

# Joyful Learning

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## Joyful Learning in Elementary School

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### Abstract

Teaching in elementary school is another challenge for most teachers. While kids as students considered as hard in creating good learning process, some researchers try to propose joyful learning for students in elementary school. However, many barriers come in that effort for real enjoyable learning environment. This chapter tries to propose mobile learning as option to create joyful learning. Since that mobile learning can includes many types of joyful learning components and its familiarity to students, it means that should be easier for teachers to implement that. This chapter also tries to explain how can teachers create mobile learning easily, thus teachers themselves can feel enjoy in learning process. So, whenever both teachers and students already feel their happiness, they will also express their enthusiasm as one of the most important thing in creating joyful learning

### Keywords:

Learning, Elementary School, Joyful



## INTRODUCTION

Kid in elementary school is our fundamental to the future. Good education for them will be meant as good future for the world, however, most teachers nowadays avoid becoming elementary school teacher. Especially in Indonesia, which has bad assumption about elementary school teacher profession. Commonly, community think that becoming elementary school teacher is really hard while its salary is not too good for proper living. Another bad assumption is about how hard is teaching elementary

students which needs more patient and more tricks in handling their behaviour.

Bad assumption comes from word of mouth story which commonly told that teaching kids is very hard. Kids usually do not happy with school lesson and it will resist learning process (Ariawan & Pratiwi, 2017). While many burdens in teachers' shoulder, especially in Indonesia, bring learning process as enjoyable process is another burden added for teachers. It is also added by the low standard of teachers' salary in some development country, including Indonesia (Habib, 2019).

However, there is still hope in fixing that learning process, since that some strategies in educational technology can inspire teachers for it. This chapter tries to explain briefly how elementary school learning process can be brought into joyful condition, thus, learning process can enjoyable for teachers and also for students.

## **THEORETICAL PERSPECTIVES**

### **Joyful Learning**

Definition of “joy” according to dictionary is state of person in expressing his/her emotion (Merriam-Webster, 2019), while other definition can also be interpreted as part of source of pleasure (Dictionary.com, 2019). Thus, joy could be similar to happiness, but it is being expressed within personal emotion.

While joyful is the adjective of joy and it means similar, which is a cause of happiness (Macmillan Dictionary, 2019). Thus, the word “joyful” in this context can be defined as state of students in expressing their happy feeling in learning process journey. This happy feeling is not merely happen inside their heart, but it is being expressed in their natural way. This

expression should help classroom, as the main environment in learning process become “alive” and long lasting. When this situation happened in elementary school classroom, hopefully, major burden of teachers and students in learning process can be eliminated easily.

This what happen if joyful situation in learning process, or we can call them in short as joyful learning being implemented in proper way. Joyful learning can come using proper learning environment (Mishra, 2017; Wei, Hung, Lee, & Chen, 2011), or it can also come from games (Taufik, Suminto, Ibrahim, & Abdullah, 2019). However, all of previous empirical researchs was conducted using different situation, different sampling and also different country. So, joyful learning situation can not be generalized and become generic prescription for all teacher, especially in elementary school, in creating such environment.

Whatever the environment is created, joyful learning is closely related with human brain (Willis, 2007). It is mentioned that when our brain does not feel happiness, commonly learning process also stopping. On the other hand, joyful learning should be initiated using sense of fun and happy approach also comfort

feeling in learning process (Anggoro, Sopandi, & Sholehuddin, 2016). Thus, there should be special attach between teacher and students in order to create this situation.

Many researchs resulting different methods as previously mentioned, such as games involment (Z. Li, Liu, & Boyer, 2008; Taufik et al., 2019), or using psychological approach (Wei et al., 2011; Willis, 2007). If we look at their researchs closer and clearer, all of them tried to create better environment for students in their own perspective. Thus, we can make their researchs as references, however, we also should keep looking for new approach in joyful learning experience.

On the other hand, joyful learning for kids, as assumed in elementary school, can be created using recent technology, such internet, robotic, or e-gaming. While those approach can be happened, we think there is also other approach that should be worth to think in present time. That other approach is using mobile learning which can be connected to internet as its learning resource.

### **Mobile Learning**

While the writer of this chapter is coming from Indonesia, it is relevant

enough to display data from Indonesia as its based on mobile learning justification. Mobile or smartphone users in Indonesia just merely reach 28% from whole citizens (Nafi, 2019), while other country in south east Asia averaging more than 30%, even reach 40% (Rahmayani, 2019). Eventhough this data seems small, we can see it as big opportunity for mobile learning penetration. Since that Indonesia is large country with such large citizens number, it means that many chances can be created within.

For example, growth of internet penetration is slow but sure, averaging in 2% per year, but perhaps it can grow faster, because of government support in its infrastructure. In other countries, the growth is faster, and it really opens many chances for kids in its learning process. On the other hand, it is a common sense nowadays seeing kids with their gadget and using it more expert than we ever expected in the past. They really seem enjoying it in their daily life, whether for streaming (music or video) and also for gaming experience.

Some researchers said that mobile learning is similar to e-learning, but solely using mobile phone or any handheld gadget (IGI Global, 2019; Traxler, 2005).

But it also can be defined as individualized learning which utilizing mobile phone or just facilitating learning using mobile phone (IGI Global, 2019). Thus, mobile learning can be briefly described as learning process which facilitated by mobile phone, whether it is as knowledge resource or as tool in it.

Mobile learning penetration in gaming and learning has broaden up in many aspects of education. In Indonesia, mobile learning has been evolved into great business environment which means there is many big improvements inside. For example, the phenomenal application in Indonesia named Ruang Guru, which claimed already having more than 15 millions users and still keep counting (Dailysocial, 2019). Another example is its predecessor, Quipper which also claims more than 6 millions users and penetrating directly into teachers and schools, thus they become official application in some schools for mobile learning (Simamora, 2019).

This means that informal approach is gaining more attention from students, rather than formal approach in mobile learning (Chee, Yahaya, Ibrahim, & Hasan, 2017). It is also support by other research that informal approach using spare time

(not full time learning) can increase students' attention to learning material rather than formal approach (Bruck & Foerster, 2012). Because of informal approach can offer unsorted learning material, so students can feel their personalized experience learning process.

This facts is supported with many of schools' policy which have allowance in mobile phone usage inside school (Hidayat, 2019). It means that many schools try to become "modern" and leaving conventional teaching method in order to create better environment in learning process. However, this kind of policy must be questioned over and over, since that we still need good evidence that mobile learning really can create learning process environment that we need and of course, what we want.

Mobile learning for children has already been believed as boosting anytime and anywhere learning process for them (Al Mosawi & Wali, 2015; Shuler, 2009). It also stated that this strategy can personalized students' learning experience, since that each student can adapt learning material differently and depend on their own ability in learning process. So, there is optimism point of view in this strategy.

However, some negative point of views already stated in some research toward this strategy. Mobile learning being stated as decreasing cognitive load of students during learning process (Chu, 2013). Mobile learning with smartphone or tablet (which comes in various screen size) considered as not optimizing their course material in navigation and students mostly having difficulties in scrolling effort in learning process (Farley et al., 2015).

Another negative effect from mobile learning is internet addiction which can happen to many students while they are using this strategy. This internet addiction now become common problem for young generation as side effect of mobile or smartphone allowance for kids which also connected to internet (Y. Li, Zhang, Lu, Zhang, & Wang, 2014). This problem should be tackled at first place with many prevention action, such as limitation or close watch for students in using mobile or smartphone.

Other point of view told us about how mobile learning can really help students in elementary school gaining their personalized learning (Al-Mashaqbeh, 2016). It also stated that most of mobile learning researchs focused on effectiveness, rather that efficiency (Chee

et al., 2017). Therefore, mobile learning can be assumed as exhaustive and expensive solution in gaining better learning process experience, but it can help students from pre-school until higher education for it.

So, based upon previous explanation, mobile learning should have been proven by many researchers in helping students also teachers achieving better learning environment, better learning process despite of its negative point of view. However, when it must be connected to joyful learning experience, it will need some adjustments to accomplish them.

## **DISCUSSION**

### **Joyful Learning**

Definition of "joy" according to dictionary is state of person in expressing his/her emotion (Merriam-Webster, 2019), while other definition can also be interpreted as part of source of pleasure (Dictionary.com, 2019). Thus, joy could be similar to happiness, but it is being expressed within personal emotion.

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## **CONCLUSION**

Based upon previous explanation, we can have some conclusions which are: (1) mobile learning sometimes becomes an exhaustive and expensive solution, however, there are some simple and cheap solutions for elementary school teachers in order to create joyful learning, (2) mobile learning can be created easily using many converter software, (3) mobile learning can support joyful learning in elementary school by utilizing students' perception which mostly assume smartphone as their playground, and (4) joyful learning should

become great enthusiasm, not just for students, but for teachers also.

However, there are some negative points of view in implementing mobile learning, such as: (1) internet addiction as a side effect from mobile utilization by students, (2) needs of good infrastructure by school and also parents, for example: internet connection and gadget itself, and (3) learning material sometimes not optimized considering mobile screen size which come in variety.

On the other hand, mobile learning can be a "big gun" for creating joyful learning when we can consider these matters: (1) mobile learning course material which can be easily created by teachers using built-in converter in Microsoft Office, or other converter such as web2apk, (2) mobile learning can contain various content such as book, animation, picture and also quizzes, also game inside, thus, it can be complete learning material for students, especially in elementary school, and (3) mobile phone or smartphone which already become an enjoyable environment for most students, can be utilized as an enjoyable learning process as well, thus, it can be a great joyful learning experience, whether for students (for its familiarity) and also for teachers (for its easiness).

However, all of these explanations still need empirical research which contain quantitative data, or even qualitative approach in order to get valid supported evidence. It also needs various places to test whether all supported theory or barriers that previously mentioned. But we must keep in mind that each place, each school is different from each other. So, teachers must decide whether they want to create joyful learning or not. It also needs supports from schools' management in order to bring this strategy successful for our students.

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