

IMPLEMENTATION OF THE JOYFUL LEARNING METHOD IN FIQH LEARNING CLASS X AT MADRASAH ALIYAH AL-ISLAMIYAH

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ABSTRACT: *This study aims to describe the implementation of the Joyful Learning method in Fiqh learning, examine students' responses, and identify the supporting and inhibiting factors affecting its implementation at MA Al-Islamiyah. The study was motivated by the low level of student participation and enthusiasm observed during Fiqh learning activities. Joyful Learning is a learning approach that emphasizes enjoyable, active, and meaningful learning experiences to encourage student engagement and understanding. This research employed a qualitative descriptive approach. Data were collected through observation, interviews, and documentation involving a Fiqh teacher and Grade X students of MA Al-Islamiyah as research participants. Data were analyzed using the Miles and Huberman model, including data reduction, data display, and conclusion drawing. The findings revealed that Joyful Learning was implemented through various interactive activities, such as educational games, group discussions, practical simulations, and learning reflections. The implementation of these activities created a positive learning environment that encouraged student participation, curiosity, and engagement in Fiqh learning. Students responded positively to the method, demonstrating increased enthusiasm, active participation, confidence, and understanding of the learning materials. Supporting factors included teacher creativity, the availability of learning media, adequate learning facilities, and student enthusiasm. Meanwhile, inhibiting factors consisted of differences in students' abilities, classroom conditions, and limited instructional time. The study concludes that Joyful Learning contributes significantly to creating a more active, enjoyable, and participatory Fiqh learning environment at MA Al-Islamiyah.*

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INTRODUCTION

Fiqh learning has an important role in fostering understanding, practice, and the formation of students' religious character. Through fiqh learning, students not only gain knowledge about Islamic laws, but are also directed to be able to implement them in daily

life. Therefore, the fiqh learning process should take place in an interactive, contextual, and fun manner in order to increase students' interest in learning, motivation, and involvement in the learning process.¹

One approach that can support the creation of active and fun learning is *Joyful Learning*. *Joyful Learning* is a learning approach that emphasizes the creation of a learning atmosphere that is comfortable, fun, creative, and free from psychological and physical pressure so that students can learn optimally.² This approach allows students to be more active, increase their absorption of the material, and gain meaningful learning experiences. In the context of PAI learning, *Joyful Learning* can be applied through strategies such as educational games, *role play*, *ice breaking*, *mind mapping*, as well as the use of interesting music and visual media. This approach allows students to be actively involved in the learning process, as it is able to foster students' sense of fun, enthusiasm, and active participation in the learning process.³

However, the learning conditions of PAI, especially in Fiqh subjects, still face various challenges. Many learning processes are still dominated by lecture methods and are teacher-centered so that students tend to be passive and less enthusiastic in participating in learning.⁴ This condition has an impact on low student participation in learning activities and a lack of optimal understanding of the material studied.⁵ This condition demands more interesting, active, and meaningful learning innovations so that students are fully involved in learning activities.

Based on the results of initial observations made by researchers in class X of MA Al-Islamiyah. Of the 30 students observed, as many as 19 students (63.3%) tended to be passive during the learning process, only 8 students (26.7%) actively asked questions or expressed opinions, while 3 students (10%) showed excellent involvement in class discussions. In addition, the average value of daily evaluation results on Fiqh material is still below the completeness target set by the madrasah. This condition shows that Fiqh

¹ Odik Fraydika, 'Implementation of the Card Sort Method in Fiqh Learning at MAN 3 West Pasaman', *Paramurobi: Journal of Islamic Religious Education*, 4.2 (2021), p. 2.

² Khadijah Maming et al., "Joyful Learning as a Worthwhile Instructional Activity for English Beginner Students in the Post Covid 19 Pandemic Era," *Ethical Lingua: Journal of Language Teaching and Literature* 10 (April 2023).

³ Bhertia Annisa Rahma and Hidayah, "The Application of Joyful Learning Through the Loose Part Learning Method in Early Childhood", *Proceedings of the National Postgraduate Seminar*, 5.10 (2022), p. 190.

⁴ Chotijah Maulidiah, Septiani Hidayatul Atiqo, and Ika Widiyawati, "Implementation of Joyfull Learning Method in Developing," *ICHES: International Conference on Humanity Education and Social* 2, no. 1 (2023): 3.

⁵ Hilyah Azkiya and Siti Istiqomah, "The Application of the Joyful Learning Method in Increasing Student Learning Motivation", *Basicedu Journal*, 9.2 (2025), p. 411.

learning still requires innovation that is able to increase student participation and learning motivation so that the learning process becomes more active, fun, and meaningful.

Several previous studies have shown that *Joyful Learning* has a positive contribution to the learning process and outcomes. Research by Wijaya and Prayitno (2026) found that the application of *Joyful Learning* has proven to be effective in increasing student participation, understanding, and motivation for the material.⁶ Research by Primaidola and Arsyah (2024) shows that *Joyful Learning* is effective in improving student learning outcomes in Islamic Religious Education subjects.⁷ Research by Rahmi et al (2024) shows that the application of *Joyful Learning* has been proven to be able to improve student learning outcomes and motivation in the classroom.⁸ In addition, an interactive and collaborative learning atmosphere also has a positive effect on student participation.⁹ These findings show that *Joyful Learning* has the potential to be an effective alternative learning strategy in improving the quality of the learning process.

However, previous studies have generally focused more on the influence of *Joyful Learning* on students' motivation, interests, or learning outcomes. Most studies use an experimental quantitative approach that focuses on measuring improved learning outcomes after treatment. Research that examines the implementation of *Joyful Learning* in depth in Fiqh learning, especially at the Madrasah Aliyah level, is still relatively limited.¹⁰ In addition, aspects of the implementation process, student response, as well as supporting and inhibiting factors for the implementation of *Joyful Learning* have not been comprehensively studied.¹¹ Therefore, research is needed that provides a comprehensive overview of the implementation of *Joyful Learning* in Fiqh learning in the context of Madrasah Aliyah.

⁶ Bilal Wijaya and Harun Prayitno, 'The Application of the Joyful Learning Approach to Increase Participation and Learning Motivation of Elementary School Students', *Didactic: Journal of Education*, 15 (2026), pp. 845–56, doi:10.58230/27454312.3772.

⁷ Primaidola and Fajriyani Arsyah, 'The Effectiveness of the Joyfull Learning Method in Improving Student Learning Outcomes in PAI Learning at SD Islam Darul Makmur', *Adiba: Journal of Education*, 4.4 (2024), pp. 702–10.

⁸ Afia Sajida and others, 'The Implementation of Joyfull Learning in Increasing Student Learning Motivation in Grade IV PAI Learning at SD Sains Nusantara', *Social, Humanities, and Educational Studies (SHES): Conference Series*, 7 (2024), doi:10.20961/shes.v7i3.91620.

⁹ Arifatul Fitriyah and Ilma Fahmi Azizah, "Implementation of Joyful Learning Method in Increasing Students Learning Motivation in Pai," *Proceeding International Seminar on Islamic Education and Peace* 4 (2024): 510–514.

¹⁰ Yuliana; Yoma Putri Abdul Razzak; Fadriati, Fadriati, 'The Implementation of Fiqh Elements Learning Based on Joyful Learning with Sahwi Prostration Material to Increase Students' Learning Interest', *Indonesian Journal of Education Research* no. Vol. 4 No. 2 (2025) (2025), pp. 987–94 <<https://jpion.org/index.php/jpi/article/view/513/327>>.

¹¹ Saiful Lutfi, Moh Fauzan, and Dedi Arman, 'Application of Joyful Learning Method in Learning Tafsir Tarbawi for Islamic Religious Education (PAI) Students', *Journal of Teacher Studies and Learning*, 8.3 (2025), pp. 1412–30.

This study places the implementation of *Joyful Learning* in Fiqh learning as the main focus of the study. Unlike previous research that measured the improvement of learning outcomes after the application of certain methods, this study explores in depth the process of implementing *Joyful Learning*, student responses, and factors that support and hinder its implementation in Madrasah Aliyah. Thus, this study provides a more complete perspective on the application of *Joyful Learning* in Fiqh learning in the context of madrasah education.

Based on the problems and research gaps that have been described, the formulation of this research problem is: how to implement the *Joyful Learning* method in Fiqh learning at MA Al-Islamiyah, how do students respond to the application of the method, and what factors support and hinder its implementation. This study aims to describe the implementation of *the Joyful Learning* method in Fiqh learning, find out students' responses to its application, and identify supporting and inhibiting factors that arise during the learning process. Theoretically, this research is expected to enrich the study of innovative learning strategies in Islamic Agama Education. Practically, this research is expected to be a reference for Islamic Religious Education teachers in developing Fiqh learning that is more active, fun, and student-centered.

METHODS

This study uses a qualitative approach with a descriptive type of research. The qualitative approach was chosen because the research aims to understand and describe in depth the implementation of *the Joyful Learning* method in Fiqh learning, students' responses to its application, as well as supporting and inhibiting factors that affect the implementation of learning. With this approach, researchers can obtain a comprehensive picture of the phenomenon being studied based on natural conditions in the field.

The research was carried out at MA Al-Islamiyah West Jakarta in the even semester of the 2025/2026 academic year. The research subjects consisted of one Fiqh teacher and 30 students of class X who were directly involved in learning using *the Joyful Learning method*. The selection of research subjects was carried out by *purposive sampling* by considering their involvement and experience in the learning process that is the focus of the research.

Research data was collected through observation, interviews, and documentation. Observations were carried out to directly observe the implementation of *the Joyful Learning* method in Fiqh learning, including teacher activities, student involvement, the use of learning media, and the learning atmosphere created during the learning process. Semi-

structured interviews were conducted with teachers and several students to obtain more in-depth information about the learning experience, student responses, and factors that support and hinder the application of *the Joyful Learning* method. Documentation is used to complete research data in the form of photos of learning activities, learning tools, student attendance lists, and other documents relevant to the research.

The research instrument consists of observation guidelines, interview guidelines, and documentation sheets. Observation guidelines are used to record the activities of teachers and students during learning. The interview guidelines were used to dig up information related to the implementation of *Joyful Learning*, student responses, as well as supporting and inhibiting factors found in the field. Meanwhile, documentation sheets are used to collect and organize various documents that support research data.

Data analysis was carried out using the Miles and Huberman model which includes three stages, namely data reduction, data presentation, and conclusion drawing or verification.¹² Data reduction is carried out by selecting and simplifying data that is relevant to the focus of the research. Furthermore, the data is presented in the form of a narrative description to make it easier to understand and analyze. The last stage is carried out by drawing conclusions based on the patterns, themes, and relationships between data found during the study.

To ensure the validity of the data, this study uses source triangulation techniques and triangulation techniques. Source triangulation is carried out by comparing information obtained from teachers and students, while technical triangulation is carried out by comparing data from observations, interviews, and documentation.¹³ Through these techniques, the data obtained is expected to have a higher level of credibility, validity, and trust.

RESULTS AND DISCUSSION

Implementation of the *Joyful Learning* Method in Fiqh Learning

Based on the results of observations and interviews with Fiqh teachers, it is known that the *Joyful Learning* method has been applied in learning through various activities that actively involve students. The activities carried out included group discussions, educational

¹² Qomaruddin Qomaruddin and Halimah Sa'diyah, 'Theoretical Studies of Data Analysis Techniques in Qualitative Research: Spradley, Miles and Huberman's Perspective', *Journal of Management, Accounting, and Administration*, 1 (2024), pp. 77–84, doi:10.52620/jomaa.v1i2.93.

¹³ Dedi Susanto, Risnita, and M Jailani, 'Data Validity Examination Techniques in Scientific Research', *QOSIM Journal Journal of Social Education & Humanities*, 1 (2023), pp. 53–61, doi:10.61104/jq.v1i1.60.

games, interactive quizzes, practice simulations, and group presentations. Teachers utilize various learning media such as projectors, smartphones, game papers, and simple props to create a more engaging and enjoyable learning atmosphere.

Table 1. Implementation of the *Joyful Learning* Method in Fiqh Learning

Aspects	Research Findings
Teachers' understanding of <i>Joyful Learning</i>	Learning methods that emphasize teacher creativity, a fun learning atmosphere, and active student engagement.
Reasons for implementation	In accordance with the characteristics of Fiqh learning which emphasizes aspects of practice and practice.
Form of activity	Group discussions, educational games, interactive quizzes, practice simulations, group presentations, and smart meticulous.
Learning steps	Group formation, giving spark questions, delivering material, implementing games or simulations, discussions, and evaluations.
Learning media	Projectors, smartphones, game papers, question bottles, and other simple media.
Learning evaluation	Assessment is carried out through discussions, presentations, ability to answer questions, and student participation in learning activities.

Processed data sources (2026)

The findings of this study indicate that the implementation of Joyful Learning in Fiqh learning extends beyond the mere transmission of knowledge and emphasizes the active participation of students throughout the learning process. In this context, teachers no longer function solely as sources of information but act as facilitators, motivators, and learning designers who create engaging and enjoyable learning experiences. Through the use of various interactive learning activities, such as group discussions, simulations, educational games, and collaborative tasks, students are encouraged to participate actively, express their opinions, and construct their understanding of Islamic legal concepts through direct experience. This finding demonstrates that the effectiveness of Fiqh learning is not only determined by the mastery of content but also by the quality of students' learning experiences.

From a theoretical perspective, these findings are consistent with the principles of Joyful Learning theory, which emphasizes the importance of creating a learning environment that is comfortable, enjoyable, meaningful, and free from excessive pressure. According to this perspective, positive emotions and pleasant learning experiences contribute significantly to students' cognitive engagement, motivation, and academic achievement. The implementation of Joyful Learning in Fiqh classes at the research site shows that when students feel emotionally secure and psychologically engaged, they become more motivated to participate in learning activities and demonstrate a deeper understanding of the subject matter. Consequently, the learning process becomes more

student-centered and promotes meaningful learning experiences rather than rote memorization.

Furthermore, the application of group discussions, simulations, and educational games reflects the adoption of a constructivist learning approach, which positions students as active subjects in the process of knowledge construction. Constructivist theory argues that knowledge is not passively received but actively built through interaction, experience, and reflection. In the context of Fiqh learning, students are encouraged to analyze religious issues, discuss various legal perspectives, practice Islamic rituals, and collaboratively solve contextual problems related to everyday religious practices. Through these activities, students are provided with opportunities to connect theoretical concepts with practical experiences, thereby enhancing both conceptual understanding and practical competence.

The implementation of simulations and practice-based learning activities is particularly relevant in Fiqh education because the subject matter inherently involves the understanding and application of Islamic legal practices in daily life. Therefore, Joyful Learning does not merely increase students' enjoyment but also facilitates the internalization of religious values and the development of practical religious skills. This finding suggests that emotional engagement and experiential learning play essential roles in strengthening students' understanding of Islamic teachings and their application in real-life contexts.

The results of this study are consistent with the findings of Sufiani and Marzuki (2021), who concluded that the implementation of Joyful Learning can improve the quality of the learning process through creative, interactive, and enjoyable activities. Their research demonstrated that students become more active, motivated, and engaged when learning activities are designed to promote enjoyment and participation. However, the present study provides a more specific and contextual contribution by examining the implementation of Joyful Learning in Fiqh subjects, which possess distinctive characteristics related to practice-oriented learning and the application of Islamic values. Unlike general classroom subjects, Fiqh learning requires students not only to understand theoretical concepts but also to develop practical competencies and religious attitudes. Therefore, the successful implementation of Joyful Learning in Fiqh education indicates that this approach can effectively bridge cognitive understanding, affective development, and psychomotor skills.

Overall, the findings demonstrate that the implementation of Joyful Learning in Fiqh education contributes significantly to creating a more meaningful, interactive, and student-centered learning environment. This approach not only enhances students' academic

understanding but also strengthens their motivation, participation, social interaction, and religious practice competencies. Consequently, Joyful Learning can be considered an effective pedagogical strategy for improving the quality of Islamic education, particularly in subjects that emphasize both theoretical understanding and practical application of religious teachings.

Student Response to the Implementation of *Joyful Learning*

The results of interviews with students showed that most of the students responded positively to the implementation of *Joyful Learning*. Students feel happier, more active, and more easily understand the material when learning is done through discussions, educational games, quizzes, and simulations.

Table 2. Student Response to the Implementation of *Joyful Learning*

Indicator	Research Findings
Students' feelings	Happy, excited, and not easily sleepy during learning.
Learning atmosphere	It is more interesting and less boring than conventional learning.
Favorite activities	Games, group discussions, quizzes, and practice simulations.
Activeness of learning	Students are more active in asking questions, discussing, answering questions, and working together in groups.
Understanding of the material	Fiqh material is easier to understand through fun activities.
Learning motivation	Students' motivation to learn increases during the implementation of <i>Joyful Learning</i> .
Learning outcomes	Most students feel an improvement in the understanding and learning outcomes of Fiqh.

Processed data sources (2026)

The positive response shown by the students shows that *Joyful Learning* is able to create a more conducive and participatory learning environment. A fun learning atmosphere makes students more courageous to express their opinions, ask questions, and be actively involved in learning activities.

According to the theory of learning motivation, a pleasant learning atmosphere can increase students' intrinsic motivation. When students feel comfortable and enjoy the learning process, they tend to have a higher interest in following the learning and understanding the material being taught. This finding can be seen from the statement of students who feel that it is easier to understand Fiqh material and are more enthusiastic about participating in learning.

The results of this study support the research of Rahma, et al. (2025) who stated that *Joyful Learning* has a positive effect on student learning motivation.¹⁴ This finding is also in line with the research of Afia, et al. (2024) which shows that *Joyful Learning* is able to increase students' interest in learning Fiqh.¹⁵ Thus, *Joyful Learning* can be an effective alternative learning strategy to improve the quality of Islamic Religious Education learning.

The positive responses demonstrated by students indicate that the implementation of Joyful Learning is capable of creating a more conducive, interactive, and participatory learning environment. The findings reveal that students experience greater comfort, enjoyment, and engagement during the learning process, which subsequently encourages them to participate more actively in classroom activities. A learning atmosphere characterized by enjoyment and emotional comfort provides opportunities for students to express their opinions freely, ask questions without hesitation, and collaborate effectively with their peers. This condition reflects the successful transformation of the learning environment from a teacher-centered approach into a more student-centered and meaningful learning experience.

From the perspective of educational psychology, the effectiveness of Joyful Learning can be explained through learning motivation theory, which emphasizes that students' emotional experiences during learning significantly influence their motivation and academic performance. A pleasant learning atmosphere can stimulate students' intrinsic motivation because they perceive learning activities not merely as academic obligations but also as enjoyable experiences that satisfy their psychological needs. According to intrinsic motivation theory, students who experience enjoyment and satisfaction in learning activities tend to demonstrate higher levels of persistence, curiosity, and commitment to understanding learning materials. In this context, the implementation of Joyful Learning contributes positively to the development of students' internal motivation, enabling them to engage more deeply with the subject matter.

The findings of this study indicate that students who participated in Joyful Learning activities showed greater enthusiasm and interest in learning Fiqh. They reported that the learning materials became easier to understand because the instructional activities were

¹⁴ Rahma Putri Damayanti; Rahmawati Rosyidah; D'Angelo, S.; Masrur Slamet; Sri Hartini; Anthony Van Dicky H, 'The Application Of The Joyful Learning Model To Increase Learning Motivation', *STUDENT RESEARCH SCIENTIFIC JOURNAL*, no. Vol 3 No 5 (2025): October (2025), pp. 469–77 <<https://ejurnal.kampusakademik.my.id/index.php/jipm/article/view/1468/1221>>.

¹⁵ Sajida and others, 'The Implementation of Joyfull Learning in Increasing Student Learning Motivation in Grade IV PAI Learning at SD Sains Nusantara'.

delivered through engaging methods, interactive discussions, and enjoyable classroom interactions. The increased level of student participation observed during the learning process also suggests that Joyful Learning successfully reduces psychological barriers that often hinder students from actively engaging in classroom activities. Consequently, students become more confident in expressing their understanding, asking for clarification, and participating in collaborative learning experiences.

Furthermore, the implementation of Joyful Learning appears to have a positive impact not only on cognitive achievement but also on students' affective and social development. The enjoyable learning atmosphere fosters positive emotional experiences that strengthen students' relationships with teachers and peers. This supportive social environment contributes to the development of students' communication skills, collaborative abilities, and self-confidence, which are essential competencies in contemporary educational contexts. Therefore, the effectiveness of Joyful Learning should not be evaluated solely based on academic achievement but also on its contribution to students' holistic development.

The results of this study support the findings of Rahma et al. (2025), who concluded that Joyful Learning has a significant positive effect on students' learning motivation.¹⁶ Their study demonstrated that students who experienced enjoyable and interactive learning environments exhibited higher levels of learning engagement and academic persistence. Similarly, the present findings corroborate the research conducted by Afia et al. (2024), which revealed that the implementation of Joyful Learning significantly increased students' interest in learning Fiqh.¹⁷ The consistency of these findings across different educational settings strengthens the empirical evidence regarding the effectiveness of Joyful Learning as an instructional approach.

Overall, the findings suggest that Joyful Learning represents an effective alternative learning strategy for improving the quality of Islamic Religious Education instruction. By creating a positive, enjoyable, and student-centered learning environment, Joyful Learning not only enhances students' motivation and academic understanding but also supports the development of essential affective and social competencies. Therefore, educators are

¹⁶ Rahma Putri Damayanti; Rahmawati Rosyidah; D'Angelo, S.; Masrur Slamet; Sri Hartini; Anthony Van Dicky H, 'The Application Of The Joyful Learning Model To Increase Learning Motivation', *STUDENT RESEARCH SCIENTIFIC JOURNAL*, no. Vol 3 No 5 (2025): October (2025), pp. 469–77 <<https://ejurnal.kampusakademik.my.id/index.php/jipm/article/view/1468/1221>>.

¹⁷ Afia Sajida et al., "Implementasi Joyfull Learning Dalam Meningkatkan Motivasi Belajar Siswa Dalam Pembelajaran PAI Kelas IV Di SD Sains Nusantara," *Social, Humanities, and Educational Studies (SHES): Conference Series* 7 (August 2024).

encouraged to adopt and further develop Joyful Learning strategies to create more meaningful, engaging, and effective educational experiences for students.

Supporting Factors and Inhibiting Factors for the Implementation of *Joyful Learning*

The results of the study show that there are several factors that support or hinder the application of *Joyful Learning* in Fiqh learning.

Table 3. Supporting Factors and Inhibiting Factors for the Implementation of *Joyful Learning*

Category	Findings
Supporting Factors	Teacher creativity, availability of learning media, support for school facilities and infrastructure, and student enthusiasm.
Inhibiting Factors	Differences in students' initial abilities, students' psychological conditions, time constraints, and diverse student characters.
Efforts to Overcome Obstacles	Variety of learning methods, assistance to passive students, and adjustment of activities to classroom conditions.

Processed data sources (2026)

The successful implementation of Joyful Learning is influenced by various interconnected factors that collectively determine the effectiveness of the learning process.¹⁸ The findings of this study indicate that teacher creativity serves as the primary determinant in creating an engaging, meaningful, and enjoyable learning environment. Teachers are required not only to master the subject matter but also to possess pedagogical competence that enables them to design innovative learning experiences tailored to students' needs and characteristics. Through creative instructional strategies, teachers can transform conventional classroom activities into interactive and participatory learning experiences that encourage students to become actively involved in the learning process.

Teacher creativity is reflected in the ability to vary learning methods, utilize diverse instructional media, integrate games and collaborative activities, and create a classroom atmosphere that supports student participation. The findings demonstrate that teachers who consistently apply innovative approaches are more successful in maintaining students' motivation and attention during classroom activities. This finding reinforces the assumption that Joyful Learning is not merely a collection of entertaining activities but rather a pedagogical approach that requires careful planning, instructional flexibility, and professional competence. In this context, teachers function not only as transmitters of

¹⁸ Joko Sukoyo, Endang Kurniati, and Esti Sudi Utami, "Joyful Learning Model for Javanese Speech Levels Course," *Theory and Practice in Language Studies* 14, no. 6 (2024): 1786–1795; Ahmad Yasid, "Deep Learning Based On Joyful Learning In Increasing Learning Motivation," *Journal of Language and Letters Education* 1, no. 1 (2025): 41–47, <https://journal.staimun.ac.id/index.php/jalla/article/view/88>.

knowledge but also as facilitators, motivators, and learning designers who create meaningful educational experiences for students.

In addition to teacher competence and creativity, the availability of learning media and institutional support significantly contribute to the successful implementation of Joyful Learning. Educational media, including visual materials, digital technologies, interactive tools, and contextual learning resources, help students understand abstract concepts more easily and increase their engagement in classroom activities. Furthermore, adequate school facilities, such as comfortable classrooms, instructional equipment, and supportive educational environments, provide essential conditions for implementing student-centered learning approaches effectively. These findings indicate that the success of Joyful Learning cannot be separated from the broader educational ecosystem that supports innovative instructional practices.

However, despite the positive impacts observed, the implementation of Joyful Learning also faces several challenges that require serious attention. One of the primary obstacles identified in this study is the variation in students' academic abilities. Students possess different levels of prior knowledge, learning capacities, and cognitive readiness, which influence their participation and learning outcomes. Consequently, teachers must continuously adapt instructional strategies to accommodate diverse learning needs and ensure that all students can participate meaningfully in classroom activities. This finding highlights the importance of differentiated instruction as a complementary strategy in implementing Joyful Learning.

Another significant challenge relates to the psychological conditions of students, which can fluctuate due to various internal and external factors. Students' emotional states, motivation levels, family backgrounds, and social interactions influence their readiness to participate in learning activities. Teachers often encounter situations where some students demonstrate high enthusiasm, while others show limited engagement or reluctance to participate. These psychological variations require teachers to possess strong interpersonal and emotional competencies, enabling them to identify students' needs and provide appropriate support during the learning process. Therefore, effective classroom management in Joyful Learning extends beyond instructional techniques and encompasses emotional and psychological understanding.

Furthermore, the diversity of student characteristics presents an additional challenge in implementing Joyful Learning effectively. Students differ in terms of personality traits,

learning preferences, communication styles, and social interaction patterns. Some students actively participate in discussions and collaborative activities, whereas others tend to be passive or require additional encouragement. This diversity necessitates the use of flexible pedagogical strategies that can accommodate various learning styles and participation levels. The findings suggest that teachers who employ differentiated approaches and provide diverse learning opportunities are more successful in ensuring equitable participation among students.

From a theoretical perspective, these findings are consistent with the principles of humanistic learning theory, which emphasizes the importance of understanding students as unique individuals with distinct needs, interests, and psychological characteristics. Humanistic theorists argue that effective learning occurs when students experience emotional security, personal relevance, and meaningful engagement within the educational environment. The implementation of Joyful Learning reflects these principles by prioritizing student well-being, active participation, and the development of positive learning experiences. Consequently, successful implementation requires teachers to recognize and respond to the cognitive, emotional, and social dimensions of student learning.

Moreover, the findings support the argument that educational effectiveness cannot be achieved solely through the application of specific teaching methods. Instead, successful learning outcomes emerge from the interaction between pedagogical approaches, teacher competencies, student characteristics, and institutional support systems. This perspective aligns with contemporary educational theories that emphasize the contextual nature of teaching and learning processes. Therefore, Joyful Learning should be understood as a holistic educational approach that requires collaboration among teachers, students, schools, and other educational stakeholders.

Importantly, this study extends previous research findings by demonstrating that the success of Joyful Learning is not determined exclusively by the instructional method itself but also by various contextual factors that influence its implementation in educational settings. Previous studies have primarily focused on the effectiveness of Joyful Learning in improving student motivation and academic achievement. In contrast, the present findings reveal that teacher readiness, student diversity, psychological conditions, and institutional

support collectively shape the effectiveness of this pedagogical approach.¹⁹ This contribution provides a more comprehensive understanding of Joyful Learning implementation and highlights the need for contextual adaptation when applying innovative educational strategies in diverse learning environments.

CONCLUSION

Based on the results of the study, it can be concluded that the *Joyful Learning* method has been implemented in Fiqh learning at MA Al-Islamiyah through various learning activities such as group discussions, educational games, interactive quizzes, simulations, and group presentations. The application of this method is able to create a more active, fun, and participatory learning atmosphere.

Students' responses to the implementation of *Joyful Learning* showed a positive trend. Students feel more enthusiastic about participating in learning, more active in discussions, and easier to understand the material learned. In addition, this method provides a more interesting learning experience than conventional learning.

Supporting factors for the implementation of *Joyful Learning* include teachers' creativity in managing learning, the availability of learning media, and student enthusiasm. The inhibiting factors include differences in students' basic abilities, class psychological conditions, and the diversity of students' characters. Therefore, *Joyful Learning* can be one of the alternative effective learning strategies to create more active, fun, and meaningful Fiqh learning.

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¹⁹ Aulia Rahman et al., "Teori Belajar Humanistik Dan Implikasinya Dalam Pembelajaran," *ANTHOR: Education and Learning Journal* 2 (June 2023): 402–409.

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