

PAIKEM'S APPROACH IN IMPROVING THE LEARNING ACHIEVEMENT OF ISLAMIC RELIGIOUS EDUCATION IN STUDENTS AT STATE ELEMENTARY SCHOOLS INPRES 3 TATURA

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Abstract:

This article discusses the implementation of the PAIKEM approach at SDN Inpres 3 Tatura. The problem raised in this research is what is the process of implementing the PAIKEM approach in improving the learning achievement of Islamic religious education among students at SDN Inpres 3 Tatura, and what are the obstacles and solutions in implementing the PAIKEM approach in improving the learning achievement of Islamic religious education among students at SDN Inpres 3 Tatura. The research method in this thesis is qualitative research using a qualitative descriptive approach. This research uses data collection techniques through observation, then conducting interviews, and documentation which is analyzed using data reduction, data presentation and data verification method. The results of this research show that the process of implementing an active, innovative, environmental, creative, effective and interesting learning approach (PAIKEM) has basically been used by Islamic religious education teachers at SDN Inpres 3 Tatura. It can be seen from the learning steps used, namely: preparation, learning, activities, reflection and discussion, evaluation, and reinforcement and reciprocity. In teaching activities combined with various teaching methods and media so that learning achievement is achieved well. However, there are still obstacles encountered when implementing the PAIKEM approach in learning Islamic religious education are: quality of teaching staff, readiness of students in receiving lessons, teachers who are not optimal in using the PAIKEM approach, lack of integrated vision and mission of parents and schools, passive students. For every obstacle that occurs in implementing the PAIKEM approach, of course there is a solution that must be implemented by Islamic religious education teachers, namely: a teacher must be able to reflect and organize lessons well, make the learning process fun and interesting, professional training and development, good communication relationships between the students parents and the school, and must be able to know more about the students. The implication of the results of this research is that teachers can maximize the implementation of the PAIKEM approach so that students are not passive during learning activities. Apart from that, it can be a consideration for teachers in improving learning achievement and optimizing learning.

Keyword: PAIKEM Approach, increase, learning achievement)

Abstrak:

Artikel ini membahas tentang pelaksanaan pendekatan PAIKEM di SDN Inpres 3 Tatura. Permasalahan yang diangkat dalam penelitian ini adalah bagaimana proses pelaksanaan pendekatan PAIKEM dalam meningkatkan prestasi belajar pendidikan agama Islam pada

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peserta didik di SDN Inpres 3 Tatura, dan apa kendala dan sumber dalam pelaksanaan pendekatan PAIKEM dalam meningkatkan prestasi belajar pendidikan agama Islam pada peserta didik di SDN Inpres 3 Tatura.

Adapun metode dalam penelitian dalam skripsi ini adalah penelitian kualitatif dengan menggunakan pendekatan deskriptif kualitatif. Penelitian ini menggunakan teknik pengumpulan data melalui observasi, kemudian melakukan wawancara, dan dokumentasi yang dianalisis dengan menggunakan metode reduksi data, penyajian data dan verifikasi data. Hasil penelitian ini menunjukkan bahwa proses pelaksanaan pendekatan pembelajaran aktif, inovatif, lingkungan, kreatif, efektif dan menarik (PAIKEM) pada dasarnya sudah digunakan guru pendidikan agama Islam di SDN Inpres 3 Tatura dapat dilihat dari langkah-langkah pembelajaran yang digunakan yaitu: persiapan, pengenalan konsep, kegiatan pembelajaran, refleksi dan diskusi, evaluasi, serta penguatan dan timbal balik. Pada kegiatan mengajar yang dikombinasikan dengan berbagai metode dan media pengajaran sehingga prestasi belajar tercapai dengan baik. Akan tetapi masih ada kendala yang didapatkan pada saat pelaksanaan pendekatan PAIKEM. Adapun kendala dalam pelaksanaan pendekatan PAIKEM dalam pembelajaran Pendidikan agama Islam yaitu: Kualitas tenaga pendidik, kesiapan peserta didik dalam menerima pelajaran, guru yang kurang maksimal dalam menggunakan pendekatan PAIKEM, kurang terintegrasi visi misi orang tua dan sekolah, peserta didik pasif. Pada setiap kendala yang terjadi pada pelaksanaan pendekatan PAIKEM tentunya ada solusi yang harus dilakukan guru Pendidikan agama Islam yaitu: seorang guru harus mampu melakukan refleksi dan Menyusun pelajaran dengan baik, buatlah proses belajar menjadi menyenangkan dan menarik, pelatihan dan pengembangan profesional, hubungan komunikasi yang baik antara orang tua peserta didik dan pihak sekolah, serta harus mampu mengenal lebih dalam tentang peserta didik. Implikasi dari hasil penelitian ini agar guru lebih memaksimalkan dalam pelaksanaan pendekatan PAIKEM sehingga peserta didik tidak pasif pada saat kegiatan pembelajaran. Selain itu dapat menjadi pertimbangan guru dalam meningkatkan prestasi belajar dan mengoptimalkan pembelajaran.

Kata Kunci: Pendekatan PAIKEM, Meningkatkan, Prestasi belajar

INTRODUCTION

To optimize the PAI learning process in elementary school, teachers must try to present PAI as best as possible in accordance with the competencies that have been determined. Teachers must determine and choose appropriate strategies, methods and techniques in order to actively involve students in learning, so that learning can take place well and be interesting for students. The way and effort made by educators to achieve learning goals is an obligation that must be done to achieve the expected learning outcomes. The definition of learning outcomes according to Nawawi (Yuliani et al. 2024) states that learning outcomes can be interpreted as the level of success of

students in learning subject matter at school as expressed in scores obtained from the results of tests to recognize a certain number of subject matter. (Pioke et al. 2022) argue that learning outcomes are the abilities possessed by students after they receive learning experiences. Meanwhile, according to Keller (Rianto 2023), learning outcomes are actions that are directed at completing learning tasks. Thus, learning outcomes are the abilities that students acquire after participating in the learning process in the form of knowledge, attitudes and skills.

(Rahmat and Suparjana 2023) stated that learning methods are one of the determinants of student learning outcomes and aim to improve the quality of the

learning process into active, effective and efficient learning. (Bararah 2022) defines learning methods as the way teachers use them in carrying out their functions and are tools to achieve learning goals. (Rizmawan et al. 2025) stated that in using learning methods in schools, a teacher can use different learning methods from one class to another, thus it is required that there be a teacher's ability to master and apply various kinds of learning methods. The better the method, the more effective the achievement of the goal. (Dinamikawati 2021) stated that the position of the method is as an extrinsic motivation tool, as a teaching strategy and also as a tool to achieve goals. (Wahidah, Sabihah, and Karmila 2022) argue that the more appropriate the method used by teachers in teaching, the more effective it is hoped that the achievement of learning goals will be. Based on the above opinion, it is clear that learning methods can help educators to achieve the educational goals that have been set. And the method implemented must be able to generate the willingness of students to achieve educational goals effectively and efficiently.

In implementing the learning process, a teacher must be able to use approaches and strategies in the learning process so that learning can run well. According to Rusman: Learning is a system consisting of several competing compositions related to each other that are carried out by teachers and students so that there is interaction in it, from the composition, namely: objectives, materials, methods and evaluation. From these compositions, teachers must be able to choose the right media, methods, strategies or approaches to be applied in learning (Dewi 2022).

Of course, some schools have different situations at the time of learning activities, including there are still students who are still passive, low teaching achievement, and a lack of a teaching

mythology. But teachers also have to make an effort so that the students are able to be active during learning. But most learners do not respond well to what is expected. Therefore, the author tries to nail the accusation by using the paekem approach.

The PAIKEM approach is an acronym for learning approach, Active, Innovative, environmental, Creative, Effective, and Interesting. The PAIKEM learning approach is an interesting approach to be applied in a subject. Especially in learning Islamic religious education. Of course, most of the schools have applied this learning approach in teaching each subject in each of their respective school institutions. In teaching activities, motivation is also very important. Motivation to teach can develop activities and initiatives, can direct and maintain perseverance in carrying out teaching activities (GINTING 2024).

Islamic religious education teachers have a big role in educational achievement, but students' attitudes towards teaching habits in schools have not improved, but teachers will try more to stimulate learning creativity through an active, innovative, environmental, creative, effective and interesting learning approach (PAIKEM) in Islamic religious education materials. After students go through the teaching and teaching process, they are able to have the ability to teek, attitude, and act. That's why it's important for Islamic religious education teachers to increase students' creativity because it concerns the level of achievement of students. So the right learning approach for teachers to develop students' creativity is to use a paikem approach.

By using the active, innovative, environmental, creative, effective and interesting learning approach (PAIKEM) learning strategy, Islamic religious education teachers must be able to adjust to the situation and conditions of students, teaching resources, needs, and characteristics of students so that the goals

to be achieved in learning can be achieved as expected. According to Hamzah B. uno and Nurdin Mohammad, the active, innovative, environmental, creative, effective and interesting learning strategy (PAIKEM) is a strategy that can be applied in learning activities. It is intended with strategy because the field of work is focused on how to organize learning materials, convey or use learning methods and manage learning as desired by these learning leaders (Lubis 2024).

The results of the observation show that the teacher masters the material of an object well. At the time of learning Islamic religious education, there are learning activities that lead to active, innovative, environmental, creative, effective and interesting learning modes (PAIKEM) in its implementation which have described the existence of an active, innovative, environmental, creative and interesting learning approach (PAIKEM) which can be seen from the learning activities recognized by Islamic religious education teachers as follows: the active involvement of students, There is communication between teachers and students, interaction between fellow students, and there are learning activities that require students to think and develop.

Based on the above explanation, the reader is interested in examining with the research title "PAIKEM's approach in improving the teaching achievement of Islamic religious education in students at SDN Inpres 3 Tatura." At this time, there are many studies on the implementation of the PAIKEM approach, the only research that Binti Musikah has cited with the title: "The application of PAIKEM learning strategies (learning, active, innovative, environmental, creative, effective, interesting) to improve the science teaching outcomes of students of SDN IV Sobontoro Boyoangu Tuungagung". (Sudarto 2024). The results of the study show that the results of teaching and the application of the paikem approach to the basic competencies of terrestrial energy

have increased. This is evidenced by the average pre-test score of 55.3, while the first test reached 60.1 and in the second it rose to 7. The level of teaching completeness also increased from 31.25% in the first cycle to 50% in the second cycle to 75%. The similarities and differences between current research and research are: a). The similarity, current research and research are the same as the learning objectives of the paikem approach in the subject. b). Differences, While the differences in this study are rooted in research opportunities and research methods. The research method in the study used the action research while the researcher used qualitative research. And the research cited by Syamsu Arifin with the title "Implementation of active, innovative, environmental, creative, effective and interesting learning strategies (PAIKEM) for koase activities (for students of Keas IV E at SD Ma'arif Ponorogo Teaching Arts, Culture and Crafts)" (Roesminingsih et al. 2024). The results of this study show that the implementation of the paikem approach is well implemented in accordance with the learning goals. The similarities and differences between the previous research and the current research are: a). the similarities, both use a qualitative approach to determine the implementation of the paikem approach that the teacher acknowledges. b). Differences, While the differences in this study are based on the research objectives and the type of teaching subjects in the implementation of the paikem approach on students.

LITERATURE REVIEW

1. Learning Outcomes of Islamic Religious Education

a. Definition of Islamic Religious Education Learning Outcomes

The learning outcomes of Islamic Religious Education (PAI) are a series of sentences consisting of three words, namely, results, learning, and Islamic religious education (PAI), each has a different meaning, the following is a

discussion of each of these words, including:

Result means something that is held, made or made by a business, or something that is the result or end of an activity. In another term, results are also known as achievements. Meanwhile, according to Syaiful Bahri Djamarah, achievement is the result of an activity that has been done, created both individually and in groups.

Achievements will never be produced as long as one does not do activities. In addition, Nasrun Harahap as quoted by Syaiful Bahri Djamarah provides a limitation that achievement is an educational assessment of the development and progress of students (students) with regard to mastery of the subject matter presented to them and the values contained in the curriculum. There is another opinion that says that learning achievement is an assessment of the business results of activities that are stated in the form of numbers, letters, or symbols that can reflect the results that have been achieved by students or children in a certain period, for example each semester stated in the report card. (Schedule 2023)

Based on the definition that has been stated according to the experts above, it can be concluded that results are something that is produced or caused, made or held by a temporary business or activity. Results in the sense of achievement are the results of an activity that has been done, created that is obtained by hard work both individually and in groups in a certain field.

According to Morgan in Ngalim Purwanto, learning is any relatively permanent change in behavior that occurs as a result of practice or one's own experience of interaction with the environment. So learning is a process of change in behavior as a result of interaction with the environment in a deeper direction to meet the needs of life.

Similar to the meaning that has been stated above, Sudirman A.M.

revealed that learning is a series of psychophysical activities of the soul and body to lead to complete personal development which means that it concerns the elements of creating feelings from karsa, cognitive, affective, and psychomotor realms. Meanwhile, according to Nashar, learning outcomes are the abilities obtained by students after going through learning activities. So the results of this learning activity will be seen from changes in behavior as a result of experiences that will later shape the individual's personality towards adulthood.

Meanwhile, Islamic Religious Education (PAI) here is more about education that is sourced from Islamic teachings. The essence of education directs and guides the growth and development of the character of students through the teachings of Islam. Meanwhile, Islamic Religious Education (PAI) is defined as the process of guidance, directing and teaching children to achieve the set goals, namely instilling the values of piety and upholding the truth in accordance with the teachings of Islam.

Based on some of the above opinions, it can be concluded that the learning outcomes of Islamic Religious Education (PAI) are behavioral changes that occur in students as a result of the guidance of a teacher to achieve goals that have been set and expressed in the form of numbers, letters and symbols which are a description of the results that have been achieved by students in a certain period of time and expressed in report card scores in the field of Islamic Religious Education (PAI) study cards.

b. Various Learning Outcomes of Islamic Religious Education (PAI)

Based on the understanding of the learning outcomes of Islamic Religious Education (PAI) that has been stated above, the success of a student's learning can be reviewed from a psychological point of view, namely the behavior change that students obtain and should be

embedded in their hearts for a long period of time, can be used in daily life and can also change their behavior for the better.

Various ideas about the various learning outcomes have been put forward by education experts today, such as Benjamin Bloom quoted by Briggs in Nashar, classifying learning outcomes into three domains, namely the cognitive domain, the affective domain, and the psychomotor domain.

In Nana Sudjana (Kanusta 2021) each of these domains can be further classified, as follows:

- 1) Cognitive Realm This realm has several levels, namely:
 - a. Knowledge
 - b. Comprehension
 - c. Application
 - d. Penguraian (Analysis)
 - e. Driving (Synthesis)
 - f. Assessment (evaluative)

The changes that occur in this cognitive realm depend on the level of depth of learning experienced by students. With the understanding that changes that occur in the realm are expected to be able to solve the problems they face in accordance with the field of study they are facing.

2) Affective Domain

The type of category in this realm is the result of learning that starts from the basic level to the complex level, namely:

- a. Receiving stimulation (receiving)
- b. Responding to Stimuli
- c. Valuing
- d. Organizing values (organization)
- e. Internalize (realize) values (characterization by value or value complex)

In this affective realm, it is hoped that students will be able to be more sensitive to the values and ethics that apply, in the field of knowledge the changes that occur are quite basic, so students not only accept it and pay attention to it, but are able to carry out a value system that applies in their field of knowledge.

In this type of learning, it is seen in students in various behaviors such as their attention to lessons, discipline, interest in learning, respect and friends in class and habits in a good environment.

3) Psychomotor Realm

In the psychomotor realm, this is very closely related to concrete skills, even though it is inseparable from mental learning activities (knowledge and attitudes). In this case, learning is a real and experiential behavior.

From the description above, it can be concluded that the teaching and learning process, especially Islamic Religious Education (PAI) is a process that results in several relatively permanent changes in a person's behavior that are in accordance with the goals of Islamic Religious Education (PAI), both which include cognitive, affective, and psychomotor aspects, as well as other aspects, so that the changes in nature that occur in each of these aspects depend on the level of depth of learning of students.

c. Function of Islamic Religious Education (PAI) learning outcomes

The purpose and function of Islamic education contains a variety of good, noble, true and beautiful values for life. Therefore, the purpose of education has two functions, namely providing direction to all educational activities and is something that all educational activities want to achieve. Goals are also the final goal to be achieved from an activity (Parma 2021)

The learning outcomes of Islamic Religious Education (PAI) are something that is obtained, mastered or owned by students after the learning process is completed. Learning outcomes are also an achievement that a person seeks in the teaching and learning process. Hilgrad and Bower as quoted by Ngali Purwanto argue that a person can be said to be successful in learning if there has been a change in behavior in him. This change occurs due to practice and experience.

The learning outcome of a teaching and learning process is a change in behavior in students who learn. Behavior as a result of learning in a broad sense includes cognitive, affective, and psychomotor fields. In this case, Slameto stated that if a person learns something, as a result he will get a complete change in attitudes, skills, knowledge and so on.

Learning outcome assessment has its own purpose in learning. Nana Sudjana stated that the purpose of assessing learning outcomes is:

- a. Describe the learning skills of the students so that they can know the advantages and disadvantages in various fields of study or subjects they study at school.
- b. Know the process of success, education and teaching.
- c. Determine the follow-up of research results
- d. Giving responsibility from the school to the government, the community and parents.

Learning outcomes can be known through the measurement of students. Usually, student learning outcomes are expressed in the form of numbers that describe the extent of students' absorption of the learning they experience. Suryabrata provides limitations on the form of learning outcomes and measurements, some are denoted by the letters A, B, C, D and E and use a score of 0-100.

The learning process consists of learning activities and teaching activities. Learning refers to student activities and teaching refers to teacher activities. Between students and teachers, there must be good communication and relationships because good communication and relationships between students and teachers are one of the requirements for achieving learning goals.

Learning is one of the processes that is characterized by behavior change thanks to experience. Behavior as a result of the learning process is influenced by many factors, both individual (internal)

and external factors. Internal factors are their abilities, interests and attention, business habits and interests, and other factors. While external factors are the environment, namely family, school and community. The school environment is the environment that has the greatest influence on the learning process. School environment such as teachers, learning facilities, curriculum, study friends, school discipline and rules, and so on.

Learning is a change in behavior or appearance with a series of activities, for example by reading, observing, listening, imitating and so on. In a broad sense, learning can be a psychophysical activity towards full personal development. In a narrow sense, learning is intended as an effort to master scientific material which is part of the activity towards the formation of a complete personality. In essence, learning is a change in behavior as a result of the addition of knowledge that does not know into knowing so that a person's behavior also changes to a better behavior.

The teacher who teaches and the student who learns is the single dual in the separation of the body, the united soul between the teacher and the student. If learning is the process of learning activities of students to achieve a teaching goal. Interaction between educators and students will occur in the learning process. Interactions that are considered important are educational interactions, which contain educational elements that occur during the learning process. The learning process is an activity in which there is a process of giving and receiving knowledge, skills, attitudes and values (Nurhasanah n.d.)

One of the characteristics of the learning process is the existence of discipline which is one of the conditions for the implementation of the learning process because the learning process is impossible to occur without the application of discipline. Discipline in delivering material and discipline in learning.

The Concept of Learning Interest

a. Definition of Asking for Learning

Hilgart gave a formula about interest as follows: "Interest is persisting tendency to pay attention to and enjoy some activity or content". Interest is a fixed tendency to notice and recall some activity. Activities that a person is interested in, are constantly observed which is accompanied by a sense of pleasure. So it is different from attention because attention is temporary or not for a long time and is not necessarily followed by a feeling of pleasure, while interest is always followed by a feeling of pleasure and from there satisfaction is obtained. Interest has a great influence on learning, because if the subject matter studied is not in accordance with the interests of students, students will not learn as well as possible, because there is no attraction for them. He is shy to study, he does not derive satisfaction from the lesson.

Subject matter that attracts students' interest in learning is easier to learn and store because interest adds to learning activities. If there are students who are not interested in learning, it can be tried so that they have a very big interest, namely by explaining things that are interesting and useful for life and things related to their ideals and their relationship with the subject matter being studied.

Developing an interest in something is basically helping the learner to see how the relationship between the material he is expected to learn and himself as an individual. This process means showing the learner how certain knowledge or skills affect him, serve his goals, satisfy his needs. If the learner realizes that learning is a tool to achieve some goals that he considers very important, and if the learner sees that the results of his learning experience will bring progress to him, he is likely to be interested and terminated to learn it.

The Essence of the PAIKEM Approach

a. Definition of Learning Approach

The word approach in English is "approach" which means approach, path, approach. Here approach can be interpreted as a way or way of approaching something.

Approach is another term that has similarities to learning strategies. According to Istarani, the learning approach can be interpreted as a starting point or our point of view on the learning process. Therefore, there are two approaches to learning, namely teacher-centred approaches and student-centred approaches. In addition, according to Syaiful, the learning approach is "a teacher's view of students in assessing, determining attitudes and actions faced in the hope of solving problems in managing a comfortable and fun classroom in the learning process".

Based on the above opinion, it can be concluded that the approach is a point of view or a way that teachers can manage the class so that a comfortable and pleasant classroom atmosphere is created for the achievement of learning goals.

b. Various approaches to education in the Qur'an

The methodological approach system mentioned in the Qur'an is multi-approach which includes, among others:

1. A religious approach that emphasizes the view that human beings are religious beings with religious talents.
2. A philosophical approach that views that human beings are rational beings or homo rationale, so that everything that concerns their development is based on the extent to which their thinking abilities can be developed to the maximum point of their development.

3. A sociocultural approach that relies on the view that humans are socialized and cultured creatures so that they are seen as homo social and homo sapiens in a cultured society. Thus, the influence of the community environment and its cultural development is very influential for the individual educational process.
4. The scientific approach whose emphasis lies in the view that humans have the ability to create (cognitive), will (cognitive), and feel (emotional or affective). Education must be able to develop analytical-synthetic and reflective skills in thinking (Purwandari, Arcana, and Riastini 2013)

Definition of PAIKEM

According to Prastowo, "Said that, active learning is learning that involves more student activities in accessing various information and knowledge to be discussed and studied in the learning process in the classroom, so that they get various experiences that can improve their understanding and competence".

The active role of students is very important in order to form a creative generation, who is able to produce something for themselves and others. Innovative learning in the learning process is expected to lead to new ideas or better positive innovations. Creative learning is a learning process that requires teachers to be able to be interested and bring out students' creativity during learning, by using several varied methods and strategies.

Learning is said to be effective if it is able to provide new experiences and shape students' competencies, as well as ensure that learning goals will be achieved maximally. Fun learning is a fun and memorable learning process that will attract students to be actively involved, so that learning goals will be achieved to the maximum. According to Rusman, PAIKEM comes from:

"The concept that learning should be student-centered learning and learning should be fun (learning is fun), so that they are able to continue learning on their own without being dictated and so that they do not feel burdened or afraid. For this reason, the fun is learning aspect is one of the most important aspects of PAIKEM learning, in addition to efforts to continue to interest children so that children carry out expolarization, creation, and experiment continuously in learning" (Yusri and Rahman 2025)

In this PAIKEM approach, teachers are required to be able to carry out learning activities that can involve students through active, innovative, creative, effective, and fun learning which ultimately makes students able to create works, ideas, opinions, ideas based on their own inventions and efforts, not from the teacher. Students are taught how they learn concepts and how they can be used outside of the classroom.

RESEARCH METHODOLOGY

The research method used is descriptive research with a qualitative approach that explains the actual state of an object related to the context that concerns the researcher. lexy J Maeong stated that the qualitative approach means that the data compiled is not in the form of numerical numbers, but the data is based on interview transcripts, memoirs, personal documents, and official documents (Alzahra 2023).

This research initiative is a place for the teaching process that is used to solve the problem of research in progress. This research was carried out at SDN Inpres 3 Tatura J. I Gusti Ngurah Rai No. 10, Tatura Se, Kec..

The data used in this study are: Primary Data and Secondary Data. According to the ovend quoted by Moeong, "the main source of data in qualitative research is words, and actions, the rest is additional data such as

documents and their ain-ain. The type of data collected from this study is qualitative data, namely data in the form of descriptive words of object data and analysis. The rest are observation, interview and documentation data (Muslikhah 2024).

After the amount of data and information has been successfully compiled, it is necessary to analyze some of the data collected in the form of descriptive analysis using several data analysis techniques, including:

1. Data Reduction; the user compiles the data and adjusts the simplification so that the data becomes a jeas and a summary so that the data presented in the form of a complete narrative. Data reduction was applied to observation, interview, and documentation results by reducing words that were considered insignificant to the research.
2. Data Presentation, which is a large amount of data is compiled by taking data from the amount of data available, as well as presenting into the core of the discussion described in the results of the research.
3. Data Verification, that is , the researcher verifies the data, namely by the way the researcher understands the results of the interview in the form of data and then compiles it according to the needs of the research (Nawawi 2024).

Checking the validity of the data is applied in the research so that the data collected is guaranteed to be valid and credible. In checking the validity of this test, the user nails it with the triangulation method, which is a data compilation technique that combines existing data sources and utilizes something from the data exchange for checking purposes or as

a comparison to it (HIKMAH 2025). Checking the validity of the data is applied in this study so that the data collected is guaranteed to be valid and credible, in this case the researcher conducts a review of whether the facts as an analysis of the data that are analyzed really occur due to the holding of the research, namely at SDN Inpres 3 Tatura.

RESULTS OF RESEARCH AND DISCUSSION

PAIKEM Approach

PAIKEM stands for Active, Innovative, Environmental, Creative, Effective and Interesting learning. PAIKEM is a learning mode that aims to develop students' understanding and provide an emphasis on teaching to students to be more active. This PAIKEM learning mode is also an interesting, fun and effective learning mode that encourages students to think, analyze, form opinions, and implement the learning they have already got. In the use of active, innovative, environmental, creative, effective and interesting learning modes (PAIKEM), this also certainly involves creativity from teachers to direct the learning atmosphere so that students really enjoy the learning (Medina 2024).

Active Learning according to . Dee Fink is a learning process to deceive students to teach by using various methods or strategies actively. Active learning is very important for students to get maximum teaching (Karolina 2024).

According to Musimin Ibrahim, innovative learning is the application of an idea or idea that is implemented to improve the quality of the process and the quality of teaching in developing students' creative thinking skills. According to Afid Baharudin, innovative learning is learning that is packaged by the teacher which is a form or idea or technique that is seen as new in order to be able to facilitate students to make progress in learning

(ALIYAH n.d.). Innovative learning helps students understand concepts in depth through discovery, reflection and association of concepts with real context.

According to Winarni, the environment is a conditioning factor that affects individual behavior and is an important teaching factor. The use of the teaching environment can be used during the hours of; teaching and teaching hours such as assigning assignments. So students can take advantage of the environment because it is a source of teaching (Yulianti 2021).

According to Rafari and Saari, Creative Learning is a combination of abilities and characteristics that cause creative thinking. Creativity is related to genetic and innate factors but it is undeniable if the role, parents, and teachers and the educational environment provide conditions that are able to trigger creativity in student learning. Meanwhile, according to Saim, Creative Learning is a person's speed in producing many ideas, while the ability to think and the ability to reproduce ideas (Yuliana, Supriatin, and Rizal 2025).

According to Sameto, effective learning is learning that must be designed in such a way that students are involved in the learning process, they can express their creativity, and are effective in achieving goals. It is hoped that the learning process can be more meaningful, fun, and provide optimal results for student development (Uno and Mohamad 2022).

According to Rusman, fun or interesting learning is learning that is able to create a positive, interactive, and interesting teaching atmosphere for students in achieving the desired learning goals (Sukmawati, Santosa, and Rejkiningsih 2022).

Teaching Achievements

Teaching achievement is a combination of two words, namely "achievement" and "learning" from each

word has a meaning. In the great dictionary of the Indonesian Language, achievement is the achievement that has been achieved by students (from some of the many activities that are recognized). Achievement can also be interpreted as the results obtained from a learning activity that has been carried out. A teaching achievement is different from a teaching achievement. Average teaching achievement includes aspects of knowledge while teaching outcomes include aspects of character formation (Abduloh et al. 2022).

According to Ningrum, achievements are achievements achieved by a person in various fields of life, be it education, work or fields. Achievement is not only measured by how much a person achieves something, but also how well and effectively the achievement is achieved. In addition, achievements are also influenced by internal and external factors such as motivation, ability, social support, and the surrounding environment (Dinayasmin 2024).

Teaching achievement is the final result of a learning process activity that is carried out both individually and in groups. Achievements will not exist if there is no activity recognized with maximum effort. Teaching achievement is divided into ima aspects, namely: intellectual ability, cognitive strategy, verb information, attitude, and skills (June 2024). With a change in knowledge, understanding and skills, as well as a successful attitude in an activity to improve better teaching achievements in the future. Achievement is the final result of an activity. Teaching achievement shows that the information that is collected in the teaching process.

Islamic Religious Education

According to Rusdiana, Islamic religious education is an educational process that aims to form people who believe, piety and act according to the teachings of Islam. Islamic religious education does not only focus on the

aspects of religious immorality, but also involves the formation of character and mora in accordance with Islamic ideals (Hadian 2024).

Islamic Religious Education (PAI) is a conscious and planned effort in preparing students to understand, appreciate, to believe, piety and to act muia in assimilating the teachings of Islam from the main source of the holy book of the Quran and Hadith, through guidance activities, teaching, and the use of security fibers. Islamic religious education materials taught at SD Inpres 3 Tatura which include about. This subject is part of the Islamic religious education material taught in the IV section.

Islamic religious education is a guided effort that is recognized in order to provide knowledge and form attitudes and implement the teachings of Islam in daily life.

This research was carried out at SDN Inpres 3 Tatura. The research was conducted to find out how the process of implementing the PAIKEM approach in improving the achievement of Islamic religious education teaching for students at SDN Inpres 3 Tatura, and what drives and underlies in the implementation of the PAIKEM approach in improving the achievement of Islamic religious education teaching for students at SDN Inpres 3 Tatura.

Table 1. The Condition of Students at SDN Inpres 3 Tatura in 2024

CLASS	STUDENT HOUSE
I A	27
I B	25
I C	25
II A	25
II B	27
III A	27
III B	29
IV A	27
IV B	28
V A	26

V B	24
VI A	27
VI B	28
QUANTITY	346

Data source: SDN Inpres 3 Tatura 2024 document.

Based on the table above, there are 28 students in Keas IV. In the implementation of Islamic religious education, teachers have admitted using the PAIKEM approach, but there are still students who are still passive in the learning process.

The results of the researchers' observations at SDN Inpres 3 Tatura about the implementation of the acifist, innovative, environmental, creative, effective and interesting learning approach (PAIKEM) in improving the teaching achievement of Islamic religious education in special education students at SDN Inpres 3 Tatura. Previously, this approach had been applied in the IV level of SDN Inpres 3 Tatura. The active, innovative, environmental, creative, effective and interesting learning approach (PAIKEM) is a learning activity that involves many students in a teaching activity so that it is able to improve students' thinking skills. The main interaction in this ha is "teaching resources and learning media". In its implementation, teachers can use various kinds of materials such as books, visual audio media, props, games and supporting technology to increase student interaction and involvement in the learning process. From the interview results, information was obtained that the learning strategies used in Islamic religious education subjects in the IV level were using an active, innovative, environmental, creative, effective and interesting learning approach (PAIKEM).

The implementation of the PAIKEM learning process carried out by Islamic religious education teachers is based on the learning objectives of PAIKEM, namely: 1). Preparation in the context of learning refers to the purpose of

the teaching process where a teacher prepares the necessary tasks before developing the learning process. 2). The imposition of concepts in learning at this stage is a goal that teachers acknowledge in the learning process to ensure that students can understand the basics of the material to be taught. 3). Learning activities that students admit in the learning process to strengthen their understanding, skills, and knowledge. 4). Reflection and discussion of two important aspects in the learning process that play a role in understanding and improving the quality of learning. 5). Learning evaluation refers to the process of assessing and measuring the achievement of predetermined learning goals.

The vehicles and also sousi in the implementation of the PAIKEM approach are: 1). The vehicles that are experienced by Islamic religious education teachers in the implementation of the PAIKEM approach are: the quality of educators, the readiness of students in receiving teaching, teachers who are not maximally in using the PAIKEM approach, the lack of integration of the vision and mission of parents and teachers, passive students The vehicles given from the vehicles faced are: A teacher must be able to reflect in order to know whether learning is successful or not, use effective imprisonment methods so that students are ready to receive learning, increase understanding of how to use learning approaches and instill discipline and professional practice, communication between the school and parents so that it is better written, adopt a persona approach to better understand students so that they know what causes participants to Passive Educate on Learning.

CONCLUSION

Based on the research that has been formulated and the results of the research that have been done, the researcher can draw the following conclusions: The PAIKEM approach is a teaching approach

that is used with certain methods and various teaching media accompanied by a good environmental arrangement so that the learning process becomes active, innovative, environmental, creative, effective and interesting. effective and interesting (PAIKEM) in improving the teaching achievement of Islamic religious education is recognized in 6 stages, namely: preparation, imposition of concepts, learning activities, reflection and discussion, evaluation, reinforcement and good feed. The implementation of the learning approach in the classroom is very important because after the teacher uses the PAIKEM approach, students are very enthusiastic in carrying out a learning. There are several inhibiting factors that are the driving and driving force of teachers in the learning process. From the results of the data obtained in the research results in the implementation of the PAIKEM approach in improving the teaching achievement of Islamic religious education in students of the fourth grade of SDN Inpres 3 Tatura, namely knowledge and skills, creativity and innovation, the ability of teachers in a collaboration, a deep understanding of the active, innovative, environmental, creative, effective and interesting learning approaches (PAIKEM), as well as evaluation and for external factors, namely support for schools, resources and facilities, parental involvement, school policies, education and development, as well as teacher commitment and motivation. So a teacher of Islamic religious education is very important to have a cavity of various kinds of competencies. The quality and competence of a person is very important to support the smooth learning process, as well as knowledge and mastery of learning methods and modes as well as the use of technology and the ability to apply it. So we as educators must be able to master the classroom well.

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