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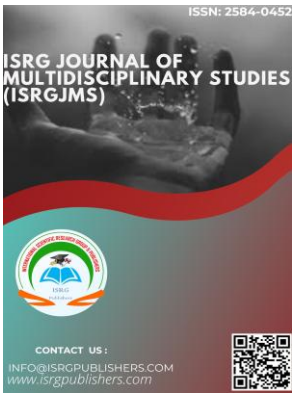


# Perceptions of Teachers and Students toward the Implementation of the GASING (Easy, Fun, and Enjoyable) Method in Mathematics Learning at YPPGI Elementary School Enarotali

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## Abstract

*Mathematics is often perceived by elementary school students as a difficult and intimidating subject, resulting in low learning motivation and conceptual understanding. Therefore, innovative learning approaches are needed to create meaningful and enjoyable learning experiences. This study aims to describe teachers' and students' perceptions regarding the implementation of the GASING (Easy, Fun, and Enjoyable) method in mathematics learning at YPPGI Elementary School Enarotali. The study employed a descriptive qualitative approach using in-depth interviews and documentation techniques. The participants consisted of two mathematics teachers and two students who had experienced mathematics learning using the GASING method. Data were analyzed using the interactive model of Miles and Huberman, including data reduction, data display, and conclusion drawing. The findings revealed that both teachers and students perceived the GASING method positively. Teachers reported that the method encouraged active participation, increased students' confidence, and facilitated conceptual understanding through concrete, visual, and kinesthetic learning activities. Students expressed that mathematics learning became more enjoyable, less stressful, and easier to understand. Although several challenges were identified, including limited instructional time and teaching aids, the GASING method was considered effective in improving students' motivation, conceptual understanding, and positive attitudes toward mathematics. The study concludes that GASING can serve as an alternative instructional approach for elementary mathematics learning, particularly in remote areas where contextual and engaging learning experiences are essential.*

**Keywords:** *GASING Method, Teacher Perception, Student Perception, Mathematics Learning, Elementary School*


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## INTRODUCTION

Mathematics plays a fundamental role in developing students' logical, critical, and systematic thinking skills. However, mathematics is frequently perceived as a difficult subject by elementary school students, leading to anxiety, low motivation, and poor learning outcomes. Many students struggle to understand abstract mathematical concepts, especially when instruction relies heavily on teacher-centered approaches and formula memorization (Sulistyorini, 2019; Setiawan & Nurhayati, 2021). To address these challenges, innovative instructional approaches are required to make mathematics more accessible, meaningful, and enjoyable. One such approach is the GASING method, an acronym for Gampang, ASyik, dan menyenaNGkan (Easy, Fun, and Enjoyable), developed to help students understand mathematical concepts through concrete experiences, visualization, and gradual progression from simple to abstract concepts.

The theoretical foundation of this study is grounded in constructivist learning theory proposed by Piaget (1970) and Vygotsky (1978). Constructivism emphasizes that knowledge is actively constructed through interaction with the environment and learning experiences. In mathematics education, this perspective encourages teachers to provide opportunities for students to discover concepts through concrete activities and meaningful engagement. The GASING method aligns closely with these principles by promoting active learning, hands-on experiences, and enjoyable classroom interactions.

Several previous studies have reported positive outcomes of GASING implementation. Hartono (2018) found that GASING significantly improved elementary students' understanding of multiplication and division concepts. Similarly, Lestari and Hidayat (2020) reported increased student participation and confidence during mathematics learning. Yuliana (2021) further highlighted that GASING positively influences both cognitive achievement and affective aspects such as enjoyment and self-confidence. However, existing studies primarily focus on learning outcomes and effectiveness, while limited attention has been given to understanding teachers' and students' perceptions, particularly in remote educational contexts such as Enarotali.

Considering this research gap, this study seeks to explore how teachers and students perceive the implementation of the GASING method in mathematics learning at YPPGI Elementary School Enarotali. Understanding these perceptions is essential for identifying both the strengths and challenges of the method and for supporting the development of more contextual and engaging mathematics instruction in remote educational settings.

## METHOD

This study employed a descriptive qualitative approach to explore teachers' and students' perceptions of the implementation of the GASING method in mathematics learning. The research was conducted at YPPGI Elementary School Enarotali from September to November 2025.

The participants consisted of two mathematics teachers and two students selected through purposive sampling. Teachers were selected based on their experience implementing the GASING method for at least one semester, while students were chosen because they had participated in mathematics learning using the method and were able to communicate their learning experiences effectively.

Data were collected through semi-structured interviews and documentation. Interview questions focused on participants' experiences, perceptions, challenges, and perceived impacts of the GASING method. Supporting documents included lesson plans, students' learning records, and photographs of classroom activities. Data were analyzed using the interactive model proposed by Miles and Huberman (1994), consisting of data reduction, data display, and conclusion drawing. Data validity was ensured through triangulation of interview and documentation data.

## RESULTS AND DISCUSSION

The findings of this study were obtained through in-depth interviews with two mathematics teachers and two students who had experienced learning mathematics using the GASING (Easy, Fun, and Enjoyable) method at YPPGI Elementary School Enarotali. The analysis revealed several major themes, including positive learning experiences, increased motivation and understanding, concrete and visual learning processes, implementation challenges, and positive impacts on learning outcomes.

Table 1. Summary of Interview Findings

| | **Main Findings** | |
|---|---|---|
| Teacher 1 | Learning became enjoyable, interactive, and students were not afraid of mathematics | Positive learning experience |
| | Students became more active and confident | Increased motivation and understanding |
| | Number line activities helped conceptual understanding | Concrete and visual learning |
| | Limited instructional time | Implementation challenges |
| | Learning achievement improved | Positive learning outcomes |
| Teacher 2 | Learning became more concrete and enjoyable | Active and contextual learning |
| | Students' confidence and interest increased | Motivation and engagement |
| | Real objects and number lines facilitated understanding | Visual and kinesthetic learning |
| | Limited teaching aids and preparation time | Technical challenges |
| | Conceptual understanding improved | Positive academic impact |
| Student 1 | Learning was enjoyable and less stressful | Positive emotional response |
| | Learning through movement and teaching aids | Active learning experience |
| | Easier understanding of mathematical concepts | Conceptual understanding |


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| | | |
|---|---|---|
| | Mathematics became more interesting | Positive attitude change |
| Student 2 | Felt confident and not afraid of making mistakes | Supportive learning environment |
| | Games and visual aids enhanced learning | Interactive learning |
| | Visualization improved understanding | Concrete representation |
| | Learning became more enjoyable | Increased motivation |

The results indicate that both teachers and students perceived the GASING method positively. Teachers reported that the method transformed classroom dynamics by creating a more interactive and engaging learning environment. Students became more willing to participate in classroom activities and demonstrated greater confidence when solving mathematical problems. Students also expressed positive emotional responses toward the learning process, describing mathematics lessons as enjoyable, interesting, and similar to educational games.

The findings further revealed that the GASING method enhanced students' motivation and conceptual understanding. Teachers observed improvements in students' confidence and willingness to solve problems independently. Students explained that mathematical concepts became easier to understand because they were presented through concrete activities rather than abstract explanations. This finding supports Vygotsky's constructivist perspective, which emphasizes active participation and meaningful learning experiences.

Another significant finding concerns the use of visual and kinesthetic learning activities. Teachers highlighted that number-line activities, physical movement, and concrete teaching aids were highly effective in helping students understand mathematical concepts. Students reported that visualizing and physically experiencing mathematical operations made learning easier and more meaningful. This finding aligns with Bruner's theory that emphasizes the importance of concrete and visual representations before symbolic understanding develops.

Despite its benefits, several implementation challenges were identified. Teachers reported limitations related to instructional time and the availability of teaching aids. GASING activities often require longer instructional periods and additional preparation compared to conventional teaching methods. Furthermore, the availability of learning materials remains limited in remote educational contexts such as Enarotali. Nevertheless, teachers agreed that the positive impacts outweighed these challenges.

Overall, the findings demonstrate that the GASING method positively influences students' motivation, conceptual understanding, classroom participation, and attitudes toward mathematics. The method successfully bridges abstract mathematical concepts with students' real experiences, making learning more meaningful and enjoyable. These results reinforce previous studies indicating that GASING contributes not only to cognitive achievement but also to positive affective development in mathematics education.

## CONCLUSION

This study concludes that the implementation of the GASING (Easy, Fun, and Enjoyable) method in mathematics learning at YPPGI Elementary School Enarotali is perceived positively by both teachers and students. The method creates an interactive, enjoyable, and student-centered learning environment that encourages active participation and conceptual understanding.

Teachers reported that GASING helps students understand mathematical concepts through concrete, visual, and kinesthetic activities, while students expressed greater confidence, motivation, and enjoyment during mathematics learning. Although challenges such as limited instructional time and teaching aids remain, the overall benefits of the method are significant.

The findings suggest that GASING can serve as an effective alternative approach for elementary mathematics instruction, particularly in remote educational settings where contextual and engaging learning experiences are essential. Future studies are recommended to examine the effectiveness of the GASING method using larger participant groups and mixed-method research designs.

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