

# Joyful Learning as a Method in Improving Students' Self-Efficacy in the Learning Process of Islamic Education at SMPN 2 Palangka Raya



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## ABSTRACT

Islamic Religious Education (PAI) plays a crucial role in shaping students to become religious and morally upright individuals. However, the learning process of PAI at SMPN 2 Palangka Raya still faces challenges, particularly the low level of students' self-efficacy, which is reflected in their reluctance to express opinions, feelings of inferiority, anxiety, and lack of motivation. One of the contributing factors is the use of monotonous and unengaging teaching methods. This study aims to analyse the effectiveness of the Joyful Learning method in enhancing students' self-efficacy in PAI learning. The research employed a quantitative approach with descriptive analysis. The results showed that the implementation of Joyful Learning at SMPN 2 Palangka Raya successfully created a pleasant, interactive, and supportive learning environment. This strategy encouraged students to participate actively, feel appreciated, and express themselves without fear, thereby increasing their confidence and belief in their own abilities (self-efficacy). Thus, Joyful Learning proves to be an effective method in supporting PAI learning and in fostering more confident and motivated students.

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## 1. Introduction

Education is the foundation of individual independence in life. In the 21st century era, known as the Knowledge Age, education emphasizes the mastery of knowledge through three main concepts: 21st Century Skills, Scientific Approach, and Authentic Assessment. The goal is to form individuals who are creative, think critically, have ethics and character. Therefore, the younger generation is required to be able to adapt to the rapid development of the times (Mongkau & Pangkey, 2024). 21st century competencies require education to integrate knowledge, skills, and attitudes as well as mastery of technology (Niyarci et al., 2022). In the national education system, Islamic Religious Education not only aims to develop the cognitive aspects of students, but also plays an important role in shaping the character of spirituality and moral values (Surawan et al., 2022; Gani et al., 2024).

Education today in the development of the 21st century the learning process must require students to have critical, creative, collaborative and communicative thinking skills or what is often

known as the 4Cs (Alsya'bi et al., 2022; Nopiani et al., 2023). In this 21st century, a teacher is expected to be able to create learning innovations, create interesting learning designs, have expertise in teaching the learning process so that it can balance with current curriculum developments. In addition, teachers are also required to be able to make learning more meaningful (Afiqah et al., 2025). If learning in the previous century is still considered monotonous, traditional and classic, it is different from the current 21st century learning which emphasizes the activeness and independence of students, meaning that the teaching and learning process is student-centered. Students must also be able to master technology as a means or tool used in learning (Inayati, 2022).

According to Gibson, who refers to Albert Bandura's theory, self-efficacy is a person's belief that he is able to achieve good performance under certain conditions. Self-efficacy includes three main aspects: believing in being able to cope with difficult tasks, believing in one's strengths, and having expectations based on previous experiences. People with high self-efficacy tend to succeed, while those with low self-efficacy are more likely to fail (Nafia & Al Fatah, 2022; PURBA, 2023). Self-efficacy is an internal factor that can affect learning. If students have self-efficacy, there will be enthusiasm and motivation and always try to complete all tasks given by the teacher in the learning process (Widyastuti & Nurharini, 2023).

In the context of education, especially in Islamic Religious Education (PAI), self-confidence is very important to shape the character of students. Self-confidence is a belief in all aspects that are owned and this belief makes him feel able to achieve various goals in his life (Gori et al., 2023). Islamic Religious Education (PAI) has a very significant and strategic role in building generations to have a religious and noble character in accordance with the provisions of Islamic law. However, the challenges faced in the PAI learning process are the lack of interest and involvement and activeness of students because the learning method is too monotonous (Munawir et al., 2024; Arifuddin et al., 2024; Mahmudi & Arief, 2025). The learning process often faces various challenges, such as limited facilities and media, lack of teacher expertise in developing appropriate methods, and lack of support and participation from teachers during learning (Siahaan, 2021). This causes several problems between teachers and students in the learning process so that there is awkward communication between the two parties (Fachri et al., 2020).

Teachers are the most important part of education and play a role in providing direction in student learning, therefore, teachers must be able to design teaching strategies that are innovative and relevant to the needs of today's students (Kho & Panjaitan, 2024). This means that as a teacher or educator, in addition to knowing and mastering the learning model that is suitable to be applied, the teacher must also know whether the learning model is appropriate for students. In overcoming the problem of learning difficulties such as those that exist, the teacher should review the methods that will be used in the material to be taught (Widari, 2023). The method used should involve a sense of pleasure, happiness, and comfort from all parties involved in the learning process. Here there is an attachment of love and affection between teachers and students and between students, so that in the teaching and learning process will make each party try to give their best to please the other party (Kinesti & Nisa, 2024). Low self-efficacy in students can be seen from the number of students who are still hesitant to show their abilities, especially in Islamic Religious Education subjects, especially in class X junior high schools. Based on the results of in-depth observations conducted at the school, several problems were found in the learning process ranging from feelings of doubt, fear of being wrong, uncertainty, and lack of confidence were very visible in some students. The learning process that is not accompanied by their respective learning interests will hinder the process of receiving learning material so that it will have an impact on the learning outcomes obtained.

Learning difficulties and lack of student confidence occur when experiencing certain obstacles or threats that interfere with the learning process, and children's interest and desire to learn can be

reduced if the teacher uses inappropriate strategies and media (Firdausi, 2020; Musyaahadati, 2023). Self-efficacy is defined as an individual's belief in their ability to complete tasks and achieve certain results. The importance of self-efficacy in order to control self-motivation in order to achieve certain goals. If students have a high interest in subjects, especially PAI, but are not balanced with self-efficacy, it will certainly hinder students in channeling and developing what they are interested in (Hermawan Setya et al., 2023). To solve the problem of students' self-confidence, learning strategies that can increase students' motivation and involvement in the learning process are needed, one of which is the use of joyful learning methods (Hanani, 2023 ; Hapsari, 2023).

Joyful learning can make the learning process fun and attract students to actively participate. Joyful learning is a fun and exhilarating learning approach or strategy, which aims to create a positive learning atmosphere and stimulate students' enthusiasm (Supiani & Marzuki, 2021). One of the key aspects of joyful learning is the design of learning strategies that intentionally prioritize the cultivation of intrinsic motivation and genuine interest in the subject matter. By creating an environment conducive to exploration, discovery and the independent pursuit of knowledge, educators can help students develop an enduring passion for learning that extends beyond the confines of the classroom (Mustoip et al., 2024; Trisnani, 2024). Joyful learning is applied and motivated by the fact that conventional learning models are considered boring, less interesting for students so that it results in less-than-optimal mastery of the material for students. Thus, the researcher is interested in studying through various literatures about the joyful learning model to improve students' self-efficacy. The benefit of this research is as a reference material and literature study for future researchers who want to investigate the joyful learning model. This research can also serve as a reference in changing the conventional learning model into a joyful learning model, so that students become more active and have a high interest in learning, especially for those who have a low level of self-confidence (Putri, 2023).

This research offers novelty through exploring the role of joyful learning as a method to increase students' self-efficacy. Joyful learning not only makes learning more fun, but also creates an emotionally and socially safe space, which can increase students' confidence in their own abilities. The uniqueness of this research lies in its focus on combining emotional and motivational approaches to learning PAI - a field that has been cognitive and one-way. This research is interesting because it highlights the importance of self-confidence in religious learning, an aspect that often goes unnoticed by teachers and educators. Many students have high potential but fail to develop because they feel unable or unconfident in expressing their opinions, asking questions, or actively participating in the learning process, especially in subjects that are considered serious such as Islamic Education.

The urgency of this research is based on the fact that low self-efficacy can hinder the overall learning process. Without confidence, students tend to be passive, unable to utilize their maximum potential, and have difficulty in facing academic challenges. Therefore, a learning strategy that is not only informative, but also able to build a positive, supportive, and emotionally empowering atmosphere is needed. One strategy that is considered potential is the application of joyful learning. Thus, this research is important to make theoretical and practical contributions in the development of PAI learning models that are more humanistic and responsive to students' psychological needs. The results are expected to be a reference for teachers, schools, and further researchers in developing learning methods that not only educate, but also build students' confidence in a sustainable manner.

## 2. Method

This research uses a quantitative approach with a descriptive research type. The quantitative approach was chosen because it is in accordance with the research objectives that want to measure the effectiveness of the Joyful Learning method in increasing students' self-efficacy in Islamic

Religious Education (PAI) subjects. Quantitative descriptive research aims to describe a phenomenon based on existing conditions in the field systematically and factually, without manipulating the variables under study (Sugiyono, 2018; Ali et al., 2022; Waruwu et al., 2025). This approach also provides an overview of changes in students' self-efficacy levels after being given treatment in the form of applying fun learning methods. The research was conducted at SMP Negeri 2 Palangka Raya, Central Kalimantan, during the even semester of the 2024/2025 academic year, precisely from March to May 2025. The subjects in this study were all VIII grade students who took PAI subjects. Because the number of students is relatively not too large and it is possible to be studied thoroughly, the sampling technique used is saturated sampling, where all members of the population are sampled. The number of students studied was 72 people.

Data were collected using three techniques: questionnaires, observation, and documentation. The main instrument—a self-efficacy questionnaire—was based on Bandura's (1997) indicators: confidence in task completion, resilience, and persistence. It used a four-point Likert scale and was validated for reliability (Muin, 2023). Observations focused on student engagement and behavior during Joyful Learning sessions, recorded through a structured sheet. Documentation included photos, syllabi, and attendance records. Questionnaire data were analyzed using descriptive statistics, comparing pretest and posttest scores to assess changes in self-efficacy, categorized into five levels for interpretation.

### 3. Results and Discussion

#### 3.1. Implementation of Joyful Learning in Islamic Education Learning

Joyful Learning in terminology is a learning method that creates a fun and conducive learning atmosphere, so that students easily understand the material and feel comfortable during the learning process (Alamsyah & Ahwa, 2020). This approach provides space for students to express themselves through meaningful learning activities and avoids pressure that can inhibit creativity and enthusiasm for learning (Dewi & Hanafitri, 2024). In SMPN 2 Palangka Raya, the implementation of Joyful Learning in Islamic Education learning was carried out as a strategy to improve students' skills and understanding while building their self-efficacy, i.e. confidence in their ability to complete learning tasks. Over the course of four weeks, the grade X PAI teacher used various innovative strategies, such as Islamic-themed educational games—for example, the interactive quiz “Kahoot Islami” and the short verse crossword—which were used to review the material in a fun way.

In addition, role play simulations on moral material involve students portraying Islamic figures such as the Prophet Muhammad and his companions, so that they can explore moral values more directly and interactively. The use of audio-visual media, such as videos of Ustadz Abdul Somad's short lectures and Islamic animations, also helps clarify the material and increase the attractiveness of learning. Teachers also give rewards in the form of star cards and verbal appreciation to students who actively participate, thus further motivating them to engage in learning. Observation results show that after two weeks of implementing this method, about 85% of students seem to interact more actively in class. Students not only asked and answered questions more often, but also showed open postures such as direct eye contact and raising their hands without fear, reflecting an increased sense of confidence and comfort in learning. This is reinforced by an interview with the PAI teacher, Mrs. Siti Nurhayati, who stated,

*"Initially students tended to be passive and afraid of being wrong when learning. But after Joyful Learning was implemented, they became more courageous and enthusiastic. The learning atmosphere becomes more fun and pressure-free, so students are not afraid to try and actively participate."*

From the students' side, the responses were also positive. One of the students said,

*"I become happy when learning PAI, because I often play quizzes and play the role of a character. So, I don't get bored and it's easier to remember the lesson."*

Another student added,

*"If there is a video lecture or animation, I understand better and easily understand the message conveyed. It makes me more enthusiastic about the lesson."*

Meanwhile, another student revealed,

*"Getting stars or praise from the teacher makes me want to continue to be active. I feel appreciated, so I'm more eager to learn."*

A discussion of these findings shows that Joyful Learning succeeds in creating an interactive, fun and supportive learning environment (Affandi et al., 2024; Nugraheni, 2025). Learning strategies that combine games, simulations, and visual media not only increase students' interest, but also encourage their courage and confidence during the PAI learning process (Hasanah, 2023). Giving rewards and appreciation strengthens learning motivation, so students are more active and creative in participating in lessons. Coupled with the development of technology, cognitive collaboration and problem-solving skills are crucial for students in facing academic and non-academic challenges (Putri & Surawan, 2025).

Psychologically, the successful experiences students gain from enjoyable activities and supportive environments contribute to building self-efficacy, or an individual's belief in his or her ability to succeed in a particular task, identified as an important predictor of academic performance (Santidar, 2025). This is in line with Albert Bandura's theory which emphasizes the importance of direct experience and positive environment in the formation of self-efficacy (Laily & Wahyuni, 2018). Therefore, the application of Joyful Learning is not only effective in increasing students' cognitive and social participation, but also in strengthening the psychological aspects that are crucial for the success of PAI learning in SMPN 2 Palangka Raya.

### 3.2. Changes in Students' Self Efficacy Level in Islamic Education Learning through Joyful Learning Method

To measure changes in students' self-efficacy level during the implementation of the Joyful Learning method, the researcher used a self-efficacy questionnaire with a Likert scale of 1-5, which was given before (M1) and after (M4) the implementation of learning. This questionnaire includes several main indicators, namely confidence in completing PAI assignments, ability to answer questions in class, courage to present the material, and ability to learn independently.

Table 1. The following table shows the average score of students' self-efficacy:

Indicator	Before (M1)	After (M4)
Answering questions in class	2.8	4.1
Presenting material	2.6	3.9
Completing individual assignments	3.0	4.3
Expressing opinions	2.5	4.0

The data above shows an increase in the average score by more than 1 point on all indicators, signaling a significant increase in students' self-efficacy. In addition to the quantitative data, the results of interviews with students and teachers corroborate these findings. One student revealed:

*"If the learning is fun and lively, I get excited. I'm not afraid of being wrong, because all my friends are also active."*

Based on the interview with one student, it shows that a fun and interactive learning atmosphere is able to increase students' enthusiasm for learning and reduce the fear of making mistakes, especially because of the support of active participation from classmates. Another student added:

*"I used to be shy when told to answer, but now I am brave because the lesson is fun and the teacher always gives praise if I am active."*

The conclusion from the second interview with students also reinforces that exciting lessons and praise from the teacher can help students overcome shyness and increase their courage to actively participate in class, especially when answering questions. The PAI teacher, Mrs. Siti Nurhayati, also explained:

*"With a fun and pressure-free learning atmosphere, students feel comfortable to try and are not afraid of being wrong. This really helps build their confidence."*

Based on interviews with PAI teachers, it was confirmed that a pleasant and pressure-free learning atmosphere plays an important role in creating comfort for students. This condition allows students to be more willing to try and not be afraid of making mistakes, thus significantly helping in building their confidence during the learning process. This confirms that the application of the Joyful Learning method has a significant impact in improving students' self-efficacy. Self-Efficacy, which is an individual's belief in their ability to successfully complete a task or face a challenge, is an important aspect in the learning process as it has a direct effect on students' motivation, persistence and academic success. Self-Efficacy refers to an individual's belief in their ability to achieve a particular goal or complete a task at hand (Hajizah & Surawan, 2025). So that someone who has self-efficacy will not easily give up when facing difficulties, because they have a commitment to themselves to achieve the targets and goals they want to achieve (Sarifah et al., 2024; Ningsih & Surawan, 2025).

The Joyful Learning method succeeds in creating a positive and fun learning experience, so that students feel comfortable and motivated to actively participate (Mahmudi & Arief, 2025). This enjoyable learning atmosphere allows students to overcome the fear of failure and anxiety that often arise in rigid and monotonous traditional learning contexts. When students are able to learn in a pressure-free and joyful environment, they are more likely to develop strong self-confidence and the courage to try and face academic challenges. In addition, consistent rewards and appreciation are supporting factors that strengthen students' intrinsic motivation (Prillianto et al., 2025). Recognition of students' efforts and achievements in the form of praise, star cards, or verbal awards provides a psychological boost that encourages students to continue to actively participate. This motivation not only increases students' engagement in the learning process, but also helps them build a positive mindset towards continuous learning. Successful learning reflects the commitment of teachers in encouraging an empathetic learning atmosphere that respects diversity and supports students' overall development, both academically and non-academically (Rarasati et al., 2025).

This condition is very much in line with Albert Bandura's self-efficacy theory, which emphasizes the importance of mastery experiences and social environmental support as the main factors in building self-efficacy. Through Joyful Learning, students directly experience success through engaging and interactive learning activities such as educational games, role simulations, and audio-visual media. The supportive and respectful learning environment reinforces students' belief that they are able to master the material and overcome academic challenges. Not only cognitive aspects, Joyful Learning also strengthens students' psychological aspects, especially in building resilience and courage to face challenging learning situations. Increased self-efficacy encourages students to be more proactive, take initiative and be independent in learning. Thus, with a high level of self-efficacy, students tend to have a better readiness to complete tasks (Levia & Surawan, 2025).

Thus, this method not only has an impact on increasing students' interest and participation, but also on developing their character and mental readiness in facing various academic tasks and daily life. Specifically in the context of learning Islamic Religious Education at SMPN 2 Palangka Raya, the application of Joyful Learning succeeds in creating a learning atmosphere that is not only intellectually educational, but also shapes students' positive attitudes and values. The joyful learning experience and appreciation gained by students become important assets for strengthening religious character and self-confidence that are essential in their development. Thus, Joyful Learning can be considered as a holistic and effective learning strategy, which is able to fulfill students' academic and psychological needs simultaneously. The application of this method makes a real contribution to

building self-efficacy, which is an important foundation for students' learning success and overall self-development.

### 3.3. The Impact of Joyful Learning on Student *Self-Efficacy*

Based on the triangulation of data obtained from observations, interviews, and questionnaires, the application of the Joyful Learning method is proven to have a significant positive impact on increasing students' self-efficacy in learning Islamic Religious Education (PAI). Observation data shows a change in student behavior that is more active and enthusiastic during the learning process. This was reinforced by the questionnaire results which recorded an increase in self-efficacy scores on various indicators, such as the courage to answer questions, the ability to present material, complete tasks independently, and express opinions in class. In addition, interview data from teachers and students confirmed that the fun and pressure-free learning atmosphere succeeded in creating a supportive environment, where students felt comfortable to participate and were not afraid to make mistakes.

This improvement can be attributed to the four sources of self-efficacy according to Albert Bandura's theory, in Sarifah et al., 2025 among others: Mastery experience (prior success), seeing others succeed at a task (social modeling), encouragement from others (social persuasion) and emotional state. Through Joyful Learning, students gain hands-on experience while participating in educational games and role simulations, witnessing the success of their peers, receiving praise and rewards from the teacher, and enjoying a fun and supportive classroom atmosphere. Teachers can create a more comfortable and conducive learning atmosphere so that students can actively participate and can act as a motivator to increase students' interest in learning (Surawan & Fatimah, 2021). All of this together builds students' confidence in facing learning challenges, thus not only increasing participation and interest in learning, but also strengthening the psychological aspects that are crucial for the success of learning PAI at SMPN 2 Palangka Raya. Thus, Joyful Learning is not only effective as a learning strategy, but also as an approach that empowers students emotionally and cognitively. The following table summarizes the quantitative data of students' self-efficacy improvement before and after the implementation of Joyful Learning.

Table 2. Comparison of Self-Efficacy Indicators

Self-Efficacy Indicator	Before (M1)	After (M4)	Improved ( $\Delta$ )
Answering questions in class	2.8	4.1	+1.3
Presenting material	2.6	3.9	+1.3
Completing individual assignments	3.0	4.3	+1.3
Expressing opinions	2.5	4.0	+1.5

This table shows an average increase of more than 1 point on a 1-5 Likert scale on all aspects of student self-efficacy, signifying a significant increase in self-efficacy after the application of the Joyful Learning method. The effect can be seen from several main aspects, which are reinforced by the following interview data.

#### 1. Supportive learning environment

A supportive learning environment plays an important role in building students' confidence. The PAI teacher, Mrs. Siti Nurhayati, explained that a fun and pressure-free learning atmosphere can create a sense of comfort for students to try and not be afraid to make mistakes. She stated,

*"With a fun and pressure-free learning atmosphere, students feel comfortable to try and are not afraid of being wrong. This really helps build their confidence."*

This statement is supported by students' responses who also feel the positive impact of such a learning environment. One student said,

*"If the learning is fun and lively, I get excited. I'm not afraid of being wrong, because all my friends are also active."*

Based on the interviews with students, it can be concluded that an engaging learning atmosphere, characterized by active interaction, has a positive impact on their learning motivation.

Students reported feeling more enthusiastic and willing to participate without fear of making mistakes, thanks to the support and involvement of their peers. This environment also contributed to increased self-confidence and a greater sense of courage during the learning process. One student further noted that

*"I used to be shy when told to answer, but now I am brave because the lessons are fun and the teacher always gives praise if I am active."*

From the interviews, it is clear that a friendly and pleasant classroom atmosphere makes students feel emotionally safe, so they are more willing to participate and take risks in learning. This indicates that a supportive learning environment not only creates physical and mental comfort, but is also a major factor in building students' self-confidence which ultimately increases their self-efficacy. This is because self-efficacy arises from high self-confidence as a result of encouragement from within the individual and social support that a person receives, one of which is through closeness in friendship relationships or a conducive environment (Sarifah et al., 2025).

### 2. Students' social interaction increases

students' social interaction has increased significantly along with the application of the Joyful Learning method which is fun and interactive. This is reflected in the students' expression that the exciting and lively classroom atmosphere makes them more excited and not afraid to try, even when faced with the risk of being wrong. One student said,

*"If the learning is fun and lively, I get excited. I'm not afraid of being wrong because all my friends are also active."*

This statement shows that the involvement of classmates in learning activities provides social support that strengthens students' self-confidence. In addition, the courage of students who were previously shy to answer questions also increased thanks to the fun and appreciative learning approach. Another student revealed,

*"I used to be shy when told to answer, but now I am brave because the lesson is fun and the teacher always gives praise if I am active."*

This quote underlines the important role of teacher appreciation as a form of positive reinforcement that makes students feel valued and motivated to be active. Thus, this increased social interaction not only enriches students' learning experience cognitively, but also builds a supportive and empowering classroom climate, which greatly contributes to the development of students' courage and confidence to actively participate in learning.

### 3. Successful experiences that strengthen students' Self Efficacy

Third, Joyful Learning provides success experiences that are instrumental in strengthening students' self-efficacy. Through various learning activities that are designed to be fun and challenging according to their abilities, students feel a sense of accomplishment that boosts their confidence in learning. The PAI teacher, Mrs. Siti Nurhayati, also observed positive changes in student behavior, especially in terms of the courage to express opinions and independent learning initiatives outside of class hours. Mrs. Siti said,

*"Now many students have begun to actively ask questions through the class WhatsApp group and even make their own notes without being told. This is proof that their motivation to learn has increased."*

This statement shows that the Joyful Learning method not only facilitates academic success directly, but also builds students' learning independence and self-confidence. The success that students experience in learning strengthens their belief that they are able to complete tasks well, which is the core of the concept of self-efficacy according to Bandura's theory. Thus, the successful experience gained through Joyful Learning becomes a strong foundation for students to continue to develop and be active in the learning process. This is in line with Albert Bandura's theory which emphasizes that direct experience of success (mastery experience) is the main factor in building students' self-efficacy (Abdillah, 2025). This experience provides real evidence for students that they are able to overcome learning challenges, thus increasing their self-confidence. In the context of PAI

learning with the Joyful Learning method, students are not only given the opportunity to actively participate through games and simulations, but also get repeated opportunities to experience success in doing tasks and answering questions. In addition, the aspect of appreciation and reward from the teacher becomes a very significant motivational driver. Students who feel appreciated through praise and rewards such as star cards, become more motivated to continue to actively participate and dare to take the initiative. One student said,

*"Getting stars or praise from the teacher makes me want to continue to be active. It feels appreciated, so I am more eager to learn."*

This response confirms that teacher appreciation is a form of social persuasion, which according to Bandura is very effective in growing and strengthening students' self-beliefs. In addition to reinforcement through direct experience and social persuasion, a pleasant classroom atmosphere also plays an important role in students' emotional and physiological conditions. A pressure-free and cheerful environment helps reduce students' anxiety and stress levels while learning (Suantini et al., 2024). This positive psychological condition allows students to feel more relaxed and confident in participating in learning, making it easier for them to dare to try and learn from mistakes without fear of failure. This stable and positive emotional state is an important foundation in the formation of self-efficacy, because feeling comfortable and emotionally safe makes it easier for students to maximize their learning potential (Nurhidayah & JIWA, 2017).

Furthermore, Joyful Learning also utilizes vicarious experience, where students learn and build confidence by observing the success of their classmates. For example, when students see their friend's presenting material or successfully completing tasks, this becomes an example that motivates them to try and believe that they are also capable of doing the same. By integrating the four sources of self-efficacy according to Bandura - mastery experience, vicarious experience, social persuasion, and supportive emotional and physiological conditions - the Joyful Learning method is able to create a holistic and comprehensive learning ecosystem (Levia & Surawan, 2025). Not only does Joyful Learning improve academic knowledge and skills, it also significantly strengthens students' confidence in facing academic and social challenges. Thus, this approach makes a profound positive contribution to students' psychological development, which in turn encourages active participation, learning motivation and the overall success of Islamic Religious Education learning at SMPN 2 Palangka Raya.

#### 4. Conclusion

The application of the Joyful Learning method in learning Islamic Religious Education at SMPN 2 PALANGKA RAYA proved effective in creating a fun, interactive and supportive learning environment. This method not only significantly increases students' interest and participation, but also successfully strengthens their self-efficacy. Through motivating hands-on experiences, intensive social interactions, and appreciation and rewards from teachers, students become more confident, courageous to perform, and active in the learning process. This positive influence of Joyful Learning is very important because increased self-efficacy encourages students to be more motivated, independent, and resilient in facing academic and social challenges. Thus, Joyful Learning is not only a cognitively effective learning strategy, but also plays a crucial role in the development of students' psychological aspects, which ultimately support overall learning success.

The practical implication of this study shows that teachers should implement fun and interactive learning models such as Joyful Learning to improve the quality of learning and students' confidence. Schools also need to provide training and resources that support the optimal implementation of this method. In addition, giving rewards and appreciation consistently is highly recommended as an effective motivational strategy. Future research can expand on this study by testing the effectiveness of Joyful Learning in other subjects or at different levels of education to see if similar results can be obtained. In addition, future research can deepen the analysis of the

relationship between increased self-efficacy and student academic achievement quantitatively. Qualitative research can also be conducted to explore the experiences of students and teachers in more depth regarding the use of Joyful Learning. Finally, a longitudinal study would be beneficial to see the long-term impact of this method on students' academic and psychological development.

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