

Analysis of the Application of the Joyful Learning Model to Improve Student Learning Outcomes in ISMUBA Lessons in Junior High School

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ABSTRACT

The learning of ISMUBA (Al-Islam, Muhammadiyah, and Arabic) at Muhammadiyah Junior High School 1 Gamping plays an important role in shaping the religious understanding and character of students. However, learning practices in schools still face low enthusiasm and student involvement due to monotonous learning patterns and minimal participation. This condition encourages the need to implement a learning model that is able to create a fun and meaningful learning atmosphere. This study aims to analyze the application of the Joyful Learning model in improving student learning outcomes in ISMUBA subjects. The research uses a qualitative approach with a case study design through in-depth interviews. Data were analyzed using the Miles and Huberman interactive model, including data condensation, data display, and conclusion drawing. The credibility of the findings was enhanced through cross-informant comparison among the participating ISMUBA teachers. The results of the study show that Joyful Learning can increase student involvement through interactive activities, discussions, and the use of varied learning media, so that the understanding of ISMUBA material becomes more contextual. The implementation of this model is supported by curriculum flexibility, teacher creativity, and school support, although it still faces time constraints and differences in student character. These findings show that Joyful Learning is relevant to strengthen the quality of ISMUBA learning that is oriented towards meaningful learning and character development.



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A. INTRODUCTION

The low enthusiasm of students for learning ISMUBA subjects in junior high schools is still a phenomenon that is widely found in the school environment. In learning practice, some students take ISMUBA lessons more driven by the demands of achieving academic grades than understanding and appreciating religious values. (Anita et al., 2025). This condition is reflected in the learning atmosphere that tends to be monotonous, the lack of interaction between teachers and students, and the low active participation of students during the learning process. Less varied learning patterns make students easily feel bored and less involved emotionally and cognitively. (Nisa, 2025). This is quite a serious problem considering that ISMUBA learning should function as a means of internalizing moral and spiritual values in students' lives.

One of the factors that causes this condition is the dominance of the use of the lecture method in ISMUBA learning. The one-way learning pattern causes students to play a passive role and have less space to explore, discuss, or engage in fun learning activities. (Marfu'ah et al., 2025). This situation has an impact on the low involvement of students in understanding the material studied. Students also have difficulty in relating religious teachings to the reality of daily life, including when facing moral challenges in the digital and social media era. (Octavia & Khotimah, 2023). The limitations of creativity in the use of learning media and the readiness of teachers in implementing interactive learning approaches also contribute to the low quality of interaction in ISMUBA learning in junior high schools.

Empirical evidence shows that a well-designed learning approach has the potential to address the problem of low student involvement in the learning process. According to Fachri et al., (2020) They found that the application of Joyful Learning based hypercontent significantly increases student learning motivation in ISMUBA subjects. According to Zaiful (2024) The application of the model Joyful Learning contributes to increased student engagement and learning motivation, which further impacts the reinforcement of cognitive understanding contextually. According to Saidannur et al., (2025) Application Joyful Learning has proven to be able to create a more enjoyable learning atmosphere, increase students' motivation, involvement, and understanding of ISMUBA materials in junior high school. In addition, the effectiveness of Joyful Learning in improving learning outcomes has been shown through quantitative research. Hakim et al.,(2025) Found significant differences in learning outcomes between students who participated in learning with the model Joyful Learning and students who learned with a conventional approach, where the group that applied Joyful Learning obtained higher learning outcomes. Joyful Learning is considered capable of fulfilling three basic psychological needs of students, namely autonomy, competence, and social connectedness, which contribute to the development of intrinsic learning motivation. Based on these findings, it is necessary to shift the paradigm of ISMUBA learning in junior high schools from teacher-centered instruction toward more interactive, creative, and student-centered learning approaches. In this regard, Joyful Learning is not merely an alternative teaching method but also a strategic approach that can support students' motivation, participation, and understanding during the learning process.

The findings of previous studies consistently indicate that Joyful Learning contributes positively to students' motivation, engagement, and learning outcomes in Islamic education. Most existing studies have focused on measuring the effectiveness of Joyful Learning through quantitative approaches and learning outcome indicators. Consequently, limited attention has been given to examining how Joyful Learning is implemented in actual classroom practices, particularly in the context of ISMUBA learning. Studies exploring teachers' experiences in planning learning activities, implementing joyful learning strategies, and addressing challenges in Muhammadiyah schools also remain limited. This condition highlights the need for further research that provides a more comprehensive understanding of the implementation of Joyful Learning from the perspective of teachers within specific educational contexts.

Previous studies predominantly employed quantitative approaches to examine the effects of Joyful Learning on learning outcomes, motivation, and engagement. However, limited studies have explored the implementation process from teachers' perspectives, particularly within ISMUBA learning contexts in Muhammadiyah schools. Therefore, this study focuses on the contextual implementation of Joyful Learning in classroom practice.

Based on the conditions above, this study seeks to examine the implementation of Joyful Learning in ISMUBA learning at Muhammadiyah Junior High School 1 Gamping. This study contributes to the literature by providing an in-depth understanding of how Joyful Learning is implemented within the specific context of ISMUBA learning in a Muhammadiyah junior high school. The study focuses on teachers' experiences in designing learning activities, implementing joyful learning strategies, identifying supporting and inhibiting factors, and addressing challenges encountered during the implementation process. Through this contextual perspective, the study enriches empirical evidence regarding the practical implementation of Joyful Learning in Islamic education settings, particularly within Muhammadiyah schools.

Accordingly, this study aims to analyze the implementation of Joyful Learning in ISMUBA learning, including learning design, implementation strategies, supporting and inhibiting factors, and teachers' efforts to optimize the application of Joyful Learning in classroom practice.

B. METHODS

This study uses Qualitative Methods with a case study. (Yin, 2014). This approach was chosen because it allows researchers to gain a deep understanding of the teacher's experience at ISMUBA in junior high school in applying the learning model Joyful Learning, including learning planning, teaching strategies, obstacles faced, and their impact on the learning process in the classroom. According to Creswell & Poth (2013) case studies are relevant for examining a phenomenon comprehensively within its real-life context and for obtaining an in-depth understanding of participants' experiences and perspectives.

The location of the research is determined purposively by considering the suitability of the location characteristics to the research objectives. Muhammadiyah Junior High School 1 Gamping was chosen as the location for the research because this school has applied the Joyful Learning approach in ISMUBA learning and has teachers who are active in developing creative and fun learning models. In addition, the implementation of Joyful Learning in this school has lasted at least one semester, allowing researchers to obtain empirical data that is contextual and in-depth.

The research subjects consisted of three teachers from ISMUBA who implement the model Joyful Learning in learning activities. The determination of informants is carried out using purposive sampling, with the following criteria: (1) teaching the subject ISMUBA, (2) having implemented Joyful Learning at least for one semester, and (3) willing to be a research informant. The number of informants was set at three people, considering that qualitative research emphasizes the depth and richness of data, not the number of participants. The data collection process is carried out until it reaches the saturation point (data saturation), that is, when the information obtained has been repeated and no longer produces new findings, as explained by Sugiyono. (2013).

The data collection technique used was an in-depth interview. The interview was conducted in a semi-structured manner using a question guide as a reference, but still provided breadth for the informant to express their experiences and views openly. The focus of the interview included the process of designing Joyful Learning, the strategies used to create a fun learning atmosphere, the types of interactive activities applied, and the teacher's efforts to relate the application of the model to improving student learning outcomes. In addition, the interviews were also directed to explore the various challenges faced by teachers and the solutions implemented during the implementation of the Joyful Learning model.

To enhance the trustworthiness of the data, cross-informant comparison was carried out among the three teachers to identify recurring patterns, similarities, and differences regarding the implementation of Joyful Learning. The consistency of information obtained from different informants was used to strengthen the credibility of the findings and minimize potential researcher bias during data interpretation.

The study is based on an interactive model proposed by Miles & Huberman. (2014), which consists of four stages: data collection, data condensation, data display, and conclusion drawing/verification. In the data condensation stage, the researcher selects, simplifies, and separates the interview results according to the research objectives. The next stage is transcribing the results of the interview, coding, and developing the theme. The data is presented in the form of a matrix and narrated in accordance with the results of the interview. The next stage is data verification, followed by the conclusion of the research results. The flow of the stages in the Miles & Huberman interactive model can be seen in Figure 1.

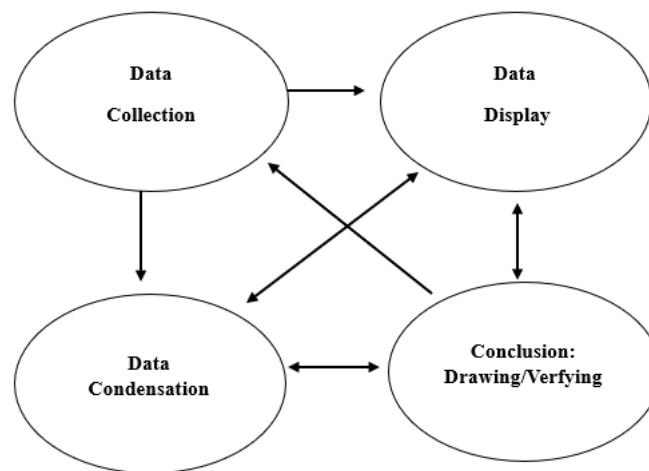


Figure 1. Miles & Huberman Interactive Model

C. RESULT AND DISCUSSION

a. RESULT

The results of the research through interviews were presented in the form of transcripts. The stage carried out in the research after data collection through interviews is the data condensation stage. The next stage after data condensation is the presentation of data obtained through a matrix that is compiled to facilitate qualitative data analysis. The stages of data condensation and data presentation in this study can be visualized in Table 1.

Table 1. Recap of Interview Results (Sub-Theme)

No	Informant Code	Sub-Theme	Transcript Interview
1	SMP-A1	Joyful Learning Concept	"Joyful Learning is fun learning that makes students comfortable in class and feel interested in learning, so that students feel homesick if the teacher does not come to class."
	SMP-A2		"Students feel happy when there is a lesson and feel unburdened with assignments."
	SMP-A3		"Meaningful learning with deep understanding that is effective, active, interactive, and fun"

2	SMP-A1	The Effectiveness of Joyful Learning	<i>"Students are comfortable in the classroom and interested in the learning provided."</i>
	SMP-A2		<i>"Students do not feel burdened by learning."</i>
	SMP-A3		<i>"Learning achieves deep understanding."</i>
3	SMP-A1	Learning Transformation	<i>"Conventional is synonymous with lecture methods, while Joyful Learning is synonymous with student-centered learning."</i>
	SMP-A2		<i>"Convective is synonymous with lectures, while Joyful Learning is synonymous with active students."</i>
	SMP-A3		<i>"Conventional teachers are the center of learning, while Joyful Learning teachers are facilitators."</i>
4	SMP-A1	Implementation of the Use of the Joyful Learning Model	<i>"Recognize student characteristics, determine the method that is suitable for students."</i>
	SMP-A2		<i>"Recognizing the characteristics of students, the existence of ice breaking, and oral tests related to the previous material."</i>
	SMP-A3		<i>"The first step is to ask about the student's condition and readiness, then convey the Learning Objectives, convey the learning steps according to the material and objectives, create groups with calculations/spinners, presentations, and questions and answers, learning is interspersed with ice breaking, using several learning methods and media."</i>
5	SMP-A1	Learning Innovation in Using the Joyful Learning Model	<i>"Using ice breaking and then using quizzes and crossword puzzles (TTS)."</i>
	SMP-A2		<i>"Divide students into groups and use mannequins for learning practice."</i>
	SMP-A3		<i>"Using Videos, games, concept maps, cards, posters."</i>
6	SMP-A1	Student Activeness when using the Joyful Learning Model	<i>"Using various methods so that students do not feel bored and can know their characteristics."</i>
	SMP-A2		<i>"Convey the learning flow first to the students, then there is a division of groups, and after that, appoint one of the students as the person in charge of the group."</i>
	SMP-A3		<i>"Providing rewards, motivation, and praise to students."</i>
7	SMP-A1	Activity Model used	<i>"Sometimes using role play or sociodrama methods during date learning."</i>
	SMP-A2		<i>"Worship practices such as the rukti of the corpse using mannequin dolls"</i>
	SMP-A3		<i>"Activities vary according to conditions, materials, and learning objectives."</i>
8	SMP-A1	Student Responses Using the Joyful Learning Model	<i>"Students are more interested in fun learning than lecture methods."</i>
	SMP-A2		<i>"Students sometimes complain if they use the Joyful Learning method, but there is a division of groups."</i>
	SMP-A3		<i>"Students are happy to participate in learning because they use the joyful learning method."</i>
9	SMP-A1	Influence on Student Motivation and Activity	<i>"Using the Joyful Learning method can affect students' activeness so that students can learn comfortably without coercion."</i>

	SMP-A2		<i>"The use of the Joyful Learning method makes learning more effective so that students can be more responsible."</i>
	SMP-A3		<i>"Positive impact"</i>
10	SMP-A1	Changes in Learning Outcomes	<i>"Using the Joyful Learning method is enough to have significant changes because students become active."</i>
	SMP-A2		<i>"Using the Joyful Learning method is quite a significant change because students become more motivated."</i>
	SMP-A3		<i>"Students have more significant changes, for example, when memorizing using cards or songs."</i>
11	SMP-A1	Obstacles to using the Joyful Learning Model	<i>"The obstacle that is often faced is to meet the needs of students' characteristics."</i>
	SMP-A2		<i>"The obstacle that is often faced is when dividing groups."</i>
	SMP-A3		<i>"The obstacle that is often faced is that it requires a long preparation."</i>
12	SMP-A1	Solutions to Overcome Joyful Learning Obstacles	<i>"How to overcome obstacles by changing several methods and adjusting them to the majority of methods that students like."</i>
	SMP-A2		<i>"How to overcome obstacles by using the previous group."</i>
	SMP-A3		<i>"How to overcome obstacles by taking the time to prepare for collaboration with other teachers."</i>
13	SMP-A1	The Effectiveness of the Joyful Learning Model in Learning	<i>"The activeness of Joyful Learning can be assessed when there are many students who ask questions during class."</i>
	SMP-A2		<i>"The activeness of Joyful Learning can be assessed when students can answer the questions given."</i>
	SMP-A3		<i>"The activeness of Joyful Learning can be assessed when students are happy, and the material is quasi/understood by students."</i>
14	SMP-A1	Development of Educational Innovation	<i>"The first improvement is to better recognize student characteristics more deeply and monitor the evaluation of student learning outcomes."</i>
	SMP-A2		<i>"Improvements in terms of group division where an ideal internal system is needed in a class"</i>
	SMP-A3		<i>"Improvements in terms of media innovation and learning models"</i>

The thematic analysis was conducted through open coding, axial coding, and selective coding. Interview transcripts were initially coded to identify meaningful statements related to teachers' experiences in implementing Joyful Learning in ISMUBA learning. Similar codes were then grouped into categories and subsequently synthesized into broader themes. The coding process resulted in four major themes: Understanding and Implementing the Joyful Learning Model in ISMUBA Learning, Joyful Learning Implementation Strategy in ISMUBA Learning, The Impact of Joyful Learning on Student Engagement and the Learning Process, and Obstacles and Efforts of Teachers in Implementing Joyful Learning.

Table 2. Coding Process and Theme Development

Initial Code	Category	Theme
Fun learning atmosphere	Teacher understanding	Understanding and Implementing the Joyful Learning Model in ISMUBA Learning
Active student involvement	Teacher understanding	Understanding and Implementing the Joyful Learning Model in ISMUBA Learning
Group discussions	Learning strategy	Joyful Learning Implementation Strategy in ISMUBA Learning
Educational games	Learning strategy	Joyful Learning Implementation Strategy in ISMUBA Learning
Learning videos	Learning strategy	Joyful Learning Implementation Strategy in ISMUBA Learning
Student enthusiasm	Student engagement	The Impact of Joyful Learning on Student Engagement and the Learning Process
Active participation	Student engagement	The Impact of Joyful Learning on Student Engagement and the Learning Process
Limited instructional time	Learning challenges	Obstacles and Efforts of Teachers in Implementing Joyful Learning
Student readiness	Learning challenges	Obstacles and Efforts of Teachers in Implementing Joyful Learning
Adaptation of teaching methods	Teacher efforts	Obstacles and Efforts of Teachers in Implementing Joyful Learning

1. Understanding and Implementing the Joyful Learning Model in ISMUBA Learning

Based on the questions asked directly to each informant at the same place and time, themes related to the teacher's understanding of the model were obtained: Joyful Learning and its implementation in learning at ISMUBA in junior high school. In the first and second parts of the question, almost all informants looked at Joyful Learning as a learning approach that emphasizes a comfortable, fun learning atmosphere and provides space for active student involvement in learning activities. Teachers' understanding of Joyful Learning is not positioned as a single method that is technical in nature, but rather as a learning approach oriented to the student's learning experience. Teachers view that learning ISMUBA It will be more meaningful if students not only receive the material passively, but also engage emotionally and socially during the learning process. This view is in line with the findings of Alamsyah and Ahwa. (2020) Which states that Joyful Learning in learning ISMUBA plays an important role in creating a more humane and participatory learning atmosphere.

The questions related to the reasons for implementing Joyful Learning show a relatively similar theme, namely, teachers' efforts to reduce student boredom and increase their involvement in learning. Teachers consider that learning patterns that are too lecture-centered tend to make students less enthusiastic and find it difficult to be actively involved. This is reflected in the statement of one of the informants (A1):

"If it's just lectures, children get bored quickly. When the atmosphere is made more relaxed and enjoyable, they are more willing to engage and follow the lessons." (Interview, A1, November 2025)

A similar view was also expressed by other informants who assessed that student involvement in learning still needs to be strengthened through a more varied and interactive approach:

"Not all students are immediately active. Usually, there are still about half of the classes that are actually involved; the rest need to be directed and guided." (Interview, A2, November 2025).

2. Joyful Learning Implementation Strategy in ISMUBA Learning

In the implementation stage, Joyful Learning is realized through various interactive learning strategies, such as group discussions, educational games, video screenings, and the delivery of stories related to students' daily lives. The strategy was chosen so that students not only become listeners, but also participate in the learning process. This approach is in line with the view that learning that involves students' hands-on experience can improve learning comprehension and engagement. (Mahmudi et al., 2025). The study confirms that the variation in activity in Joyful Learning is able to build a more active interaction between teachers and students. This was conveyed by the informant (A2) as follows:

"Usually I intersperse with group discussions or small games that are still related to the material. If you keep talking, the children quickly lose attention." (Interview, A2, November 2025).

Other informants emphasized that the implementation of Joyful Learning is flexible and adapts to the characteristics of students and learning materials:

"Not all materials fit into one method. Sometimes we use videos, sometimes stories, sometimes discussions. The point is how students feel comfortable and willing to be involved." (Interview, A3, November 2025)

This finding is in line with the results of Azkiya and Istiqomah's research (2025)

This states that the flexibility of the method in Joyful Learning contributes to increased student motivation to learn.

3. The Impact of Joyful Learning on Student Engagement and the Learning Process

Application Joyful Learning has a positive impact on student motivation and activity. Students seem more enthusiastic about participating in learning, more daring to ask questions, and more active in group work discussions. This view is in line with Mubaroq's findings. (2025) This explains that Joyful Learning contributes to building students' emotional engagement, so that the learning process becomes more meaningful. One of the informants (A1) said:

"If the atmosphere is relaxed, students are more daring to ask questions. They are also more active during discussions than before." (Interview, A1, November 2025)

However, teachers also acknowledge that student involvement is not yet fully evenly distributed and still requires the role of teachers as mentors:

"There is indeed an increase, but not all of them are active. There are still students who need to be appointed or directed first." (Interview, A2, November 2025).

4. Obstacles and Efforts of Teachers in Implementing Joyful Learning

Based on the questions at the end of the interview, the theme was obtained regarding the obstacles and efforts of teachers in implementing Joyful Learning. The teacher said that the limited time, student readiness, and demands for material completion were the main challenges. This condition requires teachers to carry out careful learning planning so that learning activities continue to run effectively.

These findings are in line with the research of Purwanti et al. (2025) This states that the application of Joyful Learning requires systematic planning to stay in harmony with the curriculum and learning objectives. This is reflected in the informant's statement (A3):

"If it is not planned from the beginning, sometimes the time runs out for the activity, while the material is not finished." (Interview, A3, November 2025)

The efforts made by teachers include choosing activities that are simple but still relevant to the material and combining Joyful Learning with other methods according to the needs of the class. This approach is in line with Saridudin's view. (2025) This emphasizes the importance of teachers' creativity in implementing Joyful Learning Contextually.

Despite its positive contribution to student engagement, the findings indicate that the implementation of Joyful Learning is not without limitations. Limited instructional time often restricts the variety of activities that can be implemented during classroom sessions. In addition, differences in students' readiness and participation levels require teachers to provide additional guidance to ensure that all students are actively involved in the learning process. The effectiveness of Joyful Learning is also highly dependent on teachers' creativity and their ability to adapt learning activities to the characteristics of students and the learning material. Therefore, the successful implementation of Joyful Learning requires careful planning and continuous pedagogical adaptation.

b. DISCUSSION

1. Implementation of the Joyful Learning Model in Improving Student Learning Outcomes in ISMUBA Learning in Junior High School

Model application Joyful Learning in ISMUBA learning in Junior High School, students are placed at the center of the learning process with a participatory and contextual classroom atmosphere. Learning is designed by combining cognitive, affective, and psychomotor elements so that students not only understand the material, but also experience meaningful learning experiences. This approach is designed through activities such as group discussions, educational games, and simulations that provide a positive emotional experience so that student engagement increases. Focus on student learning experience in line with principles of Deep Learning, which involves Joyful Learning as part of the student's emotional and social involvement in the learning process. (Sutrina et al., 2025). An active learning

atmosphere supports the birth of deeper reflection on values, while minimizing the sense of boredom in religious learning, which has often been perceived as monotonous.

Interactive activities in Joyful Learning also strengthen the social relationship between students and teachers, which has implications for increasing students' courage to ask questions and express opinions. Teachers play the role of facilitators who direct the student learning process, while students are more actively involved in building the meaning of ISMUBA's teaching materials. This kind of interaction helps build a more holistic understanding of concepts because students are active through the elaboration of meaning. In addition, a pleasant classroom atmosphere has the potential to reduce students' learning anxiety, which this Tuesday became one of the obstacles to involvement in religious learning. (Nurlaeli et al., 2023). Model-driven experience construction, Joyful Learning, not only makes students feel appreciated, but also strengthens their learning orientation to moral and spiritual values that are to be formed in ISMUBA learning in junior high school.

2. Supporting and Inhibiting Factors for the Implementation of the Joyful Learning Model

The SWOT analysis, which covers aspects of strengths, weaknesses, opportunities, and threats, is used to gain a comprehensive understanding of the supporting and inhibiting factors in the application of the Joyful Learning learning model to ISMUBA learning. This approach is used to map internal and external conditions that affect the implementation of Joyful Learning in the school environment. Through this analysis, the potential that can be optimized can be identified, as well as various obstacles that need attention in the learning process. The results of the mapping of these factors are presented in the form of a diagram, as shown in Figure 2.

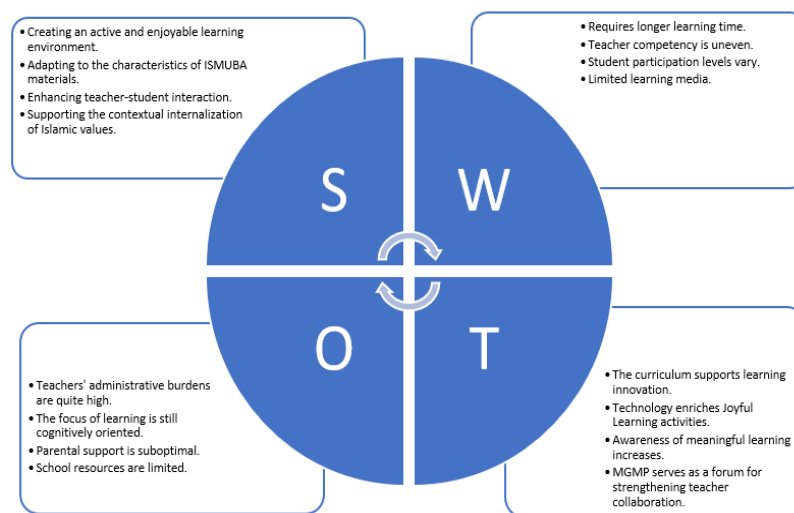


Figure 2. SWOT Analysis

Joyful Learning has the power of curriculum flexibility and school policy support that provides space for teachers to design learning activities according to the needs of students. The use of interactive learning media, such as educational games and group discussions, can create a more dynamic classroom atmosphere and encourage student involvement in ISMUBA learning. (Mahmudi et al., 2025). The positive response of students to participatory learning shows that this approach is in line with the character of today's students, who like a meaningful learning process. The

relationship between Joyful Learning and the principle of student engagement places emotional and affective aspects as an important part of the learning process. (Fredrick et al., 2004). This condition shows that Joyful Learning has the potential to make a positive contribution to the quality of the student learning process if applied correctly.

On the other hand, the application of Joyful Learning faces a number of limitations, especially related to the allocation of learning time, which is relatively longer than conventional methods. Differences in character and student readiness also affect the effectiveness of this model in encouraging active participation in the classroom. The limitations of learning media and the ability of teachers to utilize educational technology are also challenges in its implementation. (Purwanti, 2025). In terms of opportunities, flexible curriculum policies and the availability of digital learning resources open up space to strengthen Joyful Learning through more contextual and varied learning. Meanwhile, the burden of teacher administration, learning orientation to academic achievement, and differences in resources between schools are external factors that need to be managed so that the implementation of Joyful Learning can run sustainably. (Syafi'i & Darnaningsih, 2025). These findings indicate that the successful implementation of Joyful Learning is influenced not only by the selection of engaging learning activities but also by contextual factors within the classroom environment. Although Joyful Learning can enhance student participation and create a more positive learning atmosphere, its effectiveness may vary depending on instructional time allocation, students' readiness to participate, and teachers' ability to manage interactive learning activities. Therefore, Joyful Learning should not be viewed as a universal solution for all learning situations. Instead, its implementation requires continuous adaptation to classroom conditions, learning objectives, and students' characteristics to ensure that learning remains both enjoyable and pedagogically meaningful.

3. Strategy to Strengthen the Joyful Learning Model in ISMUBA Learning

Joyful Learning reinforcement strategies require systematic and collaborative planning between teachers, schools, and relevant stakeholders. The main focus lies in improving teachers' pedagogic competence through training that emphasizes the design of contextual learning activities and effective classroom management in accordance with the learning characteristics of ISMUBA. (Affandi et al., 2024; Mundofi, 2024) School institutional support also has an important role, especially through policies that encourage learning innovation and create a conducive learning climate. (Kurniawan, 2025). Collaboration between teachers in professional forums allows for the exchange of experiences and reflection on learning practices to develop contextually appropriate Joyful Learning strategies. In addition, the optimization of formative assessments helps teachers assess not only students' cognitive achievements, but also engagement and attitude development during the learning process (Mahmudi et al., 2025). In classroom practice, teachers may begin lessons with short ice-breaking activities to create a positive learning atmosphere, organize students into small discussion groups to encourage collaboration, integrate educational games related to ISMUBA content, and conclude lessons with reflective questioning or formative quizzes. These strategies help maintain student engagement while ensuring alignment with learning objectives. Furthermore, the combination of varied learning activities allows teachers to accommodate different student characteristics and learning preferences.

D. CONCLUSION AND SUGGESTIONS

Based on the research conducted, the implementation of the Joyful Learning model in ISMUBA at Muhammadiyah Junior High School 1 Gamping has shown an increase in student engagement and learning outcomes. Data obtained through interviews indicates that learning designed to be active and enjoyable encourages students to participate more in the learning process, whether through discussions, educational games, or the use of varied media. Data analysis also shows that this approach helps students understand the material more contextually because they not only receive information but also directly engage in the learning experience.

The results of this study also indicate that the shift from teacher-centered to student-centered learning has a significant impact on student motivation and engagement. The teacher's role shifts to that of a facilitator who guides the learning process, resulting in more dynamic classroom interactions. School support and curriculum flexibility contribute to the successful implementation of this model. At the same time, several factors need to be considered, such as learning time management, differences in student characteristics, and teacher readiness to design varied activities that align with learning objectives.

However, this study has several limitations. The findings were derived from a single case study conducted in one Muhammadiyah junior high school and involved only three ISMUBA teachers as research participants. Consequently, the findings should be interpreted within the specific context of the study and cannot be generalized to all educational contexts. In addition, the data were primarily derived from interviews with teachers and did not include direct perspectives from students. Therefore, the findings mainly reflect teachers' experiences regarding the implementation of Joyful Learning.

Based on these findings, teachers are encouraged to implement Joyful Learning through structured and varied learning activities, such as educational games, collaborative discussions, storytelling, and contextual learning tasks that actively engage students throughout the lesson. Teachers are also advised to integrate short ice-breaking activities, rotate learning methods periodically, and utilize formative assessments to monitor students' participation and learning progress. School administrators should support the implementation of Joyful Learning by providing opportunities for professional development and facilitating access to innovative learning resources. For future researchers, broader studies involving different school contexts, larger numbers of participants, and mixed-methods approaches are recommended to obtain a more comprehensive understanding of the effectiveness and implementation of Joyful Learning in Islamic education.

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