

IMPLEMENTATION OF JOYFUL LEARNING METHOD IN INCREASING STUDENTS LEARNING MOTIVATION IN PAI

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ABSTRACT

The Joyfull Learning method is one of the relevant approaches in learning Islamic Religious Education (PAI) to increase students' interest in learning. This study aims to analyze the implementation of Joyfull Learning method in Islamic Education learning, as well as its effect on students' motivation and learning outcomes. The research was conducted using a descriptive qualitative approach through observation, interviews and documentation at SMP Negeri 2 Turen. The results showed that the application of Joyful Learning method was able to create more interactive, creative, and fun learning atmosphere, so that students were more motivated and actively involved in learning. In addition, this method is also proven to improve students' understanding of PAI materials, which is reflected in increasing students' average scores. This study recommends the wider use of Joyfull Learning method in PAI learning as an effort to improve learning quality and strengthen students' religious character.

Keywords: Joyfull Learning, Islamic Education Learning

INTRODUCTION

The purpose of education is to enable students to achieve optimal development, both as individuals and as members of society in shaping physical and mental development. Islamic Religious Education (PAI) has an important role in shaping students' character and personality based on religious and moral values. However, for most students, learning PAI in practice is often considered monotonous and uninteresting. This has the potential to reduce students' interest and motivation to learn, as well as hinder the achievement of PAI education goals. This becomes a problem for teachers in teaching and learning activities.

To overcome these challenges, it is necessary to innovate learning methods that can create a pleasant learning atmosphere and can stimulate students' interest in learning. One of the relevant approaches is the Joyfull Learning method. Joyfull Learning is a learning approach that focuses on creating a positive, interactive and fun learning environment, so as to increase students' involvement and interest in learning. This method emphasizes the importance of active student involvement through interesting, creative and fun activities.

Various studies have shown that the Joyfull Learning method can have a positive impact on the teaching and learning process, especially in understanding the material for students. This approach can also help students in reducing boredom during the teaching and learning process in the classroom.

RESEARCH METHODS

This study used a descriptive qualitative approach, which is a research approach where the data collected are in the form of words, pictures, and not numbers (Meleong, 2004). The research was conducted at SMP Negeri 2 Turen, with the research subjects consisting of 32 class VIII students and a teacher. Data collection techniques include:

1. Observation
Observation is done intentionally or unintentionally, either directly or indirectly to the subject or object being observed. The researcher tried to collect data by participating in the activities but not entirely.
2. Interview
Semi-structured interviews are data collection techniques carried out by researchers, so that it is known with certainty about the information obtained based on written questions.
3. Documentation.
Additional data was obtained from documentation such as lesson plans/teaching modules, photos of classroom activities, and student learning evaluation results.

The collected data was analyzed using qualitative descriptive analysis techniques which included three stages, namely:

1. Data reduction
Data reduction was carried out by summarizing and grouping data based on main themes, such as planning, implementation, and learning outcomes.
2. Data presentation
Data presentation was organized in the form of narratives and tables to facilitate understanding of the implementation of Joyfull Learning in PAI Learning.
3. Conclusions.
Drawing conclusions is done by interpreting the results findings and linking them with relevant theories to gain an understanding of the effectiveness of Joyfull Learning in improving student motivation and learning outcomes.

To ensure the validity of the data, this research uses source triangulation and method triangulation, namely by comparing information from various subjects (sources) and comparing the results of observations, interviews, and documentation (methods).

Result and Discussion

Findings

Based on this research, there are several important findings related to the implementation of the Joyful Learning method in learning Islamic Religious Education (PAI), among others:

1. Increased Student Learning Motivation

The observation results show that the Joyful Learning method has a positive impact on students' learning motivation. Students seem more enthusiastic and actively involved in every activity and are more excited and motivated to take part in learning. From the results of interviews conducted with students, the Joyful Learning method is known to increase enthusiasm in learning because the atmosphere is fun and not monotonous.

2. Increased student participation and engagement

Based on the results of interviews with teachers and observations during learning, it was found that the Joyful Learning method has succeeded in increasing students' participation in the classroom. Students are more active in asking questions, arguing, and participating in class discussions. In addition, group-based activities also created an interactive atmosphere and a collaborative learning environment in supporting students' understanding of PAI materials.

3. Positive Impact on Student Learning Outcomes

The documentation of learning evaluation results shows a significant increase in students' average scores. An improvement in the understanding of the material was also seen after using the Joyful Learning method. From the test scores collected, there was an average increase of 20-25% when compared to the previous test.

4. Constraints of Joyful Learning Method Implementation

Although it has many benefits, teachers also revealed some challenges in this method, one of which is time constraints, because some activities in this Joyfull Learning method require a lot of time compared to monotonous methods. In addition, limited media and supporting learning facilities are also one of the obstacles.

Discussion

Joyfull Learning is a student-centered learning approach and that can able provide pleasant learning conditions for both teachers and students (Nurul Fajri, Anwar Yoesoef, 2016). The principle of this method is to create a class that is fun, not monotonous and not boring, so that students are comfortable, not feeling bored in their learning. When students feel comfortable and not pressured, they are more enthusiastic and ready to participate in learning activities. Through an interactive learning atmosphere with various activities, such as group discussions, and creative presentations, students are more engaged and motivated to learn. This supports the theory of intrinsic motivation, where a positive and enjoyable learning environment can increase students' motivation to learn independently (Schunk, 2012).

In practice, through Joyful Learning teachers try to communicate and interact with their students to foster new experiences in learning. Students are required to be active in arguing their opinions, without pressure and fear because the learning atmosphere is very pleasant. (Mahallai, 2017). In the application of Joyful Learning there are four stages, namely: experience, interaction, communication, and reflection (Harto, 2018).

The Joyful Learning method is proven to be effective in increasing students' learning motivation in learning Islamic Religious Education (PAI), especially in class VIII students at SMP Negeri 2 Turen. With a joyful learning atmosphere, this method is also proven to reduce students' anxiety so that they are motivated to be more actively involved in learning, in accordance with the theory of intrinsic motivation (Deci & Ryan, 2000). Joyful Learning also succeeded in encouraging students' active participation in class, inviting them to think critically and collaborate, in line with Vygotsky's (1978) constructivist theory that emphasizes the importance of social interaction in learning.

In addition, this method can also improve students' learning outcomes and help them better to understand PAI concepts through visual, kinesthetic, and audio activities.

On the other hand, the implementation of Joyfull Learning also has challenges related to the limited time and facilities required. This challenge points to the importance of facility support and effective time management strategies, as well as the need to develop practical guidelines for teachers to optimize Joyfull Learning in various school situations.

CONCLUSION

The implementation of the Joyfull Learning method in learning Islamic Religious Education (PAI) shows that this approach is very effective in increasing students' motivation, participation, and learning outcomes. The implementation is very fun, does not make students tense and rigid when learning. Learning is persuasive, which can invite students to learn without having to be forced, active in asking and answering questions. In addition, teachers are able to be effective in determining learning well to determine the place of learning and which is certainly very fun.

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