FUN LEARNING: CLASS MANAGEMENT METHOD TO CREATE A CONDUCIVE ATMOSPHERE FOR STUDENT LEARNING

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Abstract. Religious education is left behind even though it is an essential element, there is 53.57% of Indonesian Muslims cannot read the Qur'an. And classroom management in religious education is an activity or effort to overcome a problem, which aims to create and maintain a classroom atmosphere that supports the program Learning goes effectively. Effective learning can be done by: Creating a conducive environment during the learning process. In order to create an effective learning atmosphere, namely by creating a sense of comfort, fun and motivation so that it becomes a driver and encouragement for student learning. Therefore, success in the student learning process must be supported by teachers who are competent in managing the class and creating a conducive learning environment. This research adopts field research methods, especially qualitative approach with a focus on qualitative description. This research tries to find out more optimal implementation of classroom management using the application of fun learning in classroom management to create a conducive atmosphere for student learning. And in this study it was found that the using of puzzle media can make the classroom better conducive atmosphere and make it easier for teachers to control students, and also learning using the BCM method (singing, story, and recitation) can increase the enthusiasm of students learning.

Keywords: *Fun Learning; Classroom Management; Conducive Environment*

A. INTRODUCTION

Qur'an education for young Muslims is increasingly being neglected; one of the reasons is the lack of effective classroom management in TPQ (Fatimah & Mustofa, 2023). This is also evident at TPQ Tholibul Haq. Classroom management in learning within the classroom is crucial, yet it is often overlooked in non-formal Islamic educational institutions (Bolotio et al., 2021). Religious education, especially through the Al-Quran Education (TPQ), is education that is left behind even though it is an essential element in forming the character and faith of Muslims as well as being the first place to train young Muslim scholars to know their way of life, namely the Al-Qur'an. In contemporary times, there is a trend of decreasing participation in TPQ due to parents' main focus on formal education at school. Apart from that, there are many phenomena of adult Muslims who are still illiterate in reading the Qur'an. According to the results of the 2018 Central Statistics Agency (BPS) national census data, it was found that 53.57% of Indonesian Muslims cannot read the Qur'an (Statistik, 2018). In line with these data, Nasaruddin Umar, Chairman of the Board of Trustees of the Indonesian Qur'an Foundation and Grand Imam of the Istiqlal Mosque, said that this should jolt every Muslim and refocus religious education in all levels of society (Khazanah Republika, 12 Apr 2021 19:05 WIB).

The imbalance between the development of formal education and religious education, such as TPQ, has been a long-standing issue. Formal education with all its benefits often dominates the attention of parents and the government, leaving religious education in a neglected position(M. Noor Sulaiman Syah, 2016; Sahin, 2021). Religious education at TPQ, which should be a complement to formal education, often suffers from neglect due to TPQ curriculum, facilities and resources which are often not up to date with current developments. Therefore, there is a need to improve the learning process at TPQ so that it can become an attractive attraction for society in general. The method of learning the Qur'an at TPQ which tends to be boring and monotonous by just reading and memorizing hijaiyah letters is of course underestimated, even though the learning material is very important (Fadhli et al., 2021). The use of such methods is not fruitless, but is less effective and takes longer for children to achieve learning success.

The use of the fun learning method has been widely implemented in formal education worldwide, but it is rarely used in non-formal educational institutions such as TPQ. This research aims to examine classroom management using the fun learning method at TPQ Tholibul Haq to create an atmosphere conducive to learning. Starting from this, learning also develops right-brain learning methods with a motoric approach that uses various senses such as visual, auditory and kinesthetic to hone creativity; and the emotional approach of students. It is hoped that the fun learning carried out at TPQ Tholibul Haq can bring a new learning atmosphere in the classroom, both for students to be more comfortable with education and for teachers of TPQ to have a new view that education in the classroom must be easy and fun (Pangastuti, 2017).

From the discussion above, it can be concluded that this research aims to provide a new paradigm that religious education especially the most basic which are reading and writing the Qur'an should not be abandoned by improving classroom management. Using the application of fun learning with the aim of conditioning the class so that students can be comfortable and like learning and can have a positive effect on students' daily lives. So that it can change the views of society and the government that religious education must be given more attention. Therefore, this research tries to find out more optimal implementation of classroom management using the application of fun learning in classroom management to create a conducive atmosphere for student learning at TPQ Tholibul Haq.

B. METHODS

This research focuses on optimizing the right brain through fun learning methods in classroom management during the learning process. The research object chosen was a non-formal institution, namely TPQ, because in this situation class management is often sidelined which will definitely have a big influence on the success of the learning process. The research was conducted at TPQ Tholibul Haq Malang, this institution represents very poor classroom management due to classrooms that are not well structured because the number of rooms is very limited.

This research adopts field research methods, specifically a qualitative approach with a focus on qualitative descriptions. The main objective is to provide a detailed description of the application of the *fun learning method* in efforts to manage students' classes during the Al-Quran learning process at TPQ Tholabul Haq Malang (Siyoto & Sodik, 2015). The data collected comes from observations, interviews, document review, and reflections carried out during the learning process. Observations are used to see classroom management before and after implementing fun learning (Creswell, 2015), interviews are used to dig up information and understand how classroom management is implemented at TPQ Tholibul Haq. Interviews were also conducted with asatidz and students to gain

information regarding changes in classroom management after the *fun learning method was implemented* as an effort to create a conducive atmosphere during the learning process (Braun & Clarke, 2019).

Meanwhile, document study is used to deepen observations regarding classroom management both before and after implementing classroom actions using the *fun learning method*. Next, reflection is carried out to help researchers recognize what has been successful in classroom management and also identify challenges or situations that may need further handling. This allows teachers to plan steps for improvement or strengthening in the future. The above approach allows researchers to gain in-depth insight into how *fun learning methods* are applied and have an impact on classroom management in an effort to create a conducive environment during the learning process. To obtain validity and validity of the data, data source triangulation techniques and in-depth data mining were carried out through interviews and observations (Sugiyono, 2015).

C.   RESULT & DISCUSSION

1. Condition of TPQ Tholibul Haq

TPQ Tholibul Haq was founded in 1987 on Jalan Pacar no. 01, Lowokwaru Village, Lowokwaru District, Malang City. TPQ Tholibul Haq stands in a housing complex where the building is the house of the founder of TPQ and only has 1 special classroom for TPQ learning, and for others learning on the terrace of the house on mats. Ustadzah Hj. Ermawati, the founder and current caretaker of TPQ Tholibul Haq, explained that the initial reason for establishing TPQ Tholibul Haq was as a forum for children who wanted to learn to read and write the Qur'an in the surrounding environment. Because in those years (1980s), there were no schools with an Islamic identity at all to help children learn to read and write the Qur'an in their neighborhood.

Starting from 5 students, it has now developed into an Islamic religious education institution that has 80 students from various levels of education, from pre-kindergarten to junior high school. Apart from that, TPQ Tholibul Haq does not take any fees from the students. Ustadzah Hj. Ermawati built this school independently, assisted by donors from local residents. At TPQ Tholibul Haq there are 8 volunteer Mu'allim (teachers) who are dedicated to helping Ustadzah Ermawati educate and teach reading and writing the Qur'an to children. However, Ustadzah Ermawati explained that this number was not enough because only around 2-4 mu'allim volunteers could be present at one time to look after the 80 students. Therefore, sometimes free volunteers from students from various universities in Malang are also assisted to help with Al-Qur'an learning.

TPQ Tholibul Haq, because it was built in the caretaker's own house, only has 1 special room for learning measuring 20 square meters. Therefore, learning at TPQ Tholibul Haq is divided into two sessions. The first session, in the afternoon, is intended for small classes (pre-kindergarten to grade 3 elementary school), while the second session, which starts in the evening, is intended for large classes (grade 3 elementary school to middle school), even though it has been divided into 2 sessions, One classroom cannot accommodate all students. Therefore, some students carry out their learning process outdoors, on the terrace of Ustadzah Ermawati's house, just on a mat.

| Classroom in TPQ Tholibul Haq | Learning outside the classroom form others students |

TPQ Tholibul Haq stands in a housing complex where the building is the house of the founder of TPQ. As a place for learning, the TPQ Tholibul Haq building category does not meet TPQ building standards. According to the Decree of the Director General of Education No. 91 of 2020 regarding the technical requirements for complete facilities and infrastructure that TPQ must have, they include; study room, teacher's room, head room, administration room, prayer room, play room, and holy place ("Surat Keputusan Direktur Jenderal Pendidikan Islam," 2020).

The learning method at TPQ focuses on understanding and appreciating Islamic teachings, and the Iqra' book is used as the main learning book with the concept of each student advancing one by one to recite the Qur'an directly in front of the teacher. and other students will queue behind the students who are reciting the Qur'an. The form of evaluation at TPQ Tholibul Haq is carried out textually in report cards and the assessment depends on the reading fluency of each student with standardization from the personal teacher. When the teacher feels that students are able to continue on the next page, then the next day the students can start reading the next page. and if they feel inadequate, then the next day the students will continue to read the same page.

Because of this, there are differences in learning outcomes for each student within the same grade level. This depends on the individual student's ability to grasp the knowledge of reading the Qur'an. So in one class there are students with different volume levels. Based on this, the problem that arises is that the atmosphere is not conducive for children during the learning process, especially learning that is carried out on the terrace of the house, so there will definitely be a lot of distractions from the surrounding environment. Apart from that, the result of random and mixed class level assignments for each class increasingly makes the class less conducive. So to overcome this problem at TPQ Tholibul Haq is the use of *fun learning methods* in classroom management, which in this case uses a simple game in the form of *a puzzle*. It is hoped that this media can overcome the noise that occurs due to inappropriate class structure and accompany students' learning with something useful.

2. Study of Fun Learning Methods in Classroom Management

In the context of classroom management, the use of effective learning methods is the key to controlling the classroom atmosphere so that it will be in accordance with the desired learning objectives. A structured and organized approach to implementing learning allows teachers to manage the class more efficiently. The learning methods used as the spearhead of classroom management are selected based on age level, material taught, students' level of understanding, and the learning objectives to be achieved. By implementing a systems approach, teachers can facilitate

interaction between students, motivate active participation, and optimize the learning process. Thus, effective classroom management through choosing the right learning method can ensure the achievement of desired learning objectives, such as the Fun Learning method.

Fun learning is a teaching method in which the learning atmosphere is designed to be comfortable so that students can fully focus on the material being taught. Alwahidi (2021) also expressed the same thing that the concept of fun learning not only aims to create a pleasant learning atmosphere , but also controlled and planned. One of the main characteristics is that in the learning process, students' interest and motivation increase significantly. Apart from that, its application also emphasizes comfort in learning, enabling the learning process to be more active, creative, effective and enjoyable. Therefore, by implementing a fun learning strategy as a classroom management strategy, it is hoped that it can minimize distractions due to inadequate classrooms. Thus, the impact is that students will have a better understanding of the learning process because the learning environment is conducive (Khotimah & Sukartono, 2022).

In line with this, Maulani (2005, p. 41) explains that fun learning or cheerful learning is a program that balances the functions of the right and left brain. Fun learning is a strategy that offers something new in the learning process, namely by "transforming" learning activities into something fun or enjoyable. When students learn in conditions that please them, their brains will be conditioned to absorb learning information optimally

Bobbi De Porter believes that fun learning strategies are strategies used in creating an effective learning environment, implementing the curriculum, delivering material, facilitating the learning process which can improve students' learning achievements (Darmasyah, 2011, p. 45).

The fun learning strategy is a form of activity to gain knowledge in a very fun way without any element of coercion, so that the learning process is carried out "playing while learning". This activity is designed by taking into account the psychology of children's development, so that it can eliminate children's boredom in carrying out their daily learning routines. The presentation of fun learning is adjusted to the child's reasoning abilities. Fun learning has two types of activities, namely: 1) Physical and mental agility games (right brain); 2) Game of intelligence and knowledge (left brain)

The learning components that must be prepared in designing learning games are 1) game objectives in learning, 2) game materials, 3) game methods. This is done to ensure that the game (Mahmudah, 2018).

In the explanation of fun learning, the use of the right brain, namely motor and emotional development, needs to be considered more deeply. Because in previous studies, educational institutions and teachers focused more on assessing cognitive abilities or the left brain alone.

The right brain method is learning which in the process uses a multisensory aspect approach or a combination of various senses such as visual, auditory and kinesthetic (Pangastuti, 2017).

Apart from that, by learning using a right-brain approach method, it should foster positive emotions in students such as feeling happy, comfortable, excited, curious, and so on which supports students to absorb the material better. In theory, learning using the right brain can make students enjoy the learning process more enthusiastically and make it easier for them to memorize and understand the material better. and students can take part in fun and enjoyable learning with increased enthusiasm (Khoiriyah et al., 2018). This classroom management method is expected to maximize the learning process and students' absorption of knowledge.

Understanding classroom management is important for teachers to create an interesting and enjoyable learning approach. A fun approach generates interest, allows students to understand and master the material better, and creates a meaningful learning experience. This can also increase students' motivation to participate actively and be conducive to learning from the teacher's classroom management approach. Therefore, in classroom management, teachers need to be smart and innovative in choosing and implementing learning methods that integrate elements of student enjoyment and interest. Various media can be an effective tool for students to support a fun learning approach in learning (Tang, 2018).

Creating a classroom environment that is full of joy, comfort, calm, and a sense of security is one of the key aspects of effective classroom management (Nurasma & Zaiyasni, 2020). In the context of classroom management, the application of fun learning methods has a variety of approaches, starting from developing simple media such as flash cards, puzzles, to other creative games that are shaped according to the material being taught. Syamsul Hadi (2019) said that the fun learning approach not only changes the learning atmosphere to be more enjoyable, but also has additional benefits in improving students' motor skills. The use of interesting learning media can trigger curiosity and more active interaction from students towards the material taught by the teacher. Thus, the fun learning approach can overcome monotony and boredom in learning, changing students from a passive position to active and conducive participants in the learning process. A learning atmosphere is considered enjoyable when there is an environment that is relaxed, free from pressure, safe, interesting, arouses interest in learning, fully involves students, gets their full attention, and creates an interesting and enthusiastic learning environment. On the other hand, learning is considered unpleasant when the atmosphere feels pressured, gives rise to feelings of threat, creates fear, gives a feeling of helplessness, lacks enthusiasm, does not interest or interest students, tends to be boring, and creates a learning atmosphere that is monotonous and unattractive for participants. education (Budiyono, 2020).

In the students' learning of the Qur'an at TPQ Tholibul Haq, researchers used the fun learning method as a class management effort to create a conducive learning environment and/atmosphere. The fun learning method used in this research uses puzzle media as a tool to create a conducive environment for classroom management. This method makes students happy in learning and not bored while waiting for their turn to listen to the progress one by one with the asatidz. Moreover, the manual used is a small type with the book size being about the palm of an adult's hand. So that a conducive environment to support students' concentration is needed. It is hoped that the fun learning method based on puzzle media can reduce crowds in the queue for reading and listening.

Apart from that, the use of the BCM (Playing, Story and Singing) method in the learning process in the classroom is also an example of fun learning. Providing interactive classes is a solution to many problems in the learning process in the classroom. With interactive teachers, methods and classes, it will help students' interest in learning, motivation, understanding and maximize the learning process. With the BCM method, it is hoped that class conditions will be more interactive and can maximize children's learning of the Qur'an. (Faza et al., 2020; Hanif & Diana, 2023)

3. Implementation of the Fun Learning Method in Class Management to Create a Conducive Learning Atmosphere at TPQ Tholibul Haq

The implementation stage of fun learning begins with stages 1) Identifying problems in the classroom management aspect, 2) Planning, 3) Implementation, 4) Evaluation. This needs to be done to map out the actions that must be taken at TPQ Tholibul Haq so that they are appropriate and in accordance with the actual conditions currently occurring.

From the results of the researcher's initial observations and interviews, it was found that several problems were being faced by TPQ Tholibul Haq related to classroom management, including:

a. Unstructured curriculum: the absence of a curriculum arrangement and standards that students must have, means that learning does not have a definite goal, it only flows gradually in learning to read the Qur'an from students according to their respective abilities.
b. Lack of an interesting learning approach: classroom learning is monotonous with only reading and listening activities between students and the teacher.
c. Lack of teaching human resources and learning time: this is based on the large number of students and few teachers. The result is that teachers cannot condition the class and the learning process is often disrupted. The material achievements obtained by students are not optimal and move slowly.
d. Lack of support from students' families: from the results of interviews, several teachers regretted that some parents were indifferent to students' learning achievements and completely left the students' development to TPQ by not learning to read and write the Qur'an at home either. This also slows down the rate of student learning development.

From the results of discussions between researchers and teachers at TPQ Tholibul Haq, *fun learning method* was formulated to overcome previous problems. The Fun Learning approach is an innovation in classroom management at TPQ Tholibul Haq. By combining creative and interactive elements, this method aims to change the learning atmosphere to be more dynamic and interesting for students. This method not only creates fun learning, but also provides opportunities for students to be more actively involved in the teaching and learning process and will be more conducive to the learning process. Through the application of *Fun Learning* with *puzzle media* , students can broaden their horizons and skills while waiting for individual reading and listening queues in a more enjoyable and useful way (Hanif & Diana, 2023). Thus, implementing the *Fun Learning method* is an important step in creating a conducive learning environment and meeting the learning needs of students at TPQ Tholibul Haq.

Remembering that the volume of the book used is the Iqra book. The Book of Iqra' by KH. As'ad Humam, is used as a guide in learning the Qur'an at TPQ with a small type volume book that still uses gray paper and the writing style is still written in the pegon style of the past. This certainly requires high focus and concentration in reading, especially because the book used is a small type with the book size being about the palm of an adult's hand. So that the environment is conducive to supporting students' concentration, media is needed that can reduce crowds in turn queues, such as puzzles.

Iqra' book used by students at TPQ Tholibul Haq

Fun Learning method departs from the meaning of the method which means, Fun ; enjoyable and Learning ; get education. So, the Fun Learning concept is intended as a learning approach that emphasizes the use of fun and interesting elements in the teaching and learning process. This approach aims to create a more dynamic, creative and interactive learning atmosphere for students. The application of this method uses the help of puzzle media in the form of puzzles for learning basic TPQ material such as hijaiyah letters, hijaiyah numbers, and basic demonstrations of purification and prayer.
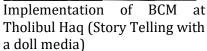

Example of an educational puzzle game used by students at TPQ Tholibul Haq

The using of Puzzles in classroom management to create a conducive atmosphere

Apart from using puzzles, another fun learning method used is BCM (Singing, Telling Stories and Reciting). From the application of this method, satisfactory results appear. From the results of interviews with teachers, the BCM method is quite exciting in the eyes of children. Most students pay close attention until the end. Class conditions are conducive and not as crowded as before. The use of the story method is also accompanied by the use of puppet media which supports students to capture the story well.

Implementation of BCM at Tholibul Haq (Story Telling with a doll media)

By using fun learning, learning can become more interesting. and from the results of interviews, implementing fun learning using puzzles and story telling helps teachers to make the class more conducive. Apart from that, the creation of fun learning is also included in the new curriculum implemented at TPQ Tholibul Haq which makes students emotionally happy with learning in class and can develop students' interest in learning the Qur'an. so that it can influence their daily life and lifelong learning habits which will help change parents' views about education at TPQ.

D. CONCLUSION

From the foregoing, it can be concluded that the core of the formal and non-formal education process is learning, in which the teacher has a leading role. Teachers have a great influence in creating a learning atmosphere in the classroom. Teachers who have competence will be better able to create an effective and efficient learning environment. Effective learning with good classroom management will make it easier for students to understand and master useful things, such as facts, skills, values, concepts, and ways of life that are in line with social values. Student learning outcomes will reach optimal levels.

This success is strongly influenced by various factors, especially the role of the teacher (teacher) and the person taught (student), both as actors and subjects in the learning process. Therefore, classroom management needs to create a pleasant and comfortable atmosphere in the school environment. This will build a close relationship between teachers and students, making it easier for teachers to guide, encourage, and motivate students' enthusiasm for learning. As well as the application of the Fun Learning method with simple media, puzzles as an effort to create a conducive atmosphere are necessary things to do.

No less important, success or failure in the learning process is an indicator of the quality of the process. Especially with the environmental conditions where Qur'an learning at TPQ Tholibul Haq are far from the technical standirization of TPQ facilities determined by the Ministry of Agriculture. The teaching objectives with the application of the Fun Learning method that have been set have been successfully achieved by students, both individually and in groups. The process of understanding the material takes place in a structured manner so that students are ready to master the material at the next stage with a conducive learning environment that can help students to gain

a deeper focus on learning. So, success in managing a class that can arouse students' enthusiasm for learning and will have an effect.

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