

## Joyful Learning and Students' Motivation in Islamic Religious Education at SDN 27 Pinrang

Khairunnisa<sup>1</sup>, Salmiati<sup>2</sup>, Nurlina Jalil<sup>3</sup>

Universitas Muhammadiyah Parepare

[kkhairunnisa603@gmail.com](mailto:kkhairunnisa603@gmail.com), [salmiatifai@gmail.com](mailto:salmiatifai@gmail.com), [nurlina@umpar.ac.id](mailto:nurlina@umpar.ac.id)

\*Corresponding author

DOI: [10.30736/ktb.v10i1.2695](https://doi.org/10.30736/ktb.v10i1.2695)

### Article History

Received : 30-12-2025

Revised : 05-03-2026

Accepted : 12-03-2026

**Keywords:** Islamic Religious Education, Joyful Learning, Learning Motivation, Qualitative Approach.

**Kata kunci:** Motivasi Belajar, Pembelajaran Menyenangkan, Pendekatan Kualitatif, Pendidikan Agama Islam.

**Abstract:** The low learning motivation of students in Islamic Religious Education at the elementary school level is often caused by monotonous, traditional, and teacher-centered learning methods that limit students' active participation. This condition makes students less enthusiastic and less engaged in the learning process. This study aims to examine the implementation of the Joyful Learning method and its impact on students' learning motivation in Islamic Religious Education (IRE) at SDN 27 Pinrang. This study used a descriptive qualitative approach. The results showed that implementing Joyful Learning through educational games, active discussions, group work, creative media, and contextual learning increased students' motivation, enthusiasm, participation, and understanding. This method created a pleasant learning atmosphere, reduced boredom, and strengthened positive relationships between teachers and students. Also, it can improve students' intrinsic and extrinsic motivation and support their cognitive, emotional, moral, and spiritual development in IRE.

**Abstrak:** Rendahnya motivasi belajar peserta didik dalam pembelajaran Pendidikan Agama Islam di tingkat sekolah dasar yang sering disebabkan oleh penggunaan metode pembelajaran yang monoton, tradisional, dan berpusat pada guru sehingga membatasi partisipasi aktif peserta didik. Kondisi ini menyebabkan peserta didik kurang antusias dan kurang terlibat dalam proses pembelajaran. Penelitian ini bertujuan untuk mengkaji penerapan metode Joyful Learning dan dampaknya terhadap motivasi belajar peserta didik dalam pembelajaran Pendidikan Agama Islam (PAI) di SDN 27 Pinrang. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Hasil penelitian menunjukkan bahwa penerapan Joyful Learning melalui permainan edukatif, diskusi aktif, kerja kelompok, penggunaan media kreatif, dan pembelajaran kontekstual mampu meningkatkan motivasi, antusiasme, partisipasi, dan pemahaman peserta didik. Metode ini juga menciptakan suasana belajar yang menyenangkan, mengurangi kejenuhan, dan memperkuat hubungan positif antara guru dan peserta didik. Juga, dapat meningkatkan motivasi intrinsik dan ekstrinsik serta mendukung perkembangan kognitif, emosional, moral, dan spiritual peserta didik dalam pembelajaran IRE.



## **INTRODUCTION**

Islamic Religious Education plays a crucial role in shaping students' character, morals, and spiritual awareness from an early age. At the elementary school level, IRE is not only intended to deliver religious knowledge but also to instill Islamic values that guide students' behavior in their daily lives. Islamic Religious Education aims to develop students' morality, religious awareness, and noble character as part of holistic human development, integrating intellectual and spiritual aspects (Ikhwan et al., 2024). Therefore, the success of IRE learning is not only measured by cognitive achievement but also by students' attitudes, motivation, and active involvement in the learning process. Learning motivation is an important internal and external driving force that influences students' engagement and learning success. Motivation determines the level of student participation and learning outcomes, and without sufficient motivation, learning objectives cannot be achieved optimally. Recent research confirms that motivation significantly affects students' learning success and engagement in the learning process (Akmal & Taqiyuddin, 2024). However, in reality, one of the major problems in elementary schools is students' low motivation to participate in IRE lessons. This problem is important to study because learning motivation is a key factor that determines students' engagement, learning outcomes, and the internalization of religious values (Safrizal, 2025). Without sufficient motivation, the objectives of Islamic Religious Education cannot be achieved optimally.

Field observations at SDN 27 Pinrang indicate that students' motivation for IRE learning remains relatively low. This condition can be seen from students' lack of enthusiasm during lessons, limited participation in discussions, passive classroom behavior, and students' tendency to feel bored quickly. One of the main causes of this problem is the use of conventional, monotonous, lecture-based, teacher-centered learning methods. Traditional lecture-based Islamic education methods tend to create passive learning environments and limit students' engagement and meaningful internalization of Islamic teachings (Suriati, 2024). Such approaches do not provide sufficient opportunities for students to actively participate, explore ideas, or engage emotionally in the learning process. Conventional IRE learning, which emphasizes memorization and one-way communication, is less effective at actively stimulating students' interest and motivation to learn (Azkiya & Istiqomah, 2025). As a result, learning becomes less meaningful, and students fail to internalize Islamic values fully.

In response to this problem, innovative and student-centered learning approaches are needed, one of which is the Joyful Learning method. Joyful learning is an approach that creates a pleasant, interactive, and meaningful learning environment through educational games, group activities, discussions, and creative learning media (Purwanti et al., 2025). This method emphasizes students' active involvement and emotional engagement, making learning more enjoyable and motivating. Joyful learning creates a positive emotional climate that can improve students' motivation and learning engagement (Salong & Ansiska, 2025). Recent studies have also shown that Joyful Learning can increase students' motivation, participation, and learning outcomes because students feel more comfortable and interested in Learning (Sufiani & Marzuki,

2021). Joyful learning also supports the principle of Learning by doing, where students learn through direct experience, interaction, and reflection, which enhances meaningful learning.

The development of Joyful Learning as part of innovative education reflects a paradigm shift from teacher-centered learning to student-centered learning. In modern educational theory, learning is considered effective when students are actively involved cognitively, emotionally, and socially. Innovative learning approaches, including joyful, interactive learning, are essential for improving student engagement and motivation, especially at the elementary school level (Salsabila et al., 2024). Several recent studies have confirmed the positive impact of Joyful Learning on student engagement and motivation (Lutfi et al., 2025). However, most previous studies focus on general subjects and emphasize learning outcomes rather than deeply exploring how Joyful Learning is implemented specifically in Islamic Religious Education and how it affects students' motivation, especially at the elementary school level. In addition, previous research tends to measure effectiveness quantitatively, while in-depth qualitative descriptions of the implementation process and its impact on students' motivation in IRE learning are still limited.

This condition indicates a research gap. Although Joyful Learning has been widely recognized as an effective approach, there is limited research examining its implementation in Islamic Religious Education at the elementary school level and its impact on students' learning motivation in real classroom contexts. Furthermore, few studies explore how Joyful Learning influences not only cognitive aspects but also students' emotional, spiritual, and motivational development in IRE learning. Therefore, this study seeks to fill this gap by providing an in-depth qualitative analysis of the implementation of Joyful Learning and its impact on students' learning motivation in Islamic Religious Education.

The novelty of this research lies in its specific focus on the implementation of Joyful Learning in Islamic Religious Education at the elementary school level and its comprehensive analysis of its impact on students' learning motivation, including emotional, behavioral, and spiritual aspects. Unlike previous studies that focus mainly on general learning outcomes, this study emphasizes motivation as the main variable. It explores the implementation process in depth within the context of Islamic Religious Education. This research also provides contextual findings based on real classroom situations at SDN 27 Pinrang.

This study contributes theoretically by enriching the scientific literature on Joyful Learning in Islamic Religious Education and practically by providing recommendations for teachers to implement more effective and motivating learning methods. The findings of this study are expected to help teachers create a more engaging and meaningful learning environment that supports students' motivation and character development.

Therefore, the purpose of this study is to analyze the implementation of the Joyful Learning method and its impact on students' learning motivation in Islamic Religious Education at SDN 27 Pinrang.

## **METHOD**

The research method used in this study is field research. This study employs a qualitative descriptive approach supported by quantitative data from questionnaires to describe in depth the implementation of the Joyful Learning method and its impact on students' learning motivation in Islamic Religious Education subjects at SDN 27 Pinrang (Muis et al., 2023). This approach was chosen because it allows researchers to understand learning phenomena naturally, observe teacher–student interactions, and interpret the meaning behind enjoyable learning activities.

The location of this research is SDN 27 Pinrang, located on Jalan Lamallangke, Mamminasae Village, Paleteang District, Pinrang Regency, South Sulawesi Province. The research was conducted for one month during the even semester of the 2025/2026 academic year.

The objects of this research are the Islamic Religious Education teacher and students of grades III and IV at SDN 27 Pinrang. The selection of respondents was based on considerations to ensure that the data obtained were truly relevant to achieving the research objectives. Teachers were selected as key actors in implementing the Joyful Learning method, while students were selected as subjects who directly experienced it.

The main instrument in this research is the researchers themselves. In this qualitative research, the researcher is directly involved in all research processes, including observation, interviews, questionnaires, and documentation, which are then analyzed using data reduction, data presentation, and conclusion drawing techniques.

Data analysis techniques were conducted interactively using the Miles and Huberman model, which includes three main stages: data reduction, data presentation, and conclusion drawing (Huberman et al., 2014). Data reduction was carried out by filtering and focusing on information relevant to the research focus. Data presentation was conducted in narrative form to illustrate the patterns of Joyful Learning implementation and changes in students' learning motivation. The final stage, conclusion drawing, involved seeking meanings and relationships in the data to answer the research questions.

## **RESULT AND DISCUSSION**

### **Result**

Based on classroom observations, interviews with the Islamic Religious Education (IRE) teacher, and questionnaire data from students in grades III and IV at SDN 27 Pinrang, the findings indicate that the Joyful Learning method has been systematically implemented in the learning process. The teacher integrates various enjoyable learning strategies designed to create a positive classroom atmosphere and increase students' motivation to learn.

The implementation of Joyful Learning is reflected in several classroom practices, including interactive opening activities, educational games, Islamic storytelling, group discussions, quizzes, and audiovisual learning media. These activities are designed to ensure that students experience the learning process as enjoyable and meaningful rather than monotonous.

Observation results using the learning implementation rubric show that Joyful Learning received a score of 47 out of 52, placing it in the **very strong category**. This score indicates that the IRE teacher has consistently implemented Joyful Learning elements, including lesson planning, engaging learning activities, and student engagement throughout the learning process.

During the learning process, the teacher often begins the lesson with light activities such as greeting students, asking about their daily conditions, and presenting Islamic riddles related to the topic being discussed. These opening activities help create a relaxed learning atmosphere and prepare students emotionally before entering the core material. The teacher also integrates Islamic educational games and short quizzes to stimulate student participation and encourage active learning.

Students responded positively to this learning approach. Many students reported enjoying activities such as singing **Asmaul Husna**, playing Islamic quizzes, and listening to inspirational stories about prophets and Islamic figures. These activities make learning more engaging and help students better understand religious values.

## **Discussion**

The findings indicate that the teacher has effectively implemented the Joyful Learning method in Islamic Religious Education at SDN 27 Pinrang through engaging, enjoyable learning activities. Based on the observation results, the learning process received a score of 47 out of 52, placing it in the very strong category. It shows that the teacher successfully applied several elements of joyful learning, such as interactive opening activities, varied teaching methods, and active student involvement. Activities, including educational games, quizzes, storytelling, and discussions, helped create a positive classroom atmosphere and encouraged students to participate more actively in learning.

Furthermore, Joyful Learning's implementation also positively impacted students' learning motivation. The results of interviews, observations, and questionnaires show that students became more enthusiastic, confident, and actively involved during the learning process. Students reported that enjoyable learning activities made the material easier to understand and increased their interest in participating in class. These findings support previous studies that show that a pleasant, student-centred learning environment can improve students' motivation and engagement in the learning process. Therefore, the Joyful Learning method can be considered an effective approach to enhancing students' motivation in Islamic Religious Education.

## **The Implementation of the Joyful Learning Method in Islamic Religious Education at SDN 27 Pinrang**

The research results indicate that the Joyful Learning method is implemented in Islamic Religious Education by the IRE teacher in the classroom. This finding is the main result, showing that Joyful Learning has been systematically applied in the learning process. This Joyful Learning method is a learning approach based on enjoyable and pressure-free classroom learning. The implementation of this method is evident through

several learning strategies consistently found in the field and used by IRE teachers in the classroom.

The implementation of the Joyful Learning method aligns with the view of Sufiani & Marzuki (2021), who emphasize learning aimed at increasing students' interest in learning by actively involving them in the learning process to gain meaningful learning experiences that provide feelings of joy and happiness. This finding is also supported by more recent research, which indicates that joyful, student-centered learning environments significantly improve students' motivation, engagement, and meaningful learning experiences (Fitri Yuni Haryani et al., 2026). Thus, the application of the Joyful Learning method contributes to achieving the objectives of Islamic Religious Education learning. This finding addresses the research problem stated in the introduction, underscoring the need for a learning approach that increases students' motivation and engagement.

Based on classroom observation results using an assessment rubric, a score of 47 out of 52 was obtained, placing it in the very strong category. This score indicates that Joyful Learning has been implemented optimally.

Table 1. Observation Results

No	Observation Indicator	Score
1	Clear learning planning	4
2	Fun and engaging opening activities	4
3	Variety of joyful learning activities	4
4	Relevance of activities with Islamic Religious Education material	3
5	Classroom management and transition	3
6	Differentiation and inclusion	3
7	Formative assessment	3
8	Student enthusiasm in asking questions	4
9	Student focus and persistence	4
10	Student initiative and collaboration	4
11	Integration of Islamic values	3
12	Use of learning media	4
13	Learning closing and reflection	4
<b>Total Score</b>		<b>47 / 52</b>

It indicates that the IRE teacher consistently and effectively applies Joyful Learning elements in grade III and IV classes at SDN 27 Pinrang, including learning planning, fun opening activities, varied Joyful Learning activities, alignment with IRE material, and student motivation during the learning process. Observation results indicate that the IRE teacher creates a comfortable, enjoyable atmosphere for students. It can be seen when the teacher opens lessons with stimulating activities such as asking students about their conditions and whether they had breakfast, light games as a form of apperception, and Islamic riddles related to the day's lesson, which make students smile and interested in participating. With this pleasant initial atmosphere, students appear better prepared to engage with the core material.

The learning implementation also shows a diversity of activities within the Joyful Learning method. The teacher integrates educational games, spontaneous quizzes, group discussions, Islamic storytelling, and audiovisual learning media. The use of media in the learning process aims to enrich children's learning experiences (Nurlina et al., 2025). These varied activities make the learning process lively and not monotonous. All activities remain aligned with the objectives of Islamic Religious Education learning, such as storytelling about prophets and their exemplary conduct, Islamic quizzes or riddles, verse continuation, and Asmaul Husna using audiovisual media. During observation, all students were actively involved, cheering when winning quizzes, laughing during role-playing in storytelling, and finding memorization easier through peer narration and audio media turned into songs.

In interviews, the IRE teacher explained that Joyful Learning was deliberately applied to help students receive material with positive feelings and because the method is appropriate for students' developmental stage. Students also expressed positive responses. One student stated that singing Asmaul Husna helped memorization, while others stated that quizzes and games increased their interest in learning. This finding is consistent with constructivist learning theory, which emphasizes that students learn more effectively when actively involved in the learning process.

Compared with previous studies, which mostly focus on general subjects, this research specifically examines Joyful Learning in Islamic Religious Education at the elementary level. The novelty of this research lies in the specific focus on Islamic Religious Education, the use of in-depth qualitative classroom analysis, the focus on motivation and emotional engagement, and the analysis of real classroom context. This study also addresses the research gap identified in the introduction, showing that Joyful Learning is not only theoretically but also practically effective in Islamic Religious Education.

### **The Impact Of The Joyful Learning Method On Students' Learning Motivation In Islamic Religious Education At SDN 27 Pinrang**

This study focuses on the implementation of Joyful Learning in improving students' motivation to learn Islamic Religious Education (IRE) in grades III and IV at SDN 27 Pinrang. This focus was established to address the problem stated in the introduction: whether the use of Joyful Learning can enhance students' learning motivation, as reflected in their enthusiasm, participation, self-confidence, and engagement during the learning process. Based on the interview results, the IRE teacher explained that Joyful Learning was intentionally designed to foster a positive, enjoyable classroom atmosphere. The teacher stated that learning activities usually begin with light ice-breaking activities to build students' emotional readiness before entering the core material. The teacher stated, "If I don't make quizzes or games, the children often protest and ask when we will play again." This statement indicates that students show a strong interest and positive response toward IRE learning when Joyful Learning is implemented. According to the teacher, the increase in motivation is evident in changes in students' behavior, such as coming to class more diligently, completing assignments more quickly,

and being more willing to answer questions. The teacher also emphasized that Joyful Learning activates students not only cognitively but also emotionally and socially, especially when they collaborate and support each other in group activities.

The interview and observation findings, as the primary data, are supported by the results of the learning motivation questionnaire. The questionnaire results show that students' learning motivation falls into the very high category, with an overall average score of 4.30. All questionnaire items obtained average scores above 4.00, indicating that the implementation of Joyful Learning has a significant impact on students' interest, enthusiasm, focus, self-confidence, and initiative in learning IRE. Students feel more enthusiastic, more confident in asking and answering questions, more diligent in completing assignments, and find it easier to understand IRE material when it is presented through enjoyable activities.

Based on questionnaire results from 31 students in grades III and IV, a general picture emerges that the implementation of the Joyful Learning method in IRE learning at SDN 27 Pinrang is perceived very positively by students. Overall, the average questionnaire score was 4.49, which falls within the very high category. The highest score was found for the item on the use of Islamic games or quizzes ( $M = 4.71$ ), indicating that game-based techniques are the most dominant factor in motivating students to participate enthusiastically in IRE learning. Other indicators that also obtained high scores include the use of varied teaching methods ( $M = 4.61$ ) and a cheerful classroom atmosphere ( $M = 4.48$ ). These findings indicate that the teacher's approach, which combines stories, discussions, group work, and visual media, successfully creates a more lively and engaging learning environment.

The interview and observation findings, as the main data, are further supported by the learning motivation questionnaire results, which consistently show very high motivation, with all items scoring above 4.00 and an overall mean of 4.30. It indicates that Joyful Learning implementation significantly influences students' interest, enthusiasm, confidence, and initiative. Students reported feeling more enthusiastic, more confident in asking and answering questions, more diligent in completing tasks, and better able to understand IRE material when it was delivered through enjoyable activities.

Table 2. Questionnaire Results

Questions Items	Total Score	Calculation	Average
1	141	$141 \div 31$	4,55
2	146	$146 \div 31$	4,71
3	135	$135 \div 31$	4,35
4	138	$138 \div 31$	4,45
5	143	$143 \div 31$	4,61
6	139	$139 \div 31$	4,48
7	136	$136 \div 31$	4,39
8	139	$139 \div 31$	4,48
9	137	$137 \div 31$	4,42

10	131	$131 \div 31$	4,23
11	126	$126 \div 31$	4,06
12	139	$139 \div 31$	4,48
13	134	$134 \div 31$	4,32
14	132	$132 \div 31$	4,26
15	139	$139 \div 31$	4,48
<b>Average</b>			<b>4,49</b>

Similarly, the questionnaire results from 31 students showed an overall average score of 4.49, indicating very high performance. The highest score was found in the Islamic games or quiz item ( $M = 4.71$ ), indicating that games are the most influential factor in increasing students' motivation. Other high indicators include varied teaching methods ( $M = 4.61$ ) and a pleasant classroom atmosphere ( $M = 4.48$ ). These findings confirm that the teacher's combination of storytelling, discussions, group work, and visual media contributes significantly to creating an engaging learning environment. These interview findings are consistent with student interview results, which also show a real increase in learning motivation. One student stated that they were "no longer afraid to answer questions" because the teacher provided praise and simple rewards, which increased their self-confidence. Another student explained that group games encouraged them to study at home to help their group succeed. Another student admitted that they found moral lessons easier to understand because the teacher delivered them through interesting and inspirational stories. These statements indicate that Joyful Learning helps students perceive IRE learning not merely as an academic obligation but as an enjoyable and meaningful experience.

Observation results reinforce these interview findings. Classroom observations showed that students appeared enthusiastic, active, and fully engaged in learning activities. They enthusiastically participated in quizzes and group games, laughed, interacted actively with their peers, and followed the learning process without needing repeated direction from the teacher. These observations indicate that Joyful Learning effectively creates an enjoyable learning environment that encourages active student participation and strengthens their learning motivation.

These findings are consistent with previous studies stating that enjoyable learning can increase students' motivation and engagement. Similarly, Self-Determination Theory, as proposed by Ryan & Deci, holds that students' intrinsic motivation develops when the learning environment provides enjoyment, social support, and appreciation for students' abilities. Another study found that classroom observations showed students to be enthusiastic, active, and fully engaged in learning activities. They participated in quizzes and group games with great enthusiasm, laughed, interacted actively with their peers, and followed the learning process without requiring repeated direction from the teacher. These findings indicate that Joyful Learning successfully created an enjoyable learning environment that encouraged active participation and strengthened students' motivation to learn. This finding is consistent with previous research indicating that enjoyable learning environments significantly enhance students' emotional, behavioural, and social

engagement in the learning process (Agustina et al., 2025). Furthermore, other studies have reported that learning approaches integrating joyful learning elements can significantly improve student motivation and engagement, as students feel more comfortable and active and gain meaningful learning experiences (Salong & Ansiska, 2025). These findings support the view that pleasant learning experiences play an important role in fostering students' willingness to participate actively in classroom activities.

Overall, Joyful Learning helps students experience IRE learning as an enjoyable, meaningful, and motivating process. Learning activities that combine games, stories, discussions, and healthy competition allow students to learn while enjoying the process. Thus, Joyful Learning has been proven to foster both intrinsic and extrinsic motivation and is an effective approach to improving students' motivation in Islamic Religious Education.

### CONCLUSION

This study concludes that the implementation of the Joyful Learning method in Islamic Religious Education at SDN 27 Pinrang has been carried out through structured planning, varied and enjoyable learning activities, and a positive classroom atmosphere that supports student involvement. The teacher's ability to integrate games, discussions, storytelling, and creative media has facilitated a more interactive, student-centred learning process, allowing students to be actively engaged both individually and collaboratively.

In terms of its impact, Joyful Learning has clearly strengthened students' learning motivation. It can be seen in the emergence of positive learning behaviors, such as increased interest in participating in lessons, greater willingness to engage in learning activities, stronger confidence in expressing ideas, and greater persistence in completing learning tasks. These conditions indicate that enjoyable learning experiences play an important role in encouraging students' internal drive to learn.

Overall, Joyful Learning not only functions as a teaching strategy but also becomes a supportive learning environment that encourages students to learn with positive feelings and meaningful experiences. Thus, the Joyful Learning method addresses the problem of low learning motivation and is an appropriate approach to support the improvement of students' learning motivation in Islamic Religious Education at the elementary school level.

### REFERENCES

- Agustina, R., Widiyati, E., & Nugroho, K. Y. (2025). *The influence of fun learning on beginner-level students' motivation to learn English in non-formal education settings*. 1(1), 68–83. <https://doi.org/http://doi.org/10.30659/elitacion.1.1.68-83>
- Akmal, F., & Taqiyuddin, M. F. (2024). *The Impact of Educational Facilities on Student Motivation in Elementary School*. 8, 107–117. <https://kjie.pj.unp.ac.id/index.php/kjie/index>
- Azkiya, H., & Istiqomah, S. (2025). Penerapan Metode Joyful Learning dalam Meningkatkan Motivasi Belajar Siswa. *Jurnal Basicedu*, 9(5), 3(2), 524–532.

- <https://jbasic.org/index.php/basicedu%0APenerapan>
- Fitri Yuni Haryani, Hasyimi, M. L. Al, Samuji, & Mahmudi, K. A. (2026). *Contextual Teaching and Learning and Students' Academic Achievement in Islamic Religious Education*. 25(1), 169–177. <https://doi.org/https://doi.org/10.17509/e.v25i1.95637>
- Huberman, Miles, M. B., & Michael, A. (2014). *Qualitative Data Analysis*.
- Ikhwan, A., Faadhila, M., Rohmad, A., & Triyuliasari, A. (2024). *Islamic Religious Education Management For Elementary School Student in Islamic*. 4(1), 51–67.
- Lutfi, S., Mazrur, & Saihu, M. (2025). *Eksplorasi Joyful Learning dalam Perspektif Teori Humanistik* di. 8, 277–291. <https://doi.org/https://doi.org/10.37329/cetta.v8i3.4326>
- Muis, A. A., Salmiati, Djollong, A. F., Lismawati, & Sumadin. (2023). *Penulisan Karya Tulis Ilmiah (Makalah, Artikel, Laporan PPL/ Magang dan Skripsi)*.
- Nurlina, Salmiati, S., Fuadi, M. N., Fadhilah, N., & Nilmayanti, N. (2025). Penggunaan Media Loose Parts untuk Mengembangkan Literasi Numerasi Anak Usia Dini. *Aulad: Journal on Early Childhood*, 8(2), 889–897. <https://doi.org/10.31004/aulad.v8i2.1022>
- Purwanti, E., Siroj, S. A., Fitriani, D. A., & Nurjamilah, M. (2025). Meningkatkan Pendidikan Agama Islam melalui Joyful Learning: Implementasi dan Tantangan di Sekolah Dasar. *An-Nida: Jurnal Pendidikan Islam*, 13, 98–109. <https://doi.org/10.30999/an-nida.v13i2.3568>
- Ryan, R. M., & Deci, E. L. (2000). *Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being*. 55(1), 68–78.
- Safrizal. (2025). *Jurnal moderasi pendidikan*. 01, 109–114. <https://journal.lampohbalaicenter.org/index.php/jmp/article/view/53>
- Salong, A., & Ansiska, P. (2025). *Integrating Mindful , Meaningful , and Joyful Learning to Enhance Student Engagement and Learning Outcomes in Economic Education*. 17, 4543–4557. <https://doi.org/10.35445/alishlah.v17i3.7484>
- Salsabila, S., Firmansyah, M. I., & Islamy, M. R. F. (2024). *Strengthening Literacy Competencies through Islamic Religious Education Learning in Elementary Schools*. 7(4), 3325–3343. <https://doi.org/10.31949/jee.v7i4.11770>
- Sufiani, & Marzuki. (2021). Joyful Learning: Strategi Alternatif Menuju Pembelajaran Menyenangkan. *Zawiyah: Jurnal Pemikiran Islam*, 7(1), 121. <https://doi.org/10.31332/zjpi.v7i1.2892>
- Suriati, I. (2024). *Learning Methods for Islamic Religious Education in Elementary Schools*. 1(1), 9–14. <https://doi.org/10.0000/IJECRE.v1.i1.a7>