

Joyful English Learning Management for Enhancing Elementary Students' Writing Skills: A Comparative Case Study of Two Indonesian Primary Schools

Ani Nuraeni

Universitas Islam Nusantara Bandung, Indonesia
aninuraeni@uinus.ac.id

Suharyanto H. Soro

Universitas Islam Nusantara Bandung, Indonesia
suharyantosoro@gmail.com

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Abstract:

This study provides a comprehensive analysis of how managing English language instruction grounded in the Joyful Learning approach enhances elementary students' writing skills. Joyful Learning, conceptualized as a pedagogical model promoting enjoyable, creative, and emotionally supportive learning, is examined within Fayol's managerial framework consisting of planning, organizing, actuating, and controlling. Employing a qualitative case study design, the research collected data through non-participatory classroom observations, in-depth interviews, and document analysis involving English teachers, school principals, and fifth-grade students from SDN Ciwalen and SDN Cipanas 3. Findings reveal that when Joyful Learning is implemented through systematic managerial processes, it yields significant improvements in learner engagement, intrinsic motivation, affective readiness, and technical writing proficiency. Digital media, game-based activities, and contextual writing tasks effectively reduced language anxiety while strengthening spelling accuracy, sentence organization, and creative expression. Key challenges identified include limited digital infrastructure, heterogeneous student abilities, and the inherent complexity of English orthography. Practical recommendations emphasize the need for enhanced teacher training in creative instructional design, increased availability of interactive learning tools, and sustained instructional supervision rooted in reflective dialogue. Contribution: This study advances the theoretical discourse on educational management by proposing an integrative model that bridges classical managerial principles with contemporary humanistic pedagogy, offering both a conceptual framework and an actionable strategy for elementary schools seeking to cultivate effective, joyful, and sustainable writing instruction.

Keywords: basic education; classroom management; English writing; instructional supervision; pedagogical design.

INTRODUCTION

English writing skills are a key competency that elementary school students must master to face the demands of globalization, which emphasizes cross-cultural communication skills, digital literacy, and participation in an information-based global society. Of the four language skills—listening, speaking, reading,

and writing—writing is often the most challenging area for elementary school-aged students because it requires not only linguistic competence but also higher-level cognitive skills such as organizing ideas, planning content, and revising (Pinto et al., 2023). At this level, students' abilities to construct sentences, choose appropriate vocabulary, and structure paragraphs logically are still developing gradually, resulting in many experiencing significant obstacles that directly impact their academic performance. These difficulties are further exacerbated by psychological factors such as language anxiety, low self-confidence, and fluctuating learning motivation, as emphasized by learning motivation theory, which places affective aspects as a key determinant of successful language acquisition (Ryan & Deci, 2020). In the context of elementary school learning, the combination of linguistic and psychological barriers often leads to a reluctance to write, with some students even perceiving writing as a heavy burden. This situation poses a real concern for English teachers, who are responsible for fostering students' comprehensive language development; therefore, they need learning strategies that offer practical and effective solutions to overcome these barriers.

One solution offered in this study is the implementation of a fun, creative, and meaningful learning approach—known as Joyful Learning. Joyful Learning views the learning process as an activity that touches cognitive, affective, and social aspects in a balanced way so that students feel safe, comfortable, and motivated to participate actively. This approach emphasizes the importance of using creative activities, educational games, collaboration between students, and experiential learning that can stimulate students' imagination and courage in expressing themselves (Seligman, 2011). In the context of writing learning, Joyful Learning provides space for students to explore ideas more freely, practice without fear of mistakes, and build positive experiences that gradually build their confidence. Thus, this approach is not only methodological but also supports students' psychological development, which is an important foundation for improving writing skills.

However, although the national curriculum demands good writing skills from elementary school onward, learning practices still fall short of expectations. Many elementary school English classes still employ lecture-based models, mechanistic exercises, and rote memorization, placing the teacher at the center of learning. This learning pattern not only demotivates students but also eliminates opportunities for them to develop creative and critical thinking skills. This passive learning model also deviates from the principles of a competency-based curriculum, which demands active student involvement in the learning process (Wesselink et al., 2017). This situation demonstrates a fundamental gap between the curriculum's objectives, which emphasize active and collaborative learning, and classroom practices, which remain traditional, rigid, and minimally interactive. This gap indicates the need for learning innovations that place greater emphasis on students' cognitive, affective, and social aspects, particularly in writing skills, which require creativity, courage, and personal expression.

Several previous studies have reinforced the importance of active and enjoyable learning approaches in elementary education. Ariawan and Pratiwi (2017), for example, demonstrated that creativity-based activities can significantly increase students' self-confidence in learning English (Ariawan & Pratiwi, 2017). Meanwhile, research by Asih and Hasanah (2021) revealed that effective and conducive classroom management is positively related to improved student learning outcomes, including in productive skills such as writing (Asih & Hasanah, 2021). However, most previous studies have focused primarily on speaking and reading skills, while research on Joyful Learning focused on improving elementary school students' writing skills is relatively rare. Writing requires a different approach than other skills because it requires a more complex ability to organize ideas and high levels of emotional engagement (Shafiee Rad & Jafarpour, 2023). Thus, there is significant research potential to investigate the effectiveness of Joyful Learning, specifically in teaching writing at the elementary school level, particularly within a structured learning management framework.

The novelty of this research lies in integrating Henri Fayol's educational management theory with the Joyful Learning approach in the context of English language learning in elementary schools. Unlike previous research that has primarily viewed Joyful Learning as a methodological approach, this study views it as a process closely linked to management functions: planning, organizing, implementing, and controlling (Fayol, 2016). This perspective provides a new dimension to the study of English language learning because Joyful Learning is examined not only in terms of teaching strategies but also as part of a managerial system that structurally influences the quality of learning. In other words, this study attempts to capture how creative learning plans are formulated, how resources are managed, how learning is driven through teacher leadership, and how monitoring is carried out to ensure program effectiveness. This managerial approach provides added

value because it can serve as an implementation model for schools that wish to adopt Joyful Learning in a structured manner, rather than just temporarily and sporadically as is often the case in daily learning practices.

Furthermore, this study offers a theoretical contribution by linking Joyful Learning to an educational management framework, thus enriching the literature on the application of management functions in the context of language learning. This study also provides a practical contribution by offering a learning model that can be adapted by teachers to improve students' writing skills through creative activities such as language games, storytelling, collaborative writing, and the use of varied media. This approach is highly relevant to the needs of today's students who are accustomed to interactive, multimodal, and experiential learning environments. Furthermore, the integration of positive values such as enthusiasm, curiosity, and togetherness that are part of Joyful Learning can help improve students' affective aspects, which have long been a major obstacle in learning to write (Seligman, 2011).

By looking at the research gap, the main objective of this study is to analyze the management of English learning based on Joyful Learning in improving students' writing skills in two public elementary schools, namely SDN Ciwalen and SDN Cipanas 3. This study specifically aims to describe how Fayol's management functions are applied in the context of Joyful Learning-based writing learning, starting from planning creative learning programs, organizing resources and activity structures, implementing learning that encourages creativity and learning comfort, to the evaluation and monitoring mechanisms used to assess the effectiveness of the approach. Through this comprehensive analysis, the study is expected to reveal how the Joyful Learning approach impacts student engagement, creativity in writing, vocabulary improvement, and their courage in expressing ideas through writing.

Theoretically, this research is expected to broaden understanding of the interaction between educational management theory and a positive emotion-based pedagogical approach. Practically, this research is expected to provide implementation guidance for English teachers in designing and implementing writing lessons that are more engaging, effective, and tailored to the developmental needs of elementary school students. Thus, this research not only addresses a gap in the literature but also makes a tangible contribution to improving the quality of English learning in elementary schools.

METHOD

English writing skills are a key competency that elementary school students must master to face the demands of globalization, which emphasizes cross-cultural communication skills, digital literacy, and participation in an information-based global society. Of the four language skills—listening, speaking, reading, and writing—writing is often the most challenging area for elementary school-aged students because it requires not only linguistic competence but also higher-level cognitive skills such as organizing ideas, planning content, and revising (Pinto et al., 2023). At this level, students' abilities to construct sentences, choose appropriate vocabulary, and structure paragraphs logically are still developing gradually, resulting in many experiencing significant obstacles that directly impact their academic performance. These difficulties are further exacerbated by psychological factors such as language anxiety, low self-confidence, and fluctuating learning motivation, as emphasized by learning motivation theory, which places affective aspects as a key determinant of successful language acquisition (Ryan & Deci, 2020). In the context of elementary school learning, the combination of linguistic and psychological barriers often leads to a reluctance to write, with some students even perceiving writing as a heavy burden. This situation poses a real concern for English teachers, who are responsible for fostering students' comprehensive language development; therefore, they need learning strategies that offer practical and effective solutions to overcome these barriers.

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Furthermore, this study offers a theoretical contribution by linking Joyful Learning to an educational management framework, thus enriching the literature on the application of management functions in the context of language learning. This study also provides a practical contribution by offering a learning model that can be adapted by teachers to improve students' writing skills through creative activities such as language games, storytelling, collaborative writing, and the use of varied media. This approach is highly relevant to the needs of today's students who are accustomed to interactive, multimodal, and experiential learning environments. Furthermore, the integration of positive values such as enthusiasm, curiosity, and togetherness that are part of Joyful Learning can help improve students' affective aspects, which have long been a major obstacle in learning to write (Seligman, 2011).

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Joyful Learning approach impacts student engagement, creativity in writing, vocabulary improvement, and their courage in expressing ideas through writing.

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RESULTS AND DISCUSSION

Joyful Learning in English Language Learning Management

The application of Joyful Learning in English instruction in elementary schools requires systematic, structured, and student-centered learning management. Research findings indicate that teachers not only implement enjoyable learning methods but also apply Henri Fayol's classical management principles in the planning, organizing, implementing, and monitoring stages. This integration of management theory and pedagogical approaches demonstrates how Joyful Learning-based English instruction can significantly improve students' writing skills while fostering their motivation, creativity, and self-confidence. In the context of elementary education, which emphasizes learner-centered learning, these findings reinforce the urgency of humanistic learning and a joyful learning experience (Robbins, 2021).

The planning stage is the main foundation of the entire learning process. Research findings indicate that teachers develop thorough learning plans through the development of clear, flexible, and adaptive Learning Implementation Plans (RPPs) tailored to student needs. Teachers set measurable learning objectives, such as improving the ability to write simple paragraphs, expanding vocabulary, and increasing students' confidence in expressing ideas in writing. This goal setting aligns with the planning function from Fayol's perspective: the process of formulating goals and systematically determining appropriate strategies to achieve them (Marginingsih et al., 2025).

In the context of Joyful Learning, teachers develop plans based on students' real needs (learner-centered design). This is evident in the use of contextual writing prompts, the integration of local themes, and the provision of stimulating activities relevant to students' daily experiences. The use of local themes—such as regional culture, traditional games, or folklore—has been shown to increase students' emotional connection to writing activities, thereby reducing their psychological barriers to English learning (Shofyana et al., 2024). Teachers also create learning scenarios that enable two-way interaction and space for creative exploration, for example through brainstorming, mind-mapping, and the selection of engaging visual media.

In addition, planning includes selecting interactive learning media, such as picture series, short videos, vocabulary cards, and digital flashcards. These media are designed to help students understand the context of writing and develop ideas gradually. According to Mayer (2009), the use of multimodal media can improve student understanding through the principle of dual coding, namely combining visual and verbal elements in the learning process (Mayer, 2009). Therefore, the use of varied media during the planning stage not only supports students' cognitive aspects but also maintains their enthusiasm throughout the learning activities.

Thus, the teacher's lesson planning demonstrates how Fayol's management principles are consistently used to design effective, enjoyable, and relevant learning. This planning provides a solid foundation for implementing the Joyful Learning strategy, which focuses not only on learning outcomes but also on the emotional and affective experiences of students (Jeet & Pant, 2023).

Organizing English Learning Based on Joyful Learning

Organization is a key function of educational management that plays a crucial role in ensuring the success of the learning process. From Henri Fayol's perspective, the organizing function encompasses the division of tasks, coordination between roles, and efficient use of resources to achieve organizational goals (Ali et al., 2021). Research findings indicate that teachers and principals at the institutions studied consistently implemented these principles in organizing Joyful Learning-based English instruction. Organization is carried out through active collaboration between teachers and principals in scheduling learning sessions, forming study groups, structuring classrooms, and managing learning media that support writing activities. This transforms the organization process into more than just an administrative routine, but a pedagogical strategy

that directly impacts the quality of classroom learning. Therefore, the organizational phase of English learning emphasizes not only managerial efficiency but also a focus on creating a conducive, enjoyable learning climate that fosters active student involvement (Zhang & Fathi, 2025).

One of the most prominent aspects of organization is the process of forming heterogeneous study groups. This grouping is based on the varying abilities of students, ranging from those with advanced writing skills to those still experiencing basic difficulties in understanding word structure and spelling. By forming heterogeneous groups, teachers create a learning dynamic that supports collaboration, mutual assistance, and the exchange of knowledge among peers. This approach aligns with Vygotsky's theory of the Zone of Proximal Development (ZPD), which emphasizes that students' cognitive development can be maximized when they learn through interactions with peers or those with higher abilities (Erbil, 2020). Through group work, students with higher abilities can help their peers understand English spelling, while students with lower abilities receive emotional and cognitive support that accelerates their learning process.

Effective classroom organization is also evident in the learning schedule. Teachers and principals collaborate to develop an English learning schedule that takes into account not only time availability but also students' psychological well-being and readiness to learn. English writing lessons are scheduled during times when students are most focused, allowing for optimal writing activities. According to Glickman (2010), learning effectiveness is greatly influenced by how the schedule is organized and how the learning environment is created (Glickman, 2010). This demonstrates that organization is not merely technical but also encompasses a deep understanding of students' learning rhythms and the characteristics of the material being taught.

The organizational stage also includes managing instructional media that support learning objectives. Teachers actively design and prepare various media such as vocabulary cards, picture series, flashcards, spelling lists, and group whiteboards used for writing practice. These media are chosen to help students understand the fundamental differences between the English and Indonesian spelling systems. Indonesian is based on a spelling-based system, while English relies more on sounds (a sound-based system) that is often inconsistent with its spelling (Brown, 2007). Understanding this is crucial, because one of the main difficulties students face in writing English is errors in consonants and vowels caused by L1 interference. By providing appropriate learning media, teachers help students overcome this obstacle through repetitive, structured, and enjoyable practice.

The learning activities designed by the teacher also reflect good organization. Learning begins by dividing students into predetermined groups, then each group is given the task of practicing English writing according to English spelling rules. This activity usually begins with guided practice, where the teacher provides examples and written instructions, followed by group practice, which allows students to work together to complete the exercises. The contextual method serves as the main framework in developing these activities (Regent, 2022). Contextual learning allows students to connect writing activities to real-life situations, personal experiences, or themes close to their lives (Reddy & Revathy, 2024). When learning starts from a familiar context, students' thinking processes become easier, self-confidence increases, and motivation to learn grows naturally.

The use of this contextual method also demonstrates the implementation of the Joyful Learning approach. Joyful Learning emphasizes that learning should take place in a joyful, stress-free environment, allowing for exploration (Muhammad, 2023). Teachers consciously implement this approach, taking into account student effectiveness and motivation. For example, in writing lessons, students are asked to write words or sentences related to their daily activities, such as favorite games, family members, or favorite foods. This way, writing feels more natural and less intimidating for students.

Observational data shows that teachers and students consistently adhere to the instructions prepared by the teacher. Each instruction has a different weighting based on its level of difficulty, ensuring that students understand that each activity has specific learning objectives to achieve. This instructional structure is part of an effort to organize learning that emphasizes order and accountability. According to Slavin, organized and systematic learning helps students more easily understand the stages of assignments and the writing steps to follow (Slavin & Madden, 2021). This organization also helps teachers identify the gradual development of students' abilities, particularly in spelling accuracy (Bigozzi et al., 2021).

Although most students were able to complete the exercises, this study also found that many errors still occurred, especially in the use of consonants compared to vowels. These errors are a common characteristic in learning English as a second language (ESL), as Koda explains that the process of second language acquisition is strongly influenced by the first language system that has been firmly embedded in students

(Ainsworth et al., 2005). Mistakes in consonants such as th, sh, or ch were often found, as was difficulty distinguishing between long and short vowels. Given these errors, teachers adjusted their practice organization strategies by providing lists of frequently misspelled words, increasing the frequency of phonetic exercises, and allocating specific time for pronunciation practice. These adjustments reflect teachers' flexibility in organizing learning according to students' real needs.

The writing learning organization table (Table 2) shows the structure used by the teacher in implementing the learning. This structure includes group division, types of writing assignments, media used, time allocation, and success indicators. Although the table is not shown in this narrative, the structure shows how each learning component is planned in detail. From the perspective of Robbins and Coulter, good organization in a management context involves the ability to arrange organizational elements in an integrated manner to mutually support the achievement of goals (Yazdani et al., 2025). This aligns with teacher practices that ensure that each writing activity is connected to the learning objectives, the choice of methods, and the learning media used (Hasanah Lubis et al., 2023).

The success of learning organization is also influenced by a school culture that supports pedagogical innovation. The principal provides moral and structural support, such as providing learning resources, providing training opportunities, and ensuring that teachers have flexibility in designing learning. This support aligns with Sliwka's opinion that the effectiveness of learning innovation is highly dependent on visionary school leadership that supports change (Sliwka et al., 2024). The principal's transformative leadership creates a learning ecosystem that enables teachers to develop Joyful Learning strategies and consistently apply contextual methods.

Good organization also increases student motivation and participation. When learning is designed with a clear yet engaging structure, students feel safe to try new things without fear of making mistakes. According to Deci and Ryan, students' intrinsic motivation grows when they engage in activities that have personal meaning, are conducted in a supportive environment, and provide opportunities for them to experience self-competence (Deci & Ryan, 2000a). In the context of learning to write in English, this motivation emerges when students successfully write simple words or sentences and receive positive reinforcement from the teacher or their group mates.

The organization of English language learning based on Joyful Learning reflects the concrete implementation of Fayol's management functions in a modern educational context. Teachers and principals play a crucial role in developing a learning structure that is systematic, flexible, and responsive to students' needs. This organization connects managerial and pedagogical aspects, ensuring that learning is not only effective but also creates a pleasurable learning experience. The findings of this study confirm that good organization is not only about administrative efficiency but also about creating an environment that enables active, collaborative, and meaningful learning for students (Zajda, 2021).

Implementation of English Learning Based on Joyful Learning

Learning implementation is the most crucial stage in the educational management cycle, as it is at this stage that planning is translated into concrete learning experiences in the classroom. In the context of Joyful Learning-based English learning, teachers play a central role as facilitators and motivators, ensuring that the learning process takes place in a fun, interactive atmosphere and encourages student activeness (Nabilah Mokhtar et al., 2023). Research findings indicate that teachers are able to shift the learning paradigm from a conventional, teacher-centered approach to a more humanistic, constructive, and collaborative approach, in accordance with the principles of modern pedagogy (Gopal et al., 2024). Within the Joyful Learning framework, teachers are no longer merely transmitters of material, but also designers of creative and relevant learning experiences for elementary school students.

The teacher's role as a facilitator is evident in learning strategies that provide space for students to explore various forms of writing activities in a fun atmosphere. These activities include word games, writing greeting cards, constructing sentences from random vocabulary, and creating simple short stories based on a series of pictures. This approach aligns with constructivist learning theory, which emphasizes the active role of students in constructing their own understanding through interaction with the learning environment (Vygotsky & N, 1978). When students are given the opportunity to construct sentences through play, they not only learn grammatical structures but also engage in the meaning of the task, making the learning process more meaningful.

Empirical data shows that the Joyful Learning approach has a significant impact on student engagement. Based on initial observations, only about 40% of students actively participated in English writing activities. However, after implementing Joyful Learning, engagement increased to 70%. This increase is not a coincidental phenomenon, but rather a logical consequence of a learning environment that stimulates students' curiosity, enjoyment, and self-confidence. According to Deci and Ryan's (2000) Self-Determination theory, intrinsic motivation grows when students experience competence, independence, and positive social relationships in the learning process (Deci & Ryan, 2000b). When material is presented in the form of games relevant to the lives of elementary school students, they feel more at ease, comfortable, and enthusiastic about participating. Thus, the 30% increase in participation reflects the effectiveness of an approach that simultaneously emphasizes students' affective, social, and cognitive aspects.

Interviews with English teachers corroborate these findings. Teachers stated that students exhibit a high level of enthusiasm when writing material is presented in the form of interactive games or using digital media. The teacher explained that: "The children are very enthusiastic when I present writing material using digital media or videos by showing a number of words to be arranged into correct English sentences." This quote indicates that there is a significant psychological dimension in choosing learning methods and media. When material is presented through media close to the child's everyday world, such as animated videos, simple game applications, or interactive images, students feel that learning is not a burden but a fun adventure. This is in line with Csikszentmihalyi's (1990) idea of the concept of flow, which is the condition when someone is completely immersed in an activity that is perceived as interesting, challenging, and enjoyable (Csikszentmihalyi, 1990).

The use of digital media is also an aspect of learning implementation that is relevant to the characteristics of today's generation of students. Children in the digital age grow up in a highly visual and interactive environment, so the use of learning media such as videos, digital word games, or interactive slides can improve focus and enhance material retention (Alzubi, 2023). In the context of learning to write in English, digital media provides visual stimuli that help students recognize word forms, sentence patterns, and the relationship between sounds and letters in English. The reorganization of learning media from traditional methods to digital media reflects teachers' adaptation to the learning needs of today's generation of students.

Changes in learning formats and media are also a response to the motivational challenges that often arise in conventional methods. When teachers rely on lectures, transcriptions, and repetitive exercises without context, students quickly become bored and lose focus. This condition leads to low motivation, participation, and the quality of student writing. According to Eggen and Kauchak (2012), conventional learning tends to ignore students' affective factors, thus reducing learning engagement (Haryanti, 2017). In contrast, Joyful Learning integrates elements of positive emotions, creativity, and hands-on experiences, making students feel that learning English is a fun activity (Reilly, 2021). The teachers in this study understood that approaches that overly require students to follow a rigid learning pattern actually hinder the development of their writing skills.

Creative, experiential learning also facilitates the holistic development of language competencies. Writing greeting cards, for example, not only trains writing skills but also fosters students' social awareness, as they learn to express gratitude, congratulations, or positive messages to friends and family. Writing simple short stories fosters narrative thinking—a cognitive skill crucial for children's language and literacy development (Bruner, 1990). When students are asked to organize random vocabulary words into meaningful sentences, they learn about grammar, sentence structure, and word order in English. Such activities are unlikely to be effective in traditional learning, which places students as passive recipients of information.

The implementation of Joyful Learning-based learning has also been shown to reduce students' anxiety in writing in English. Language anxiety is one of the biggest obstacles to second language acquisition (Dryden et al., 2021). Fun word play activities, small group discussions, and the use of visual media help students overcome their fear of making mistakes. Students realize that mistakes are not something to be ashamed of, but rather part of the learning process. A safe and supportive classroom environment facilitates positive emotional states that are the foundation for language literacy development. According to Shahini, when students' affective state is low, or low affective filter, the language acquisition process is more optimal (Shahini, 2025).

In addition to increasing participation, Joyful Learning also impacted the quality of students' writing. Learning observations showed that students were able to write more, more consistently, and more structurally correct than before this approach was implemented. Writing ability was not only reflected in the number of words produced, but also in students' ability to construct sentences with correct word order, use of a more

diverse vocabulary, and increased awareness of English spelling. Some students who previously struggled or were reluctant to write began to show courage in trying to write new words. This shows that the implementation of game-based learning and digital media not only fosters motivation but also improves students' technical writing skills (Lee, 2019).

Furthermore, changes in learning media are an indicator of pedagogical transformation. Teachers not only change methods to keep students engaged, but also make modifications based on an analysis of student needs. Teachers understand that a visual-auditory approach is more effective than a textual approach for elementary school students. A visual approach accelerates the process of associating images, sounds, and word forms. For example, when students are asked to construct words from pieces of letters displayed in an animated video, they learn about phonology, morphology, and syntax in one simultaneous activity (Smeets & Bus, 2015). This type of learning is not only enjoyable but also effective in building the foundation of second-language literacy.

The implementation of Joyful Learning also reflects the teacher's ability to apply good classroom management principles. The teacher ensures that each student has the opportunity to be active in small groups, manages time effectively, and provides clear and step-by-step instructions. According to Emmer and Sabornie, classroom management is a key competency in ensuring effective and conducive learning activities (Emmer, 2014). The teacher in this study provided consistent positive reinforcement, so that students felt valued and motivated to continue developing. Furthermore, the teacher provided concrete examples before asking students to write, so that students had a clear picture of what to do. The combination of a clear structure and a pleasant atmosphere created an ideal learning experience for elementary school students.

Table 3, which depicts changes in student participation in writing, demonstrates that the implementation of Joyful Learning is not merely a pedagogical innovation, but a significant transformation in the learning process. The table compares student participation before and after the implementation of the Joyful Learning method. Although the table is not presented in this narrative, the quantitative data provides strong empirical support that the game-based approach, digital media, and contextual activities can consistently improve the quality of student participation. According to Creswell, quantitative data that supports qualitative findings strengthens the validity of the research because it demonstrates that the observed phenomena are consistent and not merely the result of subjective interpretation (Creswell, 2014).

The implementation of Joyful Learning-based English instruction has demonstrated high effectiveness in improving elementary school students' participation, motivation, and writing skills. This transformation occurred not only because of the more enjoyable method, but also because teachers were able to understand students' needs, integrate modern media, and create an emotionally friendly classroom atmosphere. Joyful Learning has been proven to overcome various psychological and cognitive barriers in learning to write, resulting in students being more confident, creative, and enthusiastic. This research confirms that the implementation of learning is not only a technical issue, but also a matter of building meaningful learning experiences for students (Kostiainen et al., 2018).

English Language Learning Supervision Based on Joyful Learning

Supervision (control) in learning is a crucial aspect of the educational management function that emphasizes the quality, consistency, and effectiveness of teaching implementation in the classroom. In the context of Joyful Learning-based English learning, supervision is not only assessing whether teachers implement learning according to the lesson plan, but also ensuring that the principles of joyful learning truly create a positive emotional atmosphere that impacts the improvement of students' writing skills. In Fayol's framework, supervision is a managerial function that aims to ensure that the entire process runs according to the plan, standards, and objectives of the institution (Fayol, 1949). Therefore, in this study, the principal and supervisors of educational units play a strategic role in implementing supervision both formally and informally.

Empirically, the research results indicate that supervision in the two elementary schools where this study took place was conducted systematically, structured, and in accordance with the principles of modern educational supervision. Formal supervision was conducted through scheduled classroom observations, using standardized instruments detailing aspects of planning, implementation, learning interactions, media utilization, and the evaluation system used by teachers. This supervision model aligns with Sergiovanni's view, which emphasizes that supervision should be oriented toward improving teacher professionalism, not merely administrative assessments (Sergiovanni, 1992). As explained by the principal, each supervision was conducted based on established official guidelines to ensure that all aspects prioritized for supervision could

be effectively monitored. The use of these standardized instruments strengthens the quality of supervision by providing authentic evidence of teacher performance in implementing Joyful Learning (Chen, 2019).

In addition to formal supervision, this study revealed that supervision was also conducted informally, particularly through reflective dialogue after the lesson. This form of supervision aligns with the concept of clinical supervision developed by Goldhammer, which involves conversations between supervisors and teachers after observations to encourage teachers to critically reflect on their teaching practices (Handayani et al., 2024). In the elementary school context, this approach has proven to be very helpful for teachers to understand their strengths and weaknesses and generate new ideas for improving their teaching skills. Informal conversations after the lesson allow principals to provide direct, personal, and unpressured feedback, so that teachers feel valued and supported.

Research findings show that English teachers receive constructive feedback regarding teaching strategies, media selection, the use of digital-based educational games, and the development of student writing evaluation techniques. This feedback is not one-way, but rather takes the form of a two-way discussion, giving teachers the space to explain the pedagogical rationale behind their chosen strategies. This participatory supervision model aligns with a humanistic approach that emphasizes respect for teacher competence and encourages active teacher involvement in self-improvement (Murtado & Kurniawan, 2025).

From a learning effectiveness perspective, consistent supervision has been shown to improve teachers' implementation of Joyful Learning. Observational data shows that teachers are increasingly skilled at designing game-based writing activities, utilizing digital media, and creating a learning atmosphere that encourages active student participation. Teachers are also becoming more reflective in managing classroom dynamics, including how to adjust the difficulty of writing assignments to students' abilities and provide emotional reinforcement to boost student self-confidence. Consistent with previous research, good supervision quality is directly correlated with improved teacher performance and student learning motivation (Blase & Blase, 2000).

Supervision also ensures that the implementation of Joyful Learning does not deviate from its basic principles, namely creating enjoyable learning experiences through creative, interactive, and child-relevant activities. The principal assessed that teachers who consistently implement this approach are able to encourage students to be more active in writing, to be more confident in expressing their ideas, and to demonstrate a reduced fear of making mistakes in writing English. This aligns with Fredrickson's findings on how positive emotions can expand children's cognitive capacity and increase their engagement in the learning process (Fredrickson, 2001).

In the context of writing skills, supervision helps ensure that teachers truly adopt the characteristics of Joyful Learning. Teachers who previously relied on lecture methods began to shift to word games, story completion, the use of image media, and digital writing challenge activities. This increase in teacher creativity did not occur suddenly, but was the result of a supervision cycle that provided targeted feedback. Stronge's research explains that teachers who received high-quality feedback from supervisors showed significant improvements in developing learning activities that encourage higher-order thinking skills (Liu et al., 2018). The findings at the elementary school where this study was conducted align with these findings: teachers demonstrated a clear transition from conventional learning to creative, participatory learning.

From a technical supervision perspective, the principal follows up on the supervision results in two ways. First, they provide recommendations for teachers to follow up on in subsequent lessons. These recommendations cover the use of learning time, the effectiveness of digital media, teacher-student interaction patterns, and project-based assessment strategies. This follow-up aligns with the principles of educational quality management, which emphasize continuous improvement through a cycle of evaluation, reflection, and improvement (Deming, 1986). Second, the principal provides support in the form of providing learning resources, such as improved internet access, LCD displays, and internal workshops on the implementation of Joyful Learning (Widyawulandari et al., 2019). This resource support strengthens learning implementation because teachers are not only critiqued but also facilitated.

Research findings show that supervision significantly improved teachers' consistency in implementing Joyful Learning. Teachers became more aware that Joyful Learning is not simply adding games to learning, but rather creating a comfortable emotional atmosphere and stimulating student creativity. Teachers became more selective in choosing educational games, considering instructional value, suitability to core competencies, and relevance to children's lives. This increased consistency demonstrates the success of supervision in sustainably influencing teachers' mindsets and practices, as Zepeda emphasized that effective

supervision can shift teachers' paradigms from merely teaching to facilitating meaningful learning (Zepeda & Mayers, 2014).

Supervision also strengthens the integration of Fayol's management theory with modern pedagogical approaches. Research findings indicate that Fayol's four management functions—planning, organizing, implementing, and supervising—can be harmoniously applied in the context of English language learning in elementary schools. Supervision helps ensure that planning is objective, organizing is collaborative, implementation is creative and enjoyable, and evaluation is reflective. This integration results in a comprehensive, relevant, and applicable learning management model. In the context of elementary education research, the synergy of classical management theory with the Joyful Learning approach represents a significant theoretical contribution as it has not been widely studied in previous research, which has largely focused solely on linguistic aspects (Dahlgaard-Park et al., 2018).

From a school policy perspective, these findings imply that supervision is not merely an administrative control tool but also a strategic instrument for building an innovative learning ecosystem. The principal acts as an instructional leader, leading teacher professional development and providing relevant pedagogical guidance. This aligns with Hallinger's instructional leadership theory, which emphasizes that principals must be directly involved in setting learning objectives, supervising, and developing teachers to improve the quality of education (He et al., 2024). In the context of writing instruction, this instructional leadership contributes to improving students' writing competence, as well as their motivation and courage in expressing ideas.

This study demonstrates that formal and informal supervision of learning can significantly improve students' writing skills. When supervision is conducted constructively, systematically, and oriented towards teacher development, teachers will be able to design more creative, participatory, and enjoyable learning. Thus, the results of this study not only answer the research questions but also strengthen the thesis in the introduction that the integration of Fayol's management theory with the Joyful Learning approach can be an effective learning management model in elementary schools (Fayol, 2016). These findings provide a new contribution to the discourse on English language learning management because they demonstrate that educational research does not have to separate managerial aspects from pedagogical aspects. Instead, successful learning depends on the synergy between the two.

In a global context, supervision (control) in Joyful Learning-Based learning has also become a major concern in 21st-century education. Many countries are beginning to emphasize supervision that is not merely administrative, but also based on improving the quality of the learning process. UNESCO emphasizes that modern learning supervision should be supportive, participatory, and focused on developing teacher competencies to improve student learning well-being (Ferreira, 2021). This paradigm aligns with supervision practices in Finland, South Korea, and New Zealand, which shift the role of principals from bureaucratic managers to instructional leaders who ensure that every lesson contains elements of creativity, meaningfulness, and student emotional well-being (Ganon-Shilon & Schechter, 2019).

In high-performing educational countries like Finland, supervision is not conducted through harsh inspections, but through professional collaboration and reflective dialogue between teachers and principals—an approach very similar to the informal supervision found in this study (Watkins & Silver, 2025). This model has been shown to be effective in building a positive learning culture and increasing teacher motivation to develop creative learning practices like Joyful Learning.

Meanwhile, in the United States, joyful and meaningful learning approaches are increasingly being promoted in response to rising academic stress and student mental health issues. Institutions such as the National Association of Elementary School Principals (NAESP) emphasize that instructional supervision must ensure student engagement, a positive classroom climate, and activities that encourage creative expression and emotional literacy (Zepeda, 2013). Global research also shows that a joyful learning atmosphere is a significant predictor of increased self-efficacy, literacy skills, and students' willingness to take academic risks, including in learning English as a foreign language (Habratt, 2018).

In the context of language education, joyful learning-based instructional supervision has become a crucial strategy in various Southeast Asian countries. Singapore, Thailand, and Malaysia have integrated fun-based literacy instruction into their elementary English curricula to address language anxiety, which often arises in beginning learners. Supervision models in these countries emphasize the use of interactive digital media, linguistic games, and creative projects, which are regularly reviewed through data-driven supervision and classroom observations (Hilty et al., 2021).

Thus, the findings of this study are aligned with the global development of education, which increasingly recognizes the importance of a joyful, humanistic, and well-being-based pedagogical approach to students' emotional well-being. The formal and informal supervision—as seen in the two elementary schools where this study was conducted—aligns with international trends shifting supervision toward professional learning dialogue, teacher empowerment, and instructional improvement. This global context further strengthens the argument that the successful implementation of Joyful Learning is inseparable from the effectiveness of supervision carried out systematically, collaboratively, and oriented towards the professional growth of teachers at the elementary school level.

CONCLUSION

This study confirms that the integration of Fayol's management principles—planning, organizing, implementing, and monitoring—with the Joyful Learning approach produces a learning model that is not only able to address structural barriers in teaching writing, but also forms a learning ecosystem that supports the cognitive and affective development needs of elementary school students. The research question regarding how Joyful Learning management can improve writing skills is convincingly answered through empirical findings that show significant improvements in student participation, motivation, and the quality of writing. Strengthening intrinsic motivation—as predicted by Self-Determination theory—goes hand in hand with improvements in technical skills such as clarity of sentence structure, spelling accuracy, and the courage to take linguistic risks.

Theoretically, this research broadens the horizon of English language learning management studies, which have tended to focus on methodological aspects. By connecting Joyful Learning—which is both pedagogical and humanistic—with Fayol's structural management framework, this research offers a new model that demonstrates how creative learning cannot succeed without the support of a mature managerial system. This model, therefore, contributes to the enrichment of modern educational management theory, particularly at the intersection of school organizational management and positive emotion-based pedagogy. This research also emphasizes that the humanistic approach is not the antithesis of the managerial approach; in fact, the two can be synthesized to strengthen more participatory and meaningful language learning.

From a practical perspective, this study provides strategic guidance that teachers, principals, and educational policymakers can adopt. The results show that the success of Joyful Learning cannot be separated from three main factors: (1) learning planning that is responsive to children's developmental needs; (2) the use of interactive media—both conventional and digital—that support the development of visual and linguistic literacy; and (3) learning supervision that is dialogic, reflective, and collaborative. Teachers benefit significantly from data-based feedback and guidance from principals; while students gain learning experiences that enable them to take an active role in the writing process with reduced anxiety. Thus, this study confirms that improving writing quality is not solely the result of teaching strategies, but also the result of effective and supportive learning governance.

However, this study is not without limitations. The limited scope of the study, which was conducted in two elementary schools, and the choice of a case study design, require caution in generalizing the findings. Furthermore, this study has not fully explored the influence of external factors such as family support, technology access at home, and literacy environments outside of school, all of which can influence the development of writing skills. Variations in teacher competency in mastering digital technology are also variables that have not been analyzed in depth. These limitations open up opportunities for broader follow-up research, whether through sample expansion, the use of mixed-methods approaches, longitudinal designs, or cross-regional comparative studies.

Suggestions for further research include three strategic directions. First, experimental research testing the effectiveness of Joyful Learning on specific writing skills such as narrative, description, and argumentation, thus providing more in-depth findings on its pedagogical impact. Second, research integrating analysis of socio-cultural factors—including family literacy habits—to understand the external dynamics that influence learning outcomes. Third, the development of a technology-based learning management model, integrating Joyful Learning with the digital ecosystem that is increasingly becoming an integral part of children's lives. Thus, further research is expected to not only enrich the theoretical aspects but also make a tangible contribution to the development of English language learning policies and practices at the elementary level.

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