International Journal of Theory and Application in Elementary and Secondary School Education
Vol. 2, No. 2, October 2020, pp. 80-90
DOI: https://doi.org/10.31098/ijtaese.v2i2.232
p-ISSN 2656-0003

Joyful Learning in Elementary School

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Abstract
Teaching in elementary school is another challenge for most teachers. While kids as students are considered as hard in creating a good learning process, some researchers try to propose joyful learning for students in elementary school. However, many barriers come in that effort for a really enjoyable learning environment. This chapter tries to propose mobile learning as an option to create joyful learning. Since that mobile learning can include many types of joyful learning components and its familiarity with students, it means that it should be easier for teachers to implement that. This chapter also tries to explain how teachers can create mobile learning easily. Thus teachers themselves can feel enjoyment in the learning process. The enthusiasm and effectiveness of usage of a mobile device in joyful learning creation should be adapted despite its negative point of view.

Keywords:
Learning, Elementary School, Joyful

INTRODUCTION

The kid in elementary school is fundamental to the future. A good education for them will be meant as a good future for the world. However, most teachers nowadays avoid becoming an elementary school teacher, especially in Indonesia, which has a bad assumption about the elementary school teacher profession. Commonly, the community thinks that becoming an 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 needs more patient and more tricks in handling their behavior.

The bad assumption comes from word of mouth story, which commonly told that teaching kids are very hard. Kids usually do not happy with school lessons, and it will resist the learning process (Ariawan & Pratiwi, 2017). While many burdens on 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' salaries in some developing countries, including Indonesia (Habib, 2019).

However, there is still hope in fixing that learning process since some strategies in educational technology can inspire teachers

Article History: Received June 16th, 2020; Accepted September 21st; Published October 31st, 2020.

for it. This chapter tries to explain briefly how the elementary school learning process can be brought into joyful conditions; thus, the learning process can be enjoyable for teachers and also for students.

THEORETICAL PERSPECTIVES

Joyful Learning

The definition of "joy," according to the dictionary, is the state of a person in expressing his/her emotion (Merriam-Webster, 2019), while other definitions can also be interpreted as a part of the 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 the state of students in expressing their happy feeling in the learning process journey. This happy feeling is not merely happening inside their heart, but it is being expressed in their natural way. This expression should help the classroom, as the main environment in the learning process become "alive" and long-lasting. When this situation happened in an elementary school classroom, hopefully, the major burden of teachers and students in the learning process can be eliminated easily.

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

Whatever the environment is created, joyful learning is closely related to the human brain (Willis, 2007). It is mentioned that when our brain does not feel happiness, commonly, the learning process also stopping. On the other hand, joyful learning should be initiated using a sense of fun, and a happy approach also comforts feeling in the learning process (Anggoro, Sopandi, & Sholehuddin, 2016). Thus, there should be special attach between the teacher and students in order to create this situation.

Many types of research resulting different methods as previously mentioned, such as games involvement (Z. Li, Liu, & Boyer, 2008; Taufik et al., 2019) or using a psychological approach (Wei et al., 2011; Willis, 2007). If we look at their researches closer and clearer, all of them tried to create

a better environment for students from their own perspective. Thus, we can do their researches as references. However, we also should keep looking for a new approach to a joyful learning experience.

On the other hand, joyful learning for kids, as assumed in elementary school, can be created using recent technology, such as the internet, robotic, or e-gaming. While those approaches can happen, we think there is also another approach that should be worth thinking about in the present time that Another approach is using mobile learning, which can be connected to the 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 it's based on mobile learning justification. Mobile or smartphone users in Indonesia just merely reach 28% of whole citizens (Nafi, 2019), while other countries in Southeast Asia averaging more than 30%, even reach 40% (Rahmayani, 2019). Even though this data seems small, we can see it as a big opportunity for mobile learning penetration. Since Indonesia is a large country with such a large citizens number, it means that many changes can be created within.

For example, the 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 common sense nowadays seeing kids with their gadgets and using it more expert than we ever expected in the past. They really seem to enjoy it in their daily life, whether for streaming (music or video) and also for the gaming experience.

Some researchers said that mobile learning is similar to e-learning, but solely using a mobile phone or any handheld gadget (IGI Global, 2019; Traxler, 2005). But it also can be defined as individualized learning which utilizing a mobile phone or just facilitating learning using a mobile phone (IGI Global, 2019). Thus, mobile learning can be briefly described as a learning process which facilitated by mobile phone, whether it is as a knowledge resource or as a tool in it.

Mobile learning penetration in gaming and learning has broadened up in many aspects of education. In Indonesia, mobile learning has been evolved into a great business environment, which means there are many big improvements inside. For example, the phenomenal application in Indonesia named Ruang Guru, which claimed already having more than 15 million users and still keep counting (Dailysocial,

2019). Another example is its predecessor, Quipper, which also claims more than six million users and penetrating directly into teachers and schools. Thus they become official applications in some schools for mobile learning (Simamora, 2019).

This means that the informal approach is gaining more attention from students rather than a formal approach in mobile learning (Chee, Yahaya, Ibrahim, & Hasan, 2017). It is also supported by other research that an informal approach using the spare time (not full-time learning) can increase students' attention to learning material rather than a formal approach (Bruck & Foerster, 2012). Because of informal approach can offer unsorted learning material, so students can feel their personalized experience learning process.

This fact is supported by many schools' policy which has an allowance in mobile phone usage inside the school (Hidayat, 2019). It means that many schools try to become "modern" and leaving conventional teaching methods in order to create a better environment in the 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 a learning process environment that we need and, of course, what we want.

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

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

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

close watch for students in using mobile or smartphone.

Another 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 mobile learning researchers focused on effectiveness rather than efficiency (Chee et al., 2017). Therefore, mobile learning can be assumed as an exhaustive and expensive solution in gaining a better learning process experience, but it can help students from pre-school until higher education for it.

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

CONTEXT: FINDINGS AND DISCUSSION

Joyful Learning

This what happens if the joyful situation in the learning process, or we can call them in short as joyful learning being implemented in a proper way. Joyful learning can come using a proper learning environment (Mishra, 2017; Wei et al., 2011), or it can also come from games (Taufik et al., 2019). However, all previous empirical research was conducted using different situations, different sampling, and also different countries. So, a joyful learning situation can not be generalized and become a generic prescription for all teachers, especially in elementary school, in creating such an environment.

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CONCLUSION

Based on the previous explanation, we can have some conclusions, which are: (1) mobile learning sometimes become an exhaustive and expensive solution. However, there is some simple and cheap solution 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 assumes smartphone as their playground, and (4) joyful learning should become great enthusiasm, not just for students, but for teachers also.

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

On the other hand, mobile learning can "big gun" for creating joyful learning when we can consider these matters: (1) mobile learning course material which can easily be created by teachers using a built-in converter in Microsoft Office or another converter such as web2apk, (2) mobile learning can contain various content such as a 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 phones or smartphones, 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 that contains quantitative data or even a qualitative approach in order to get valid supporting 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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