

IMPLEMENTATION OF JOYFUL LEARNING STRATEGIES IN IMPROVING STUDENT LEARNING OUTCOMES IN GRADE IV ISLAMIC RELIGIOUS EDUCATION SUBJECTS AT SD NEGERI 167102 KOTA TEBING TINGGI

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Abstract

Based on the data analysis and discussion, it can be concluded that there is an influence of the implementation of the joyfull learning strategy on the learning outcomes of Islamic Religious Education in class IV students at SD Negeri 167102 Kota Tebing Tinggi, this can be seen from the results of the posttest scores for class IV SD Negeri 167102 Kota Tebing Tinggi. The results of the hypothesis testing that has been done can be concluded that the implementation of joyfull learning strategies has an effect on learning outcomes and based on the data obtained using the t test formula, H_0 is rejected and H_a is accepted. So it can be concluded that the hypothesis which reads that there is an average difference between pretest and posttest learning outcomes, which means that there is an influence of the application of joyfull learning strategies on student learning outcomes in the subject of Islamic religious education at SD Negeri 167102 Kota Tebing Tinggi is accepted. Output result one-sample test above it is known that the value of tcount is equal to 7.195 with a df (degree of freedom) value of 24. Sig. (2-tailed) or a significance value with a two-tailed test is 0.000. Thus it can be seen that the value of Sig. (2-tailed) of $0.000 < 0.05$ and tcount $7.195 > t_{table} 2.063$ then H_0 is rejected and H_a is accepted, this means that there is an influence of the implementation of joyfull learning strategies on student learning outcomes in Islamic religious education subjects in public elementary schools 167102 High Cliff City.

Keywords : Joyful learning, Student Learning Outcomes

INTRODUCTION

Education is basically an interaction between educators and students to achieve educational goals that take place in a particular environment. Through educators, it is hoped that they can prepare and develop competent human resources in their fields. As written in Law no. 20 of 2003 concerning National Education System is

"Education is a conscious and planned effort to create a learning atmosphere and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state."¹

Education is something that is essential for humans. Through education, humans learn to interact with the universe in order to maintain their lives. Because of the importance of education, Islam places it in a high position. M. Quraish Shihab gave an explanation that Allah created human beings in order to make the final goal or the result of

¹National Education System Law (Yogyakarta: Student Library, 2013). h. 3.

all their activities a service/worship to Allah SWT., in the status of caliph, living humans have the task of prospering this world in accordance with the concept set by Allah.²

The function of education is to prepare students. Setting up interpreted that students are essentially not ready, but have not been prepared and are preparing themselves. This refers to the process that takes place before the learner is ready to plunge into the real world. According to Anas Sudijono "the learning process is an effort to develop student activity and creativity through interactions and approaches provided by the teacher to develop student creativity. However, in reality the teacher emphasizes learning activities in the cognitive domain only so that other aspects such as the affective and psychomotor domains receive less attention by the teacher and students only focus their learning on the knowledge level."³

Basically the teacher's job is to communicate experience to students but often the teacher teaches by using lectures, that is, only by using words which results in students not understanding the things conveyed by the teacher. In other words, students are trapped in verbalistic teaching conditions.⁴

By looking at the reality above, the teacher's role as a teacher should be returned to its nature, namely the teacher as an organizer as well as a facilitator for students in the process of incarnating values or knowledge, especially those related to life and the surrounding environment. Teaching besides being a process of incarnating values and knowledge, teaching is also a process of lifting the potentials contained in students whose purpose is to find and direct students to become themselves.

Islamic education is basically education that aims to forming a complete Muslim person, developing all human potential both physically and spiritually. The ideal basis is the word of Allah SWT and the Sunnah of Rasulullah SAW. If education is likened to a building, then the contents of the Qur'an and Hadith are the foundation. The Koran is the source of truth in Islam, its truth cannot be doubted. While the Sunnah of Rasulullah SAW which is used as the basis of Islamic Religious Education is in the form of words, deeds or confessions of Rasulullah SAW in the form of gestures.⁵

Education is synonymous with teaching and learning activities and all related aspects influencing it, to achieve learning objectives, the learning process must be carried out optimally, so that students can achieve better learning achievements. Therefore, educators are required to be more creative so that learning activities in class are not boring and make students more active in learning. Therefore, in teaching and learning activities the teacher must have a strategy so that students can learn effectively and efficiently, managing the expected goals.

²M. Quraish Shihab, *Grounding the Koran: The Function and Role of Revelation in Community Life* (Bandung: Mizan, 2010). h. 172.

³Anas Sudijono, *Introduction to Educational Evaluation*, (Jakarta: Raja Grafindo Persada, 2018). h. 50.

⁴Oemar Hamalik, *Teaching Planning Based on a Systems Approach*, (Jakarta: Bumi Aksara, 2013). h. 201.

⁵Zuhairini et al, *Methodology of Religious Education*, (Solo: Ramadhani, 2010). p.16.

Thus, the teaching method is a teaching strategy as means to achieve the desired goal. Selection of learning strategies should be determined based on the following criteria:

1. Strategy orientation on learning objectives;
2. Relevant to the content/learning materials;
3. The methods and techniques used are focused on the desired goal achieved, and;
4. The learning media used can stimulate the participants' senses simultaneously and varied can overcome the passive attitude of students.

The world of children is synonymous with the world of playing, telling stories, singing. That's why learning efforts that are in accordance with the interests and ages of children need to be constantly tested so that learning becomes fun and exciting. Students will feel comfortable and happy to learn (Joyful Learning). Learning that has these characteristics is encouraged in Learning, Active, Innovative, Creative, Effective, and Fun (PAIKEM).

Student learning outcomes are obtained after the end of the learning process. With regard to learning outcomes Dimiyati said "learning outcomes are the result of the interaction of learning and teaching. From the teacher's side the teaching action ends with an evaluation of learning outcomes, from the student's side, learning outcomes are the culmination of the learning process."⁶ Abdurrahman also emphasized that "in achieving learning outcomes, students make an effort, namely actions that are directed at completing learning tasks. The amount of effort is an indicator of motivation while learning outcomes are influenced by the effort made."⁷

From some of the opinions above, it can be understood that learning outcomes are actual achievement displayed by children from learning interactions and teaching actions which are influenced by the amount of effort made by students. While learning completeness is a common problem, especially in Islamic Religious Education (PAI) subjects. This problem occurs because of several things, among other things, the teacher only uses the expository strategy, namely learning that emphasizes the process of delivering material verbally from a teacher to a group of students with the intention that students can master the subject matter optimally.

The minimum allocation of time given to Islamic Religious Education teachers in delivering material in the classroom indirectly requires a teacher to better manage the methods and strategies for delivering material. If studied Islamic Religious Education lessons actually have the scope and range of materials that require students to be able to know, understand, memorize and practice them.

Joyful learning is one of the learning methods that is pleasant. Joyful learning comes from English, namely enjoy (fun or exciting), and learning (learning).⁸ Thus joyful learning is learning in a fun atmosphere. Strategy learning fun. Joyful learning is learning that can be

⁶Dimiyati and Mujiono, Learning and Learning, (Jakarta: Rhineka Cipta, 2014). h. 3.

⁷Abdurrahman, Children's Difficulties in Learning, (Jakarta: Rhineka Cipta, 2014). h. 93.

⁸Slavin Robert E, Cooperative Learning (Effective and Fun Ways to Boost Achievement of All Students), (Bandung: Nusa Media, 2015). h. 246.

enjoyed by students, students feel comfortable, safe and exciting. Exciting contains an element of inner motivation, namely the urge to always be curious and try to find out. The advantages of this strategy can please students in the learning process.

Based on the explanation above, the researcher was moved to apply and test the strategy of joyful learning in improving the learning outcomes of fourth grade students in the subject of Islamic Religious Education in SD Negeri 167102 City of Tebing Tinggi.

LITERATURE REVIEW

Strategy joyful Learning

Joyful learning or fun learning is the atmosphere of fun learning so that students focus their full attention on the learning process. Fun, safe and comfortable conditions will activate the neo cortex (thinking brain) and optimize the learning process and increase children's self-confidence. A rigid, burdensome classroom atmosphere, fierce teachers will reduce brain function to the brainstem and children cannot think effectively, reactively and aggressively.⁹

Robbi De Porter in Darmansyah states that "the learning strategy is fun (joyful learning) is a strategy used to create an effective learning environment and facilitate the learning process."¹⁰

Suyono and Harianto in Dwi Hermawan, et al. Mentioned that learning is called fun if learning can create a passion for learning, make students happy, make students comfortable in the classroom or other learning places, so that students focus fully on learning.¹¹

Learning joyful learning there are components that must be considered by a teacher, namely the awakening of interest; there is full involvement; creation of meaning; understanding and mastery of the material being studied; and the emergence of happy values; and when put together it will give birth to something new.¹²

Fun learning will go hand in hand with learning while playing, which inevitably invites students to be active and not bored or boring in learning. While playing they are actively learning and while learning they are actively playing. In playing they get the essence of knowledge and skills, while learning they do refreshing so that their psychological condition is not in a constant state of tension. There is no standard strategy for this fun learning. Each teacher according to the context of the class and the development of the mental age of students can sort and choose the appropriate strategy or even a strategy he creates himself in order to create learning.

⁹Jumanta Hamdayama, *Creative and Character Learning Models and Methods*, (Bogor: Ghalia Indonesia, 2014). h. 45.

¹⁰Darmansyah, *Learning Strategies with Humor* (Jakarta: Bumi Aksara, 2010). h. 21.

¹¹Dwi Hermawan, et al. *The Effect of a Multimedia-Based Joyful Learning Approach on Social Science Learning Outcomes in Class V Students at SD Gugugs 8 1 Gusti Ngurah Rai South Denpasar*, (Denpasar; Journal of PGSD Pulpit at Ganesha University of Education, 2014). h. 4.

¹²Darmansyah. h. 22.

Joyful learning this is almost the same as the quantum learning method, the quantum learning method is a learning method that provides broad, comfortable and enjoyable opportunities for students to play an active role in learning.¹³ Joyful learning and quantum learning have the same goal, namely to create an atmosphere of learning that is comfortable and fun so that students can play an active role in learning.

The learning process is not just a transfer of knowledge, but a process that will make students understand the meaning of what they are learning. So as an educator, must be able to adapt teaching materials and learning methods to the abilities of their students. When the Koran was revealed gradually, this has made a positive contribution to the desired change. This has also provided adjustments to the condition of the ignorant ummah who are still thick with their culture. The relevance of the Koran which is used as a source of teachings, is a concept that is able to place itself in the conditions of its students.

Based on the explanation of the experts, it can be seen that the strategy fun learning (joyful learning) is a planning of a series of activities designed to create a classroom atmosphere that does not saturate students, make it easier for students to understand the material and make learning more meaningful and achieve effective and efficient learning objectives.

Learning outcomes

To provide an understanding of the learning outcomes will be described. First of all, in terms of language. This definition consists of two words results and learning. In KBBI results have several meanings: 1) Something that is held by a business, 2) income; acquisition; fruit.¹⁴ While learning is change behavior or response caused by experience.¹⁵ So the learning outcomes are changes in behavior obtained from learning endeavors.

According to Purwanto, learning outcomes or changes in behavior that lead to abilities can be in the form of the main teaching effect (Instructional effect) or by-products (Nurturant effect). The main result of teaching is the ability of learning outcomes which are designed to be realized in the curriculum and learning objectives. While the accompanying results are learning outcomes that are achieved but are not planned to be achieved. For example, after taking lessons, students like math students who were previously disliked because students like the teacher who teaches them.¹⁶

The learning outcomes achieved are the result of the interaction of various factors that influence both internal and external factors of the individual. Every student learning activity certainly has learning objectives to be achieved, and learning outcomes are skills or results that have been achieved at a certain time or period by individuals in each of its aspects.

¹³Ma'ruf Zahran, Quantum Learning: Specifications, Principles, and Influencing Factors, JRTIE Vol. 2 No. 2, 2019. h. 144.

¹⁴WJS Purwadar Minta, Indonesian General Dictionary, (Jakarta: Balai Pustaka, 2016). h. 408.

¹⁵Oemar hamalik, Curriculum and Learning. h. 28.

¹⁶Purwanto, Evaluation of Learning Outcomes, (Yogyakarta: Student Library 2010). h. 42.

According to Aunurrahman, learning outcomes are marked by changes in behavior. Although not all behavior is the result of learning, learning activities are generally accompanied by changes in behavior.¹⁷

From the definition above, it can be concluded that learning outcomes are learning achievements achieved by students in the process of teaching and learning activities by bringing about a change and the formation of one's behavior. To state that a learning process can be said to be successful, each teacher has their own views in line with their philosophy. However, to equalize perceptions, we should be guided by the current curriculum that has been refined, including that a teaching and learning process regarding a learning material is declared successful if the specific learning objectives can be achieved.

Achieving good learning outcomes is not an easy business, because learning outcomes can be influenced by several factors. In formal education the teacher as an educator must be able to know the factors that can influence student learning outcomes, because it is very important to be able to help students in order to achieve the expected learning outcomes.

Many theories predict what can affect student learning outcomes, starting from the development of the students themselves, the attention of the local environment, the attention of teachers and the attention of parents. To achieve student learning outcomes as expected, it is necessary to pay attention to several factors that influence learning outcomes, namely:¹⁸

a. Student Internal Factors.

The factors that come from within the students themselves consist of;

1) Physical Factors (Physiological). This physical factor is related to the conditions in the organs of the human body which affect the health of the human organs. Students who have abnormalities such as physical disabilities, abnormalities in the function of the body's glands that cause behavioral abnormalities and abnormalities in the senses, especially the sense of sight and sense of hearing, will find it difficult to absorb the information provided by the teacher in class.

2) Psychological Factors. Psychological factors that affect learning outcomes are factors that come from the innate nature of students from birth and from what has been obtained from learning. The factors included in psychology are the level of intelligence, student attitudes, student talents, and student interests.

b. Student External Factors

The factors that come from outside the students are:

1) Social environment. Student social environment includes school social environment, student social environment. The social environment that influences learning activities more is parents and family.

2) Non-social environment. Factors that include the non-social environment are the school building and its location, the houses where students live and their location,

¹⁷Aunurrohman, Learning and Learning, (Bandung: Alfabeta, 2009). h. 37.

¹⁸Muhibin Syah, Learning Psychology, (Jakarta: Raja Grafindo Persada, 2012). h. 147.

learning tools, weather conditions and study times used by students. These factors are seen as contributing to the success rate of student learning.¹⁹

According to Chalijah, the factors that influence student learning outcomes include:

- 1) Factors that occur in the organism itself are called individual factors, namely growth maturity, intelligence, training, motivation and personal factors.
- 2) Factors that exist outside the individual which we call social factors, family factors or household circumstances, teachers and how to teach them, the tools used or teaching media used in the learning process, the environment and opportunities available and social motivation.²⁰

RESEARCH METHOD

Types of research

This type of research is quantitative research with experimental methods. According to Sugiyono "quantitative research is research with data in the form of numbers and analysis using statistics. The experimental method is a research method used to find the effect of certain treatments."²¹

Experimental research was conducted to determine the effectiveness of the work/products being experimented on compared to other existing work/products.²² This type of research is said to be a productive research method, because if this research is done well it will be able to answer hypotheses related to causal relationships. This is why this type of research is called the most comprehensive quantitative research approach, because it fulfills all the requirements for examining causal relationships.

This study applies quantitative research with the experimental method of pre-experimental design of the one-shot case study type.²³ Thus the design of this study did not have a control group and was not given a pretest. Treatment or treatment will be given to one group, namely students will take part in Islamic Religious Education learning by using joyful learning strategies. Then the researcher will give a posttest (final test).

Sampling technique

Part of the population selected for the data source is called a sample.²⁴ The type of sample taken must reflect the population. The sample taken must be able to represent all the characteristics found in the population. Because this research uses quantitative

¹⁹Muhibin Shah, Learning Psychology. h. 150.

²⁰Chalijah Hasan, Educational Psychology Dimensions (Surabaya: Al-Ikhlash, 2014). h. 94.

²¹Sugiyono, Quantitative, Qualitative and R&D Research Methods (Bandung: Alfabeta, 2010). h. 56.

²²Endang Mulyatiningsih, Applied Research Methods in Education, (Bandung: Alfabeta, 2014). p. 52.

²³Sugiyono, Quantitative, Qualitative and Combination Research Methods (Mixed Methods) (Bandung: Alfabeta, 2016). h. 111.

²⁴Ibid. p. 185.

experimental research by design *pre-experimental* type of one-shot case study, then the sampling using total sampling.

According to Sugiyono said that the total sampling is a sampling technique when all members of the population are used as samples. This sample is used if the population size is relatively small, total sampling is also called a census, where all members of the population are used as samples.²⁵ So from the description above, the sample used as a research was 35 students.

Data collection technique

As for technique data collection used in this study include:

1. Written test

Data collection techniques in this study using tests. In the context of learning tests are used to measure student learning outcomes.²⁶ The test conducted in this study is an achievement test, which is used to determine a person's achievement after he learns something. Then the test is carried out after students are given learning using joyful learning strategies. The test instrument used is the posttest.

2. Observation

Observation is a method or way of analyzing and systematically recording behavior by observing or directly observing individuals and groups.²⁷

3. Library Studies

The literature study used aims to strengthen the truth of the research results carried out, by looking for concepts that are relevant to the problem to be studied. To support and strengthen the research results, references such as books and materials related to the problem under study are used.

Data Analysis Techniques

Collecting data is an important activity in a research. With the data that researchers can analyze it for then discussed and concluded with guidelines and references related to the research. In this study using the technique data analysis, namely;

1. Descriptive Statistical Analysis

Descriptive analysis is a statistic that is used to analyze data by describing or describing the data that has been collected as it is without intending to make general conclusions or generalizations. To describe the data obtained from the results of the class posttest using joyful learning strategies. This research was conducted with the help of IBM SPSS 22 for Windows.

2. Inferential Statistical Analysis

Inferential statistics, (often also called inductive statistics or probability statistics) are statistical techniques used to analyze sample data and apply the results to populations. Inferential statistics are used to carry out hypothesis testing but previously carried out the following prerequisite tests:

²⁵Sugiyono, Quantitative Research Methods, Qualitative and R&D. h. 124.

²⁶Hamzah B. Uno, Learning Assessment, (Jakarta: Bumi Aksara, 2012). p. 109.

²⁷Sugiyono, Quantitative Qualitative Research Methods and R&D. h. 226.

3.Data Normality Test

The data normality test was carried out to find out whether the data is normally distributed or not. This data analysis uses the IBM SPSS 22 for Windows computer tool. It is known that the sample that the researcher used was 25 students, because the sample was smaller than 50 ($N < 50$) so the normality test in this study used the Shapiro-Wilk technique. In testing, a data is said to be normally distributed if the significance value is more than 0.05 ($\text{sig.} > 0.05$).

4.Homogeneity Test

In simple terms, the main purpose of a homogeneity test is to ensure that the number of populations to be measured is homogeneous. In other words, not much difference in diversity. Homogeneity test is a requirement before conducting the T-Test.

5.Hypothesis testing

After testing the data population using normality and homogeneity, and the population data is known to have a normal and homogeneous distribution, a hypothesis test is carried out. This hypothesis test was carried out to find out the application of joyfull strategies in improving student learning outcomes in class IV in the subject of Islamic Religious Education. This hypothesis test was carried out using IBM SPSS 22 for Windows, namely the one sample test analysis technique with a significance level of 0.05.

RESULTS AND DISCUSSION

Validity test is used to test whether the question items used for research are valid or not. Test the validity in this study using tools IBM SPSS Statistics version 22 for windows. Results IBM SPSS Statistics version 22 for windows can be seen in the sig correlation probability. which is then the sig value. compared with the value of α which is 0.05. The validity requirement is if the sig value > 0.05 then the item is said to be invalid, but if the sig value is < 0.05 then the item is said to be valid or If $r_{\text{count}} > r_{\text{table}}$ then the item is said to be valid and if $r_{\text{count}} < r_{\text{table}}$ then the item is invalid.

Based on these provisions, if the research sample is 25 people, the r_{table} in this study is 0.3961. The results of the validity test of the posttest item items can be seen in the following table:

Table 1. Test the Validity of the Posttest Instrument

Question Items	r _{count} t	r _{table} e	Infor mation
Question1	0,434	1 0.396	Valid
Question2	0,669	1 0.396	Valid
Question3	0,747	1 0.396	Valid

Question Items	rcount	rtabl e	Infor mation
Question4	0,874	1 0.396	Valid
Question5	0,723	1 0.396	Valid
Question6	0,777	1 0.396	Valid
Question7	0,800	1 0.396	Valid
Question8	0,700	1 0.396	Valid
Question9	0,471	1 0.396	Valid
Question10	0,555	1 0.396	Valid
Question11	0,465	1 0.396	Valid
Question12	0,595	1 0.396	Valid
Question13	0,562	1 0.396	Valid
Question14	0,722	1 0.396	Valid
Question15	0,617	1 0.396	Valid
Question16	0,792	1 0.396	Valid
Question17	0,684	1 0.396	Valid
Question18	0,567	1 0.396	Valid
Question19	0,826	1 0.396	Valid
Question20	0,791	1 0.396	Valid

After the validity test is carried out, then the test is carried out reliability of the test instrument. Reliability test is used for determine the level of consistency of fixed or consistent answers to tested anytime.

The reliability test is used to find out whether all of the item items are consistently reliable, giving the same measurement results. The reliability test used in this study is the alpha coefficient or Cronbach's alpha. The measurement item is said to be reliable if it has an alpha coefficient greater than 0.600. In testing the reliability of the instruments in this study, researchers used the IBM SPSS Statistics tool version 22 for windows. The results of the instrument reliability test in this study can be seen in the following table:

Table 2. Posttest Instrument Reliability Test Results

Cronbach's Alpha	N of Items
.807	20

From the table above it can be seen that the value *cronbach's alpha* of 0.807. Based on the provision that item the measurement is said to be reliable if it has an alpha coefficient greater than 0.600. Thus the research instrument items are declared reliable.

Difficulty level test is used to determine the level The difficulty of the question is difficult, medium, or easy. In finding the difficulty level of the items, the researcher used the ANOTES tool version 4.0.9 for windows. The results of the analysis of the difficulty level of the items can be seen in the following table:

Table 3. Difficulty Level of Question Items

No. Question Items	Difficulty Rate (%)	Interpretation
1	40%	Currently
2	31.43%	Currently
3	37.14%	Currently
4	42.86%	Currently
5	40%	Currently
6	40%	Currently
7	40%	Currently
8	31.43%	Currently
9	31.43%	Currently
10	31.43%	Currently
11	37.14%	Currently
12	28.57%	Hard
13	42.86%	Currently
14	28.57%	Hard
15	34.29%	Currently
16	40%	Currently
17	28.57%	Hard
18	31.43%	Currently

No. Question Items	Difficulty Rate (%)	Interpretation
19	22.86%	Hard
20	28.57%	Hard

This hypothesis test was carried out using IBM SPSS 22 for Windows, namely with analytical techniques *output one-sample test* with a significance level of 0.05. But before testing the hypothesis, it is necessary hypothesis prerequisite test that is test data normality and homogeneity test. Normality test analysis using IBM SPSS 22 for Windows using the Shapiro-Wilk technique. The normality test results can be seen in the following table;

Table 4. Data Normality Test

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statis	df	Sig.	Statis	df	Sig.
Final score	.206	25	.200	.893	25	.853

a. Lilliefors Significance Correction

From the results of the output above it can be seen that the sig. Shapiro-Wilk for posttest in class IVSDCountry 167102 greater than 0.05, namely 0.853. In testing the hypothesis, researchers use tools IBM SPSS 22 for Windows. The results of hypothesis testing in this study can be seen in the following table:

Table 5. One-Sample Test

	Test Value = 75					
	t	df	Sig. (2-tailed)	Mean Differences	95% Confidence Interval of the Difference	
					Lower	Upper
Test Value	7,195	24	.000	7,429	5.33	9.53

Based on output *one-sample test* above it is known that the value of t count is equal to 7.195 with a df (degree of freedom) value of 24. Sig. (2-tailed) or a significance value with a two-tailed test is 0.000. Thus it can be seen that the value of Sig. (2-tailed) of 0.000 < 0.05 and t count 7.195 > t table 2.063 then H_0 is rejected and H_a is accepted, this means that there is an influence of the implementation of joyful learning strategies on student learning outcomes in Islamic religious education subjects in public elementary schools 167102 High Cliff City.

This research was conducted at SD Negeri 167102 Kota Tebing Tinggi. In this study, it was taken from one of the classes, namely class IV, which consisted of 25 students. Before the researchers used the joyfull learning strategy in grade IV, a preliminary test or pretest was carried out for grade IV students. However, in this case the researcher did not immediately carry out the initial test or pretest, thus the pretest data was taken from the mid-even semester exam scores for the 2021/2022 school year.

Based on the hypothesis testing conducted, it was found that H_0 was rejected and H_a was accepted. Thus, the alternative hypothesis (H_a) is there is an average difference between the pretest and posttest learning outcomes, which means that there is an influence of the application of joyfull learning strategies on student learning outcomes in the subject of Islamic religious education in SD Negeri 167102 High Cliff City, which means that the learning outcomes of grade IV students increased significantly after applying joyfull learning strategies in the teaching and learning process.

From the output results *one-sample t test* above it is known that the value of t_{count} is equal to 7.195 with a df (degree of freedom) value of 25. Sig. (2-tailed) or a significance value with a two-tailed test is 0.000. Thus it can be seen that the value of Sig. (2-tailed) of $0.000 < 0.05$ and $t_{count} 7.195 > t_{table} 2.063$ then H_0 is rejected and H_a is accepted, this means that there is an influence of the implementation of joyfull learning strategies on student learning outcomes in Islamic religious education subjects in public elementary schools 167102 High Cliff City.

Before using the joyfull learning strategy known that, the percentage the minimum completeness criteria (KKM) in class IV, namely 16% or as many as 4 students including the minimum completeness criteria (KKM), while 84% or as many as 21 students do not include the minimum completeness criteria (KKM). Whereas after using joyfull learning strategy the minimum percentage of completeness of grade IV students after using joyful learning strategies is 96%.

Thus it can be concluded that one of the factors that influence the results student learning, namely the interaction between students and teachers during the learning process, because learning outcomes are the result of changes in the learning process, one of these changes is a change in ability from not knowing to knowing, from not understanding to understanding, and changes in behavior in the form of increased activity due to interaction occurs between students and teachers during the learning process.

We can relate this to student learning outcomes where if we don't try and try to learn, then the results we want won't materialize and vice versa if we try, research and try, the results we want will be achieved.

CLOSING

Based on the data analysis and discussion, it can be concluded that there is an influence of the implementation of the joyfull learning strategy on the learning outcomes of Islamic Religious Education in class IV students at SD Negeri 167102 Kota Tebing

Tinggi, this can be seen from the results of the posttest scores for class IV SD Negeri 167102 Kota Tebing Tinggi.

Based on the hypothesis testing that has been done, it can be concluded that the implementation of joyfull learning strategies has an effect on learning outcomes and based on the data obtained using the t test formula, H_0 is rejected and H_a is accepted. So it can be concluded that the hypothesis which reads that there is an average difference between pretest and posttest learning outcomes, which means that there is an influence of the application of joyfull learning strategies on student learning outcomes in the subject of Islamic religious education at SD Negeri 167102 Kota Tebing Tinggi is accepted.

Output results *one-sample t test* above it is known that the value of t_{count} is equal to 7.195 with a df (degree of freedom) value of 24. Sig. (2-tailed) or a significance value with a two-tailed test is 0.000. Thus it can be seen that the value of Sig. (2-tailed) of 0.000 < 0.05 and $t_{count} 7.195 > t_{table} 2.063$ then H_0 is rejected and H_a is accepted, this means that there is an influence of the implementation of joyfull learning strategies on student learning outcomes in Islamic religious education subjects in public elementary schools 167102 High Cliff City.

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