

Implementation of the Joyful Learning Method to Improve Literacy for Children in Tadika Mysarah Padang Serai Kedah, Malaysia

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ABSTRACT

The Joyfull Learning Method is a revolutionary approach in the world of early childhood education that emphasizes learning through positive experiences, creativity and fun interactions. This research evaluates the effectiveness of the Joyfull Learning method in increasing the literacy of children aged 4-6 years in Tadika Mysarah Padang Serai, Kedah. This research uses a qualitative approach with a case study method, which includes observations over a 1 month period, interviews with teachers and parents, as well as analysis of curriculum materials used in the Joyfull Learning method. The research results show that the Joyfull Learning method is effective in creating a learning environment that stimulates children's interest and creativity. During the observation period, children responded positively, demonstrated high levels of participation in literacy activities, and demonstrated an increase in interest in learning to read and write. The conclusion of this research is that the Joyfull Learning method is a very effective tool in increasing the literacy of children aged 4-6 years in Tadika Mysarah Padang Serai.

Introduction

As stated in the Fourth Paragraph of the 1945 Constitution, education is a joint effort to run the wheel of learning with the aim of making the nation's life smarter (Mesiono et al., 2021). Quality education really depends on the quality of educational units in transforming knowledge to students to obtain additional value in cognitive,

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emotional and physical aspects. Educators are a very important component of education to improve the quality of education.

Nothing can replace them in the teaching and learning process, not even very sophisticated technology. Without qualified, professional and dignified teachers or lecturers, the noble goals of education will not be achieved, no matter how much money is invested to improve the quality of education (Rahimah, 2022).

Children aged 4-6 years are in a critical development phase in literacy (Widyastuti, 2017). This is the period when they begin to recognize letters, sounds, and the basics of reading and writing. Understanding the stages of literacy development at this age is important for designing appropriate learning approaches (Wathoni, 2020). Initially, children need an understanding of letters, recognition of letter sounds, and a basic understanding of language structure. During this period, children can begin to form their first words and relate them to the images they see around them. This process is the first step in building their vocabulary and understanding of written language (Aulina, 2012).

As children aged 4-6 years develop further, they begin to understand the concept of reading and writing as deeper communication (Nurlaeni & Juniarti, 2017). They begin to connect letters into words, sentences, and stories. An interest in longer reading and stories emerges, which is a sign of healthy literacy development. Additionally, children begin to hone reading comprehension skills, which enable them to understand the content of what they read. Therefore, understanding the stages of literacy development at this age is important in designing learning approaches that meet children's developmental needs effectively.

Literacy is the ability to understand. People who have good literacy are better able to process data well, are wiser and more advanced. School members, families and communities can work together well to improve these three components. School management combined with school culture programs can produce synergy in the

school environment. School culture consists of the organizational culture that exists in the school (Januar & Amsari, 2023).

Literacy in early childhood is an important foundation in shaping children's development and success. The childhood years aged 4-6 years are a very important period in a child's life, where a strong literacy foundation must be built. Literacy at an early age is not only about the ability to read and write, but also includes language understanding, vocabulary, speaking skills, and interest in learning (Susanto, 2021). These are important times where children begin to develop an understanding of words, letters, and language in general. Therefore, effective literacy education at this age is key in helping children develop strong intellectual skills.

Several things that can be done for literacy are forming a team of teachers who are responsible and have high loyalty, as well as holding discussions on the design of the media used (Harfiani et al., 2022).

One approach that has received widespread attention in early childhood education is the Joyfull Learning method. This method emphasizes positive, creative and fun learning. Children learn through positive experiences and stimulate their interest in learning (Fadillah, 2016). This approach highlights the importance of building a solid literacy foundation while keeping children's levels of enthusiasm and enthusiasm for learning high. Therefore, the application of the Joyfull Learning method in teaching literacy to children aged 4-6 years at Tadika Mysarah Padang Serai is relevant and interesting to research.

The Joyfull Learning method is a revolutionary approach in the world of early childhood education that emphasizes learning through positive experiences, creativity and fun interactions (Latief, 2020). The basic concept behind this method is to create a learning environment that encourages interest and enthusiasm for learning in young children. As a method that focuses on happiness and joy, Joyfull Learning aims to change traditional approaches that may feel monotonous and boring for children into dynamic and meaningful learning experiences (Salirawati, 2016). In this method, children are encouraged to learn through play, exploration, creativity, and positive interactions with their peers and teachers. In the literacy context, the Joyfull Learning

method offers an approach that stimulates children's interest in reading, writing and understanding language in a fun way, which has a positive impact on their literacy development (Lestari & Kusumanigtyas, 2023).

Through a better understanding of how literacy in children aged 4-6 years can be improved through the application of the Joyfull Learning method, we can make a real contribution in building a strong foundation for children's future development (Nugraha et al, 2020). Investing in literacy at an early age is not just about imparting knowledge, but also about helping children shape their understanding of the world around them and helping them become enthusiastic lifelong learners. Therefore, this research has the potential to provide sustainable benefits in early childhood education and in turn, the future of society.

Research and understanding of early childhood literacy has grown rapidly over the past few decades. Scientific evidence and empirical data confirm that children who have a solid literacy foundation at the age of 4-6 years have advantages in academic and cognitive development (Latifah, 2017). They are better able to read well, write, and understand language. Apart from that, early literacy also has a positive impact on children's social development. Children who have strong communication skills tend to have more opportunities to interact with peers, educators, and their social environment, which in turn strengthens their social and cognitive skills.

At Tadika Mysarah, located in Padang Serai, Kedah, early childhood education has become increasingly important. Tadika is the first environment where children are exposed to a structured educational experience. Teachers and educational staff at Tadika have a key role in forming the foundation of children's literacy. However, teaching literacy at an early age is a unique challenge. Each child has different levels of abilities and needs, and an effective approach to teaching literacy to children this age must take this diversity into account.

The selection of Tadika Mysarah Padang Serai, Kedah as a research subject has a significant background. The Kedah region may have special characteristics and

challenges in early childhood education that are different from other regions. The successful implementation of the Joyfull Learning method at Tadika Mysarah Padang Serai can provide valuable insight into how this method can be integrated effectively in the context of early childhood education in this region.

A number of previous studies have explored the effectiveness of the Joyfull Learning method in improving early childhood literacy. The results of this research have provided valuable insight into the impact of this method on children's literacy development. These studies often show that the Joyfull Learning method can significantly improve early childhood literacy skills. Children who are involved in Joyfull Learning-based teaching tend to have better reading skills, richer vocabulary, and a high interest in learning.

Apart from aspects of literacy skills, these studies also often reveal an increase in children's learning motivation. In a fun and creative learning environment, children feel enthusiastic about participating in literacy activities. They engage in reading books, writing stories, and interacting with learning materials with enthusiasm. This creates a positive and supportive learning climate which is an important factor in the development of early childhood literacy (Fahmi et.al, 2022).

The research results also show that the Joyfull Learning method can increase interest in literacy and help develop a deeper understanding of written language and culture. Children who engage in this method often develop a strong curiosity for words, stories, and books. They also learn how to communicate better through written language.

This research aims to evaluate the extent to which the Joyfull Learning method can improve the literacy of children aged 4-6 years in Tadika Mysarah Padang Serai, Kedah. This research will investigate the positive impact that application of this method may have on early childhood literacy skills. Through data analysis and research findings, we will be able to assess whether the Joyfull Learning method is effective in increasing literacy in early childhood.

Method

In this research, a qualitative approach was applied with a case study method to detail and understand the implementation of the Joyfull Learning method in increasing the literacy of children aged 4-6 years in Tadika Mysarah Padang Serai, Kedah. A qualitative approach was chosen to enable an in-depth understanding of the individual experiences and unique contexts involved in children's learning processes at an early age (Astiti, 2018). The case study method will make it possible to explore this phenomenon in detail, identify the factors that influence the results, and formulate an in-depth understanding of the effectiveness of the Joyfull Learning method in the context of early childhood education.

The process of applying the observation method over a period of 1 month is a very important part of this research. To begin with, it is necessary to select Tadika Mysarah Padang Serai as the main subject or "case" which will be the center of research attention. This decision was based on the consideration that Tadika Mysarah was an appropriate place to explore the potential of the Joyfull Learning method in increasing the literacy of children aged 4-6 years in the area.

Observations over a 1 month period will be the core of this research effort. In the role of observer, the researcher will be immersed in the Tadika Mysarah learning environment, understanding how the Joyfull Learning method is implemented in literacy learning practices aimed at children at an early age. This is a period that requires precision and attention to detail.

In this 1 month period, observations will cover various aspects, including interactions between teachers and children. How teachers use the Joyfull Learning method as a tool to increase children's interest in literacy will be the main focus. Observations will also involve assessing the extent to which the Joyfull Learning method is integrated into daily activities at Tadika Mysarah.

During this period, very detailed notes will be taken to record every aspect of the learning activity. This includes recording children's reactions, their level of

participation in literacy learning, and how the Joyfull Learning method creates an environment that stimulates children's interest and creativity in literacy. Additionally, the research will involve recording children's literacy development over a 1 month time period.

The data collected through these observations will be invaluable in evaluating the short-term impact of the Joyfull Learning method on early childhood literacy development. This will provide deeper insight into how this method functions in daily practice at Tadika Mysarah and how children respond to it.

Collecting data over a 1 month time period will require precision and patience. During intensive observation, the observer will record all activities and interactions that occur at Tadika Mysarah. The data collected will include teacher-child interactions, children's reactions to the Joyfull Learning method, then during observations, it can be seen that interactions are open and collaborative between teachers and students. The teacher acts as a facilitator who supports children's exploration and activeness in learning, while the children are involved in various group activities and interactions, and their impact on the literacy learning process. All of these notes will be written carefully and in detail to ensure that every nuance and detail is captured.

Apart from that, observations will also increase children's literacy development over a period of 1 month. These development notes will include changes in children's literacy interests and abilities, as well as how use of the Joyfull Learning method may have influenced these developments. The data collected through these observations will be the basis for analysis in measuring the effectiveness of the Joyfull Learning method in improving early childhood literacy.

The results of observations over a period of 1 month will be the main material in data analysis. The data collected will be analyzed to identify patterns, themes and changes that occurred during this period. This analysis will help in developing an in-depth understanding of the effectiveness of the Joyfull Learning method in improving early childhood literacy.

Result and Discussion

The results of this research reveal very significant findings which confirm the close relationship between the application of the Joyfull Learning method and increased literacy in children aged 4-6 years at Tadika Mysarah Padang Serai. The Joyfull Learning method, which focuses on learning through positive experiences, creativity and fun interactions, has been proven to be able to create a learning environment that greatly stimulates children's interest and creativity. The decision to implement this method in the context of early childhood education in Tadika Mysarah appears to have yielded very positive results.

Over a period of 1 month, very careful observations and in-depth analysis were carried out to understand the impact of the Joyfull Learning method on children's literacy. The results of these observations show that children respond very positively to this method. They are actively involved in literacy activities supported by the Joyfull Learning approach, showing a high level of participation and a strong level of enthusiasm in learning to read and write (Mulyasa, 20021). This phenomenon is very much in line with findings in the literature which have highlighted the importance of positive and enjoyable learning at this age.

In addition to providing a strong empirical basis for the effectiveness of the Joyfull Learning method, this research also makes a valuable contribution to the understanding of best practices in improving early childhood literacy. Previously, literature has noted the potential of the Joyfull Learning method, but this research brings an element of novelty by applying it in the context of Tadika Mysarah. The results confirm the belief that this method can bring significant benefits in early childhood literacy learning.

In this research, there is novelty in the Joyfull Learning method approach applied in the context of Tadika Mysarah Padang Serai. The 1-month observation period provided in-depth insight into the implementation of this method in children's daily learning, and this can be considered as a strength of this study. These findings may

provide valuable guidance for similar educational institutions seeking to improve their early childhood literacy approaches. Thus, this research not only confirms the value of the Joyfull Learning method in improving the literacy of children aged 4-6 years, but also provides a deeper understanding of best practices in its application.

Conclusion

This research has succeeded in detailing the application of the Joyfull Learning method in increasing the literacy of children aged 4-6 years in Tadika Mysarah Padang Serai. The research results confirm that the Joyfull Learning method is effective in creating positive learning experiences and stimulating children's interest in learning. This strengthens their literacy and provides a strong foundation for future literacy development. The aim of this research has been achieved by identifying a positive relationship between the Joyfull Learning method and increasing children's literacy at an early age.

Based on the research findings, a number of recommendations can be submitted to Tadika Mysarah and similar educational institutions. First, it is recommended that Tadika Mysarah continue to integrate the Joyfull Learning method in the literacy curriculum for children aged 4-6 years. This method can be used as a basis for designing activities that are more creative, interactive and stimulate children's interest in learning. Furthermore, additional training for teachers and teaching staff to further explore the Joyfull Learning method will help maximize its effectiveness. Teachers who are skilled in applying this method will be able to provide a more meaningful learning experience for children. Lastly, involving parents in understanding and supporting the Joyfull Learning method is also an important step. By participating in this approach, parents can extend their children's learning experiences at home, which will strengthen their literacy development.

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