



Application of the Joyfull Learning Model in Sociology Learning in High School

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Abstrak

Siswa memiliki latar belakang berbeda tentang konsep sosial sehingga guru kesulitan menemukan metode pengajaran yang tepat. Pembelajaran sosiologi terlalu teoretis dan kurang relevan. Akibatnya tujuan pembelajaran sosiologi tidak dapat tercapai dengan baik. Oleh sebab itu, pembelajaran sosiologi perlu menggunakan pendekatan partisipatif dan menarik sehingga menimbulkan motivasi belajar siswa. Penelitian ini dilakukan dengan pendekatan kualitatif yang bertujuan untuk mendeskripsikan implementasi model pembelajaran yang menyenangkan dalam pembelajaran sosiologi pada SMU di Kota Pagar Alam dan Muara Enim. Metode penelitian bersifat kualitatif partisipatif dengan responden Guru dan Siswa. Pengumpulan data dilakukan dengan observasi, wawancara dan tes. Analisis data dilakukan secara kualitatif baik penyajian data maupun interpretasinya. Hasil penelitian menunjukkan bahwa pembelajaran sosiologi masih menggunakan model pembelajaran konvensional dengan pendekatan berpusat pada guru. Metode pembelajaran yang digunakan lebih banyak ceramah dan minim penggunaan teknologi. Sebanyak 74% siswa menyatakan kesiapannya untuk menerima model pembelajaran yang lebih inovatif, interaktif dan fasilitatif yang dapat menghadirkan pembelajaran yang menyenangkan dan efektif. Hasil penelitian terhadap implementasi pembelajaran dengan menggunakan model joyfull learning menunjukkan terdapat peningkatan pengetahuan sebesar 36.5 % yang bermakna bahwa model pembelajaran joyfull learning efektif digunakan dalam pembelajaran sosiologi. Implikasi penelitian ini adalah sekolah perlu mendukung pelatihan guru dan menyediakan sarana belajar yang memadai untuk mendukung penerapan model ini secara efektif.

Kata Kunci: Joyfull, sosiologi, model pembelajaran

Abstract

Students have different backgrounds regarding social concepts so teachers have difficulty finding the right teaching method. Sociology learning is too theoretical and less relevant. As a result, the objectives of sociology learning cannot be achieved properly. Therefore, sociology learning needs to use a participatory and interesting approach so as to increase student motivation to learn. This research was conducted with a qualitative approach which aims to describe the implementation of the model fun learning in studying sociology at high schools in the cities of Pagar Alam and Muara Enim. The research method is participatory qualitative with teacher and student respondents. Data collection was carried out by observation, interviews and tests. Data analysis was carried out qualitatively, both in data presentation and interpretation. The research results show that sociology learning still uses conventional learning models with approaches teacher-centered. The learning method used is mostly lectures and minimal use of technology. As many as 74% of students expressed their readiness to accept more innovative, interactive and facilitative learning models that can provide fun and effective learning. The results of research on the implementation of learning using the joyful learning model show that there is an increase in knowledge of 36.5%, which means that the model joyful learning effectively used in sociology learning. The implications of this research are Schools need to support teacher training and provide adequate learning facilities to support the effective implementation of this model.

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1. INTRODUCTION

In the sociology of education, cultural and social values are important factors that influence the education and learning process. Apart from that, learning must also be directed

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at how the learning process shapes a person's identity and personality. In innovative sociology learning, students must be given space to express themselves, collaborate and learn in a fun atmosphere. This can help the development of their social and personal identity, as they learn to respect themselves and others in a supportive environment. For this reason, the educational process must be directed at creating a positive learning atmosphere by considering the social and cultural background of students. That way, students will feel more connected to the learning experience they are experiencing.

On the other hand, sociology as a subject is not only studied in universities, but is also mandatory in high schools (SMA). The 1984 curriculum made sociology a scientific discipline taught formally in the social sciences group. Sociology is one of the compulsory subjects in the field of Social Sciences (IPS) and is a national exam subject. Sociology is the subject that has the best score on the national social studies exam. Data on national exam scores for the Social Sciences (IPS) program per subject for the 2017-2018 academic year shows that South Sumatra, North Sumatra, Bengkulu and nationally the scores for Sociology subjects are the highest among the three social studies subjects. Even though students' grades in sociology are the highest compared to economics and geography, students still consider sociology to be a boring subject. This is because the sociology subject matter is too theoretical based on the 2013 curriculum. Students are required to master sociological theories which should make the material more suitable for college.

Apart from that, the factor that makes sociology subjects still considered monotonous by students is that there are many teachers who do not have a sociological educational background, be it sociology education or general sociology education. Several schools, both private and state, in Pagar Alam and especially in Muara Enim still have teachers who do not have a sociology background. One fun learning method is Joyful learning. Joyfull is a learning process with a carefree approach through games, quizzes and other physical activities. Fun learning is carried out and is motivated by the fact that conventional learning models are considered boring, less interesting for students, resulting in less than optimal mastery of the material for students (Arifa, 2020; Hamalik, 2008; Hamalik, 2014; Taqwa, 2020). To change the rigid and boring paradigm of sociology learning, as a teacher you must be able to change old patterns of behavior and habits supported by creative and innovative ideas. One of the things teachers can do is choose a learning model that suits student characteristics and learning objectives because the learning process absolutely requires learning strategies (Afandi, 2013; Djamarah, 2010). The right learning strategy can improve learning outcomes more optimally.

The strategy that teachers can use is to provide creative ideas that will be the right solution in learning which is often stiff, monotonous and boring. Learning that contains a lot of theoretical learning material that contains many concepts will make it difficult for students to understand so that learning objectives are often not achieved. One learning model that can develop students' interest in learning is fun learning (Mustofa et al., 2019; Nurfalaq et al., 2022) A learning model is a plan or pattern that is used as a guide in planning learning in 10 classes or tutorial learning. The learning model refers to the learning approach that will be used, including teaching objectives, stages of learning activities, learning environment, and classroom management. A learning model is a plan or pattern that is used as a guide in planning classroom learning or tutorial learning and to determine learning tools including books, films, computers, curriculum, etc.

A learning model is said to be good if it meets the following criteria: authentic (valid), practical, effective. Fun learning is a learning process in which there is a good relationship between the teacher and students, so that learning activities are enjoyable without any pressure that makes students bored and stressed about the subject matter. it is being taught. A pleasant atmosphere in the learning process can bring happiness to students. Stress and bad

mood are two problems that students often face which can hinder their learning fluency. Therefore, it is important for a teacher to create fun learning as a strategy to help students eliminate these obstacles (Nur, 2016; Sofan, 2017). A joyful learning model is the right learning model to overcome boredom and disinterest during the learning process.

Joyful learning is a learning process that is applied to students using a cheerful approach through games, quizzes and other physical activities (Nur, 2016; Salirawati, 2019). Fun learning can be carried out with a game, recreational approach and attracting students' interest, thereby creating feelings of joy, freshness, activity and creativity which are really needed by students to reduce boredom and tension experienced by students. . Fun learning is expressed with more than just meaning, always accompanied by jokes, lots of singing or loud applause. Fun learning is learning that students can enjoy. Students feel comfortable, safe and cool. Exciting feelings contain an element of inner motivation, namely the drive of curiosity accompanied by an effort to find out something. Not because of coercion or teacher power over students. Joyful learning is a learning process that is applied to students using a cheerful approach through games, quizzes and other physical activities. Fun learning uses a game, recreation and interest-generating approach to create feelings of joy, freshness, activity and creativity which are certainly needed to reduce the boredom and tension of learning that students experience every day.

Research on the joy learning learning model has been carried out by many previous researchers. The results of previous research revealed that the creative thinking abilities of students who were taught using the Joyfull Learning learning model assisted by PowerPoint Meme Indonesia and the direct learning model had reached completeness. The results of this research also show that there is a significant difference in students' creative thinking abilities between the two learning models, the Joyfull Learning and PowerPoint Meme Indonesia learning models show better results compared to the direct learning model. Other research conducted previously also showed significant changes in students as seen from the pretest results, the average student score was 51.33%, while the average posttest result was 82.08 and from these results it can be interpreted that there is an influence of using the approach. Joyful Learning on students' creative thinking abilities (Rahayuno et al., 2024; Setiawati & Sutarna, 2024). Apart from that, previous research was conducted regarding the use of the Joyfull learning method and Articulate Storyline media on the ability to write drama scripts. The results of the research show that there is a significant influence of the use of the joy learning method and articulated storyline media on students' ability to write drama scripts (Fadilah & Faznur, 2023; Fajri et al., 2023)

Previous research generally aims to see how the Joyfull learning model can improve critical thinking skills and increase student competence in accordance with the specified learning objectives. This research was conducted to see how students' understanding of sociology learning increases by looking at the increase in learning outcomes before and after implementing the Joyfull Learning learning model. The novelty of this research is that the researcher also describes how sociology is currently taught and identifies problems that occur in sociology learning through a needs analysis process. This was done to confirm empirically that this fun learning model is a solution to overcome current sociological learning problems.

Based on the underlying background, to resolve problems related to Sociology learning so far, it is necessary to carry out participatory research with high school (SMA) level sociology teachers. This research was conducted to analyze current learning models, the need for innovative learning and how the application of the Joyful Learning learning model increases teacher competence and understanding of the importance of the Joyful Learning learning model in creating a fun and interesting learning environment for students. student. Apart from that, this research also aims to change theoretical learning into more practical learning

2. METHOD

Research is carried out using a qualitative approach which aims to understand the phenomena experienced by research subjects, for example behavior, perceptions, motivations, actions, etc. Qualitative descriptive research design which aims to criticize the weaknesses of quantitative research and is useful for describing and improving various social reality phenomena that exist in society (Nurfalaq et al., 2022; Nurul Fajri, 2016). This research was carried out through several main steps. First, the researcher determined the focus of the research, namely exploring how the Joyful Learning model is applied and its impact on the student learning process. Second, researchers choose the location and research subjects, such as Sociology teachers and students in certain classes. Third, data was collected using participatory observation techniques, in-depth interviews with teachers and students, as well as documentation of learning activities. Fourth, the data obtained was analyzed thematically to identify patterns of application and student experiences in learning. Finally, the researcher draws conclusions and provides recommendations regarding the optimization of the Joyful Learning model in Sociology learning based on research findings.

Types and Sources of Data The types and sources of data used in this research are primary data and secondary data. The main (primary) data sources are data from interviews, questionnaires and test instruments. Data was also obtained through observation and application of the Joyfull Learning sociology learning model. Respondents in this study were determined using a purposive technique, that is, they were determined deliberately. The subjects of this research were students in grades 2 and 3 of high school and teachers who had been teachers for at least 2 years. Data collection techniques were carried out using questionnaire techniques, in-depth interviews, observation and FGD. The data analysis technique in this research uses the Miles and Huberman model data analysis technique which includes data condensation, data presentation, as well as drawing and verifying conclusions. Contains how data is collected, data sources and how to analyze data

3. RESULTS AND DISCUSSION

Results

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This stage is an initial activity before analyzing the need for innovative learning and

how to implement the Joyfull Learning learning model. From the literature review, a research instrument grid was formulated to analyze sociological learning conditions which were measured through eight aspects, namely: Satisfaction with current learning, Student Involvement and Interest in Learning, Use of Technology in Learning, Learning Style Preferences, Interactive Learning Experience, Readiness Facing Change, The Effect of Innovative Learning on Motivation and Achievement, Hopes and Ideas for Future Learning. Indicators in psychology learning are presented in Table 1.

Table 1. Indicators in Sociology Learning

No	Aspect	Indicator	Item Number
1	Satisfaction with current learning	The teacher delivers the material well and is easy to understand	1
		The learning methods used are adequate	2
		Innovation is needed in the learning methods currently used	3
2	Engagement and Interest in Learning	I feel involved in learning in class	4
		I am always motivated to participate in class learning	5
		I am always very enthusiastic when participating in class learning	6
3	Use of Technology in Learning	Learning so far often uses technology (for example computers, tablets, internet)	7
		I feel the positive benefits of using technology in learning	8
4	Preferences for Learning Styles	I prefer to learn: by listening to lectures	9
		I prefer to learn by listening to discussions	10
		I prefer to learn by doing projects	11
		I prefer to learn in the form of games	12
5	Interactive Learning Experience	So far I have experienced interactive learning in class (Examples: group discussions, collaborative projects, simulations)	13
		So far I have experienced interactive learning in class (Examples: group discussions, collaborative projects, simulations)	14
6	Readiness to Face Change	Learning needs to be done using a new or innovative learning model	15
		I am ready to learn in new ways or use new technology in learning	16
7	The Effect of Innovative Learning on Motivation and Achievement	Innovative learning can help increase learning motivation and academic achievement	17
		An innovative learning atmosphere provides great benefits in helping to improve understanding	18
8	Hope and Ideas for Future Learning	If you could choose the way learning takes place at school, what difference would you like	19

No	Aspect	Indicator	Item Number
		to see or feel?	
		Are there any particular ideas that you think would make learning at school more interesting or useful?	20

The next stage is an analysis of the needs of teachers and students regarding educational concepts, analysis of current learning models, the need for innovative learning and how to apply the Joyfull Learning learning model in increasing teacher competence and understanding of the importance of Joyfull Learning. Learning learning model. At this stage, an initial analysis is carried out, namely by distributing questionnaires using a questionnaire to find out how sociology learning is currently being implemented and how the Joyfull Learning learning model is being applied.

Researchers conducted field studies through questionnaires and interviews to analyze the current learning models, the need for innovative learning and how to implement the Joyfull Learning learning model in improving teacher competency and understanding of the importance of the Joyfull Learning learning model in high schools in the region. the cities of Pagar Alam and Muara Enim. Based on data analysis, found that students feel that so far the teacher has been good enough in conveying the material so that it is easy to understand with a score of 3.0. Regarding the learning methods used so far, it shows that learning has been carried out quite well with a score of 3.09. Meanwhile, for the analysis of the desire to innovate, students stated that the need for innovation was in the quite necessary category with a score of 3.18. Overall student satisfaction with the sociology learning carried out so far has an average score of 3.09 or a satisfaction level of 61.8%.

Based on data analysis found that the results of the analysis of aspects of student involvement and interest in learning show that students are quite involved in learning with a score of 3.8. Meanwhile, student motivation in learning is quite good with a score of 3.0. Students' enthusiasm for learning also only gave a score of 3.09, which means students are quite enthusiastic. The overall level of student involvement in sociology learning is currently 3.09, which means that only 61.8% of students show involvement and interest in participating in sociology learning. Based on data analysis found that the aspect of using technology in learning shows that the use of technology in learning is still in the sufficient category with a score of 3.09, even though the majority of students stated that technology provides benefits. great benefit in supporting learning with a score of 3.36. Analysis of learning style preferences shows that 76.2% of teachers still use friendly methods in implementing learning in class. As many as 74.4% used the discussion method, and 61.8% used project and game-based learning models. In general, the results of the analysis of learning style preferences, most teachers still choose the lecture method in carrying out learning in the classroom.

Based on data analysis found that it can be seen that as many as 60% of students want an interactive learning model in the form of group discussions, collaborative projects or simulations. Meanwhile, as many as 65.4% of students want sociology learning in class to be carried out with a more enjoyable approach. Based on data analysis found that the Readiness Analysis for Facing Change shows that as many as 74.7% of students stated that they wanted learning to use innovative new learning models and new technology in learning sociology. Analysis of teachers' opinions regarding whether innovative learning has an influence on motivation and achievement shows that 74.4% of teachers agree that innovative learning has an influence on motivation and achievement. This means that innovative learning needs to be carried out so that sociology learning can increase student motivation and achievement. In other words, classroom learning must start by using innovative models that can increase

student motivation and achievement.

Analysis of hopes and ideas for future learning was carried out through interviews with respondents. The results of this analysis show that the majority of respondents stated that the desired learning in schools is interactive and facilitative learning that can provide fun learning but is still effective in achieving learning goals. Based on the interview results, it also shows that studying sociology must use an approach that does not just memorize material or theory but trains skills for living together in society. Analysis of increasing teacher competence in understanding the Joyfull Learning learning model was used using test instruments given before and after treatment. The questions asked are explained by indicators to measure teacher competence, including understanding the fun learning model, ability to identify learning problems and student characteristics. The following are the results of the teacher competency test before and after teachers received material and practice regarding the fun learning model in the cities of Pagar Alam and Muara Enim are presented in Table 2.

Table 2. Comparison of Teacher Pre-Test and Post-Test Scores in Pagar Alam and Muara Enim Cities

Respondent	Skor Pra Tes		Post-Test Score	
	Natural Fence	For Example Estuary	Natural Fence	For Example Estuary
1	70	100	85	100
2	20	17	75	80
3	70	67	90	90
4	20	83	80	90
5	20	67	75	80
6	30	50	75	85
7	80	83	85	85
8	60	83	80	90
9	70	100	85	100
10	80	100	90	100
Rate-rate	51	75	82	90
	63		86	

From table 2 above, it can be seen that before teachers gain understanding and practice about the fun learning model, the average test score for Pagar Alam city is 51 and for Muara Enim city it is 75 with an average understanding score of 63. This means that before teachers get information through presentation of material and practice regarding the Joyfull learning learning model, their understanding was only 63%. After presenting the material and practice regarding fun learning, there was an increase in the post test results to 86. This means that there was an increase in the teacher's understanding and skills in applying the learning model to 86%, which means there was an improvement. an increase of 36.5%.

Discussion

A learning model is a plan or pattern that is used as a guide in planning classroom learning or tutorial learning and to determine learning tools including books, films, computers, curriculum, etc. The learning model that is in accordance with the current learning paradigm is the fun learning model. Joyful learning is a learning process that is applied to students using a cheerful approach through games, quizzes and other physical activities (Khawani & Rahmadana, 2021; Nur, 2016; Sujana, 2020). So fun learning can be carried out with a game, recreational approach and attracting students' interest, thereby

creating feelings of joy, freshness, activity and creativity which are really needed by students to reduce boredom and tension experienced by students. . Fun learning is expressed with more than just meaning, always accompanied by jokes, lots of singing or loud applause.

Apart from that, joy is a learning process with a carefree approach through games, quizzes and other physical activities. Fun learning is carried out and is motivated by the fact that conventional learning models are considered boring, less interesting for students, resulting in less than optimal mastery of the material for students (Creswell, 2017; Daga et al., 2023). Research that has been carried out to identify current learning and identify problems in sociological learning shows that learning has so far been dominated by the lecture method, minimal use of technology and learning aids and is very textual in nature. For this reason, as many as 74% of students expressed their desire to get a more innovative, interactive and facilitative learning model that can provide fun and effective learning. The results of research on implementing learning using the joyful learning model show an increase in knowledge of 36.5%, which means that the joyful learning model is effectively used in sociology learning (Azizah et al., 2019; Harefa & Dirgantoro, 2024).

Increasing teacher competence is an implication of the learning model used, namely joy learning. This is important considering that teachers today must be able to adapt to changing times, as previous research results state that the digital era demands the need for creativity in a teacher, such as using various innovative methods so that their role is not replaced by rapidly developing technology. Apart from that, through innovative learning models such as fun learning, it will increase the learning motivation experienced by students, teachers will also feel helped because it makes teaching and learning activities easier (Hardiansyah et al., 2021; Hasriadi, 2020; Murdiyaningsih, 2020). Apart from that, innovative learning models will be very relevant to the new learning paradigm which makes the learning process more challenging, active and meaningful. Thus, the aim of implementing this learning model is not only to increase insight in a cognitive context, but more than that, learning is expected to be able to develop and improve 21st century skills through this innovative learning process (Jamila, 2021; Mardlatillah & Sa'adah, 2022).

The results of this research are also in line with research which shows that the use of appropriate learning models is one of the determining factors for the success of learning activities carried out by teachers. Therefore, learning should use a learning model that suits students' characteristics so that learning is more effective (Daga et al., 2023; Norsandi, 2022), increasing students' learning abilities and interest (Mardlatillah & Sa'adah, 2022; Meilasari et al., 2022), and students' mastery of concepts (Salhuteru et al., 2021; Telussa, 2024). The results of this research also strengthen the research findings which found that students' creative thinking abilities using the Joyfull Learning learning model had reached minimum completeness (Manalor, 2023; Muhammadiyah Buton et al., 2023). The results of this research also show that there is a significant difference in students' creative thinking abilities between joyful and conventional learning models. Apart from that, previously it also showed that there were significant changes in students as seen from the pretest results, the average student score was 51.33%, while the average posttest result was 82.08 and from these results it could be interpreted that there was an influence of using the Joyful approach. Learning on students' creative thinking abilities (Moleong, 2020; Rahayuno et al., 2024).

This research also strengthens the results of research which revealed that the use of the Joyfull learning method and Articulate Storyline media on the ability to write drama scripts found that there was a significant influence of the use of the Joyfull learning method and Articulate Storyline media on students' ability to write drama scripts (Fadilah & Fanzur, 2023; Salhuteru et al., 2021). Research implications regarding the application of the Joyful Learning model in Sociology learning in high school include practical, theoretical and educational policy aspects. Practically, the results of this research can provide guidance for teachers to create a pleasant learning atmosphere, thereby increasing student participation and

understanding of Sociology material. Theoretically, this research contributes to the development of educational science, especially in understanding the effectiveness of learning models based on the involvement of students' positive emotions. From a policy perspective, the findings of this research can be a basis for schools and policy makers to develop teacher training programs and provide facilities that support the sustainable implementation of the Joyful Learning model. Thus, this research not only has an impact on improving the quality of Sociology learning, but also supports the formation of a more inclusive and innovative learning environment in schools. Limitations of this research include location coverage which is limited to one or several specific high schools, so the results may not be representative of the conditions of other schools with different characteristics. In addition, the implementation of the Joyful Learning model is very dependent on teacher creativity and facility support, so variations in implementation can influence research results. Limited research time is also an obstacle in observing the long-term impact of this learning model on student development. To overcome these limitations, it is recommended that further research cover a wider location, involving various types of schools in different areas. Researchers are also advised to explore more deeply the influence of external factors such as facilities and teacher training on the successful implementation of this model. In addition, longitudinal research can be conducted to understand the long-term impact of the Joyful Learning model on students' critical thinking and social skills.

4. CONCLUSION

The results of the research show that current sociology learning still tends to use conventional learning models which are dominated by teacher-centred approaches in the form of lecture learning methods and minimal use of technology and other teaching aids. The Joyfull Learning learning model is an approach that does not just memorize material or theory but also trains skills for living together in society. The use of this model significantly increases the average pre-test score from 63 to 86 which shows the effectiveness of this learning model in sociology learning. The results of the research show that the happy learning model has an impact on the implementation of sociology learning. An interactive and fun learning model will be relevant to students' current needs. This research helps teachers not only adopt new methods, but also optimize student learning outcomes and enrich the classroom learning experience. By implementing a fun learning model, learning can adapt to the demands of the times and changing educational needs.

5. CONFESS

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