

Analysis of the Make Learning Fun Program on Kampus Mengajar Students' in Classroom Management

Suhari Muharam^{1*}, Ahmad Yusuf Sobri¹

¹Education Management, Faculty of Education, State University of Malang, Malang, Indonesia

*Corresponding author, email: suhari.muharam.2401328@students.um.ac.id

Keywords

Classroom Management

Fun Learning

Kampus Mengajar Students'

Abstract

The Make Learning Fun is a program for teaching campus students classroom management that focuses on creating an interesting and interactive learning environment for students. This approach aims to prevent boredom in the learning process so that students are expected to be more enthusiastic about participating in the learning process. This study examines classroom management strategies implemented by students who are members of the Teaching Campus program at SDN 4 Bedahan Depok. The researcher used a qualitative approach with a case study research design. The findings of this study show that the implementation of strategies in classroom management through the Make Learning Fun program was the first time created by teaching campus students at SDN Bedahan 4 Depok. Students are able to think innovatively in classroom management by making the learning process not only transfer knowledge but are able to create a fun, interesting, interactive learning atmosphere according to the needs of students without eliminating aspects of learning objectives. The findings of this study can be described as follows: (1) Student Approach to Classroom Management; (2) Kampus Mengajar Students' Manage Classrooms Effectively; and (3) Students' Make Learning Fun Program in Classroom Management

1. Introduction

An effective learning process will direct learners towards the formation and development of their potential. This shows how important it is to build a learning atmosphere that not only focuses on the material, but also focuses on motivating students to be more enthusiastic in learning. One important aspect that can affect the success of the learning process is the enthusiasm of students. This learning spirit can be seen as an inner drive to be able to participate actively, show enthusiasm in learning, and have the intention to achieve learning goals. However, one of the challenges that is often faced by the world of education today is the enthusiasm of students, especially at the elementary school level, as research that has been conducted explains that the learning outcomes of 6th grade students of SD Negeri Rahayu, Padureso District, Kebumen Regency show learning conditions that are still low. This condition can be seen from the low enthusiasm for learning and the learning outcomes of students towards the learning process (Prayitno et al., 2021). Monotonous learning methods and limited variations used by teachers often make students' participation in the classroom inactive, causing boredom or lack of enthusiasm in classroom learning. This condition causes students to lack enthusiasm and interest in learning more about learning so that it has a negative impact on their character building, potential development, and academic achievement. Therefore, developing classroom management strategies in learning that are interesting, interactive and fun for students is an urgent need so that students do not feel bored and continue to actively participate in learning. This interaction is expected to be an important aspect of the teaching and learning process, and teachers are seen as the main factor in managing the classroom effectively (Erdogan & Kurt, 2015).

Merdeka Belajar Kampus Merdeka (MBKM) is a program initiated by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (Kemendikbudristek RI) which aims to create smart and character human resources (HR) and produce critical, creative, collaborative and skilled students (Arifah & Madhani, 2022). The Teaching Campus Program is one of the MBKM programs that aims to empower students to contribute directly to the learning process and provide opportunities for students to learn outside the classroom by teaching at the elementary and junior high school education levels as teacher partners in the learning process. This program has been held since 2020 which is attended by students from various majors, especially education students who

will become teachers (Nasri & Totalia, 2024). The Teaching Campus Program is an effort made by the government to help improve the quality of education in Indonesia through collaboration between universities and primary and secondary schools. Students who participate in this program are expected to produce various innovative and creative learning strategies to create a fun and effective learning atmosphere.

One example of the implementation of the teaching campus program is at SDN Bedahan 4 Depok, where six students from various campuses have successfully designed and implemented a fun and interactive classroom management strategy through the Make Learning Fun program. This initiative involves the use of varied and interactive learning media to enhance student engagement and increase their enthusiasm for learning. The strategy, implemented by the teaching campus students, includes the integration of games, technology, and student-centered activities that encourage active participation, creativity, and collaboration among the students.

According to Evertson & Weinstein, classroom management involves a variety of efforts made by teachers to create a dynamic learning atmosphere that can support the development of both academic and social-emotional skills in students. Classroom management is not only about maintaining discipline but also about designing environments that promote student success and engagement (Erdogan & Kurt, 2015). The Make Learning Fun program reflects this principle by fostering a positive and motivating learning environment where students feel empowered to explore, ask questions, and engage with the material actively.

Through this program, the teaching campus students at SDN Bedahan 4 Depok have been able to create an environment where learning is perceived as enjoyable and rewarding, encouraging students to be more enthusiastic and focused in their academic pursuits. The success of this program aligns with research that emphasizes the importance of classroom management as a foundation for improving student learning outcomes and enhancing overall classroom dynamics. The use of diverse learning media, such as interactive digital tools, visual aids, and collaborative projects, is shown to help students better retain information and build their problem-solving skills.

By applying Evertson & Weinstein's framework, the Make Learning Fun program exemplifies how effective classroom management can go beyond behavior control and actively contribute to the holistic development of students by providing them with an engaging, stimulating, and supportive learning environment.

Make Learning Fun as a campus student teaching program in classroom management focuses on creating an interesting and interactive learning environment for learners. This approach aims to prevent the occurrence of boredom in the learning process, it is expected that learners are more enthusiastic in participating in the process of learning activities. In recent years, according to Pekrun, boredom has become a significant concern due to its negative impact on the learning process. If learners feel too much or too little learning load or in this case challenge, they will tend to feel bored to learn (Chen & Lu, 2022). According to Martin, the classroom environment is a dynamic atmosphere where learners and teachers can actively interact through discussion, conversation, writing, and using non-verbal cues (Erdogan & Kurt, 2015). Through this approach, the learning process in the classroom is no longer perceived as something boring for learners, but becomes a fun and interactive learning experience for learners. This study examines the strategies in classroom management applied by teaching campus students in classroom management at SDN 4 Bedahan Depok.

2. Method

Researchers used a qualitative approach with a case study research design. This case study research is conducted in depth on individuals, groups, and activity programs that aim to get a complete and in-depth picture of an entity with the data collected. Furthermore, it is analyzed to develop a theory. The subjects of this research are six female students who are members of the Teaching Campus program and one Pamong Teacher at SDN Bedahan 4 Depok. The student acts as the implementer of classroom management through the Make Learning Fun program, while the Pamong teacher as a supervisor and companion in the process of teaching activities.

The instrument used by the researcher to conduct this research, namely direct observation to the location of SDN 4 Bedahan Depok which is located on Jl. Rawa Bengkok RT. 03/07 Bedahan, Sawangan District, Depok City, West Java. Researchers saw how the learning process and the application of classroom management strategies by female students. Furthermore, the researcher conducted interviews with six female students and interviewed the cooperating teacher of SDN Bedahan 4 Depok as a source triangulation on the application of classroom management strategies by female students. By using triangulation, researchers actually not only collect data, but also test the credibility of the data by verifying it through various techniques and data sources. Finally,

documentation is an instrument used by researchers to display evidence and strengthen data. Researchers used data analysis through three main holds, namely first, researchers reduced data by selecting and filtering relevant data. Second, the researcher presents the data with the results of the data that has been selected from the results of observations, interviews, and documentation which are described and arranged in the form of sentences that are easy to understand. Third, researchers verified the data by drawing conclusions based on the findings obtained through the data analysis.

Table 1. Interview Guidelines

Research Subject	Topic of Question
Kampus Mengajar Students'	<ol style="list-style-type: none"> 1. Informant Identity 2. Topic 1: Teaching Preparation 3. Topic 2: Classroom Management Strategy 4. Topic 3: Building the Spirit of Learning
Mentor Teacher	<ol style="list-style-type: none"> 1. Informant Identity 2. Topic 1: Assessment of Classroom Management 3. Topic 2: The Presence of Student Campus Teachers 4. Topic 3: Student Creativity

3. Results and Discussion

This study found that classroom management through the Make Learning Fun program was the first innovation implemented by Teaching Campus students at SDN Bedahan 4 Depok. Students involved in this program assist teachers in classroom management by bringing a more innovative and interactive approach, which successfully increases learning motivation and student engagement in the classroom. The findings of this study can be described as follows:

Teaching Campus students use various creative approaches in managing the classroom, such as integrating interesting learning media and interactive activities to make the learning atmosphere more dynamic. This makes students more actively participate and feel enthusiastic in attending lessons.

Student Planning in Creating a Fun and Participatory Classroom, students' careful planning can be seen in how they design learning activities that not only deliver subject matter but also actively involve students. Classes are designed to make the learning atmosphere more participatory, by providing space for students to contribute, ask questions, and work together in groups.

Make Learning Fun as a Student Program in Classroom Management, Make Learning Fun has successfully become a student flagship program in creating an interactive and fun classroom. This approach not only prevents boredom, but also helps students understand the material better through active engagement and fun learning experiences.

The implementation of this program is a positive example of how collaboration between students and teachers can improve the quality of classroom management and create a better learning atmosphere for students at the elementary school level.

From the findings of this study, it can be concluded that the Teaching Campus students have successfully implemented various creative approaches in classroom management, such as integrating engaging learning media and interactive activities that make the learning environment more dynamic. This approach has proven to increase students' active participation and enthusiasm in attending lessons, creating a more meaningful learning process.

The planning of learning activities conducted by the students shows that with careful planning, they are able to design activities that not only deliver the lesson content but also actively involve students. The classroom is designed to provide space for students to contribute, ask questions, and collaborate in groups, thus fostering a more participatory learning atmosphere.

The flagship program Make Learning Fun serves as a concrete example of how classroom management can be transformed into a more interactive and enjoyable experience, not only preventing boredom but also helping students better understand the material through active engagement and fun learning experiences. The success of this program demonstrates that collaboration between students and teachers can improve the quality of classroom management and create a better learning environment, particularly at the elementary school level. These findings provide an important foundation for the researcher to elaborate further on how the implementation of these strategies contributes to the effectiveness of learning, as well as their impact on the development of students' academic and social-emotional skills at SDN Bedahan 4 Depok.

3.1.1. Student's Approach to Classroom Management

Based on the observation, it was found that Ice Breaking activity is one of the important elements in the Make Learning Fun program designed by the Teaching Campus students at SDN 4 Bedahan Depok. Ice Breaking is implemented to make the classroom atmosphere more interesting and interactive. Ice Breaking activities are very useful in classroom management, especially when students are not mentally ready to start the lesson, for example when the class becomes noisy or learning motivation decreases (Saputri, 2021). The main purpose of implementing ice breaking is to restore students' learning spirit, increase concentration, and build their readiness to follow the learning process (Prayitno et al., 2021).



Figure 1. Classroom Management By Students

Classroom management aims to create, maintain, and restore ideal conditions in the classroom so that learning objectives can be achieved more effectively and efficiently (Santoso et al., 2023). Teachers have the responsibility to design an interesting and fun learning process to increase student learning motivation (Agustina, 2021). The results of research conducted by Evertson and Weinstein (2006) show that teachers who want to achieve a good level of classroom management need to understand five important aspects, namely: (1) building interpersonal relationships with students; (2) maximizing students' potential in learning; (3) motivating students' academic engagement; (4) developing students' social skills and self-control; and (5) addressing emerging behavioral problems (Adams et al., 2022).

The results of this study also show that although Teaching Campus students are not yet professional teachers, they have managed to have a positive impact in the educational environment. With the guidance of their mentor teachers, they demonstrated impressive skills in classroom management. Previous research reveals that to increase student engagement and reduce undesirable behaviors, prospective teachers must be able to implement effective teaching strategies, such as setting high expectations, setting clear goals, providing firm instructions, and building positive habits (Ateh & Ryan, 2023).

The Teaching Campus students at SDN 4 Bedahan Depok showed an extraordinary ability to understand and apply these five aspects of classroom management. Although they are still in the stage of learning to be teachers, they are able to create an ideal classroom atmosphere through the application of interactive and fun learning strategies. As a result, learning becomes more interesting and student engagement increases significantly.

3.1.2. Kampus Mengajar Students' Manage Classes Effectively

Classroom management includes steps that must be taken by teachers to create and maintain a learning environment that supports effective teaching and learning (Clark et al., 2023). As the results of interviews with teaching campus students who said that the steps to make the class interesting

and interactive, namely preparing material, preparing appropriate learning methods, preparing learning media, and ice breaking. And also, providing several kinds of learning methods for students. By knowing the characteristics and ways of learning of the students, I can adjust my teaching methods so as to build students' enthusiasm for learning in class. Based on the findings, the planning shows that good classroom management not only includes aspects of planning, but also requires teacher innovation and creativity to be able to encourage students' enthusiasm for learning and create a learning atmosphere that supports the educational process. As the results of research conducted by Annisatul Mufarokah (2009) explain that a teacher needs to understand and have a comprehensive picture of how the learning process works, and understand the steps needed so that teaching tasks can be carried out properly and achieve the expected results (Husni & Yuliana, 2022). So in this case, the teaching campus students have successfully implemented proper planning in managing the class to be interesting and interactive.

There are several important points from these findings, namely (1) Student Innovation and Creativity, teaching campus students are able to think innovatively in classroom management by making the learning process not only transfer knowledge, but are able to create a fun, interesting, interactive learning atmosphere according to the needs of students without losing aspects of learning objectives; (2) Approach to students, as the results of research that have been conducted explain that elementary school age students have four characteristics, namely enjoying playing, moving, learning in groups, and enjoying imitating (Agustina, 2021). In this case, students are able to make classroom management effective starting with getting to know the characters and abilities of their students. Then, carry out the learning process according to the characters and abilities of students in a fun way, not too rigid, one of which is by making learning media so that students do not get bored quickly so that it can easily involve active student participation; and (3) Careful planning, as the results of previous research explain that planning is the process of setting a target to be achieved in the future (Nugraha, 2018). In an organizational context, planning includes setting goals, actions to be taken, and reviewing various resources and the most efficient methods to achieve them. In this finding, students are able to prepare materials, appropriate learning methods, learning media, and ice breaking to successfully create innovative and creative learning methods, namely Make Learning Fun.

3.1.3. Make Learning Fun Program in Classroom Management

The data that researchers obtained based on the results of interviews with the Syabrina's team leader. explained about the Make Learning Fun program, namely Learning methods that can make students become more actively involved in the learning process and feel that learning is fun by using games. This activity is useful as a learning medium to convey information, knowledge or subject matter in an interactive and interesting way for students. Through make learning fun, my team and I created fun learning media including; Math Fun Board and Numeracy Ladder Snake. Math Fun Board is one of the numeracy learning media in the form of monopoly games containing math questions, this activity will create an interactive and fun atmosphere for students. Numeracy Snakes and Ladders is one of the fun numeracy learning media. The numeracy snakes and ladders game aims to help learners improve their understanding of numeracy concepts. This data is further strengthened by the results of an interview with the Pamong Teacher of SDN 4 Bedahan Depok ASS, namely Student teaching campuses greatly influence the enthusiasm for learning of students, because students can create a variety of learning models that are very interesting and exciting for students. Teaching campus students have a make learning fun program, where students teach while playing using projectors and sound, then the existence of a math fun board can increase the enthusiasm for learning mathematics in students. With this program, students are more active in class.

Make Learning Fun as a student program in classroom management. As the results of research conducted previously, explain that in the learning process, teachers need a variety of methods in accordance with the learning objectives to be achieved (Nugraha, 2018). A teacher will not be able to carry out his responsibilities well without mastering the right teaching method. For this reason, teaching campus students create fun and interactive learning methods by making the Make Learning Fun program, namely learning while playing with Match Fun Board, Ice Breaking, and Literacy and Numeracy-based Ladder Snakes. According to Sørensen's (2011) research presents the idea of educational design, which involves planning, organizing the learning process in game-based learning, selecting content that is appropriate to the subject being studied, and setting learning objectives (Nousiainen et al., 2018). Nousiainen et al. explained that learning through game creation can encourage learners to be deeply engaged in tasks and problem solving (Ding & Yu, 2024). Widura

explained that the world of play is a fun world for learners so that the combination of learning and play can create a harmonious harmony (Ilma & Nurhidayati, 2022).

Based on the results of data in the field, it shows that the Make Learning Fun method is very effective in classroom management to increase the active participation of students in the learning process, especially in the method there are games as learning media, such as Math Fun Board, Ice Breaking, and also literacy and numeracy-based Ladder Snakes. Through this approach, teaching campus students can integrate games as learning media that can increase the enthusiasm of students so that students see that learning is a fun activity. As previous research explains that in its application, the learning through play program is implemented in a very fun way and the right learning method (Ilma & Nurhidayati, 2022). The aim is to create a fun and interesting learning environment that encourages learners to actively participate in the learning process. It is this kind of learning experience that can influence learners' perceptions of the ease, effectiveness and educational potential that game-based learning brings to educational success (Ding & Yu, 2024).

3.2. Conclusion

The Make Learning Fun program is a student teaching program in classroom management at SDN 4 Bedahan Depok to create an interesting and interactive classroom atmosphere for students. Starting with recognizing the characteristics of students, then developing game-based learning methods and media that suit their needs so that the planning results in a learning process that helps avoid boredom of students, namely learning while playing with Match Fun Board, Ice Breaking, and Snakes and Ladders based on literacy and numeracy. Thus, teaching campus students are able to think innovatively in classroom management by making the learning process not only transfer knowledge, but are able to create a fun, interesting, interactive learning atmosphere according to the needs of students without losing aspects of learning objectives. The Make Learning Fun program illustrates how creative classroom management approaches can dramatically improve student engagement and make learning more enjoyable. By blending education with play, the students remain enthusiastic and motivated, leading to deeper understanding and better retention of the material. This program exemplifies the potential of student-centered, innovative teaching strategies to inspire a more dynamic and effective learning experience. The success of this initiative serves as a testament to the importance of flexibility, creativity, and student engagement in shaping the future of education, offering valuable insights for the broader implementation of similar strategies in other learning environments.

References

- Adams, T., Koster, B., & Brok, P. D. (2022). Patterns in student teachers' learning processes and outcomes of classroom management during their internship. *Teaching and Teacher Education, 120*, 103891. <https://doi.org/10.1016/j.tate.2022.103891>
- Agustina, I. (2021). The Effectiveness of The Play While Learning Method In Elementary Student's Learning. *Social, Humanities, and Education Studies (SHEs): Conference Series, 4*(5), 642–647. <https://doi.org/10.20961/shes.v4i5.66067>
- Arifah, M. N., & Madhani, L. M. (2022). Analisis Keberlanjutan Program Mahasiswa Pada Program Kampus Mengajar Di Yogyakarta. *el-Tarbawi, 15*(2). <https://doi.org/10.20885/tarbawi.vol15.iss2.art8>
- Ateh, C. M., & Ryan, L. B. (2023). Preparing teacher candidates to be culturally responsive in classroom management. *Social Sciences & Humanities Open, 7*(1), 100455. <https://doi.org/10.1016/j.ssaho.2023.100455>
- Chen, X., & Lu, L. (2022). How classroom management and instructional clarity relate to students' academic emotions in Hong Kong and England: A multi-group analysis based on the control-value theory. *Learning and Individual Differences, 98*, 102183. <https://doi.org/10.1016/j.lindif.2022.102183>
- Clark, K. N., Blocker, M. S., Gittens, O. S., & Long, A. C. J. (2023). Profiles of teachers' classroom management style: Differences in perceived school climate and professional characteristics. *Journal of School Psychology, 100*, 101239. <https://doi.org/10.1016/j.jsp.2023.101239>
- Ding, A.-C. E., & Yu, C.-H. (2024). Serious game-based learning and learning by making games: Types of game-based pedagogies and student gaming hours impact students' science learning outcomes. *Computers & Education, 218*, 105075. <https://doi.org/10.1016/j.compedu.2024.105075>
- Erdogan, M., & Kurt, A. (2015). A Review of Research on Classroom Management in Turkey. *Procedia - Social and Behavioral Sciences, 186*, 9–14. <https://doi.org/10.1016/j.sbspro.2015.04.212>
- Husni, M., & Yuliana, R. (2022). Implementasi Manajemen Kelas. *Edu-Riligia: Jurnal Kajian Pendidikan Islam Dan Keagamaan, 6*(4), 372–385. <http://dx.doi.org/10.47006/er.v6i4.13086>
- Ilma, M., & Nurhidayati, R. A. (2022). Program Belajar Sambil Bermain dalam Upaya Peningkatan Minat dan Semangat Siswa di Masa Pandemi Covid-19. *SIPISSANGNI: Jurnal Pengabdian Kepada Masyarakat, 2*(1), 45. <https://doi.org/10.35329/sipissangni.v2i1.2512>
- Nasri, N. Z., & Totalia, S. A. (2024). Pengaruh Program Kampus Mengajar terhadap Peningkatan Soft Skills pada Mahasiswa FKIP UNS. *Journal of Education Research, 5*(2), 2205–2211. <https://doi.org/10.37985/jer.v5i2.1016>
- Nousiainen, T., Kangas, M., Rikala, J., & Vesisenaho, M. (2018). Teacher competencies in game-based pedagogy. *Teaching and Teacher Education, 74*, 85–97. <https://doi.org/10.1016/j.tate.2018.04.012>

- Nugraha, M. (2018). *Manajemen Kelas Dalam Meningkatkan Proses Pembelajaran*. 4(01).
- Prayitno, A. H. Y., Faisal, M., & Fatmawaty. (2021). *Peningkatan Semangat Belajar Siswa Melalui Kegiatan Ice Breaking Pada Siswa Kelas VI SD*. 1(2).
- Santoso, W. T., Haryanto, S., & Muhibbin, A. (2023). Implementasi Pengelolaan Kelas Efektif dalam Meningkatkan Mutu Pendidikan di Sekolah Seni Pertunjukan. *Didaktika: Jurnal Kependidikan*, 12(4). <https://doi.org/10.58230/27454312.312>
- Saputri, Y. (2021). Ice Breaking To Grow Student Readiness And Spirit For Learning. *Social, Humanities, and Education Studies (SHEs): Conference Series*, 4(6), 279–284. <https://doi.org/10.20961/shes.v4i6.68455>