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## Implementation of Fun Learning Innovation To Improve Children's Spiritual Intelligence in Early Childhood Education (Paud) Indragiri Hilir Riau

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**Abstract:** This study examines the implementation of Funlearning learning innovation in Early Childhood Education (PAUD) Indragiri Hilir, Riau, in order to improve children's spiritual intelligence. The concept of Funlearning is rooted in a fun, interactive, and creative learning approach, designed to support children's holistic development. In the context of PAUD, spiritual intelligence is an important aspect that includes moral values, introduction to the concept of divinity, and the formation of strong character in children. This study uses a qualitative method with a descriptive approach. Data collection was carried out through interviews, observations, and documentation of educators, children, and parents at PAUD Indragiri Hilir. The results of the study show that the Funlearning method can increase children's enthusiasm in the learning process, so that children can more easily understand and internalize spiritual values. The activities carried out include educational games, moral stories, singing, and creative arts designed to connect children with spiritual experiences naturally. Educators have a vital role in developing the curriculum, creating a conducive atmosphere, and facilitating children's interaction with the surrounding environment. In addition, the involvement of parents as supporters of home learning also strengthens the effectiveness of this program. The conclusion of this study emphasizes the importance of Funlearning learning innovation as a strategic approach to spiritually enlighten children from an early age. The practical implication of this study is the development of a more holistic and integrated learning model in PAUD, especially in terms of strengthening spiritual values. These findings recommend ongoing training for educators and increased collaboration between schools and families to support the implementation of effective and sustainable Funlearning.

**Keyword:** Spiritual Intelligence, Early Childhood Education (PAUD), Innovative Learning

## INTRODUCTION

In Law No. 20 Article 40 Paragraph 2 explains that educators and education personnel are obliged to create a meaningful, enjoyable, creative, dynamic and dialogical educational

atmosphere. Referring to Government Regulation (PP) No. 19 Article 19 Paragraph 1 reads: "The learning process in educational units is carried out interactively, inspiringly, pleasantly, challenging, motivating early childhood to actively participate, providing sufficient space for initiative, creativity and independence in accordance with the talents, interests and physical and psychological development of students" (Indonesia, 2005).

Innovative learning designs certainly require the role of teachers in creating learning patterns. As is currently the case, the challenges faced in the process of learning Islamic Religious Education are how to implement Islamic Religious Education not only teaching knowledge about religion but also how a teacher is able to direct and shape the character of early childhood children so that they have the qualities of faith, piety and noble morals (Nurhayati & Rosadi, 2022).

In the implementation of Islamic Religious Education in schools that has occurred so far, there is more emphasis on memorization, even though Islam is full of values that must be practiced in everyday life. As a result, children do not understand the usefulness and benefits of implementing Islamic Religious Education, which causes a lack of motivation for children to practice Islamic Religious Education in everyday life. In realizing the implementation of Islamic Religious Education, teachers are required to master good knowledge and teaching techniques in order to be able to create an effective and efficient learning atmosphere. The world of education is a dynamic world and needs to continuously update new things (Chatib, 2009). Therefore, the fun learning strategy was born, developed by Bobby De Porter by providing positive suggestions.

Bobbi De Porter stated that the fun learning strategy is a strategy used to create an effective learning environment, implement the curriculum, deliver material, facilitate the learning process which results in improvements in the learning achievements of early childhood children (Darmansyah & Pd, 2010). According to Fadillah, the scientific approach is a learning approach that children do through the process of observing, questioning, experimenting, associating and communicating. The scientific approach is intended to provide understanding to early childhood in recognizing and understanding various materials using a scientific approach (Fadilah & Wulandari, 2021). Learning is directed to encourage early childhood to find out from various sources of observation, not just given by the teacher. This scientific method has the characteristic of "doing science" (Fadillah, 2014).

The new ability includes ideas, practices or objects that are felt to be new by individuals or groups of people towards practical things, methods, ways, which are observed and felt as something new, this is the understanding of educational innovation, especially Islamic Religious Education. As a basis for thinking about the need for innovation, by using varied methods/strategies so that it is easy to make early childhood understand the contents of the lessons delivered by the teacher and comfortable in following the learning process (Hayati, 2023).

In addition, the aim of National Education is solely to develop the ability and form the character and civilization of a dignified nation in order to make the life of the nation more intelligent, to develop the potential of early childhood to become human beings who believe in and are devoted to God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Indonesia, 2006). However, the phenomenon of community life tends to ignore the goals of Islamic Religious Education. This can be seen in the decline in community religiosity, many cases of misappropriation, corruption, fraud and so on (Nurhayati et al., 2024).

Zohar and Marshall state that spiritual intelligence is the intelligence of the soul. It is the intelligence that can help us heal and build ourselves whole. So many of us are living broken and broken lives. We long for what Eliot called "a deeper union, a deeper harmony," but we find few resources within the confines of our ego or within the symbols and institutions of our culture. Spiritual Question is the intelligence that resides in the deep part of

the self, in touch with wisdom beyond the ego or conscious mind. Spiritual Question is the awareness by which we not only recognize the values that exist, but create the possibility of having those values ourselves (Zohar & Marshall, 2007).

Islamic Religious Education in Early Childhood Education aims to grow and increase faith through providing and cultivating children's knowledge, appreciation and experience of the spiritual religion of Islam so that they become Muslim human beings who continue to develop in terms of faith, devotion to the nation and state, and to be able to continue at a higher level of education (Majid & Andayani, 2004). The survey results show that our country is still among the most corrupt countries in the world, collusion and nepotism are rampant in various institutions, discipline is increasingly loose, crime is increasing, violence, anarchism, thuggery, consumption of alcohol and drugs has hit students. So it shows that Islamic Religious Education plays a very important role in building the personality and morality of the nation starting from an early age, because "Islamic Religious Education is a teaching activity that is able to equip children of an early age with life skills (life skills or life competencies) that are in accordance with the living environment and needs of students" (Muhaimin, 2005).

In the midst of rapid educational innovation, especially in the context of curriculum development, Islamic Religious Education teachers often feel confused in dealing with it. Moreover, this educational innovation tends to be top-down innovation with a power coercive strategy or a coercive strategy from the ruling superior (center). This innovation was deliberately created by the superior as an effort to improve the quality of Islamic Religious Education or to increase the efficiency and effectiveness of the implementation of Islamic Religious Education and so on. Innovations like this are carried out and applied to subordinates by inviting, encouraging and even forcing what the creator thinks is good for the interests of education. And subordinates do not have the authority to reject its implementation. However, at present the independent learning curriculum is being implemented so that it supports the innovation of fun learning strategies in schools, especially the implementation of teacher strategies in the classroom for children, especially at the early age level (Retnaningsih & Khairiyah, 2022).

Based on the results of the Initial study on October 10, 2024, which the researcher conducted through observations at Pembina Tembilahan Hilir Kindergarten, Kasih Ibu PAUD Danau Pulai Indah, Nasyitatus Nisa KB Teluk Kiambang and RA An-Najah in Inhil. The researcher saw the phenomenon of learning in early childhood schools where learning looked very enjoyable. Then at the early age level where children are at a very sensitive stage of development in forming the foundations of their moral and spiritual values, especially in terms of spiritual values such as compassion, empathy, gratitude, and honesty. They learn a lot from everyday experiences and interactions with others. Then spirituality in early childhood looks intuitive, meaning that they often feel and observe these values without a deep theoretical understanding, their learning that looks enjoyable is due to an approach that prioritizes active, creative, and joyful learning experiences for children (Ashfarina & Soedjarwo, 2023).

Then the researcher saw the phenomenon of fun learning in schools, especially in PAUD as an approach that prioritizes active, creative, and joyful learning experiences for children. This is certainly a challenge faced by educators, children, and the PAUD education system as a whole. If the learning used cannot attract children's attention, learning that is too formal and does not match the developmental needs of early childhood, or the lack of use of media aids that are interesting for children, there will be a decrease in children's motivation to learn and actively participate in class activities, resulting in a lack of children's spiritual aspects (Fitriani et al., 2023).

The phenomenon of teachers at the PAUD level experiencing difficulties in implementing fun learning, especially due to a lack of understanding or skills in using fun

and creative methods. This symptom is caused by the unpreparedness of teachers in facing more interactive and game-based learning, the cause of which is the lack of adequate training or education related to fun learning, limited resources and facilities that support fun learning activities, a lack of self-confidence or resistance to change from learning methods that are commonly used, resulting in a monotonous learning system (Hardiyanti et al., 2021). One of the symptoms that often appears is the mismatch between the curriculum applied and the desired learning method. If the curriculum focuses more on achieving academic results or formal goals, it is difficult for teachers to integrate fun learning methods that emphasize experiential learning and creative activities to improve children's spirituality (Purningsih, n.d.).

Researchers identify and dig deeper into other causal factors from interviews and seek appropriate solutions so that innovations in learning can be implemented effectively and comprehensively at the PAUD level so that the spiritual intelligence of early childhood in schools can be practiced as a spiritual attitude in everyday life. For example, in terms of morality, early childhood is not used to responding to greetings when the teacher greets them, and shaking hands when meeting teachers and people older than them, and showing politeness and courtesy to anyone in the school and home environment, some early childhood is reluctant to maintain the cleanliness of the school environment such as littering. In terms of worship, early childhood finds it difficult to follow the teacher reading prayers before starting learning activities and after learning activities. While in terms of clothing, early childhood girls wear the hijab and loose clothing to teach them the importance of covering their genitals (Soliha et al., 2024).

From the statement above regarding several phenomena that occur, researchers are interested in describing about Spiritual Intelligence in early childhood can be developed through innovation of fun learning strategies used in kindergarten, PAUD or RA in general. This is adjusted to education in PAUD which is carried out with playing while learning techniques. Because this learning is very important in the lives of early childhood. From here researchers can see the importance of spiritual intelligence at an early age through education in schools as a refinement of children's morals that are not in accordance with norms, children's spiritual attitudes that have not been formed are accustomed to in the family and environment. Can be given by teachers who have implemented various fun learning innovations. Thus researchers are interested in taking the title of the dissertation discussion on: "Implementation of Fun Learning Innovations to Improve Children's Spiritual Intelligence in Early Childhood Education (PAUD) Indragiri Hilir Riau".

## **METHOD**

Based on the problem, this research method uses qualitative descriptive (Arikunto, 2017). The data analysis used in this study is a qualitative analysis technique, where the results of this study will be presented qualitatively with a process of systematically searching and compiling data obtained from the results of observations, interviews and documentation, by organizing data into categories, describing them into units, synthesizing them, compiling them into categories, compiling them into patterns, choosing what is important and what will be studied and making conclusions so that they are easy to understand (Creswell, 2015).

In research, data sources refer to the origin of information used to support analysis and conclusions. Data sources are divided into two main categories, namely primary data and secondary data (Sugiyono, 2017). Both types of data play a very important role in ensuring the validity and relevance of research results. Primary data is data obtained directly from the first source or through direct observation by the researcher. This data is collected directly and not through intermediaries, so it is more authentic and specific to the purpose of the research being conducted. Usually, primary data is used to dig deeper information about the phenomenon or topic being studied. Types of Primary Data Sources: 1) Interviews are one



method of data collection in which researchers interact directly with respondents to dig further information about the topic being studied. Interviews can be structured (with pre-prepared questions), semi-structured, or unstructured (more free). 2) Observation is a method of data collection carried out by directly observing behavior or phenomena that are occurring without intervening. Researchers can note or record what they see or hear during observations.

Secondary data is data that has been collected and processed by another party before being used in research. Secondary data is not data collected directly by researchers, but is obtained from existing sources, such as books, journal articles, research reports, and official documents. Types of Secondary Data Sources: 1) Literature or Textbooks: Textbooks or literature that discuss theories, concepts, and topics related to the research being conducted. This book is often the main reference for theoretical basis or conceptual framework. 2) Journal Articles: Journal articles are writings published in scientific journals and discuss previous research related to the topic being researched. This article can be the result of research, literature review, or new relevant theory (Aan Komariah & Satori, 2013).

The subjects in this study were Early Childhood Education teachers in Inhil. The object of the author's research study is the implementation of fun learning strategy innovations to improve children's spirituality in PAUD Inhil, the author's supporting data sources were taken from the principal, teachers and students. Various settings in the school environment, classes, prayer rooms, school fields/yards and others that are considered capable of providing information.

The population in this study were teachers at PAUD Inhil, the number of 1989 teachers in all sub-districts in Inhil there are 20 sub-districts. However, in this study it was only limited to a sample of 447 in three sub-districts in Inhil, namely: Tembilahan Hilir, Tempuling, Kempas and Keritang. Data collection techniques used in this study are: 1) Observation, namely: observation data collection techniques bring researchers to experiences at the location. Thus, through observation, it can be captured in depth regarding the motives of trust, anxiety, behavior and habits of the subjects being studied. This observation is used to directly observe the implementation of fun learning innovations in PAUD. To teachers at PAUD schools. 2) Interviews, namely the process of obtaining information for research purposes by asking questions while face to face between the questioner and the answerer or response using a tool called an Interview Guide. This data collection technique is carried out through interviews with teachers and principals as data supporters of the implementation of fun learning innovations to improve children's spirituality in PAUD. 3) Documentation is a written record of various activities or events. Statistical data published periodically on various developments that occur within a certain period of time. All documents related to the relevant research need to be recorded as a source of information to obtain documents regarding the implementation of fun learning innovations in PAUD in Inhil (Moleong, 2018).

Data Analysis Techniques used by researchers using interactive analysis techniques, Milles and Huberman consisting of four activity flows consisting of data collection, data reduction, data presentation, and drawing conclusions verification. First, the data that appears words and not a series of numbers, the data may have been collected in various ways of observation interviews, document summaries, tape recordings and which are usually processed approximately before being ready to use (through recording, typing editing or translating) but qualitative analysis still uses words that are usually arranged into expanded text (Emzir & Pd, 2012).

Second, data reduction is defined as the process of selecting, focusing on simplification, abstraction and transformation of raw data that emerges from written notes in the field. Data reduction is a form of analysis that sharpens, classifies, directs, removes unnecessary and organizes data in such a way that the final conclusions can be interpreted and verified. Third, data presentation is a collection of structured information that allows for drawing conclusions

and taking action. Fourth, drawing conclusions/verification from data presentation and data reduction (Lubis, 2018).

Data presentation is done continuously, until there is something presented that is truly valid. This means that the four activities above are not carried out separately but are carried out in series and continuously with the help of copying, coding, reducing, selecting, formulating data until a conclusion is found. This analysis activity has been carried out since the researcher entered the research location. Every data collected from the results of observations must be typed neatly in the form of field notes and observation sheets, and data obtained from interviews that are still in the blurry and recording, then the interview transcript must be made. All data is collected into one, careful and in-depth review must be carried out. In this review process, the data reduction stage will be carried out, discarding data that is not in accordance with the focus, coding data that is in accordance with the focus and arranged systematically until patterns and themes are found that can be interpreted and in essence concluded (Satori, 2012).

## **RESULTS AND DISCUSSION**

### **Data analysis Observation of the implementation of Fun Learning Innovation to Improve Children's Spiritual Intelligence at Pembina Tembilahan Kindergarten**

The results of observations were carried out at Pembina Tembilahan Hilir Kindergarten on Islamic Religious Education teachers, namely before the research was carried out, the researcher conducted direct observations to determine the Implementation of Fun Learning Innovations to improve children's spiritual intelligence at PAUD Inhil. with the theme "Animals" and the sub-theme is Reptiles. The process of implementing the activities is as follows: Before learning begins, the teacher and researcher first arrange the seats/learning places according to needs.

The initial activity on Tuesday was carried out without a flag ceremony, at 07.30 the bell was rung by the teacher then the children were directed to form a line in front of the class with 2 rows to the back. Initial activities include lining up, singing songs and clapping, implementing the independent learning curriculum led by the on-duty teacher and also other habits. Starting with the teacher's direction to form a line with a distance of one floor box for each child, then after the line was neat the on-duty teacher led the line by preparing the line and counting, not to forget the teacher also invited the children to sing the song "lonceng bilang" and "tepuk kereta", habituation of the Riau Malay language curriculum.

After the habituation is complete, the teacher chooses the neatest line to enter the class earlier than the other lines. Then the neat line moves forward by greeting the teacher who is on duty today before entering their respective classes. When the children are already in the class, all teachers condition the children to sit in their respective chairs, then continue with greetings and prayers, as usual. Before the learning is carried out today, the teacher asks the children how they are and takes attendance to find out who is not present today. The teacher also conducts literacy material familiarization like the previous days, then communicates the theme and sub-theme today.

The core activity is the teacher continues the story using hand puppets, the teacher tells about the activities that must be done when at home to help parents, at school with the teacher. At this meeting the researcher used animal character hand puppets and Strawberry fruit characters that are in accordance with today's theme, namely "Plants", so the teacher used rabbit and cow characters according to the media that had been provided along with Strawberry fruit characters as a medium for introducing children to plants or plants according to the theme. However, at this meeting the teacher also added another character in the form of a human doll, in the story this Strawberry doll becomes a character as a plant. In the story the teacher explains about the various prayer times, namely Subuh, Dzuhur, Asar, Maghrib and

Isha'. The teacher also introduces parts of the plant by clapping, namely "Pat the Tree", and also the songs "See My Garden" and "Climbing Up to the Peak of the Mountain".

The teacher also taught the children songs that explained about praying five times a day and night, the researcher got the song from the lecturer's lecture on campus so that the researcher distributed the song to the children. After the children finished listening to the story told by the teacher using hand puppets, the teacher gave the students the opportunity to convey their activities at home, whether they had been able to help their parents at home little by little or even if they had never helped their parents' activities at home. As a reflection of the behavior of respecting parents, one by one the students progressed according to their turn, some of the students knew what activities could be done at home to help their parents and some were not yet able to mention an activity that they did while helping their parents at home.

The worksheets distributed to students, as well as the process of practicing worship carried out in turns have been completed, the teacher also allows children to do other play activities according to the interests of students in the class, the games are in the form of lego, and other block games. After the game and learning process are finished, the teacher reviews the activities that have been completed. The teacher invites children to clean up the play equipment used by children while playing. When everything is done and tidy, the teacher leads the children to read a prayer before eating because the time indicates that break time has arrived. The teacher's ability to manage time, use the right media, and create positive interactions in the classroom. At each stage of preparation, core activities, evaluation, and closing is very much in accordance with fun learning, the teacher ensures that learning is not only fun but also deep and meaningful for students to improve children's spirituality.

Observation at the second meeting on November 19, 2024 with the theme "Plants" and the sub-theme is parts of plants. Before starting the lesson, researchers and collaborators first arranged the seats according to the teacher's needs. Initial activities include lining up, starting at 07.30 students are lined up on the classroom terrace to carry out the lining up activity, because it coincides with Monday so the children line up in the yard in a U shape to carry out the Flag Ceremony activity which is routinely carried out every Monday simply. One of the students comes forward to become the leader of the ceremony, one of them becomes the reader of the Pancasila text, the principal becomes the ceremony instructor, and the other officers are from teachers and researchers. The researcher becomes the choir officer in order to sing the song Indonesia Raya, as well as singing mandatory songs, a moment of silence led by the principal and other teachers. The flag ceremony is held simply, apart from being an obligation from the independent learning curriculum, the school also has the aim that students have a spirit of nationalism, so that children can recognize flag ceremony activities from an early age.

This activity is to increase spiritual intelligence through the story method using hand puppets. The core activity at this first meeting before doing the story activity, the teacher arranges the children's seats first. With a U-shape, then the teacher invites the children to sing a song that matches the theme of the day along with clapping in tune with the indicators to be improved at this first meeting. The final activity carried out after entering the class is to read a prayer after eating and drinking, then the teacher conducts a brief evaluation, by asking the children's feelings after playing and studying all day, then informing about the activities for tomorrow and then closing by singing the song sayonara and the closing prayer of the homecoming assembly for children who have been picked up and there are also children who are still waiting for the pick-up to come.

Fun learning is very suitable for teachers, seen at the end of the lesson, teachers can give assignments or projects that students can work on at home or in groups. This assignment should be relevant to the material that has been learned and delivered in a fun way, for example through challenges or creative projects. Furthermore, children are given the freedom

to socialize with their friends by playing in class under the supervision of the teacher. Teachers convey learning objectives in a creative way and invite student enthusiasm. For example, by using interesting stories with environmental themes or questions that stimulate students' curiosity about the privilege of covering their genitals in everyday life. This can be seen from the fun learning innovation always being implemented well because it is important to motivate students to feel interested and directly involved from an early age to get to know the provisions of Islamic law.

### **Observation Data Analysis of the Implementation of Fun Learning Innovation in Improving Children's Spiritual Intelligence at Kasih Bunda PAUD, Kempas District**

Before the research was conducted, the researcher conducted direct observation to determine the Implementation of Fun Learning Innovation to improve children's spiritual intelligence. Where in each meeting the teacher came early to prepare all the necessities in the form of rainbow box bag media and media related to the theme of learning the Universe/Natural Objects. The use of media used by teachers shows a good implementation of Fun Learning innovation. In addition, students are directed to appreciate or reflect on the creation of Allah SWT to foster children's spirituality.

Second observation on November 29, 2024 Theme/subtheme Universe/Objects in the Sky Learning Activities with Subtheme Objects in the sky, playing using a rainbow box bag and working on activity test sheets. The teacher applies fun learning in learning very effectively, not only does the teacher invite reflection on students but also uses media that is fun for children, namely the Rainbow bag media according to the learning theme. The meaning of recalling activities is a basic cognitive skill that is important in learning, because the ability to recall information that has been learned is the key to understanding, connecting, and using knowledge in different contexts.

Third observation on January 8, 2025 Theme/subtheme Universe/Objects Learning Activities with Subtheme Natural Objects and Playing using a Rainbow box bag. At the third meeting, similar to the second and first meetings, the game activities went well and were in accordance with what was expected, the children were also more relaxed and enjoyed the games they played because they were used to playing. Teachers always have many ideas to innovate in learning activities according to their abilities with good examples that can be followed by students, especially in terms of morals with peers, teachers and parents.

Fourth observation on January 9, 2025 Theme/subtheme Universe/Natural objects, Learning activities with the subtheme Natural objects (Rocks). Indoor learning for PAUD children that is in accordance with the principle of Fun Learning will make children learn without feeling like they are learning, increase motivation and curiosity, develop various aspects of intelligence (kinesthetic, visual, logical, social and spiritual children). With this approach, PAUD teachers not only teach basic knowledge, but also shape character, independence, and creativity from an early age.

Fifth observation on January 10, 2025 Theme/subtheme Universe/Objects in the sky Learning activities with the subtheme Objects in the sky (Sun) and playing using rainbow cardboard. In addition to the games, children are asked to do assignments in the form of: Activity test sheets regarding the shape of a circle, subtraction, knowing the same and different numbers, knowing less and more numbers. Children who have finished their assignments bring their results to the teacher and play indoor games so as not to disturb their friends who have not finished. This is what the teacher does, which is very enjoyable, but he does not forget to make rules that are agreed upon from the start so that children get used to acting honestly and being responsible for the tasks given by the teacher.

Sixth observation on January 13, 2025 Theme/subtheme Universe/Objects in the sky Learning Activities with Subtheme Objects in the Sky (Moon). Implementation of Fun Learning innovation when the teacher prepares puzzle pieces in the form of various



geometric shapes (squares, triangles, circles, etc.). Students must work in groups to arrange the puzzle pieces into the requested shape (for example, making a large rectangle or triangle from small pieces). Geometry puzzles can also be given, such as calculating the area or circumference of the shape formed from puzzle pieces. Architecture and construction of building designs and other structures require an understanding of geometry, especially in terms of shape, size, and structure. This learning also guides spirituality to develop and religious values emerge in understanding Geometry is not only useful in mathematics, but also very applicable in everyday life and other fields of science.

### **Observation Data Analysis of the Implementation of Fun Learning Innovation in Improving Children's Spiritual Intelligence at KB Nasyitun Nisa Teluk Kiambang, Tempuling District**

The first observation was conducted on December 10, 2024 with the teacher of KB Nasyitun Nisa Teluk Kiambang, Tempuling District, Theme/Subtheme Environment/School with the activity of Playing a cardboard maze and making pencils from origami paper. The implementation of the learning above shows that the implementation of the Fun Learning innovation through this environmental-themed cardboard maze game can create a fun and in-depth learning experience for students. Through interactive activities, students will not only learn about environmental concepts but also foster children's spirituality to understand practical ways to protect and preserve the earth. By adding educational elements to the game, students will be more interested and more easily remember important messages related to sustainability and environmental conservation.

The implementation of the second observation is the Theme/Subtheme Environment/Playhouse cardboard maze and telling stories about fruit pictures. Each student who reaches a certain point in the flashchar must answer questions or challenges related to the environment. These cards can be attached to the wall or given to students when they reach a certain path. Questions can revolve around themes such as: orange trees with flashcards are often used to memorize facts, terms, concepts, or important information in various subjects. In the context of education, flashcards are very useful for improving memory, speeding up the learning process, and increasing interactivity in the classroom. This is in accordance with the phenomenon in schools also integrating material that is general to religion, then children are invited to reflect to improve children's spirituality through the ability to understand concepts and appreciate what is done in learning activities.

The third observation implementation is with the Theme/Subtheme of Environment/my surroundings. Researchers see the implementation of Fun Learning learning innovations. After students have finished playing the maze game with the theme of my surroundings, conduct an evaluation to reflect on their learning, by asking students about the habits of the nuclear family in the family environment at home, what they do at home and how they can improve it. Researchers see teachers inviting students to make small plans with their families, such as bringing cloth shopping bags or saving water at home, from their commitment to the family environment.

The fourth implementation with the Theme/Subtheme of Plants/Tomatoes. The cardboard maze game is a very suitable tool to be applied in the Fun Learning approach in PAUD, because: Cheap and easy to make, develops many aspects of child development in a balanced way, encourages creativity and problem solving, Creates a fun and stress-free learning atmosphere.

The fifth implementation with the Theme/Subtheme of Plants/Flowers. After students have finished playing the game by the teacher, the children and teacher conduct an evaluation to reflect on their learning. Reflection: ask students about the experiences of habits in the environment, what they know about flowers, types of flowers, colors and shapes of flowers around them. The teacher invites students to make crafts, such as what type of flower the

child likes, that's what will be done. This leads to knowledge and brings to the moral aspects of students in memorizing the types of creations of Allah SWT.

Implementation of the sixth Theme/Subtheme Plants/Grapes. The form of learning innovation by the teacher is to create a path in the shape of a fruit, the teacher can follow the steps to create a main path and several branches of the starting point and destination point of the maze. create several false paths or dead ends that will make players think and find the right path. pay attention to the balance between easy and difficult paths to maintain the level of excitement and challenge. The teacher makes a maze in the shape of grapes, can create and sequence paths that follow the shape of curved lines like geometric properties.

### **Observation Data Analysis of the Implementation of Fun Learning Innovation for Children's Spiritual Intelligence at RA An-Nazah Petalongan, Keritang District**

The First Observation on December 3, 2024 was conducted at RA An-Nazah Tembilahan with an Islamic Religious Education teacher. Before the research was conducted, the researcher conducted direct observation to determine the Implementation of Fun Learning Innovation to improve children's spiritual intelligence at PAUD Inhil. The fun learning innovation has been carried out well by the teacher when the teacher first invites the children to choose an activity they like before determining the next activity. Then the teacher invites them to read the basmalah as usual for routine habits every day, the children then do their respective assignments to make an airplane collage from leaves, the second activity the children are asked to complete the picture of the airplane. This makes students happy and motivated to learn according to their wishes.

Second Meeting with a description of the learning activity process in group B Ra An-Najah. The innovation carried out by the teacher is the form of group learning, this activity is very important for early childhood is very important because it can develop various essential skills in the social and spiritual academic life of children. Social, cognitive, motor skills, and self-confidence can be improved through well-structured group learning. Although there are challenges in implementing with proper guidance, early childhood can benefit greatly from the experience of learning with their friends.

The third meeting was held on Tuesday, December 5, 2024. The teacher chose the Group Learning method to help children understand the basic values that are important in social and spiritual life. They learned about the equality of all children, regardless of background, are valued and have the same opportunity to participate, an attitude of mutual respect Children learn to respect the opinions and feelings of others respect Time and Rules: Children learn to follow the rules together in groups and respect the agreed time to do something fun learning.

The Fourth Meeting was held on December 6, 2024 from 07.30-11.00. The following is a description of the learning process in group B Ra An-najah. One of the main benefits of group learning in early childhood is the development of their social spiritual skills. By working in groups, children learn to share they learn to share equipment or learning materials with group members. Working together learns about the importance of cooperation to achieve common goals, even though each child may have different ways of thinking or abilities. Empathy children learn to understand the feelings of their group members, such as when friends have difficulty solving problems.

The fifth implementation was carried out on December 9, 2024. The children's activities above show that children's characteristics influence how they interact with each other in the context of group learning, including fun learning innovations, so it is important to design activities that accommodate children's social, spiritual, emotional, and cognitive needs.

The sixth meeting was held on December 10, 2024. Implementation of fun learning by making groups work on assignments from the teacher to make collages so that children are

able to share they learn to share equipment or learning materials with group members. Then the activity of working together trains learning about the importance of cooperation to achieve common goals, even though each child may have a different way of thinking or ability. As well as a spiritual attitude of sympathy and empathy. Children learn to understand the feelings of their group members, such as when friends feel disappointed or happy with the attitudes of other friends, and how to deal with it with empathy. As well as communication in learning how to talk to friends and listen to their opinions.

Based on the results of observation analysis at the Early Childhood Education (PIAUD) Indragiri Hilir Riau school to 4 teachers of Pembina Kindergarten, Kasih Ibu PAUD, Nasyitaton Nisa KB, and RA An-Najah using the Learning Preparation Implementation Instrument, the fun learning innovation to improve children's spirituality has been carried out well in terms of physical and mental preparation of teachers, selection of methods, implementation of learning, teaching approaches, student involvement, classroom atmosphere, time management, learning process, student creativity, reflection assessment, closing of learning or final activities.

Since the implementation of the Fun Learning method, we have seen children become more interested in understanding spiritual values in more depth. They not only learn the theory, but also feel more connected to the values in a more fun and interactive context. Children show more curiosity and enthusiasm when invited to discuss moral values such as compassion, honesty, and mutual respect. Children begin to show a better understanding of spiritual values through their daily behavior. For example, they help friends more often without being asked, share with others, and show empathy when they see others in trouble. They are also more patient and try to maintain a respectful attitude towards parents and teachers. The biggest challenge we face is how to maintain consistency in integrating spiritual values into various fun activities. Sometimes, in a very relaxed and playful atmosphere, children tend to focus more on the fun than on the values being taught. We also face challenges in ensuring that the values are truly understood and applied, not just memorized.

Based on the results of this observation and research, it can be concluded that Fun Learning has proven effective in improving children's spiritual intelligence in Early Childhood Education (PAUD) Indragiri Hilir. Children showed significant improvements in terms of empathy, cooperation, honesty, and mutual respect. Although there are some challenges in implementation, the results achieved so far provide a strong basis for continuing to develop and apply this strategy in the future, with continuous adjustments and improvements so that the impact is wider and deeper. Based on the results of observations in several schools in Early Childhood Education (PAUD) Indragiri Hilir Riau, the Fun Learning learning strategy has proven effective in improving children's spiritual intelligence. Fun learning prioritizes a fun approach but is still full of deep values, especially those related to spiritual aspects such as compassion, empathy, honesty, and mutual respect.

Based on the results of interviews with teachers and principals of 4 schools, it is explained that Fun Learning is effectively applied in the context of education in Early Childhood Education (PAUD) Indragiri Hilir Riau and examples of realities that show the success of this approach in increasing children's spiritual intelligence. Spiritual intelligence refers to an individual's ability to understand, apply, and internalize deep life values, which are related to beliefs, moral values, ethics, and relationships with oneself, others, and the universe. In the context of education, children's spiritual intelligence includes the ability to empathize, do good, respect each other, and understand and practice religious or spiritual values taught in the school environment. Fun Learning applied in Inhil combines games, stories, collaborative activities, and self-reflection to instill spiritual values in children.

Based on observations made, the application of Fun Learning in Inhil Riau has indeed proven successful in increasing children's spiritual intelligence. Children not only remember the spiritual values taught, but they also begin to apply them in their daily lives. The results

achieved are an increase in Empathy and Social Concern: Children begin to care more about their friends' feelings, they prefer to help if a friend is having difficulties, either in learning or other problems. This is a clear indication that children are beginning to understand and internalize the value of empathy.

Positive Behavioral Changes: Children who previously often acted selfishly or did not care about their friends began to show more cooperative and supportive behavior. For example, they were more likely to share with friends or help in activities that required group cooperation. Deeper Understanding of Spiritual Values: Children were increasingly able to identify and discuss values such as compassion, honesty, and mutual respect in more real contexts. They were even able to provide concrete examples of how they applied these values in their social interactions outside the classroom.

Although the results were positive, there were several challenges faced in implementing this Fun Learning innovation, one of which was Consistency of Implementation: Not all teachers have the same understanding and skills in implementing Fun Learning, so the impact is not always uniform across classes. The influence of the environment outside of school, namely the home and social environment of children who do not always support the values taught in school, can be a factor inhibiting the internalization of spiritual values consistently.

## CONCLUSION

Based on the results of the research and discussion in the previous chapter, it can be concluded that the implementation of the Fun Learning learning innovation in improving children's spiritual intelligence in Early Childhood Education (PAUD) Indragiri Hilir Riau by using the method of collecting observation data and interviews with teachers and principals at early childhood education institutions in Inhil has been implemented well. Through this approach, it can be seen that children not only learn through fun activities, but are also involved in the process of internalizing spiritual values such as compassion, empathy, tolerance, and peace, which are reflected in their daily interactions at school.

The fun learning innovation implemented in Early Childhood Education (PAUD) Indragiri Hilir Riau during the study, such as educational games, value-based stories, and other interactive activities, are able to create a learning atmosphere that is not only interesting but also profound in terms of developing children's spiritual aspects. These activities help children to recognize and understand spiritual values in a fun and easy-to-understand way according to their stage of development. However, the implementation of Fun Learning learning innovation in Early Childhood Education (PAUD) Indragiri Hilir Riau is inseparable from the factors that influence it. Overall, the implementation of Fun Learning learning has proven effective in increasing the spiritual intelligence of early childhood, so that it can be applied continuously in the future on condition that there is good cooperation between teachers, principals, and parents.

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