

**PENERAPAN *JOYFUL LEARNING* UNTUK MENINGKATKAN HASIL
BELAJAR SISWA DALAM PEMBELAJARAN IPAPADA SISWA KELAS V DI
SEKOLAH DASAR**

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ABTRAK

Penelitian ini dilatarbelakangi kesulitan belajar siswa disebabkan karena banyaknya hafalan materi namun tidak diberikan pengalaman belajar langsung. Penghafalan materi dan kurangnya pengalaman belajar ini menyebabkan cepat lupa terhadap materi. Hal ini dikhawatirkan, hasil belajar siswa baik kognitif maupun afektif menjadi rendah. Penerapan yang tepat dengan karakteristik siswa kelas V, peneliti menggunakan *joyful learning* untuk meningkatkan hasil belajar siswa baik kognitif maupun afektif. Tujuan penelitian ini adalah untuk mendeskripsikan pelaksanaan pembelajaran *joyful learning* dan peningkatan hasil belajar siswa kelas V terhadap pembelajaran IPA. Metode penelitian yang digunakan adalah penelitian tindakan kelas dengan model Kemmis dan Mc Taggart. Penelitian ini dilakukan di SDN Kecamatan Sukasari Bandung berjumlah 30 orang. Instrumen yang digunakan yakni tes evaluasi (mengukur kognitif siswa) serta wawancara, lembar observasi, dokumentasi, lembar catatan lapangan, dan angket (mengukur dampak emotif siswa). Pelaksanaan *joyful learning*, pada tahap penyelesaian tantangan secara berhasil, tahap pencarian *feedback* tentang kesalahannya, dan tahap penyajian media mengalami peningkatan terhadap dampak emotif siswa tetapi pada tahap penyajian hiburan (*entertaining*) mengalami penurunan. Pada kognitif, didapatkan siswa yang telah mencapai KKM sebanyak 62% menjadi 100%. Maka, penerapan *joyful learning* dapat meningkatkan hasil belajar siswa kelas V terhadap pembelajaran IPA di sekolah dasar.

Kata kunci: *joyful learning*, hasil belajar, sekolah dasar

**THE APPLICATION OF JOYFUL LEARNING TO INCREASE LEARNING
OUTCOMES ON LEARNING OF SCIENCE
STUDENTS GRADE V IN PRIMARY SCHOOL**

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ABSTRACT

This study is based on students' learning difficulties caused by the amount of material memorization but not given direct learning experience. Memory recitation and lack of learning experience lead to rapid forgetting of matter. It is feared, student learning outcomes both cognitive and affective to be low. Appropriate application with characteristics of students Class V, researchers use joyful learning to improve student learning outcomes both cognitive and affective. The purpose of this study are to describe the implementation of learning joyful learning and improving student learning outcomes of Class V on learning science. The research method used is classroom action research with model of Kemmis and Mc Taggart. This research was conducted at SDN Sukasari District Bandung amounted to 30 students. The instruments used were evaluation tests (cognitive measures of students) as well as interviews, observation sheets, documentation, field notes sheets, and questionnaires (measuring students' emotive impact). Implementation of joyful learning, at the successful completion of the challenge, the phase of finding feedback about the mistake, and the media presentation phase increased the student's emotive impact but in the entertaining phase decreased. In cognitive, students who have reached the KKM as much as 62% to 100%. Thus, the application of joyful learning can improve the learning outcomes of students grade V on science learning in primary schools.

Keywords: joyful learning, learning outcomes, primary school