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## Engaging Strategies for Preventing Classroom Boredom: Fun Learning Approaches at SD Islam Al-Azhar Cairo Sragen

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### Abstrak

*Penelitian ini bertujuan untuk memberikan wawasan tentang Teknik untuk meminimalisir kebosanan siswa di kelas di SD Islam Al-Azhar Cairo Sragen dengan menggunakan metodologi pembelajaran yang menyenangkan. Penelitian ini menyoroti temuan-temuan dari studi kualitatif tentang pendekatan pembelajaran interaktif dan pembelajaran di luar ruangan untuk melibatkan siswa dalam kelas bahasa Inggris. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Studi ini menemukan bahwa menggabungkan media interaktif dan kegiatan luar ruangan secara dramatis meningkatkan minat dan keterlibatan siswa. Para guru secara efektif memodifikasi taktik-taktik ini agar sesuai dengan berbagai gaya belajar dengan tetap mempertahankan suasana inklusif. Inisiatif-inisiatif ini membantu siswa meningkatkan prestasi akademik, keterampilan sosial, dan partisipasi umum dalam kegiatan pembelajaran.*

*Kata Kunci: Fun Learning, Boredom, Classroom*

### Abstract

*This research aims to provide insight into techniques to minimise student boredom in the classroom at Al-Azhar Cairo Islamic Primary School Sragen by using fun learning methodologies. This research highlights the findings of a qualitative study on interactive learning approaches and outdoor learning to engage students in English classes. Data were collected through observation, interviews, and documentation. The study found that combining interactive media and outdoor activities dramatically increased student interest and engagement. The teachers effectively modified these tactics to suit various learning styles while maintaining an inclusive atmosphere. These initiatives helped students improve academic achievement, social skills and general participation in learning activities.*

*Keywords: Fun Learning, Boredom, Classroom*

### 1. INTRODUCTION

The quality of teaching in elementary school significantly impacts the future of young students. Classroom boredom is a major problem in educational settings because it has a negative impact on student engagement, motivation, and overall learning results. To address this issue, educators are increasingly incorporating engaging and interactive learning activities into their curriculum. A suitable classroom setting is important in minimizing boredom since it encourages student engagement and motivation. According to research, a well organized and

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engaging classroom can improve learning endurance while also reducing weariness and monotony (Khasana et al., 2023). Furthermore, efficient classroom management is critical for reducing disruptions that contribute to negative emotions such as boredom and anger, resulting in a more pleasurable learning environment (Itzek-Greulich & Vollmer, 2017).

Fun learning is one of the learning concepts that integrates fun and engaging activities into the educational process on providing a good and relaxing classroom environment, which can increase student enthusiasm, engagement, and knowledge retention. The term “Fun Learning” has acquired popularity in educational discourse, notably as a tactic for increasing student engagement and reducing boredom in the classroom. Fun learning refers to a variety of engaging and entertaining educational practices that not only make learning more fun but also develop deeper cognitive engagement among students. According to research, when students like their studying, their motivation and general academic performance improve dramatically (Wulan & Syaleh, 2023). This is especially important in today's educational context, when traditional teaching approaches frequently fail to capture learners' attention, resulting in disengagement and boredom (Assante & Momanu, 2021).

SD Islam Al-Azhar Cairo Sragen is one of the branches of Al-Azhar Cairo Islamic School Indonesia. This school is a Qur'anic memorizing school that follows the national curriculum and combines IMTAQ (faith and piety) and IPTEK (science and technology) based education. With this pattern of education, it is expected that students of SD Islam Al-Azhar Cairo Sragen will not only be intellectually intelligent but also emotionally and spiritually intelligent and have international insight so that they can create future leaders of the Ummah, religion, and nation who hold fast to the Qur'an and Sunnah. The school is managed by Al-Azhar Cairo Sragen Education and Da'wah Foundation which is engaged in da'wah and education.

## **2. METHODOLOGY**

This study employs a qualitative method to explore strategies for preventing classroom boredom through fun learning approaches at SD Islam Al-Azhar Cairo Sragen. The data collection methods included, observation, interviews, and documentation. The observation conducted in classroom and outdoor activities to examines the application of the fun learning uses interactive media and outdoor learning. Then, the researchers interviewed the teachers and school administrators to gain insights into their perspective into this fun learning approaches. Documentation was conducted during observations and interviews by the researcher to support the research of this fun learning approaches.

## **3. RESULT AND DISCUSSION**

## A. Fun Learning Activities Through Interactive Media, Outdoor Learning, and English Practical Activities

In making classes more dynamic and engaging, integrating technology into the classroom may completely transform how students learn and interact with both the teacher or the material being covered. A dynamic and multimedia rich learning environment is provided for SD Islam Al-Azhar Cairo Sragen students. The following are media used by teachers to support fun teaching and learning activities:

### a. Interactive Media



**Picture 1. Interactive Media**

In SD Islam Al-Azhar Cairo Sragen, one interactive media used is Smart TV is a web-enabled television that can be connected to you preferred streaming services for limitless access to media while also being used as a projector. SD Islam Al-Azhar Cairo Sragen is dedicated to providing an enjoyable, engaging, and productive learning environment that equips students by using the potential of smart TVs. The use of smart TV in the classroom is one of the game-based learning methods. So, the teacher will display teaching materials on the smart TV screen and deliver them in dynamic and interactive games.

Especially in English learning activities, this smart TV is very useful for teachers to teach how to pronounce and introduce vocabulary to students through educational videos and interactive games.

Interactive games that are played in the class are related to the material at that time, so the teacher will make a simple game on the computer and then make it easier for students to follow the game; the teacher will display it through the TV screen, with this method, of course, attracts the attention of students. One of the tasks that is done is a question box, where there are several boxes containing questions with their respective score weights, and students are

allowed to choose and answer them in the English learning field, such as the name of the color, the name of things in the class, and the name of the animal. If the student answers correctly, they will get a score, but if they can not answer the question correctly, they will get a point reduction.

Besides that, smart TVs are often used in the classroom to play educational videos related to the English lesson being taught. This helps students understand the material presented by the teacher more easily.

However, technology certainly impacts its users, especially students. Smart TVs have a positive impact on students by providing insight and a more realistic picture of the material and making the teacher's job easier. However, smart TVs also hurt users. Television as a means of entertainment can affect the teaching and learning process. Students can lose track of time and feel too lazy to continue the lesson, which can have an impact on their psychological condition. Too much time in front of the TV screen can make children more temperamental because they feel dissatisfied with the time spent.

b. **Outdoor Learning**



**Picture 2. Outdoor Learning**

Outdoor learning is an experiential learning method that incorporates outdoor activities to transform knowledge, skills, behaviors, or attitudes. In SD Islam Al-Azhar Cairo Sragen, outdoor learning offers a dynamic, engaging educational experience that seamlessly blends physical activity with academic concepts—for example, sports with English lessons, swimming, and neighborhood exploration.

Sport with English here combines sports with lessons that allow students to see the practical applications of English concepts in everyday activities. For example, one class will be divided into two groups. There will be cones arranged for a zigzag running track. Before the student runs, the other group

will ask questions related to counting to that student. The group can run and finish the game if the answer is correct.

Besides sports with English, SD Islam Al-Azhar Cairo Sragen also has a swimming program. This program is an application of the outdoor learning method. This program is carried out in the local swimming pool at Yonif 408 Suhbraatha Sragen, also open to the public, by paying 5000 Rupiahs for one student for the entrance ticket. Swimming starts at 8 AM to 11 AM.

When arriving there, the teacher will instruct the students to warm up first so that no injuries occur when they are already in the pool. Afterward, the teacher will give safety education and basic swimming movements in the pool in English language.

After that, the teacher will provide small games that can be played in the pool, such as water polo, ball relay, and others. In this game, students will be formed into groups, and each group is given time to win the game. After all activities, the teacher will give free time for students to play in the pool by themselves. Then, when the time is up, the students will be given time to clean up and go home.

The final activity is neighborhood exploration by walking around the school, which is a terrific opportunity to exercise while learning about the local community. Walking around the school helps students to get some good activity while exploring the world outside of their classrooms. It provides a chance to combine movement with observation, making learning a more dynamic and participatory experience.

During this practice, teachers encourage students to observe different features of their surroundings. Students may learn about the everyday life of the locals, identify various flora, and find the creatures that sit in the area. This hands-on approach fosters curiosity and helps students form a stronger connection to their surroundings, promoting community awareness and environmental appreciation.

SD Islam Al-Azhar Cairo Sragen provides outdoor learning experiences that combine physical activities with scholastic themes. Sports, swimming, and neighborhood exploration programs all help students improve their knowledge, abilities, habits, and attitudes. This dynamic learning environment helps students apply classroom principles in real-world situations while fostering a

stronger connection to their community. Outdoor learning encourages physical health, intellectual progress, curiosity, and environmental awareness, as well as the development of well-rounded individuals who are physically active, academically competent, and socially sensitive, representing the principles and spirit of SD Islam Al-Azhar Cairo Sragen.

**c. English Practical**



**Picture 3. English Practicum Activities**

The English practicum activity at SD Islam Al-Azhar Cairo Sragen aims to improve students' communication skills by having them participate in talks regarding everyday activities and self-introductions. These core subjects are vital for young learners because they help them gain confidence in using English in everyday contexts. The practicum is intended to be participatory and student-centered, allowing the children to practice speaking, listening, and comprehending English in a pleasant and friendly setting.

During the practicum, students are invited to discuss their daily routines, such as what they do in the morning, their favorite after-school activities, and how they spend their weekend. This practice not only helps kids acquire new terminology, but it also allows them to utilize English in a real-world setting. Students increase their English fluency and express themselves more effectively by sharing their experiences.

The practicum involves self-introduction tasks as well as discussions about everyday activities. Students are taught to introduce themselves, talk about their families, and discuss their hobbies. This element of the practicum is critical for developing social communication skills, which are required for academic and personal development. Students build confidence in speaking

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English via role-playing and interactive exercises, which lays a solid basis for future language study.

#### **B. The Most Chosen Fun Learning Media Used by Teachers and Students**

At SD Islam Al-Azhar Cairo Sragen, the most chosen learning method is interactive media because the use of interactive media really helps the teachers display a variety of information that is more in-depth about each subject. In addition, with this interactive media, the students become more conducive, and the class is quieter, especially with the simple games related to the subjects created by the teacher to support the students' activeness.

In terms of education, smart TVs are quite advantageous. They give users access to a wide range of instructional content and interactive learning environments, which can improve student engagement and effectiveness. They can accommodate different learning styles and use multimedia and visual tools to help explain difficult subjects. However using smart TVs excessively can have negative consequences. Overuse of screens has been linked to detrimental effects on physical health, such as bad posture and decreased physical exercise. It can also influence mental health by raising the possibility of focus issues and sleep difficulties. Additionally, a heavy reliance on screen-based learning might limit possibilities for social connections and hands-on activities, both of which are essential for a child's overall cognitive and social development (Youvan, 2024).

### **4. CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

SD Islam Al-Azhar Cairo Sragen has adopted a variety of learning materials to improve students' educational experiences. Interactive media, such as Smart TVs, provide a multimedia-rich environment that encourages game-based learning and educational films. Outdoor learning, such as math-based sports, swimming, and environmental exploration, fosters physical health, intellectual development, curiosity, and environmental awareness. These hands-on activities help youngsters form stronger links with their communities and build all-around skills. Scientific learning aids enhance interactive training by assisting students in comprehending

scientific concepts and thinking critically. These activities make abstract scientific concepts more approachable and intelligible, preparing pupils for academic achievement, physical activity, and social responsibility.

### **B. Suggestion**

While using Smart TVs in the classroom has many educational benefits, it is crucial to be aware of the possible detrimental effects on students' psychological and visual health. Excessive screen time can cause eye strain, headaches, and irritability. These difficulties may impact kids' general well-being and academic achievement.

To reduce these hazards, it is best to combine the usage of Smart TVs with traditional teaching instruments like projectors. Projectors can efficiently show instructional information without the high screen exposure associated with Smart TVs. Furthermore, providing regular breaks and encouraging kids to engage in non-screen-related activities might help minimize eye strain and promote better psychological health.

SD Islam Al-Azhar Cairo Sragen may maintain an engaging and dynamic learning environment while also protecting students' health and well-being by taking a more balanced approach to technology usage in the classroom.

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