

UIN Bandung Community Service: Fun Learning Boosts Student Motivation at SDN Mekarbakti, Mekarsari Village

Muhammad Al Mighwar¹, Aep Kusnawan¹, Iman Supratman¹, Dadang Husen Sobana¹, Vemy Suci Asih¹, Evi Sopiah¹, Fitri Siti Nurazizah¹, Yosep Saepul Akbar¹, Rizky Rifaldy¹

¹*UIN Sunan Gunung Djati Bandung, Indonesia*

ARTICLE INFO

Article history:

Received: 10th September 2023

Accepted: 17th April 2024

Published: 1st July 2024

Keywords:

UIN Bandung, Community Engagement, Fun Learning, Student Learning Motivation, SDN Mekarbakti.

ABSTRACT

The Community Engagement Program (KKN) of UIN Bandung in 2023 was organized and implemented based on Community Empowerment (Sisdamas), with a focus on fostering Religious Moderation in villages, tailored to community needs and the academic backgrounds of participating students. Through the Fun Learning method, the initiative aimed to boost student learning motivation at SDN Mekarbakti, Mekarsari Village, Bandung Regency. By integrating Participatory Action Research and qualitative research approaches, the implementation of Fun Learning methods, including educational games, arts and creativity activities, group discussions, and class projects, proceeded through four structured cycles: citizen meetings and social reflection, community organizing and social mapping, participation planning, action, monitoring, and evaluation. The results of community empowerment demonstrated a significant boost in student participation, interest in learning, academic performance, and positive feedback from teachers and parents. They assessed that this learning approach was more effective in enhancing student motivation than conventional methods, aligning with various contemporary theories and research findings.

How to cite: Al Mighwar, M., Kusnawan, A., Supratman, I., Husen Sobana, D., Suci Asih, V., Sopiah, E., Siti Nurazizah, F., Saepul Akbar, Y., & Rifaldy, R. (2024). The UIN Bandung Community Service: Fun Learning Boosts Student Motivation at SDN Mekarbakti, Mekarsari Village . *Jurnal Pemberdayaan Masyarakat Madani (JPMM)*, 8(1), 38-58. <https://doi.org/10.21009/JPMM.008.1.04>

* Corresponding Author.
malmighwar@uinsgd.ac.id (Muhammad Al Mighwar)

INTRODUCTION

Based on the applicable government regulations, such as Circular Letter from the Director General of Islamic Education Number 697/03/2020, Decree from the Director General of Islamic Education Number 2974 Year 2020, as well as Circular Letter from the Rector of Universitas Islam Negeri Sunan Gunung Djati Bandung (UIN Bandung), the Community Service Program (Kuliah Kerja Nyata or KKN) at UIN Bandung in 2023 focuses on Community Empowerment (Sisdamas) with an emphasis on maintaining Religious Moderation in villages. This program is based on five Values of Religious Moderation: Justice and Balance, Cooperation, Mercy/Compassion, Tolerance, and Welfare. The goal of KKN UIN Bandung is to provide practical experience to students in social activities with a moderation nuance, to maintain harmony among religious communities, to be an example of integration in diversity, and to support research-based community service by faculty supervisors. Additionally, this KKN aims to realize harmonious national values, preserve the unity of Indonesia (NKRI), and develop self-reliant communities within the framework of diversity, by promoting the movement of KKN Religious Moderation: Nationalism, Tolerance, Anti-Violence, and Local Culture (LP2M UIN SGD, 2023).

During 40 days (July 11 to August 19, 2023), six types of KKN were conducted by UIN Sunan Gunung Djati Bandung involving 5700 participants; 5400 participants joined the type of KKN Sisdamas Religious Moderation, while 300 participants were divided among types including Collaborative Independent Overseas KKN, Collaborative Independent Domestic KKN, Nusantara Religious Moderation KKN, Integrated KKN, and Thematic Halal KKN (Masyarakat, 2023). Specifically for Regular KKN Sisdamas Religious Moderation, activities were carried out in three districts in West Java, covering 17 sub-districts and 140 villages, namely Bandung Regency (Arjasari, Cangkuang, Cimaung, Ciwidey, Pangalengan, Pasirjambu, Rancabali), West Bandung Regency (Saguling, Cililin, Cihampelas, Sidangkerta, Gununghalu), and Subang Regency (Pusakanagara, Ciasem, Pusakajaya, Cipunagara, Legok Kulon, Comprang, Pamanukan). This KKN program type is tailored to the needs of the community and the academic backgrounds of the students' programs, such as strengthening psychology through religious awareness and concern, religious relations and health (science), strengthening religious life, legal strengthening, economic strengthening, social/political strengthening, educational strengthening, applied technology, economic strengthening, historical/cultural strengthening, and Islamic proselytization strengthening, or other more specific themes (LP2M UIN SGD, 2023).



Figure 1.

KKN UIN Bandung Exhibition of Results, October 19, 2023

Mekarsari Village, located in Cimaung District, Bandung Regency, is one of the sites for the 2023 Regular Community Service Program (KKN) focusing on Religious Moderation by Sisdamas UIN Bandung. The KKN in this village involves 45 students divided into three groups: Group 163 in Mekarsari Hamlet, Group 164 in Cigoong Hamlet, and Group 165 in Cilimus Hamlet. Administratively, the village comprises 4 hamlets, 14 neighborhoods (RW), and 34 household groups (RT), covering an area of 816.50 hectares. Mekarsari Village is bordered by Campaka Mulya Village to the north, Cikalong Village to the south, Cipinang Village to the west, and forests to the east. The village's topography is hilly with an elevation of up to 600 meters above sea level. It experiences an average annual rainfall of 1952 mm, with the rainy season lasting for 6 months. Daily temperatures range from 19 to 23 °C. The village has diverse land use including rice fields, dry land, plantations, as well as community forests and state forests. Demographically, the majority of its residents have completed primary education (SD) at 41.48% and junior high school (SLTP) at 19.22%. Most residents work as casual laborers (22.29%) and the population is predominantly Muslim (100%). The gender composition of the population is 50.77% male and 49.23% female, with 80.81% of residents under 39 years old. Under the leadership of the Village Head, Hj. N Lilis Nani Kurnia, Mekarsari Village is committed to realizing its village vision: "Establishing a Deukeut, Layeut, Paheut, Mutual Support, Mutual Respect, Collective Togetherness Society to Realize a Beautiful and Prosperous Mekarsari Village (ASRI)" (Administrator, 2016). The village also possesses unique local wisdom, such as the Bangkong Reang musical instrument that produces sounds resembling a frog, often used in traditional ceremonies and national commemorative events (Al Mighwar, 2023).

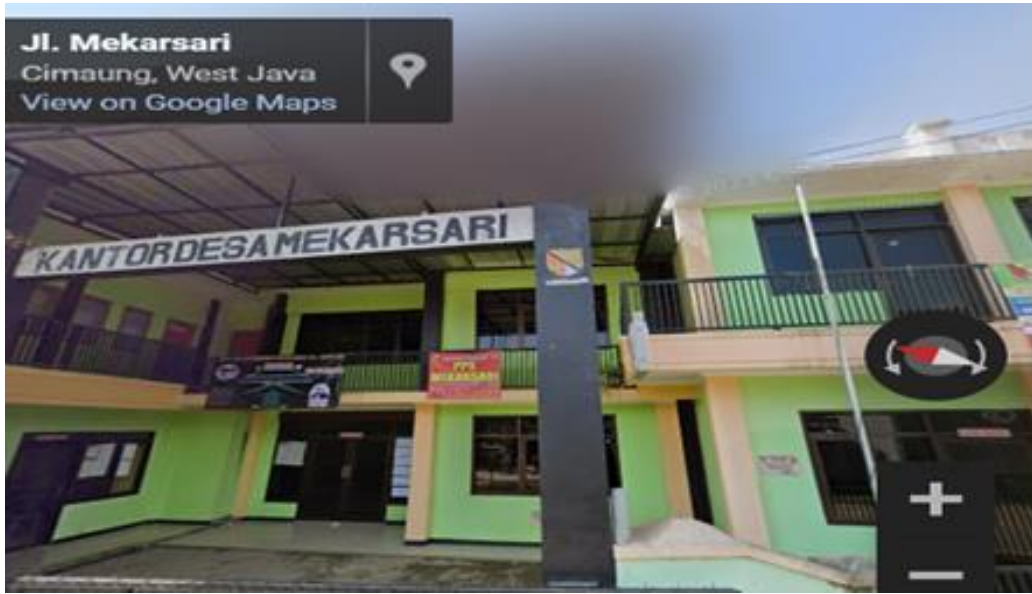


Figure 2.
Mekarsari Village Office



Figure 3.
Participants of KKN in Mekarsari Village

KKN Sisdamas Group 165 in Dusun Cilimus, Mekarsari, runs one of its flagship community empowerment programs in the field of religious moderation, namely strengthening education at Mekarbakti Public Elementary School (SDN Mekarbakti), Kp. Cipeuteuy (165, n.d.). SDN Mekarbakti was established in 1983 and implements the SD 2013 Curriculum with an accreditation grade of A (91) from BAN-S/M. Led by Kiman Sukiman and supported by Tian Radiansyah, SDN Mekarbakti is equipped with 6 classrooms, 1 library, and adequate sanitation facilities. Although the teacher-student ratio is not detailed, the school provides morning education services 6 days a week (Kemendikbudristek, 2023).

SDN Mekarbakti, as one of the elementary schools in this village, faces significant challenges related to low student motivation. Based on initial observations and interviews with teachers and parents, the majority of students show low motivation and interest in the teaching-learning process. This is reflected in minimal classroom participation, low engagement in discussions, and unsatisfactory academic achievements. Factors contributing to low student motivation include less varied teaching methods, less interactive learning activities, and limitations in supporting facilities and infrastructure.

The situation of student motivation at SDN Mekarbakti before the implementation of the community service program showed low levels of motivation and minimal student engagement in the learning process. The questions that arise are: What learning methods can be applied to boost student motivation at SDN Mekarbakti? What are the impacts of Fun Learning methods on increasing student motivation at SDN Mekarbakti?

The goal of this community empowerment initiative is to boost student motivation at SDN Mekarbakti through Fun Learning methods. This program is expected to provide significant benefits to all stakeholders involved: for students, by improving learning motivation and academic achievement; for teachers, by providing opportunities to develop more interactive teaching methods; for the school, by enhancing its reputation and setting an example in educational innovation; and for the community, by improving the quality of education that can be adopted by other schools, thereby overall enhancing the educational quality in Desa Mekarsari and its surroundings.

Community empowerment is increasingly relevant considering that Elementary Schools, including SDN Mekarbakti, fundamentally focus on literacy (writing, reading) and numeracy (counting), which are essential foundational skills for further education. The educational process at Elementary Schools aims not only to develop basic intellectual skills but also to support the social and personal development of students (Hariyanti & Sundawa, 2023). This is especially pertinent within the context of Indonesia's 'Merdeka Belajar Kampus Merdeka' (MBKM) policy advocated by the Minister of Education and Culture, Nadiem Anwar Makarim, which aims to emancipate students through enjoyable learning experiences that resonate with the playful and joyful nature of elementary school

children (Marliana et al., 2021). With a fun and interactive learning approach, it is hoped that a positive and productive learning environment can be created for students. This not only benefits students and teachers directly but also the school and the community as a whole in advancing education in the region.

LITERATURE REVIEW

Community empowerment is an implementation of the Tri Dharma of Higher Education aimed at making a tangible contribution to society. One aspect of community empowerment in the field of religious moderation involves strengthening the education sector. These programs are designed to boost students' learning motivation, achievable through the application of enjoyable learning methods. According to Mokhtar (Mokhtar et al., 2023), this approach has proven effective in increasing student engagement and their academic achievements. Research by Mustafa (Mustafa et al., 2023) also shows that Fun Learning methods can boost students' interest in learning.

According to Djamarah (Darmayoga, 2023), learning is fundamentally a process that organizes and structures the learner's environment to nurture and stimulate them in their learning journey. The educator's role as a guide must take into account the diverse characteristics of learners, influencing the need for adaptable teaching strategies. The adjustments experienced by learners should occur in an enjoyable atmosphere that provides meaningful learning experiences. The Directorate General of Early Childhood Education and Community Education, Ministry of Education and Culture of the Republic of Indonesia (Widiningsih & Abdi, 2021) also emphasizes that enjoyable learning is an integral part of the learning process, creating a cheerful and non-monotonous atmosphere. Educators' performance in delivering lessons can influence learners' satisfaction and their desire to learn further, as well as develop their potential optimally.

In empowering the community at SDN Mekarbakti through Fun Learning, several relevant theories and concepts serve as foundations, including:

1. **Development of Fun Learning Methods:** Fun Learning is an approach developed from the progressive education theory pioneered by John Dewey (Adisel & Suryati, 2022). Dewey emphasized the importance of experience in the learning process and believed that education should be relevant to students' lives. Fun Learning involves various strategies such as educational games, group discussions, and other creative activities. Research conducted by Prasetyo et al (Kamid et al., 2021) indicates that game-based learning approaches can significantly boost student motivation and participation. Moreover, the use of interactive methods like group discussions also helps students become more actively engaged in the teaching-learning process

(Kanzunnudin et al., 2022).

2. Evaluation of Community Engagement Program Effectiveness: Evaluation of community engagement programs is conducted through various methods, including direct observation and interviews. Zunaidi (Zunaidi, 2024) asserts that comprehensive evaluation is crucial to measure program success and its impact on the community. Direct observation provides rich qualitative data, while interviews offer insights into participants' perceptions and experiences.
3. Positive Impacts of Fun Learning: Fun Learning not only boosts student motivation but also contributes to the development of social and emotional skills. Research findings indicate that students engaged in interactive learning show improvements in communication and collaboration skills (Yu et al., 2021)

Based on John Dewey's progressive education theory and Prasetyo and Yu's concept of Fun Learning, the Fun Learning model specifically designed for elementary school students can be described as follows:



Figure 4.
Fun Learning Model
(Adapted from Prasetyo and Yu, 2021)

The model comprises four main components:

1. **Educational Games:** Using games as a learning tool to teach basic concepts. Educational games help students learn in a fun and engaging manner, enhancing their involvement and motivation, and developing their social and cognitive skills (Kamid et al., 2021; Neuhaus, 2023; Saifuddin & Wathon, 2019). Learning media utilized appropriately in the learning process will become a more effective and efficient support tool in achieving the learning objectives. In addition, learning media will also boost students' learning motivation (Puspitarini & Hanif, 2019).
2. **Arts and Creativity Activities:** Integrating arts and creative activities into the learning process. These activities allow students to express themselves, think critically, develop fine motor skills, and boost their interest in the subject matter (Anggraeni et al., 2022; Bukit et al., 2023).
3. **Group Discussions:** Involving students in group discussions to solve tasks and problems. Group discussions boost communication and collaboration skills, encourage students to share ideas and learn from each other, and deepen their understanding of the subject matter (Fairus, 2023).
4. **Classroom Projects:** Implementing classroom projects that integrate various subjects and skills. Classroom projects provide opportunities for students to apply knowledge in real-world contexts, develop problem-solving skills and time management, and boost interest by making learning more relevant and meaningful (Chaniago & Dafit, 2024; Rajak et al., 2023).

Implementing the Fun Learning method which involves educational games, arts and creativity activities, group discussions, and classroom projects, is expected to boost student motivation and active participation in the teaching and learning process. Students will be more interested and engaged in learning, ultimately improving their academic achievement.

This model emphasizes the importance of creating a fun and interactive learning environment to boost student motivation and learning outcomes, providing positive benefits for students, teachers, schools, and the community as a whole.

MATERIAL AND METHOD

The community empowerment program is designed to address low student motivation at SDN Mekarbakti. The problem-solving framework involves four structured cycles of UIN Bandung's Community Service Program (KKN), integrating community empowerment and participatory action research (PAR) methods along with qualitative research (Afandi, 2022). Research by Al Mighwar et.al (Al Mighwar et al., 2024) has demonstrated that integrating these two approaches effectively boosts community participation in the formation of the Karang Taruna in Mekarsari Village, aimed at optimizing the quality of life for the local community. The flow of the four cycles is as follows (LP2M UIN SGD, 2023).



Figure 5.

Flow of Stages in the Community Service Program Cycle of UIN Bandung (LP2M UIN SGD, 2023)

In the context of community empowerment to address low student motivation at SDN Mekarbakti through the Fun Learning method, the flow of stages in the cycle is outlined as follows:

1. Cycle I: Citizing Meeting and Social Reflection (Initial Socialization, Community Discussion, and Social Reflection) took place from July 11 to 20, 2023.

During this stage, adaptation and socialization of the community empowerment program were conducted within the SDN Mekarbakti community. The community discussion aimed to identify issues, needs, potentials, and aspirations related to student motivation. Social reflection was carried out to gain a deeper understanding of the socio-cultural conditions of the community and establish initial priorities for intervention. This stage marked a crucial initial step to comprehensively understand the community's context and needs before formulating further programs. Cycle I can be referred to as the Preparation Stage: Identifying issues through observation and interviews with teachers, and gathering initial data on student motivation and learning outcomes.

2. Cycle II: Community Organizing and Social Mapping took place from July 21 to 30, 2023.

During this stage, groups were formed within the SDN Mekarbakti community to drive community empowerment, including teachers and parents of students. Social mapping was conducted to further understand the socio-cultural conditions of the community, including potential resources to support the implementation of the Fun Learning method. The focus was on mapping local resources that could be utilized to boost student motivation and learning outcomes, targeting students in grades 3-6 at SDN Mekarbakti due to the critical academic and social development needs at this age. Cycle II can be referred to as the Method Development Stage: Designing the Fun Learning method based on educational games, artistic and creative activities, group discussions, and class projects.

3. Cycle III: Participation Planning (Participatory Planning and Program Synergy) took place from July 31 to August 9, 2023.

During this stage, data from community discussions and social mapping were systematically processed to formulate participatory programs involving active participation from the community in the SDN Mekarbakti environment, particularly teachers and parents. This planning phase involved collaborative processes to develop initiatives relevant to local potential and set priorities for program implementation. The previously developed Fun Learning program was planned for broader implementation, taking into account inputs from the community and relevant stakeholders. Cycle III can be termed the Initial Implementation Stage: Implementing the Fun Learning method at SDN Mekarbakti during the Community Service Program (KKN), which includes:

- a. Educational Games: Using games relevant to the subject matter to boost student engagement and interest.
 - b. Artistic and Creative Activities: Involving students in art activities such as drawing, coloring, and handicrafts related to the learning topics.
 - c. Group Discussions: Dividing students into small groups to discuss the subject matter, exchange ideas, and complete tasks together.
 - d. Class Projects: Integrating various subjects into class projects that challenge students to apply their knowledge in real-life contexts.
4. Cycle IV: Action, Monitoring, and Evaluation (Program Implementation, Monitoring, and Evaluation) took place from August 10 to 19, 2023.

During this stage, priority programs formulated in previous cycles were implemented. These activities actively engaged the community and stakeholders in the SDN Mekarbakti environment, including the application of the Fun Learning method to boost student motivation and learning outcomes. Continuous evaluation was conducted to monitor and assess the impact and effectiveness of the implemented programs. The focus of the evaluation was on measuring improvements in student motivation and learning outcomes according to predefined objectives and identifying steps for future improvements. Cycle IV can be termed the Advanced Implementation and Evaluation Stage: Continuing the implementation of the Fun Learning method and assessing its effectiveness through direct observation and interviews with teachers, parents, and students after the program concludes.

By aligning each cycle in this manner, it is anticipated that the community empowerment program in the SDN Mekarbakti environment will have a significant impact in enhancing student learning motivation through enjoyable learning approaches. This model can be adapted by other schools aiming to improve educational quality in their respective regions.

RESULT AND DISCUSSION

The implementation of the community empowerment program at SDN Mekarbakti has yielded significant results in several aspects, as follows:

1. Boosted Student Participation: The implementation of the Fun Learning method has significantly boosted student participation. Before the intervention, only a few students actively participated in the teaching and learning activities. After implementing this method, student participation has improved. Students are more enthusiastic about attending learning sessions and are more engaged in classroom discussions.

The boost in student participation is a result of the researchers and community developers from UIN Bandung consistently implementing the four components of the Fun Learning method (educational games, artistic and creative activities, group discussions, and class projects) simultaneously or alternately and sustainably, tailored to the students' conditions and subjects. For example, in Grade 4 English classes, after cheerful greetings and spirited cheers, the educational game component begins with colorful picture guessing games that depict students' daily hobbies. This approach motivates them to learn English easily and happily.



Figure 6.

Fun Learning: educational game - guessing pictures

The boost in student participation demonstrates that the Fun Learning method has successfully created a more engaging learning environment. This aligns with the findings of Saifuddin & Wathon (Saifuddin & Wathon, 2019) that the use of educational games and creative activities in learning can boost student engagement, consistent with the concept of active learning that encourages student participation. Furthermore, it is consistent with the findings of Ali & Mukhtar (Ali & Mukhtar, 2017) that educational games are crucial in Fun Learning, as they allow children to explore their natural abilities, enabling them to tackle challenges in their environment and fostering creativity.

2. **Boosted Learning Interest:** This program has successfully boosted students' learning interests. Many students have shown a greater interest in the subject matter and are enthusiastic about learning further outside of school hours. This is evident from the boosted number of students participating in additional study groups and extracurricular activities.

The improvement in students' learning interest is a result of the intensive implementation of the four components of the Fun Learning method by researchers and community developers from UIN Bandung, conducted simultaneously or alternately and sustainably, tailored to the students' conditions and subjects. For example, in Grade 3 art classes, after energetic greetings and cheers, components such as artistic and creative activities begin with singing regional songs like "Manuk Dadali" using spinning chairs, and regional dances like "Rampak," "Mojang Priangan," "Kalang Sunda," and "Yamko Rambe Yamko.



Figure 7.

Fun Learning: regional dance art



Figure 8.

Fun Learning: regional song

The boost in students' learning interest is supported by the findings of Anggraeni et al. (Anggraeni et al., 2022), which demonstrates that interactive learning methods can boost students' interest and motivation in learning. This aligns with learning motivation theories that emphasize the importance of creating engaging and relevant learning environments for students.

3. **Improved Academic Results:** The implementation of the Fun Learning method has also positively impacted students' academic outcomes. The average grades of students in core subjects have boosted following the adoption of this method. Examination results indicate boosted understanding and mastery of the material by students.

The improvement in students' academic results is a result of the simultaneous or alternating and sustainable implementation of the four components of the Fun Learning method by researchers and community developers from UIN Bandung, tailored to the students' conditions and subjects. For instance, in mathematics classes for grades 5-6, after enthusiastic greetings and cheers, components like group discussions and class projects are introduced. Ice-breaking activities are conducted during breaks to maintain an enjoyable atmosphere. The teacher-student appreciation method is also used, where every student who volunteers to answer questions receives verbal and non-verbal rewards. Positive affirmations such as "Good job, great, excellent, awesome," and others are consistently given to students. Verbal rewards like candies, wafers, or chocolates are provided to encourage students to study diligently.



Figure 9.

Fun Learning: group discussions and classroom projects appreciation of verbal and nonverbal cues.

The improvement in academic outcomes indicates the effectiveness of the Fun Learning method in enhancing students' understanding of the subject matter. This is consistent with the findings of Chaniago & Dafit (Chaniago & Dafit, 2024) , which suggests that project-based learning methods and interactive activities provide a deeper learning experience and lead to improved student learning outcomes. Ice-breaking activities align with the findings of Dasar & Harianja (Dasar & Harianja, 2022) that activities were designed to attract attention and restore the home atmosphere to the way it was being returned. Verbal and nonverbal appreciation aligns with the findings of Febianti (Febianti, 2018) and Aljena (Aljena et al., 2020) that verbal and nonverbal reinforcement are crucial in enhancing student participation and motivation in learning. Teachers should pay attention to students' needs to provide reinforcement such as appropriate praise and rewards, which can boost students' concentration and learning enthusiasm in school.

4. Positive Response from Teachers and Parents: Teachers and parents have provided positive feedback on this learning method. Teachers feel that this approach is more effective in capturing students' attention and facilitating the teaching process. Parents report that their children are more enthusiastic about learning and show improvements in social and academic skills. This program also assists teachers in developing more creative and interactive teaching skills.

The positive response from teachers and parents is a result of the simultaneous or alternating and sustainable implementation of the four components of the Fun Learning method by researchers and community developers from UIN Bandung. This method is tailored to the students' conditions and subjects, involving intensive coordination and consultation with teachers and parents regarding students' interests, talents, and learning motivation, both within and beyond formal



Picture 10.

Collaboration of researchers and community developers
with teachers and parents of students.

The positive response from teachers and parents indicates that the Fun Learning method is not only beneficial for students but also well-received within the educational community. This aligns with learning theories that emphasize the importance of enjoyable, participatory, collaborative, and effective learning approaches in achieving educational goals (Hapudin, 2021).

CONCLUSION AND RECOMMENDATION

Overall, the community empowerment program at SDN Mekarbakti has successfully yielded positive changes in student participation, learning interest, and academic performance. The implementation of the Fun Learning method has proven effective in creating a more engaging and productive learning environment. Positive support from teachers and parents not only affirms acceptance of this approach but also reflects improvements in students' social and academic skills. To strengthen this success, it is recommended to further develop the program by expanding the use of Fun Learning methods across various subjects and educational levels. In-depth training for teachers and regular program evaluations will be key to ensuring sustainability and enhancing the quality of education at SDN Mekarbakti and its surrounding areas.

ACKNOWLEDGEMENT

Researchers and community developers from UIN Bandung extend their gratitude to all parties involved in the success of the community empowerment program at SDN Mekarbakti, particularly in the implementation of the Fun Learning method which has proven effective in boosting student motivation. Special thanks are due to the Rector of UIN Bandung, The Research and Community Engagement Institute (LP2M) of UIN Bandung, the Head of Mekarsari Village, village officials, community leaders (RW and RT), residents, the school principal, teachers, and students of SDN Mekarbakti, as well as everyone else who contributed. The participation, hard work, and support from the entire educational community have played a crucial role in making this program successful and beneficial to all.

REFERENCE

- 165, L. K. S. (n.d.). *KKN SISDAMAS 165*. Retrieved July 5, 2024, from <https://kknsisdamas165-1203050181.blogspot.com/search?q=SDN+Mekarbakti>
- Adisel, A., & Suryati, S. (2022). Pendidikan merdeka belajar dalam perspektif filsafat progresivisme. *Journal of Education and Instruction (JOEAI)*, 5(2), 467–477.
- Administrator. (2016). *Desa Mekarsari*. Desa Mekarsari. <https://mekarsari-cimaung.desa.id/artikel/2016/8/24/visi-dan-misi>
- Afandi, A. (2022). *Metodologi pengabdian masyarakat*. Direktorat Pendidikan Tinggi Keagamaan Islam Direktorat Jenderal Pendidikan
- Al Mighwar, M. (2023). *Desa Mekarsari-Bandung: Bangkong Reang warisan budaya dan identitas yang hampir terlupakan*. DPMD Provinsi Jawa Barat.

- Al Mighwar, M., Ma'ruf, A. F., Setia, M. F., Nuryusfi, D. H., & Nisa, N. H. (2024). Kolaborasi mahasiswa dan pemuda dalam pembentukan Karang Taruna RW 05 Desa Cigoong Kecamatan Mekar Sari Kabupaten Bandung. *Abdimas Siliwangi*, 7(1), 216–229.
- Ali, S. R., & Mukhtar, F. (2017). A case study of fun learning with numeracy of preschoolers. *South-east Asia Early Childhood Journal*, 6, 51–58. <https://doi.org/10.37134/saecj.vol6.6.2017>
- Aljena, S. C., Andari, K. D. W., & Kartini, K. (2020). Pengaruh Reward Terhadap Motivasi Belajar Siswa. *Jurnal Pendidikan Dasar Borneo*, 1(2), 127–137.
- Anggraeni, S. W., Alpian, Y., Huda, B., Barkah, R. F., & Widiawati, M. (2022). *BAHAN AJAR INTERAKTIF UNTUK GURU SEKOLAH DASAR*.
- Bukit, S., Marcela, E. D., & Ernawati, E. (2023). Teacher's Strategy to Create Fun Learning in Elementary School. *Journal Corner of Education, Linguistics, and Literature*, 2(3), 244–249.
- Chaniago, Y., & Dafit, F. (2024). Pengaruh Model Pembelajaran Project Base Learning (PJBL) terhadap Motivasi Serta Hasil Belajar Bahasa Indonesia Siswa Kelas V Sekolah Dasar. *Didaktika: Jurnal Kependidikan*, 13(2), 1435–1444.
- Darmayoga, I. W. (2023). Penerapan Metode Pembelajaran Experiential Learning Berbantuan Media Audiovisual Untuk Meningkatkan Hasil Belajar Siswa. *Edukasi: Jurnal Pendidikan Dasar*, 4(1), 1–10.
- Dasar, S. S., & Harianja, M. M. (2022). *Implementasi dan Manfaat Ice breaking untuk Meningkatkan Minat Belajar Siswa Sekolah Dasar May Muna Harianja 1 □*, Sapri 2. 6(1), 1324–1330.
- Fairus, R. N. (2023). PENGARUH METODE FUN LEARNING DALAM MENINGKATKAN MOTIVASI BELAJAR. *Educare: Jurnal Ilmu Pendidikan*, 2(2), 1–9.
- Febianti, Y. N. (2018). Jurnal Edunomic Vol. 6, No. 2, Tahun 2018 93. *Jurnal Edunomic*, 6(2), 93–102.
- Hapudin, H. M. S. (2021). *Teori belajar dan pembelajaran: menciptakan pembelajaran yang kreatif dan efektif*. Prenada Media.
- Hariyanti, H., & Sundawa, D. (2023). Penguatan Pendidikan Karakter Melalui Program Kampus Mengajar di Sekolah Dasar. *Jurnal Moral Kemasyarakatan*, 8(2), 133–146.
- Kamid, K., Syaiful, S., Theis, R., Sufri, S., Septi, S. E., & Widodo, R. I. (2021). Traditional “Congklak” games and cooperative character in mathematics learning. *Jurnal Ilmiah Sekolah Dasar*, 5(3), 443–451.
- Kanzunudin, M., Hidayati, N. A., Nugraheni, L., Setiawan, A., & Fitri, L. (2022). Variations in Assignments and Learning Activities in Elementary Schools During the Corona Pandemic. *Uniglobal Journal of Social Sciences and Humanities*, 1(1), 127–132.
- Kemendikbudristek. (2023). *SDN Mekarbakti*. Kemendikbudristek. <https://dapo.kemdikbud.go.id/sekolah/F298DD92BB942057988F>
- LP2M UIN SGD. (2023). *JUKNIS KKN UIN SGD 2023*.
- Marliana, N. L., Suntari, Y., Utami, S. R., & Oktaviani, R. (2021). Improving The Competency of Elementary's Teachers at Cileungsi in Preparing Merdeka Belajar Lesson Plan (RPP) Based on Characters and 21st Century Skills. *Jurnal Pemberdayaan Masyarakat Madani (JPMM)*, 5(1), 87–106.

- Masyarakat, P. P. kepada. (2023). *Ekspose Hasil KKN 2023: Maknai Indahnya Keragaman Pengabdian, saling Berbagi Jelang Gebyar Hari Santri*. LP2M UIN BDG. <https://lp2m.uinsgd.ac.id/news/ekspose-hasil-kkn-2023-maknai-indahnya-keragaman-pengabdian-saling-berbagi-jelang-gebyar-hari-santri>
- Mokhtar, N., Xuan, L. Z., Lokman, H. F., & Noor Hayati Che Mat, N. (2023). Theory, Literature Review, and Fun Learning Method Effectiveness in Teaching and Learning. *International Journal of Social Science and Education Research Studies*, 3(08), 1738–1744.
- Mustafa, S., Amaluddin, A., Nurhaeda, N., Sari, V., & Jannah, N. A. Z. (2023). Fun Learning Method in Effecting the Students' Interest Learning Mathematics. *Kreano, Jurnal Matematika Kreatif-Inovatif*, 14(1), 12–27.
- Neuhaus, J. (2023). Editor's Introduction to the Fall 2023 Special Section "History Fun and Games." *Teaching History: A Journal of Methods*, 48(1), 61–63.
- Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, 4(2), 53–60. <https://doi.org/10.29333/aje.2019.426a>
- Rajak, F., Wahyuningsih, W., & Prasetyo, E. (2023). Fun Mathematics Learning Design with an Inquiry Learning Approach to Improve Student Learning Outcomes. *EduMatika: Jurnal MIPA*, 3(3), 48–51.
- Saifuddin, A., & Wathon, A. (2019). Membangun Pembelajaran Kolaboratif Melalui Kegiatan Bermain Alat Permainan Edukatif. *Sistim Informasi Manajemen*, 2(1), 79–107.
- Widiningsih, W., & Abdi, J. (2021). *Pembelajaran menyenangkan dan bermakna pada kondisi khusus*. Direktorat Sekolah Menengah Atas.
- Yu, Z., Gao, M., & Wang, L. (2021). The effect of educational games on learning outcomes, student motivation, engagement and satisfaction. *Journal of Educational Computing Research*, 59(3), 522–546.
- Zunaidi, A. (2024). *Metodologi Pengabdian Kepada Masyarakat Pendekatan Praktis untuk Memberdayakan Komunitas*. Yayasan Putra Adi Dharma.