



Application of the Fun Learning Method to Reduce the Impact of Learning Loss Among Indonesian Diaspora Children at SB KM Sungai Buloh

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ABSTRACT

This community service program aimed to implement a fun learning approach to mitigate the effects of learning loss among Indonesian diaspora children at the *Kampung Melayu Sungai Buloh* Learning Center, Malaysia. The program involved 30 children aged 6–12 years and was conducted over a 20-day period using a participatory approach comprising needs assessment, instructional planning, implementation, classroom observation, and descriptive evaluation. Learning activities included icebreakers, educational games, interactive quizzes, group discussions, storytelling, singing, and collaborative activities supported by simple instructional media and ClassPoint-integrated presentations. Program outcomes were evaluated in terms of learning engagement, participation, confidence in expressing opinions, collaboration, and basic literacy and numeracy skills. Academic achievement was assessed using a 10-item test covering reading, writing, and basic arithmetic, administered before and after the program. Attendance and classroom participation were also monitored throughout the intervention. Pre-test results showed that 15 of the 30 participants (50%) scored below 50 out of 100. Following the 20-day program, all participants (100%) achieved post-test scores of at least 80. Observational findings also indicated increased enthusiasm, active participation, confidence in responding to questions and expressing opinions, and collaboration during learning activities. These findings indicate substantial improvement in participants' literacy and numeracy performance and suggest positive changes in learning engagement following the implementation of fun learning. However, because the program employed a descriptive community service design without a control group, the observed improvements should not be interpreted as evidence of a causal effect of fun learning. The program illustrates the potential of an engaging, participatory learning approach to support learning recovery and strengthen non-formal educational services for Indonesian diaspora children with diverse learning needs.

INTRODUCTION

Education is a fundamental right of every child, regardless of place of residence, social status, or citizenship status. Indonesian diaspora children living abroad still have the right to

receive adequate educational services. However, in practice, many children of Indonesian migrant workers in Malaysia face limited access to formal education. This situation has caused some children to fall behind in reading, writing, arithmetic, and understanding academic material. These gaps have become increasingly apparent following changes in learning patterns due to the pandemic and the mobility of migrant families (Rohman et al., 2025). Children learning in non-formal settings often face limitations in facilities, teaching staff, and learning materials. Consequently, the learning process becomes less than optimal, leading to a decline in academic achievement. This phenomenon highlights the importance of efforts to restore learning for Indonesian diaspora children. Fahri & Nasution (2025) reveals that students' boredom when listening to reading material is generally caused by teachers' lack of variety in their approaches, leading students to become passive during lessons.

One of the issues widely discussed in the world of education today is learning loss. Learning loss refers to a decline in students' academic abilities and skills resulting from disruptions to the learning process over a certain period of time. This decline is evident in students' low levels of literacy, numeracy, concentration, and motivation to learn. Ineffective and boring learning materials can also trigger a decline in students' interest in learning (Apriani et al., 2024). This condition is not limited to Indonesia but is also experienced by Indonesian children living abroad. Diaspora children with limited access to education are at greater risk of experiencing learning loss compared to students in formal schools (Wirya et al., 2024). They often face frequent changes in their learning environments and limited access to academic support. Additionally, some children must help their parents with work, resulting in reduced study time. Therefore, addressing learning loss among diaspora children requires special attention.

In Malaysia, tutoring centers serve as one educational solution for the children of Indonesian migrant workers. These centers provide non-formal learning services for children who have difficulty accessing formal schools. One such center actively providing educational support is the Kampung Melayu Sungai Buloh Tutoring Center. This center accommodates children from diverse socioeconomic backgrounds and with varying academic abilities. Most students still need to strengthen basic skills such as reading, writing, and arithmetic (Nailati & Mansyuri, 2025). Learning activities at the center are conducted simply, making use of limited space and facilities. Although this is the case, the children's enthusiasm for learning remains quite high. This demonstrates that a supportive learning environment can still foster students' motivation to learn.

The main challenges faced are not only limited facilities but also low student motivation and engagement in learning. Children tend to get bored quickly when lessons are monotonous and teacher-centered. This situation can exacerbate learning loss because students do not have enjoyable learning experiences. Therefore, a teaching approach is needed that can capture students' attention and increase their participation. Teachers or learning facilitators need to create an active, creative, and interactive learning environment (Hidayat et al., 2025). Enjoyable learning can help students understand the material more easily. In addition to improving understanding, a positive learning environment can also foster students' self-confidence. Thus, teaching methods are a crucial factor in the process of restoring the learning abilities of diaspora children.

One approach considered appropriate is the "fun learning" method. Fun learning is an educational approach designed to make students feel happy, comfortable, and actively engaged in the learning process. This method combines educational games, discussions, stories, songs, quizzes, and group activities. Through these varied activities, students do not merely receive material passively but also experience the learning process firsthand (Merlynna et al., 2024). A fun learning environment can boost students' motivation, attention, and memory. Children find it easier to understand concepts when learning is linked to engaging activities. Additionally, social interaction among students improves. Therefore, fun learning has the potential to be an effective strategy for addressing learning loss.

Several studies indicate that active and enjoyable learning can improve student learning outcomes. Strategies to address learning loss are also recommended to include literacy support, collaborative activities, and ongoing assessment. Fun teaching methods can also have significant positive impacts, such as improving learning readiness, minimizing student behavioral issues, and

boosting academic performance and mastery of learning material (Mokhtar et al., 2023). This approach aligns with the characteristics of fun learning, which places students at the center of the learning process. For children in the diaspora, this method is important because it can reduce boredom and increase engagement with learning activities. Fun learning also helps children feel valued and accepted in the learning environment. This is particularly important for children living in social conditions that are not always stable (Sevita & Tirtoni, 2025). As students feel more comfortable in their learning environment, they are expected to be more motivated to participate in educational activities on a regular basis. Consequently, declining academic abilities can be gradually restored.

The *Kampung Melayu Sungai Buloh* Learning Center presents interesting characteristics worthy of research. This center serves as a learning space for children of the Indonesian diaspora from families of migrant workers. Many students are still in the stage of strengthening their basic skills and require intensive guidance. These conditions make the center a relevant location for examining the application of the “fun learning” method. This study is important for examining how this method is applied in non-formal learning. Additionally, the study can describe students’ responses to enjoyable learning activities (Putri et al., 2023). The research findings are expected to provide insights into the effectiveness of fun learning in enhancing students’ motivation and learning abilities. Thus, this study holds practical value for learning center administrators and educators of diaspora children.

Based on the above discussion, the implementation of fun learning in nonformal education for Indonesian diaspora children still requires attention, particularly in efforts to mitigate the impact of learning loss and strengthen basic literacy and numeracy skills. Therefore, this community service program was conducted at the *Kampung Melayu Sungai Buloh* Learning Center in Malaysia, involving 30 Indonesian diaspora children aged 6–12 years over a period of 20 days. This program aims to apply the fun learning method as an alternative learning approach to support the recovery of basic learning skills that have been affected by learning loss. Learning activities were designed to include icebreakers, educational games, interactive quizzes, group discussions, storytelling, singing, and collaborative activities supported by simple learning materials. Program evaluations were conducted to assess students’ motivation to learn, active participation, confidence in expressing opinions, ability to collaborate, and progress in basic literacy and numeracy skills. Through this approach, the program is expected to make a contextual contribution to the development of non-formal educational services that are more engaging, adaptive, and tailored to the needs of Indonesian diaspora children in Malaysia.

METHOD

This community service program employs a participatory approach aimed at improving the quality of the learning process for Indonesian diaspora children at the *Kampung Melayu Sungai Buloh* Learning Center in Malaysia. The program involved 30 Indonesian diaspora children aged 6–12 and was conducted in person over 20 days. All participants consistently took part in a series of learning activities throughout the program. The participatory approach was chosen to provide space for community service volunteers, educators, volunteers, and students to actively engage in the planning, implementation, observation, and evaluation of activities. The program focused on applying the fun learning method as a strategy to help mitigate the effects of learning loss experienced by students through engaging, interactive learning activities tailored to the age-specific characteristics of children (Ulfain et al., 2025). The series of activities is carried out in stages, including the identification of learning needs, the development of learning materials, the implementation of educational activities, observation during the learning process, and the evaluation of activity outcomes. All stages are systematically designed so that the program not only provides an enjoyable learning experience but also enhances students’ motivation, participation, and self-confidence throughout the learning process.

The program consists of several stages: (1) identification of learning needs, (2) lesson planning, (3) implementation of fun learning activities, (4) observation of the learning process, and (5) evaluation of activity outcomes. In the initial stage, the team conducted observations and coordinated with the *Sanggar Bimbingan* administrators to assess the students’ academic abilities,

learning needs, motivation, and level of engagement. The results of this assessment were used as the basis for determining learning materials and activities appropriate for the students' age and ability levels. The materials focused on strengthening basic literacy and numeracy skills, particularly reading, writing, and arithmetic. The learning materials were tailored to the students' academic abilities, particularly in the areas of literacy, numeracy, communication, and character development (Supratno, 2024). A variety of educational activities such as educational games, interactive quizzes, group discussions, storytelling, singing, icebreakers, and simple hands-on exercises are used to create an active and enjoyable learning environment. All activities are designed to provide students with meaningful learning experiences while reducing boredom, which has long been one of the causes of their low engagement in the learning process. Through the fun learning approach, conventional teacher-centered teaching methods can be transformed into student-centered learning, thereby fostering intrinsic motivation within the students themselves (Qoimatul, 2026).

During the implementation phase, the fun learning method was applied through various activities designed to create an active, interactive, and enjoyable learning environment. Activities included icebreakers, educational games, interactive quizzes, group discussions, storytelling, singing, and collaborative activities. The team also uses simple learning materials and ClassPoint which is integrated with Microsoft PowerPoint to support interactive instruction and assessment. Educators serve as facilitators who provide guidance, direction, and motivation to students throughout the activities.

The evaluation was conducted to gain an understanding of changes in students' abilities and engagement following the implementation of fun learning. Evaluation indicators included motivation to learn, active participation, confidence in expressing opinions, the ability to collaborate, and basic literacy and numeracy skills. Literacy and numeracy skills were assessed using 10 reading, writing, and arithmetic questions converted to a 0–100 scale, with each question weighted at 10 points. Academic ability was evaluated through a pre-test before the program began and a post-test after the entire 20-day series of activities was completed. In addition, student attendance was recorded throughout the program to assess the consistency of their participation. The fun learning approach served as an interactive alternative that combined contextual material with recreational activities, such as educational games, music, visual storytelling, and role-playing simulations (Ibrahim, 2025).

The evaluation data were analyzed descriptively by comparing pre-test and post-test results as well as observational findings during the learning process. The pre-test results were used to describe the initial level of students' literacy and numeracy skills, while the post-test results were used to assess progress in achievement following the implementation of fun learning. Observational data were used to identify changes in motivation, participation, self-confidence, and collaboration skills. Documentation and field notes served as supporting data to reinforce the interpretation of changes that occurred during the program. The evaluation results were then presented descriptively to illustrate the contribution of the fun learning approach in supporting the recovery of learning abilities among Indonesian diaspora children affected by learning loss. Furthermore, the analysis results were compared with the initial conditions before the program was implemented to identify the nature of the changes that occurred following the application of the fun learning method (Rosyidah & Fijra, 2021). All evaluation results were then compiled as material for reflection to formulate recommendations for the development of learning programs in future community service activities. With this approach, it is hoped that the implementation of the fun learning method can serve as an effective alternative learning strategy to help address learning loss while simultaneously improving the quality of non-formal education services for Indonesian diaspora children at the Kampung Melayu Sungai Buloh Learning Center. Rigid and monotonous teaching-learning processes risk diminishing students' enthusiasm for learning because the strategies used are not aligned with their needs (Arqiya et al., 2025).

RESULTS AND DISCUSSION

Preliminary observations indicate that students at the Kampung Melayu Sungai Buloh Learning Center have varying academic abilities, particularly in reading, writing, and basic arithmetic. Some students have been able to keep up with lessons at their own level, while others still struggle with word recognition, understanding simple texts, writing, and performing basic arithmetic operations. This situation indicates a gap in the mastery of basic competencies, which is one of the indicators of learning loss. These differences suggest that the students' basic skills have not developed evenly. This situation serves as an indicator of learning loss due to a decline in the mastery of basic competencies that students should have already acquired. These findings align with the study [Mahendra et al., \(2022\)](#), which explains that learning loss leads to low proficiency in reading, writing, and arithmetic due to reduced learning intensity, causing students to experience a decline in their reading, writing, and arithmetic skills. Thus, the results of the observations at the Learning Support Center exhibit characteristics consistent with the findings of this study, making a gradual learning recovery effort necessary.



Figure 1. Initial Conditions of Learning Loss Among Indonesian Diaspora Children at the Kampung Melayu Sungai Buloh Learning Center

These initial conditions were confirmed by the results of a pre-test on basic literacy and numeracy skills. Of the 30 students aged 6–12, 15 (50%) scored below 50 out of a maximum of 100, while the remaining students scored 50 or higher. The test consisted of 10 reading, writing, and arithmetic questions, with each question worth 10 points. These results indicate that some students still had a low level of mastery of basic skills prior to the implementation of the fun learning method. This finding is consistent with [Mahendra et al. \(2022\)](#), who explain that learning loss can lead to a decline in reading, writing, and arithmetic skills due to a reduction in the intensity and continuity of the learning process.

In addition to gaps in academic ability, initial observations also indicate that some students still lack confidence in answering questions and expressing their opinions. Some students tend to be passive and require encouragement from educators to engage in learning activities. These conditions suggest that the impact of learning loss is not only related to academic ability but is also evident in students' motivation and engagement in the learning process. Students who attend classes more regularly demonstrate better progress in literacy and numeracy skills compared to those with inconsistent attendance. Furthermore, limited access to formal education causes some students to fall behind in understanding basic material. This situation forces teachers to review material that students should have already mastered before moving on to the next lesson. This phenomenon demonstrates that the continuity of the learning process plays a crucial role in maintaining students' academic achievement. [Mahendra et al., \(2022\)](#) also explains that low frequency of instruction and minimal learning support are the primary causes of learning loss among elementary school students. Therefore, the results of this observation show similarities in characteristics with the findings of that study.

In addition to affecting academic performance, the observation results also showed that some students still had low self-confidence when participating in the learning process. Some children appeared hesitant to answer the teacher's questions, were reluctant to express their

opinions, and preferred to follow their peers' answers rather than share their own thoughts. This situation indicates that the effects of learning loss not only impact cognitive aspects but also affect students' motivation to learn and their willingness to participate in class. The lack of opportunities for consistent learning experiences has left students without confidence in their own abilities. The findings of the study [Mahendra et al., \(2022\)](#) explain that learning loss causes students to experience a decline in learning motivation, reduced understanding of the material, and the emergence of psychological barriers during the learning process. These findings reinforce the observational results that learning recovery must address both the academic and psychological development of students.

Given these circumstances, the learning strategies applied to children of the diaspora need to be tailored to the characteristics and learning needs of each student. Teachers and volunteers should not only focus on delivering content but also provide individualized support, progressive practice, and engaging learning activities to encourage students to participate more actively in the learning process. The use of educational media, educational games, group discussions, and activity-based learning can help increase student engagement throughout the learning process. These strategies can also help rebuild motivation to learn, which may have declined due to limitations in previous learning experiences. According to [Mahendra et al., \(2022\)](#), addressing learning loss requires a more intensive learning process accompanied by ongoing support so that students' foundational skills can develop again. Therefore, the implementation of adaptive learning is a relevant solution to be applied at the Kampung Melayu Sungai Buloh Tutoring Center.

Overall, the observation results show that learning loss remains a challenge in the learning process of Indonesian diaspora children at the Kampung Melayu Sungai Buloh Learning Center. Variations in literacy, numeracy, and self-confidence indicate that each student requires a different form of support tailored to their ability level and learning experience. These findings serve as the basis for developing learning strategies that are more effective, enjoyable, and centered on the students' needs. Regular evaluations are also necessary to track academic progress following learning interventions. Collaboration among teachers, volunteers, parents, and the learning environment is expected to accelerate the process of restoring students' foundational skills. These findings align with the results of the study [Mahendra et al., \(2022\)](#), which emphasizes that addressing learning loss requires continuous learning so that students' reading, writing, arithmetic, and literacy skills can improve optimally.

Based on these initial conditions, the volunteer team implemented a fun learning method over a 20-day period, involving all 30 students. The program was designed to create an active, interactive, and enjoyable learning environment through various activities, including icebreakers, educational games, interactive quizzes, group discussions, storytelling, singing, and collaborative activities. Simple learning materials and ClassPoint integrated with Microsoft PowerPoint were also used to support learning activities and assessment. This aligns with the findings of the study [Suraji et al., \(2018\)](#). Icebreakers were used in the early stages of learning to create a more comfortable atmosphere and help students prepare before receiving the material. Throughout the activities, students demonstrated more active engagement in interacting with the teacher and their peers. Educational games and interactive quizzes were then used to present and reinforce literacy and numeracy material. These activities provided students with the opportunity to learn through hands-on experience, rather than solely through the teacher's explanations. The positive atmosphere encouraged students to be more confident in asking questions, answering questions, and participating in various learning activities. These conditions indicate that enjoyable learning fosters better readiness for learning compared to monotonous instruction. This finding aligns with the study [Ar \(2024\)](#), which states that the fun learning method can improve students' concentration, social interaction, and engagement in the learning process. Additionally, this method helps strengthen students' psychosocial aspects through enjoyable and participatory activities. Thus, icebreaker activities play a crucial role in supporting the successful implementation of fun learning. Furthermore, we also use the ClassPoint learning platform, which is integrated with Microsoft PowerPoint, to help teachers conduct engaging, interactive, and

enjoyable assessments by providing various types of quizzes directly on presentation slides (Ritonga et al., 2023).

Following the opening activities, the learning process continued with educational games, interactive quizzes, and collaborative activities designed to align with the learning material. The use of educational games makes it easier for students to understand concepts because they learn through direct experience. The educators also implemented the findings of the study (Hibatullah & Ardlillah, 2019), which involves incorporating humor into the classroom as an alternative to address students' negative emotions such as drowsiness, boredom, and stress during the learning process. The potential of children's five senses and their learning competencies can be maximized by providing them with opportunities for self-expression through activities they enjoy, such as singing combined with body language, as well as the use of audio-visual educational media (Riyadi et al., 2025). Observation results show that students appear more enthusiastic about learning when material is presented in the form of games rather than through conventional lecture methods. These activities also encourage students to think, discuss, and collaborate in completing assigned tasks. Learning becomes more engaging because students play an active role in the process of acquiring knowledge. The study Shabrina et al., (2025) explains that the fun learning strategy can improve students' analytical thinking skills because learning takes place in an active, interactive, and student-centered manner. The results of this study reinforce the finding that the use of educational games can increase student engagement during the learning process. Therefore, educational games are an important component in the implementation of the fun learning method.

The use of simple yet engaging learning materials is also a key component of the fun learning method. Materials such as pictures, educational cards, activity sheets, and simple props help students understand the material in a more concrete way. Based on observations, students find it easier to grasp concepts when learning is supported by materials they can see and use directly. Learning materials also help reduce boredom, ensuring students remain engaged throughout the activity. Furthermore, the use of engaging materials makes the learning process feel more enjoyable and meaningful. The results study Arqiya et al., (2025) indicate that the fun learning approach can enhance students' creativity in learning because it creates a comfortable and engaging learning environment that motivates students to actively participate in the learning process. These findings demonstrate that learning media play a crucial role in supporting the effectiveness of the fun learning method. Therefore, selecting appropriate media should be a priority in the implementation of instruction.

Throughout the learning process, educators serve as facilitators who provide guidance, motivation, and direction to students. Educators do not dominate the learning process but rather give students the opportunity to actively explore knowledge through various designed activities. Observation results show that the relationship between educators and students becomes closer, fostering positive communication during the learning process. Students feel more comfortable expressing their opinions or asking questions when they have difficulty understanding the material. This conducive learning environment contributes to increased student engagement in every learning activity. The study Nurwidsianing et al., (2026) states that the implementation of the fun learning method as a 21st-century learning innovation can increase student engagement because the learning process is interactive and student-centered. These findings support the observational results showing increased student participation during the implementation of the fun learning method. Thus, the educator's role as a facilitator is a key factor in the success of learning. Group and collaborative activities also provide space for students to communicate, exchange opinions, and complete tasks together. In this process, the educator acts as a facilitator who provides guidance and support without dominating the learning activities. This approach creates a more participatory learning environment and gives students the opportunity to express their abilities.

Overall, the implementation of the fun learning method has had a positive impact on the learning process at the *Kampung Melayu Sungai Buloh* Learning Center. Students have shown increased enthusiasm, participation, motivation to learn, and confidence in engaging in various learning activities. Fun learning helps reduce boredom while increasing student engagement in understanding the material being studied. Various activities such as icebreakers, educational games, interactive quizzes, group discussions, and the use of learning media have proven effective

in creating a more productive learning environment. These findings align with the results of a Systematic Literature Review by (Laela et al., 2026), which concluded that the fun learning approach can enhance learning motivation, student engagement, and learning outcomes among elementary school students. Fun learning is also considered well-suited to the characteristics of elementary school-aged students, who tend to enjoy interactive and collaborative activities. Therefore, the fun learning method can serve as an effective strategy to support the recovery from learning loss among Indonesian diaspora children. Consistent implementation has the potential to improve the quality of learning while fostering students sustained academic development.

The results of the learning implementation show that the application of the fun learning method has a positive impact on students' motivation to learn at the Kampung Melayu Sungai Buloh Learning Center. This is consistent with the findings of the study Hsbollah & Hassan (2022). To ensure student engagement and stimulate their interest in theoretical subjects, educators are advised to integrate elements of activity, enjoyment, and technology when designing and implementing learning activities. After participating in lessons structured around educational games, icebreakers, group discussions, and interactive quizzes, students appeared more enthusiastic about each stage of the learning process. They showed a greater interest in participating in classroom activities compared to before these methods were implemented. The enjoyable learning atmosphere made students feel more comfortable, so they did not hesitate to participate throughout the learning process. Increased learning motivation was evident in students' more consistent attendance, greater attention to the educator's explanations, and enthusiasm in completing assigned tasks. These findings align with the results of a Systematic Literature Review by the (Laela et al., (2026), which concluded that the fun learning approach can enhance students' motivation, engagement, and understanding because the learning process is interactive and enjoyable. The results of this study indicate that a positive learning environment can encourage students to be more active in the learning process. Thus, the implementation of fun learning is an effective strategy for increasing the learning motivation of Indonesian diaspora children.

In addition to boosting motivation to learn, the use of fun learning methods also leads to increased active participation by students during learning activities. Based on observations, students are more willing to ask questions, answer the teacher's questions, and express their opinions during group discussions. Learning activities that incorporate educational humor and group collaboration provide students with opportunities to interact more actively with their peers and teachers. This indicates that learning is no longer teacher-centered but involves students as the primary agents in the learning process. Student engagement also contributes to increased self-confidence in expressing ideas and completing learning tasks. The findings of the study Laela et al., (2026) indicate that the fun learning approach can increase student engagement through meaningful and enjoyable learning activities, thereby making students more active during the learning process. These findings reinforce the observational results that enjoyable learning can create a more participatory learning environment. Therefore, increased student engagement serves as one of the indicators of the successful implementation of the fun learning method.

The implementation of the fun learning method also had a positive impact on students' academic abilities, particularly in reading, writing, and basic arithmetic areas where they had previously faced challenges due to learning loss. Evaluation results showed that students found it easier to understand the material because lessons were delivered through engaging activities tailored to their age group. The use of learning media, educational games, and collaborative exercises helped students retain the material better than conventional teaching methods. Students also completed assigned exercises more quickly and made fewer errors in reading and basic arithmetic. These developments indicate that enjoyable learning can gradually improve conceptual understanding. These findings are supported by the study Laela et al., (2026) which demonstrates that the application of the fun learning method can improve the learning outcomes of elementary school students through active and enjoyable learning. The study's results also explain that student engagement during the learning process is a key factor in improving learning outcomes. Thus, the fun learning method contributes to the recovery of academic skills among students experiencing learning loss.

The collaborative activities implemented during instruction also have a positive impact on the development of students' communication and cooperation skills. Students learn to exchange opinions, respect differing ideas, and work together to complete group assignments given by the teacher. This creates a more interactive learning environment while helping students develop social skills. Positive interactions during the learning process also boost students' confidence in expressing their opinions in front of their peers. Additionally, group activities make it easier for students to understand the material through mutual assistance and discussion. [Laela et al., \(2026\)](#) explain that the fun learning approach not only improves academic outcomes but also supports students' social and emotional development, creativity, and ability to collaborate. These findings align with the results of observations at the Kampung Melayu Sungai Buloh Learning Center, which showed an improvement in students' communication skills during the implementation of the fun learning method. Therefore, enjoyable learning offers broader benefits than simply improving students' academic grades.

Overall, the results of the program indicate that the fun learning method has made a positive contribution toward mitigating the impact of learning loss among Indonesian diaspora children at the Kampung Melayu Sungai Buloh Learning Center. Changes in the students' academic abilities were evident when comparing pre-test and post-test results. In the initial stage, 15 out of 30 students (50%) scored below 50/100 on a test consisting of 10 reading, writing, and arithmetic questions. This indicates that some students were still struggling to master basic skills before the program began. After implementing fun learning for 20 days, the post-test results showed that all 30 students (100%) scored at least 80 out of 100. Thus, based on the achievement criteria used in the program, all students achieved a score of at least 80 after completing the learning series. This comparison reveals a fairly clear change in achievement between the initial condition and the condition after the program. Simply put, changes in performance can be seen in Table 1.

Table 1. Comparison of Participants' Achievement Scores Before and After the Activity

Indicator	Pre-test	Post-test
Number of students	30	30
Participants with a score <50	15 (50%)	0 (0%)
Participants with a score of ≥80	Not available in the data	30 (100%)
Maximum score	100	100

The data provide more concrete quantitative evidence regarding the development of students' literacy and numeracy skills. However, these findings should be understood as changes in achievement following the implementation of the program, not as causal evidence that "fun learning" is the sole factor responsible for this improvement. This is because the program employed a community service approach with descriptive analysis and did not use a control group. This conclusion is supported by the results of a study titled [Laela et al., \(2026\)](#) which confirms that the fun learning approach can enhance students' motivation, engagement, understanding of learning, and social development when implemented in a planned and sustainable manner. Therefore, the fun learning method is worth considering as a learning approach for Indonesian diaspora children who exhibit diverse learning characteristics.

CONCLUSION

The implementation of the fun learning method at the Kampung Melayu Sungai Buloh Learning Center has proven to make a positive contribution in helping to reduce the impact of learning loss among Indonesian diaspora children. The students' initial conditions revealed gaps in literacy and numeracy skills, as well as low motivation to learn due to limited access to formal education. The implementation of learning activities including icebreakers, educational games, group discussions, interactive quizzes, and collaborative activities successfully created a more active and enjoyable learning environment. The results of the program demonstrated an increase in learning motivation, confidence in expressing opinions, active participation, and collaboration skills, as well as improvements in the students' basic reading, writing, and arithmetic skills. The role of educators as facilitators further supported the creation of a conducive learning environment

centered on the students' needs. Enjoyable learning provides a more meaningful learning experience, making it easier for students to understand the material and maintain their interest in learning. Thus, the fun learning method is worthy of being adopted as an alternative learning strategy in non-formal education services for Indonesian diaspora children. The sustainability of the program through collaboration between art studio managers, volunteers, and educators is expected to improve the quality of learning and support the students' academic development on an ongoing basis.

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