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The Influence of Joyful Learning Strategies on Learning Outcomes of Class 3 The History of Islamic Culture MI Nurussalam Mantingan Ngawi

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Abstract

The History of Islamic Culture is a history that happened in the past. Many people need to remember and pay attention to it. Many students need to pay more attention to it because the teacher only does good teaching once students become bored and decrease their academic scores. An example of a strategy is Joyful Learning, this strategy to learn by playing, which creates a pleasant learning atmosphere. Research objectives: to know the influence of Joyful Learning on achieving Islamic Cultural History class 3 MI Nurussalam. The researcher used an experimental method, which is to use a Quasi-Experimental Design. The population in this study was all students class 3, with a total of 48 samples. Data collection was used to analyze the Mann-Withney test formula with the help of SPSS 16.0. The results obtained with Asymp.Sig (2-tailed) were 0.006 <0.05. There is an influence of Joyful Learning on class 3 MI Nurussalam. The students; to be more active and enthusiastic in study Islamic Cultural History because these lessons help them understand the history of the Prophet SAW

Introduction

Education is the primary key to determining one's success. The main purpose of education is to develop all students' potential, skills, and positive characteristics to become good role models and benefit the nation.[1] Successful education can hone students' talents to build the future and overcome the various problems they face.[2]

Therefore, teachers need to teach according to students' learning abilities by continuing to keep abreast of the times. In this case, technology is necessary, and teacher creativity in conveying learning lesson is also a way to ensure that what is being taught can be appropriately transferred to students. For example, teachers can use strategies that suit the needs and conditions of students and utilize various media that support the smoothness and success of delivering lessons to students.[3]

In the research conducted, the researcher took the research location at MI Nurussalam Mantingan Ngawi. As is well known, Madrasah Ibtidaiyyah Nurussalam is an Islamic-oriented private primary education institution under the supervision of the Institutions Darussalam Gontor Islamic Boarding School Waqf Maintenance and Development Foundation. It is managed by teachers of Islamic Boarding School Darussalam Gontor Female Campus 1 and 2 as a form of community service. The Lesson that will be implemented is general and religious performance 100%. Briefing, introductory week, intensive class 6 guidance, intellectual, ubudiyah, and has made many academic and non-academic achievements from its students.[4]

The researcher took the value of History of Islamic Culture, which showed a shallow level compared to other classes and Lessons in class 3 MI Nurussalam. In History of Islamic Culture, it can be seen that it is one of the crucial lessons because there are a series of essential incidents or events in Muslim figures closely related to past events. As well as this material is known as complex lessons because there are many names of figures, dates, and events that students need to memorize.[5] Based on the research results at school, many students pay less attention when learning History of Islamic Culture in class because of the monotonous way of learning. The average score for the Final Semester Examinations at the Madrasah Nurussalam Mantingan Ngawi 2019-2022 is as follows.[6]

No	Class	Class Average	Total	Years	KKM
1.	3A	68,00	24	2019-2020	58,00
	3B	48,00			

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[1]   Rosmita Sari Siregar., dkk *Fundamentals of Education*, (Medan: Yayasan Kita Menulis, 2021), p. 2.

[2]   Mulyasa*, Teacher in 2013 Curriculum Implementation*, (Bandung: PT Remaja Rosdakarya, 2014), p. 18

[3]   Agus Nurjaman, *Joyful Learning Boosts Student Creativity,* (Bandung: Guepedia, 2017), p. 19

[4]   http://nurussalammantingan.blogspot.com/, diakses pada tanggal 20 Januari 2023.

[5] Zuhrotul Mufidah et al., "*Correlation Between Emotional intelligence and Learning Achievement in Tarikh Islam lesson Student of Kulliyatu-l Mu'alimat Al-Islamiyah Darussalam Gontor Modern Islamic Institution Second Campus,* Vol 15 No 1 (2020),p.29-43.

[6] 02/D/MI Nurussalam Mantingan Ngawi Jawa Timur/VIII/2022.

2.	3A	76,41	24	2020-2021	52,46
	3B	40,33			
3.	3A	84,40	24	2021-2022	72,93
	3B	61,83			

Based on the above observations, the results of the semester exams in 2019-2021 in History of Islamic Culture class 3 MI Nurussalam Mantingan Ngawi can be concluded as low, and student learning outcomes could be improved. This is a manifestation of the problems that exist in class from learning activities, students are less enthusiastic about participating in SKI teaching and learning activities, and students find it challenging to understand the subject matter. Efforts that can be made to improve learning outcomes in SKI subjects are to use the *Joyful Learning* strategy. Students will be more active in learning and finding out lesson that is difficult to understand and the teacher's explanation in a class by using the *Joyful Learning* strategy.[7]

In overcoming obstacles in class 3 MI Nurussalam learning on History of Islamic Culture lesson that has yet to reach Minimum completeness criteria, teachers must use an appropriate strategy, namely the *Joyful Learning* strategy. It is also important to involve students actively in learning. Teachers can encourage students to actively participate, ask questions, discuss, or do practicum. By actively involving students, they will have a greater opportunity to understand and internalize learning lesson.[8]

One strategy that can be used is the *Joyful Learning* strategy, a fun learning approach. Creating a conducive learning environment where all students feel valued, safe, and comfortable is essential to support the learning process. By implementing this strategy, it is expected to improve student learning outcomes.[9] The *Joyful Learning* strategy has several advantages, including creating a relaxed and enjoyable learning atmosphere, using various strategies involving games and learning, stimulating student creativity and activity, and providing many variations in delivering learning lesson. With this approach, it is hoped that students will be more enthusiastic and actively involved in studying so that students can understand and remember the lesson better. In addition, a pleasant learning atmosphere can also help reduce student stress and boredom so that student learning motivation can increase.[10]

In implementing the Joyful Learning strategy, the teacher must develop various activities and games relevant to the learning material. This could include group discussions, role plays, collaborative projects, or interactive media.

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[7] Das Salirawati, *Smart Teaching: Solutions to Become a Professional Teacher,* (Jakarta: Bumi Aksara, 2018), p.94.

[8] Muhamad Anwar, *Becoming a Professional Teacher*, (Jakarta: Prenada Media, 2018), p.76

[9] Trianto Ibnu Badar Al-Tabany, *Designing Innovative-Progressive Learning Models* (Jakarta: Prenada Media, 2017), p. 221

[10] Chatarina Catur, "*joyful learning*", http://catharinacatur.wordpress.com/joyfullearning/, diakses tanggal 12 September 2022

Providing variations in teacher material delivery can help increase student interest and understanding in the learning process.

Joyful Learning steps are:[11]

1) The teacher explains the learning of subject with an exciting and interactive lecture method. Then followed by a question and answer session to ensure students' understanding of the material taught

2) At this step, students can be grouped into small teams to work on practice questions related to the subject that has been studied. This can encourage collaboration between students and increase their involvement in learning

3) This step involves students actively conveying their learning results to classmates. Students can demonstrate how they solve problems or explain concepts by assembling the studied subject

4). In this step, the teacher can use a random game or system to select students to work on in front of the class. This can give a positive surprise and increase students' activeness in participating in learning

5) In the last step, students were asked to conclude the material studied in the learning session. This can help students strengthen their understanding of the concepts that have been taught and allows students to see the overall picture of the learning that has been done

6) After students conclude the subject studied. The teacher can complete or perfect the conclusion with additional explanations. Teachers can also give appreciation and awards to students who are brave and active in demonstrating their answers in front of the class. This can provide positive encouragement to students and increase student self-confidence. Rewards can be given as praise, small prizes, or recognition for students' efforts to take an active role during learning

This study aimed to determine the effect of the *Joyful Learning* strategy on the Islamic Cultural History subject for class 3 at Madrasah Ibtidaiyyah Nurussalam Mantingan Ngawi

Research Methods

This type of research conducted by researchers is quantitative research with experimental methods. quantitative research is unique because it involves two groups: the control and experimental groups. In the control group;, the researcher did not use the recommended method or way of teaching, while in the experimental group, the researcher used the process offered. In this study, specific actions or treatments were carried out, so this research method was used to examine the effect of special treatment on controlled conditions.[12] In this study, the researcher used one of several forms of experimental research, namely using a Quasi-Experimental

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[11] E. Mulyasa, *Becoming a Professional Educator Creating Creative and Fun Learning,* (Bandung: Remaja Rosdakarya, 2006), p. 56.

[12] Priyono, *Quantitative Research Methods,* (Sidoarjo: Zifatama Publishing, 2016) p. 11.

Design; because the researcher made a control group and the samples were selected in a saturated manner, or all models were taken for treatment with a Nonequivalent Control Group Design.

This design is almost the same as the pretest-posttest control group design. Only in this design the experimental and control groups ; are not selected randomly[13]

1. Treatment Plan

This research was conducted at MI Nurussalam Mantingan Ngawi class 3 in the Islamic Cultural History subject, and the researcher served as a teacher. The treatment carried out in the experimental class and control class was as follows:

Explanation	No	Experiment Class	Control Class
Opening	1.	Teachers prepare themselves to teach in front of the class by well.	Teachers prepare themselves to teach in front of the class by well.
	2.	The teacher greets and asks students how they are doing	The teacher greets and asks students how they are doing
	3.	The teacher reads the attendance sheet	The teacher reads the attendance sheet
	4.	The teacher provides an understanding of the teaching and learning process	-
Explanation	1.	The teacher conveys the material briefly and asks students to remember what is related to the material using the Joyful Learning strategy	The teacher delivered the lesson using the lecture method and the students listened
	2.	The teacher stimulates students with questions about what students remember and relates it to the material	The teacher reads the book and explains the steps for each item
	3.	The teacher gives examples to students by telling stories related to the material using the Joyful Learning strategy	
Closing	1.	The teacher asks questions from the lesson	The teacher asks questions related to the lesson
	2.	The teacher asks for examples of experiences related to the material from one of the students	The teacher gives a conclusion

[13] Sugiono, *Quantitative Qualitative Research Methods and R&D,* (Bandung: Alfabeta, 2020), p. 118-120.

	3.	The teacher gives conclusions from the material and examples to students	The teacher closes the lesson
	4.	The teacher closes the lesson	

2. Population this study.

    The population in this study, consisted of all Class 3 students at MI Nurussalam Mantingan Ngawi, namely there were two classes, each containing 24 children and a total of 48 students. The sampling technique researchers use is Nonprobability Sampling, which uses Saturated Sampling, which does not provide equal opportunities for each member of the population to be selected as a member of the sample. The data collection method used in this study is Test and Documentation.[14]

    This study uses descriptive statistical analysis methods to see how the effectiveness of student learning outcomes using the Joyful Learning strategy in Islamic Cultural History subjects and researchers calculate the results of posttest scores with the SPSS program and analyze them by conducting prerequisite tests, namely; Normality Test, Reliability Test, and Homogeneity Test and Hypothesis Test for research hypothesis.[15]

Research Results and Discussion

1. Normality Test

    The normality test is a test used by researchers to find out whether the data is normally distributed or not. Normally distributed data is a manageable condition for conducting the t-test. in a way that can be done in analyzing the normality test with Kolmogorov –Smirnov;

Tests of Normality

	class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Learning Outcomes	pretest eksperimen	.245	25	.000	.941	25	.157
	posttest eksperimen	.122	25	.200*	.934	25	.109
	pretest kontrol	.185	23	.039	.934	23	.136
	postest kontrol	.260	23	.000	.869	23	.006

a. Lilliefors Significance Correction

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[14] Muslich Anshori dan Sri Iswati, *Quantitative Research Methodology*, (Surabaya: Airlangga University Press, 2009), p.94.

[15] Ihwan Mahmudi, *Development of Social Research Instruments,* (Sleman: Lintang Books, 2020). p. 105

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*. This is a lower bound of the true significance.

The table above shows that the experimental pretest has a significant value of 0.000, which means that the data values are typically distributed. While the posttest experimental value with a significant level of 0.200, which means the data values are not normally distributed.

The table above shows that the control pretest has a significant value of 0.039, which means that the data values are not normally distributed. While the value of the posttest control with a significant level of 0.000 means the data is normally distributed.

It can be concluded that the table above normality test with the Kolmogorov–Smirnov test on this data is not generally distributed as a whole. Some are normal and some are not normal. Then the researcher calculated the data by homogeneity test.

2. Homogeneity Test

Test of Homogeneity of Variances

Learning Outcome

Levene Statistic	df1	df2	Sig.
2.787	3	92	.045

From the table above it can be seen that the homogeneity test is with a significant level of 0.045. If the significant level of the data is 0.05, then the data obtained is homogeneous, but the data is not homogeneous because the significant value obtained is 0.045. After all, the significant value is less than 0.05 (0.045 <0.05), the proposed hypothesis is accepted.

3. Hypothesis Test

Ranks

	kelas	N	Mean Rank	Sum of Ranks
hasil belajar	pretest eksperimen	25	24.38	609.50
	pretest kontrol	23	24.63	566.50
	Total	48		

Test Statistics[a]

	hasil belajar
Mann-Whitney U	284.500
Wilcoxon W	609.500
Z	-.063
Asymp. Sig. (2-tailed)	.950

a. Grouping Variable: kelas

From the table above, the researcher saw from the rank on the control and experimental pretest that the values obtained from the experimental values were 24.38 and the control values were 24.63. Thus, there is no influence from the pretest results in the two classes.

As seen in the table using the Mann-Whitney U test with a significant result of 0.950. If the significant value is less than 0.05, there is an influence, but if it is greater than 0.05, then there is no effect thus. The result obtained is 0.950, which means it is more significant than 0.05, so there is no effect.

Ranks

	kelas	N	Mean Rank	Sum of Ranks
hasil belajar	posttest eksperimen	25	29.78	744.50
	posttest kontrol	23	18.76	431.50
	Total	48		

Test Statistics[a]

	hasil belajar
Mann-Whitney U	155.500
Wilcoxon W	431.500
Z	-2.740
Asymp. Sig. (2-tailed)	.006

a. Grouping Variable: kelas

From the table above, the researcher saw from the rank values in the control and experimental posttest that the values obtained from the experimental scores were 29.78 and the control values were 18.76. Thus that there is influence from the post-test results of the two classes

Seen in the table using the Mann-Whitney U test with a significant result of 0.006. If the significant value is less than 0.05, then there is an influence but if it is more significant than 0.05 then there is no effect. The result obtained is 0.006, which means it is smaller than 0.05. Based on the results of the hypothesis testing, the significant value obtained was 0.006 because the significant value was less than 0.05 (0.006 <0.05) so the proposed hypothesis was accepted

From the results of the study that the results of SKI learning with an Asymp value. Sig. (2-tailed) 0.006 <0.05; therefore the researcher concludes that if HA: is accepted and HO: is rejected. Therefore 0.06 is smaller than 0.05. And it can be concluded that Joyful learning strategies have an influence

From the research that has been carried out, there is an influence on learning outcomes. It is proven that with the theory that the researchers took according to Soekamto et al stated that the purpose of learning strategies is a conceptual framework that describes systematic procedures in organizing learning experiences to achieve specific learning goals and serves as a guide for students. Learning designers and teachers in planning teaching and learning activities[16]

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[16] Trianto, *Designing Innovative-Progressive Learning Models*, (Jakarta: Kencana Prenada Media Group, 2009), p. 22

Conclusion

In this research, conclusions were obtained according to the formulation of the problem, which examines the influence of Joyful Learning learning strategies on learning outcomes of Islamic Cultural History subject matter in grade 3 MI Nurussalam Mantingan Ngawi. After the researchers collected and processed the data using statistical techniques, the results were obtained through the Mann-Whitney test with an asymp.Sig (2-tailed) result of 0.0006 <0.05. In addition, the experimental class obtained the highest average score with a value of 8, while the control class had an average of 7. And from these results, researchers can conclude that the alternative hypothesis (Ha) is accepted, which means that the Joyful Learning learning strategy has a significant influence on the results. Learning the subject matter of Islamic Cultural History in class 3 students of MI Nurussalam Mantingan Ngawi.

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