

ILLUMINATION LEARNING METHOD BASED ON JOYFUL LEARNING FOR IMPROVING LEARNING RESULT OF CLASS V ON THEMATIC LEARNING IN MI AMIRUDDIN

Nafi'atulWalidah

Students of Madrasah Ibtidaiyah Teacher Education Study Program (PGMI)
Tarbiyah Nahdlatul Ulama High School (STITNU) Al Hajari, Mojokerto
email : nafiatulw@gmail.com

ABSTRACT

This script discusses the Application of Joyful Learning-Based Learning Methods to Improve V-Class Siswa Learning Results to Tea Learningmatch at MI Amiruddin Mojokerto. This study aims to find out the application of Methode Joyful Learning on V-grade students, to find out p-learning outcomeseserta dictated class V, and untuk wheeknowi the effect of the application of Joyful Learning method on the learning outcomes of V-class students on thematic learning in Mi Amiruddin Mojokerto. The population in this study is the participants of the V-class student group Mi Amiruddin Mojokerto, with the number of population being 56. A sample from this study was taking a V-class protege of 29 people. Data collection is performed by means of observations, quisoners (Anget) and documentation. This study used quantitative studies that demonstrated a causal relationship with the research population of the entire V grade students. The technical analysis of the data being debugged is descriptive statistical analysis and inferential statistical analysis. Research results show that the application of learning methods in Mi Amiruddin Mojokerto that the application of teaching methods in MI Amiruddin is classified as "appropriate" is measured by indicators covering Joyful Learning methods. The application of the Joyful Learning method to improve the learning outcomes of V-grade students to Thematic learning at MI Amiruddin was classified as "high" measured by indicators of willingness, time, obligation, and perseverance. Based on hypothesis analysis and testing, it indicated that there was a significant influence on the use of Joyful Learning-Based learning methods to improve V-grade students' learning outcomes on thematic learning at MI Amiruddin Mokokerto with a "medium" category level, so the hypothesis was accepted.

Keywords : Joyful Learning, Student Learning Results, Thematic Learning

INTRODUCTION

Pend of education is something important to be a necessity in life, in order to build a knowledgeable, moral and dignified human being. So it takes a professional educator to achieve those educational goals.

According to Nasution in Djaramah (2011: 94), that putting attention during the learning process is important. The protégé will pay his attention to the things he finds interesting for him to learn.

Participation participants and teachers play a greater role in education, therefore participants as educational objects to meet the developmental and potential measures that support learning. In that case it will have an effect on the belajar processar teaching, hence a learning model that emphasizes the role and participation of participants by applying a joyfull learning-based learning model.

According to E.Mulyasa (2006:191-2012) Joyful learning is a learning process in which there is a strong cohesion between educators and scholars, without any feelings of compulsion or pressure.

In progress The student's learning only dictates the teacher's explanation so that it makes the student bored during the learning process, it has a profound impact on the situation that arises during the learning process. In addition, there are also materials the teaching used, teachers used the 2013 curriculum manual, which emphasized student activity as well as students' attention to teachers who were very dominating, thus causing students to become bored and distressedm learning. Of the problems faced it is said to have an effect on students' learning outcomes and the activities of students' learning outcomes.

To atomize Asiatic problems exist in the MI Amiruddin school then a method that can make students feel comfortable and not bored in the learning process. One method that can be used is the joyful learning method. joyful learning There is a pattern of thinking in choosing and implementing material delivery so that it is easy to understand and achieve learning that is not boring. Joyfull learning fun learning is rippingpembel learning with a system of interaction between educators and learners, through an approach with students to trigger a passion for learning and facilitate understanding of the subject matter to be learned, so that the time required in the learning process is faster. With this joyful learning model, difficult learning materials can be simple and easy to understand so students don't get bored in following the process of learning.

In jiegatean Thematic learning of class V on Theme material 3 sub theme 1 learning 3 needs to have an understanding in the learning process one of them by using this Joyful Learning method as the main goal in learning. By blasphen this Joyful Learning method for participants to understand more easily and create fun learning.

Based on The reality in the field turns out that in MI Amiruddin the learning process is not yet maximized because teachers only use conventional methods while participants only listen to teachers' explanations of the materials taught, tebutrebut made the participants less enthusiastic and quickly bored in the learning process, according to the results of the initial observation in this study, there were 56 participants who scored above the KKM did not reach 50% of the number of students, this is because participants are not excited about the learning

process, they only hear the teacher's explanation after that they are told to do the assignment.

Based on The above catarbeback description can be suggested that the students of V MI Amiruddin in class 2021-2022 have difficulty in understanding the thematic learners. So this study intends to do a study called "The Influence of the Metode Joyful Learning Based Learning to Improve V-Class Students' Learning Results on Thematic Learning at MI Amiruddin Mokokerto".

EXAMINATION METHOD

The study is menggunakan quantitative research method, quantitative research is a study involving one class as an experimental class. This study will trace the causal relationship. Quantitative research methods are studies that control two variables i.e., free variables and bound variables, Free variables are variables that affect or that are the cause of their change or the occurrence of bound variables. In this study that became a free variable was Joyful Learning. Whereas bound variables are variables that are affected or that become the result of free variables. In this study what became the inherent variable was the student's learning outcomes. This study was conducted on V A MI student Amiruddin Mojokerto.

RESULTS AND DISCUSSIONS

A. Results

1. Learning Methods

a. Understanding of pemmethodbelting

Method pemajaranteaching is a pra systematic and orderly oses that done by a teacher or educator in passing material to his side. The learning method is also a strategy or tactic in carrying out teaching activities within the classroom so that established learning goals can be achieved properly.

According to Slameto (2003) wheezing methodjar is a way/path that have to go through inside teaching. That means that learning methods are a way used to implement plans that are already drawn up in real activities in order for the goals that have been drawn up to be achieved optimally. Furthermore, the learning strategy of its nature is still conceptual, to implement it using various methods of pebea certain teaching.

Method of learningteachings referring to a ca fig to be used for mengoptimize the learning process in order to achieve the learner's expected goals. As an educator it is very important to be familiar with methods in learning, to make students feel more excited when they follow learning other than that, choosing the right method, making students less bored and saturated when they follow the nervousness of the bellajar teaching. Through this way it is expected that the process of teaching learning can go well.

b. Defender method functionclawingling

Pemb methodan elanthan formed dandittgoing with ter function and purposesure, the following functions the learner methodLearning :

1. methodberfunction to create the condition of learning being bucklingincant participants to gain ease in learning.
2. To realize and present teaching materials strivesa relevant medium. With the sake ofincreasingly, learning goals can be achieved well by participants.
3. As a theoretical guidelinea logical and rational tis composed by teachers for para students.

c. Purpose of the method of the buyerteachings

Utdestinationama of the learner's methodn i.e. help develop intothe individual ability of the students to have them able to solve the problem. More clearly, here are some method objectives in learning:

1. Helping students megembstretch one's individual ability the sideswares so that they could mEngaging its problems uses breakthrough alternative solutions.
2. Assisting bell activitiesajara teaches to be a compulsornananything can be done using the webn the best way.

3. ease in menemukan, test as well as troublesomeun required data asa an attempt at developing the discipline of a science.
4. Simplifying the pe processmbelieve with ter resultsbe good for the purpose of teaching to be able accomplished.
5. Deliver something ideal-directional learning in a quick, precise and appropriate manner harumpan.
6. process bisa walking with atmosphere the more pleasant as well as the penooh the motivation so that students easily impregnate the material.

2. Joyful Learning Method

a. Understanding of joyful methods learning

Joyfull learning derived from the joyfull word that means fun whereas learning is learning. Joyful learning is actually the concept, strategy and practical learning that is the synergy of meaningful learners. Contextual learning, constructivist theory and active learning. (Princess dian, 2016:7).

In learning joyful learning students demanded untuk is more active in the learning process. Joyful Learning is a learning process in which there is a strong pattern of relationships between teachers and students, without feeling forced or pressured, to create a democratic atmosphere and there is no burden on both teachers and students in conducting learning, so the learning process is not quickly boring.

according mulyasa (2006: 191-1000) that the method Joyful Learning is a learning process in which there is a strong cohesion between educators and participants, without any feelings of compulsion or pressure. Creating an atmosphere of fun learning can be done by making learning relaxed (unstrained), belajar interspersed games, encouragement and giving tho\ught breaks to students.

Learner modeln Joyful Learning needs to be understood secara is wide, fun learning doesn't mean it's always interspersed

with jokes, humor, many singing or loud applause. The student is comfortable, safe and fun, so the pleasant feeling contains an element of curiosity along with the effort to find out something.

On the pebe processthe teaching of Joyful Learning thing hthe flow of attention the physical environment, the interaction between educators and participants and the learning atmosphere gives an atmosphere of creating conditional learning conditions. From that factor, it gives a positive impact on the learning ability of the participants depending on the situation and conditions in the classroom. Besides, interaction and communication and full of familiarity will also support those circumstances.

Joyful Learning can improve motivation and learning activities of participants. When participants have enthusiastic and pleasant precepts during the learning process, their learning motivation will increase and their learning achievements will get even better. Furthermore, according to the results of other studies, Joyful Learnin learning is mentionedg has an excellent influence on students' learning response (Umami, 2016: 11).

b. objectives and benefits Joyful Learning

Destination and manathema of Joyful learning methods Learning in the teaching process, namely, teachers can learn the potentials that participants have. This Joyful Learning is intended that the learning process takes place in a pleasant atmosphere, a pleasant and memorable learning atmosphere will attract participants' interest to engage secfig is active, so the learning objectives will be able to be achieved to the maximum. In addition to that fun and berserk learning will be a gift, the bagipentera reaward dictated. Ultimately it will encourage his motivation to become more active and achieve on his next learning activity. On the other hand, Joyful Learning can make students :

1. Dare to try/do

2. Dare to ask
3. dare prophesy a pendapat/apat
4. Dare to question gaanother's gait.

c. Steps of applying the joyful learning method

In application learning can mebuild up participants' learning experiences with various skills, thus gaining new experiences and knowledge. While it is fun to allow teachers to create a pleasant learning atmosphere so that participants can focus their attention in full, with the expectation that the learning results of participants can be maximized.

According to Darmansyah in the Deporter, Reardon and singer (1999) Fun learning model stage (Joyful Learning) Which is :

1. Creates a class lingkugan that can be heardhi participants' ability to be able to focus and absorb information.
2. Improve understanding by using ba toolsntu study in various forms such as cards, cartoons or caricatures and visually display lesson contents that can bring to life abstract ideas including kinetic learners.
3. Using cute animation poster and containing hua mor that can corroborate the dialaog intervals of participants.
- 4.Using study aids in various benlike cards and other media that can bring abstract ideas to life and incorporate kinetic learners.
5. Design strategic downtime and fill it in ...gan fun activities such as quizzes, funny questions, humor and games that can encourage participants to become interested in and interested in each learning.

Application of this Joyful Learning method haHe needs to open his heart to every problem faced by a protégé. By developing problems faced by children, teachers are able to open new insights as well as windows into the proper use of methods and techniques in the learning process.

Use of methods and techniques in y learningVariatied ang will have a positive impact on child development. The five stages of the method effectively to motivate students to study and make learning more interesting as well as fun are :

1. Use questions to think critically

Of these methods a good thing is siswa do not always have right or wrong answers so they are allowed to express their own opinions. Teachers can let their students with their various answers to form class discussions. After that, the teacher took a poll of the students in class.

2. Use music to teach

Music constitutes one of the instruments of defense simplest and is a great way to trigger students' interest.

3. Use video or multimedia

Video is one of the most tools is often abused, when used correctly, videos can be a great tool to increase students' motivation in learning.

4. Connect what students learn with sed onesAng happens in the real world

By connecting learners with The real state of things in this world is what students already understand, connecting what is learned with real life will make learning

more meaningful. Students will be more interested and will keep what they learn over a long period of time.

5. Link that students learn to things yesng important to them

A stage this that becomes a trik to know the students personally and belajar about the things that become their penchant. Increasing student motivation in learning a matter is very challenging, however it is an important element in the stage of being an effective teacher. In addition, teachers will also find themselves enjoying the teaching process, because it is much easier to compare when teachers are forced to in run it.

3. Thematic Learning

a. Learner Understandingtem Anthem

Thematic learning is one form of buyerunified teachings. Theme is a core subject of learning consisting of a material language associated with local problems and needs as a theme or title, thematic learning is integrated learning that uses themes to associate multiple subjects so that it can learn and play with students' creativity.

Tem learningatic can also be interpreted so as toi learning patterns intregate knowledge, skills, proficiency, grades and learning attitudes using themes. The concept of integrated learning is a shortcoming to developing participants' knowledge in knowledge-setting based on interaction with the environment and its life experiences. This helps participants learn to connect what they have already donestudy and what is being studied.

according to T.Raka Jthe oni (especially) that te learningrpadu is a learning system that allows individual and group students to actively search, excavate, and discover concepts and principles of science in a holistic, meaningful and authentic way. integrated learning will occur when authentic events or

topic/technical exploration become controlling inside learning activities. By participating controllers in the exploration of the theme/event participants learn as well as the process and content of several subjects in unison.

Them learning attics more emphasis on the penethe rapprochement of learning concepts. Therefore, teachers need to package or design learning experiences that will affect the linkage of conceptual elements making the learning process more effective.

b. Basic Principles and Karacteristics of Thematic Learning

1. Basic Principles of Defensethe thematic

the principle of pebethe thematic teaching is as berikut:

a) Have Theme as a unifying device of several mop eyesteachings or materials of study

b) Integrated withn environmental or constant in natureectual. Meaning in a linked format between the ability of the participants in the dlam dictates the problem by solving the real problems encountered in everyday life.

c) Using principle blearn while playing and singlinghighlight Joyful Learning

d) instilling the concept of dari various subjects or bstudy in a particular learning process.

e) Use of me variationstoode in learning.

F) Learning is of a nature flexible.

g) Learning can berdevelop according to degan capabilities, the needs and interests of the participants

h) Separators or differentiators of various eyes of de managementngan other subjects difficult

i) memetic learning... an immediate experience that becomes a source for the participants in the dictation.

2. Defender characteristics of thematic learning

As a model proposes, the thematic learning of characteristics-statistics is as follows:

a) Student-centered

Thematic learning student-centered, this thing is suitable with a more modern learner approach that places students as subjects of study while teachers have more experience as facilitators, which is to provide students with ease of learning activities.

b) Learner's eye separator is not so clear

In thematic learning, the boundary between lessons is not so obvious. The learner's focus was directed toward the discussion of themes most closely related to student life.

c) Provide experience straightforward

Thematic learning provides a learning experience to the students. With this firsthand experience, students are faced with something real as a basis for understanding more abstract things.

d) Flexible in nature

Thematic Learning is the way of which teachers can associate teaching materials from one subject with another, even associating them with student life and the environmental circumstances in which schools and students are located.

e) Present the concept of various subjects

Thematic learning presents the concepts of various subjects in a learning process. Thus, the student was able to understand those concepts intact. It is necessary to assist students in solving those problems faced in everyday life.

F) Seslearner'suai with interest where and kebugod of students

Students are given persimmons patan for optimizing potentials i that is owned according to the interest of its needs.

c. Thematic learning objectives and benefits

1. Thematic learning objectives

Thematic learners developed in addition to utuk accomplished the goal of the defender established guidelines, it is expected that students can also :

- a. Improve understanding of the concept of being held teach more meaningfully.
- b. Developing skills, finding, medrooling and utilizing infatformation
- c. Grow positive attitude, kebiasaan good and your values the necessary hur in life.
- d. Grow social skills scooperative etymology, tolerance, communication, as well as appreciating other people's opinions.
- e. Increase martial spirit and desire jar.
- f. Selecting activities appropriate to chemampuan, interest and necessitya.

2. Benefits of Thematic Learning

By applying thematic learning, the participants and teachers of the mentapin down many of those benefits is.

- a. The study will last longer because it is memorable and dreamya.
- b. Thematic learning enables pesertsa dictated capable of expelling peng knowledge through a series of processes of learning activities.
- c. Thematic learning capable of tightening huthe bulge between the participants.
- d. Learning is capable of summarizing the molester...an conceptual participant in dictation against the reality that suits its level of intellectual development.
- e. Developing child thinking skills in accordance with the yang faced.

- f. Thematic learning can help teachers in improving the professionthe natalism.
- g. Growing social skills in the defendererja, tolerance, communication be responsive to the idea of aline.

B.Discussion

1. Application Use of Joyful Learning Method to improve students' learning outcomes on thematic learning in MI Amiruddin

a. Prerequisite Testat At analysis

1. Normality test

normality test is conducted on the thematic learning data to improve students' learning outcomes using metode Joyful learning pada Educated Participants by using the Kolmogorov-Smirnov technique with the help of SPSS Version 20

Table 1.1
Anali Resultsuji The normality test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		29
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	2.50294789
Most Extreme Differences	Absolute	.102
	Positive	.092
	Negative	-.102
Kolmogorov-Smirnov Z		.547
Asymp. Sig. (2-tailed)		.926

a. Test distribution is Normal.

b. Calculated from data.

(greater than > 0.054)

Based on pr test analysis Asyarates obtained from the normality test results can be inferred as follows:

SPSS Version 20 results polledeh significant value of 0.926 whereas the set significant extent is $\alpha = 0.05$. Due to sig value = $0.926 > 0 = 0.05$ then it can be specified that the data is normally distributed.

2. Linearity Test

Linearity test performed unto know the linearity of the relationship between the free variable (X) and the bound variable (Y) in addition to the linearity test will determine whether the data we have corresponds to linear lines or not. This linearity test is performed using the SPSS Version 20 for windows 10 help

Table 1.2
Linear Test Analysis Results

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Joyful Learning * NilaiSiswa	29	100.0%	0	0.0%	29	100.0%

Table 1.3
Test Results Linear

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Joyful Learning * NilaiSiswa	Between Groups	(Combined)	263.782	9	29.309	.686	.713
		Linearity	42.056	1	42.056	.984	.334
		Deviation from Linearity	221.726	8	27.716	.649	.728
	Within Groups	811.667	19	42.719			
	Total	1075.448	28				

Table 1.4
Test Results Linear

Measures of Association

	R	R Squared	Eta	Eta Squared
Joyful Learning * NilaiSiswa	.198	.039	.495	.245

Based on the analysis results using SPSS Version 20 for windows 10, a Sig value of 0.728 ± 0.05 means that there is a significant linear relationship between the variables using the Joyful Learning (X) method to the learning outcomes on the thematic learning (Y) method. Based on the value of $F_{count} = 0.649$ whereas the value of F_{table} with the number df/db

= 8/19 was found the value of $F_{table} = 1.72$. Since the Calculation value is less than F_{table} , it can be inferred that there is a significant linear relationship between variables using the Joyful method Learning (X) of Thematic learning outcomes in participants is dictated (Y).

b. Correlation Test

The correlation test was used to find out if the use of Joyful Learning had a relationship with the Thematic learning outcomes in participants through the assistance of SPSS Version20. Correlational test with a significant extent of $uji = 0.05$ with data provisions said to have hubungan when $sig\ ng = 0.05$ while data have no relationship when $sig\ ng = 0.05$, following correlational test results using product moment correlation with the help of SPSS Version 20

Table 1.5
Correlation test (relationship)
Correlations

		Joyful Learning	NilaiSiswa
Joyful Learning	Pearson Correlation	1	.451
	Sig. (2-tailed)		.001
	N	29	29
NilaiSiswa	Pearson Correlation	.451	1
	Sig. (2-tailed)	.001	
	N	29	29

Based on the results of calculations and analysis using SPSS 20 by the significant 0.001 to coefficient of the correlation of r , 0,451, the r_{table} , 0,225, with the rules of testing if r_{hitung} is bigger than r_{table} the H_a is accepted, because the value of r calculated more than the value of r_{table} ($0,451 > 0,225$) it can. it is stated that H_a is accepted, then judging from the value $diny = 0.00$ $diny = 0.05$ then it can be said that the use of Joyful Learning has a significant correlation with the participant's Thematic learning outcomes. This means that there is a significant correlation between the use of Joyful Learning methods and the results of Thematic learning in participants of V-class Di MI Amiruddin.

c. Hypothesis Test Using Simple Regression Analysis

This simple regression analysis is used to find out the Effect of Joyful Learning Methodology on Thematic learning outcomes on V-class protege participants in MI Amiruddin.

This study involved two variables, namely, the free variable is Joyful Learning and the inherent variable of Ipeserta learning outcomes, so to find the influence between the free variable and the bound variable regression analysis is performed.

Before conducting the hypothesis test, a significance test was first conducted, namely whether the use of Joyful Learning had a significant effect on the learning outcomes of participants, the test criteria were that if the value was significantly less than the value of α , meaning that variable X had a significant effect on the Y variable, based on anan eyebrow from SPSS Version 20, obtained the results as follows.

Table 1.6
Significant test results using SPSS Version 20
ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7.139	1	7.139	1.099	.000 ^b
	Residual	175.413	27	6.497		

Total	182.552	28			
-------	---------	----	--	--	--

a. Dependent Variable: NilaiSiswa

b. Predictors: (Constant), Joyful Learning

Based on the table above, it can be seen that the value of the sig is 0.000 less than the value of berd ($0,000 \pm 0.05$) and therefore it can be inferred that the use of Joyful Learning has a significant effect on the student's Thematic learning outcomes

Table 1.7
Contribution of Determination Coefficient Values using SPSS V 20
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.198 ^a	.204	.192	2.54888

a. Predictors: (Constant), Joyful Learning

b. Dependent Variable: NilaiSiswa

Based on the table above, it can be seen that the magnitude of the contribution of the coefficient of determination or R square values to the summary model table is 0.204 or 20% , so the contribution of Joyful Learning's use interaction to participants' Thematic learning outcomes is 20%.

BALANCE

Based on the results of calculations and analysis using SPSS 20 by the significant 0.001 to coefficient of the correlation of r , 0,451, the r_{table} , 0,225, with the rules of testing if r_{hitung} is bigger than r_{table} the H_a is accepted, because the value of r calculated more than the value of r_{table} ($0,451 > 0,225$) it can. it is stated that H_a is accepted, then judging from the value $diny = 0.00$ $diny = 0.05$ then it can be said that the use of Joyful Learning has a significant correlation with the participant's Thematic learning outcomes. This means that there is a significant correlation between the use of Joyful Learning methods and the results of Thematic learning in participants of V-class Di MI Amiruddin

REFERENCE LIST

- Aidah, Siti Nur.2020.Methods and Models of Learning.Yogyakarta: KBM
Publisher Indonesia
- Djaramah, Shaiful Bahri.2011. Psychology Learning Edition Cet III Revision.
Jakarta: Rineka Cipta
- Jamal Ma'mur Asmani, Complete Guidance on the Practical Methodology of
Educational Research (Cet.I; Jogjakarta: Diva Press 2011), h. 54.
- Malawi, Abdullah. Kadarwati, Ani.2017. Thematic study. MAGETAN : CV. AE
GRAPHICS MEDIUM
- Mariyaningsih, Nining Hidayati, Mistina.2018. Not Ordinary Class. Surakarta :
CV KEKATA Group
- Muklis, Mohammad, "Thematic Learning", STAIN Samarinda Vol. IV No.
1,2012
- Nurjaman, Agus.2019.Joyful Learning Strengthens sisswa creativity
- Prihantini, Andi. 2019. AnalysisIntegrated Thematic Learning. Jakarta;
KENCANA (Division from PREENADA)GROUP MEDIA)
- Purbayudi Budi Santosa, Ms. and Ashari, Statistical Analysis with Microsoft
Excel and SPSS, (Yogyakarta: Andi Offset, 2007), h. 230.
- Saifuddin Azwar, Psychological Scale Development (Yogyakarta: Student
Library, 2013), h. 149.
- Salirawati, das.2018.SmartTeaching Solutions become Professional Teachers.
Jakarta : Bumi Askara
- Sugiyono, Methode Administrative Research Equipped with R & D Method (Cet.
XIX; Bandung: Alfabeta, 2011), h. 206.
- Sugiyono, Methode Quantitative, Qualitative, and R&D Research (Bandung:
Alfabeta), h. 147.

Sugiyono, Cara Easy Compilation: Scripting, Thesis, and Dissertation, h. 149