

Teachers' Implementation of the Joyful Learning Strategy in Grade X History Learning at MAN 2 Poso

¹⁾ Siti Fatimah, ²⁾ Juraid Abdul Latief, ³⁾ Ika Nur Jayanti, ⁴⁾ Iskandar

^{1, 2, 3, 4)} Social Science Education, Tadulako University, Palu, Indonesia

Email: sitifatihmahmaswan@gmail.com, juraidalatief@yahoo.com, ikanurjayanti.untad@gmail.com, iskandar.ahmad67@yahoo.com

*Corresponding Author: sitifatihmahmaswan@gmail.com

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ABSTRACT

This study aimed to determine the implementation of the Joyful Learning strategy in the Grade X History subject at MAN 2 Poso. The study was motivated by the fact that History learning in senior high schools continues to face low student interest in learning and learning motivation, particularly among Generation Z students, who have shorter attention spans and are more responsive to visual and interactive learning. This condition is exacerbated by the scheduling of History classes during critical learning hours, when students' concentration declines, causing them to become passive and resulting in suboptimal learning outcomes. Joyful Learning is an enjoyable and engaging learning approach that enables students to focus their attention on the lesson at hand. This study used a qualitative approach and descriptive research design. The research subjects were teachers and Grade X students, and data were collected through observation, interviews, and documentation. The data were analyzed through data reduction, data display, and conclusion drawing and verification. The results indicate that the Joyful Learning strategy was effectively implemented in Grade X History learning at MAN 2 Poso because it created an enjoyable, student-centered learning environment and holistically supported the achievement of 21st-century competencies. History teachers are recommended to develop innovative learning based on Joyful Learning to address student boredom during critical learning hours.

Article information

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ABSTRACT

Penelitian ini bertujuan untuk mengetahui penerapan strategi pembelajaran Joyful Learning pada mata pelajaran Sejarah kelas X di MAN 2 Poso. Penelitian ini dilatar belakangi oleh Pembelajaran sejarah di SMA masih dihadapkan pada rendahnya minat dan motivasi belajar siswa, terutama Generasi Z yang memiliki rentang atensi singkat serta lebih responsif terhadap pembelajaran visual dan interaktif. Kondisi ini diperparah oleh penempatan jadwal pelajaran sejarah pada jam-jam kritis ketika konsentrasi siswa menurun, sehingga siswa cenderung pasif dan hasil belajar belum optimal. Joyfull Learning merupakan pembelajaran yang menyenangkan dan menarik sehingga siswa dapat memusatkan perhatian terhadap pembelajaran yang sedang dijalani. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif, dengan subjek penelitian guru dan siswa kelas X, serta teknik pengumpulan data melalui observasi, wawancara dan dokumentasi yang dianalisis melalui reduksi data, penyajian data, serta penarikan kesimpulan, dan verifikasi. Hasil penelitian ini menunjukkan bahwa Penerapan strategi Joyful Learning efektif diterapkan pada pembelajaran Sejarah kelas X di MAN 2 Poso karena dapat menciptakan lingkungan belajar yang menyenangkan, berpusat pada peserta didik, dan mendukung pencapaian kompetensi abad ke-21 secara holistik. Disarankan guru Sejarah dapat mengembangkan pembelajaran inovatif berbasis Joyful Learning untuk mengatasi kejenuhan siswa pada jam kritis.

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✉ Corresponding Author: (1) Siti Fatimah, (2) Social Science Education Study Program, (3) Tadulako University, (4) Palu, Indonesia, (5) Email: sitifatihmahmaswan@gmail.com

1. Introduction

Each learning strategy has its own strengths in creating an effective learning environment. One prominent strategy is Joyful Learning, *an approach* that emphasizes a pleasant and positive learning atmosphere that can foster students' motivation and participation. In History learning, this strategy is important because historical material tends to be narrative, abstract, and fact-dense and is therefore often considered boring by students. A learning strategy comprises the activities, methods, procedures, and organization of materials selected by teachers to help students achieve learning objectives. Kozma and Gafur describe a learning strategy as an activity that provides support to students in achieving learning objectives. Gerlach and Ely describe a learning strategy as a method selected to deliver material in a particular learning environment, whereas Dick and Carey explain that a strategy includes material components as well as procedures or stages of learning activities (Hamzah B. Uno, 2015b). The selection of a learning strategy needs to be aligned with the curriculum and student characteristics, particularly prior experience, knowledge, interests, learning styles, and development (Sani, 2015). Learning strategies play a role in making learning more engaging, focused, attractive, and well planned; reducing student boredom; and facilitating teachers' delivery of material. In practice, a learning strategy involves selecting, organizing, and integrating various methods, facilities, infrastructure, and resources to achieve learning objectives (Sanjaya, 2021). Joyful Learning is a learning *strategy* that emphasizes a pleasant and memorable learning atmosphere. Such an atmosphere can attract students' interest in active participation and foster learning motivation. Joyful Learning is not merely about *making students* laugh; rather, it creates strong rapport between teachers and students without pressure through mutually supportive communication. Pleasant learning is characterized by students' attention to tasks, which can improve learning outcomes. Indicators of pleasant learning include a sense of security, freedom to express opinions, and self-efficacy. Students do not feel afraid of making mistakes, have opportunities to interpret historical events from logical perspectives, and believe that they are capable of understanding history. Joyful Learning can be implemented through explanations of material using *lectures* and question-and-answer sessions, the formation of small groups and provision of exercises, group demonstrations in front of the class, summarizing the material, and refining the conclusions reached by students (Dewi et al., 2021). In its implementation, Joyful Learning can employ various *methods and techniques* to enhance students' motivation and engagement. Strategies that may be used include critical-thinking questions, music, videos or multimedia,

and connecting the material being studied to real life. The strengths of Joyful Learning include creating a relaxed and pleasant learning *atmosphere*, providing a range of strategies, stimulating creativity and activity, and making the delivery of material more varied (Dr. E. Mulyasa, 2006). The three main forms of activity in Joyful Learning are cheers, Brain Gym, and humor. Cheers *are used to* increase students' *enthusiasm* and focus. Brain Gym consists of simple movements that help students become calmer, *reduce* tension, and prepare their minds to receive the material. Meanwhile, educational humor can alleviate boredom, provide renewed energy, and make the learning atmosphere more lively and enjoyable. The principle of Joyful Learning is to create learning that is pleasant, meaningful, and *free from* pressure. This approach is systematically designed with clear objectives, planned strategies, and measurable evaluation. This approach encourages students to learn independently, collaborate, develop creativity, and improve critical-thinking skills. Joyful Learning also has five main characteristics: Joyful, Meaningful, Actively Engaging, Iterative, and Socially Interactive (Sutrina D. et al., 2025). The *relationship between learning strategies and Joyful Learning* encompasses the preparation, presentation, practice, and closing stages. The *preparation* stage aims to stimulate students' interest, curiosity, self-confidence, and readiness to learn. The presentation stage connects material with real life and prior knowledge and may use Brain Gym, cheers, humor, images, and animation. During the closing stage, teachers and *students* reinforce and summarize the learning material in a pleasant atmosphere. These conditions are further complicated among Generation Z students, who have short attention spans and are more responsive to visually based learning and interactive activities. In addition, scheduling the History subject during critical learning hours, such as after breaks or toward the end of the school day, can lead to declines in students' physical condition, concentration, and enthusiasm. Consequently, students tend to become passive, pay less attention to teachers' explanations, lose focus, and demonstrate less optimal understanding of the material and learning outcomes.

To address these issues, Joyful Learning is considered a learning model capable of creating an enjoyable learning environment that does not burden students. This approach prioritizes students' enjoyment and comfort, making the learning process more engaging and meaningful. Enjoyable learning can encourage students to try, ask questions, express opinions, and question the ideas of others. These issues were also identified at MAN 2 Poso (State Islamic Senior High School 2 Poso). Based on observation, students had difficulty concentrating because the History

subject was often scheduled during critical learning hours, namely after breaks or during the final class *period*. Therefore, the Joyful Learning strategy was regarded as an alternative for preventing boredom and increasing students' interest in participating in History learning. An enjoyable learning environment is expected to support effective and communicative learning between students and teachers.

2. Methods

Type of research

Qualitative research is an important research method frequently used across various social science and humanities disciplines. This approach focuses on developing an in-depth understanding of the phenomena, experiences, processes, and meanings surrounding the object under study. Compared with quantitative approaches, which are oriented toward numbers and statistics, qualitative research places greater emphasis on subjective meaning and the context in which phenomena occur. The following provides a comprehensive explanation of the main aspects of qualitative research (Sari, 2024).

This qualitative research method places greater emphasis on observing phenomena and examining their substantive meanings. The analysis and rigor of qualitative research are strongly influenced by the quality of the words and sentences used. Therefore, Basri concluded that qualitative research focuses on the process and interpretation of its findings. Qualitative research pays greater attention to human elements, objects, and institutions, as well as the relationships or interactions among these elements, in an effort to understand an event, behavior, or phenomenon (Safrudin et al., 2023).

Research site and time

This study was conducted at MAN 2 Poso, Jl. H. Adam Malik No. 10, South Pamona District, Poso Regency, Central Sulawesi Province.

Research subjects

At MAN 2 Poso, there were 67 Grade X students across 3 classes, with an average of 22 students per class, taught by 1 teacher. In this study, the researchers used the quota sampling technique to determine the student sample. Quota sampling involves determining a specified number of respondents in each population category, such as a particular quota for males and females. Researchers may select anyone to fill these quotas. This technique is similar to stratified sampling, but respondents are not selected randomly (Anam3, 2026).

The researchers established a quota of 16 students as research subjects. This quota was divided according to two main categories, namely gender and level of learning participation, with the following details: Category based on gender: male students: 3 students; female students: 3 students.

In addition to the student subjects, this study also involved 1 Grade X History teacher, Nasarudin S.Pd. The teacher served as the key subject (primary informant) and as the implementer of the learning strategy in the classroom, providing data on the design, implementation, and technical challenges of creating an enjoyable learning environment.

Types of data

The data in this study consisted of all data and information obtained from informants considered to have the most detailed knowledge of the research focus. The informant in this study was the History teacher at MAN 2 Poso (State Islamic Senior High School 2 Poso). The data collected by the researchers were ensured to originate from relevant sources, namely, students. There were two data sources:

Primary data

Primary data were collected directly from the observed research subjects through observation and interview findings.

Secondary data

Secondary data were obtained indirectly from various documentation sources (literature studies), including books, students' learning outcomes, photographs, research report findings, and records of supporting information that the researchers considered capable of supporting this study.

Data collection techniques

Qualitative research is a research approach that aims to understand social phenomena holistically and in depth by emphasizing the exploration of subjective meanings, interaction processes, and the sociocultural contexts surrounding research subjects. Qualitative research has several distinctive characteristics that fundamentally differentiate it from the quantitative research paradigm. First, qualitative research is naturalistic, meaning that it is conducted in natural settings without the manipulation or control of variables commonly applied in laboratory experiments. Second, qualitative research is contextual, emphasizing that an understanding of social phenomena cannot be separated from the specific contexts in which they occur. Third, qualitative research is interpretive, meaning that researchers do not merely collect and report facts but actively interpret the meanings that social actors attach to their experiences, actions, and interactions. Fourth, qualitative research focuses primarily on social processes and participants' experiences rather than on quantifiable outcomes or products. Fifth, qualitative research uses inductive analysis to identify patterns, themes, and meanings in the collected data (Kualitatif, 2026).

Interviews

Interviews are an important communication process in employee selection, with various types and purposes. Verbal and nonverbal behaviors in interviews play a key role in shaping impressions and influencing interviewers' perceptions of candidates. Although interviews offer advantages, such as enabling the collection of accurate information and the development of positive relationships, they also entail disadvantages and challenges, including bias and time constraints. To improve the efficiency and effectiveness of interviews, thorough preparation, effective interview techniques, and the use of technology are necessary. Thus, companies can increase their chances of finding candidates who meet their needs (Devi et al., 2024).

Observation

Observation is a data collection technique conducted through systematic and focused direct observation of behavior, social interactions, cultural practices, and research situations in natural contexts. As a data collection method, observation has a unique advantage because it enables researchers to witness and document social phenomena in situ, in the actual situations in which they occur, rather than through retrospective accounts or verbal reconstructions, as in interviews. Conducting observations requires an observation protocol that includes the focus of observation, criteria for behaviors or events to be recorded, and recording methods. Observation data may be recorded in field notes, which include observational descriptions (what is seen), theoretical descriptions (preliminary interpretations), and methodological descriptions (reflections on the research process) (Kualitatif, 2026).

Documentation

involves collecting data from documents, archives, or other written materials related to the research phenomenon. The documents used may include records, reports, letters, books, or other official documents. Documentary studies provide insights into the historical context, policies, events, and developments relevant to the phenomenon under investigation (Creswell, 2014, as cited in Ardiansyah et al., 2023).

Data analysis techniques

Analysis is an activity consisting of a series of processes, such as breaking down, distinguishing, and sorting something to regroup it according to specific criteria, identify relationships, and then interpret its meaning.

There are three streams of qualitative data analysis (Risnita et al., 2024):

a. Data reduction is the process of selecting, focusing attention on, simplifying, abstracting, and transforming raw data emerging from written field notes; this process occurs continuously. Data reduction includes summarizing data, coding,

identifying themes, and developing clusters.

b. Data display is the activity of organizing a set of information so that conclusions can be drawn and actions can be taken. Forms of qualitative data display may include narrative text, matrices, graphs, networks, and charts.

c. Researchers continuously engage in conclusion drawing and verification while in the field. From the beginning of data collection, they seek the meaning of objects and note regularities in patterns (in theoretical notes), explanations, possible configurations, causal pathways, and propositions.

3. Results and discussion

A. Implementation of the Joyful Learning strategy

The Joyful Learning strategy is a learning strategy implemented by teachers to create an enjoyable and active atmosphere by integrating learning methods and materials that are easy to understand and motivate students to learn in the classroom.

The implementation of the Joyful Learning strategy by teachers in the History subject is an innovation in the learning process that aims to create a conducive, enjoyable, and student-centered learning environment. This strategy is implemented through the use of various creative learning media, such as images, videos, historical puzzles, and educational games related to the learning materials.

Teachers serve as facilitators who not only deliver material but also motivate and guide students to actively participate in every activity. Thus, History learning is no longer dominated by monotonous lectures but is instead presented interactively and contextually, including through the use of the Joyful Learning strategy.

Based on an interview with Mr. Nasar on June 3, 2026, the Joyful Learning strategy is intended not merely to make the classroom lively but to stimulate students' interest in learning so that they can learn comfortably. Teachers can foster students' interest through approaches tailored to their individual circumstances, particularly for students who experience learning difficulties. Mr. Nasar emphasized that teachers should not immediately reprimand students but should instead guide and motivate them so that they remain engaged in the classroom. This patient and supportive approach is important because each student has different abilities. In a psychologically safe and nonthreatening atmosphere, students do not feel afraid or inferior, making it easier for them to participate actively, comfortably, and with focus in learning.

The Joyful Learning implemented by teachers emphasizes a pleasant and conducive learning atmosphere. Teachers strive to establish effective communication with students because the use of the Joyful Learning strategy enables students to

feel comfortable and avoid boredom during learning, thereby allowing teachers to achieve the learning objectives.

The Joyful Learning strategies used, based on interviews with the History teacher, are as follows. Based on an interview with Mr. Nasar on June 3, 2026, the primary strategy used in History learning was the lecture method, combined with discussion to encourage students to think actively and exchange opinions. The learning media used also varied according to the material, such as maps to explain regions and videos to present actual events. During study tour activities, students were asked to document the culture of other regions and compare it with the culture of South Pamonia, making learning more contextual. According to the researcher, the combination of lectures, discussions, and media use made learning more engaging and less monotonous. In addition, to maintain students' enthusiasm, teachers incorporated cheers and quizzes so that students remained motivated and the classroom atmosphere did not become boring. Based on the interview findings, teachers need to use varied strategies in the teaching and learning process so that learning does not become monotonous. The lecture method remains important for systematically conveying basic information. However, to ensure that students do not merely listen passively, teachers can also implement the discussion method. Discussions encourage students to think more actively, express their opinions confidently, and learn to respect the views of others. In addition, to sustain learning motivation, teachers can incorporate cheers or quizzes during learning so that the classroom atmosphere becomes more dynamic and students do not become bored quickly. The appropriate use of learning media also greatly assists students in understanding the material. Visual media, such as maps, are highly effective for explaining material related to locations and regions, for example, in social studies or Geography lessons. Meanwhile, digital media, such as videos, can be used to present actual events. For example, through study tour activities, students document the culture and customs of other regions and then compare them with the culture of their own region. In this way, students learn through direct experience rather than theory alone. Overall, the combination of lecture and discussion strategies and the use of varied media makes learning more engaging, meaningful, and easier for students to understand.



Figure 1. The teacher conducting a quiz to help students regain focus

The Joyful Learning strategy is a teaching and learning process designed to be enjoyable, pressure-free, and characterized by active physical and mental engagement. Its purpose is to improve students' learning motivation, focus, and learning outcomes through close relationships between teachers and students. For greater clarity, the researcher conducted interviews with the History teacher as follows:

Based on an interview with Mr. Nasar on June 3, 2026, creating an enjoyable learning atmosphere is key to successful learning. According to Mr. Nasar, if students feel comfortable and unpressured in the classroom, they will find it easier to absorb the material, focus, and maintain learning motivation. Therefore, teachers allow students to ask questions at any time without fear of being reprimanded and address students who arrive late through persuasion rather than punishment. According to the researcher, teachers' friendly, democratic, and respectful attitudes toward students can create a sense of safety and comfort. This contributes to increased student learning motivation, thereby making the learning process more effective.

Based on the interview findings above, a pleasant learning atmosphere is one of the factors supporting the achievement of learning objectives. Students' psychological comfort in the classroom has a substantial influence on their acceptance of the material and engagement in the learning process. When students feel safe, unpressured, and comfortable in the classroom, their attention and learning motivation increase. This can be fostered through teachers' friendly, communicative, and democratic attitudes. One form of implementation is allowing students to ask questions whenever they encounter difficulties understanding the material without fear of being reprimanded. Thus, students do not hesitate to express their learning difficulties, enabling them to understand the material more quickly and effectively.

Furthermore, teachers' approaches to addressing students' problems also play an important role in creating a conducive learning climate. For example, when students arrive late to class, teachers should adopt a persuasive approach by allowing them to enter without imposing demeaning punishment. Such an approach can foster students' sense of being valued while also building positive discipline. When a safe, comfortable, and mutually respectful atmosphere is established, the learning process becomes more effective. Students learn not only because of demands or fear but also because of internal encouragement and enjoyment of learning. Ultimately, a pleasant learning atmosphere can serve as a bridge to improving the quality of learning and students' learning outcomes. Joyful Learning is an enjoyable teaching

and learning method. Learning is a lifelong activity that can be carried out enjoyably and successfully. To support the Joyful Learning process, it is necessary to prepare an environment in which all students feel important, safe, and comfortable. According to Nurul Aini, on June 3, 2026, the Joyful Learning strategy was very helpful in the learning process. When Nurul Aini participated in classroom learning, she felt supported because the teacher incorporated humor, making the learning atmosphere more relaxed and less monotonous. In addition, when Nurul Aini began to feel bored or sleepy, the teacher often gave quizzes. According to her, these quizzes were able to rekindle her enthusiasm for learning, allowing her to refocus

No.	Indicator	Implementation	
		Yes	No
1	Use of learning media	✓	
2	Whiteboard	✓	
3	Video	✓	
4	Map	✓	

and participate more actively in the lesson.

This humor-based Joyful Learning method can improve students' memory and communicative interaction. Humor can also help students regain their concentration while learning, thereby increasing their interest in learning. According to Muh. Fadlan, when interviewed on June 4, 2026, regarding the Joyful Learning strategy, he explained that when he arrived late to class because he had not heard the bell signaling the start of the lesson, he eventually dared to enter the classroom.

In that situation, the teacher did not scold him but instead invited Muh. Fadlan to sit at his desk and follow the lesson calmly. However, Muh. Fadlan admitted that he had become sleepy because he was tired after playing soccer during recess. When the teacher noticed this, the teacher immediately instructed the class to engage in an ice-breaking activity, which restored Muh. Fadlan's attention and focus and renewed his enthusiasm for participating in the lesson.

On June 5, 2026, another student, Arjuna, expressed the following opinion: He enjoys History lessons. He stated that when he begins to feel sleepy or less focused, the teacher always finds ways to help students refocus and feel comfortable learning. Arjuna also explained that the teacher often makes learning more engaging, for example, by joking and relating past events to current conditions. In this way, Arjuna does not feel bored even though History lessons usually take place during the final period.



Figure 2. The teacher explains the material using the lecture method interspersed with humor
Joyful Learning needs to be implemented in the learning process to create a pleasant atmosphere and prevent students from becoming bored during instruction. However, educators must observe ethical principles when implementing it, such as avoiding falsehoods, insults, belittlement, and actions that demean the dignity of others. Based on observations conducted during the History learning process through the implementation of the Joyful Learning strategy, data were obtained regarding the teacher's use of learning media, as follows:

Table 1. Observation results: Observed indicators

The observation results showed that the teacher effectively implemented all four indicators of learning media use in applying the Joyful Learning strategy. The use of varied media was one of the keys to creating a pleasant, engaging, and student-centered learning atmosphere. The teacher used the whiteboard not only to present material but also to create timelines, mind maps, and quick quizzes. This is consistent with the Joyful Learning principle of "learning while interacting." Students were invited to come to the front of the class to complete timelines on the whiteboard, making learning more active and less monotonous.

The teacher played a short 3-5-minute video containing documentary material or animations of historical events before introducing the main material. The use of these videos stimulated students' curiosity and emotions. In accordance with the principles of Joyful Learning, the videos served as both an icebreaker and an introductory activity, making students more enthusiastic and interested in participating in the lesson. Students appeared more focused and asked more questions after watching the videos. Maps were used when discussing the distribution of kingdoms and colonialism. The teacher invited students to point directly to regions on the map and engage in group discussions. This reflects the Joyful Learning principle of "learning through play and collaboration." Through map media, students not only memorized information but also understood spatial and temporal relationships in history.

B. Opportunities and barriers of the Joyful Learning strategy in the History subject

The Joyful Learning strategy in the History subject has considerable potential because it can create a more engaging, less monotonous learning environment that tends to motivate students. In History learning, material that is often considered difficult because it concerns past events can become easier to understand when students are actively involved in enjoyable activities. This approach can also foster students' engagement with the material, enabling them to focus more effectively during learning activities. The following are the results of an interview with the History teacher conducted on June 7, 2026:

According to Mr. Nasar, studying history does not merely mean discussing *tempoe doloe*, or the past. In his view, history is also connected to events currently taking place and may even relate to future events. In other words, history does not end with the past but is also intended to help students understand and prepare for the future. Mr. Nasar also stated that through History learning, students can learn from past experiences as a basis for consideration. This is expected to encourage students to become more interested in developing their existing knowledge and abilities so that they can face and shape the future.

In addition, Joyful Learning provides opportunities for teachers to use a variety of methods and instructional media to make the material more concrete and meaningful. For example, media such as maps, videos, and other visual resources can help students imagine the context of historical events. Thus, students not only memorize dates and events but also understand the causal relationships and impacts of these historical events. Nevertheless, implementing this strategy also presents barriers, particularly related to teachers' readiness to design lessons thoroughly. Teachers need to ensure that the activities developed are genuinely aligned with the objectives of History learning, rather than merely making students active. If not well designed, an enjoyable atmosphere may become unfocused, thereby preventing students from achieving optimal learning outcomes. The following are the results of the researcher's interview with the teacher conducted on June 7, 2026:

According to Mr. Nasar, the barriers he encountered while teaching included several students who rarely attended school. In addition, students' interest in History learning remained low. He also observed that during the final period, many students complained of fatigue and were unable to concentrate; some became sleepy, felt overheated, were exhausted, or daydreamed. To address these issues, Mr. Nasar stated that he sought to motivate students. He encouraged students by explaining that changing one's circumstances does not always require finishing

first; rather, what matters most is having the desire to change gradually. According to him, if students study progressively from now on, their efforts will eventually yield results.

Other barriers included irregular student attendance, limited interest in learning, and the scheduling of lessons during the final period or critical learning hours. Absences may cause students to fall behind in the material, whereas limited interest in learning may reduce participation during learning activities. In addition, when learning takes place during critical learning hours, students' physical condition and concentration usually decline, making the Joyful Learning strategy less effective in enhancing students' learning motivation and understanding. In an interview conducted on June 8, 2026, Dewi Anggraini acknowledged that she initially found History lessons boring. However, after the teacher connected historical material with present and future conditions, Dewi began to realize that history is important and relevant. Although she still occasionally felt bored, the teacher always found ways to restore her concentration, such as through quizzes or cheers.

Meanwhile, on June 8, 2026, Sintia Putri explained that she often felt bored while studying because the classroom was frequently too hot, particularly because the History class took place around midday and near the end of the school day. In addition, she acknowledged feeling tired because she played volleyball with her friends during recess. However, Sintia stated that the teacher conducted a quiz, which helped her refocus because she genuinely enjoyed quizzes and wanted to answer the questions. Furthermore, on June 9, 2026, Muh. Faril acknowledged that he often felt reluctant to study and bored at school. He reported feeling happy only during PJOK classes because they aligned with his interests. Nevertheless, Faril stated that his teacher continued to motivate him to attend school and study diligently by encouraging him to change gradually, even though he did not always have to be the top-ranked student. As a result of this motivation, Faril began to change his mindset. He also stated that he considered his parents' circumstances and expectations, which further motivated him to attend school diligently and participate in every lesson.

Table 2. Observed indicators

No.	Observed aspects	Implementation	
		Yes	No
1	Students focus on the learning process	✓	
2	Students ask the teacher questions when they do not understand	✓	
3	Students answer questions without hesitation	✓	

4	Students complete the assigned tasks	✓	
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Based on Table 4.12, the researchers observed four indicators related to student activity and engagement during the learning process. The observation results showed that all targeted indicators were implemented well, as indicated by the selection of "Yes" for each observed aspect, whereas no indicators were marked "No."

For the first indicator, namely students' focus during the learning process, most students appeared able to pay attention to the material presented by the teacher. This indicates that the learning process was effective because students were able to sustain their attention throughout the activity. The second indicator, namely students asking the teacher questions when they did not understand, was also implemented. This shows that students did not feel afraid or hesitant to ask questions when they encountered difficulties, thereby facilitating a better understanding of the material.

Furthermore, the third indicator, namely students answering questions without hesitation, showed that students had the confidence to participate in learning activities. This active participation can enhance understanding while also enlivening the classroom atmosphere. The final indicator, namely students completing the assigned tasks, was also implemented. This demonstrates that students did not merely participate passively in the learning process but were also able to complete tasks as a form of responsibility and reinforcement of the material.

C. Implementation of the Joyful Learning strategy by teachers in the Grade X History subject

The Joyful Learning strategy is a learning approach that creates an enjoyable, active, and meaningful learning environment. This strategy does not alter the substance of the material; rather, it presents the material in a more engaging manner appropriate to students' circumstances. Teachers implemented the Joyful Learning strategy effectively in History learning. Its implementation involved the use of varied learning media, such as whiteboards, videos, and maps. In addition, teachers used lectures interspersed with discussions, quizzes, cheers, ice-breaking activities, and humor. Teachers served as facilitators who created an enjoyable, safe, and nonthreatening learning environment. This enabled students to become more active, focused, and motivated to participate in the learning process. Students were not afraid to ask questions, were willing to answer, and were able to complete tasks well. Thus, History learning was no longer monotonous or solely teacher-centered.

The Joyful Learning strategy has considerable potential to increase students' interest in and

understanding of History material. By connecting the material to contemporary life, using concrete media, and conducting interactive activities, students can more easily understand the cause-and-effect relationships of historical events. However, several obstacles existed in its implementation: uneven student attendance, students' persistently low interest in learning History, and the scheduling of lessons during the final hours of the day, which caused students to become easily tired, sleepy, and less concentrated. To address these issues, teachers sought to provide motivation, ice-breaking activities, and quizzes to help students refocus.

Students often perceive History learning as boring. This boredom is caused not only by the learning material but also by the scheduling of class periods. The History subject is generally scheduled after recess, after flag ceremonies, or during the final period before the end of the school day. At these times, students' physical condition tends to have already declined because of fatigue, reducing their ability to absorb the material. However, History learning is not limited to understanding past events; it also plays an important role in developing students' character, nationalism, and critical-thinking skills.

Figure 3. Grade X subject schedule

This condition is reflected in Figure 4.3, where the History subject is generally scheduled during less effective times, namely after breaks, around the time of the Zuhur prayer at approximately 12:00 WIB, and during the final period. During these hours, students' physical and psychological conditions have already declined because of fatigue, making it difficult for them to absorb History learning material optimally.

The primary purpose of Joyful Learning is to help teachers develop students' potential through a non-coercive process of conveying knowledge. This method encourages students to express opinions, ask questions, and put forward ideas. Its advantages include creating a relaxed and enjoyable learning environment, stimulating creativity, and offering diverse strategies. Meanwhile, its limitation is that teachers are required to master various methods and manage the classroom so that it does not become uncontrollable (Muhammad Akmal Falih, 2025).

The following explains the types of Joyful Learning

activities:

1. Types of cheers

Cheers in Joyful Learning consist of sentences or words deliberately created through an agreement between teachers and students to build enthusiasm or help students refocus during instruction. This type of activity is usually used at the beginning of learning to assess students' mental readiness to begin a lesson. This activity is relatively easy to implement. A simple example is inviting students at the beginning of the learning process to act in unison and create a sense of togetherness in the classroom. Through simple songs and movements, such as "if you are happy, clap your hands; if you are happy, let us learn; if you are ready to learn, get ready," students chant loudly and in unison.

2. Brain Gym activities

Brain Gym in Joyful Learning consists of a series of exercises based on simple body movements. According to Paul E. Denisson, a Brain Gym expert from the Educational Kinesiology institution in the United States, "although simple, Brain Gym can facilitate learning activities and help individuals adapt to the tensions, challenges, and demands of everyday life." Furthermore, Dryden and Vos explained that "creating a relaxed state in the right and left hemispheres of the brain can be achieved through games or Brain Gym, thereby stimulating communication between the right and left hemispheres. Brain Gym is useful for training the brain and is also highly practical because it can be performed anytime, anywhere, and by anyone."

In this theory, Brain Gym is intended for students and can be conducted at the beginning of learning activities, when students experience fatigue or boredom during learning activities, or during learning breaks to redirect the brain to an alpha-wave state, in which it is ready to receive information again.

3. Types of educational humor

Humor is a basic human need. Buzan stated that "humor is essentially imagination and the brain's ability to discover astonishing new associations." Humor can be created independently, ranging from the strange to the nonsensical, as proposed by Darmansyah.

Humor is something that evokes or 16 causes listeners to feel amused, thereby prompting them to laugh because of its oddity, irrationality, contradiction, mischievousness, or other characteristics.

D. Opportunities and barriers to the Joyful Learning strategy and ways to address them

Opportunities for implementing the Joyful Learning strategy

Based on the research findings, implementing the Joyful Learning strategy in the Grade X History subject presents several opportunities.

1. Increasing students' interest in learning and

learning motivation. An enjoyable learning environment that includes cheers, quizzes, and humor used by the teacher when classroom conditions are not conducive to learning and many students lack concentration prevents students from becoming bored. Students become more enthusiastic and motivated to participate in learning. This is consistent with Nourke, Rahman, Ramadani, and Sa (2025), who stated that ice breaking is a strategy for increasing students' low learning motivation.

2. Facilitating understanding of abstract material. The History subject is often considered difficult because it contains past events. Through the Joyful Learning strategy, teachers can relate historical events to students' current lives through videos, discussions, and concrete media. Thus, students can more easily understand cause-and-effect concepts. This is supported by Christyowati and Dewi (2025), who stated that ice breaking improves students' concentration and understanding of the material.

3. Third, fostering students' creativity and confidence. Through discussion activities, Brain Gym, and ice-breaking activities, students are trained to express opinions, ask questions, and collaborate. Teachers serve as facilitators; thus, learning is no longer teacher-centered.

2. Barriers to implementing the Joyful Learning strategy and ways to address them. Despite its many opportunities, several barriers arise during its implementation.

a. Uneven student attendance. The absence of several students prevented the material from being delivered comprehensively and disrupted the cohesion of group activities. Mitigation: The teacher recorded attendance and provided additional assignments or summaries of the material to absent students. In addition, the teacher coordinated with the homeroom teacher.

b. Students' interest in learning the History subject remained low. Some students regarded History as a boring, memorization-based subject. Mitigation: The teacher provided motivation at the beginning of the lesson, connected the material to current issues, and used engaging media, such as videos or historical memes, so that students perceived the material as relevant to their lives.

c. Third, scheduling lessons during less effective hours. Based on Figure 4.3, History lessons were often scheduled during the final period or after recess. At these times, students were already physically and psychologically fatigued, making them easily drowsy and less able to concentrate. Mitigation: The teacher incorporated ice-breaking activities, Brain Gym, or cheers during lessons to restore students' focus. The teacher also presented the material in a more concise, substantive, and interactive manner. A limitation of this strategy is that teachers are required to master the methods and be able to manage the class. In addition, limited instructional time makes it difficult for teachers to

allocate time between ice-breaking activities and the delivery of core material. Furthermore, if ice-breaking activities are not well designed, students may lose focus and become disruptive. Repeated and monotonous ice-breaking activities may also cause students to become bored and lose interest. Based on the foregoing discussion, it can be concluded that the Joyful Learning strategy is an effective learning approach for creating an enjoyable, active, and meaningful Grade X History learning environment. The teacher implemented this strategy through various activities, including the use of varied media, discussions, quizzes, cheers, ice-breaking activities, Brain Gym, and humor. The implementation of this strategy had a positive impact on students. Students became more motivated, focused, confident in asking questions, and active in learning. Thus, History learning was no longer monotonous or teacher-centered. Nevertheless, several obstacles were identified in its implementation, namely uneven student attendance, low student interest in the History subject, and the scheduling of lessons during less effective hours, which caused students to become easily fatigued and less able to concentrate. Overall, Joyful Learning plays an important role in improving the quality of History learning. This strategy helps students understand the material more easily, particularly abstract events, while also developing students' attitudes, nationalism, and critical-thinking skills.

4. Conclusion

Based on the research conducted by the researchers at MAN 2 Poso (State Islamic Senior High School 2 Poso), entitled "Implementation of the Joyful Learning Strategy by Teachers in the Grade X History Subject at MAN 2 Poso," and the data obtained, the researchers draw the following conclusions:

1. The Joyful Learning strategy is appropriate for addressing students' learning boredom because it prevents them from feeling bored or fatigued in the classroom. During the learning process, educators should incorporate humor, jokes, or stories, as these can positively affect the learning process.
2. The opportunities arising from the implementation of this learning strategy indicate that students responded positively to learning and were motivated to participate, particularly in History learning. The obstacles to this learning strategy include the attendance and interest in learning of several students, especially during critical learning hours, namely after recess and during the final period.

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