

**THE EFFECTIVENESS OF FUN LEARNING IN IMPROVING THE COMPREHENSION OF
EFFECTIVE SENTENCES OF ELEMENTARY SCHOOL STUDENTS**

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ARTICLE HISTORY

Received : 17-10-2025

Revised : 25-10-2025

Accepted : 22-11-2025

KEYWORDS

Fun Learning,
effective sentences,
learning outcomes,
Indonesian,
elementary school.

ABSTRACT

This research is motivated by the low ability of students to understand and compose effective sentences due to the application of conventional learning methods that tend to be boring and less interactive. The purpose of this study is to determine the effectiveness of the application of *the Fun Learning method* in improving the understanding of effective sentences of grade IV students of SD Negeri 113 Pekanbaru. The research uses a quantitative approach with a *pre-experimental design of the one group pretest-posttest design*. The research subjects consisted of 26 students of class IV A who were selected through *purposive sampling techniques*. The research instrument is in the form of pretest and posttest tests that measure the ability to understand the elements of effective sentences. The data were analyzed using *the Paired Sample t-test* with the help of the SPSS version 25 program. The results showed a significant improvement in students' abilities after the implementation of *the Fun Learning method*, with an average pretest score of 51.92 increasing to 87.58 in the posttest. The significance value (Sig. 2-tailed) = 0.000 < 0.05 proves that there is a significant influence between the application of *the Fun Learning method* on students' effective sentence comprehension. Qualitatively, the application of *Fun Learning* creates an active, interactive, and fun learning atmosphere, thereby increasing student motivation, participation, and confidence. The implications of this study show that *the Fun Learning method* is effectively applied in Indonesian learning in elementary schools, especially in effective sentence materials. Teachers are advised to integrate this approach in the learning process to improve the quality of language understanding and form positive character of students.

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INTRODUCTION

Learning is a fundamental process in education that involves changing behaviors, knowledge, and skills as a result of experience and interaction with the environment. According to Faizah and Kamal (2024), learning occurs due to the interaction between individuals and their environment, which results in the ability to adapt and show changes in personality, attitudes, and understanding. In line with H.C. Witherington's view in *Educational Psychology*, learning is a process that gives rise to new patterns of behavior in a person, such as skills, attitudes, habits, or knowledge that develop. Thus, learning is not only limited to the cognitive aspect, but also includes the affective and psychomotor realms that form the personal integrity of students (Ellis, 2022).

In the context of modern education, the learning process in elementary school requires an innovation in learning methods that are able to foster interest in learning and improve student learning outcomes. Indonesian subjects, as one of the core subjects in elementary schools, have an important role in developing students' communication skills, both verbally and in writing. Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 22 of 2006, Indonesian learning aims to develop students' communicative competencies, including listening, speaking, reading, and writing skills (Mubarok, 2024). Of the four skills, writing skills play a very important role, because they are a means for students to express ideas, ideas, and feelings through structured language.

One of the indicators of good writing skills is the ability of students to compose effective sentences. Effective sentences are sentences that are composed concisely, clearly, and in accordance with language rules so that they are able to convey information appropriately (Nugroho et al., 2023). Awaliyah (2021) explained that effective sentences do not require many words, but are sufficient with a logical and grammatical word structure, so that they are easy for readers to understand. However, in practice, many students in elementary school still have difficulty in understanding and composing effective sentences. Gofilah and Efendi (2022) emphasized that the main obstacles for students are a lack of understanding of sentence structure, limited vocabulary, and the habit of using non-standard language in daily life.

The results of the researcher's initial interview with the fourth grade homeroom teacher of SD Negeri 113 Pekanbaru, Mrs. NN, showed that students' ability to understand and use effective sentences was still relatively low. This is due to the application of learning methods that are still conventional, such as lectures and questions and answers, which tend to make students passive and less motivated. In addition, the limitation of vocabulary and lack of attention to language rules also aggravate students' difficulties in writing effective sentences. Therefore, a more interesting, participatory, and fun learning approach is needed so that students can understand the concept of effective sentences optimally.

One of the relevant alternative methods to answer these problems is the Fun Learning method. According to Annisa (2023), Fun Learning is a fun learning method that focuses on the psychological aspects of students and a positive learning environment. This approach creates a stress-free, interactive, and engaging atmosphere for students, so that it can increase learning motivation and understanding of the concepts being taught. Zai and Mulyono (2022) added that the right learning method can function as a motivational tool as well as a strategy to achieve learning goals more effectively.

Several previous studies have shown that the application of fun learning methods has a positive effect on student learning outcomes. For example, research conducted by Fajri & Lestari (2021) found that the application of Fun Learning was able to increase the motivation and learning outcomes of Indonesian students in grade IV of SD Negeri 2 Depok. Similar results were also found by Maulida & Prasetyo (2022) who stated that Fun Learning creates an active and collaborative classroom atmosphere so as to increase students' understanding of sentence structure and vocabulary. However, these studies have not specifically examined the influence of Fun Learning on the ability to understand sentences effectively, especially in the context of elementary schools in Pekanbaru.

Based on this description, this study focuses on analyzing the influence of the Fun Learning method on the understanding of effective sentences of grade IV students of SD Negeri 113 Pekanbaru. The purpose of this study is to find out the extent to which the application of the Fun Learning method can improve students' ability to understand and compose effective sentences. The results of this study are expected to provide practical implications for elementary school teachers in choosing and implementing learning methods that are able to improve students' language skills, especially in the aspect of writing. Theoretically, this research is expected to enrich scientific studies on the effectiveness of active and fun learning methods in the context of Indonesian language teaching in elementary schools.

Thus, this research contributes to the development of Indonesian learning strategies that are innovative, relevant to the needs of students, and in line with the spirit of the Independent Curriculum which emphasizes meaningful, fun, and student-centered learning.

RESEARCH METHODS

This study uses a quantitative approach with a pre-experimental design which aims to determine the effect of the application of *the fun learning method* on the understanding of effective sentences of grade IV students of SD Negeri 113 Pekanbaru. The research design used is a *one group pretest-posttest design*, which is a study involving one group of students who are given tests before and after treatment. This design allows researchers to observe changes in students' understanding after the application of *the fun learning method* compared to the initial condition before the treatment is given.

Pretest Treatment Posttest

O1 X O2

This research is carried out with research activities including initial observation, preparation and submission of proposals, guidance process, implementation of research in the field, as well as the stage of data analysis and preparation of research report results. The population in this study is all grade IV students of SD Negeri 113 Pekanbaru for the 2025/2026 school year which totals 49 students, consisting of 26 students in grade IV A and 23 students in grade IV B. Research samples were taken by *purposive sampling technique*, which is the determination of samples based on certain criteria that are in accordance with the purpose of the research. In this case, class IV A with 26 students was chosen as a sample because it has characteristics that are considered representative of the research population.

The variables in this study consist of independent variables and bound variables. The free variable is the application of *the fun learning method*, while the bound variable is the understanding of effective sentences. The application of *the fun learning method* in the context of this research is interpreted as a learning strategy designed to create a fun, active, and interactive learning atmosphere, with the aim of increasing students' motivation and involvement in understanding effective sentence material. Meanwhile, understanding effective sentences is interpreted as the ability of students to understand, identify, and distinguish sentences that meet the criteria for effectiveness based on the unity of ideas, cohesion, word economy, diction accuracy, alignment, and applicable spelling rules.

The main instrument used in this study was in the form of a test consisting of a *pretest* and a *posttest*. The test was given before and after the application of *the fun learning method* to measure the improvement of students' understanding of effective sentences. The test form consists of multiple-choice questions and descriptions that are compiled based on indicators of the ability to understand the elements of effective sentences, such as unity of ideas, coherence, sparing of words, correctness of diction, alignment of forms, conformity with EYD, and logical sentences.

The data collection procedure is carried out through the implementation of an initial test (*pretest*) to determine the initial level of understanding of students, followed by the application of *the fun learning method* in the learning process, and ended with the administration of a final test (*posttest*) to see the results of improvement after treatment. The data obtained from the test results were analyzed using quantitative statistical analysis with the help of the SPSS version 25 program.

Data analysis begins with validity and reliability tests to ensure the quality of the instruments used. Next, descriptive statistical analysis was carried out to find out the average value, highest value, lowest value, and standard deviation from the data obtained. The normality test is carried out to find out whether the data is normally distributed as a condition for the parametric test. After that, hypothesis testing was carried out to determine the effect of the application of *the fun learning method* on students' effective sentence comprehension.

The hypothesis in this study consists of two statements, namely the alternative hypothesis (H_a) which states that there is a significant influence between the application of *the fun learning method* on the understanding of effective sentences of grade IV students of SD Negeri 113 Pekanbaru, and the null hypothesis (H_o) which states that there is no significant influence between the application of *the fun learning method* to students' understanding of effective sentences. The results of the hypothesis analysis will later be the basis for drawing conclusions about the effectiveness of the application of *the fun learning method* in improving the effective sentence comprehension ability of elementary school students.

RESEARCH RESULTS

Research on the *Effectiveness of Fun Learning in Improving Effective Sentence Comprehension of Grade IV Students of SD Negeri 113 Pekanbaru* was carried out for four meetings. Based on the results of initial observations, Indonesian learning in class IV A is still dominated by lecture methods and written exercises without involving many interactive activities. As a result, most students appear passive, bored easily, and lack understanding of effective sentence concepts such as subject-predicate usage, word sparing, and clarity of meaning.

During the implementation of the fun learning method, the classroom atmosphere changes to be more active and fun. Teachers use various activities such as word games, sentence cards, and simulations to compose effective sentences from random word pieces. The results of the observation showed an increase in student participation: students were more enthusiastic, actively discussed, and dared to express their opinions. Teachers also reported that students were quicker to understand the difference between effective and ineffective sentences through game-based activities.

The results of the interview with the teacher of grade IV A, Mrs. Siti Rahmah, corroborated the findings of observation. He said that the fun learning approach helps students understand concepts in a way that is not boring. Students who previously had difficulty distinguishing effective sentences are now able to identify and correct sentences more precisely. Some students also admitted that they prefer to learn Indonesian because the method used creates a classroom atmosphere such as "learning while playing". In general, the results of observations and interviews show that the application of fun learning not only increases students' understanding of the material, but also has a positive impact on their motivation, activeness, and confidence during the learning process.

To determine the influence of the fun learning method on students' understanding of effective sentences, data analysis was carried out using SPSS version 25 with a *one group pretest-posttest* design. Pretest and posttest data from 26 students were analyzed to see the difference in average ability before and after treatment.

Table 1. Summary of Student Pretest and Posttest Results

Statistics	Pretest	Posttest
Number of Students	26	26
Highest Score	66	100
Lowest Score	26	73
Average	51,92	87,58
Average Difference	–	35,66

Based on the table above, it can be seen that students' pretest scores are still relatively low, with an average of 51.92, a low score of 26, and a high of 66. After the application of the *Fun Learning*, posttest scores increased significantly with an average of 87.58, a low score of 73, and a high of 100. This shows that there is an increase of 35.66 points after learning using the *Fun Learning*. This improvement indicates that the method is able to help students better understand the structure and characteristics of effective sentences. Furthermore, the results of the research were also tested through the following statistical tests:

Descriptive Statistics of Pretest and Posttest Results

Table 2. Descriptive Statistics

Variable	N	Minimum	Maximum	Average	Std. Deviation
Pretest	26	26	66	51.92	10.62
Posttest	26	73	100	87.58	8.56

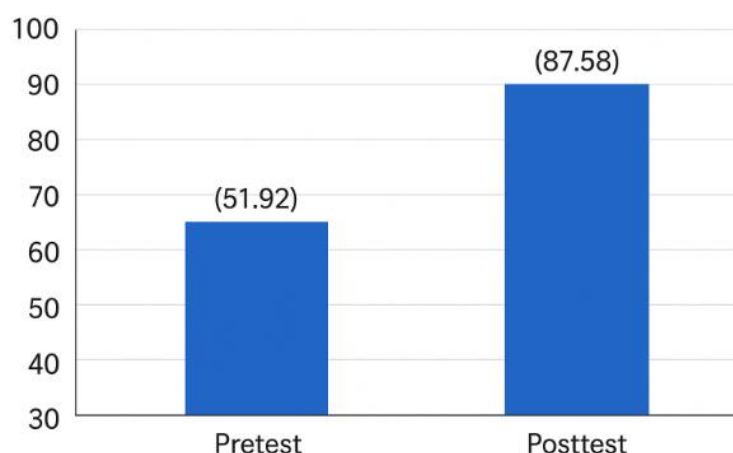
From the results of the descriptive statistics above, it can be seen that the average posttest score is higher than the pretest. The standard deviation value (SD) of the pretest was 10.62, while the posttest was 8.56. This shows that after the application of the *fun learning method*, the variation in students' grades becomes smaller, which means that the improvement in understanding is more evenly distributed among all students. In addition, the increase in the minimum score from 26 to 73 signifies that even students with low initial abilities are making significant progress. To find out whether the increase was statistically significant, a Paired Sample t-test was carried out using the SPSS version 25 application.

Table 3. Paired Sample T-Test

Variable Pairs	t	Df	Sig. (2-tailed)
Pretest – Posttest	-19.762	25	0.000

The test results showed that the value of Sig. (2-tailed) = 0.000, which is smaller than 0.05. This means that there is a significant difference between the results of the pretest and posttest. Thus, the alternative hypothesis (H_a) which states that *the fun learning method affects students' understanding of effective sentences* is accepted, while the null hypothesis (H_0) is rejected. A t-count value of -19.762 indicates a very large difference between the ability before and after treatment. A negative sign on the t-value indicates that the posttest score is much higher than the pretest, in accordance with the expected direction of improvement. Interpretively, these results reinforce that the application of *the fun learning method* is able to increase students' motivation, attention, and active participation during the Indonesian learning process, especially in understanding effective sentences.

Visualization of Research Results To clarify the difference in average scores between pretest and posttest, the following is presented a bar chart that illustrates the improvement in students' abilities after the application of the fun learning method.



The diagram above shows a fairly striking increase between the average score of the pretest (51.92) and posttest (87.58). This shows that the fun learning method is effective in significantly improving students' ability to understand effective sentences. 5. General Interpretation Overall, the results of the study showed that: The average student score increased by 35.66 points after fun learning-based learning. The significance value of the t-test of $0.000 < 0.05$ proves that the increase did not occur by chance, but as a result of the treatment given. The fun learning method provides a fun learning experience, increases student focus, and makes Indonesian learning more meaningful. Thus, it can be concluded that the application of the fun learning method is effective in improving the understanding of effective sentences of grade IV students of SD Negeri 113 Pekanbaru

DISCUSSION

Research shows that the application of the fun learning method has a significant effect on improving the understanding of effective sentences of grade IV students of SD Negeri 113 Pekanbaru. This is reflected in the increase in the average score of students from 51.92 in the pretest to 87.58 in the posttest, with a value of Sig. (2-tailed) = $0.000 < 0.05$, which shows a very significant difference before and after the application of the method. This increase not only shows the success of learning interventions, but also indicates that the fun learning approach is able to provide a more meaningful learning atmosphere for elementary school students.

In learning Indonesian, especially in effective sentence material, students often face difficulties in understanding grammar rules that are abstract and conceptual. Through the application of the fun learning method, the learning process is changed to a more interactive and fun activity, so that students no longer learn passively. Activities such as sentence card games, effective sentence structure simulations, and small group discussions provide hands-on experience for students to practice the use of effective sentences contextually.

A cheerful and participatory learning atmosphere makes students more focused and motivated. This learning centered on real activities helps students interpret the content of learning, not just memorize the rules. In line with the

view of Zaeni (2021), a pleasant learning environment fosters intrinsic interest and motivation, so that learning outcomes increase naturally without coercion. In this context, teachers play the role not of informants, but of facilitators who lead students to explore and discover effective sentence concepts through their own learning experiences.

The fun learning method also encourages students' active involvement in the thinking process. Through language game activities, students are invited to compose, correct, and critically assess sentences with their friends. This process develops the ability to think logically and reflectively, while improving the ability to communicate. Soliha (2024) corroborates that an approach that combines collaborative activities and educational games can stimulate children's basic literacy skills, as they involve cognitive, social, and emotional aspects simultaneously.

Fun learning activities like these not only improve the conceptual understanding of effective sentences, but also grow students' analytical abilities. They learn to distinguish between effective sentences and not, and understand the reasons behind them. Thus, fun learning serves a dual purpose: to strengthen language skills while practicing a systematic and structured way of thinking.

The application of fun learning significantly increases the enthusiasm and activeness of students during the learning process. Students who were previously passive began to show the courage to express their opinions and engage in group discussions. The classroom becomes more lively, the learning atmosphere is more fluid, and the relationship between students and teachers becomes more intimate. This phenomenon is in line with the findings of Kusnadi, Sudrajat, and Asikin (2022) who affirm that active learning is able to significantly increase learning motivation because students are the main subjects in learning activities. In addition, Fitriani and Kurniawan (2023) added that the use of media and interesting activities can reduce students' boredom levels, while increasing learning focus. In this study, the presence of language games designed with light competitive elements turned out to make students more excited to complete learning tasks without feeling burdened. The results of the observation also showed that students smiled more often, interacted, and showed curiosity about the material.

Another advantage of the application of fun learning is its ability to integrate social, emotional, and cognitive aspects in a harmonious manner. Learning is not only directed at academic achievement, but also at the formation of positive character. Students are trained to work together, respect peer opinions, and be accountable to group tasks. According to Nugraha (2024), a pleasant learning atmosphere can strengthen information retention because positive emotions prolong memory and foster confidence. This is evident from the improvement of students' social behavior in the classroom. They are better able to communicate politely, listen to friends, and take an active role in the group. Thus, fun learning not only affects the cognitive realm, but also supports students' affective and social development.

From a statistical point of view, the increase in the average score and the decrease in the standard deviation from 10.62 to 8.56 indicate that the improvement in ability occurs evenly across all students. This shows that fun learning not only benefits some students, but also has an inclusive positive impact on all students. These findings are in line with the results of Setiawan's (2023) research which shows that *the game-based learning* approach is able to improve understanding of concepts and strengthen long-term memory. More than that, this study also proves that innovations in Indonesian learning can be done in simple ways but have a big impact. Activities packed with elements of play and collaboration make students more active, confident, and responsible for their own learning process. This is in accordance with Humam's (2025) view that innovative learning strategies such as fun learning not only improve learning outcomes, but also form positive characters in students.

Overall, the results of this study show that the application of the fun learning method is able to improve effective sentence understanding through a fun, interactive, and collaborative learning atmosphere. Learning is no longer a monotonous activity, but rather a meaningful experience that connects the concept of language with the real life of students. In addition to improving academic results, this method also fosters positive characters such as confidence, cooperation, and responsibility in learning. Thus, the application of fun learning deserves to be considered as an alternative learning strategy in teaching Indonesian in elementary schools. Teachers can adapt this approach by combining different forms of language games, simulations, and collaborative projects so that students learn actively, creatively, and passionately.

CONCLUSION

The application of *the fun learning method* has proven to be effective in improving the understanding of effective sentences of grade IV students of SD Negeri 113 Pekanbaru. This approach is able to create an interactive, fun, and student-centered learning atmosphere that encourages active engagement, increases motivation, and strengthens students' critical and communicative thinking skills. In addition to cognitive improvement, *fun learning* also contributes to the development of positive characters such as confidence, responsibility, and cooperation in the Indonesian learning process.

Teachers are advised to integrate *fun learning methods* in Indonesian learning, especially in materials that require an understanding of abstract concepts such as effective sentences. Schools can provide support in the form of training and the provision of creative learning media so that teachers are better prepared to implement this approach. Researchers can then develop *fun learning studies* in other subjects or examine their influence on students' affective and social aspects in more depth.

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