

Research Article

Implementation of Active, Innovative, Creative, Effective, and Enjoyable Learning Models (PAIKEM) in Islamic Religious Education (PAI) Subjects in Grade VII Darul Ishlah Junior High School in the 2024/2025 Academic Year

Yunita^{1*}, Subiantoro², Ahmad Tamyiz³

¹ STIT Darul Ishlah Tulang Bawang, Indonesia; e-mail: yunita14128@gmail.com

² STIT Darul Ishlah Tulang Bawang, Indonesia; e-mail: subiantoro810@gmail.com

³ STIT Darul Ishlah Tulang Bawang, Indonesia; e-mail: ahmadtamyiz427@gmail.com

* Corresponding Author: Yunita

Abstract: Teachers are required to adopt a wise and thoughtful approach in teaching, since their perception of students will influence their attitudes and actions. Not all teachers assess students in the same way, and this affects the methods they apply in the classroom. To achieve optimal learning outcomes, teachers must take on new roles as facilitators, mediators, learning partners, and evaluators. This means creating a democratic and dialogical learning atmosphere between teachers and students, as well as among students themselves. One effective way is by applying the PAIKEM learning model (Active, Innovative, Creative, Effective, and Enjoyable). This study aims to: (1) Describe the implementation of the PAIKEM model in Islamic Religious Education for Grade VII at Darul Ishlah Junior High School. (2) Describe the obstacles encountered in applying this model. The research uses a qualitative approach with interviews, observation, and documentation as data collection techniques. Data analysis was conducted through reduction, presentation, and conclusion drawing. The results indicate that the PAIKEM model has been implemented well, through discussions, opportunities for students to express opinions, group assignments, interactive communication, motivation, use of media such as videos, and enjoyable memorization. However, challenges include limited learning media, teachers' creativity that is not yet optimal, inadequate facilities and infrastructure, and low student motivation.

Keywords: Active Learning; Islamic Religious Education; PAIKEM Model; Qualitative Research; Teacher Creativity.

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1. Introduction

Education plays a fundamental role in enlightening the nation, as stated in the Preamble to the 1945 Constitution. Through education, the nation can build skills, shape character, and develop a superior civilization. According to Law Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process that enables students to actively develop their spiritual and religious potential, self-control, personality, intelligence, noble character, and the skills necessary for themselves, the community, the nation, and the state (Maujud et al., 2022).

The quality of a nation's human resources (HR) is highly dependent on the quality of its education. Quality education will produce superior, creative, and productive human resources, thereby contributing to the progress of the nation. In this case, the learning process becomes a key component that determines the success of education. This process includes interactions between teachers, students, and learning resources that must be managed actively and enjoyably. One learning approach that is relevant to achieving this is the Active, Innovative, Creative, Effective, and Fun Learning (PAIKEM) model (Fauziah & Sahlani, 2023).

The PAIKEM model is designed to make students more active in developing their potential through interesting and meaningful learning activities. Teachers are required to be creative in designing learning activities that motivate students so that they do not feel bored or passive. However, in reality, many students still consider learning activities to be difficult and boring, especially in the subject of Islamic Religious Education (PAI). This condition shows the need for innovation in learning strategies that can foster student interest and active participation (Sadiman, 2017).

Education in Islam has a very important position because it is a means of acquiring knowledge and forming noble character. According to (Sudjana, 2013), education plays a role in transforming humans from the uneducated to the knowledgeable, from the evil to the good. The learning process is a form of interaction between teachers and students that aims to develop the potential of students optimally. In this context, teachers act as facilitators and mediators of learning who are required to be able to create a friendly, imaginative, and enjoyable learning atmosphere. Teachers' creativity in choosing learning methods and media will determine the effectiveness of student learning outcomes (Irham & Wiyani, 2023). In addition, the energy and creativity of teachers are important factors in the success of the learning process (Ismail, 2018).

SMP Darul Ishlah Tulang Bawang is one of the educational institutions that has implemented the PAIKEM learning paradigm in Islamic Religious Education subjects. This school has a vision of "Strong in Imtaq, Skilled in Science and Technology, Polite and Characterized by Ahlussunnah Wal Jama'ah Islam" and is committed to developing IMTAQ and IPTEK-based learning. Based on the results of an interview with the PAI teacher, Mrs. Nur Khayisah, S.Pd. on Wednesday, March 13, 2025, it was found that PAIKEM had been implemented in the school. However, there were still obstacles in the form of low student motivation to learn due to the perception that PAI lessons were difficult and uninteresting.

Based on this description, this study is entitled "Implementation of the Active, Innovative, Creative, Effective, and Fun Learning Model (PAIKEM) in Islamic Religious Education (PAI) in Grade VII at Darul Ishlah Junior High School". This study aims to describe the implementation, supporting and inhibiting factors of the PAIKEM model in PAI learning, as well as to analyze the extent to which this model can improve the effectiveness of the learning process and outcomes of students.

2. Preliminaries or Related Work or Literature Review

2.1. PAIKEM learning (Active, Innovative, Creative, Effective, and Fun Learning)

PAIKEM (Active, Innovative, Creative, Effective, and Fun Learning) is an approach that places students at the center of the learning process to develop their potential optimally. Active learning emphasizes direct student participation in acquiring knowledge and information, where students are not considered "empty vessels" who only receive lectures from teachers, but rather as individuals who actively build understanding based on their own experiences. Teachers act as facilitators who create an interactive learning environment, encouraging students to express their opinions, ask questions, and think critically so that they are able to develop synthesis and analysis skills and produce new values based on their understanding (Ngalimun, 2017). In innovative learning, the focus is on creating new concepts and discoveries that can improve learning standards, where innovation is understood as deliberate and planned changes to achieve better educational goals (Ngalimun, 2017). Teachers are required to be creative thinkers who are able to adapt learning methods according to students' interests and needs so that the learning process is more meaningful and provides added value to increase learning motivation. Furthermore, creative learning emphasizes the ability to imagine, discover, and create new things, with creativity defined as the ability to produce original ideas and solutions to problems encountered (Ngalimun, 2017). In practice, teachers need to apply various approaches such as group work and problem solving to foster students' imagination and curiosity, in line with Kirton's view which distinguishes two types of creative thinking, namely Adaptors and Innovators. Effective learning ensures the optimal achievement of learning objectives as reflected in changes in students' knowledge, attitudes, and skills (Ngalimun, 2017). Its implementation is carried out through the stages of apperception, exploration, learning consolidation, behavior and attitude development, and assessment as an evaluation of the learning process. Finally, joyful learning emphasizes the importance of creating a positive and memorable atmosphere to encourage students to participate actively. A

pleasant learning environment makes students feel valued and motivated (Ismail, 2018), while a harmonious relationship between teachers and students helps create a lighter and more meaningful learning process. Based on Government Regulation Number 19 of 2005 concerning National Education Standards, the implementation of PAIKEM is an important part of the national curriculum as an effort to create an active, innovative, creative, effective, and enjoyable learning process for students.

According to (Yudhi & Hamid, 2009), the PAIKEM (Active, Innovative, Creative, Effective, and Fun Learning) learning model has several advantages and disadvantages. The advantages of PAIKEM include making the teaching and learning process more enjoyable and meaningful, as well as suitable for various student learning styles such as visual, auditory, and kinesthetic. In addition, this approach also helps students develop their communication and social skills through active involvement in learning activities. However, PAIKEM also has several disadvantages, including requiring a long time, demanding teachers to have high abilities and creativity, and potentially making the learning process too focused on games. In addition, its implementation often requires large costs and careful preparation. Nevertheless, the application of PAIKEM provides many benefits because it makes learning activities more interactive and meaningful. Teachers need to understand the various ways in which students learn, whether through sight, hearing, or physical and emotional activities. Students are also encouraged to participate actively, discuss in small groups, summarize material, answer questions, and present their work. To that end, teachers are required to be highly creative in preparing learning materials that are relevant to the objectives and conditions of the class. In addition, teachers need to carefully organize activities and prepare media or teaching aids that support the learning process, because the success of PAIKEM implementation greatly depends on the readiness and creativity of teachers in facilitating meaningful learning experiences for students (Yudhi & Hamid, 2009).

According to Mohamad (Jauhar, 2011), PAIKEM stands for Active, Innovative, Creative, Effective, and Fun Learning. PAIKEM is a learning approach that combines strategies, media, and learning environment arrangements to make the learning process more dynamic and interactive. Through this approach, students do not just passively receive information from the teacher, but are directly involved in various learning activities that support the development of their attitudes, knowledge, and skills. Thus, students find it easier to absorb information because they learn actively and meaningfully in a fun atmosphere. Furthermore, according to (Asari et al., 2021), a learning model is a method or framework used to develop learning activities in the classroom, both face-to-face and media-based, such as computer programs, films, or books. Each model serves as a guide for teachers in designing learning activities so that learning objectives can be optimally achieved.

One example of the application of PAIKEM in Islamic Religious Education (PAI) learning is through group discussions on morality in Islam. In this activity, the teacher divides the students into several small groups and provides dilemmas or moral questions for discussion. Students are encouraged to express their opinions, propose solutions based on Islamic principles, and present the results of their discussions in front of the class. Through activities such as this, PAIKEM encourages students to think critically, argue logically, work together, and instill Islamic moral values contextually in their daily lives.

2.2 Implementation of PAIKEM in PAI Subjects

Islamic Religious Education (PAI) has thus far relied heavily on didactic content that emphasizes memorization and one-way delivery of material without regard for students' level of understanding. Teachers often become the sole source of knowledge through lecture methods that tend to be boring, while students become passive listeners with no opportunity to think critically or relate the material to real life. As a result, many students consider religious lessons irrelevant and difficult to apply in their daily lives. This is reinforced by the opinion of (Majid, 2016), who states that Islamic religious education places more emphasis on memorization and formalities than on the meaning of spiritual values, so it is considered unsuccessful in instilling a deep understanding of religion. To overcome these weaknesses, the PAIKEM (Active, Innovative, Creative, Effective, and Fun) method can be applied in PAI learning.

According to (Ngalimun, 2017), the application of the PAIKEM strategy allows the learning process to be more participatory, interactive, and meaningful, because students are directly involved in activities that develop their cognitive, affective, and psychomotor aspects. PAI learning becomes more interesting, relevant, and enjoyable when PAIKEM techniques are applied, especially in Fiqh subjects that require understanding and applying Islamic values in daily life. For example, through the Everyone Is A Teacher Here strategy, each student is given the opportunity to act as a “teacher” for their friends so that their involvement increases and their confidence develops (Fawzi & Dodi, 2022). The Reading Aloud technique helps students focus, understand the content of the reading, and have the courage to discuss it in class. The Role Play approach is also very effective because it allows students to put themselves in the shoes of certain characters or situations, so that they can understand Islamic values in a more contextual and emotional way (Berliana et al., 2021). In addition, the Snow Bowling strategy encourages students to express their responses gradually, starting from small groups to large groups, thereby creating collaborative interaction and learning that strengthens mutual understanding (Rihlasyita & Rahmawati, 2022). Through the application of these various techniques, PAIKEM is able to change the paradigm of PAI learning from a passive memorization method to an active, creative, and enjoyable learning process, while also shaping students who understand and practice Islamic values in their lives.

3. Proposed Method

This study uses field research with a qualitative descriptive method, which aims to understand phenomena that occur naturally in the surrounding environment (Mulyana, 2014). This approach allows researchers to interpret facts accurately, as explained by Whitney in Nazir (2014) (Mulyana, 2014). The research was conducted at Darul Ishlah Banjar Margo Junior High School, starting from when the researcher took the thesis course until the completion of data collection through interviews, observations, and documentation of the principal, teachers, staff, and students.

The research procedure followed the stages according to (Sugiyono, 2022), namely planning, data collection, analysis, and report preparation. The main data came from interviews and observations (primary data), while secondary data was obtained from school documents. According to (Moelong, 2019), qualitative data sources include words, actions, and supporting documents. Data collection techniques were carried out through direct observation, structured interviews, and documentation of school profiles and institutional data (Sugiyono, 2022).

Data validity was tested using triangulation of sources and techniques to ensure the credibility of the findings. Data analysis used the Miles and Huberman model (Sugiyono, 2022), which includes data condensation, data presentation, and the drawing and verification of conclusions, carried out continuously throughout the research process. In addition to qualitative analysis, the researcher also used simple percentage calculations for questionnaire data with the formula $P = (F/N) \times 100\%$ (Rahman, 2019) to reinforce the analysis results. Thus, this study aims to obtain a comprehensive picture of the application of the PAIKEM model in Islamic Religious Education learning at Darul Ishlah Banjar Margo Junior High School.

4. Results and Discussion

4.1 Implementation of the PAIKEM Learning Model for Islamic Religious Education in Grade VII at Darul Ishlah Junior High School

The PAIKEM learning model was implemented at Darul Ishlah Banjar Margo Junior High School in Islamic Religious Education classes through various strategies to ensure that the learning process was not monotonous and remained meaningful. Teachers were required to have a thorough understanding of the material and to utilize various learning resources outside of textbooks to accommodate the diverse learning styles of students. This school was established out of the community leaders' concern for access to education, starting from an initiative in 1999 and officially establishing SMP Plus Darul Ishlah on January 12, 2007. The school's leadership changed from Zaenul Musthofa (2007–2010) to the current leader, Abdul Rohman, M.Pd (2024–present), with a rapid increase in the number of students. The school's vision emphasizes the strength of faith and piety and scientific and technological skills with the character of Ahlussunnah wal Jama'ah, supported by a mission to strengthen morals, national insight, and mastery of technology and science.

In practice, PAIKEM is organized through planning (syllabus, lesson plans, and professional development through MGMP), classroom arrangements that support mobility, access to learning resources, and interaction, as well as learning opening habits (appersepsi, character building). Teachers combine short lectures with small group discussions, role-playing, demonstrations, exercises, and the use of media (pictures, models, audiovisuals, wudhu/prayer laboratories, reading corners). Testimonials from the principal, teachers, and students indicate a more enjoyable, participatory, and contextual learning atmosphere; however, there are obstacles such as limited face-to-face time to optimize all stages of PAIKEM and variations in activity among group members, so the role of teachers is important in activating passive students.

The evaluation shows a positive trend: teacher/student attendance discipline is relatively good, students like their teachers and PAI subjects, teachers provide opportunities for questions, teachers' answers are appreciated, learning is perceived as easy, guidance is available when difficulties arise, learning media are used consistently, and participation in asking questions is relatively high. Overall, the findings from the questionnaire and interviews show that PAIKEM increases student involvement, comfort, and understanding of PAI, with the note that optimization is still needed in time management and equal activity in group work so that learning objectives are achieved more comprehensively.

4.2. Challenges in Active, Innovative, Creative, Effective, and Enjoyable Learning in Islamic Religious Education for Grade VII at Darul Ishlah Junior High School

The implementation of PAIKEM at Darul Ishlah Banjar Margo Junior High School is supported by a variety of learning strategies, but is still constrained by limited facilities and media. Teachers are required to be able to offer alternatives when the desired media are not available utilizing what is available or creating simple media themselves while strengthening their mastery of the material and classroom management so that learning does not become monotonous. The school has a library with hundreds of books that help with reference searches, but its management is not yet optimal due to the new building, so borrowing services are hampered. In terms of media, basic equipment such as LCD projectors are not always available in every classroom, so they must be borrowed in turns; as a result, teachers often assign students to bring supporting media. Other factors that affect the effectiveness of PAIKEM are student motivation, media mastery, and teacher creativity. Observations show that teachers are active and vary their methods, but some students remain passive or lack focus; stimulus and motivation need to be provided consistently.

Testimonials from the principal, PAI teachers (including Ms. Nur Khayisah and Ms. Imroatus Solehah), and students describe PAI as both enjoyable and challenging: group discussions, short lectures, audiovisuals, and worship practices are helpful, but topics that require a lot of memorization often cause boredom. Teachers have tried various strategies, but creativity in the classroom is sometimes not maximized due to student heterogeneity and time/resource constraints; training to improve creativity and media management is considered necessary. Overall, strengthening PAIKEM requires a combination of: improving facility management (especially the library and media availability), improvisation and simple media production by teachers, sustainable motivational strategies, and professional guidance to ensure equal student participation and involvement in all classes.

5. Comparison

In general, the description of PAIKEM implementation at Darul Ishlah Junior High School is in line with the journal: PAIKEM is defined as Active, Innovative, Creative, Effective, and Enjoyable learning that is student-centered and links new knowledge with the experiences that students already have. According to (Rohana, 2022), the principles of PAIKEM learning emphasize the core principles of “experience-communication-interaction-reflection” while requiring teachers to be creative in utilizing various models, media, and learning resources. She also recommends multi-method strategies such as experiments, observation, discussion, and the use of the surrounding environment as a medium; school practices reflect this recommendation despite constraints in the availability of LCDs and library optimization. From a procedural perspective, the journal highlights a series of planning–implementation–closure–evaluation (including initial perception and motivation) that parallels the implementation pattern in the classroom. The difference is that the journal is a literature review focusing on elementary schools (SD), so it is more conceptual, while your findings capture the reality

of junior high schools (SMP) along with obstacles such as heterogeneous student motivation, fluctuating teacher creativity, and limited facilities/media. Thus, the field data reinforces the journal's thesis that the success of PAIKEM depends on teacher competence and infrastructure support; therefore, strengthening teacher training and providing or creating simple/alternative media are key to consistent implementation..

6. Conclusions

Based on the research findings, the application of the PAIKEM model at Darul Ishlah Banjar Margo Junior High School has been integrated into PAI learning through various strategies so that the learning process is not monotonous and remains meaningful. The implementation took place in three stages: (1) planning—preparing the syllabus, lesson plans, and selecting learning resources at the beginning of the semester/school year; (2) implementation—varied methods, flexible classroom layout, and good teacher-student relationships despite constraints in media availability; and (3) evaluation—a combination of written/oral tests, portfolios, and process assessments to measure learning effectiveness. In general, improvement efforts continue to be made so that PAIKEM runs consistently and does not tend to be boring. However, some teachers have not been able to optimize it due to limited media, uneven creativity, student diversity, and low learning motivation. These factors are the main issues that need to be addressed in order to improve the quality of PAIKEM implementation.

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