



Implementation of Islamic Religious Education Using Fun Learning at Primary Schools

Diah Sartika^{1*}, Ellisa Fitri Tanjung², Nurzannah³

¹²³Muhammadiyah University of North Sumatra, Indonesia

¹sartikadiah75@gmail.com, ²ellisafitri@umsu.ac.id, ³nurzannah@umsu.ac.id

Article History:

Received: August 30th, 2024 Accepted: December 16th, 2024 Published: December 16th, 2024

Abstract

Fun learning aims to create a fun and interactive learning atmosphere so students are more motivated and actively involved in the learning process. This study aims to examine the implementation of Islamic Religious Education (PAI) learning using the fun learning method and the ability of teachers to apply the proper learning method in delivering learning in public elementary schools. This study used a qualitative method with a descriptive-analytical approach. Research data were obtained from two PAI teachers and three students through interviews, observations, and documentation as primary data sources. The results of the study indicate that the implementation of Islamic Religious Education (PAI) learning with the fun learning method in public elementary schools is carried out with various strategies applied, namely the use of interactive learning media, educational games, direct practice, group activities, stories, dramas, outdoor activities, awards and motivation and integration of Islamic values in daily activities. The ability of teachers to apply the proper learning method in delivering learning is influenced by several factors: understanding student characteristics, mastery of learning materials, creativity and innovation in learning, the ability to use educational technology, flexibility in using various methods, classroom management skills, evaluation skills and reflection and involvement in professional development. The implications of this research show that fun learning has great potential to improve the quality of Islamic Religious Education learning in elementary schools.

Keywords: fun learning method, Islamic religious education, learning

Copyright © 2024 Diah Sartika, Ellisa Fitri Tanjung, Nurzannah

* **Correspondence Address:**

Email Address: sartikadiah75@gmail.com

Citation: Sartika, D., Tanjung, E. F., & Nurzannah, N. (2024). Implementation of Islamic Religious Education Using Fun Learning at Primary Schools. *Southeast Asian Journal of Islamic Education*, 7(2), 87–102. <https://doi.org/10.21093/sajie.v7i2.9097>

A. Introduction

Education becomes an effort for individuals or groups to change attitudes and behaviors through training, guidance, and teaching methods. Education is also an essential part of human life as an effort to grow and enhance a person's abilities so that in the future, one will undoubtedly be helpful to oneself, family, society, religion, nation, and country (Yusuf, 2018). Education, in the narrow sense of the word, is a school. This system applies to students at school or a university (formal educational institution). The father of education, Ki Hajar Dewantara, stated his famous guidelines, namely, "*Ing Ngarso Sung Tulodo*" (in the front giving examples), "*Ing Madyo Mangun Karso*" (in the middle building and encouraging), "*Tut Wuri Handayani*" (in the back encouraging) (Nurhalimah et al., 2023).

The definition of education in the broadest sense is life. This means that education is all learning knowledge that occurs throughout life in all places and situations and positively influences the growth of each individual. That education lasts throughout life (long life education). In a broad sense, teaching is also a process of teaching activities, and learning can occur in any environment and at any time (Pristiwanti et al., 2022). The meaning of education is teaching carried out by a teacher to students; it is hoped that adults and children will be provided with role models, learning, direction, and improving ethics and morals, as well as exploring the knowledge of each individual. The teaching given to students is not only from formal education carried out by those in power but in this case, it is the function of family and society that is very important and becomes a forum for development that can generate and develop knowledge and understanding (Marisyah et al., 2019).

Learning is an interaction process between students and teachers and learning resources in a learning environment. Learning is assistance teachers provide so that the process of acquiring knowledge and insight, mastering skills and habits, and forming attitudes and beliefs in students can occur. In other words, learning is a process to help students learn well. Learning must use appropriate methods to convey learning. It must use methods relevant to the topic that will be delivered. Many methods are used, one of which is the fun learning method. Fun learning can be an effective method for learning Islamic Religious Education. Fun teaching and learning activities with various learning methods and media suit children's character and world. In fun learning, "joy" does not mean creating a noisy and chaotic atmosphere. This joy means awakening interest, full involvement, and creating meaning, understanding, and values that make the child happy. Because teaching and learning activities will only be able to take place with passion and enthusiasm if students can learn, invite you to be serious about learning what you want to learn (Maswar, 2019).

The fun learning method is essential for elementary school students because, at this stage, they are in a critical development phase. Positive learning experiences can form a strong foundation for lifelong learning. Fun learning, with a fun and interactive approach, can change students' perceptions of learning from something that is considered boring to an activity that is interesting and looked forward to. Research shows that using interactive learning methods, such as role-playing and multimedia, can increase student motivation and involvement in the learning process (Budiarto & Jazuli, 2021). By creating a pleasant learning atmosphere, students are more likely to be actively involved and enjoy the learning process, which can improve their academic results (Trisnawati & Fathoni, 2023).

The urgency of this method lies in its ability to increase students' intrinsic motivation. Through games, creative activities, and varied learning media, fun

learning can stimulate students' interest and make them more involved. Research shows that fun learning methods can increase students' motivation so they are more focused and can understand the material better (Wibowo & Masruro, 2022). When students feel happy and motivated, they tend to be better able to remember information for extended periods (Sofyan & Purba, 2020). This shows that a fun approach to learning increases motivation and the effectiveness of learning itself.

Apart from that, learning is fun and plays a role in developing students' social and emotional skills. In a fun learning environment, students find collaborating with their friends, sharing ideas, and learning to respect other people's opinions easier. Research shows that learning methods that involve social interaction, such as role-playing, can improve students' social skills and build positive character (Hasan, 2023). These social skills are critical to preparing students to face more significant challenges in the future, both in academic and social contexts (Oktaviana & Rusnilawati, 2022). Thus, applying the Fun Learning method in elementary schools not only helps students achieve better academic results but also forms a positive and enjoyable learning attitude, which supports their holistic development as individuals who are balanced, creative, and ready to face various situations in the future (Amir et al., 2020).

This research explores the implementation of a fun learning approach in the Islamic Religious Education subject at SD Negeri 101906 Pagar Jati, Lubuk Pakam District. It investigates in-depth the strategies and media teachers use in the class and the teacher's ability to apply appropriate methods, starting from understanding students' characteristics to involvement in professional development.

B. Literature Review

Implementing Islamic Religious Education (PAI) learning using the fun learning method in elementary schools is an innovative and responsive approach to the needs of students in this modern era. The *fun learning* method focuses on creating a fun and interactive learning atmosphere to increase student motivation and involvement in the learning process. In this context, it is essential to understand how this method can be integrated with the existing curriculum, especially the Merdeka Curriculum implemented in Indonesia.

The Merdeka Curriculum provides space for teachers to innovate in learning methods, including PAI. stated that the application of the differentiation paradigm in the Independent Curriculum is critical to improve the quality of PAI learning that is responsive to the diversity of students (Ghani, 2023). With this approach, teachers can adapt teaching methods to students' needs and characteristics to make learning more effective. Apart from that, Nusaibah and Bustam emphasized the importance of technology in supporting PAI learning, where applications such as Canva and Powtoon can be used to create engaging and interactive learning media (Nusaibah & Bustam, 2023).

In fun learning, tangible and virtual media use is also very relevant. Wati suggests integrating these two media types can increase student involvement in PAI learning in elementary schools (Masnunah, 2018). Real media, such as physical objects that can be seen and touched, and virtual media, such as videos and animations, can help students understand religious concepts in a more enjoyable and easy-to-understand way. This is in line with research conducted by Wati, which shows that applying local wisdom values in PAI learning can increase the relevance of teaching material for students (Wati, 2024).

Next, it is essential to consider assessment in PAI learning. Authentic assessment, which is carried out through observation and reflection, is critical to improving the quality of education (Umami, 2018). Assessment can be done entertainingly in fun learning, such as through games or collaborative projects, measuring students' knowledge and social and emotional skills. This aligns with the view that differentiated learning can help accommodate student differences and create an inclusive learning environment (Ridwan, 2024).

Religious moderation is also an essential aspect of PAI learning. Insights into religious moderation need to be internalized in learning design so that students can learn to respect differences and build tolerance (Nafa et al., 2022). In this context, teachers have a key role in designing learning that does not only focus on cognitive aspects but also on developing students' character and moral values and adding that improvising the role of teachers in extracurricular activities can also enrich students' learning experiences (Samsirin, 2023).

In implementing the fun learning method, teachers must pay attention to the various challenges they may face. Challenges in developing Islamic religious education in early childhood include a lack of resources and teacher training (Achmad, 2024). Therefore, teacher training in affection-based learning media design is crucial to improving their skills in creating a pleasant learning atmosphere (Kholidah, 2023). Thus, professional development for teachers must be a priority in efforts to improve the quality of PAI learning.

The importance of collaboration between schools and local communities cannot be ignored. The involvement of local communities in the learning process can strengthen the relationship between teaching materials and students' daily lives. Collaborative projects involving parents and community members can create more prosperous and relevant student learning experiences. In addition, Islamic religious education must respond well to the "Freedom of Learning" policy so that students can learn more flexibly and according to their interests (Darise, 2021).

Teachers must continue innovating in their teaching methods to achieve optimal learning goals. Sutarno and Jumadi emphasized that developing literacy in PAI learning is critical to prepare students to face future challenges (Sutarno & Jumadi, 2022). By integrating various methods and approaches, including fun learning, teachers can create a more enjoyable and practical learning experience for students.

Finally, ongoing evaluation is needed to ensure the success of implementing the fun learning method in PAI learning. A comprehensive assessment to evaluate the effectiveness of learning programs is critical (Setiadi, 2016). Regular evaluations allow teachers to identify areas that need improvement and adapt their teaching strategies according to student needs. Overall, implementing Islamic Religious Education learning using the fun learning method in elementary schools is a strategic step to improve the quality of education. Teachers can create a fun and effective learning environment by utilizing technology, media, diverse approaches, and involving local communities. This will increase students' motivation and help them develop strong character and moral values when facing challenges in a multicultural society.

Based on the literature review that has been discussed, several main problems in the implementation of Islamic Religious Education (PAI) learning with the fun learning method in Elementary Schools include challenges related to limited resources, teacher skills, and the application of effective media to create an interactive and enjoyable learning atmosphere.

C. Method

This research, entitled "Implementation of Islamic Religious Education Learning using the Fun Learning Method at SD Negeri 101906 Pagar Jati, Lubuk Pakam District", was carried out to describe and analyze in depth how the fun learning method is applied in Islamic Religious Education learning at elementary school.

1. Types of Research

This type of research used qualitative methods with a descriptive-analytical approach because it allows researchers to explore in-depth phenomena occurring in the field, especially in implementing fun learning methods. A descriptive analytical approach describes the learning process and analyzes the method's effectiveness and challenges.

2. Data Source

The data sources in this research consist of primary data and secondary data. Primary data was obtained from research subjects: two Islamic Religious Education teachers and three students at SD Negeri 101906 Pagar Jati. Its selection is because of its direct relation to the research subject and authentic experience and perspective. Data were collected through interviews, observations, and related documents. Meanwhile, secondary data was obtained from relevant literature, including books, journals, and reports on fun learning methods and Islamic Religious Education learning.

3. Research Instrument

The research instruments used in this research were interview guides, observation sheets, and documents. Interview guidelines were prepared to explore in-depth information regarding teachers' and students' experiences, views, and perceptions regarding using fun learning methods. Observation sheets record learning activities in class, while related learning outcome documents are used as supporting material for analysis.

4. Data Analysis Techniques

The collected data was analyzed using descriptive analysis techniques. The analysis process begins with data reduction, namely selecting, focusing on, and simplifying data relevant to the research. Next, the reduced data is categorized and organized based on specific themes related to implementing the fun learning method. An in-depth analysis was conducted to understand how this method is applied and its impact on learning. The analysis results are then presented as a descriptive narrative that comprehensively describes the research findings.

This research approach is hoped to provide a clear picture of implementing the fun learning method in Islamic Religious Education at SD Negeri 101906 Pagar Jati and offer recommendations for improving the future learning quality.

D. Findings

1. Implementation of Islamic Religious Education Learning Using the Fun Learning Method

Implementing Islamic Religious Education (PAI) learning using the fun learning method uses various strategies to make learning fun and engaging for students. The following are several methods implemented at SD Negeri 101906 Pagar Jati, Lubuk Pakam District, namely:

a. Use of Interactive Learning Media

Based on findings in the field through observation, PAI teachers use visual aids, videos, and interactive learning applications to deliver PAI material, namely by using animated videos to tell stories of the prophet or Islamic history.

b. Educational Games

Based on findings in the field through observation, PAI teachers involve students in games related to PAI material, such as religious quizzes, puzzles about Al-Qur'an verses, or word search games related to Islamic values. So this can help increase student involvement and memory.

c. Hands-On Practice

Based on findings in the field through interviews, PAI teachers also encourage students to practice directly what they have learned, such as how to perform ablution, prayer movements, or how to read the Koran. This practice can be done in the classroom or the school's open space.

d. Group Activities

Based on findings in the field through observation, PAI teachers also hold group activities where students can discuss and work together to complete religious assignments, such as making posters about commendable morals or compiling stories about prophets' role models.

e. Stories and Drama

Based on findings in the field through observation, PAI teachers use storytelling or drama methods to convey lessons. Teachers can tell interesting stories about the prophet or friends or ask students to play roles in a drama that depicts Islamic values.

f. Outdoor Activities

Based on findings in the field through observation, teachers organize learning activities outside the classroom, such as visits to mosques or other places of worship, to provide students with direct experience of religious practices.

g. Rewards and Motivation

Based on findings in the field through documentation, PAI teachers give awards or praise to active students who participate in learning activities. This can increase the motivation of students.

h. Integration of Islamic Values in Daily Activities

Based on findings in the field through interviews, PAI teachers integrate Islamic values into daily activities, such as starting and ending lessons with prayer, teaching Islamic ethics in interactions, and holding joint activities that reflect Islamic values.

So, implementing the fun learning method applied by PAI teachers at SD Negeri 101906 Pagar Jati, Lubuk Pakam District, can make PAI learning more interesting and compelling so that students not only understand the material but can also apply it in everyday life.

2. Teachers' Ability to Apply Appropriate Learning Methods in Delivering Learning

The school needs the ability of PAI teachers to apply appropriate learning methods to ensure that the teaching and learning process runs effectively and students can achieve the expected learning goals. The following are several factors that influence the ability of PAI to apply appropriate learning methods, namely:

a. Understanding Student Characteristics

Based on findings in the field through documentation, PAI teachers can understand students' characteristics, including their needs, interests, and ability level. With this understanding, PAI teachers can choose and adapt learning methods that best suit class conditions.

b. Mastery of Learning Materials

Based on findings in the field through observation, the PAI teacher at SD Negeri 101906 Pagar Jati, Lubuk Pakam District, has a strong mastery of the material. A deep understanding of the material allows PAI teachers to explain concepts clearly and provide relevant examples to students.

c. Creativity and Innovation in Learning

Based on findings in the field through observation, the ability of PAI teachers to develop and apply innovative learning methods is beneficial. PAI teachers can create an engaging learning atmosphere and motivate students to participate actively.

d. Ability to Use Educational Technology

Based on findings through observation, PAI teachers can use educational technology such as computers, projectors, and online learning applications to become increasingly helpful for students. PAI teachers can use technology to support learning and make it more interactive.

e. Flexibility in Using Various Methods

Based on findings in the field through interviews, PAI teachers are very flexible in using various learning methods, such as lectures, discussions, group work, and educational games. Ability to switch between these methods according to the situation and student needs.

f. Classroom Management Skills

Based on findings in the field through observation, the classroom management of PAI teachers is considered effective in creating a conducive learning environment in the classroom. The PAI teacher can manage the class well and effectively applies appropriate learning methods.

g. Evaluation and Reflection Ability

Based on findings in the field through documentation, the PAI teacher at SD Negeri 101906 Pagar Jati, Lubuk Pakam District, has the skills to evaluate the learning methods' effectiveness and reflect on future improvements. Such as measuring students' understanding of the material and adapting methods to suit their needs.

h. Engagement in Professional Development

Based on findings in the field through interviews, PAI teachers are involved in professional development through training, workshops, and collaboration with colleagues so that they can apply appropriate learning methods. Their continuous learning also helps them stay up-to-date with the latest teaching strategies.

So, the ability of PAI teachers at SD Negeri 101906 Pagar Jati, Lubuk Pakam District, to apply appropriate learning methods significantly influences the educational process's success. PAI teachers are competent and dedicated, so adapting their teaching methods to the needs of students and the classroom environment can ultimately create a meaningful and effective learning experience at school.

E. Discussion

Implementing Islamic Religious Education (PAI) learning using the Fun Learning method at SD Negeri 101906 Pagar Jati, Lubuk Pakam District, is a significant effort to improve the quality of religious education at the elementary level. The fun learning method, which emphasizes fun and interactive learning, is expected to attract students' interest and increase their understanding of religious values. In this context, it is essential to understand the challenges faced in Islamic religious education and the strategies that can be implemented to optimize the learning process.

Islamic religious education is critical in shaping students' character and morals. PAI teachers must have special strategies to instill religious values in students, especially amidst globalization's challenges, which can affect student morality (Khosiah et al., 2022). In this context, fun learning methods can attract students' attention and make learning more enjoyable. This method can help students to participate more actively in the learning process so that they not only receive information passively but are also directly involved in learning.

One of the main challenges in Islamic religious education is the lack of teacher qualifications and competence in teaching. Many PAI teachers have not met adequate qualification requirements, which can affect the quality of teaching (Suprpto, 2017). Therefore, schools need to provide training and professional development for PAI teachers to implement innovative learning methods, such as fun learning. By increasing teacher competency, it is hoped that the PAI learning process can run more effectively and be enjoyable for students.

Islamic religious education needs to be optimized to develop students' potential so that they do not fall into negative influences in the era of globalization (Hyangsewu, 2019). In this case, the fun learning method can help students understand religious teachings in a way that is more enjoyable and relevant to their daily lives. By linking learning material with real experiences and fun activities, students will more easily internalize the religious values taught.

Also, paying attention to moral and social-ethical aspects in PAI learning is important. Moral substance in religious education is essential to shaping student character (Shunhaji, 2019). Therefore, in implementing the fun learning method, PAI teachers need to design activities that are not only fun but also educational so that students can learn about the moral and ethical values contained in the teachings of the Islamic religion. For example, through role plays or group discussions, students can be invited to reflect on and discuss religious values in everyday life.

Technology can also be a way to increase the effectiveness of PAI learning. Android-based learning applications can help improve students' interest in PAI (Herawati, 2023). Technology allows teachers to create a more interactive and engaging learning experience. For example, through mobile applications, students can access learning materials, take quizzes, or participate in online discussions, all of which can increase their engagement in learning.

In PAI learning at SD Negeri 101906 Pagar Jati, it is essential to involve parents and the community in the education process. Islamic religious education does not only focus on the cognitive domain but also skills and affectivity (Aliyah, 2020). Therefore, collaboration between schools, parents, and the community is essential to create an environment that supports religious learning. For example, schools can hold joint activities with parents, such as seminars or workshops on religious values, which can strengthen students' understanding of religious teachings.

Next, it is essential to evaluate and adapt the learning methods used. Cooperative learning models, such as the Jigsaw type, can be applied in PAI learning to increase student interaction (Siska, 2022). By applying this method, students can learn from each other and work together in groups, improving their understanding of the material being taught. Regular evaluation of the learning methods implemented is also essential to ensure that the techniques effectively achieve learning goals.

In facing challenges in Islamic religious education, PAI teachers need to have high professionalism. Teacher professionalism greatly influences learning outcomes (Idhar, 2018). Therefore, teachers need to continue improving their competence and teaching skills, including implementing fun learning methods. By having professional and competent teachers, it is hoped that PAI learning at SD Negeri 101906 Pagar Jati can run well and positively impact students.

In addition, it is essential to pay attention to students' social and cultural contexts in the learning process. Integrating religious education material with national values can help prevent radicalism among students (Muhayati, 2021). In this case, PAI teachers need to relate learning material to the context of students' lives so that they can understand the relevance of religious teachings in everyday life. In this way, students learn about religion and to be good and responsible citizens.

Character education is also an essential aspect of PAI learning. Putri and Husmidar stated that Islamic religious education plays a strategic role in shaping students' character (Putri & Husmidar, 2021). Therefore, in implementing the fun learning method, teachers must design activities that instill good character values, such as honesty, responsibility, and concern for others. By instilling these values from an early age, it is hoped that students can grow into individuals with noble and responsible character.

To increase the effectiveness of PAI learning, it is essential to involve students in the learning process actively. Kholis and Praja emphasize that learning that actively involves students can increase their understanding of the material being taught (Kholidah, 2023). Therefore, PAI teachers must design activities that encourage students to participate actively, such as group discussions, presentations, or collaborative projects. In this way, students will feel more involved in learning and understand religious teachings more easily.

Finally, it is essential to carry out further research and development regarding innovative PAI learning methods. Evaluation of PAI learning at various levels of education still needs to be carried out to find solutions to existing problems (Sopian et al., 2022). Therefore, research regarding implementing the Fun Learning method in PAI learning at SD Negeri 101906 Pagar Jati can significantly contribute to the development of Islamic religious education in Indonesia.

Overall, implementing Islamic Religious Education learning using the fun learning method at SD Negeri 101906 Pagar Jati, Lubuk Pakam District, has great potential to improve the quality of religious education at the elementary level. By paying attention to existing challenges, increasing teacher competence, actively involving students, and linking learning material to the context of everyday life, it is hoped that PAI learning can run effectively and have a positive impact on students.

In the context of education at SD Negeri 101906 Pagar Jati, Lubuk Pakam District, the teacher's ability to apply appropriate learning methods is very important to achieve the expected educational goals. In the current digital era, teacher competence in using technology and innovative learning methods is the key to increasing learning effectiveness. Teachers must master various methods, techniques,

and media related to digital learning to meet the needs of increasingly active students and quickly adapt to technology (Sitompul, 2022). This shows that without a good understanding of technology, teachers will have difficulty creating a conducive and engaging learning environment for students.

Furthermore, the importance of training for teachers in designing teaching modules that suit 21st-century skills. In this training, teachers are trained to create teaching modules focusing on knowledge and developing students' critical and creative skills (Hermawan, 2023). Thus, applying appropriate learning methods must be supported by developing teacher competence through relevant training. Learning methods such as guided discovery can improve students' ability to identify intrinsic elements in fairy tales (Nurani et al., 2021). This method encourages students to actively participate in the learning process so that they are not just passive listeners.

In a broader learning context, using fairy tale videos based on local wisdom effectively increases student literacy. This research shows that using videos makes the learning process more engaging and interactive, improving students' literacy skills (Kusumaningpuri, 2023). This indicates that choosing the proper method, such as visual media, can improve student learning outcomes. In addition, the TPACK (Technological Pedagogical Content Knowledge) concept emphasizes the importance of integrating technological, pedagogical, and content knowledge in learning (Janah, 2022). Teachers who understand and apply TPACK will be better able to create meaningful and relevant learning experiences for students.

However, challenges remain, especially in the increasing implementation of online learning during the Covid 19 pandemic. Low student interest in learning can result in suboptimal learning outcomes, especially in science learning (Wiradarma et al., 2021). Therefore, teachers must develop strategies to increase students' interest in learning, such as using a more interactive and collaborative learning approach, also highlight the importance of implementing integrated learning in the 2013 curriculum, where teachers are required to incorporate various subjects in one holistic learning (Tanjung, 2022). This shows that teachers need to deeply understand the curriculum and appropriate methods to carry out effective learning.

In this case, applying the project-based learning model focuses on developing 21st-century skills, which is very relevant to students' current needs (Ningsih, 2023). This learning model encourages students to learn independently and improves their ability to work together and communicate. Apart from that, teacher strategies in online learning are essential to enhance students' reading skills (Humaira, 2021). In this context, teachers need to have skills in using technology to support learning and be able to create a learning environment that supports interaction and collaboration between students.

Evaluation of the effectiveness of technology in teaching is also an important focus. It is noted that using communication technology in traditional education can increase teaching effectiveness (Damayanti, 2023). Therefore, teachers must evaluate and adapt their methods to meet students' needs in this digital era. Ebbie and Talip added that teacher professional competence significantly influences teaching efficacy, which shows that competent teachers will be better able to provide effective teaching (Ebbie & Talip, 2021). This emphasizes the importance of developing teacher professionalism in improving the quality of education in elementary schools.

This approach can improve students' high-level thinking abilities in problem-based learning, which are crucial in 21st-century learning (Noma et al., 2016). By implementing methods that encourage students to think critically and creatively,

teachers can help students develop the skills needed to face future challenges and emphasize the importance of creating a 21st-century learning model that focuses on improving the quality of human resources (Afni et al., 2021). This shows that quality education must prepare students to become intelligent and competitive individuals.

However, challenges remain in implementing appropriate learning methods. Ebbie and Talip note that good teaching leadership and teacher professionalism competencies are critical to increasing teaching efficacy (Ebbie & Talip, 2019). Therefore, schools must support teachers in developing their competencies through training and continuous professional development. Research highlights various methods of learning reading and writing that can be applied in early grades, which shows that different learning methods can increase student engagement (Muhyidin et al., 2018). Thus, teachers need extensive knowledge about various learning methods to choose the one that best suits students' needs.

The importance of using learning media technology in improving the quality of education in elementary schools (Tanjung, 2022). In this case, teachers must be able to manage learning content well and utilize technology to support the teaching and learning process. Zainal and Noor added that good communication strategies in teaching can increase learning effectiveness (Zainal & Noor, 2023). Therefore, teachers must develop good communication skills to explain material clearly and interestingly to students.

In a broader learning context, implementing the literary workshop model can help students express positive emotions through learning to write poetry (Murniviyanti et al., 2022). This shows that creative learning methods can increase student engagement and help them develop language skills. Research highlights the challenges in implementing differentiated learning approaches among teachers, indicating that teachers must be better prepared to design and implement learning that suits students' needs (Radi, 2023). This shows that appropriate training and support is essential to improve the quality of teaching in primary schools.

Applying democratic values in learning is also a significant concern, as explained by (Vichaully, 2022). By integrating democratic values into learning, teachers can help students understand the importance of cooperation and mutual respect. Research emphasizes that the effectiveness of using online learning media in thematic learning depends on selecting appropriate media and the teacher's ability to use it (Silvester et al., 2021). Therefore, teachers must continue learning and adapting to technological developments in education.

So, the teacher's ability to apply appropriate learning methods at SD Negeri 101906 Pagar Jati, Lubuk Pakam District, is essential to achieving the expected educational goals. Teachers must be competent in using technology, designing appropriate teaching modules, and implementing innovative learning methods. Apart from that, school support in developing teacher professionalism is also vital to improving the quality of education in elementary schools. In this way, quality education can be achieved, producing quality human resources ready to face future challenges.

F. Conclusion

The implementation of PAI learning using the fun learning method at SD Negeri 101906 Pagar Jati successfully created a pleasant learning atmosphere and increased students' understanding of religious material. However, further efforts are needed to overcome existing obstacles and ensure that all teachers can implement this method

well. The fun learning method has proven effective in increasing students' interest and involvement in PAI learning. Students became more enthusiastic and actively participated in teaching and learning activities, contributing to improving their understanding of teaching material. PAI teachers at SD Negeri 101906 Pagar Jati show high creativity in implementing fun learning methods. PAI teachers use various learning media, educational games, and hands-on practical activities to make learning more interesting and relevant for students. Students learning using the fun learning method show an increased understanding of Islamic values and their ability to apply religious concepts in everyday life. Even though the fun learning method provides many benefits, several obstacles are faced, such as limited supporting facilities and time to develop more varied learning activities. In addition, not all teachers have the same skill level in implementing this method optimally. To increase the effectiveness of the fun learning method, it is recommended that schools provide additional training to teachers regarding the use of this method. In addition, providing more complete learning facilities and flexible time arrangements will also help in better implementation. Further research can look deeper into the impact of the fun learning method on students' academic achievement, especially in mastering Islamic Religious Education material. It can also explore the relationship between student involvement in a fun learning process and exam results or achievement of grades in Islamic Religious Education. It is also suggested that other learning methods, such as project-based learning or blended learning approaches, be explored to improve the quality of PAI learning. Research can compare the effectiveness of the fun learning method with other methods to determine which method is more appropriate to the characteristics of students in elementary schools.

Reference

- Achmad, F. (2024). Implikasi Kurikulum Merdeka Dalam Pengembangan Pendidikan Agama Islam Pada Anak Usia Dini: Tinjauan Terhadap Peran, Tantangan, Dan Peluang. *Jurnal Ilmiah Cahaya Paud*, 6(1), 52–63. <https://doi.org/https://doi.org/10.33387/cahayapd.v6i1.7545>
- Afni, N., Wahid, A., Hastati, S., Jumrah, A., & Mursidin, M. (2021). Pengembangan model pembelajaran abad 21 di sd negeri 126 borong kecamatan herlang kabupaten bulukumba. *Madaniya*, 2(2), 137–142. <https://doi.org/https://doi.org/10.53696/27214834.66>
- Aliyah, S. (2020). Pembelajaran Agama Islam Dalam Perkembangan Peradaban Pendidikan di Indonesia. *J. Pend. A. Isl. Ind*, 1(2), 69–72. <https://doi.org/https://doi.org/10.37251/jpaii.v1i2.103>
- Amir, L., Tanti, I., Maharani, D., Wimardhani, Y., Julia, V., Sulijaya, B., & Puspitawati, R. (2020). Student Perspective Of Classroom And Distance Learning During Covid-19 Pandemic In The Undergraduate Dental Study Program Universitas Indonesia. *BMC Medical Education*, 20(1). <https://doi.org/https://doi.org/10.1186/s12909-020-02312-0>
- Budiarto, F., & Jazuli, A. (2021). *Interactive Learning Multimedia Improving Learning Motivation Elementary School Students*. <https://doi.org/https://doi.org/10.4108/eai.19-7-2021.2312497>
- Damayanti, D. (2023). Evaluasi Efektivitas Penggunaan Teknologi Komunikasi Dalam

- Pengajaran Metode Pendidikan Tradisional Di Sekolah Dasar. *Journal of Sciencetech Research and Development*, 5(1), 208–219. <https://doi.org/https://doi.org/10.56670/jsrd.v5i1.130>
- Darise, G. (2021). Pendidikan agama islam dalam konteks Merdeka Belajar. *Journal of Islamic Education the Teacher of Civilization*, 2(2). <https://doi.org/https://doi.org/10.30984/jpai.v2i2.1762>
- Ebbie, S., & Talip, R. (2019). Pengaruh Kepimpinan Pengajaran Guru Besar, Kompetensi Profesionalisme Guru Dan Kompetensi Peribadi Guru Terhadap Efikasi Pengajaran Guru Sekolah Rendah Di Zon Pedalaman Sabah. *Malaysian Journal of Social Sciences and Humanities (Mjssh)*, 4(8), 29–38. <https://doi.org/https://doi.org/10.47405/mjssh.v4i8.323>
- Ebbie, S., & Talip, R. (2021). Kompetensi Profesionalisme Guru Dan Kesannya Terhadap Efikasi Pengajaran Guru Luar Bandar Sabah. *Malaysian Journal of Social Sciences and Humanities (Mjssh)*, 6(9), 241–253. <https://doi.org/https://doi.org/10.47405/mjssh.v6i9.1000>
- Ghani, A. (2023). Paradigma Diferensiasi Dalam Implementasi Kurikulum Merdeka: Konteks Pembelajaran Pendidikan Agama Islam Di Sekolah Dan Madrasah. *El-Hikmah Jurnal Kajian Dan Penelitian Pendidikan Islam*, 17(2), 169–179. <https://doi.org/https://doi.org/10.20414/elhikmah.v17i2.8867>
- Hasan, H. (2023). Physical Activity With Play And Game Model To Improve The Cognitive Of Elementary School Students. *Edcomtech Jurnal Kajian Teknologi Pendidikan*, 8(1), 49. <https://doi.org/https://doi.org/10.17977/um039v8i12023p49>
- Herawati, F. (2023). Perancangan Aplikasi Pembelajaran Pendidikan Agama Islam Tingkat Sd Berbasis Android. In *Jurnal Informatika Dan Rekayasa Elektronik* (Vol. 6, Issue 2). <https://doi.org/10.36595/jire.v6i2.985>
- Hermawan, C. (2023). Bimtek Untuk Guru Merancang Modul Ajar Dan Melaksanakan Pembelajaran Terdiferensiasi Untuk Capaian Keterampilan Abad Ke-21 Siswa. *Jurnal Pengabdian Masyarakat Bangsa*, 1(10), 2466–2475. <https://doi.org/https://doi.org/10.59837/jpmba.v1i10.534>
- Humaira, M. (2021). Strategi Guru Dalam Pembelajaran Daring: Peningkatan Keterampilan Membaca Siswa Sekolah Dasar. *Joel Journal of Educational and Language Research*, 1(2), 119–128. <https://doi.org/https://doi.org/10.53625/joel.v1i2.354>
- Hyangsewu, P. (2019). Tantangan Dan Antisipasi Pendidikan Agama Islam Di Tengah Arus Globalisasi. *Jurnal Kajian Peradaban Islam*, 2(2), 1–5. <https://doi.org/10.47076/jkps.v2i2.27>
- Idhar, I. (2018). Profesionalisme Guru Pendidikan Agama Islam Dalam Menanamkan Akhlak Mulia Peserta Didik. *Tajdid Jurnal Pemikiran Keislaman Dan Kemanusiaan*, 2(1), 314–328. <https://doi.org/https://doi.org/10.52266/tajdid.v2i1.104>
- Janah, E. (2022). Konsep Dan Implementasi Tpack Pada Pembelajaran Di Sekolah Dasar. *Kalam Cendekia Jurnal Ilmiah Kependidikan*, 10(2), 348. <https://doi.org/https://doi.org/10.20961/jkc.v10i2.65655>
- Kholidah, L. (2023). Pelatihan Desain Pembuatan Ragam Media Pembelajaran Berbasis Afeksi Bagi Guru-Guru Pendidikan Agama Islam Sekolah Dasar. *Dedikasi Sains Dan*

- Teknologi*, 3(2), 211–224. <https://doi.org/https://doi.org/10.47709/dst.v3i2.3056>
- Khosiah, N., Fadilah, Y., Setiowati, J., & Islamiah, I. (2022). Strategi Guru Pendidikan Agama Islam Dalam Menanamkan Nilai-Nilai Religius Peserta Didik Di Sekolah Dasar. *Al Ibtidaiyah Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 3(2), 84–96. <https://doi.org/https://doi.org/10.46773/ibtidaiyah.v3i2.432>
- Kusumaningpuri, A. (2023). Implementasi Video Dongeng Berbasis Kearifan Lokal Pada Kemampuan Literasi Siswa Kelas IV Sekolah Dasar. *Jurnal Didaktika Pendidikan Dasar*, 7(2), 479–496. <https://doi.org/https://doi.org/10.26811/didaktika.v7i2.670>
- Marisyah, A., Firman, F., & Rusdinal, R. (2019). Pemikiran Ki Hadjar Dewantara tentang Pendidikan. *Jurnal Pendidikan Tambusai*, 3(3), 1514–1519.
- Masnunah, M. (2018). Media Realia Dan Media Maya Dalam Pembelajaran Agama Islam Di SD. *Wahana Sekolah Dasar*, 26(2), 51–55. <https://doi.org/https://doi.org/10.17977/um035v26i22018p051>
- Maswar, M. (2019). Strategi Pembelajaran Matematika Menyenangkan Siswa (MMS) Berbasis Metode Permainan Mathemagic, Teka-Teki Dan Cerita Matematis. *Alifmatika: Jurnal Pendidikan Dan Pembelajaran Matematika*, 1(1), 28–43. <https://doi.org/https://doi.org/10.35316/alifmatika.2019.v1i1.28-43>
- Muhayati, S. (2021). Integrasi Materi Pendidikan Agama Islam Dan Pendidikan Pancasila Dan Kewarganegaraan Dalam Menangkal Radikalisme. *Syntax Idea*, 3(6), 1477–1493. <https://doi.org/https://doi.org/10.46799/syntax-idea.v3i6.1235>
- Muhyidin, A., Rosidin, O., & Salpariansi, E. (2018). Metode Pembelajaran Membaca Dan Menulis Permulaan Di Kelas Awal. *Jurnal Pendidikan Sekolah Dasar*, 4(1), 30. <https://doi.org/https://doi.org/10.30870/jpsd.v4i1.2464>
- Murniviyanti, L., Surmilasari, N., Supena, A., & Yufiarti, Y. (2022). Penerapan Model Bengkel Sastra Dalam Membentuk Emosi Positif Pada Pembelajaran Menulis Puisi Siswa Sekolah Dasar. *Jurnal Basicedu*, 6(3), 5491–5500. <https://doi.org/https://doi.org/10.31004/basicedu.v6i3.2772>
- Nafa, Y., Sutomo, M., & Mashudi, M. (2022). Wawasan Moderasi Beragama Dalam Pengembangan Desain Pembelajaran Pendidikan Agama Islam. *Edupedia Jurnal Studi Pendidikan Dan Pedagogi Islam*, 7(1), 69–82. <https://doi.org/https://doi.org/10.35316/edupedia.v7i1.1942>
- Ningsih, P. (2023). Penerapan Model Project Based Learning Dengan Pendekatan Tpack Pada Pembelajaran IPA. *Jurnal Ilmiah Pendidikan Citra Bakti*, 10(4), 707–721. <https://doi.org/https://doi.org/10.38048/jipcb.v10i4.1904>
- Noma, L., Prayitno, B., & Suwarno, S. (2016). Problem-Based Learning To Improve Hots Of High School Students. *Bioedukasi Jurnal Pendidikan Biologi*, 9(2), 62. <https://doi.org/https://doi.org/10.20961/bioedukasi-uns.v9i2.4222>
- Nurani, R., Nugraha, F., & Arga, H. (2021). Penggunaan Metode Pembelajaran Guided Discovery Untuk Meningkatkan Kemampuan Mengidentifikasi Unsur-Unsur Intrinsik Dongeng Di Sekolah Dasar. *Jurnal Basicedu*, 5(2), 627–635. <https://doi.org/https://doi.org/10.31004/basicedu.v5i2.761>
- Nurhalimah, S., Selfa, S. K., Amanda, U., & Ilmi, D. (2023). Penguatan Pendidikan Peserta Didik Melalui Keterampilan 4C dengan Mengimplementasikan Pembelajaran Abad 21 dalam Pembelajaran Pendidikan Agama Islam. *Al-Tarbiyah : Jurnal Ilmu Pendidikan*

- Islam*, 2(1), 239–249. <https://doi.org/https://doi.org/10.59059/al-tarbiyah.v2i1.799>
- Nusaibah, A., & Bustam, B. (2023). Urgensi Teknologi Dalam Pembelajaran Pendidikan Islam Untuk Mewujudkan Program Merdeka Belajar \& Pendidikan Islam Yang Berkemajuan. *Qolamuna Jurnal Studi Islam*, 8(2), 32–48. <https://doi.org/https://doi.org/10.55120/qolamuna.v8i2.892>
- Oktaviana, D., & Rusnilawati, N. (2022). Role Playing With Digital Comics In Preventing Bullying And Cyberbullying Behavior In Elementary School. *Jurnal Ilmiah Sekolah Dasar*, 6(4), 603–609. <https://doi.org/https://doi.org/10.23887/jisd.v6i4.53685>
- Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R. S. (2022). Pengertian Pendidikan. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(6), 7911–7915. <https://doi.org/https://doi.org/10.31004/jpdk.v4i6.9498>
- Putri, E., & Husmidar, D. (2021). Peran Guru Pendidikan Agama Islam Dalam Menumbuhkan Karakter Religius Siswa Sekolah Dasar. *Journal of Basic Education Research*, 2(1), 24–28. <https://doi.org/https://doi.org/10.37251/jber.v2i1.132>
- Radi, N. (2023). Strategi Dan Cabaran Pelaksanaan Pendekatan Pembelajaran Terbeza Dalam Kalangan Guru Di Sekolah Rendah. *Malaysian Journal of Social Sciences and Humanities (Mjssh)*, 8(5), e002336. <https://doi.org/https://doi.org/10.47405/mjssh.v8i5.2336>
- Ridwan, A. (2024). Analisis Penerapan Pembelajaran Berdiferensiasi Pendidikan Agama Islam Di Sekolah Penggerak SMP Negeri 11 Tual. *Jurnal Pendidikan Indonesia*, 5(3), 137–149. <https://doi.org/https://doi.org/10.59141/japendi.v5i3.2734>
- Samsirin, S. (2023). Improvisasi Peran Guru Pendidikan Agama Islam Melalui Ekstrakurikuler Di Madrasah Ibtidaiyyah Nurussalam Mantingan Ngawi Jawa Timur. *Sustainable Jurnal Kajian Mutu Pendidikan*, 6(1), 195–201. <https://doi.org/https://doi.org/10.32923/kjmp.v6i1.3632>
- Setiadi, H. (2016). Pelaksanaan Penilaian Pada Kurikulum 2013. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 20(2), 166–178. <https://doi.org/https://doi.org/10.21831/pep.v20i2.7173>
- Shunhaji, A. (2019). Agama Dalam Pendidikan Agama Islam Di Sekolah Dasar. *Andragogi Jurnal Pendidikan Islam Dan Manajemen Pendidikan Islam*, 1(1), 1–22. <https://doi.org/https://doi.org/10.36671/andragogi.v1i1.46>
- Silvester, S., Purnasari, P., & Sumarni, M. (2021). Efektivitas Penerapan Media Pembelajaran Daring Pada Pembelajaran Tematik Sekolah Dasar Negeri 02 Bengkayang. *Sebatik*, 25(2), 411–417. <https://doi.org/https://doi.org/10.46984/sebatik.v25i2.1658>
- Siska, H. (2022). Pelaksanaan Model Pembelajaran Kooperatif Tipe Jigsaw Pada Mata Pelajaran Pendidikan Agama Islam Di SDN 03 Tanjung Gadang Kabupaten Lima Puluh Kota. *JEMAST*, 1(1), 14–20. <https://doi.org/https://doi.org/10.57255/jemast.v1i1.48>
- Sitompul, B. (2022). Kompetensi Guru Dalam Pembelajaran Di Era Digital. *Jurnal Pendidikan Tambusai*, 6(3), 13953–13960. <https://doi.org/https://doi.org/10.31004/jptam.v6i3.4823>
- Sofyan, R., & Purba, P. (2020). Using Hot Potato Game In Teaching Speaking To Elementary

- School Students In Regaji Village Karo Regency. *Abdimas Talenta Jurnal Pengabdian Kepada Masyarakat*, 5(2), 457–463. <https://doi.org/https://doi.org/10.32734/abdimastalenta.v5i2.4986>
- Sopian, A., Najili, H., Arifin, B., & Ruswandi, U. (2022). Proyeksi Dan Kritik Terhadap Pembelajaran Pendidikan Agama Islam Di Sekolah Dasar, Menengah Dan Perguruan Tinggi. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 5(11), 5193–5201. <https://doi.org/https://doi.org/10.54371/jiip.v5i11.1199>
- Suprpto, S. (2017). Layanan Pendidikan Agama Islam Bagi Anak-Anak Buruh Migran Indonesia Di Kota Kinabalu Sabah Malaysia. *Edukasi Jurnal Penelitian Pendidikan Agama Dan Keagamaan*. <https://doi.org/https://doi.org/10.32729/edukasi.v15i3.306>
- Sutarno, & Jumadi, N. (2022). Implementasi Pembelajaran Agama Islam Multiliterasi Dalam Kurikulum Berbasis Riset Madrasah Aliyah. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 7(1), 106–125. [https://doi.org/https://doi.org/10.25299/al-thariqah.2022.vol7\(1\).9409](https://doi.org/https://doi.org/10.25299/al-thariqah.2022.vol7(1).9409)
- Tanjung, R. (2022). Pemanfaatan Teknologi Media Pembelajaran Di Sd Negeri 023896 Binjai Timur. *JNASTEK*, 2(2), 107–111. <https://doi.org/https://doi.org/10.61306/jnastek.v2i2.54>
- Trisnawati, O., & Fathoni, A. (2023). The Role-Playing Method On The Reading Ability Of Elementary School Students. *Jurnal Ilmiah Sekolah Dasar*, 7(1), 142–149. <https://doi.org/https://doi.org/10.23887/jisd.v7i1.56643>
- Umami, M. (2018). Penilaian Autentik Pembelajaran Pendidikan Agama Islam Dan Budi Pekerti Dalam Kurikulum 2013. *Jurnal Kependidikan*, 6(2), 222–232. <https://doi.org/https://doi.org/10.24090/jk.v6i2.2259>
- Vichaully, Y. (2022). Penerapan Nilai Demokrasi Di Kelas Sekolah Dasar Sebagai Bentuk Bagian Dari Pembelajaran Pendidikan Kewarganegaraan. *Rhizome*, 2(1), 10–16. <https://doi.org/https://doi.org/10.56393/rhizome.v1i1.252>
- Wati, N. (2024). Kearifan Lokal Dalam Pembelajaran Pendidikan Agama Islam Di Sekolah Dasar. *Jurnal Muara Pendidikan*, 9(1), 150–155. <https://doi.org/https://doi.org/10.52060/mp.v9i1.1961>
- Wibowo, A., & Masruro, S. (2022). The Effect Of Role Playing Type Of Cooperative Model On The Indonesian Learning Outcomes Of Elementary Students. *Acitya Journal of Teaching & Education*, 4(1), 101–109. <https://doi.org/https://doi.org/10.30650/ajte.v4i1.3197>
- Wiradarma, K., Suarni, N., & Renda, N. (2021). Analisis Hubungan Minat Belajar Terhadap Hasil Belajar Daring IPA Siswa Kelas III Sekolah Dasar. *Mimbar PGSD Undiksha*, 9(3), 408. <https://doi.org/https://doi.org/10.23887/jjpsd.v9i3.39212>
- Yusuf, M. (2018). *Pengantar Ilmu Pendidikan*. Lembaga Penerbit Kampus IAIN Palopo.
- Zainal, M., & Noor, S. (2023). Strategi Komunikasi Pengajaran Berpasukan Secara Maya Dalam Pengajaran Dan Pembelajaran Bahasa: Analisis Video Youtube Terpilih. *Malaysian Journal of Learning and Instruction*, 20. <https://doi.org/https://doi.org/10.32890/mjli2023.20.1.7>