). However, the study's limitations lie in the small sample size in a single location, thus limiting generalizability to similar contexts.

As a practical implication, elementary schools are advised to integrate this strategy into the curriculum with regular teacher training to optimize the learning environment, while parents can support this by reinforcing the value of exploration at home. For further research, multi-school comparative studies using a mixed methods approach are recommended to measure the long-term quantitative impact on learning outcomes, as well as exploring moderating variables such as local culture to enrich the theory of environment-based learning in Indonesia (Creswell, 2023; Punggeti et al., 2024).

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