

Improving Learning Motivation through Fun Games in Children at SB Permai Penang Malaysia

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Abstract. One of the challenges faced by the future generation of Indonesia is the equalization of education, especially for the children of migrant workers residing in Malaysia. These children often experience educational disparities due to a lack of access and learning facilities. To address this issue, the Indonesian community in Malaysia has collaborated with the Indonesian Embassy and Consulate in providing educational services for the children of migrant workers. However, these efforts have not been sufficient to foster a sense of learning enthusiasm among these children. Therefore, we, as students participating in the KKN-Dik program, have initiated a community service program aimed at enhancing the motivation to learn in children through fun games. This program uses a participatory method that actively involves educators and students in the learning process. Consequently, we hope to ignite the interest and motivation of children in learning and provide them with an enjoyable and meaningful learning experience at SB Permai Penang, Malaysia.

Keywords: children, fun games, learning motivation, sanggar bimbingan.

1. Introduction

One important aspect of this research is the education of Indonesian Migrant Workers' (TKI) children in the Malaysian Peninsula (Saputri et al., 2023). Education is the most crucial aspect of a nation's development, as it is a learning process aimed at enlightening the future generations of a nation (Pristiwanti et al., 2022). The quality of education plays a very significant role in determining a nation's progress (Muhtarom & Andi, 2022). In Indonesia, the quality of education still faces challenges because many children, who are the future generation of the nation, have not gained access to education as per the legal standards. They are scattered across various regions of Indonesia, and some even reside abroad because their parents work as migrant workers. However, in the Malaysian Peninsula, the government does not allow TKIs to bring their families with them. Therefore, if they are compelled to bring their families, their children who should be attending school may face difficulties in obtaining education due to visa access issues. According to data from the Ministry of Education and Culture of the Republic of Indonesia, there are approximately 15,000 TKI children in the Malaysian Peninsula who do not have legal residence permits and have missed out on education. This situation has led to the formation of Sanggar Bimbingan, a social institution

that provides free educational guidance for TKI children. This paragraph will further discuss the background, objectives, and activities of Sanggar Bimbingan.

Sanggar Bimbingan is one of the expressions of Indonesian community concern in Malaysia for the education rights of immigrant workers' children. This program offers non-formal learning services aligned with the Indonesian curriculum, enabling children to develop basic competencies and life skills. In Penang, Sanggar Bimbingan Permai stands as an example of the success of this program. Sanggar Bimbingan Permai was established by the Indonesian Community Growth in Penang (Permai Penang) in 2014, with Khozaeni Rahmad as its initiator. In 2021, Sanggar Bimbingan Permai received official recognition from the Education and Culture Attaché (Atikbud) of the Indonesian Embassy in Kuala Lumpur and the Consulate General of the Republic of Indonesia in Penang, providing support and assistance in terms of facilities, materials, and certificates. Sanggar Bimbingan Permai is located on Tun Dr. Awang Road, Bukit Jambul, Bayan Lepas, Penang. Although this program has been running successfully and reaching many students, there are still challenges in increasing their learning motivation (Hasanuddin, 2021). Some factors influencing students' learning motivation include family background, social environment, psychological conditions, and teaching methods (Suharni & Purwanti, 2019).

One of the problems faced by migrant children in Indonesia is the limited access to quality education. Many migrant children cannot pursue higher education due to limited opportunities and financial constraints, which negatively impact their motivation to learn. In addition to economic factors, there are also social and psychological factors affecting the learning spirit of migrant children. For example, an inadequate living environment, lack of support from parents and family, and insufficient learning environments (Waston & Rois, 2017). Therefore, efforts are needed from the government, society, and educational institutions to provide equal opportunities for migrant children to develop their full potential (Sulistyanto et al., 2023).

One of the challenges faced by students at Sanggar Bimbingan Permai Penang is low learning motivation, which affects their academic performance negatively. To address this issue, students from the International Partnership Community Service Program (KKN-Dik) batch of 2023 proposed an innovative and engaging work program called "fun games." This program aims to enhance student learning motivation by presenting lesson materials in the form of enjoyable and interactive games. This way, students can learn with enthusiasm, creativity, and passion (Kurnia & Yustika, 2019). The fun games program is implemented by students of the International Partnership Community Service Program (KKN-Dik) batch of 2023 as a form of community service to those who care about education at Sanggar Bimbingan Permai Penang. The program is also supported by teachers with good communication skills who can provide positive feedback to the students (Sucia, 2017).

2. Method

One of the problems faced by SB Permai Penang is the low motivation of students. To overcome this, students participating in the KKN-Dik International Partnership designed and conducted fun games activities as part of the learning process. Fun games activities were carried out every Monday,

Tuesday, Wednesday, and Thursday using a participatory method. This method allows for interaction and collaboration between educators and students in achieving learning goals. KKN-Dik students acted as facilitators and motivators for students from SB Permai Penang. Therefore, it is expected that the fun games activities can enhance the interest, enthusiasm, and creativity of students in learning (Addini & Widyasari, 2022; Azhima, 2020).

The participatory method is one approach that can be applied in the learning process, especially in problem-solving or decision-making (Prasetyo & Marimin, 2015). By using this approach, all parties involved in the learning process, both teachers and students, can actively contribute and share knowledge, experiences, and ideas. This approach transforms the learning paradigm from a transmission model to an interaction model, where students are not just passive recipients of information but also active subjects in constructing their own knowledge. This method can also increase student motivation by giving them the opportunity to own and take responsibility for their learning process and outcomes, as well as providing room for creativity and active participation in various learning activities (Trisofirin et al., 2023).

One of the activities carried out by students in the KKN-Dik International Partnership is fun games, which are games designed to enhance students' skills and knowledge in a fun and engaging way (Sukirman, 2017). Fun games use a participatory method approach, involving students as active subjects in the teaching and learning process, both in planning, execution, and evaluation stages. Thus, fun games can create a more interactive learning environment and encourage active student participation in every activity.

Fun games serve as an effective means to combat boredom and lack of interest in learning while still maintaining the intended learning objectives. Fun games can also stimulate creativity, cooperation, and communication among students and develop critical thinking and problem-solving skills. Moreover, involving students in the planning and execution of activities can foster a sense of ownership and boost their self-confidence, which ultimately positively impacts their motivation to learn (Bhakti et al., 2019). Therefore, fun games are one of the innovative and beneficial learning strategies for students.

3. Result and Discussion

KKN-Dik is one of the forms of community service that is mandatory for undergraduate students majoring in FKIP S1 as part of the education curriculum. Through this activity, students can develop their professional and social competencies by interacting directly with the community outside the campus. Additionally, students can apply the knowledge and skills they have learned in the classroom in real-life situations. Unlike regular KKN programs, some universities that are part of PTMA (Higher Education Partnering Asia) offer an International Partnership KKN-Dik program that provides students with the opportunity to engage in community service abroad, particularly in Malaysia and Thailand. This program aims to enhance international cooperation and broaden students' perspectives on the culture and education of partner countries. The International

Partnership KKN-Dik program for the 5th batch in 2023 involves several locations in Malaysia and Thailand, one of which is the Permai Penang Guidance Center (SB) on Penang Island, Malaysia.

KKN-Dik activities are one of the forms of community service carried out by students. In these activities, KKN-Dik students at SB Permai Penang develop various work programs that align with the needs and potential of the local community. One of the work programs we implemented is the enhancement of learning motivation through fun games. This program aims to increase the interest and enthusiasm of students at SB Permai Penang for learning by presenting educational material in the form of enjoyable and challenging games. We used a participatory method in this program, involving students as both subjects and objects of learning, so they feel valued and motivated. Before implementing this program, we observed the learning conditions of students at SB Permai Penang. We identified several obstacles hindering their learning process, including: 1) a lack of adequate learning facilities, such as classrooms, desks, chairs, blackboards, and books; 2) significant grade-level differences in one classroom, with students from grades 1 to 6 of elementary school and grade 1 of junior high school, leading to communication and interaction issues between students and teachers; 3) low learning motivation due to insufficient guidance and support from their parents, most of whom work long hours as factory workers or fishermen. Based on these observations, we designed fun games programs tailored to the characteristics and needs of students at SB Permai Penang (Jayanti et al., 2021). We divided students into several groups based on their grade levels and provided them with educational materials in line with the national curriculum. We also adapted teaching methods and resources to the available space and facilities. We used simple yet engaging games and offered praise and rewards to students who successfully completed games or answered questions correctly. In this way, we hope that the fun games program can effectively and enjoyably boost the learning motivation of students at SB Permai Penang (Windawati & Koeswanti, 2021).

Figure 1. The Situation during the Learning Process

To address this challenge, we decided to provide fun games as a solution. Fun games are activities that emphasize physical activity and can make students feel happy while bringing positive elements into learning. These activities are designed to be simple and adapted to the classroom learning situation so that students do not feel compelled. They participate willingly and joyfully. The

implementation of fun games is scheduled for four consecutive days a week, with different activities each day (Nand et al., 2019). For example, on the first day, we use a word association game to train teamwork and students' memory. On the second day, we use a guessing game with pictures to enhance creativity and imagination. On the third day, we use relay games to improve students' motor skills and coordination. On the fourth day, we use quiz games to enhance students' knowledge and understanding. With fun games, we hope to increase student motivation and academic achievement while creating a more enjoyable and interactive classroom environment (Smiderle et al., 2020).

Table 1. New Teaching Schedule to be Taught by KKN-Dik Students

Time	Monday (Class 2, 3, 4, 5, and 6)	Tuesday (Kindergarten and Class 1)	Wednesday (Calistung Class)	Thursday (All Kelas)
09.00	Morning Ceremony	Exercise	Exercise	Exercise
09.30			Duha Prayer	
10.00			Reciting Al-Qur'an	
10.10	Mathematics	Mathematics	Count Learning	Indonesian Language
11.00			Breakfast	
11.20	English Language	English Language	Reading Learning	Islamic Education
12.10	Science	Indonesian Language	Writing Learning	Social Studies
13.00	Break		Nap	
13.15	Civic Education			
14.05			Zuhur Prayer	
14.30			Lunch	
15.00	Fun Game	Fun Game	Fun Game	Fun Game
15.40			Closing	
16.00			Going Home	

On the second day, we organized the game "Who is The Song's Leader" with the aim of boosting students' self-confidence in communicating and interacting with their friends. This game also helps improve students' listening and memory skills while fostering teamwork and camaraderie (Wardhani et al., 2020). On the third day, we chose origami art activities to develop students' creativity and fine motor skills, especially in the field of Calistung. Origami is the Japanese art of paper folding and has numerous benefits for a child's brain development. Through origami, students can create various interesting and beautiful shapes, such as flowers, animals, or buildings. Meanwhile, on the fourth day, we held a singing session with children's songs to give students the opportunity to express themselves and alleviate boredom after a day of learning. Children's songs are an effective

and enjoyable learning tool for early childhood. Through singing, students can enhance their vocabulary, pronunciation, rhythm, and emotions.

One way to improve the quality of education in schools is by using fun games and participatory methods. Fun games combine elements of play and learning, allowing students to learn while having fun (Kumalasari & Inayati, 2020). Participatory methods involve active student engagement in the learning process, whether in planning, implementation, or evaluation of learning activities. By using fun games and participatory methods, we hope to create a more interactive learning environment that can boost students' motivation and address various challenges faced by students at SB Permai Penang. These challenges include a lack of learning facilities, low reading interest, and limited access to information. By actively engaging students in an enjoyable manner, we hope they will feel more motivated and involved in the learning process, thus improving their skills and knowledge.

Furthermore, we also hope to instill values of character education in students, especially in terms of polite behavior on social media, which is one of the challenges of the current digital era. To achieve this, we need support from relevant parties such as parents, teachers, the community, and the government. Community participation in education is crucial in helping schools achieve their goals. During this Covid-19 pandemic, community participation is also needed to assist schools in overcoming various difficulties arising from remote learning.

4. Conclusion

To enhance students' motivation to learn at the Permai Penang Guidance Studio, we have implemented fun games as one of the teaching methods. As a result, we have observed an increase in enthusiasm and positive changes in the students' attitudes. They have become more cheerful, active, and enthusiastic in participating in the learning process. Fun games have also helped them overcome the boredom caused by the long duration of learning.

However, we also recognize that fun games alone are not sufficient to achieve optimal learning objectives. Therefore, we have provided some suggestions to the management of SB Permai Penang. First, we propose extending the duration of the learning hours while improving the existing facilities and classroom spaces. This will create a more conducive and comfortable learning environment for the students. Second, we recommend using textbooks or modules that do not include answer keys. This will challenge students to learn more creatively and critically, as well as gain a deeper understanding of the concepts.

In this way, we hope that fun games can become one of the effective and enjoyable learning strategies for students at the Permai Penang Guidance Studio. Additionally, we also hope that a better learning environment and approach can support the academic and personal development of the students at the guidance studio.

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