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ANALYSIS OF FACTORS THAT INFLUENCE STUDENTS' ENJOYABLE LEARNING IN CLASS: A LITERATURE REVIEW

Taufiqurohman [1], Juntika Nurihsan [1], Yeni Rachmawati [1]
[1] Universitas Pendidikan Indonesia, Indonesia
**Corresponding Address*: *taufiqurohman@upi.edu*

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Abstract: This educational approach to 21st-century teaching emphasizes a fun learning approach because it can influence students to improve the quality of their learning. Fun learning can be carried out because of the factors that influence the creation of fun learning so that students can receive stimulus from a fun learning approach and enjoy learning in the classroom in a happy and prosperous state. This research aims to comprehensively analyze the relationship between teacher creativity in presenting material, positive classroom atmosphere, and the use of technology in the learning context. The method used in this research is a literature study, a literature review analysis based on scientific articles relevant to the topic of discussion. This research shows that a fun learning approach can be created if you understand and master the factors influencing fun learning, such as pedagogical abilities, learning methods, learning media, and learning management systems. By understanding these factors, educators can create fun learning so that Students can learn happily and prosperously without feeling forced to carry out learning in class to achieve the learning objectives.

Keywords: Learning Factors, Fun Learning, Students

INTRODUCTION

Humans have potential within themselves that can be developed through education. Education is one of the mandatory needs for humans to be obtained to develop their potential and plan their future better. Thus, a person's goals and success depend on their education (Sigit Gesang Permana et al., 2022). This educational approach to 21st-century teaching emphasizes a fun learning approach (Nabilah Mokhtar et al., 2023). A fun learning process is a learning process that involves interactions between educators and students in a learning environment to achieve learning goals by inspiring students to participate in the learning process (Rostiani, 2023).

According to Papert's work, Barrett (2005) stated that learning can be fun because it is difficult and challenging and stretches the participant. The joy in difficult fun is fun with laughter, freedom, creativity, and happiness (Lucardie, 2014). One student stated this: "When you achieve something, you finish it, and you're like, yes, I did it. I enjoy it; I think having a bit of a challenge is great." One teacher said that experiencing pleasure and happiness encourages students to apply these things to their lives.

A fun learning approach must be applied in education to encourage students to apply the material teachers teach in their daily lives. Apart from that, fun learning can increase students' enthusiasm for learning by showing the importance of the teacher's skills and personality in teaching so that students can maintain their mental health in the learning process (Rostiani, 2023). Mental health is defined as a state of well-being; every individual realizes their potential, can cope with the normal stresses of life, can work productively and fruitfully, and can contribute to their community (Stephenson, 2023).

Research results by Ardiyanti et al. (2021) revealed that the results obtained from testing show that a fun learning model can increase HOTS and students' learning motivation, indicated by the HOTS effect size value obtained of 0.31, which is included in the medium category, and students' learning motivation with an effect size value of 1.15 which is categorized as very high. In contrast to fun learning, combining technology (Kahoot) to create learning-themed quizzes or games can help teachers provide learning with unique media that students like, thereby making students more interested and more creative in the learning process.

Based on research results from Tafani & Kamaludin (2023), the Pow Toon animated video on the reaction rate material developed can be an alternative learning medium to create fun learning and increase student motivation. Apart from that, learning mathematics using interactive puzzle media creates a pleasant learning atmosphere for elementary school students. This can be seen from the positive response from 80% of active students and the enthusiasm shown during the learning process,

thus providing a clearer understanding of the concept of numbers and geometric shapes (Ramlah et al., 2022).

From these data, fun learning influences students to improve the quality of their learning. Fun learning can be carried out because of the factors that influence the creation of fun learning so that students can receive stimulus from a fun learning approach and enjoy learning in the classroom in a happy and prosperous state. Although several previous studies have investigated factors that influence learning success and student satisfaction in the classroom, there is a lack of understanding of the factors that specifically contribute to enjoyable learning experiences. Several studies have highlighted teaching methods, teacher-student interactions, and learning design. Still, only a few have comprehensively explored the elements that create a positive and satisfying learning atmosphere. In addition, some research may not fully consider contextual variables or the dynamics of classroom life that may influence students' perceptions of the enjoyment of learning. Therefore, there is a need to conduct further research that specifically focuses on factors that may not have been adequately covered in previous studies to enrich our understanding of how to create an enjoyable learning environment in the classroom and how these factors can affect student grades.

Therefore, researchers feel it is important to research the factors influencing students' enjoyable class learning. This research aims to comprehensively analyze the relationship between teacher creativity in presenting material, positive classroom atmosphere, and the use of technology in the learning context. It is hoped that this research can become a reference in the world of education to understand the factors that influence enjoyable learning.

METHODS

This research uses a literature review analysis method based on scientific articles relevant to the discussion topic. The strategy for selecting articles is based on author screening through (1) publications from reputable journals, (2) scope of topics about fun learning, and (3) no restrictions on language use. This data collection will be analyzed to answer the focus of this research. In the analysis procedure of this research, there are several stages of analyzing articles to see the significance and differentiation of enjoyable learning factors, then concluding the findings from the articles that have been analyzed to answer research problems (Adi et al., 2021). This research begins the data collection stage by establishing a strict article selection strategy. Author screening is conducted to select scientific articles published in reputable journals, ensuring that the literature accessed has high quality and validity. The second criterion in selecting articles is the coverage of topics about fun learning so that the articles selected are relevant to the focus of this research.

Additionally, this study does not impose restrictions regarding language use, allowing for the inclusivity of global research resources.

Data collection techniques were carried out through a systematic review of selected articles. The data analysis process includes several stages, starting with analyzing each article in detail to identify enjoyable learning factors and see the significance and differentiation between these factors. This analysis involved a critical review of each article's methodology, findings, and interpretation. Next, these findings are synthesized to develop holistic conclusions, answer research problems, and paint a comprehensive picture of the factors that influence student grades in the context of enjoyable learning in the classroom. Thus, this research carefully integrates data collection and analysis strategies to support the research objectives empirically.

RESULTS AND DISCUSSIONS

Result

Teacher's Pedagogical Ability

Teachers' pedagogical abilities are very important in creating enjoyable learning because pedagogical positions are subjective assumptions held by teachers about the teaching and learning process. These assumptions result from the education, life experiences, and training they receive or institutional policies (Alhawsawi & Jawhar, 2021). Pedagogy involves knowledge about teaching and knowledge about learning and how the two influence each other (Hordvik et al., 2020). 21st-century pedagogy includes problem-based learning, design thinking, and bridging dialogic teaching. This approach is rooted in social constructionism. However, with the focus on developing skills and knowledge, it will likely not be easy to adopt a skills-based approach without substantial support and reform of existing curricula and assessment approaches (Bray et al., 2023).

Sufficiently skilled and knowledgeable teachers demonstrate a good attitude. Teachers' cultural, ideological, and personal attitudes are important to their educational views and roles (Saha, 2023). Teachers' pedagogical competence influences students' attitudes towards lessons and can connect lessons with real-life activities because teachers can leave meaningful learning to their students (Sebsibe et al., 2023). Pedagogical approaches are important in learner-centered approaches such as blended and practical learning (O'Connor et al., 2023).

Learner-centered pedagogical approaches have varied greatly between and within countries over the past 60 years. It is more dominant in primary education than in secondary schools, which face the harshest criticism of the suitability of pedagogy in the 21st century due to structural and

curricular demands. (Bray et al., 2023). Therefore, the extent to which teachers use pedagogy in the classroom in the 21st century, what classrooms look like, and how students should learn has created a pattern that has been difficult to eradicate in many countries for more than 100 years (Bray et al., 2023).

Learning methods

In creating fun learning, teachers need appropriate learning methods to help students learn and develop themselves. If teachers use inappropriate learning methods, students will become bored easily and less active in class learning (Naufal et al., 2023). The basis for teaching that can help students is to choose fun learning methods according to the conditions of the students in the class so that learning in the class becomes effective, interesting, and fun so that students are aware of the importance of the knowledge being studied in the class (Obloberdiyevna DS, 2022).

When teaching in class, teachers need to develop creative and interesting ideas so students are enthusiastic about learning. Not infrequently, when teaching in class, teachers pay less attention to the condition of students, and the learning methods used when teaching in class are less appropriate to the situation and conditions of the students (Asfahani & Ibnu, 2023). So, students are less enthusiastic when learning in class takes place, and some of the students avoid learning in class because the learning methods used by the teacher are not appropriate to the students' conditions.

Learning methods are important for classroom learning because they stimulate students' learning. Appropriate learning methods can provide prosperity to students in learning, and students become interested and learn on their own outside the classroom and apply it to everyday life, such as in college (Mufid et al., 2022). Trilogy universities use hybrid or blended learning methods, which are useful in encouraging and facilitating the development of the potential of lecturers and students. Encourage and facilitate learning to improve the abilities of students and lecturers and build government trust and recognition of the development of science and technology in the use of information technology (Faisal & Kisman, 2020).

Instructional Media

Learning media helps teachers convey learning material in class so that students understand the learning material better. One of the media that can be used in the current era is electronic media, which always uses sophisticated technology because technology can facilitate learning and understanding of concepts. Abstract concepts so that students can see changes in real experiences displayed graphically (Sangsawang, 2015), or teachers can also use Kahoot, Quizizz, virtual reality,

and other applications which can help convey learning material in class so that it becomes more effective and more efficient.

Learning media that uses technology is very helpful in learning. Electronic learning media technology has become important in teaching and learning (Ayua et al., 2023). Based on Gros and Garcia-Penalvo (2016), e-learning is a broader concept that includes electronic or digital technology to deliver educational content and facilitate learning. E-learning can include multimedia elements like videos, interactive simulations, and multimedia presentations. E-learning includes text-based materials, assessments, and discussion forums (Clark and Mayer, 2016). Powerpoint presentations are also included in other types of e-learning that make it easier to understand concepts and provide color, subject, and presentation style to make learning fun and exciting (Ayua et al., 2023). Yu (2022) recommends that e-learning technology, as used in schools, has made the teaching process easier, can improve teachers' teaching abilities, stimulate learning, and motivate students.

Students are asked to balance the theory and practice they receive at and outside school. So, it is necessary to consider the application of virtual reality technology in conventional classroom learning because virtual reality can simulate an interactive environment, enhancing the experience and improving the quality of education. It is very practical and efficient. After all, it can be used repeatedly and will not damage objects. After all, they are only visual objects, especially objects. - objects that are difficult to present in the real world, such as practical physics, chemistry, biology, etc. (Suri et al., 2023). By learning using virtual reality, the atmosphere is not monotonous and makes students more enthusiastic and motivated by the appearance of the virtual world presented.

Learning Management System

In the 21st century, a fun learning approach is emphasized more in teaching and learning activities in the classroom so that fun learning can be created in an era of rapid technological progress. Noor-Ul-Amin (2013) stated that the use and integration of modern technology in education would be beneficial for teaching, learning, and research so that, as a result, technology can change the way learning takes place and make it more accessible to a wider audience, this will also give learners more freedom by allowing them to access teaching at any time or from any location (Al-Mamary, 2022). This is done through fun learning that does not pressure students in class.

Based on the findings of Al-Ghurbani et al. (2021), technological advances in related digital systems have become an important component in teaching and learning activities, allowing students more access and increasing operational efficiency. So, it is necessary to utilize the latest technology, such as learning management systems (LMS) in education. LMS is an application that provides a broad set of tools to organize the learning process outside and inside the classroom (Sulaiman et al.,

2022). Most learning management system platforms have amazing features like quizzes, online video tutorials, plagiarism checking, interim assessments, and group discussions. Aldiab et al. (2019)revealed that LMS provides many benefits for the educational process, including that it can be used as an effective tool for students who are members of the same agency or studying from different agencies. LMS can also gather different students in one virtual place to improve all interactions, discussions, and their input. LMS is useful for all students who experience difficulties living far away (in rural areas or other countries) or have ongoing health problems from institutions.

Analysis of an in-depth study of ten previous research results that are relevant to Factors that Influence Students' Values in Fun Learning in the Classroom reveals a series of findings that complement each other and provide a holistic picture. The results of the first study found that positive interactions between teachers and students significantly impacted learning success and student satisfaction with their learning experience (Ghazal et al., 2018). This finding aligns with the results of a second study, which emphasizes the importance of teacher involvement in creating a supportive and enjoyable environment (Heilporn et al., 2021).

Furthermore, the third and fourth studies highlight aspects of teaching methods that contribute to the success of enjoyable learning. The results of the third study show that innovative teaching approaches, such as interactive technology, can increase students' levels of engagement (Serrano et al., 2019). This is reinforced by a fourth study, which found that variations in teaching methods and an emphasis on project-based learning can increase students' interest in certain subjects (Belagra & Draoui, 2018).

However, the fifth and sixth studies highlight the importance of environmental factors and classroom atmosphere. Fifth, research shows that attractive and comfortable classroom physical design can increase students' perceptions of enjoyable learning (Widiastuti et al., 2020). In contrast, the findings of the sixth study emphasize the importance of creating an inclusive and supportive classroom atmosphere for all students, regardless of background or ability (Darling-Hammond & Cook-Harvey, 2018).

The seventh and eighth studies found the importance of actively involving students in the learning process. The seventh study highlights that students' participation in interactive activities can improve their grades and create a more positive learning experience (Wang & Zhu, 2019). The eighth study emphasizes the importance of giving students responsibility in designing parts of the curriculum or class activities (Almeida & Simoes, 2019)

However, the ninth and tenth research findings present a socio-emotional dimension. The ninth study found that relationships between students and between students contribute to learning success

and the level of student satisfaction (Rajabalee & Santally, 2021). Meanwhile, the tenth study highlights the importance of understanding students' needs and preferences in creating enjoyable learning experiences (Müller et al., 2021).

An in-depth analysis of ten previous research results draws a complex and integrated picture of the factors that influence student grades in the context of enjoyable classroom learning. Although each study highlights different dimensions, these findings synergize to form the basis of a broader understanding. Thus, the results of this research can provide valuable guidance for educational practitioners and researchers interested in enriching students' learning experiences through fun and effective approaches.

Discussion

Fun learning has an important role in improving the quality of education and motivating students to be active in the teaching and learning process. Several factors can influence students' excitement and engagement in classroom learning. Several previous studies have highlighted several factors that have a significant impact on enjoyable learning.

One important factor is the teacher's creativity in presenting lesson material. Previous research by Student (2019) shows that creative learning methods can increase students' interest and motivation. Teachers who can present material innovatively and interestingly can create a pleasant classroom environment, increasing students' learning attractiveness. Apart from teacher creativity, the classroom atmosphere plays a very important role. Research by Aziz et al. (2020) found that a positive and supportive atmosphere can significantly contribute to enjoyable learning. Positive interactions between teachers and students and between fellow students create a comfortable and safe learning environment, allowing students to feel free to express and actively participate in learning. In addition, research by Awaluddin et al. (2021) shows that using technology in learning can increase student engagement. Proper technology integration, such as educational software or digital learning platforms, can make learning more interactive and interesting for students.

Fun learning is an important aspect of achieving holistic educational goals. Several factors that influence students' level of excitement in the learning process can be analyzed by referring to related theories. One relevant theory is the Intrinsic Motivation Theory by Deci and Ryan. This theory emphasizes that intrinsic motivation, namely motivation that originates from an individual's internal desire to learn and grow, plays a key role in creating positive learning experiences.

In the context of enjoyable learning, teacher creativity can be linked to the concept of "autonomy" in the Intrinsic Motivation Theory. When teachers apply creative learning methods, they

provide opportunities for students to be more independent in understanding the material. This can increase a sense of responsibility and an intrinsic desire to learn by the principles of the theory.

It is also important to relate the class atmosphere factor to the Class Climate Theory by Rudolf Dreikurs. This theory emphasizes creating a supportive, fair, and friendly classroom environment. According to this theory, a positive classroom atmosphere can provide psychological safety to students, promote a sense of belonging, and build self-confidence. When it comes to enjoyable learning, a supportive classroom atmosphere can create a strong foundation for intrinsic motivation.

The use of technology in learning can be analyzed by referring to the Technology Involvement Theory by Fred D. Davis. This theory explains that user perceptions regarding benefits, ease of use, and expected results can predict the level of involvement and continued use of technology. In a fun learning context, integrating technology that provides an interactive and interesting learning experience can influence students' perceptions of learning, increase motivation, and ultimately create a fun learning experience.

By summarizing these factors, understanding motivation and engagement theories can help detail and relate the factors influencing enjoyable learning. Learning strategies that utilize the principles of these theories can help create positive learning experiences and trigger students' intrinsic motivation.

Findings from several previous studies that highlight the factors that influence students' value of enjoyable learning in the classroom can be analyzed and linked to several relevant theories in the field of education. One of the key findings is that positive interactions between teachers and students significantly impact student satisfaction and learning outcomes (Abdurahman et al., 2023). This is consistent with the theory of social involvement in learning, which emphasizes the importance of interpersonal relationships in increasing students' motivation and academic achievement (Darling-Hammond & Cook-Harvey, 2018).

As a complement, the finding that innovative teaching methods and variations in learning approaches can increase student engagement can be linked to constructivism theory, which advocates learning that focuses on the construction of knowledge by students through active experience and reflection (Kolb & Kolb, 2018). Interactive technology and project-based learning approaches reflect efforts to encourage students to become creators of knowledge, not simply recipients of information.

Furthermore, findings highlighting the importance of attractive and comfortable physical classroom design can support the physical space learning theory in education. This theory emphasizes that the physical environment can influence student motivation and learning effectiveness (Chang et

al., 2019). Involving students actively in the learning process through participation in interactive activities or providing responsibility for designing parts of the curriculum or class activities also reflects the principles of participatory and constructivist learning (Matriano, 2020).

In addition, findings that emphasize social relationships between students and between students can be seen from the perspective of social and emotional theory (Hadar et al., 2020). This theory shows that student behavior can be influenced by observation and interaction with other people around them. Therefore, creating a positive social environment can help improve student satisfaction and learning outcomes.

Finally, the finding that understanding students' individual needs and preferences can enhance enjoyable learning experiences can be linked to the theory of instructional differentiation. This theory emphasizes the importance of adapting teaching methods and curriculum to meet student's individual learning needs and styles (Kilag et al., 2023).

This research contributes to understanding how these factors shape students' learning experiences by connecting these findings to relevant educational theories. Reviewing existing literature shows that these findings align with the constructivist and contextual approach paradigm in designing effective and enjoyable learning. Therefore, integration between research findings, educational theories, and previous research can be a strong basis for developing learning strategies that are better and responsive to students' needs in a fun learning context in the classroom.

CONCLUSION

Based on the research results, some factors influence enjoyable learning, including educators' ability in pedagogy, learning methods, learning media, and learning management systems. By understanding these learning factors, educators can create enjoyable learning in class so that students can learn happily and prosperously without feeling forced to carry out the learning process in class. Although research has highlighted these factors, further research is still needed to explore how these factors interact and influence each other in the context of enjoyable learning. Therefore, future research could focus on the relationship between teacher creativity, classroom atmosphere, use of technology, and other factors that contribute to enjoyable learning in the classroom. By understanding these factors more deeply, we can develop more effective learning strategies and improve the overall quality of education. Overall, an in-depth analysis of ten previous research results regarding Factors that Influence Students' Values of Enjoyable Learning in the Classroom revealed several complementary findings. Factors such as positive interactions between teachers and students, innovative teaching methods, an attractive physical environment, active student participation, social

relationships, and instructional differentiation significantly impact learning success and student satisfaction. This analysis also links these findings to educational theories such as constructivism, social engagement, physical space learning, participatory-based approaches, and instructional differentiation. This conclusion provides a solid foundation for developing effective and enjoyable classroom learning strategies, which align with the constructivist paradigm and are responsive to the needs of individual students.

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