The Effect of the Joyful Learning Method on the Third-Grade Students' Learning Outcomes in Mathematics

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ABSTRACT

Students who have learning difficulty in mathematics learning subjects indicate unsatisfactory learning results and incomplete scores with KKM. The quantitative research method is a research method that is based on positive philosophy used to study the research instruments, and the data analysis is quantitative or statistical in order to test the hypotheses that have been set. The research method used is an experimental research method. The students' mathematics learning outcomes before being given treatment obtained an average value of 50.80. The result of the normality test was 0.128. Hence, it can be concluded that the pretest learning outcomes are normally distributed. The students' mathematics learning outcomes after being given treatment obtained an average score of 72.69. The normality test result was 0.117. Hence, it can be concluded that the post-test learning outcomes are normally distributed. It can be proven that a correlation coefficient value of 0.846 is in the powerful interference category. The results of the T-test to find out whether the hypothesis is accepted or rejected are seen from the t_{count} 9,118 ≥ t_{table} 1,692, which means that there is an effect of Joyful Learning on students' learning outcomes. Thus, Ha was accepted and Ho was rejected.

Keywords: *joyful learning method, students' learning outcomes, mathematics*

INTRODUCTION

Education is very important for the government in Indonesia to pay attention to. Education in Indonesia shows the quality of human resources in various schools. Education in schools can build character, have the ability to think, have a good personality in order to be able to change the state of a better nation. To realize the function of education in order to achieve the goals of national education that is aspired to, it is necessary to involve various elements and components of the nation and one of them in the field of education is educators (teachers). According to Sujana (Nofriati et al., 2023: 1698) said: "Education is an effort to help the souls of students who are good both from birth and mind, from their nature towards a better human civilization. As an example can be put forward; Advice or direction for children to sit better, not noisy so as not to disturb others, knowing what kind of clean body, neat clothes, respect for elders and respect and care for each other both young and fellow are some examples of the educational process to humanize humans".

Another understanding is that education is a continuous process that never stops (never ending process), so that it can produce continuous, which is shown to the front mass humans, guided by cultural values and pancasila. Teachers in the world of education are very important in carrying out their duties and functions because of the teaching profession as educators, trainers, and teachers. While in humanity, teachers who make themselves parents at school. To provide motivation and direction to students so that students are more active in learning, and the field of society, teachers make themselves in an honorable place in their environment. Teachers must carry out their duties and functions professionally as an educator, teacher, and trainer, then teachers apply appropriate learning strategies, in accordance with the characteristics of students and the characteristics of mathematics subjects.

Based on the results of observations made at SD Negeri 033913 Kalang Baru in grade III obtained by researchers taken through the scores of students in grade III mathematics subjects in the 2021/2022 Learning year, with grade III-B teachers. Seeing that the value of student learning outcomes still has not reached the Minimum Completeness Criteria (KKM), which is 70. The observation results showed that 53.56% or as many as 15 students with scores of 50-69 obtained had not completed reaching KKM, and 46.42% or as many as 13 students with scores of 70-80 had reached KKM. This is proven in Mathematics subjects, students are still unsatisfactory to get below average scores.

Teachers who do not involve students in following a learning process result in students often feeling bored in following the learning process brought by the teacher. The method that is often used by teachers in the implementation of learning uses the lecture method. The learning provided has not varied so that there is no innovation that supports learning activities. For example, in learning, teachers do not make learning media or games on multiplication material. The teacher immediately gives practice questions to students, even though these students do not understand how to solve the problem with multiplication material.

Students who have difficulty learning in mathematics lessons get unsatisfactory learning results and incomplete grades with KKM. So with this, the task of the teacher is to deliver students to a formal understanding of mathematics. Through various ways used to motivate students in mathematics subjects by doing a variety of fun games such as playing cards in pairs, smart meticulous or playing charades.

The influence of joyful learning methods, students can know and gain knowledge in different ways and new nuances. Students can learn while playing, so learning seems fun and exciting. The nature of learners is basically play. By including their enjoyment in learning activities, it will make them even more interested in participating in learning activities. The fun learning process will create a relaxed, not tense, safe, interesting environment, and does not make students hesitate to try, bring up positive emotional learning situations during the learning process, besides that challenging learning situations and supporting learning media will arise.

According to Permatasari (Rohani, et al., 2021: 210) stated that joyful learning can help develop pleasant thinking skills. Student learning is oriented towards developing thinking skills, building concepts of multiplication material and the ability of students to conclude and expose students to pleasant situations can make students like the material given because the learning process is designed to be more dynamic, visual things, and fun.

According to Trianto (Hartini, 2020: 3) stated that joyful learning is a fast and appropriate learning method and fun to balance the work of the left brain and right brain in order to develop optimally. Difficult subject matter is made easy, simple / not long-winded so that there is no saturation in learning. Our learning success is not determined by the length of time we sit behind a desk, but is determined by the quality of our way of learning. Learning while playing or often called joyful learning is a learning strategy, concept, and practice that can be done. The method of learning while playing makes learning fun (joyful learning) so that you dare to try, ask, express opinions / ideas, and question the ideas of others. Educators must realize that the human brain cannot be forced to think continuously without stopping. To determine the influence of the joyful learning method on student learning outcomes in mathematics subjects with multiplication material with the subject of multiplication calculation operations and multiplication properties in grade III students of SD Negeri 033913 Kalang Baru Learning Year 2022/2023.

LITERATURE REVIEW
Learning Methods

The learning method is an effort made by the teacher, so that the teaching and learning process in students is achieved in accordance with the objectives. This learning method is very important to do in the teaching and learning process activities that look fun and do not make the students happy, and also these students can capture knowledge from the educators easily. An inside strategy teaching and learning are ways chosen to deliver a subject matter in a teaching environment which includes the nature, sequence of activities

that can provide learning experiences to students and scope. Teaching and learning strategies are not only limited to not only limited to the procedures of these learning activities, but also include teaching materials or packages. Nurjaman (2022: 29) said that the learning method is a way that in its function is a tool to achieve goals. This method is applicable both to teachers and to learners. The better the teaching and learning method used, the more effective it is to achieve learning objectives. Sometimes it is also distinguished by learning techniques. Teaching and learning methods have procedural properties while techniques have more implementative properties. It can be concluded that strategies consist of methods and techniques or procedures that ensure learners achieve learning goals. More broadly than strategy are teaching methods or techniques. Teaching techniques are part of teaching strategies that are usually implemented in the teaching and learning process.

Husin &; Harianto, (2020: 22) said the learning method is a way done by an educator or teacher to deliver lesson material to students, so that students are easier to understand what is delivered (teaching method) to achieve the desired learning goals. Teachers should use methods that can support teaching and learning activities, so that they can be used as an effective tool to achieve teaching. Thus, the teaching method is a teaching strategy as a tool to achieve the expected goals. Rosana &; Iswara (Hartini et al., 2022: 1) Learning methods are steps or techniques for presenting learning materials that educators will use when presenting learning materials, either individually or in groups. Learning methods play an important role in achieving learning objectives, so accuracy in choosing learning methods is very important. Educators must be able to select, combine, and practice various ways of delivering material according to the situation.

Afandi (Rahmawati, et al. 2021: 18) learning methods are ways or stages used in interactions between students and educators to achieve learning objectives set in accordance with the material and mechanism of learning methods. The importance of models and methods in learning is the basis for implementing community service. From the various definitions of learning methods that have been described by experts, researchers can conclude that learning methods are ways used by teachers to deliver a lesson so that it can be easily understood by students, teaching and learning activities can be done anywhere, for example in schools, tutoring places, school fields and others.

Joyful Learning Method

The teacher acts as a facilitator or who facilitates learning that takes place so that students get a real learning experience. The teacher tries to invite and bring all students to participate in learning activities. Learning while playing needs to be well designed. Then the steps in its application are to do directly, share, experience, be able to relate to real experiences, and be able to apply different situations. This is one way to improve children's basic abilities because their soul, mind, heart and feelings can be processed whether intentional or not. During the process, children will be more eactive, empathize, change, imagine, test, ask, argue, and conclude in the process, with this concept we will be recorded in the subconscious so that it will be easy to react when faced with certain moments that are the same or almost the same as the old experience.

Herwiana et al., (2019: 3) said Joyful learning is an effective learning way to make the classroom live because activities vary from group work, experiments and others. There are two ways of communication between students and teachers. Bringing joy and happiness in the classroom can make classroom activities effective as it provides valuable information processing and long-term memory storage. Darmadi (2018: 14-15) said the method of learning while playing or playing while learning is this method more in accordance with the conditions of children who tend to prefer to play. So, educators take advantage of this to educate them by playing while learning, that is, in addition to their play while honing their skills and abilities. This method will be more memorable in children's brain memory for the development of knowledge because at an early age to elementary school age is a period of very rapid brain memory development.

Nurjaman (2022: 43), joyful learning is to open the insight of every teacher that teaching in a fun way is not something difficult if the teacher has sufficient creativity. Fun learning will go hand in hand with learning while playing, which inevitably invites students to be active and not bored or boring in learning. In playing

they get wisdom from the essence of knowledge and skills, while learning they refresh so that their psychological condition is not in a tense atmosphere continuously. There is no standard strategy for this fun learning. Each teacher according to the context of the classroom and the mental age development of students can sort and choose appropriate strategies or even strategies created by themselves in order to create learning.

Abdullah, (2022: 136) said joyful learning is a fun teacher for students indirectly we have built an educational climate that empowers, liberates and also inspires. Even a pleasant teacher will always be remembered by learners as an inspiration for their lives. Therefore, below will be explained what teachers can do to be able to become fun teachers so that they can always inspire and be remembered by their students.

Based on the four opinions, according to experts, researchers conclude that the joyful learning method is a fun learning method, not something difficult if the teacher has sufficient creativity to provide opportunities for children to assimilate reality to themselves and themselves to reality, and learning while playing or playing while learning is this method more in accordance with the conditions of children who tend to prefer to play.

Joyful Learning Method Steps

The steps of the joyful learning method are. According to Catur (Sufiani &; Marzuki, 2021: 132), there are several steps to use the joyful learning method, namely:
1. The teacher explains the material by multiplication with questions and answers.
2. Learners are divided into groups to play and sing
3. The teacher invites students to sing or applaud made by the teacher himself (the teacher must be creative in making a summary of the material to be used as a song)
4. Each group is given practice questions to discuss (try to use learning media).
5. The teacher looked down to read the answer to the results of his discussion with the game
6. The teacher provides reinforcement for the answers that have been submitted by each group
7. The teacher invites students to play with games that are in accordance with the material being studied.
8. The teacher gives a prize to the best group and earns as many points.

According to Mulyasa (Usman, 2021: 11-13) some steps to carry out the Joyful Learning method are:
1. Preparatory Stage

The preparatory stage deals with the preparation of learners for learning. Without it learners will be slow and can even just stop. The objectives of learning preparation are to:
1) Invite students out of a state or feeling depressed
2) Removing learning barriers
3) Stimulate learners' interest and curiosity
4) Provide learners with positive feelings about, and meaningful relationships with, the topic of the lesson on the subject matter of the language of multiplication operations
5) Make students active in learning, thinking, creating, and growing
2. Delivery Techniques

Bringing together learning with learning material and starting the learning process positively and interestingly.
3. Training Techniques

At this stage it can be done by having learners repeatedly practice a skill, get immediate feedback, and practice that skill again. Ask students to talk about what they are experiencing, how they feel about it, and what else they need to improve. At this stage it can be done by having learners repeatedly practice a skill, get immediate feedback, and practice that skill again. Ask students to talk about what they are experiencing, how they feel about it, and what else they need to improve.
4. Closing Technique

According to the steps, the method of learning while playing (Joyful Learning) in general is:
1) Teachers convey learning objectives and share concepts with students.
2) Learners are given tasks or exercises to adjust to at that very time.

3) During the learning process, students can play counting because counting can also hone intelligence in students.
4) After completing the task, all students participated in doing the game in groups After completing the task, all students participated in doing the game in groups
5) Students must do a lot of questions or exercises given by the teacher
6) Teachers always give awards to students who have dared to work together with friends to answer questions or exercises to the blackboard or in front of the class.

According to Munayasari (Sardin et al., 2022: 132) there are several steps of the joyful learning method, namely:
1) The teacher explains the subject matter with lecture and question and answer methods;
2) Students are divided into small groups and given practice questions to adjust at that very time;
3) After finishing the problem, students are told to demonstrate in front of the class;
4) How to appoint students to work ahead by means of games;
5) Students conclude the material studied;
6) The teacher perfects the conclusions that have been obtained from the students

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METHOD
Research Design
The design used by researchers in this study is experimental research, namely One-Group Pretest-Posttest Design. In this design used by researchers to give pretests, before being given treatment. Thus the results of treatment can be known more accurately, because it can compare with the situation before being treated. This design can be described as follows:

$$O_1 \ X \ O_2$$

Figure 1. One-Group Pretest-Posttest Design Formula

Information:
O1 = Pretest scores (before treatment)
O2 = Posttest scores (after treatment)

Data Collection Techniques
Test
"…To measure the presence or absence and magnitude of the ability of an object under study, a test is used. Instruments in the form of this test can be used to measure basic abilities, including: conducting tests to measure intelligence (IQ).

Questionnaire
According to Sugiyono (2016: 142)) "Questionnaire is a data collection technique carried out by providing a set of written statements or questions to the respondent to be answered by learners".

Documentation

Collecting documentation related to research problems documentation studies related to the research presented, namely the influence of the Joyful learning method on the learning outcomes of students at SD Negeri 033913 Kalang Baru.

Validity Test

Conversely, a less valid instrument means it has low validity. The correlation formula used in this study is the one proposed by the person, known as the product moment formula. Product moment formula:

$$r_{xy=} \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Arikunto (2020:213)

Information:

r_{xy} = correlation coefficient between X and Y variables

$\sum XY$ = The sum of x and y multiplications

X = The number of scores obtained by students for each question item

Y = Total score count

N = Sample

From the test results using the formula above, an item will be declared valid if it has a high discrimination index that is greater than rtabel or rcalculate ≥ rtable, then the item is declared invalid or rcalculate ≤ rtable. To determine whether the instrument is valid or not, the help of the SPSS Version 25.0 program is needed as follows

1. If the $r_{calculation}$ ≥ r_{table} with a significant level of 0.05, then the instrument is said to be valid
2. If the $r_{calculate}$ ≤ r_{table} with a significant level of 0.05, then the instrument is said to be invalid

If the rcalculate ≤ rtable with a significant level of 0.05, then the instrument is said to be invalid.

Reliability Test

Arikunto, (2021: 221) emphasized that "Reliability test is an instrument reliable enough to be used as a data collection tool because the instrument is good" therefore, for reliability tests researchers use the KR20 formula (Kuder Richardson). The formula K-R20 (Richardson Kuder) is as follows:

$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{St - \sum pq}{vt}\right)$

Sugiyono, (2016)

Information:

r_i = Reliabilitas Instrumen

k = Number of items in the instrument

p_i = Proportion of the number of subjects who answered in item 1

q_i = $1 - p_i$

S_t^2 = Total Variance

Normality Test

The formula used to test data normality is the Lilliefors formula The steps are as follows:

a. Arrange sample data from small to largest and determine the frequency of each data.
b. Determine the z value of each of these data.
c. Determine the probability size for each z value based on the z table and named F(z).
d. Calculate the relative cumulative frequency of each z value and call it S(z) calculate the proportion, if n = 10, then each cumulative frequency divided by n. use the largest Lcalculate value.
e. Determine the Lcalculate value F(Zi) - S(Zi), calculate the difference, and then compare it with the Ltabel value from the *Liliefors* table.
f. If $L_{calculate} \leq L_{tabel}$ then H0 is accepted, so it can be concluded that the sample comes from a normally distributed population.

Correlation Coefficient Test

To find out whether or not there is an influence between the independent variable and the dependent variable. With the Product moment correlation formula, namely:

$$r_{xy=} \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

(Sugiyono 2016)
Information:
r_{xy} = Product moment correlation coefficient
N = total number of students
$\sum X$ = Item score
$\sum Y$ = The total score of all students
$\sum XY$= The number of multiplication results between the score "X" and the score "Y"

It can be concluded that if $r_{count} \geq r_{table}$ then there is an influence between the independent variable and the dependent variable. Conversely, if $r_{count} \leq r_{table}$ then there is no influence between the independent variable and the dependent variable.

Test the hypothesis

To find out X has a significant influence on variable Y is done by testing the hypothesis using the t-test as follows:
Information:
r = Correlation
n= Sample

To find out whether the hypothesis is accepted (Ha) then $t_{count} \geq t_{table}$ and vice versa $t_{count} \leq t_{table}$ then the hypothesis is rejected (Ho). The hypothesis is accepted, if $t_{count} \geq t_{table}$, otherwise if $t_{count} \leq t_{table}$ then the hypothesis is rejected error rate of 5%.

$$t = \frac{r\sqrt{n - 2}}{\sqrt{1 - r^2}}$$

RESULTS AND DISCUSSION
Pre-test Results

In class III which amounted to 35 students, researchers first distributed questions or Pretests before starting learning the aim was to find out the abilities of students before taking action. The results that have

been implemented show that the ability of student learning outcomes is said to be insufficie.

Table 1. Frequency Distribution of Joyful Learning Method Pretest Value Data

X	F	FX	x-x̄	(x-x̄)²	F(x-x̄)²
24	1	24	-26.80	718.24	718.24
28	1	28	-22.80	519.84	519.84
33	4	132	-17.80	316.84	1267.36
38	5	190	-12.80	163.84	819.20
43	2	86	-7.80	60.84	121.68
48	4	192	-2.80	7.84	31.36
52	5	260	1.20	1.44	7.20
57	2	114	6.20	38.44	76.88
62	3	186	11.20	125.44	376.32
67	3	201	16.20	262.44	787.32
71	3	213	20.20	408.04	1224.12
76	2	152	25.20	635.04	1270.08
SUM	**35**	**1778 50,80**	∑- x-x̄= -10.60	**3258.28**	∑ F(x-x̄)² **7219.60**

Based on the frequency table, class III pretest scores obtained the highest score of 76 and the lowest value of 24. Obtained an average value (mean) of 50.54. Students who obtained scores 24-32 of 5.71%, grades 33-42 of 25.71%, grades 43-51 of 17.14%, grades 52-60 of 20%, grades 61-69 of 17.14% and grades 70-78 of 14.29%.
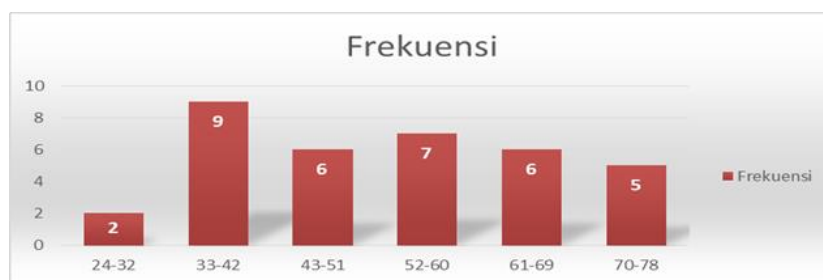
Figure 2. Histogram of frequency distribution of pretest values

Post-test Results

The ability of student learning outcomes in understanding multiplication material showed a total of 23 students, while those who got incomplete scores were 12 students. The average posttest score obtained by students is 72.8. Furthermore, for more clarity about the results of the class III posttest, below can be seen a brief frequency table of grade III students.

Table 2. Frequency Distribution of Posttest Data Joyful Learning Method

X	F	FX	$x-\bar{x}$	$(x-\bar{x})^2$	$F(x-\bar{x})^2$
52	1	52	-20,69	427,90	427,90
57	6	342	-15,69	246,04	1.476,25
62	2	124	-10,69	114,18	228,37
67	3	201	-5,69	32,33	96,98
71	7	497	-1,69	2,84	19,89
76	5	380	3,31	10,98	54,92
81	3	243	8,31	69,13	207,38
86	5	430	13,31	177,27	886,35
90	2	180	17,31	299,78	599,57
95	1	95	22,31	497,93	497,93
Sum	$\sum F=35$	$\sum FX=$ **2544**	$\sum x-\bar{x}=$ **10.14**	$\sum (x-\bar{x})^2=$ **1878.39**	$\sum F(x-\bar{x})^2=$ **4495.54**

Based on the frequency table, class III posttest scores obtained the highest value of 95 and the lowest value of 52. The average value (mean) was 73.09. Students who obtained grades 52-59 by 20%, grades 60-67 by 14%, scores 68-75 by 20%, grades 76-83 by 23%, grades 84-91 by 20% and grades 92-99 by 3%.
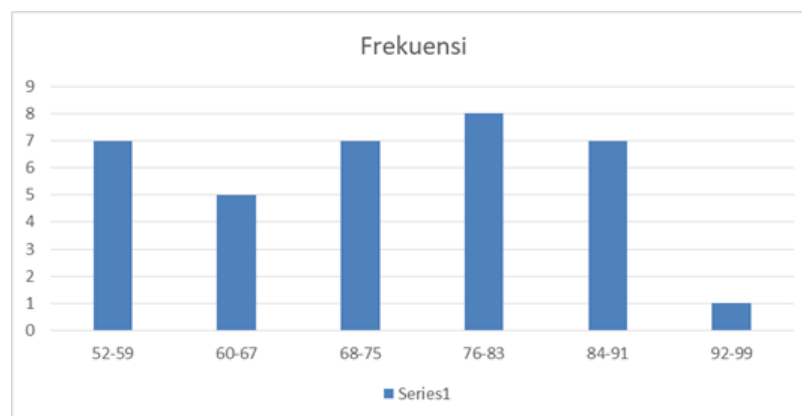

Figure 3. Histogram of Frequency Distribution of Posttest Values

Based on the data above, it can be known that the Posttest scores of students with 7 respondents obtaining a score of 52-59 with a presentation of 20%, 5 respondents obtaining a score of 60-67 with a presentation of 14%, 7 respondents obtaining a score of 68-75 with a presentation of 20%, 8 respondents obtaining a score of 76-83 with a percentage of 20%, 7 respondents obtaining a score of 84-91 with a percentage of 20% and 1 respondent obtaining a score of 92-99 with a percentage of 3%. The results of the posttest score showed an increase in the completeness of learning of grade III students. This result can be seen from the Posttest value higher than the pretest value. Where the average posttest score is 72.69 while the average pretest score is 50.80. For more details, it can be seen from the average value of pretest and posttest in the diagram below.
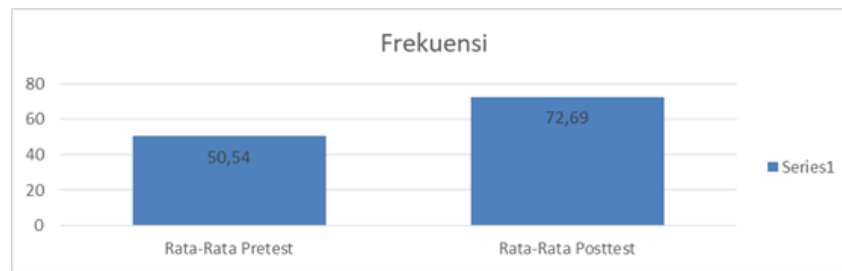
Figure 4. Pretest and Posttest Average Score Diagram

Based on the diagram above, it can be seen that the average posttest score of student learning outcomes is higher than the average value of the pretest before action is given on the multiplication material.

Results *Joyful Learning* Method Questionnaire

At the end of the lesson, researchers gave questionnaires to students. This aims to determine the level of success and how students are after being given an action through the Joyful Learning learning method.

Table 3. Frequency Distribution of Joyful Learning Method Questionnaire Values

X	F	FX	$x-x^-$	$(x-x^-)^2$	$F(x-x^-)^2$
79	17	1343	-4,6	21,16	359,72
82	1	82	-1,6	2,56	2,56
85	4	340	1,4	1,96	7,84
88	7	616	4,4	19,36	135,52
89	2	178	5,4	29,16	58,32
90	2	180	6,4	40,96	81,92
92	1	92	8,4	70,56	70,56
95	1	95	11,4	129,96	129,96
	35	2926	31,2	973,44	846,4

Based on the results of the calculations obtained from the questionnaire, it can be concluded that the average value (mean) is 83.60, while for the standard deviation results it is 4.918 and for standard error is 0.843. Based on the data above, it is known that the value of the questionnaire is 22 respondents obtained 79-85 by 63%, 12 respondents obtained a value of 86-92 by 34%, 1 respondent obtained 93-99 by 3%.
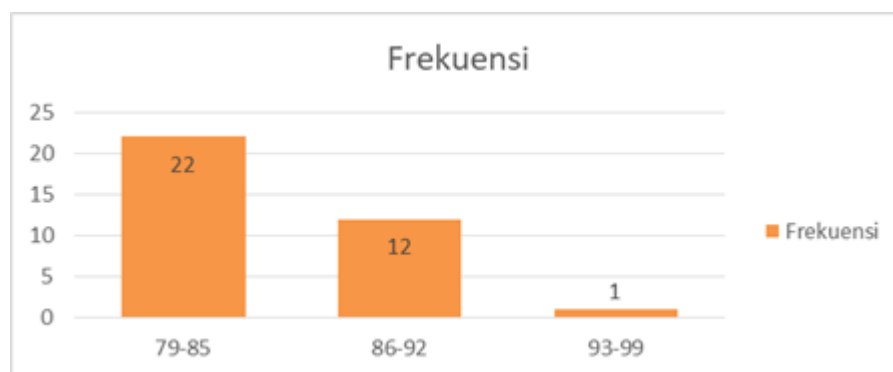

Figure 5. Histogram of Frequency Distribution of Questionnaire Values

Based on the frequency distribution table, the results of the class III questionnaire obtained the highest value of 95 and the lowest value of 79. With the highest percentage at 29% and the lowest percentage at 14%.

Normality Test

A normality test is performed to determine whether the data from the class III posttest is normally distributed or not. This normality testing uses calculations with the help of Excel.

Table 4. Pretest Normality Test Results

No.	Pretest	Z_i	$F(Z_i)$	$S(Z_i)$	$F(Z_i)-S_{zi}$
1	62	0,780	0,782	0,771	0,011
2	57	0,432	0,667	0,686	0,019
3	38	-0,891	0,186	0,314	0,128
4	48	-0,195	0,423	0,486	0,063
5	52	0,084	0,533	0,629	0,095
6	48	-0,195	0,423	0,486	0,063
7	57	0,432	0,667	0,686	0,019
8	52	0,084	0,533	0,629	0,095
9	76	1,755	0,960	1,000	0,040
10	67	1,128	0,870	0,857	0,013
11	52	0,084	0,533	0,629	0,095
12	52	0,084	0,533	0,629	0,095
13	38	-0,891	0,186	0,314	0,128
14	24	-1,866	0,031	0,029	0,002
15	38	-0,891	0,186	0,314	0,128
16	76	1,755	0,960	1,000	0,040
17	33	-1,240	0,108	0,171	0,064
18	43	-0,543	0,294	0,371	0,078
19	43	-0,543	0,294	0,371	0,078
20	28	-1,588	0,056	0,057	0,001
21	33	-1,240	0,108	0,171	0,064
22	38	-0,891	0,186	0,314	0,128
23	52	0,084	0,533	0,629	0,095
24	33	-1,240	0,108	0,171	0,064
25	71	1,407	0,920	0,943	0,023
26	62	0,780	0,782	0,771	0,011
27	71	1,407	0,920	0,943	0,023
28	48	-0,195	0,423	0,486	0,063
29	38	-0,891	0,186	0,314	0,128

30	62	0,780	0,782	0,771	0,011
31	67	1,128	0,870	0,857	0,013
32	67	1,128	0,870	0,857	0,013
33	71	1,407	0,920	0,943	0,023
34	33	-1,240	0,108	0,171	0,064
35	48	-0,195	0,423	0,486	0,063
Average	**50,80**			**LCalculate**	**0,128**
Standard Deviation	**14,36**			**L Table**	**0,150**

The level of significance used by researchers is a level of significance of 5% or 0.05 Lcalculate $\leq$ Ltabel test criteria from the results above obtained a $L_{calculate}$ value smaller than the L_{tabel} value. It can be concluded from the results above that the significance of pretest learning outcomes is $L_{calculate} \leq L_{tabel}$, $0.128 \leq 0.150$. Based on the results of these calculations, the management data is normally distributed. The table of posttest learning outcomes of students can be seen as follows:

Table 5. Posttest Learning Outcomes Normality Test

No.	Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	86	1,175	0,880	0,914	0,034
2	86	1,175	0,880	0,914	0,034
3	62	-0,943	0,173	0,257	0,084
4	71	-0,149	0,441	0,543	0,102
5	67	-0,502	0,308	0,343	0,035
6	86	1,175	0,880	0,914	0,034
7	76	0,293	0,615	0,686	0,071
8	81	0,734	0,768	0,771	0,003
9	90	1,528	0,937	0,971	0,035
10	76	0,293	0,615	0,686	0,071
11	81	0,734	0,768	0,771	0,003
12	76	0,293	0,615	0,686	0,071
13	76	0,293	0,615	0,686	0,071
14	57	-1,384	0,083	0,200	0,117
15	71	-0,149	0,441	0,543	0,102
16	95	1,969	0,976	1,000	0,024
17	81	0,734	0,768	0,771	0,003
18	62	-0,943	0,173	0,257	0,084
19	67	-0,502	0,308	0,343	0,035
20	57	-1,384	0,083	0,200	0,117
21	57	-1,384	0,083	0,200	0,117
22	52	-1,826	0,034	0,029	0,005
23	71	-0,149	0,441	0,543	0,102
24	57	-1,384	0,083	0,200	0,117
25	76	0,293	0,615	0,686	0,071
26	71	-0,149	0,441	0,543	0,102
27	86	1,175	0,880	0,914	0,034

28	57	-1,384	0,083	0,200	0,117
29	71	-0,149	0,441	0,543	0,102
30	57	-1,384	0,083	0,200	0,117
31	86	1,175	0,880	0,914	0,034
32	90	1,528	0,937	0,971	0,035
33	71	-0,149	0,441	0,543	0,102
34	71	-0,149	0,441	0,543	0,102
35	67	-0,502	0,308	0,343	0,035
Average	**72,69**			**L Max**	**0,117**
STDEV	**11,33**			**L Table**	**0,150**

The level of significance used by researchers is a level of significance of 5% or 0.05 $L_{calculate} \leq L_{tabel}$ test criteria from the results above obtained a $L_{calculate}$ value smaller than the L_{tabel} value. It can be concluded from the results above that the significance of posttest learning outcomes is $L_{calculate} \leq L_{tabel}$, $0.117 \leq 0.150$. Based on the results of these calculations, the management data is normally distributed.

Correlation Coefficient Test
The correlation coefficient test is used to determine whether there is an influence between the independent variable (X) on the dependent variable (Y), and the condition for the correlation coefficient test is to calculate the rtable $\geq$ with the product moment correlation formula.

Table 6. Correlation Coefficient Test

		Joyful Learning	Learning Outcomes
Joyful Learning	Pearson Correlation	1	.846**
	Sig. (2-tailed)		.000
	N	35	35
Learning Outcomes	Pearson Correlation	.846**	1
	Sig. (2-tailed)	.000	
	N	35	35

From the table above, it shows that the value of the correlation coefficient is 0.846 if the $r_{calculation}$ is $\geq r_{table}$. $0.846 \geq 0.334$. So there is a strong correlation between the *Joyful Learning* method. It can be concluded that 84.6% affect the Joyful Learning method and 15.4% influence from other factors on the learning outcomes of grade III students of SD Negeri 033913 Kalang Baru. This can be seen from the table below:

Table 7. Interventions

No.	Coefficient Interval	Relationship Level
1	0,00-0,199	Very Low
2	0,20-0,399	Low
3	0,40-0,599	Keep
4	0,60-0,7999	Strong
5	0,80-1,000	Very Powerful

Test the hypothesis

The t-test criterion can be said to be significant if a price of p≤ 0.05 is obtained. As well as the accepted hypothesis (Ha) if tcount ≥ ttabel (Ho) if tcount ≤ ttable. The results of the t-test calculation can be seen in the following table.

Table 8. Test Hypothesis

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	56.912	2.961		19.220	.000
	Learning Outcomes	.367	.040	.846	9.122	.000

To find out whether or not there is an influence can be seen from the significant results obtained. It can be known from the calculated value of the ttable ≥, which is 9,122 ≥ 2,724 which means that there is an influence of the Joyful Learning learning method on student learning outcomes. The results of the manual t-test of 9.118 can be known from the calculated value of ttable ≥, which is 9.118 ≥ 1.692 which means that there is an influence of joyful learning learning methods on student learning outcomes.

Discussion of Research Results

The purpose of this study is to determine the effect of Joyful Learning on the Learning Outcomes of Class III Students of SD Negeri 033913 Kalang Baru for the 2022/2023 Learning Year. Analysis of research implementation is needed to explain the success rate of learning using the Joyful Learning learning method. Test results The validity of the question instrument to 34 students with a total of 40 questions. Of the 40 question instruments tested, there were 21 question instruments that were declared valid. The results of reliability trials using SPSS ver 25 obtained an instrument reliability index of 0.838. From the results of the calculation of these data, it can be concluded that the instrument used is reliable because it has a very strong category reliability index.

The results of students' mathematics learning before being given treatment obtained an average value of 50.80 with a standard deviation of 14.36. The results of the normality test show Kolmogrov-Smirnov at 0.188, so it can be concluded that the results of pretest learning are normally distributed, because the level of significance obtained is greater than 0.150.

The results of learning mathematics students after being given treatment obtained an average value of 83.60 with a standard deviation of 4.918. The normality test The Joyful Learning method questionnaire obtained an average value of 83.60 with a standard deviation of 4.918. With the correlation coefficient test of the Joyful Learning method and the Learning Outcomes of Class III Students with a correlation coefficient value of 0.846 ≥ 0,334 there is a strong correlation influence between the Joyful Learning method and learning outcomes. It can be concluded that 84.6% have the influence of the Joyful Learning method and 15.4% have the influence of other factors there are learning outcomes of Class III students of SD Negeri 033913 Kalang Baru.

Based on the t-test conducted with the help of SPSS ver 25 aims to see the difference in learning outcomes of students between after being given treatment using the Joyful Learning method. That the t value is 9.122 ≥ 1.692. "There is a significant influence of the Joyful Learning Method on the Learning Outcomes of Grade III Mathematics at SD Negeri 033913 Kalang Baru Learning Year 2022/2023".

Based on the results of observations during the study, it was found that in addition to the influence shown by better average learning outcomes, learning using the Joyful Learning method also made the learning atmosphere pleasant. During the learning there are some students who daydream or feel bored, all students are very enthusiastic and enjoy participating in learning. At the end of the activity, when the students gave new

conclusions, the teacher perfected the opinions that had been given by the students, the learning that had been carried out almost all students had understood.

CONCLUSIONS AND RECOMMENDATION

Based on the discussion of this chapter, the researcher elaborates the conclusions compiled based on research activities regarding the influence of the Joyful Learning method on the learning outcomes of Class III students of SD Negeri 033913 Kalang Baru, Learning Year 2022/2023 as follows:

1. The process of implementing the Joyful Learning learning method on the learning outcomes of grade III students of SD Negeri 033913 Kalang Baru is to provide Pre-Test and Post-test to respondents, the test is given 21 questions each. Before being given treatment, researchers provide a Pre-Test to determine the extent of students' knowledge about multiplication material and the properties of multiplication calculation operations. After getting the next Pre-Test results, researchers give treatment to students using the Joyful Learning learning method, after giving treatment researchers give Post-test, this is done so that researchers know the extent of students' abilities after being given treatment. This can be seen in the average Pre-test score of students of 50.80, which is in the low category, while the average Post-test score of 83.60 which is in the very good category.

2. The influence of the Joyful Learning learning method on the learning outcomes of students in grade III multiplication material and the properties of multiplication calculation operations at SD Negeri 033913 Kalang Baru. It can be proven that with a correlation coefficient value of 0.846 which is in very strong interspension. The results of the T-test calculation to find out whether the hypothesis is accepted or rejected, the ttable $\geq$ is $9,118 \geq 1.692$ which means that there is an influence of Joyful Learning on student learning outcomes. Thus Ha was accepted and HO was rejected.

This research shows that student learning outcomes using the Joyful Learning learning method are more effective than Joyful Learning learning. Therefore, in improving learning outcomes, students need to utilize learning models that can focus students' attention, especially on multiplication material and multiplication properties, one of which is the Joyful Learning method displayed by researchers.

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