



Post Joyful Learning: An Alternative in Post Pandemic Era

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ABSTRACT

Post pandemic era pushes education system to adjust the situation. After corona virus problem has gone doesn't mean we can live normal like before pandemic. Teachers and students were forced to use technology and did online learning during pandemic. Schools that forbid students to bring handphone and other gadgets suddenly had to use all of them because they had to do distance learning. Some researchers found that most online learning failed to increase the students' achievement because without the existence of teachers in the learning proses won't be meaningful. This article is report of a two-cycle classroom action research conducted in MAN 5 Jombang during the implementation of practice teaching of UIN Maliki student. He used post joyful learning strategy in teaching grammar. The method was used both conventional and technology used in adapting to the post pandemic era. It was found that the grammar score of the students improved significantly from preliminary study to cycle 2. The students' motivation during the learning process was also improved. It can be concluded that the use of post joyful learning strategy can improve the students' grammar mastery.

Keywords: Post Pandemic; Grammar Mastery; Post Joyful Learning

First Receive:

08 November 2022

Revised:

01 December 2022

Accepted:

02 January 2023

Final Proof Received:

18 February 2023

Published:

1 March 2023

How to cite (in APA style):

Nabil, W. A. A., & Kiswati. (2023). Post Joyful Learning: An Alternative in Post Pandemic Era. *ELITE Journal*, 5 (1), 133-142.

INTRODUCTION

The pandemic period is the most in the spotlight for education practitioners. A period which the government issued the regulations on social distancing and keeping a physical distance between individuals to minimize the spreading number of covid-19 (Ilmi, et al. 2020). It is also true that the pandemic era triggered full of limitations in all things, including space for learning that has a huge impact on students and teachers. As a result, with these limitations, the learning activities in Indonesia and around the world automatically use asynchronous meetings or online learning.

At the same time, for about two years during the pandemic, mastery of technology and various creative learning media appeared on a large scale to support interesting online learning facilities despite the limitations. As a result, both teachers and students alike will get used to and live side by side with technology. This is a good start for the community, especially students and teachers to be technology literate.

After the pandemic ended, society was already in the post-pandemic era. Today, the situation has returned to the normal situation without the limitation of space, plus people have also become more creative and sophisticated as a result of their habits in the previous era, living side by side with technology. All sectors of life, including education, have also shifted massively from traditional systems to more modern systems by utilizing technology as a tool to support the process of running an education. Not only one or two subjects use technology as an interesting learning media, but all subjects currently use technology as a supporting tool for learning, including foreign language subjects.

In the history of education in Indonesia, a foreign language is one of the lessons that must be presented to the students, one of them is English. The general reason is because English is an international language which is considered significant for Indonesian students to be learned. Next, indirectly English have a strong position in the world education in Indonesia and it cannot be avoided that rationally most of science and technology in any field mostly written in English. In other words, Mastering English means paving the way for the Indonesian to develop and spread knowledge that extends in Indonesia to all corners of the country and even the world (Alfarisy, 2021).

Additionally, Alfarisy (2020) also claimed that the Indonesian government also has a core slogan for its nation, namely prioritizing Indonesian, preserving regional languages, and mastering foreign languages. It can be understood that learning English is an obligation for Indonesian people. Another aspect that can strengthen the importance of learning English is because today we are in an era called the 4.0 or globalization era. It is also one of the rationales for developing the 2013 Curriculum in Indonesia. It is explained clearly in the attachment copy of Permendikbud No. 69 of 2013 regarding external challenges:

External challenges, among others, are related to the flow of globalization and various issues related to environmental problems, advances in technology and information, the rise of the creative industry and culture, and the development of education at the international level. Based on this rationalization, it can be understood that the purpose of learning English in the 2013 curriculum is to develop communication using the language both spoken and written. Plus, it becomes a provision for international communication.

In other side, learning a language means learning the way how the language is used as a tool for communication. In the art of communication and interaction using a foreign language, pronunciation and accuracy are very important elements to be discussed, but on the other hand grammar is something that must be considered not only in writing, but also in speaking too. Grammar is a very expensive science, not everyone has the perseverance and ability to master this one. Grammar is a part of linguistics that discusses the arrangement of a language, how sentences become coherent, paragraphs become cohesion and how the alphabet is assembled into words, then phrases into clauses. While grammar talks about the pattern of sentences. However, someone who has good grammar in communication will be more respected as an educated person.

Learning grammar is neither easy nor very difficult, but the curriculum demands to keep learning it because it is part of learning a language. To measure a language ability, the government and educational institutions such as high schools must have standard grade to measure students' language skills. At MAN 5 Jombang, the standard for passing grades in English It is 77 out of 100 score. in other word, students who are below the score of 77 are considered not to reach the standard of language proficiency. In this case indirectly at the end of learning process, students are required to meet the passing standard scores.

Unfortunately, the fact on the field of education are the opposite of what the government expected. The result of the students' grammar tests was very unsatisfactory. To explain this

statement, it can be seen from the observation, informal interview with English teachers and students, and the analysis of students' grammar scores. The observation was carried out by observing the teaching and learning process in the classroom, the researchers also interviewed random students who could be representatives of their friends to provide information. Lastly, the English teachers were also interviewed regarding several things including student motivation in learning. The analysis of the students' grammar scores is seen from the preliminary study result. It was calculated out of 21 students, there were 6 students who scored 5-20, 7 students scored between 21-30, 2 students scored 31-50, 3 others scored 51-60 and only 2 students approached the minimum passing grade of MAN 5 Jombang. In other word, the students' grammar test scores are on average was 33.8 out of the 100 and it still needs to be improved.

Based on the results of the unsatisfactory students' grammar test in MAN 5 Jombang, the researchers found problems faced by students which is analyzed from the interview. They are: 1) students felt unmotivated to learn because they were bored with the teachers who used the lecturing model when explaining, 2) students had difficulty focusing on the instruction because English was put in the last period before going home. In line with Wafi (2019) stated that the class was getting more awful when the learning was conducted at midday or in the afternoon. Knowing that midday is lazy time for studying and afternoon is going to be the final class session of the day, 3) students had difficulty in distinguishing the present perfect, past perfect, and future perfect patterns both verbal form and nominal form.

Paying attention to the conditions and problems of the student learning, the researchers are challenged to be able to solve the problems found in the classroom. Based on the classroom analysis, the researchers propose an adjustment to the grammar class students using the Post Joyful Learning Method. It is a method of learning by playing and having fun without reducing the main goal of learning. One of the theories also defined that joyful learning is a kind of learning process or experience to make students feel happy in the scenario or the learning process which is designed dynamically and focuses on one goal, making the learning atmosphere not monotonous (Setyaningsih & Dayu, 2022). In this study, the researchers added the word "post" before "the joyful learning". It means that the learning method using joyful learning that the researchers did was different from the same method in general. Post-joyful learning is more updated than before. If the previous method still use conventional way, now the researchers use the joyful learning method in collaboration with educational technology in line with the condition in the post-pandemic era. This is adjusted to the concept of authentic learning, which is to carry out learning according to the analysis of student needs, background knowledge, and what is trending in the student's environment.

This adjustment will run using song, Tenses Magic Formula, Tic Tac Toe and Jeopardy game. All in all, they are used to answer the research question and solve the problem, how can Post Joyful Learning improve the students' grammar mastery of eleventh graders of MAN 5 Jombang?

METHOD

This study was designed by using Classroom Action Research (CAR). It is a research conducted in the classroom by the teacher (O'Connor, Greene & Anderson, 2006). It is identified when there is a problem that should be solved in the classroom by the researchers, in this case as a teacher and a practice teacher. The subject of the study was 21 students of grade XI MIPA 1 whose grammar scores are still below the passing grade standard (77 of

100) of MAN 5 Jombang. There are three instruments used in this study, those are grammar tests, observation sheet, and field notes.

This research can be said to be successful if 1) the average score of students is within the minimum passing grade standard (77), 2) students' learning motivation increases after the researchers used the Post Joyful Learning method to teach grammar.

This study implemented the model of Classroom Action Research developed by Kemmis and Mc Taggart which consist of Planning, Implementing, Observing, and Reflecting. Those steps will be explained detailed in the following paragraph.

Planning

The researchers decided to use Post-Joyful Learning Method to teach Perfect tense material on KD 3.2 in the XI English Literature Lesson. It was chosen as an alternative way to improve the students' grammar mastery. This adjustment was 2 cycles. The first cycle implemented the 16 Tenses Songs and Tic Tac Toe Game, while the second one implemented the Tenses Magic Formula (focusing on perfect tenses) and Jeopardy Game.

Implementing

In the implementation phase, cycle 1 consisted of three meetings (2x45 minutes per-meeting). Two meetings were allocated to the 16 Tenses Songs and Tic Tac Toe game while the other for conducting the test of Cycle 1. Moreover, cycle 2 consisted of 3 meetings as well, one is allocated for focusing Tenses Magic Formula, Jeopardy game as the second one, while the last one was allocated for the test of cycle 2. It was done because the researchers analyzed from the test of cycle 1, the students' improvement in cycle 1 was almost meet the criteria of success of the study but still need to be improved.

Observing

The observation was done by the researchers along with the implementation step as well. In this step, the action plan was fully monitored by the researchers as well as both the desired and unwanted effect of it.

In collecting the data, the two types of data below will be a great concern to researchers. First, the primary data. It was obtained from student test results at the end of each cycle. Second, the secondary data will be taken from observations and field notes carried out during the teaching and learning process.

Reflecting

The final step in conducting this Classroom Action Research is reflecting. It is the way how the researchers determine and measure how far the students got the successful criteria. In this step, the researchers conduct an evaluation as well as reflection on the teaching and learning process. Plus, analysis the strengths and weaknesses of the adjustment given in each cycle.

If the results have met the criteria of success, the researchers stop their study and write the research report. In other words, if the students' grammar score achieves the criteria of success and the students' motivation is increased, the treatment of teaching grammar using the joyful learning method was successful.

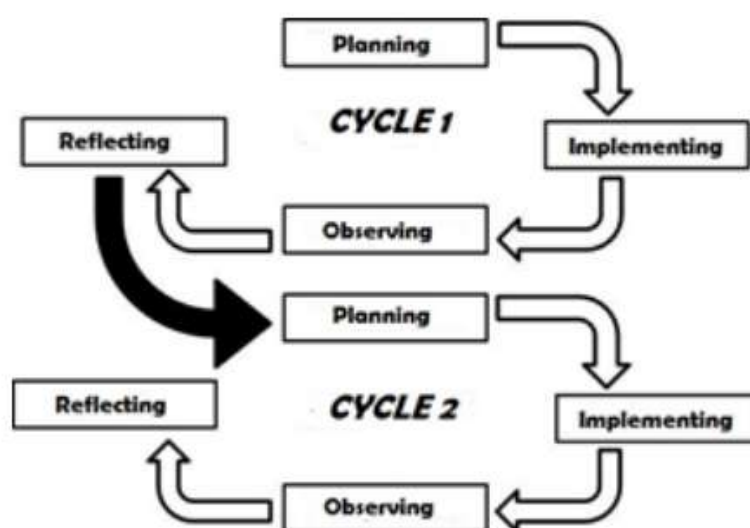


Figure 1 Class Room Action Research Cycles (Indriyanti & Prasetyo, 2018)

FINDING

Before conducting The Classroom Action Research, the researchers analyzed the problems faced by class XI MIPA 1 MAN 5 Jombang students in semester 1 of the 2022-2023 academic year. In terms of quantity, a summary of the number of students in class XI MIPA 1 is listed in the table below.

No	Grade	Number of Students	
		Male	Female
1	XI MIPA 1	7	14
	Total	21	

From the table above, it can be said that the total number of students in class XI MIPA 1 is 21 students with the specifications of male students (7) being half or less than female students (14). In other words, this class is dominated by female students.

In terms of quality, their English skills are at the basic-intermediate level. There are some students who have taken English courses and some others only use learning in class, there are even some students who have very little motivation to learn English.

Furthermore, what was very surprising, when the researchers conducted a preliminary study, it turned out that their grammar scores on the perfect tense material were very unsatisfactory and far below the minimum passing grade determined by MAN 5 Jombang for English (77). Based on the interview result with several students, they considered that the most difficult material in English is grammar. It has become a mindset and is ingrained in them. The students also claimed that grammar is mathematics in English. The detailed information of the students' score in preliminary study is described in the table below.

No	Scoring Range	Preliminary Study Number of Student
1	10 to 20	6

2	21 to 40	9
3	41 to 60	4
4	61 to 80	2
5	81 to 100	0
Average Score		33.8

From the table above, it can be concluded that out of the 21 students, 6 students are in the range of 10 to 20, 4 students scored between 41 to 60, while the other 9 were in position 21 to 40 with an average score of 33.8, and only 2 students approached the minimum passing grade in the range of 61 to 80. In other words, the results of the score indicate that the grammar mastery of class XI MIPA 1 students really need to be improved.

The researcher concludes that they have 2 problems that need to be solved. 1) less motivation to learn English and 2) their weakness in understanding grammar material. Thus, the researcher took the initiative to design the CAR into 2 cycles to solve these problems which will be described in the next paragraph.

The first cycle was done in August 2022. Three meetings were designed to conduct the adjustment by using post joyful learning method. 16 Tenses Songs and Tic Tac Toe games using PPT were implemented to support the way of cycle 1. In the first meeting, the researchers utilize PPT which is designed as attractively as possible as a medium to display songs and instruments, plus some short analytical questions about perfect tenses. Please note, the song 16 Tenses is very easy to memorize because the tone used is adapted from the song "*tinggal kenangan*" (Indonesian song) by Gaby. During 90 minutes in one meeting, this material was completed. At the second meeting, the Tic Tac Toe game began to be applied in order to hone their skills by playing the game about what they had learned using songs at the previous meeting. They formed groups of 4-5 people. Two groups will compete first and one of them will be selected as group "X" and "O". Winners are those who can arrange 3 "X" or "O" either horizontally, vertically, or sideways according to the question box provided. Special prizes will be distributed to the winners at the end of the lesson. Additionally, the media and materials used to make the Tic Tac Toe game no longer use traditional materials such as paper and blackboard, but researchers use PPT with its features to make the game more interesting and more real. This condition will make the grammar learning climate more fun and not boring. This cycle ended on August 29, 2022 and at the same time, as the result of the implementation of posttest 1 at the 3rd meeting. The adjustment in cycle 1 will also end which will be continued in the reflection phase and continue to cycle 2.

After the researcher reflected on cycle 1, it was found that the students' grammar scores on post-test 1 were almost satisfactory or almost met the criteria for success. The researchers realized that there was a need for a more in-depth explanation regarding perfect tenses. The students also need to understand the pattern as well as the function of each tense itself. In a nutshell, after conducting a reflection on the cycle 1, the researchers found the perfect tense material did not quite enough to be understood by using the song only.

In cycle 2, the researcher decided to design it into 3 meetings. One meeting focused on an in-depth explanation of perfect tenses using Magic Formulas with pictures and PPT media. The next meeting was allocated for learning while playing using the Jeopardy game in PPT form. Here students were asked to make groups of 4-5 people. They played like a quiz and got points according to the selected question box. The higher the points selected, the heavier the level of difficulty. Just like in cycle 1, the winner will get a prize at the end of the lesson as reward from the teacher. Furthermore, at the last meeting, their individual ability was measured regarding the material that has been taught by working on the questions on test

for cycle 2. Reflecting to the result of the test on cycle 2, the researchers decided to stop the research since the result had met the criteria of success. The detail information about the result of cycle 1 and cycle 2 is described on the table below.

No	Scoring Range	Preliminary Study	Cycle 1	Cycle 2
1	10 to 20	6	0	0
2	21 to 40	9	1	0
3	41 to 60	4	3	0
4	61 to 80	2	13	1
5	81 to 100	0	3	20
Average Score		33.8	70	90.2

From the table above, it can be seen that there was an improvement in students' average score in preliminary study (33.8) became 70 in cycle 1. This happened after being treated by using 16 tenses songs and Tic Tac Toe Game. Three students were in a position with a score between 81 to 100, 3 others were at 41 to 30 scores, most students (13) got a score between 61-80 and only 1 student got a score of 21 to 40. In this 1st cycle, none of the students got a score below 20. With an average score of 70, cycle 1 is still not said to have met the criteria for success and there is a need for reflection to proceed to cycle 2.

In cycle 2, there was a significant improvement in the average score of students. After being treated from the reflection of cycle 1 using the deepening of the material (Tenses magic Formula) and the Jeopardy Game, 99% students got the score above 80 as many as 20 students with the average score of 90.2 and only 1 student got a score of 80. It proved that the adjustments made in cycle 2 have met the criteria of success. Thus, researchers are confidently stop the action and write the report on September 19, 2022.

Additionally, the student's improvement in students' motivation in this study can also be identified from the observation sheet on the table below.

No	Indicator	Cycle 1		Cycle 2	
		Yes	No	Yes	No
1	Positive body language	15	6	20	1
2	Consistent focus	11	10	21	0
3	Verbal participation	10	11	15	6
4	Student confidence	12	9	17	4
5	Fun and excitement	17	4	21	0

From the table above, we can conclude that the atmosphere of the classroom was consider to be positive because from the first meeting in cycle 1 until the last meeting in cycle 2 most of the students were active. They paid attention seriously to the teacher's explanation. They were active in every part of the learning process, such as asking and answering the questions from the teacher, following the teacher's command and being confidence in playing the games. It showed that all students were enjoy the instruction. They had fun and exciting.

DISCUSSION

Based on the finding of this research, the Post Joyful Learning method was effective to be implemented in the grammar class since this method meet the students' need in the post pandemic era. Their boredom in learning during the pandemic has been treated using this method by combining learning while playing while not ignoring the learning objectives to be achieved, plus creating a fun grammar class atmosphere, not monotonous, and rigid. It is in line with Wahyuni & Naim (2017) in their research entitled "Application of A Joyful Learning Strategy Based on Humor Communication to Improve the Interests and Achievements of Learning English". They claimed that as the English teachers, it is their obligation to make the students feel happy and enthusiastic in learning by choosing the appropriate method or strategy in teaching English. Dayu & Aprilia (2022) also added that joyful learning created 3 things, 1) Students' mental health, 2) pleasant learning Environment, and 3) meaningful learning.

Post Joyful learning in this study used games as the main medium. In contrast, other elements such as songs and magic formulas are only used as a material introduction and deep understanding. In accordance with Dwiaryanti (2014) claimed that games are basically a means to do something fun by solving problems in it while competing with other groups or people. What is new in this method is the use of technology and technology-based media in every activity. This is felt to be necessary because it adapts to the conditions of students and their times, as well as environment. In other words, it is not the time to still use traditional tools to implement the Joyful Learning Method in the post-pandemic era. Nurkholis Majid (2011) asserted that the features of technology can attract students to learn English. He also added that the use of media is also very important to bridge teachers and students in the learning and teaching process.

In the results of the treatment carried out by researchers in class XI MIPA 1. It can be seen through the development of students' abilities in mastering grammar material, both from the preliminary study stage to cycle 2, their average score continued to increase and never decreased. The average score of the students in the preliminary study was very poor (33.8). After being treated using songs and Tic Tac Toe games in the first cycle, their average score began to increase (70) but still did not meet the criteria for success for minimum passing grade of 77 at MAN 5 Jombang. Then the last treatment (cycle 2) was carried out by deepening the material using magic formulas and the Jeopardy Game. At last, their average score is 99% above the passing grade (77) determined by MAN 5 Jombang. With the average score in cycle 2 of 90.2, it proved that Post Joyful Learning by using games as the main medium has succeeded in solving the problems that exist in classroom. In line with this, in previous research, Wahyuni & Naim found in their research that in the application of Joyful Learning using humor communication, there were also differences in abilities and an improvement in students' academic achievement from before and after being given treatment. Honarmand et al. (2015) in a previous study also found that teaching using Tic Tac Toe and Flash Card games to zero beginners (EFL students) as educational tools was more beneficial than using the traditional system. It made the teaching and learning experience to be enjoyable, alive, visible, attractive and motivating.

All in all, it is also true that Post Joyful learning is a solution to solve the grammar mastery problems that exist on students. Teachers should be more creative in choosing the media, method or game to be applied in the classroom. The more preparations are made to design learning that is interesting, fun, and not boring, the less chance for students not to master English. Build their mindset with positive energy that English is fun through Post Joyful Learning activities that are tailored to the needs and conditions of students.

CONCLUSION

Looking at the finding and the discussion above, the researchers concluded that the use of Post Joyful Learning method can improve the students' grammar mastery as well as their motivation in learning English. It is evidenced by the drastic improvement in the average score of students from the preliminary study to cycle 2 and changes in students' attitudes and learning motivation based on the results of observations.

The researchers suggested to the teachers or educators to equate the view that everyone likes to play and has the right to be happy. Likewise with students. When students are invited to learn while playing while paying attention to the learning objectives that have been designed, it will be easier for them to understand what the teacher is saying and the memories will last longer in their minds.

For principals or institutions, this also really needs to be considered in order to continue to facilitate learning infrastructure. It is unfortunate if there are many creative and innovative ideas but they cannot be supported in terms of facilities and infrastructure.

Finally, for further researches, the researchers recommend that the post-joyful learning method can be developed using more sophisticated technology and media in other places and fields in order to truly measure the effectiveness of the method.

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