# Students' Perceptions of Fun Learning Interactions Towards Student Well-Being of Junior High School Students

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**Abstract.** Schools and parents need to create a learning environment that is not boring, comfortable, or enjoyable for students. Classes that are comfortable and have adequate facilities will facilitate students learning process. Since teachers, parents, and students are all involved in the learning process, the conditions and context of the classroom strongly affect teacher-student interactions in schools, school facilities, and classroom context. This study aimed to determine how students perceive pleasant learning interactions and how various variables (grade level, gender, number of siblings, and father's last education) affect student well-being. This research employed quantitative methods, how to retrieve data using questionnaires from Google Form; descriptive survey model research will reveal the answers to the questions of what, how, and how much to determine opinions, perceptions, achievements, and motivations. The research study group included 344 junior high school students (randomly selected) from Mantingan during the 2022–2023 academic year. The data on the "Perception of fun learning" scale is measured using a Likert scale—data analysis is performed using the SPSS version 16.0 application programme. Gender, grade level, parental occupation, and class size were all tested using the T-test. The ANOVA test was used for class size, with comparisons made at a significance level of 0.05. The perceptions of students of pleasant learning interactions have resulted in student well-being. Student well-being is achieved when students' perceptions match their expectations. The school's involvement and parents' role have a significant impact on the achievement of student well-being.

**Keywords:** Student perceptions · Teaching and Learning Interaction · Student · Well-Being

## 1 Introduction

A good learning environment can encourage students to actively participate in the learning process, as well as the facilities provided for students can be utilized in their own way so that it can make them feel comfortable, from giving to students will make students confident in the facilities they have [1]. Creating a conducive learning environment is an

effort that needs to be designed by teachers so that the classroom atmosphere becomes conducive and comfortable. Learning in a comfortable environment requires cooperation with students who have a fairly important role. In order for student development to be effective and efficient and learning to be more optimal, it requires teacher efforts to regulate the learning atmosphere. Effective management of a teacher's strategy can stimulate the expected learning atmosphere. A conducive environment will facilitate teaching and learning interactions in the classroom, creating a positive emotional atmosphere that can enhance and motivate student learning in the classroom. An active learning environment between teachers and students will create quality relationships. Schools and parents should create a comfortable and enjoyable learning environment [2]. The role of the teacher as an educator is very important in influencing the comfort of students while studying at school. Teachers must not only teach according to the curriculum, but are required to be motivating and more creative so that students develop into good students and are motivated to learn.

In carrying out their duties, the teacher must adjust to his personality and disposition, the teacher's attitude and behavior can affect the student's learning comfort [3]. Teachers are expected to design good and interesting teaching and learning interactions. Interesting learning as well as new information from the teacher make students interested in asking about the information that will be conveyed by the teacher. Cultivating student curiosity is indispensable to build students' enthusiasm for learning. Students will interactively respond to questions from teachers [4]. The teacher needs to give the student space to observe and figure out how to solve the problem, so that the student's opinion will be invaluable and the student will feel valued for his opinion. To give students courage in expressing their opinions, teachers must provide comfort to students to be more courageous and give students the widest possible opportunity to motivate them.

Parents have an important role as the first educators for children in the family environment. Parents as educators must pay attention to the facilities that children need such as motivating children, providing a good education with mature emotions, and providing for children's needs in education [6]. The role of teachers is very influential, namely parents as facilitators, as home teachers for children, as motivators, and have a great influence on children [7]. Parents must meet the facilities that the child requires, support by motivating, and increase it with emotional maturity. Parental support and facilities can increase students' confidence in their education. In addition, students with good facilities are able to take responsibility and contribute to society as part of the community environment [8]. Parenting parents who take care of their children is the kind of support that helps their children feel comfortable learning and lets the institution determine the learning success of their students [9]. The ability of teachers in teaching, the role of parents, and supporting facilities can increase student motivation. There is a positive influence if the learning environment supports students to be more active in learning [5].

The purpose of this research is to find out how the students' perceptions of fun learning interactions and how the different variables (grade level, gender, parental occupation, and class size) affect student well-being. Student well-being is defined as students feeling satisfied with themselves when interacting with others; feeling comfortable in the school environment; showing the emotional response experienced and not having negative conditions such as depression and excessive anxiety as well as deviant behavior in

the school community because the school is an agent of change for the well-being of its students [10]. The deviant behavior of students can be seen by the teacher because they do not have the opposite enthusiasm of the students who are actively learning. Students who behave negatively show a lack of attention from parents, so often they show deviant behavior in order to be appreciated by their environment. The need to pay attention to students who are still behaving deviantly in order for them to return to the welfare of students in school [11]. Cooperation between parents, teachers, and the school environment to collaborate in order to provide treatment to students by providing self-confidence and influencing students to study harder to improve student development. The responsibility of the student environment is expected to support the student's educational success [12]. Collaboration between teachers and parents is essential to work together in the student environment to achieve student well-being, design effective interventions in the school environment, and support students to learn well [13].

## 2   Method

This research uses a quantitative methods descriptive research model, how to collect data using questionnaires from Google Form. In research, the descriptive survey model describes the answers to the questions of what and how in terms of opinions, perceptions, results, and motivations [14]. Descriptive research is defined accordingly under the conditions as it is [15]. This research study group consisted of 344 junior high school students (randomly selected) in Mantingan in the 2022–2023 school year. The number of high school students at SMP Negeri 1 Mantingan is about 500. The personal information of the working group is presented in Table 1.

Grade 8, and 39.5% are students in grade 9. The number of siblings of students as many as 1 is 32.6%, has 2 siblings as much as 41.9%, has 3 siblings as much as 17.4%, and students who have more than 3 siblings as much as 8.1%. 49.4% of student parents' jobs have permanent jobs; 50.6% of parents' jobs are non-permanent.

### 2.1   Data Collection

In the measurement of the scale data "perception of fun learning" using the Likert scale, This scale is used to measure user satisfaction. The Likert scale has four or more interconnected questions, thus forming a score to present a person [16]. The first question

**Table 1.**  Studygroup personal information

| Gender | f | % | Grade Level | f | % | Parents' Job | f | % | Class Size | f | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Male | 170 | 49,4 | 7 | 92 | 26,7 | Permanent | 170 | 49,4 | 25- | 92 | 26,7 |
| Female | 174 | 50,6 | 8 | 116 | 33,7 | Not fixed | 174 | 50,6 | 25–30 | 116 | 33,7 |
|  |  |  | 9 | 136 | 39,5 |  |  |  | 30+ | 136 | 39,5 |
| Total | 344 | 100 | Total | 344 | 100 | Total | 344 | 100 | Total | 344 | 100 |

regarding the student's personal identity includes gender, grade level, parent occupation, and class size. The second question includes some scale of questions about students' perceptions of fun learning interactions towards student well-being. The scale in the second question includes student well-being, perceptions of teaching and learning interactions, and the role of parents. There are 30 statement items; 10 on the first dimension, 11 on the second dimension, and 9 on the third dimension.

## 2.2 Data Analysis

Using the SPSS application program Version 16.0. The t-test is used for gender, grade level, parental occupation, and class size. The Anova test is used for class sizes, with comparisons made according to a significance level of 0.05. The results of the t-test conducted to determine whether the student's grade level has significant differences in students' perceptions of pleasant learning interactions in the classroom indicate significant differences in the first interaction (student well-being) and second (student perception) and dimension (parent role). The Likert scale was used in the study. Scores from answers from 1 to 5, students are asked to choose one of the answers from 1 to 5. The limit of interpretation used is: "strongly agree." "agree", "disagree", "disagree", and "strongly disagree".

# 3   Result

## 3.1   Result

Based on the questions related to the sub-objectives of the study, it can be presented in each sub-objective shown in the Table 2.

Regarding the perception of student well-being in the classroom, the first dimension, namely "student well-being" is ($\bar{x} = 4,81$), dimensions of students' perceptions of teaching and learning interactions ($\bar{x} = 4,35$), and the dimensions of the role of parents are classified as moderate ($\bar{x} = 4,31$).

In Table 3 t-tests were conducted to measure whether the genders of participating students had significant differences in students' perceptions of pleasant learning interactions in the classroom. There are significant differences in the first dimension of interaction (student well-being) and the second (student perception) dimension (p<0.05). According to the arithmetic average, there are differences that benefit female students in both

**Table 2.** The average value and standard deviation of students according to their perceptions of pleasant learning interaction

| Size | N | $\bar{X}$ | SD |
|---|---|---|---|
| Student Well Being | 344 | 4,81 | ,43 |
| Teaching and Learning Interaction | 344 | 4,35 | ,43 |
| The Role of Parents | 344 | 4,31 | ,68 |

**Table 3.** Differences in perception status of learning interactions in the classroom by Gender

| Grup Dimensi | | N | $\overline{X}$ | SD | Se | t | p |
|---|---|---|---|---|---|---|---|
| Student well being | Female | 174 | 2,20 | ,043 | 197 | -0,890 | ,374 |
| | Male | 170 | 2,19 | ,973 | 197,006 | | |
| Teaching and Learning Interaction | Female | 174 | 2,21 | ,793 | 197 | -3795 | ,000 |
| | Male | 170 | 2,21 | 0,82 | 197,008 | | |
| The role of Parents | Female | 174 | 2,22 | ,082 | 197 | -1,788 | ,075 |
| | Male | 170 | 2,21 | ,011 | 197,006 | | |

dimensions. In this case, female students have a relatively higher perception of interactive learning in the classroom than male students. There is no significant difference in the third dimension of "parental role" (p > 0.05).

In Table 4 the t-test results used to determine whether students' perceptions of pleasant learning interactions in the classroom differ according to grade level show significant differences in the first interaction (student well-being) and the second interaction (teaching and learning interaction) dimensions (p<0.05). According to the arithmetic average, the difference is noticeable in students of grade 9. It can be said that 9th graders have a relatively higher perception of student well-being compared to students in grades 7 and 8. There is a significant difference in the third dimension, namely "parental roles" (p>0.05).

In Table 5 T-tests conducted to measure based on parental work there are significant differences in students' perceptions of pleasant learning interactions in the classroom, there are significant differences in all dimensions (p<0.05). According to the arithmetic average, the difference looks favorable for the permanent work of the parents of the

**Table 4.** The difference in perception status of learning interactions in the classroom according to the Grade Level of Student

| Grup Dimensi | | N | $\overline{X}$ | SD | Se | t | p |
|---|---|---|---|---|---|---|---|
| Student well being | Class 7 | 92 | 2,10 | ,609 | 350 | -4,160 | ,000 |
| | Class 8 | 116 | 2,13 | 0,29 | 350,12 | | |
| | Class 9 | 136 | 2,15 | ,379 | | | |
| Teaching and Learning Interaction | Class 7 | 92 | 2,11 | ,477 | 350 | 2,264 | ,024 |
| | Class 8 | 116 | 2,14 | ,862 | 350,14 | | |
| | Class 9 | 136 | 2,17 | ,183 | | | |
| The role of Parents | Class 7 | 92 | 2,11 | ,629 | 350 | 0,417 | 0,677 |
| | Class 8 | 116 | 2,14 | ,055 | 350,10 | | |
| | Class 9 | 136 | 2,17 | ,409 | | | |

**Table 5.** Differences in perception status of learning interactions in the classroom according to Parents' Occupation

| Grup Dimensi | | N | $\overline{X}$ | SD | Se | t | p |
|---|---|---|---|---|---|---|---|
| Student well being | Permanent | 174 | 2,20 | ,030 | ,014 | -0,451 | 0,635 |
| | Not fixed | 170 | 2,19 | ,960 | ,014 | | |
| Teaching and Learning Interaction | Permanent | 174 | 2,21 | ,785 | ,017 | 0,134 | 0,894 |
| | Not fixed | 170 | 2,21 | ,721 | | | |
| The role of Parents | Permanent | 174 | 2,22 | ,095 | ,012 | 0,308 | 0,759 |
| | Not fixed | 170 | 2,21 | ,024 | | | |

student. In this case, it is said that the fixed work of the parents of the students has a relatively higher perception of the student's well-being in teaching and learning interactions and the role of parents.

In Table 6 of the ANOVA test results conducted to measure class size significant differences in student perceptions of learning interactions in the classroom, there are significant differences in student perceptions of pleasant learning interactions with the first (student well-being), second (interaction learning), and third (parent roles) with dimensions ($p < 0.05$). In the results of the descriptive analysis, students' perceptions of learning interactions on student class sizes (Table 7) show that the arithmetic average of students who are in classes that have less than 24 students is lower than classes that have 25–30 students and more than 30 students. In this case, it can be said that students with a student number of less than 24 have a relatively lower perception of student well-being and teaching and learning interaction than students of the population of 25–30 and above.

**Table 6.** Differences in perception status of learning interactions according to class size

| Size | Variant Source | Sum of Square | $\overline{X}$ | Se | f | p |
|---|---|---|---|---|---|---|
| Student well being | | 6,445 | 6,445 | 1 | 10,208 | ,002 |
| | | 215,927 | ,631 | 342 | | |
| | Total | 222,372 | | 343 | | |
| Teaching and Learning Interaction | | ,430 | ,430 | 1 | ,663 | ,416 |
| | | 221,942 | ,649 | 342 | | |
| | Total | 222,327 | | 343 | | |
| The role of Parents | | ,327 | ,327 | 1 | ,502 | ,478 |
| | | 222,045 | ,649 | 342 | | |
| | Total | 222,372 | | 343 | | |

**Table 7.** Results of Descriptive Analysis of the Status of Perceptions of Learning Interactions According to Class

|  | Size | N | $\overline{X}$ | SD |
|---|---|---|---|---|
| Student well being | Less than 24 | 92 | 2,10 | ,609 |
|  | Student 25–30 | 116 | 2,13 | ,029 |
|  | More than 30 | 136 | 2,15 | ,379 |
|  | Total | 344 | 2,12 | ,764 |
| Teaching and Learning Interaction | Less than 24 | 92 | 2,11 | ,477 |
|  | Student 25–30 | 116 | 2,14 | ,862 |
|  | More than 30 | 136 | 2,17 | ,183 |
|  | Total | 344 | 2,14 | ,507 |
| The role of Parents | Less than 24 | 92 | 2,11 | ,629 |
|  | Student 25–30 | 116 | 2,14 | ,055 |
|  | More than 30 | 136 | 2,17 | ,409 |
|  | Total | 344 | 2,14 | ,364 |

### 3.2  Hypotesis

The following hypothesis has been tested:

1. $H_0$: Students' Perceptions of Pleasant Learning Interactions Do Not Lead to Student Well-Being of Students of SMP Negeri 1 Mantingan
2. $H_a$: Students' Perceptions of Fun Learning Interactions Towards Student Well-Being students of SMP Negeri 1 Mantingan.

The significance value of the table yielded ($p < 0.05$) against the variables of student well-being, teaching and learning interaction, and parental roles. Which means ($H_0$ rejected, $H_a$ accepted), suggests that the variables of teaching and learning interaction and parental role have a significant effect on the student well-being variable.

## 4  Discussion

The results showed that the relationship between teaching and learning was deeply felt by students and that the role of parents as facilitators was relatively moderate. Facilities for classroom teaching and learning interactions are very important [17]. Students' perceptions of teaching and learning interactions have a considerable influence [18] Parental and academic involvement can influence each other [19]. There is student well-being because of the perception of pleasant learning interactions from students. The results of a study by Belfi [20], which aims to find out the level of student well-being and academic concepts, have an effect on the welfare of junior high school students. Teachers have an important role in schools to generate student motivation, provide students' comfort to learn, create methods that are not boring, and be able to take advantage of the facilities

that the school provides for students. Therefore, students' perceptions of fun learning interactions can improve student well-being. According to the results of the analysis, female students have a higher perception than male students. Because girls are expected to perform according to academic expectations, girls are more likely to be admitted to school and have to compete for more achievement.

The perception of ninth-graders is higher than that of seventh- and eighth-graders. Ninth-graders feel more socially accepted at school. In this case, the study [21] found that the level of student well-being has been achieved and the interaction of teaching and learning is in accordance with the perception expected of students. Regarding class size, students with a population of 25 to 30 and above have a perception of pleasant learning interactions than students with a population of class populations with students 25 and below. The role of parents affects student involvement, with the support and provision of facilities to support students' academics [19] In the results of the study Adlina [22], students' perceptions of the role of parents with irregular jobs can give them their time to accompany students at home instead of parents with permanent jobs.

## 5   Conclusion

From the results of the discussion of research that has been carried out at SMP Negeri 1 Mantingan, it can be concluded that students' perceptions of pleasant learning interactions have led to student welfare. The achievement of student well-being occurs because the student's perception has been in accordance with the student's expectations. The involvement of the school and the role of parents have a significant impact on the achievement of student welfare. The school and the facilities of the parents are necessary for the welfare of the students. The perception of female students has a relatively higher perception of interactive learning in the classroom than male students. The difference seen in grade 9 students can be said that 9th graders have a relatively higher perception of student well-being than students in grades 7 and 8. Perceptions according to students who have parents with fixed jobs have a relatively higher perception of student well-being, teaching and learning interactions, and parental roles. Student perceptions by class size showed that students with fewer than 24 students had relatively lower perceptions of student well-being and teaching and learning interactions than students with a student population of 25–30 and above.

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