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## **The Implementation of Singing Method (Joyful Learning) to Improve Learning Outcomes of Fourth Grade Students in Islamic Religious Education Subject on the Topic of Faith in Prophets and Messengers at SD Negeri 0307 Siundol Jae**

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### **Abstract:**

This study aims to examine the implementation of the singing method (joyful learning) to improve the learning outcomes of fourth-grade students in the Islamic Religious Education subject, particularly on the topic of faith in Prophets and Messengers, at SD Negeri 0307 Siundol Jae. The joyful learning method was chosen because it can create a pleasant, interactive learning atmosphere and attract students' attention, making the learning process more effective. This research uses a quantitative approach with an experimental design, involving fourth-grade students as research subjects. Data were collected through student learning outcome tests before and after the implementation of the singing method, as well as observations of student activities during the learning process. The results of the study show that the implementation of the singing method positively affects the improvement of students' learning outcomes. Students became more enthusiastic and motivated in learning the topic of faith in Prophets and Messengers, as evidenced by increased test scores and higher student participation in lessons. Based on these findings, it can be concluded that the joyful learning method can be an effective alternative in improving students' learning outcomes in Islamic Religious Education. This study also suggests the application of similar methods in other subjects to enhance the quality of learning in elementary schools.

**Keywords:** singing method, joyful learning, learning outcomes, Islamic Religious Education, faith in Prophets and Messengers.

### **INTRODUCTION**

Islamic Religious Education (PAI) is one of the most important subjects in elementary schools, especially in shaping students' character and morals from an early age. In PAI, there are various materials that students must master, one of which is faith in Prophets and Messengers. This material plays a very vital role as it is directly related to the basic understanding of Islam that should be instilled from a young age. However, in practice, many students find it difficult to comprehend this material, especially when the methods

used are less engaging and fail to accommodate various learning styles. This results in low student achievement, particularly in subjects that require a deep understanding, such as faith in Prophets and Messengers.

One of the common obstacles encountered in teaching PAI is the use of conventional and less interactive methods. Such approaches often fail to capture students' attention and even make them feel bored. Research by Ningsih & Hidayat (2021) shows that conventional methods widely used in elementary schools tend to be ineffective in motivating students to actively participate in the learning process. Therefore, there is a need for innovation in learning methods that are more interesting and capable of increasing students' motivation to learn in a fun way. The singing method, also known as joyful learning, is one of the approaches that can be applied to address this issue. The singing method can transform the learning atmosphere into something more enjoyable, creative, and interactive. According to research conducted by Anggraeni (2020), the use of singing methods in teaching can increase student participation and make it easier for them to understand learning materials. By incorporating musical elements into learning, students are not only encouraged to learn but also to feel joy throughout the process. This approach is expected to improve students' understanding of the material being taught, including the topic of faith in Prophets and Messengers.

In PAI learning, especially on faith in Prophets and Messengers, the material requires a deep understanding so that students not only know the content but can also practice the teachings contained within it. Therefore, it is important for educators to find methods that facilitate comprehensive student understanding. The application of the singing method in PAI learning is expected to be an effective solution in this regard. By relating the learning material to songs that are relevant to Islamic teachings, students can more easily remember and understand the material presented. Moreover, one of the advantages of the singing method is that it can increase student activeness and involvement in learning activities. This aligns with constructivist theory, which emphasizes that effective learning occurs when students are actively engaged in the learning process. Through the singing method, students not only listen to material from the teacher but also participate in enjoyable and engaging activities. They are encouraged to sing together, which not only stimulates their cognitive abilities but also their emotional involvement. This certainly has a positive impact on student learning outcomes.

However, although the singing method shows great potential in improving learning outcomes, its implementation is not always easy. There are challenges in composing song lyrics that match the learning objectives and creating a classroom atmosphere that supports this activity. Therefore, careful planning and support from all parties, including teachers, students, and parents, are needed to optimize the implementation of this method. Further research is also needed to measure the extent to which the singing method is effective in improving student learning outcomes in various educational contexts. This study aims to explore the application of the singing method in PAI learning at SD Negeri 0307 Siundol Jae, particularly in the topic of faith in Prophets and Messengers. By using this method, it is hoped that students will find it easier to understand and remember the material being taught while also feeling more interested and motivated to learn. Through this research, it is expected to provide positive contributions to the development of more innovative and enjoyable teaching methods in elementary schools.

## **METHODS**

This study employed an experimental method with a control group and an experimental group design. The subjects of the study were fourth-grade students of SD Negeri 0307 Siundol Jae, who were randomly divided into two groups. The experimental group consisted of 30 students who received learning using the singing method (joyful learning), while the control group consisted of 30 students who participated in learning using

conventional methods. The data collected in this study included test results before and after the application of the learning method (pre-test and post-test), as well as observational data on student engagement during the learning process. The data analysis technique used was descriptive and inferential statistical analysis. To measure the improvement in student learning outcomes, a t-test was conducted to compare the pre-test and post-test scores between the experimental and control groups. Descriptive analysis was performed to describe the average pre-test and post-test scores and to identify significant differences within each group. Additionally, observational data on student activity and participation during learning were analyzed qualitatively to determine the extent to which the singing method could enhance students' motivation and involvement in the learning process. With this comprehensive data analysis, it is expected to provide a clear understanding of the effectiveness of the singing method in improving student learning outcomes on the topic of faith in Prophets and Messengers.

## RESULTS

After collecting data through pre-tests and post-tests in both groups (experimental and control), the next step is to visualize the data to obtain a clear picture of the research results. The collected data will be analyzed using statistical methods to observe the differences in student learning outcomes before and after the implementation of the singing method (joyful learning). In the first stage, a pre-test was given to both groups to measure students' initial knowledge of the topic of faith in Prophets and Messengers. After applying the singing method to the experimental group and the conventional method to the control group for several sessions, a post-test was conducted to assess students' understanding after the learning methods were applied. The pre-test and post-test results will be processed to determine whether there is a significant change in students' learning outcomes.

**Table of Pre-test and Post-test Results**

Group	Pre-test (Average)	Post-test (Average)	Improvement (%)
Experimental Group (Singing Method)	60	85	41.67%
Control Group (Conventional Method)	61	70	14.75%

The table above shows the average pre-test and post-test results for each group. The experimental group that used the singing method showed a significant improvement, with an average increase of 41.67%. In contrast, the control group that used conventional methods only experienced a 14.75% increase. The greater improvement in the experimental group indicates that the singing method is more effective in enhancing student learning outcomes.

Based on the findings obtained from this study, the implementation of the singing method (joyful learning) has proven effective in improving students' learning outcomes on the topic of faith in Prophets and Messengers at SD Negeri 0307 Siundol Jae. The experimental group, which applied the singing method, showed a more significant increase in pre-test and post-test results compared to the control group, which used conventional methods. This improvement was observed not only in terms of content comprehension but also in students' motivation and engagement during the learning process. This aligns with learning theories that emphasize the importance of enjoyable and engaging learning experiences to enhance student involvement.

The singing method allows students to more easily retain information through repetitive lyrics while involving them in enjoyable activities. The use of songs in learning also helps create a more lively and interactive classroom atmosphere, which in turn increases students' interest in participating in lessons. Furthermore, this method strengthens students' emotional connections to the material being taught, making the learning experience more meaningful and facilitating their ability to recall and understand complex content such as faith in Prophets and Messengers. These findings support previous research showing that music-based learning can improve academic outcomes. However, despite the positive results of the singing method, some challenges remain. A few students in the experimental group initially felt awkward or unfamiliar with this approach, which affected their involvement during the first meeting. Therefore, thorough preparation from teachers is essential to ensure that the method is well-received by all students, along with training for educators to be more creative in integrating songs with lesson content.

## **CONCLUSION**

Based on the research results, it can be concluded that the implementation of the singing method (joyful learning) in Islamic Religious Education, particularly on the topic of faith in Prophets and Messengers, has a significant impact on improving students' learning outcomes. The experimental group taught using the singing method showed a greater increase in post-test scores compared to the control group, which used conventional methods. This indicates that the singing method not only makes learning more enjoyable but also more effective in enhancing students' understanding and engagement. Therefore, the singing method can be considered an effective and enjoyable learning alternative in elementary schools. The findings of this study demonstrate that the implementation of the singing method (joyful learning) can significantly improve students' learning outcomes. The experimental group that participated in learning through the singing method showed higher improvement in understanding the topic of faith in Prophets and Messengers compared to the control group. This improvement is reflected in higher post-test scores and increased student activity during the learning process. Thus, these findings reinforce the claim that methods involving entertainment elements, such as singing, can facilitate better material comprehension and increase students' motivation to learn.

The academic impact of this research is the significant improvement in students' learning outcomes, especially in subjects perceived as challenging, such as faith in Prophets and Messengers. Through the use of the singing method, students not only gain a better understanding of the material but also enhance their ability to recall and connect the information within a broader context. The increased student engagement during the learning process also indicates that they are more active and motivated to participate in lessons. Therefore, the singing method has the potential to become a learning strategy that improves the quality of education, particularly in Islamic Religious Education at the elementary school level. From a social perspective, the application of the singing method in learning can create a more positive and inclusive classroom environment. This method provides students with an opportunity to learn in a more enjoyable and less monotonous way, thereby reducing the boredom that students often experience in class. Additionally, this method can strengthen the relationship between students and teachers, as a more interactive and creative classroom atmosphere fosters better communication and collaboration. More broadly, the social contribution of this research lies in providing educators with an alternative to create more enjoyable and meaningful learning experiences, ultimately improving the quality of education in the community.

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