

THE EFFECTIVENESS OF GROUP GUIDANCE SERVICES WITH THE JOYFUL LEARNING METHOD TO IMPROVE CHILDREN'S CREATIVITY AT THE CERIA LEARNING HOUSE IN PALEMBANG

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Abstrack

This study is entitled "*The Effectiveness of Group Guidance Services with the Joyful Learning Method to Increase the Creativity of Children at the Palembang Cheerful Learning House*" The purpose of this study is to determine the effectiveness of group guidance services with the joyful learning method to increase the creativity of children at the Palembang Cheerful Learning House. This study uses a quantitative approach with an experimental type of sample taken totaling 15 children. The sampling technique used is purposive sampling technique, namely a non-random sampling method carried out with certain criteria. Data collection techniques use questionnaires or questionnaires with a total of 40 statements, with the basis for decision making $r_{Count} > r_{Table}$ then the statement is declared valid. The data analysis technique uses the Wilcoxon test to measure the significant difference between two populations based on the value (asympt.sig (2-tailed) < then H_0 is rejected and H_a is accepted. The results of this study indicate that the average pre-test before M (SD) 63, (13) With a low category of 11, medium 4, and high 0 becomes after the post-test M (SD) 101 (33) with a low category of 0, medium category 0, high category 15 experiencing an increase in creativity in children. Based on the results of the Wilcoxon test with a significance value of $0.001 < 0.05$ from the Z score of -3.408, therefore group guidance with the joyful learning method is effective in increasing children's creativity at the Palembang cheerful learning house.

Keywords: Effectiveness, Joyful Learning, Creativity

Abstrak

Penelitian ini berjudul "*Efektifitas Layanan Bimbingan Kelompok Dengan Metode Joyful Learning Untuk Meningkatkan Kreativitas Anak Rumah Belajar Ceria Palembang*" Tujuan dari penelitian ini untuk mengetahui Efektivitas layanan bimbingan kelompok dengan metode *joyful learning* untuk meningkatkan kreativitas anak rumah belajar ceria Palembang. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis eksperimen sampel yang di ambil berjumlah 15 anak. Teknik sampling yang digunakan adalah teknik

purposive sampling yaitu metode penarikan sampel non random *sampling* yang dilakukan dengan kriteria tertentu. teknik pengumpulan data menggunakan kuisioner atau angket dengan jumlah 40 pernyataan, dengan dasar pengambilan keputusan $r_{Hitung} > r_{Tabel}$ maka pernyataan tersebut dinyatakan valid. Teknik analisis data menggunakan uji *Wilcoxon* mengukur signifikan perbedaan antara dua populasi yang di dasarkan pada nilai (*asympt.sig(2-tailed)*) < maka H_0 ditolak dan H_a Diterima. Hasil penelitian ini menunjukkan bahwa rata-rata *pre-test* sebelum M(SD) 63,(13) Dengan kategori rendah 11, sedang 4, dan tinggi 0 menjadi setelah *pos-test* M(SD) 101(33) dengan kategori rendah 0, kategori sedang 0, kategori tinggi 15 mengalami peningkatan kreativitas pada anak. Berdasarkan hasil pengujian uji *Wilcoxon* dengan hasil nilai signifikansi sebesar $0,001 < 0,05$ dari hasil *Zscore* -3.408 maka dari itu bimbingan kelompok dengan metode *joyful learning* efektif untuk meningkatkan kreativitas anak di rumah belajar ceria Palembang

Kata kunci: Efektivitas, *Joyful Learning*, Kreativitas

INTRODUCTION

According to the 2003 National Education System Law, early childhood is defined as children aged 0-6 years. Education experts define early childhood as children between the ages of 0-8 years. During this period, children experience rapid growth and development that will be irreplaceable in the future, thus marking the Golden Age. This golden age significantly influences subsequent stages of growth and development. This period also occurs only once in an individual's lifetime. Therefore, the growth and development process during this period must be closely monitored by teachers and parents. Education provided during this early age is crucial because it is during this period that an individual's intellectual potential and basic character are formed. (Putra, 2022)

Childhood is a time for learning, exploring, playing, creating, and imitating. Play activities for children are crucial for their personality development. For a child, play is not simply a way to fill time; it is a medium for learning. Play provides valuable opportunities for children to express themselves, practice skills, and gain satisfaction from play, which ultimately leads to their personal development. (Afriandi et al., 2024)

Child development during this period is heavily influenced by parental guidance, and environmental influences are dominant. This influence allows children to independently develop their abilities to learn, explore, play, create, and imitate. However, during this period, children tend to prioritize their ego or emotions over logical thinking. Psychologically, these children will have a distinct advantage over others when they enter elementary school. (Tohari et al., 2022)

Child development is influenced by a crucial factor: the environment. Robert focuses on the place where a child grows up and the conditions within that environment. Robert states that children only learn developmental tasks once, such as walking, running, saying their name, and so on. Robert points out that the environment surrounding the child's home and the role of their parents are also important factors. Robert also states that children only learn developmental tasks once, such as walking, running, and so on.

Erikson's development is known as the psychosocial development theory. This theory of psychosocial development is one of the best. Erikson believed that human personality develops at several levels. One component of Erikson's psychosocial theory is the development of ego equality. Ego equality is a feeling that develops from social interactions. Ego development changes based on experiences, social interactions, and new information gained. To achieve these goals, it is necessary to develop engaging learning methods and strategies that can stimulate enthusiasm and creativity in children. The method in question prioritizes creativity in children to maximize their potential, thereby facilitating understanding and absorption. One learning model in this learning process encourages them to learn directly by relating them to real-life problems is the joyful learning method. Joyful Learning, or the learning model that is expected to create a fun, relaxed, and actively engaging learning environment for students, is Joyful Learning. Joyful Learning is a learning strategy to develop students' skills and understanding. (Permatasari et al., 2014)

Joyful Learning is a learning system that provides enjoyment in the learning process. Given the current reality, some students perceive learning as very difficult. This is because the learning process is often very boring and lacks excitement, thus not providing a challenge. This shouldn't be allowed to continue, as it can slowly kill children's creative thinking skills.

Many types of games can be incorporated into learning activities. Students can design their own material or adapt it from a television game show, for example. Believe it or not, this can stimulate students' creativity. Games have a dual purpose: to provide enjoyment, which automatically sharpens their creativity (Zulfiyanti, 2025).

According to Mulyasa, Joyful Learning is a learning process that fosters strong cohesion between educators and students, without any feelings of coercion or pressure. The Joyful Learning approach empowers students to act, try, ask questions, express opinions, and defend their opinions, bolstering their fear of being wrong, ridiculed, belittled, or pressured. In learning, educators must recognize that the human brain is not a machine that can be forced to think endlessly, and therefore requires relaxation.

Learning is presented as if children are playing. This is achieved through the use of the Joyful Learning method, which uses images or animations to stimulate interest and enjoyment in learning. This method, particularly in quizzes, involves children being divided into groups to compete for the top prize. The Joyful Learning Center (RBC), an institution engaged in humanitarian work, is an educational service founded by individuals who care about the importance of education. RBC was founded in 2014 on the initiative of seven young people. RBC is located on Jl. H. Sarkowi. B, Keramasan, Kertapati District, Palembang City, South Sumatra. RBC currently has over 150 students, ranging from first grade to junior high school. Teaching and learning activities are held once a week, on Sundays. Pedado Village only has one elementary school, so children who wish to continue their education must travel a considerable

distance. This is one of the factors causing children to only complete elementary school. Therefore, RBC was established to provide not only formal and non-formal education but also to motivate them to develop a strong determination to pursue higher education. (Sartika et al., 2021)

I was interested in researching RBC because the children there lack creativity and curiosity; they simply observe the teacher's explanations without asking for more details. They also lack interest in the learning process. Some children fall asleep during class and some simply don't pay attention. With the presence of children who are less interested in learning, it will result in them not caring and being inactive and can result in them not being confident. Students who are not confident will affect their development in the school environment, such as being less creative, interacting with friends, not being active in learning and always having a negative view of themselves. Therefore, I am interested in this research at Rumah Belajar Caeria Palembang. To find out more about the various things about the guidance mentioned above, the author feels the need to conduct research whose results will be poured into a thesis with the title "The Effectiveness of Group Guidance Services with the Joyful Learning Method to Increase the Creativity of Children at Rumah Belajar Ceria Palembang".

THEORETICAL FRAMEWORK

A review of previous research findings is used to support the current research. It serves as a comparison to existing research, both in terms of its strengths and weaknesses, and to strengthen arguments. Therefore, in this case, the researcher selected research related to the proposed topic. First, Miftahus Sa'adah's 2022 thesis, titled "The Effectiveness of the Joyful Learning Strategy in Improving Eighth Grade Learning Outcomes in the Al-Qur'an and Hadith Subject at Miftahurrahman Islamic Junior High School in West Tulang Bawang." Second, Elmaniah Alamsyah's 2020 thesis, titled "Implementation of the Joyful Learning Method in Islamic Religious Education at Alam Banyuwangi Islamic School." Third, Annisa Nur Fadila's 2022 thesis, titled "The Application of the

Joyful Learning Strategy in Cultivating Responsibility in Students (a Case Study of Social Studies Learning at SMP 1 Siman"). Fourth, Auliani Putri's 2022 thesis, titled "The Effect of the Joyful Learning Model at the End of Lessons on the Learning Interest of Fourth Grade Students at Min 42 Aceh Besar." These studies share similarities in discussing the Joyful Learning method. The differences lie in the object, focus of the problem, the methods used, and the theoretical updates of each study.

Group guidance can be defined as assistance to individuals carried out in a group setting. Group guidance can take the form of providing information or group activities discussing educational, work, personal, and social issues. (Hartanti, 2022) According to Prayitno, group guidance services are defined as the provision of information in a group setting and the development of plans for appropriate decision-making, with group dynamics as a vehicle for achieving the goals of guidance and counseling activities. (Ilhamuddin et al., 2024)

In general, the benefits of group guidance services include training students to work in groups and fostering collaboration among students in problem-solving, training students to express their opinions and respect the opinions of others, and improving students' communication skills with peers and mentors.

Several principles must be applied to ensure smooth implementation of group guidance services. These principles include ensuring that each member participating in group guidance services participates voluntarily without coercion from others, is open to expressing ideas, concepts, and opinions related to the topic being discussed, and participates in all activities planned by the group leader. (Muid & Rozaq, 2022)

Joyful Learning comes from the word "Joyfull," meaning fun, while "Learning" means learning. Joyful learning is a learning system that strives to arouse interest, foster full involvement, and create meaning, understanding, and values that bring joy to students. Joyful learning strategies can be enjoyed by

students, who will certainly feel comfortable and engaged. Fun has an element of motivation to encourage curiosity. Meanwhile, according to Uno in his book, Dadang Rahmat, the goal of Joyful Learning is for teachers, as facilitators, to bring out students' potential, as the teacher's function is to teach to their initial nature, namely, awakening students' potential through the transfer of knowledge that is not indoctrinated. (Sufiani & Marzuki, 2021) According to Munandar, creativity is the ability to create something new, as the ability to provide new ideas that can be applied in problem-solving, or as the ability to see new relationships between pre-existing elements. According to Munandar, there are reasons why creativity is important to be fostered, nurtured, and developed in children, including: First, through creativity, children can realize themselves. Self-realization is one of the basic human needs. Second, the ability to think creatively can see various solutions to a problem. Expressing thoughts that differ from others without being limited will essentially be able to generate a variety of ideas. Third, being creatively engaged will provide satisfaction to the individual. This is important to note because the level of satisfaction achieved by a person will influence their social-emotional development. Fourth, creativity enables humans to improve their quality of life. New ideas, the fruit of creative thinking, will be essential for facing a challenging future.

METHOD

This study uses a quantitative research approach. Quantitative research is research that heavily demands the use of numbers. According to Sugiono, quantitative research is research based on the philosophy of positivism used to examine specific populations or samples by collecting data using research instruments with statistical data analysis aimed at testing predetermined hypotheses. (Tumurang, 2024) Based on the problem being studied, the method and type of this research use experimental research, generally considered the most sophisticated method and is carried out to test hypotheses. The type of research used in this study is a pre-experimental design, namely a design used to

reveal causal relationships only by involving a group of subjects, so there is no strict control over variables.

The experimental design used in this study is a pre-experimental design, because in this design the researcher can control all external variables that affect the course of the experiment. The design used is the one-group pretest-posttest design, in which a group of subjects are subjected to treatment for a certain period, with measurements taken before and after the treatment is administered. Data collection techniques are techniques that researchers can use to collect data. The data collection techniques used in this study are observation, documentation, and questionnaires. Data analysis techniques are ways of processing data to obtain final conclusions from a study. (Jailani, 2023) Analysis techniques are methods or ways used to manage data into information so that the characteristics of the data are easily understood and useful for finding solutions to problems. The data analysis techniques used in this study are data rehabilitation testing, data validity testing, data normalization, and hypothesis testing. Two-sample paired t-tests.

RESULTS

The research was conducted at Rumah Belajar Ceria Palembang with a sample of 15 children. Before distributing the questionnaire, the researcher first explained the purpose and objective of the researcher in distributing the questionnaire. The researcher also explained how to work on the questionnaire. The sampling technique used purposive sampling with the criteria of being children at Rumah Belajar Ceria. The results of the data calculation were obtained with the help of the SPSS version 25 program with the following research results:

1. Improving the Creativity of Children at the Joyful Learning House Before Group Guidance with the Joyful Learning Method Creativity in children at the Joyful Learning House in Palembang based on the researcher's initial observations showed a significant increase in creativity. The results of the

study obtained through a pretest showed that the creativity of children at the Joyful Learning House scored 123-137 with an average percentage of 151%. This was influenced by the positive environment around the Joyful Learning House and the various methods applied to improve their creativity in dealing with various problems.

2. The effectiveness of group guidance using the joyful learning method in increasing the creativity of children at the cheerful learning house. The results of the study clearly show that after group guidance using the joyful learning method, there was a very significant change in the creativity of children at the cheerful learning house. Children were able to express their ideas better, interact positively with their friends around them, and demonstrated the ability to find solutions in difficult situations without being influenced by negative emotions. This is supported by the results of the final condition or posttest results that the researcher has conducted, where children who initially had a low level of creativity have now improved to very good with an average score of 151%..

DISCUSSION

Based on research conducted through the implementation of group guidance services using the Joyful Learning method, it was found that this method had a significant impact on increasing the creativity of children at Rumah Belajar Ceria Palembang. This was evident in the change in creativity scores, which initially fell low in the pretest, then increased in the posttest results after the treatment.

The Joyful Learning method has been proven to create a fun learning environment, making children more active, enthusiastic, and fully engaged in activities. Children showed improvements in several aspects of creativity, such as creative thinking, expressing ideas, and collaborating with peers. These findings align with the theory that fun learning can increase intrinsic motivation and generate new ideas more freely.

During the group guidance, various activities such as educational games, charades, discussions, and icebreakers consistently helped children express themselves without pressure. These activities also reduced awkwardness among participants and increased self-confidence, which are essential foundations for developing creativity. Furthermore, observations showed that children were able to provide original ideas, work collaboratively in groups, and demonstrate improved non-verbal communication skills. This indicates that Joyful Learning not only enhances individual creativity, but also strengthens social interactions and group dynamics.

CONCLUSSION

Based on the data analysis and discussion that has been presented, it can be concluded that the description of increased creativity in children at the Palembang cheerful learning house before treatment with the Joyful Learning method is included in the low category 4, medium category 11 and high category 0. The description of increased creativity in children at the Palembang cheerful learning house after treatment with the Joyful Learning method is included in the low category 0, medium category 0 and high category 15.

Based on the results of the effectiveness test of group guidance with the joyful learning method in increasing the creativity of children at the Palembang cheerful learning house, a Sig (2-tailed) of 0.001 is obtained, indicating that the test results are very significant, which means there is strong evidence to reject the hypothesis. which is lower than 0.05. With that, the average comparison after treatment is 101% while before treatment is 63.13%. This shows that the results after implementing group guidance with the Joyful Learning method are better than before implementing group guidance with the Joyful Learning method. Therefore, it can be concluded that group guidance with the Joyful Learning method in increasing the creativity of children at the Palembang cheerful learning house.

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