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The Role of Primary Education
in Asean Economic Community and Globalization Era

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Effectivity of Joyful Learning Model With Multimedia in The Fifth Grade Students on SD Negeri Ajung 3 Jember Academic Year of 2015/2016

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Abstract

This study investigated the effectiveness of Joyful Learning Model with Multimedia in the fifth grade students at SD Negeri Ajung 3 Jember on the academic year of 2015/2016. The design of this study was a quasi experimental research by using pretest-posttest control group with only one dependent variable and independent variable. The independent variable in this study was Joyful Learning Model with Multimedia and the dependent variable is students learning outcomes. The data were collected by using observation and written test. The pretest was done to see the homogeneity and normality of both classes. The two data analyses were descriptive analysis and t-test analysis. The result showed that t coefficient was 3.219, and Sig. 2 tailed scores was 0,00 with 5% in significance level. So, it would be said that 0,00 was less than 5% which means H_1 was accepted. It means, there was effectiveness of Joyful Learning Model with Multimedia on the student learning outcomes of the fifth grade students on the academic year of 2015/2016 year of school was also accepted. The average of the posttest result of the experiment class was 86,87 with 74.38 % of the students were categorized as high level of learning outcomes was better than the average of the posttest of the control class was 76,89 with 58,13 % of the students were categorized in low level of learning outcomes. It could be concluded that joyful learning model with multimedia influenced the social science learning outcomes of the fifth grade students of SD Negeri Ajung 3 Jember on the academic year of 2015/2016.

Keywords: Joyful Learning Model, Multimedia, Students Learning Outcomes, 5th grade students, SDN 3 Ajung Jember

1. Introduction

Education paradigm has changed continuously in line with public demands on the quality of learning and curriculum development. This includes changes from the teacher centered learning to the student centered learning; receipt of approaches, methods, and models of innovative learning. The emergence of the awareness that the information or knowledge can be accessed through a variety of way and media by the learners ; learning technology based on information technology (IT) began to be applied. Orientation of education is not only on the development of human resources (human resources development), but also on the development of human capability (human capability development); the introduction of E-learning ; dependent learning to independence learning; individual learning to team work oriented learning; and the large group into small class . The changes are applied to all levels of education, including in the primary school level .

The learning process in primary school, students need to pay attention the psikhologis condition of the students that are corresponded to their age. The students in Primary School who are in the age range of 7-11 years have the cognitive development in the concrete operational level. Piaget (in Budiningsih, 2004:89) said that the cognitive development of children run in four stages, they are sensory phase motors, pre-operational, concrete operational, and formal operation. At the age level of primary school, students still think concretely and are not able to think abstractly. how to think logically based on the physical manipulation of

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objects. At this level, the student logical thinking can replace the intuitive thinking even only in concrete situations. Therefore, teachers should guide the students to use logical thinking skills and could utilize the concrete objects and direct experiences into the learning process.

Social science material contains some abstract concepts material, such as: the environment, mutual cooperation, democracy, values and other materials which are still abstract and have to be presented thematically. The teachers do not just convey information, but they have to be creative and make the students learn easily and actively, and exciting. One of the alternative learning models is expected to create the conditions of joyful learning, carefree, and actively engage students is Joyful Learning Model.

Joyful Learning is an alternative model of learning that students do not fear of ridicule and not afraid of being underestimated or depressed, but on the contrary, the students feel to have courage to do and try, ask questions, express opinions, and question their friends' idea. Sylvester et al said that the fun class atmosphere will tend to make students more active in the learning process (2002:61). The teachers need to bring joyful learning, meaningful, dynamic, and fun. To create a good atmosphere in the learning process is not difficult, because the teacher only create relaxed learning, teaching materials associated with their lives, learning with humor and energetic atmosphere. According to Hermawan (2014) a joyful learning will arouse the curiosity of students to do something. This Curiosity will make the students active and it will influence on the students' learning outcome. Asmani (2013: 90), add that joyful learning will be characterized by the magnitude of the students to pay close attention to the task, so the student learning outcome can increase and in the long term and the student should be glad to learn in creating self-learning in their life (life long learn).

The teacher needs to integrate the model with the appropriate media as a means to deliver learning materials. The learning media have a very important role in learning activities in schools because it can affect the student learning outcomes. The use of the appropriate learning media can also improve efficiency, creativity, effectiveness and quality of learning process (Kurniawati et al, 2013). Learning media in this research, is the Multimedia that is the combination of various forms, such as a text, graphics, animation, video, interactive and sound as a support to achieve the learning objectives. Multimedia has several advantages when compared to other media such as books, audio, video or television. The most prominent advantages of multimedia is interactivity. Bates (1995) emphasized that among other multimedia, interactivity is the most obvious. Multimedia can encourage students to interact with the material both physically and mentally.

Joyful learning with multimedia is expected to have an impact on the spirit of the student learning so that students will not feel tired and bored. It is very supportive in helping the learning process that the subject of social science (IPS) has a broad range of material. In the teaching and learning methods, teachers create fun learning atmosphere without pressure, both physical and psychological pressure and always fully engage students in the learning process and students can feel the significance of learning they do. According Cakheppy (2011), there are four Joyfull Learning Model is a technique of preparation, delivery, training, and cover. Preparation is the technique related to the preparation of students to start the learning process with the objective of removing barriers that could slow students in the learning process. Submission technique means to transfer information about the study of material to the students in a positive and attractive way so that they can experience the meaningfulness in the learning process. The next technique is the training technique. This stage of the learning takes place with truth. What was thought and said and done was students who create learning, not what you thought, said and done by the teacher. In closing technique, teachers provide reinforcement to the students about the material that has been learned by the students.

The fact that happened on the field, the social science learning process is still not in accordance with the demand of the curriculum in force, in this case, the curriculum of 2013.

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Based on observations in class V SD Negeri Ajung 3 Jember, the learning process is still done conventionally. In addition, the teacher does not facilitate students with various learning media. During the learning process, it is seen that students' motivation is still low. Basically learning without motivation will be difficult to achieve success in the learning activities. According to Uno (2012: 23), there are several indicators of motivation to learn, namely (a) the desire and the desire to succeed; (B) the encouragement and learning needs; (C) their hopes and ideals of the future; (D) the award in learning; (E) the activities that are interesting in learning; (F) the existence of the conducive learning environment, allowing someone, students can learn well. The conditions like this will certainly lead to monotony. The students will have difficulty in understanding the material of social science, whose scope is quite extensive.

The results of preliminary interviews with some of the fifth grade students who had learned the subject of social science obtained information that there were some obstacles encountered in the learning process, namely boredom experienced by the students because the material taught by the teachers was written on the board and delivered orally. Thus the learning process became monotonous and did not provide attractiveness. As a result the students became lazy and uninspired. The learning result obtained from the value of daily tests showed that the average score only 65 were categorises as medium. From an overview of the learning processthat was carried out the social science (IPS) learning process did not run effectively.

The similar research related to Joyful Learning Model had been done by previous researchers, one of them was conducted by Prasanti, E (2014) chich is entitled "Effectiveness of Joyful Learning Assisted Power Point On The Students Achievement In the Seventh Grade Grade Students of SMP Negeri 6 Salatiga Of Arithmetic Social Subject Semester 2 In the Academic Year Of 2013/2014 ". The research proved that the Joyful Learning Model was more effective than the conventional models. The other research was conducted by Septiawan (2012) concerning with the application of the learning method of Joyfull Learning. The result showed that the joyful learning model with multimedia could improve students' learning outcomes from th first cycle of 92.9% to 100% in the second cycle. The result above showed that a pleasant atmosphere in learning had a high impact on students' motivation. In addition, the source of a variety of learning became fun learning process, so the students did not feel bored. The condition was very supportive of the learning process that IPS had a wide range of material. The joyful learning model with multimedia was expected to create the atmosphere of learning interesting and meaningful to the students so that they could improve the student learning outcomes in social studies in the fifth grade students of SD Negeri Ajung 3 Jember

2. Resarch Methods

This research was conducted at SD Negeri 3 Ajung Jember It was started from March 10ᵗʰ 2016 to 10ᵗʰ April 2016 in the second semester of the 2015/2016 academic year. The subjects in this study were the teachers and the students of class V SD Negeri 3 Ajung Jember. The sampling technique in this study were taken from class V totaling 51 students consisting of two parallel classes, class VA that was 28 students consisting of 15 males and 13 females, 28 students of V B consisting 18 males and 10 females. The researcher determined class V A as the experimental group and class B as the control group.

This design of this research was a Quasi Experimental design which consist of pretest-post-test control group. The independent variable in this study was the teaching and learning process of social science by using Joyful Learning Model with multimedia, and the dependent variable was the student learning outcome of social science. The data were collected by using observation and written test. The observation method was used to measure the implementation of Joyful Learning Model with multimedia by using the observation sheet, while the written test was used to assess the student learning outcome. The first test was the prerequisite analysis test normality of data distribution included test of normality and homogeneity of variance. The test normality of data distribution

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used Chi-Square test and the test of homogeneity of variance used the F-test. The data distribution normality test was done by using two classes: the experimental group and the control group. This normality test used chi square formula (X^2) at the 5% significance level and degree of freedom db = k-1.

The technical analysis of the data was used in this study that consisted of descriptif and t-test analysis. The descriptive analysis was used to describe the activities of the teachers and the students during the learning process by calculating the average frequency and percentage of each aspect in each meeting. The t-test analysis used to determine the significant differences from student learning outcome of social science subject with joyful learning model based on multimedia and student learning outcome in the conventional group.

3. Results and Discussion

From the observations in class V SD Negeri Ajung 3 Jember especially in the teaching learning process of IPS was known that the learning process run in accordance with the steps that had been established in both the experimental group and the control group. The difference that could be seen was on the student responses. The learning process was carried out in the control group that it was taught by the conventional model and the teacher did not facilitate the students with multimedia. Such conditions created an atmosphere that was uncomfortable and boring. Many students did not ask questions and gave feedback on the material taught by the teachers, the students only sometimes commented on the images that contained in the book IPS. The students had difficulties in understanding the subject matter of IPS, whose scope was quite extensive. The situation was very different from that happened in the experimental group.

The implementation of the joyful learning model on the subject of IPS increase motivation students' motivation so the interaction and the learning process became active. The teacher used multimedia to make the students became more enthusiastic in participating in the learning process. Thus the learning process was dynamic where the students were actively involved and excited. Based on the learning theory of constructivistic, the teacher played full role as a facilitator and the student-centered learning. It was seen that the implementation of joyful learning model with multimedia had a positive impact on the understanding of students of IPS.

From the results of calculations which had been done showed that the average value of the result of social science in the experimental group who followed the joyful learning process with multimedia $\bar{x}=86,87$ with variance $S^2=53,8$, and the standard deviation S=7.19. Meanwhile the average value of the results of social science in the control group that followed the conventional learning $\bar{x}=76,89$ with variance $S^2 = 53,8$ and the standard deviation S=7.09. Based on the data above, the experimental group was taught with joyful learning model with multimedia had an average value of learning outcome that was higher than the control group that taught by using the conventional learning models. The test for the test normality used the formula chi square (X^2) at the 5% significance level and degree of freedom db=k-1. The results obtained from the chi-square test showed $X^{2calculate} = 2.35$ in the experimental group and $X^2hit= 1.98$ and for $X^2tab=11.08$ in the control group. The criteria for the sample data were normally distributed if $X^{2calculate} < X^2tab$. In this research because of $X^{2calculate} < X^2tab$, it means that the distribution of the data in the experimental group and the control group had normal distribution. Then, for the homogeneity test, the data was analysed by using the test formula F. Based on calculation Ftab= 1.77 and Fhit=1.03, with degree of freedom (d.b) numerator and denominator was 50. It could be concluded that the variance between the experimental group and the control group was homogeneous because $F_{calculate} < F_{tab}$.

The amount of effectiveness could be known from the average posttest learning the social science outcome on the control class and the experimental class by using formula O_2 experimental class – O_2 control class. The result showed that the average of student learning

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outcome of social science in the experimental group was 86,87, and the average of student learning outcome of social science in the control group was 76,89. The amount of effectiveness are as follows.

The amount of effectiveness = O_2 of the experimental class - O2 of the control class
= 86,87 - 76,89 = 9,98

The research hypothesis test was formulated as follows:
The joyful learning model with multimedia was declared effective in terms of student learning outcome with the following conditions :
1) The average value of student learning outcome in the experimental class was greater than in the control class .
2) The result of t-test which was taken from post –test value of the experimental class indicated that $t_{calculate} > t_{tab}$

From the above calculation, H_0 was rejected and H_1 were accepted. The joyful learning with multimedia was effective on the results of the student learning outcome, especially on the subject social science of class V of SD Negeri Ajung 3 Kabupaten Jember on the second semester of the 2015/2016 academic year with the amount of effectiveness with mean difference that was 9,98.

Table 1. Table Hypothesis

Class	Varians	N	db	$t_{calculate}$	t_{table}	Conclusion
Experiment Class	86,87	28				
			49	3,219	2,010	H_1 accepted
Control Class	76,89	23				

Based on Table 1, it was found that $t_{calculate}$ greater than t_{tab} (3.219> 2.010) at degree of freedom (d.b) 49 so that H_0 was rejected and H_1 accepted which means there are significant differences of IPS learning outcomes of the students who was taught by the joyful learning with multimedia compared to the student who was taught by the conventional model of student class V at SD Negeri 3 Ajung Jember in the academic year of 2015/2016. The differences of the results obtained between the experimental group and control group was the impact of the learning process. In the learning process with joyful learning model with multimedia directed the students to actively participated in the learning activities. So the learning was centered on the students. Whereas in the conventional teaching method teacher tended to be more active in the learning process. In this learning process, the students tended to be inactive, because they just listened to what was explained by the teacher. Besides, the conventional learning process, the learning activities were described by the textbooks.

The results above was supported by the theory of Joyful Learning Model, as expressed by Darmansyah (2011: 12) that joyful learning model is to increase understanding, enhance memory and provide an opportunity for students to the proper functioning of the brain memory and thinking brain optimally. Meanwhile, Riyana (in Asyhar, 2012: 29) says by using multimedia, the learning process will be more interesting and fun. Daryanto (2010: 52) adds the benefits that can be derived from multimedia learning is that the learning process will be more interesting, more interactive, the amount of teaching time can be reduced, the quality of student learning can be improved. Thus, joyful learning model, combined with the use of multimedia could make the students more interested and participated actively in the teaching learning process. The implementation of joyful learning model with multimedia will make the learning process becomes more developed and integrated so that the desired learning objectives

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will be achieved .The joyful learning can be achieved when teachers use various and innovative media (Kosasih, 2016). From the result, it coud be seen the advantages of the joyful learning model with multimedia among other conditioning class atmosphere that made students active and relax so the were brave to interact. The using of multimedia that made the teaching and learning process was interesting. It will create a joyful learning models to be attractive so that the learning environment becomes more active and enjoyable .

The conventional learning that was based on the teacher as a source of learning and method is used more in the lecture that may result in the students' boredom. The impact of inactivity in the learning process. It showed the differences of the students' learning outcome between the students who was taught by the joyful learning model with multimedia and the students who got the conventional learning process. From the result, it could be seen the hallmarks of joyful learning model with multimedia that included conditioning of the classroom atmosphere that made students active and relax so the students were brave to interact in the learning process with multimedia. Using the multimedia in the learning process will create a joyful learning models to be attractive so that the learning environment becomes more active and enjoyable. The conventional learning process that was just based on the teacher as a learning resource. In addition, the method was used more in the lecture that resulted the student boredom and the impact of inaction by the students in the learning process. It showed the variation in students who take the approach of joyful learning through multimedia-based learning with students who take the conventional learning

4. Conclusions and Suggestions

From the research results, it could be concluded that the joyful learning model with multimedeia were effective in the fifth grade students at SD Negeri Ajung 3 Jember on the academic year of 2015/2016. It could be seen from the results that there was significant differences in the student learning outcome on the subject of social science between the students who were taught by using joyful learning model with multimedia to the students who were taught by using the the conventional teaching method at SD Negeri 3 Ajung Jember in the academic year 2015/2016. The average score obtained by the students tho were taught by using joyful learning models with multimedia that was $\bar{x}=81.18$ and the students in conventional class that was $\bar{x}=75.38$. The results of t test obtained showed that $t_{tab}(\alpha = 0.05; 78)= 2.000$ and $t_{calculate}=3.648$. in fact the value of $t_{calculate}= 3.648>t_{tab}(\alpha = 0.05; 78) = 2,000$. Based on the research result, it is suggested that teachers be more serious in the classroom conditioning, that is because the joyful learning model with multimedia students at invited to play while the learning process makes the classroom atmosphere become noisy and crowded. Therefore teachers who have a similar problem we suggested to conduct a further research with the same design but with different matearials to strengthen the theory on the research.

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