

Joyful Learning Method: A Teacher's Effort In Developing Critical Thinking Skills

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ABSTRACT

The purpose of this study was to determine the application of the joyful learning method. This type of research uses descriptive qualitative methods with the subject of 32 students. Data collection techniques are observation, interviews and documentation, and data validation techniques use source triangulation while data analysis includes data collection, data reduction, data display, and conclusion drawing. The results of this study improve critical thinking skills with the application of joyful learning methods, because from planning the teacher has implemented the learning process well as the teacher has applied, namely 1. Preparing the classroom atmosphere 2. Motivating students to take part in learning 3. Delivering learning objectives, As for the learning implementation stage the teacher applies. The joyful learning method emphasizes the use of approaches that make the learning process more interesting, interactive, and fun for students. With games and discussions in learning, teachers can encourage students to think critically, collaborate, and gain a deeper understanding of the subject matter.

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INTRODUCTION

Nowadays, An enjoyable learning process tends to be addressed to an educator as the main factor (Syarnubi, 2019a). In an effort to achieve enjoyable learning, it must start with qualified educators (Syarnubi, 2019b). There are a lot of fun learning with various methods and techniques (Tugiah & Asmendri, 2022). However, not many educators understand and implement it into the learning process as a result students are bored in the learning process in the classroom, the point of impact of this boredom is that students are not eager to learn or are less interested in learning, thus hindering learning objectives and even inhibiting students' critical thinking skills in solving problems, the impact is lazy to learn, the knowledge conveyed by the teacher is not absorbed by students properly, the learning process is not conducive and many other things (Hidayat, 2023).

Critical thinking and problem solving skills are aspects that need to be honed (Alucyana & Raihana, 2023). Critical thinking skills need to be developed and familiarized by each individual. (Riyanto et al., 2024). Thinking ability is a series, ideas, ideas or conceptions that are focused on solving a problem (Samura, 2019). Therefore, everyone has different thinking patterns because of the critical knowledge process in viewpoints, critical and creative power attitudes are urgent issues in the world of education (Hardiantiningsih et al., 2023)

Critical thinking is also explained in several letters in the Qur'an, this shows that critical thinking is an important value in Islam and is recommended in religion, which has been explained in the Al-Quran surah Az-Zumar verse 18:

الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ أُولَئِكَ الَّذِينَ هَدَاهُ اللَّهُ وَأُولَئِكَ هُمْ أُولُوا الْأَلْبَابِ ۗ (الزمر/39: 18).

Meaning: "Those who listen to what is said and then follow what is best among them. They are the ones whom Allah has guided, they are the Ululalbab (people of sound mind)."
(Kemenag RI, 2021)

This verse shows that Allah SWT emphasizes the importance of using reason and critical thinking in understanding his creation. Allah reminds humans to use their minds and observe the signs of his greatness in the universe. This shows that critical thinking is an important value and is encouraged in Islam (Nafi et al., 2023).

This critical thinking ability is directed to increase the potential of students in dealing with existing developments (Syarnubi et al., 2023b). Critical thinking needs to be trained and become one of the concerns and learning in the 21st century to form a person who is able to develop his thinking skills in everything (Inggriyani & Fazriyah, 2019). A person has a different mindset because the methods and processes of knowledge are also different, one of which uses a fun process (Une et al., 2022). Learning that is carried out actively and fun has a function in improving the ability of learners (Syarnubi, 2020). The purpose of fun learning is to make the quality of learning more meaningful and enjoyable and can also make students actively participate in learning (Syarif et al., 2022). Creating active and fun learning with various strategies and methods is a must (Syarnubi, 2022). A fun learning process will provide positive feedback for students and shape students to become more characterized (Rohani et al., 2021). While the concept of critical thinking is not a simple act of receiving information and then accepting it, critical thinking involves an active thinking process and analyzing what is received. Critical thinking ability is a goal that must be achieved by students from learning activities (Atiaturrahmaniah et al., 2022). Thinking ability is a person's ability to use his mind critically, logically, and creatively to understand, analyze, and evaluate information, problems, or situations encountered (Alamsyah & Ahwa, 2020). With this, a teacher does not escape his role as central in developing all aspects of the personality and skills of learners (Syarnubi et al., 2023a). In addition, teachers are still expected to be able to improve students' abilities so that cognitive, critical thinking, active, independent and creative abilities are still obtained, for that, efforts that can be made are to improve the quality of PAI learning through critical thinking models (Surawan & Arzakiah, 2022).

Based on observations that researchers have made, the facts in the field show that in learning in class VII at MTsN 2 Palang Raya, especially Akidah Akhlak subjects, some have been able to develop critical thinking skills, especially in class VIII, totaling 32 students. However, learning in that class is still about memorizing or remembering what is in the book in the teaching and learning process using a fairly simple and traditional method of learning that uses the method of lecturing or conveying information verbally to students, the way of learning and learning looks monotonous, boring and so on. Such learning seems to be put aside by students and is considered a general lesson, even a lesson that is not more important. While in real life today there are many unexpected problems related to developing critical thinking skills, students will be able to apply them in real life if the problem occurs in the student's environment.

METHODS

This type of research uses descriptive qualitative techniques with a subject of 32 students. The time allocation in this study was carried out for 2 months starting from March-April 2024. This research is located at MTsN 2 Palang Raya Jl. Tjilik Riwut No.Km. 7, Bukit Tunggal, Kec. Jekan Raya, Palang Raya City, Central Kalimantan 74874, Central Kalimantan Province. Data collection techniques using observation, interviews and documentation. While data validation uses source triangulation analysis, then data analysis uses data collection, data reduction, data display, and conclusion drawing.

RESULTS AND DISCUSSION

Joyful learning implementation

The Joyful Learning method is a learning approach whose implementation emphasizes the concept of joy, excitement, and fun in the teaching and learning process. This method aims to make

learning more fun and interesting for students so that they are more motivated and enthusiastic in participating in learning. By using this method, teachers utilize various creative techniques, games, art, music, and other learning aids to create a positive learning environment and stimulate learners' interest in learning. In addition, the Joyful Learning method also encourages learners' active involvement in the learning process so that they can learn more effectively and enjoyably. This method not only improves learning outcomes, but also helps to create a pleasant learning atmosphere and build harmonious relationships between teachers and students. The steps of applying the joyful learning method in developing critical thinking skills are three, namely learning planning, learning implementation and learning evaluation as follows:

Lesson planning

Identify the learning objectives to be achieved and select activities that are in line with the concept of this method. Ensure that the activities can trigger excitement and student engagement. The steps for planning the learning process of the joyful learning method are as follows:

1. Preparing the classroom atmosphere

Based on the findings of the researchers in the field, it can be seen that the teacher checks the presence of students, besides that, he also asks students to prepare stationery and asks students to get rid of something that is not related to learning, revealed by Muslimah that checking student attendance is included in the teacher's efforts to prepare the classroom atmosphere (Robiadi & Muslimah, 2021).

This is in accordance with what Akidah Akhlak teachers do in class to prepare the classroom atmosphere, can be a source of teachers in using the right learning style in a class, prepare mature material, then provide learning tools suitable for the subject matter, and prepare the right learning atmosphere for the subjects to be taught (Dewi & Yusri, 2023). A conducive learning atmosphere is a factor that influences students' learning focus and teachers' teaching effectiveness (Syarnubi et al., 2021).

2. Motivate students to follow the learning

Based on the findings of researchers in the field regarding the motivation of teachers who implement the joyful learning method to continue with motivating. In pedagogics, motivating students is included in preliminary activities, this coincides with the joyful learning method because it carries out planning activities that must be carried out by teachers who can stimulate students' thinking skills (Putri & Fathoni, 2022). Based on this explanation, that the joyful learning method can improve students' critical thinking skills, this is an alternative in the learning process to improve students' critical thinking skills (Saputra et al., 2022).

Motivation is very important in learning activities, because the presence of motivation will encourage the spirit of learning and vice versa, the lack of motivation will weaken the spirit of learning (Fauzia & Surawan, 2021). Reinforcement and cultivation of learning motivation is in the hands of the educators (Syarnubi, S., Alimron, A., & Muhammad, 2022). Because motivation is an absolute requirement in learning; a person who learns without motivation (or lack of motivation) will not succeed (Syarnubi & Fahiroh, 2024). Although it can be from outside such as teachers. If the teacher is not maximized in the process of motivating students and in delivering the learning process, the results will be low (Ahmad & Muslimah, 2021).

3. Delivering learning objectives

Based on the findings of researchers in the field at the time of conveying the learning objectives carried out by the moral akidah teacher at MTsN 2 Palangka Raya, how to convey it in a more unique way, namely the teacher conveys once then the students are asked to repeat with an excited tone so that before starting learning students already get soul support or high enthusiasm before learning because the teacher conveys the learning objectives. This is also included with planning activities that require teachers to convey learning objectives (Intan et al., 2022).

Implementation of learning

Learning activities are in accordance with the plan that has been prepared, ensure students are actively involved, and provide the necessary support and guidance. The stages of implementing the learning process:

1. Presenting initial information

Based on the findings of researchers in the field, the implementation process in the next teaching and According learning activity, the teacher conveys information about the material very uniquely, namely with the media of pictures or newspapers about the material with pictures / newspapers, movements, and followed by movements and a question and answer process that triggers student activeness in critical thinking and is more active in class.

This is also revealed by yohanes sumargo's research that presenting initial information about the material can provide an overview in the teaching and learning process. (yohanes sumargo, 2022). Presenting initial information is the first step in the learning process where the teacher introduces the topic or material to be taught to students (Robiadi & Muslimah, 2021). This can involve giving a brief introduction, conveying learning objectives, or providing context to prepare students to receive the lesson that will be delivered next. Presenting initial information helps students to focus and understand the importance of the material to be learned (Lutfi et al., 2024).

2. Prepare media and teaching materials

Based on the findings of researchers in the field, the Akidah Akhlak teacher at MTsN 2 Palangka Raya was seen preparing media such as newspapers, books that were in accordance with the teaching and learning process. Followed by the teacher directing students to be divided into groups consisting of several students randomly without discriminating between one student and another equally.

To Setya Resmini, without learning media the teaching and learning process is not carried out (Resmini et al., 2021). Interesting learning media will encourage students to be actively involved in the learning process (Syarnubi et al., 2024). Prepare media and materials that are in accordance with the teaching and learning process carried out by the teacher to achieve the desired goals (Lutfi et al., 2024).

3. Ice breaking

Based on the findings of researchers in the field of teaching and learning of teachers at MTsN 2 Palangka Raya, in the process of implementing learning is very different such as singing or games so that in the learning process the goal is for students to get high spirits before the learning process and not be lethargic or sleepy this is in accordance with the implementation of the joyfull learning method whose learning objectives are to make students happy. By using the joyfull lerning method or fun method, teachers also stimulate students to develop critical thinking skills.

It is important for a teacher to manage the learning process in the classroom (Syarnubi, 2016). Because of the learning process, teachers must try to choose methods that make all students have the ability to think critically quickly, precisely and accurately (Lestari et al., 2021). For this reason, the method must be fun and provide opportunities for students to feel unable to develop critical thinking skills in a fun way in the learning process (Huda, 2020). Meanwhile, the learning method is not only used as a systematic guide in learning, but also used as an instrument to understand the subject matter (Zamri, 2021).

4. Paying attention to the teaching and learning process

Based on the findings of the researchers in the field, the teacher asked all students to pay attention to what was conveyed in the learning activities, and each group was given practice questions or challenges with the learning media that the teacher had prepared (newspapers and paper). Activity in the learning process is an activity that is carried out both physically and mentally student activity during the teaching and learning process is an indicator of students' desire for activities or behaviors that occur during the teaching and learning process that can hone students' thinking skills, in line with the theory which states

that the teacher's role is as an educator for students, his function is to disseminate information and knowledge as well as create and direct students' critical thinking skills (Qiyam, 2020).

Asking students to pay attention to the teaching and learning process is asking students to focus and be active in the learning process (Karim, 2024). The focus of students in the learning process is a very important factor and determines the success of absorbing the subject matter (Fauzi, M., Lestari, A.R.S., & Ali, 2023). It involves asking questions, giving directions, or providing instructions to help students follow the lesson well, participate actively, and understand the material being taught (Surawan & Arzakiah, 2022).

5. Delivered the material with clear intonation

Based on the findings of researchers in the field, the teacher conveys the material with clear intonation from the language and the way of conveying so that students easily understand what is conveyed. Furthermore, the teacher appoints groups randomly so that each group can prepare themselves carefully to discuss the results of their discussion. This is very unique and different from the others in that each group that comes forward must discuss it with the game, this is what makes the joyful learning method different from the others. The researcher's interview in the field, Mr. KS, the moral creed teacher of class VIIIH, stated that "fun learning is making students happy, making fun, happy, arousing a sense of pleasure, satisfying, attracting hearts, and feeling satisfied when in the learning process" by using the joyful learning method of discussing while playing can make students happy and not monotonous during learning. A clear intonation tone when explaining the material is expressed to make the listener understand what the teacher's purpose (Supiani et al., 2020).

Explaining is the process of providing explanations or information in a way that is clear and easy to understand (Norvia et al., 2023). Clear intonation in explaining involves using the appropriate tone of voice to emphasize key words, distinguish between important and non-important parts, and maintain the smooth delivery of information so that listeners or readers can follow well (Syahmidi et al., 2023). Clear intonation in explaining plays an important role in helping the audience understand and convey information effectively (Muslimah, 2024). Through good intonation and voice management, it can make the learning process less boring (Syarnubi, 2024).

6. Provide material reinforcement

Based on the findings of researchers in the field after the group discussion process was completed, the teacher provided reinforcement for the answers that had been submitted by each group. The learning process will feel fun if students are active in the learning activities in it, the learning activities in question are all forms of student activities in participating in learning activities in learning have 5 interactions, namely student and material interactions, student interactions with learning, student interactions with other students, student interactions with teachers, student interactions with groups, and student interactions between groups (Hoerudin, 2022).

The learning process of the joyful learning method in developing students' critical thinking skills looks suitable to be applied in a good class of students, which can be seen from the interaction of students who have been able to think critically, the results of an interview with EPN, one of the 7th grade students said "after the teacher applied learning using the joyful learning method in the learning process I felt happy and developed critical thinking skills, for example in analyzing problems, one of which was by using groups". From the interview with the student, it is concluded that there is a relationship between the joyful learning method and critical thinking skills to improve critical thinking skills, a teacher must choose certain learning methods or methods that are able to stimulate students' reasoning or thinking power related to the material being studied and are able to make students active in learning, so as to stimulate thinking at a higher level HOTS (High Order Thinking Skills) such as analytical skills, evaluation skills and material creation skills (Qiftiyah, 2021).

Providing learning seal reinforcement is the practice of strengthening the learning process by providing positive feedback or rewards to individuals after they have successfully

completed a task or achieved a specific learning objective (Qiftiyah, 2021). It aims to increase motivation, confidence and desire to learn further. Positive reinforcement can be in the form of praise, awards, incentives, or recognition of achievements that have been made so as to stimulate individual interest and motivation in the teaching-learning process (Lutfi et al., 2024).

7. Discuss and play

Based on the findings of researchers in the field at the end of this implementation activity, the teacher then invites students to discuss and play by playing games according to the material being studied so that students can happily capture the learning process without feeling bored or tense. By applying the joyful learning method, it is hoped that the teaching and learning process will become more enjoyable. This learning will make a pleasant atmosphere and make students active (Muslimah, 2024).

In the process of implementing learning, teachers invite students to play and discuss to increase active interaction and student involvement in learning (Rozanna et al., 2021). Playing can liven up the learning atmosphere, reduce boredom, and make learning more fun and refresh students' minds. While discussing allows students to share opinions, raise questions, and discuss the concepts learned, thus stimulating critical thinking, collaboration, and deeper understanding (Purwanti et al., 2022). The combination of play and discussion can increase the effectiveness of learning and make it more interesting for students (Devi, 2021).

Learning evaluation

Evaluation is used as a tool to determine whether a learning objective is achieved or not (Syarnubi, 2023). Comprehensive assessment of learning outcomes, including aspects such as student engagement, mastery of the material, and student response to the learning methods used. The stages of implementing the teaching process:

1. Summarize learning activities

Based on the findings of researchers in the field in the evaluation process the teacher asks students to conclude and demonstrate answers in front of the class, it can be seen that many students are active in conveying learning outcomes and demonstrating answers in front of the class. The results of the interview with Mr. KS stated that "in the evaluation the teacher sees and assesses students such as student involvement, responses to the methods used and sees the delivery of student material evaluations" then the teacher while completing the end of the learning material obtained by students gives awards to students who dare to demonstrate in front of the class. In the application of the joyful learning method, it can be seen from the pleasant classroom atmosphere when in the learning process so as to develop students' critical thinking skills, the use of varied learning resources and media as well as approaches in Akidah Akhlak learning, therefore efforts are needed to improve critical thinking skills that support learning in developing students' critical thinking skills such as this joyful learning method not only the teaching method is fun but also all those involved in the learning process including the right learning.

Summarizing learning activities refers to the process of drawing conclusions or summarizing the material that has been learned or studied by someone (Niami, 2022). It involves identifying key points, important information, or learning outcomes to help reinforce understanding and recall of the information that has been learned (Wahyuni, 2023). Summarizing learning activities helps consolidate knowledge and prepares one for future use and application (Zahrattunnisa, 2022).

2. Closing the lesson

Based on the findings of the researchers in the field, it can be seen that the teacher closes the lesson with prayer and greetings as a form of opportunity to end the teaching-learning process with full spiritual and social vigilance. The prayer ends with good wishes and requests from God and greetings as an expression of mutual respect and pray for safety between teachers and students. By closing the lesson like this, the teacher conveys a message of goodness, peace and safety for all involved in the teaching-learning process.

The table of steps for applying the joyfull learning method is as follows:

NO	Application of <i>joyfull learning</i> method	Steps for implementing the <i>joyfull learning</i> method
1	Lesson planning	Preparing the classroom atmosphere. Motivate students. Delivering learning objectives.
2	Implementation of learning	Delivering initial information. Deliver media and teaching materials. Ice breaking. Pay attention to the teaching and learning proses. Delivering the material. Provide reinforcement of the material. Discuss and play.
3	Learning evaluation	Summarize learning activites. Closing the lesson.

The application of the joyful learning method seems to get a good response by students as seen from the pleasant classroom atmosphere when in the learning process students actively express opinions or ask questions and the initial method is fairly simple traditional with a way of learning that uses the method of lecturing or conveying information verbally to students using this fun method looks not monotonous or boring so that it can develop students' critical thinking skills.

CONCLUSION

From the results of the research and discussion in this article, it can be concluded that the application of joyful learning method is an effective approach in developing students' critical thinking skills. The application of the joyful learning method can improve critical thinking skills, because from planning the teacher has implemented the learning process well as the teacher has applied, namely 1. Preparing the classroom atmosphere 2. Motivating students to take part in learning 3. Delivering learning objectives, As for the learning implementation stage the teacher applies 1. Delivering initial information 2. Preparing teaching media and materials 3. Ice breaking 4, paying attention to the teaching and learning process 5. Delivering material with clear intonation 6. Provide reinforcement of material 7. Discuss and play. And in the last stage, there are 2 learning evaluations, namely 1.summarizing learning activities 2.closing learning.

The joyful learning method emphasizes the use of approaches that make the learning process more interesting, interactive, and fun for students. With games and discussions in learning, teachers can encourage students to think critically, collaborate, and gain a deeper understanding of the subject matter. because from planning the teacher has implemented the learning process well, and at the implementation and evaluation stages of learning the teacher develops critical thinking skills Through the use of game and discussion elements in learning, teachers can create an inspiring, interactive, and fun learning environment for students. This contributes to increased learning motivation, deeper understanding, as well as students' critical thinking skills. Therefore, it is important for teachers to consider applying joyful learning methods in the learning process to improve the quality of education and the development of students' potential.

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