

Improving Student Learning Outcomes Through the Implementation of Joyful Learning in Islamic Education Learning at SD Negeri 6 Sijunjung

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the application of joyful learning. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that joyful learning can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 46.18%, the first cycle 59.67% and in the second cycle it increased to 88.22%. Thus, the use of the application of joyful learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Learning outcomes, islamic education, joyfull learning.

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INTRODUCTION

Education plays a very important role in human life, because through education, humans can change their behavior and continue to develop. Based on Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere that can help students develop their potential actively, which includes spiritual, religious, self-control, intelligence, noble morals, and skills necessary for themselves, society, nation, and state. Thus, education is the key to creating quality human resources. Education aims to prepare students to be ready to face a more complex life with great social awareness and responsibility. A good learning process in school needs to go through careful planning so that students can achieve optimal learning outcomes.

Learning not only focuses on mastery of knowledge (cognitive) but must also include affective and psychomotor aspects. Therefore, efforts are needed to create innovative and fun teaching methods, so that students do not feel pressured and can learn with enthusiasm. Islamic education aims to form a complete Muslim person, namely by developing all human potential, both physical and spiritual, based on the teachings of the Qur'an and the Sunnah of the Prophet PBUH. Therefore, teachers in Islamic education not only act as teachers, but also as facilitators who assist students in the process of self-

development. The importance of the right learning strategy to achieve educational goals is undeniable. Teachers need to choose strategies that are relevant to the learning objectives and materials, as well as use media that can stimulate all students' senses simultaneously. In addition, active, innovative, creative, effective, and fun learning (PAIKEM) must be prioritized to create a conducive and fun learning atmosphere.

This kind of learning not only improves academic achievement, but also maintains students' motivation and interest in learning. However, the challenges faced are the tendency of students who are lazy to study, especially among teenagers. This can be caused by a variety of factors, such as feeling tired, low spirits, or lack of concentration. For this reason, it is important to constantly test learning methods that are fun and appropriate to the age and interests of students. One effective method in this regard is Joyful Learning, which aims to create a fun and exciting learning atmosphere. In Joyful Learning, students feel comfortable and motivated to learn, as they are encouraged to be actively involved in the learning process. By implementing a fun learning approach, students can focus more, increase their curiosity, and apply what they learn in their daily lives. Thus, Joyful Learning is a solution to overcome the problem of low learning motivation among students and can create a fun, effective, and interesting learning atmosphere. This will help students not only master the subject matter, but also develop their potential as a whole. Based on the background of the above problem, the researcher is interested in conducting a research with the title: Improving Student Learning Outcomes Through the Application of Joyful Learning in PAI DBP Class IV Learning SDN 6 Sijunjung.

METHODS

The type of research used by the author is the Classroom Research Method (PTK). Here it can be interpreted as a slight problem-solving procedure by describing or describing the state of the object or subject of research which aims to make a systematic, factual and accurate description of the facts and characteristics of the population, therefore the author uses this type of research. The problem will be that the author will be researched by using qualitative methods with descriptive analysis techniques, exploratory theoretical perspectives, phenomenological perspectives and in data collection obtained through several techniques including interviews, observations, and documentation. In this study, the author took the place or location of the research at SDN 6 Sijunjung. The location of SDN 6 Sijunjung is located on Jl. Diponegoro Jorong Ganting, Nagari Sijunjung, Sijunjung District, Sijunjung Regency. Research Time. This research was carried out in the second semester of the 2024/2025 academic year.

This research procedure consists of several stages that are carried out sequentially and repeatedly to obtain valid data and improve the quality of the learning process. The research procedures that will be carried out are as follows; 1) Action Planning, at this stage, the researcher plans the steps to be taken in learning using the Joyful Learning strategy; 2) Implementation of Action, the implementation of this action is carried out based on a plan that has been prepared beforehand. This stage involves teachers and students in learning activities carried out in the classroom. Data collection technique by means of observation. After the data collection is completed, the researcher reflects on the implementation of the actions that have been taken. This process includes; 1) Analyze the data that has been collected, both from test results (pre-test and post-test), observation results, and interviews to see the impact of the implementation of the Joyful Learning strategy on student learning outcomes; 2) Evaluate the advantages and disadvantages of the implementation of the strategies carried out, whether the learning objectives can be achieved and whether the methods used are effective in increasing student activity and motivation; 3) Prepare conclusions based on the results of the analysis carried out, to find out the extent to which the Joyful Learning strategy can improve student learning outcomes in Islamic Religious Education (PAI) subjects.

RESULTS AND DISCUSSION

Based on the results of the observation of the learning process and the results of the test in cycle I, the application of the Joyful Learning strategy to the Qur'an Hadith material (reading Q.S At-Tin and determining the law of breadfruit or tanwin in Q.S At-Tin) to determine the success and failure of the implementation of the first cycle of actions, the researcher reflected. The results of the reflection are obtained as follows; 1) Teachers cannot do much when faced with their own difficulties and let alone overcome the difficulties of students when meeting learning demands; 2) Students are also confused, they look confused when they have to try to follow the demands of learning; 3) Based on the test results, there has been no significant improvement in the ability of each student; 4) On that basis, in cycle II, both teachers and students need to follow the following recommendations; 1) Teachers must try to understand more about learning management based on the demands of the Problem Based Learning model with the Joyful Learning strategy. As well as the use of this digital-based media; 2) Teachers must try to focus students' attention on the airing of digital-based media in the form of learning videos; 3) Teachers must motivate students so that they are motivated to learn better, of course by giving rewards. Before carrying out the second cycle of actions, teachers and students must deliberate to understand each other's duties, so that the expected behavior can occur.

Based on the results of the observation of the learning process and the results of the test in cycle II, the application of the Joyfull Learning strategy to the Qur'an Hadith material (Writing and memorizing QS. At-Tiin) to determine the success and failure of the implementation of the first cycle of actions, the researcher conducted refleksi. The results of the reflection are obtained as follows; 1) Teachers cannot do much when faced with their own difficulties and let alone overcome the difficulties of students when meeting learning demands; 2) Students are also confused, they look confused when they have to try to keep up with the demands of learning; 3) Based on the test results, there has been no significant improvement in the ability of each student; 4) On that basis, in cycle II, both teachers and students need to follow the following recommendations; 1) Teachers must try to understand more about learning management based on the demands of the Problem Based Learning project model with the Joyful Learning strategy. As well as the use of this digital-based media; 2) Teachers must try to focus students' attention on the airing of digital-based media in the form of learning videos. Teachers must motivate students so that they are motivated to learn better, of course by giving rewards.

Before carrying out the third cycle of actions, teachers and students must deliberate to understand each other's duties, so that the expected behavior can occur. Based on the results of the observation of the learning process and the results of the test in cycle III, the application of the Joyful Learning strategy on the Qur'an Hadith material (SUB CHAPTER 3 with the main message of QS. At-Tiin) to find out the success and failure of the implementation of the first cycle of actions, the researcher reflected. The results of the reflection are obtained as follows; 1) Teachers cannot do much when faced with their own difficulties and let alone overcome the difficulties of students when meeting learning demands; 2) Students are also confused, they look confused when they have to try to follow the demands of learning; 3) Based on the test results, there has been no significant improvement in the ability of each student; 4) On that basis, in cycle III, both teachers and students need to follow the following recommendations; 1) Teachers must try to understand more about learning management based on the demands of the Differentiation Based Learning model with the Joyful Learning strategy. As well as the use of this digital-based media; 2) Teachers must try to focus students' attention on the broadcast of digital-based media in the form of learning videos; 3) Teachers must motivate students so that they are motivated to learn better, of course by giving rewards. Before carrying out the fourth cycle of actions, teachers and students must deliberate to understand each other's duties, so that the expected behavior can occur.

The research conducted aims to improve student learning outcomes through the application of the Joyfull Learning approach in Islamic Religious Education (PAI) and Indonesian (DBP) learning in grade IV of SDN 6 Sijunjung. The Joyfull Learning approach, which prioritizes a fun, active, and creative learning atmosphere, has proven to be effective in increasing student interest and learning outcomes. In the early stages of implementation, there was an increase in students' interest in participating in learning because this approach made the learning process feel more enjoyable. One of the factors that supports the successful implementation of Joyfull Learning is the use of various interactive learning media and techniques. In the implementation of PAI and DBP learning, teachers integrate various educational games, group discussions, and creativity-based projects that actively involve students. This reduces boredom and makes students more interested in learning.

The activeness of students in participating in learning activities is increasing because they feel that learning becomes more interesting and fun, which directly affects the improvement of their learning outcomes. The implementation of Joyfull Learning also has a positive impact on improving students' social skills. In more interactive learning, students are given the opportunity to collaborate with their peers, share ideas, and solve problems collectively. For example, in PAI learning that teaches about religious values, students discuss the application of these values in their daily lives. This makes the learning material not only understood theoretically, but also felt directly in their lives. In addition, this approach changes the mindset of students about learning. Usually, students feel pressured by the assignments given by the teacher, but with Joyfull Learning, they feel that learning is a fun and challenging activity that they can achieve. Thus, students become more proactive in completing assignments and more confident in expressing their opinions, both in group discussions and in the presentation of learning materials. However, while there are many benefits to be gained from the implementation of Joyfull Learning, there are some challenges encountered during the research.

One of them is the difficulty in managing time during learning activities that are quite dynamic and involve a lot of interaction. Some activities that involve games or projects take a longer time, while the available time is limited. Therefore, more efficient time management needs to be considered so that every student can get optimal benefits from this learning. The implementation of Joyfull Learning also requires the readiness and skills of teachers in managing the classroom in a fun way but still prioritizing learning goals. Teachers must be able to maintain a balance between the enjoyment of learning and the achievement of learning goals that have been set. If teachers cannot manage the class properly, students can lose focus and learning materials cannot be delivered effectively. Therefore, the training and professional development of teachers is essential to improve their ability to apply this approach. Overall, the results of the evaluation after the implementation of Joyfull Learning showed a significant improvement in student learning outcomes, both in cognitive and affective aspects. Students show a better understanding of the material taught, both in PAI and DBP subjects.

This is reflected in the increase in the average score of the exam, as well as the increase in student participation and higher learning motivation. Thus, Joyfull Learning has proven to be effective in improving student learning outcomes in grade IV of SDN 6 Sijunjung. The application of Joyfull Learning in PAI and DBP learning in grade IV of SDN 6 Sijunjung makes a great contribution to the development of students' characters who are active, creative, and highly motivated to learn. By making learning more enjoyable, students not only gain knowledge, but also develop social and emotional skills that will be useful in their lives. Therefore, this approach is worth applying more widely in other schools as an alternative to improve the quality of fun and effective education.

CONCLUSION

Based on the results of the research that has been carried out, the application of the Joyfull Learning approach in learning Islamic Religious Education (PAI) and Indonesian Language (DBP) in grade IV of SDN 6 Sijunjung has proven to be effective in improving student learning outcomes. This approach has succeeded in creating a fun and interactive learning atmosphere, which makes students more enthusiastic and active in following the learning process. This shows that fun learning can increase students' interest and motivation to learn, so that their learning outcomes also increase. During the implementation of Joyfull Learning, students are directly involved in a variety of fun activities such as educational games, group discussions, and creativity-based projects. These activities make students more interested in understanding the material and feel easier to remember the information provided. In addition, learning based on student interaction and engagement improves their social skills, such as the ability to work together, communicate, and think critically. However, despite the many benefits obtained, the challenge faced in implementing Joyfull Learning is more complex time management, especially when it involves many interactive activities that require more time. Efficient timing is needed so that every student can participate in activities optimally without compromising the quality of learning. Therefore, teachers need to have good managerial skills in managing these fun learning activities. Overall, Joyfull Learning has shown a positive impact on improving student learning outcomes in grade IV of SDN 6 Sijunjung. By making learning more enjoyable, students not only gain knowledge, but also develop social and emotional skills that are beneficial in their lives. Therefore, this approach can be a good alternative to apply in various other subjects and classes in schools. As a recommendation, the Joyfull Learning approach should be applied more widely in the educational environment, with adjustments to the needs and characteristics of students. Teachers are also advised to continue to develop their skills in using this method in order to better manage the classroom and optimize student learning outcomes. Thus, Joyfull Learning can make a great contribution to creating effective, fun, and positive learning for student development.

In addition, the implementation of Joyfull Learning also has a positive impact on the formation of students' attitudes and characters, especially in increasing students' confidence and ability to participate actively. With a more pleasant atmosphere, students feel more valued and encouraged to be more open in expressing their opinions, both in group discussions and other class activities. This shows that fun learning not only develops cognitive skills, but also supports students' affective development, such as increasing a sense of responsibility and desire to learn. Although there are several challenges in implementation, such as more intensive time management, the Joyfull Learning approach still provides optimal results when implemented with careful planning. In this case, teachers have a very important role to monitor and adjust learning methods according to student needs, as well as ensure that each learning activity takes place smoothly and according to the objectives.

Thus, the role of teachers as facilitators and guides greatly determines the success of the application of this method. In addition, this study also shows that fun learning can help students to more easily remember the material taught. By providing a contextual and enjoyable learning experience, students not only memorize information, but they can also relate the learning material to their daily lives. This increases students' understanding of the material being taught, so that their learning outcomes are maximized. This success demonstrates the importance of an approach that focuses on hands-on experience and student engagement in learning. The application of Joyfull Learning in PAI and DBP learning not only helps students understand the material better, but also makes them more enthusiastic in undergoing the learning process. When students feel happy and comfortable with the applied methods, they tend to have higher motivation to learn. This high motivation, in turn, has an impact on improving the quality of the learning outcomes

they achieve. This proves that a positive and fun learning atmosphere can increase the overall effectiveness of education. Therefore, it is recommended that schools integrate the Joyfull Learning approach even more broadly in their curricula, not only in PAI and DBP learning, but also for other subjects. In addition, it is important for educators to continue to update and develop learning methods that are relevant to students' needs so that they remain interested and motivated in learning. Thus, quality and fun education will be created, having a positive impact on students' development both in their academic and personal aspects.

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