

Teachers' Strategies in Implementing Active Innovative Creative Efficient and Fun Learning in Islamic Religious Education Subjects in the Era of Globalization

Emi Kurniati^{1*}, Ainun Nadlif²

Universitas Muhammadiyah Sidoarjo^{*1, 2}

^{*1}email: emikrnt18@gmail.com

²email: nadliffai@umsida.ac.id

Abstract: Technological developments have changed education, including Islamic Religious Education (PAI) learning. Learning Islamic Religious Education (PAI) is important for developing students' spiritual intelligence, morals and social skills, but many PAI teachers still have difficulty adapting learning strategies to the needs of the current generation. This research aims to explain the strategies teachers apply in implementing PAIKEM in subjects PAI in the era of globalization and identifying the challenges faced and formulating efforts to overcome them. This research uses descriptive qualitative methods to collect data through observation, interviews and documentation. The results show that the teacher's strategy focuses on creating an enjoyable learning environment with innovative methods and technology, as well as actively involving students. The challenges faced include differences in student abilities, low interest in PAI, and limited media. To overcome this challenge, collaboration between teachers and students is needed as well as innovation in learning methods. In this way, the quality of education can be improved, and students become more active and enthusiastic in learning.

Keywords: Teacher Strategies; PAIKEM; PAI.

Abstrak: Perkembangan teknologi telah mengubah pendidikan, termasuk dalam pembelajaran Pendidikan Agama Islam (PAI). Pembelajaran Pendidikan Agama Islam (PAI) penting untuk mengembangkan kecerdasan spiritual, moral, dan keterampilan sosial siswa, namun banyak guru PAI masih kesulitan menyesuaikan strategi pembelajaran dengan kebutuhan generasi saat ini. Penelitian ini bertujuan untuk menjelaskan strategi yang diterapkan guru dalam menerapkan PAIKEM pada mata pelajaran PAI di era

Artikel Info

Received:

November 11, 2024

Revised:

December 15, 2024

Accepted:

January 22, 2025

Published:

February 10, 2025

globalisasi serta mengidentifikasi tantangan yang dihadapi dan merumuskan upaya untuk mengatasinya. Penelitian ini menggunakan metode kualitatif deskriptif untuk mengumpulkan data melalui observasi, wawancara, serta dokumentasi. Hasil menunjukkan bahwa strategi guru fokus pada menciptakan lingkungan belajar yang menyenangkan dengan metode inovatif dan teknologi, serta melibatkan siswa secara aktif. Tantangan yang dihadapi meliputi perbedaan kemampuan siswa, minat rendah terhadap PAI, dan keterbatasan media. Untuk mengatasi tantangan ini, diperlukan kolaborasi antara guru dan siswa serta inovasi dalam metode pembelajaran. Dengan demikian, kualitas pendidikan dapat ditingkatkan, dan siswa menjadi lebih aktif serta bersemangat dalam pembelajaran.

Kata Kunci: Strategi Guru; PAIKEM; PAI.

A. Introduction

The development of the times, which is marked by rapid technological advancement, can provide changes in the scope of education. The role of character and moral formation is fundamental, especially in the era of globalization (Choirudin et al., 2024). Effective Islamic Religious Education learning will make an important contribution in educating students to become the nation's successors who are able to improve spiritual intelligence, moral intelligence, and social skills (Azzahra et al., 2023). In this era of globalization, students are not only required to have strong religious knowledge, but also must be able to implement it in the context of daily activities. And with these technological advances, challenges and opportunities arise for Islamic Religious Education teachers (Sukana, 2024). Therefore, it is very important for Islamic Religious Education teachers to continue to develop their professional competence by implementing learning strategies that are in accordance with the needs of students in the era of globalization.

Less innovative learning activities can cause student boredom, so teachers need to review appropriate and interesting learning strategies and methods so that they can be used when teaching and learning activities take place (Margaretha et al., 2023). The most important key in choosing an effective strategy is the teacher's understanding of each student's background, abilities, and needs (Sari et al., 2022). PAI teachers need to

implement learning strategies that prioritize student participation by directly involving in the learning process. In addition, relevant teaching strategies also help improve students' critical and creative thinking skills (Fadiyah Andirasdini & Fuadiyah, 2024). So, students are able to develop motivation and enthusiasm for learning in themselves by receiving strong and comprehensive support from their teachers (Putri & Nadlif, 2023).

However, the reality on the ground shows that there are still many PAI teachers who face difficulties in adapting their learning strategies to the needs and characteristics of the current generation. Teachers' lack of understanding of digital technology and low skills in utilizing modern learning media (Adinda et al., 2023). Also, the low absorption of students to the subject matter provided by educators (Silmi et al., 2022). This is because students only sit quietly by listening to lectures from teachers and without understanding or applying what they learn. As a result, the material presented becomes less interesting and less effective in building a deep understanding of religious values.

One of the appropriate learning models for Islamic Religious Education subjects is Active, Innovative, Creative, Effective, and Fun Learning (PAIKEM). According to Florentina, PAIKEM is a learning model that is implemented along with learning methods and supported by a variety of learning media by creating a learning environment so that the teaching and learning process becomes active, innovative, creative, effective and fun as well as a learning model that focuses on students so that they are able to implement in the learning process to foster their understanding and skills (Purba et al., 2021). According to Misnawaty, the PAIKEM learning model is a learning model that requires teachers to create a learning atmosphere that is not boring so that students concentrate more on teaching and learning activities and create active, innovative, creative, effective, and fun learning (Palallung et al., 2022). Based on this statement, it can be concluded that the PAIKEM learning model is a learning model that is implemented to create an active, innovative, creative, effective and fun learning environment and realize learning activities that make students able to develop and improve understanding.

The PAIKEM model aims to create a more dynamic learning atmosphere with students directly involved in various learning activities (Wasli, 2023). The PAIKEM model also motivates students to be more active in digging, obtaining, and building their own knowledge. The goal of PAIKEM is in line with the theory of constructivism. In Piaget's view, constructivism theory explains that knowledge does not come from the social environment, but is related to self-discovery that emphasizes learning activities determined by teachers. However, social interaction is not important in the process of acquiring knowledge and interaction. But social interaction serves as a stimulus to control cognitive conflicts perceived by individuals (Habsy et al., 2023). So that the active involvement of students in the learning process will be more meaningful and deep. So, the PAIKEM model is able to encourage the development of critical thinking skills, creativity, and other skills that are very important for students.

The use of varied learning methods, media, and strategies are some of the main components in the PAIKEM model to make the learning process more effective and enjoyable for students (Maujud et al., 2022). By utilizing various methods, students not only listen to lectures, but also actively participate in learning process activities. The application of visual, audio, audiovisual, or interactive media can help attract students' attention, clarify concepts, and create a fun learning experience (Firmadani, 2020). By integrating technology into learning, students are able to prepare themselves to face the challenges of a changing world. Therefore, activities in the learning process will be carried out in line with the desired learning objectives. As well as preparing students to become competitive and adaptive individuals in a global society.

Several previous studies related to the application of PAIKEM in Islamic Religious Education learning have been carried out. First, research with the title "Paikem-Based Islamic Religious Learning Strategy at SDN 3 Sumur Putri Bandar Lampung" which focuses on the application of the PAIKEM strategy in increasing student motivation and learning achievement is very effective in learning Islam, although there are still challenges that need to be overcome (Desiana et al., 2023). Second, the research entitled "Efforts to Improve Learning Outcomes Through the PAIKEM Model in Fiqh Subjects for Grade VIII Students of Private MTS Miftahul

Jannah Tanjung Pura" which focuses on the application of the PAIKEM learning model significantly increases the learning completeness of grade VIII students of Private MTS Miftahul Jannah Tanjung Pura in Fiqh subjects, especially in Hajj and Umrah materials, from 56.66% in the pre-cycle to 90.6% in the third cycle (Agustin et al., 2023). Third, the research entitled "The Application of PAIKEM Using Interactive Game Media in Increasing Interest in Learning PAI at SMP Kartika IV-1 Surabaya" which focuses on the application of the PAIKEM method with interactive game media has succeeded in increasing students' interest and involvement in Islamic Religious Education, creating a more interesting and enjoyable learning atmosphere (Rasikhul Islam et al., 2023).

The importance of this research lies in the need to understand and develop a learning model that is responsive to the dynamics of the globalization era. Also, to explore an active learning process that not only prioritizes learning cognitive aspects, but also students' social and emotional skills. Education must be able to adapt to the development of the times, so that the relevance of subject matter, including Islamic Religious Education, will still be well conveyed. By identifying innovative and fun strategies, this research can make a significant contribution to increasing student motivation and engagement, as well as helping them learn religion with the realities of everyday life.

The purpose of this study is to explain the strategies applied by teachers in implementing PAIKEM in Islamic Religious Education subjects in the era of globalization. In addition, this study also aims to identify the challenges that occur in the application of PAIKEM in Islamic Religious Education subjects in the era of globalization and formulate efforts to overcome these challenges. Thus, the PAIKEM and fun model can continue to be improved and adjusted to the needs and characteristics of students so that it has a more positive impact on the achievement of learning goals.

B. Research Methods

This study uses a descriptive qualitative method. The qualitative method is a method that describes the ongoing research without providing data manipulation of the variables being studied (Hanyfah et al., 2022). Meanwhile, descriptive research is

research that is carried out to present broader and more in-depth information in relation to the topic being researched (Subagiya, 2023). The subjects in this study are 2 PAI teachers in grade VII at SMPN 1 Candi and grade VII students at SMPN 1 Candi.

The techniques used to collect data from this study are by means of observation, interviews, and documentation. Observation is carried out by monitoring and witnessing directly during the implementation of PAI learning with the PAIKEM model in the classroom. The interview was conducted by means of in-depth interviews with PAI teachers to explore information about strategies, challenges, and efforts made in the implementation of PAIKEM. As well as interviews with grade VII students to explore experiences and perceptions in the implementation of PAIKEM. Documentation by collecting related documents, such as pictures of activities during the learning process, Learning Implementation Plans (RPP), and other relevant documents.

The data analysis techniques used are the techniques proposed by Miles and Huberman and saldana are Condensation data, Display data, and Conclusion drawing/verivication (Kholil & Zulfiani, 2020). In the data condensation stage, the researcher centralized, directed, abstracted, and modified the information obtained from interviews with school principals, PAI teachers, and students, as well as data from PAI learning observations and related documentation. After condensing the data, the researcher presented the data in the form of an organized narrative. In the final stage, the researcher makes conclusions and carries out verification on the information that has been obtained. The conclusion was drawn to answer the formulation of the research problem, namely to reveal the teacher's strategy in applying PAIKEM to PAI learning at SMPN 1 Candi. Verification is carried out to ensure the validity and validity of the data obtained.

To improve the validity of the data, the researcher carried out source triangulation and method triangulation. Source triangulation is carried out by collecting information from several sources, such as PAI teachers, school principals, and students. The triangulation method is carried out using several data collection techniques, namely observation, interviews, and documentation.

C. Results and Discussion

Teachers' Strategies in Implementing PAIKEM

The PAIKEM strategy is a strategy in the learning process that is oriented to teachers' creativity in determining the use of diverse and innovative media. The basic principle of PAIKEM is to manage learning activities in such a way that students are actively motivated to learn (Hidayati, 2024). The PAIKEM strategy always positions teachers as people who create a conducive atmosphere in learning, or as learning companions, and students as learning participants must be active, innovative, creative, effective, and interesting (Novanto et al., 2024). PAIKEM learning will go well if teachers and students are able to create a pleasant atmosphere during learning. As well as students who are open and willing to receive the latest information and teachers are constantly discovering new ideas regarding learning strategies.

Based on the results of interviews conducted with the coordinator of PAI teachers of SMPN 1 Candi regarding teachers' strategies in implementing the PAIKEM model in PAI subjects, it can be seen from two directions, namely teachers and students. This is able to create a fun learning environment, support active student engagement and help students understand their progress. On the other hand, students benefit from greater involvement in the learning process which makes them more active and enthusiastic. The dynamic and interactive classroom atmosphere not only increases interest in learning, but also encourages students to appreciate the opportunity to collaborate with their peers. All of this contributes to increased motivation and overall learning achievement. Meanwhile, the results of interviews conducted with PAI teachers of SMPN 1 Candi stated that teachers must be able to adjust learning methods according to their needs and those that are favored by students, for example group discussions and educational games. Teachers can also provide tasks that encourage creativity and collaboration and provide constructive feedback. This will create a more enjoyable learning atmosphere and motivate students to actively participate in learning.

In implementing the PAIKEM model, teachers need to observe and prepare various aspects needed to achieve effective learning. First, the preparation of a clear lesson plan is very important to provide direction to the learning process. Second, the

development of relevant and interesting material will increase student interest. Third, the selection of appropriate learning methods and media is also key in creating an interactive learning atmosphere. In addition, teachers must ensure a conducive learning environment to support creativity and collaboration. By considering the needs and characteristics of students, all students can develop their potential in order to create a quality generation in attitudes, knowledge, and skills (A. A. Kurniawan et al., 2024).

After preparing the necessary aspects, the teacher's strategy in implementing the PAIKEM model is to explain the material clearly. Teachers need to convey learning objectives and subject matter in a way that is easy for students to understand. The use of simple language and relevant examples will help students relate concepts to their everyday experiences. In addition, teachers must ensure that students understand the steps that must be taken in learning activities. With clear exposure, students will more easily grasp information and feel more confident to interact.

In addition, teachers must be able to guide students to discuss in groups and use interactive methods such as quizzes or competitions through games. In this stage, teachers create opportunities for students to apply the knowledge they have learned through fun and challenging activities, thereby increasing their engagement (M. A. Kurniawan & Rosmiyati, 2024). This process not only deepens students' understanding of the material, but also increases confidence and a sense of belonging in the learning process.

In teachers' strategies in implementing the PAIKEM model, various learning methods are used to create relevant and interesting learning experiences in the era of globalization. Some of the learning methods that are usually used, namely lectures, discussions, demonstrations, role plays, and simulations are used to keep the classroom atmosphere dynamic and not monotonous. The project-based learning method allows students to develop collaboration and problem-solving skills. In addition, the use of multimedia and learning videos can enrich the delivery of material and be able to provide a clearer and more interesting context. With some of these approaches, students not only receive information, but also practice the skills necessary to face global challenges.

The implementation of technology integration is the key to increasing the effectiveness of learning in today's digital era. The use of online learning platforms allows unlimited access to materials that give students a flexible time to learn according to their own abilities. Digital tools such as educational apps and interactive learning games encourage student engagement and make the learning process more enjoyable. Social media can be used for collaboration and discussion outside the classroom and expand the reach of learning. In addition, technology helps visualize complex concepts making it easier for students to understand.

Challenges in Implementing PAIKEM

In implementing an active, innovative, and fun learning model in PAI, it must be faced with various challenges. Based on the results of interviews with the coordinator of PAI teachers of SMPN 1 Candi, there are several challenges in implementing the PAIKEM learning model in PAI subjects. One of the main challenges is understanding the different conditions and abilities of diverse students such as having different levels of understanding, learning styles, and backgrounds. In addition, the lack of student interest in PAI learning is an obstacle, especially in this modern era. This is because students' attention is often more focused on technology and digital entertainment than on religious subject matter. Another challenge is the limited media and facilities provided by schools to support active and creative learning, so teachers must strive to find alternative media or innovate with existing resources. These things require teachers to be more adaptive, creative, and collaborative in facing these challenges.

Another challenge is the limited media and facilities provided by schools to support active and creative learning, so teachers must strive to find alternative media or innovate with existing resources. These things require teachers to be more adaptive, creative, and collaborative in facing these challenges.

This not only provides an opportunity for smarter students to share knowledge, but also helps other students to learn in a more relaxed and collaborative way. With this approach, more capable students can develop leadership and empathy skills. Meanwhile, students who need help feel more comfortable asking questions and discussing. Additionally, learning in heterogeneous groups can increase a sense of

solidarity and cooperation among students and create a more positive and supportive classroom environment.

PAI subjects are considered less interesting compared to other subjects such as English or Mathematics. This can be caused by the lack of variation in teaching methods and materials delivered (Adawiyah, 2021). If students do not feel interested, they are less likely to actively participate in the learning process, which ultimately impacts their understanding of the PAI material. To address this problem, educators need to implement more creative and engaging teaching methods, such as the use of interactive media and group-based projects. This is able to provide space for students to express their opinions and discuss topics they are interested in, which can increase engagement and make PAI learning more interesting.

The learning environment is also an important factor that must be considered. Many schools often do not provide adequate learning media or even the existing tools do not work properly. One of them is that devices such as LCD projectors may exist, but they cannot be operated effectively. The limitations of these tools and media can hinder the delivery of more interactive and fun material. Therefore, there needs to be more attention from the school to provide and maintain adequate learning media. In addition, training for teachers in the use of these tools is also very important so that they can maximize the function of the available learning media.

Meanwhile, the results of interviews conducted with PAI teachers of SMPN 1 Candi stated that the main challenge is the limited free time that teachers have to design interesting and effective learning. In often congested conditions, teachers may find it difficult to design activities that encourage active student participation. Therefore, it is important for educators to make the best use of their available time and plan learning that blends various methods and media. In this case, teachers need to develop good time management skills in order to allocate time for learning planning and evaluation. Also, collaboration with fellow teachers can also help accelerate the process of designing more creative and innovative learning.

The limited time in the PAI learning process is also a significant challenge. Although the time allocation for PAI learning is three hours, sometimes the material

taught is still lacking. This is exacerbated by the way of delivery that can be too long and detailed, making it difficult for students to follow. Therefore, teachers need to prioritize the delivery of the core material and use concise and engaging teaching techniques so that students can understand the concepts well.

In addition, the need for good communication between teachers and students is also a challenge. Inviting students to communicate personally and ask about their situation can help educators understand the needs and problems faced by students. This closer interaction not only makes students feel cared for, but it can also increase their motivation to learn. By knowing the student's situation, teachers can adjust the approach used to be more relevant and appropriate to their learning context. Good communication also opens up opportunities for students to express opinions and ask questions, thus creating a more interactive learning atmosphere. Additionally, teachers can recognize differences in students' personalities and learning styles, which allows for more effective adjustments to teaching strategies.

How to Overcome Challenges in Implementing PAIKEM

Facing the challenges of implementing the active, innovative, and fun learning approach (PAIKEM) requires concrete and strategic steps. One way that can be done is to take the time to innovate in learning. By taking the time to innovate, teachers can find new methods that are more suitable for students' needs, making learning more interactive and fun. In addition, collaboration with fellow teachers and sharing experiences can provide new perspectives and creative ideas in developing learning strategies. By continuously adapting and learning from student feedback, teachers can improve the quality of learning and create a more dynamic and inspiring classroom atmosphere.

Parents also play an important role in supporting the learning process. In this case, providing information to parents about the learning activities that will be carried out, such as the use of cellphones and data packages. By notifying parents in advance, students can prepare the necessary equipment, so that learning can run smoothly. Support from parents will create a positive synergy between home and school in supporting the teaching and learning process (F. Amalia et al., 2024).

Collaboration between PAI teachers is the key to creating a better learning environment. Through cooperation in MGMP, teachers can conduct deliberations to discuss various obstacles faced in the implementation of PAIKEM. These discussions not only help find solutions, but also strengthen the sense of mutual belonging and support among PAI teachers. When teachers support each other, they will be more motivated to innovate in teaching methods. In addition, this collaboration allows teachers to learn from each other's experiences, so best practices can be adopted more widely. By sharing resources and teaching materials, teachers can create a more varied and engaging learning experience for students.

In the face of challenges, it is important to always be open to new ideas. Teachers need to have a proactive attitude in seeking information and keeping up with the latest developments related to learning methods. By participating in training or workshops, teachers can enrich their knowledge and skills, so that they are better prepared to face various challenges in the classroom. This will also trigger the teacher's enthusiasm to always innovate. So, teachers not only improve personal competence but also contribute to the development of the overall quality of education in their institutions.

The importance of sustainability in the implementation of PAIKEM should not be overlooked. After taking various innovative steps, teachers need to conduct periodic evaluations to see if the methods applied are successful or need to be improved. By conducting evaluations, teachers can find out which aspects need to be improved and adapt teaching strategies according to student needs. Evaluasi yang rutin juga mendorong guru untuk reflektif, so that they can identify strengths and weaknesses in their teaching practices. Additionally, involving students in the evaluation process can provide valuable perspectives on the effectiveness of the methods used. Thus, challenges in the implementation of PAIKEM can be overcome and the quality of education can be improved.

D. Conclusion

In the midst of rapid technological and information developments, teachers need to determine learning models and methods that can attract students' interest. Interactive and fun learning not only increases motivation, but also helps students understand

religious concepts better. In addition, this strategy allows students to teach religious teachings in the context of daily life. Teachers are also expected to use a variety of learning resources and technology to create engaging learning experiences. With a creative approach, students can more actively participate in the learning process. This contributes to the formation of strong religious character and values and is able to create a generation that is not only academically intelligent but also has integrity and noble character.

E. Bibliography

- Adawiyah, F. (2021). Variasi Metode Mengajar Guru Dalam Mengatasi Kejenuhan Hh,,h,Siswa Di Sekolah Menengah Pertama. *Jurnal Paris Langkis*, 2(1), 68–82. <https://doi.org/10.37304/paris.v2i1.3316>
- Adinda, C., Koderi, K., Jatmiko, A., & Mustofa, I. (2023). Literature Review On The Use Of E-Learning For Islamic Religious Education Learning. *Al-Masail: Journal of Islamic Studies.*, 13(1), 104–116.
- Agustin, E. R., Ridha, Z., & Syarifah, S. (2023). Upaya Peningkatan Hasil Belajar Melalui Model PAIKEM pada Mata Pelajaran Fikih Siswa Kelas VIII MTs Swasta Miftahul Jannah Tanjung Pura. *Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat*, 2(1), 481–491. <https://doi.org/10.56832/edu.v2i1.186>
- Amalia, D. N., & Yani, M. T. (2021). Upaya Guru Dalam Menangani Karakter Siswa Yang Heterogen Sebagai Dampak Sistem Zonasi Di Smpn 5 Gresik. *Kajian Moral dan Kewarganegaraan*, 9(1), 91–108. <https://doi.org/10.26740/kmkn.v9n1.p91-108>
- Amalia, F., Suriansyah, A., & Rafianti, W. R. (2024). Peran Orang Tua dalam Pendidikan Anak: Membangun Kolaborasi Efektif dengan Sekolah. *MARAS: Jurnal Penelitian Multidisiplin*, 2(4), 2217–2227. <https://doi.org/10.60126/MARAS.V2I4.593>
- Azzahra, A., Sholihah, A., & Asy'ari, A. M. (2023). Pendidikan Holistik Berbasis Islam: Implementasi dalam Membentuk Karakter Siswa Di era 4.0. *Jurnal Penelitian Pendidikan Indonesia (JPPI)*, 1(1), 174–179.
- Choirudin, A., Program, A. A.-M. J., & 2024, undefined. (2024). Peran Majelis Taklim dalam Membentuk Karakter Islami melalui Sirah Nabawi.

jurnal.stitnualhikmah.ac.id, 11(1). <https://doi.org/10.14341/conf22>

- Desiana, D., Pahrudin, A., Sagala, R., & Rohmatika, R. V. (2023). Strategi Pembelajaran Agama Islam Berbasis Paikem di SDN 3 Sumur Putri Bandar Lampung. *Jurnal Pendidikan Indonesia*, 5(7), 364–372. <https://doi.org/10.59141/japendi.v5i7.3155>
- Fadiyah Andirasdini, I., & Fuadiyah, S. (2024). Pengaruh Model Pembelajaran Problem Baseed Learning Terhadap Keterampilan Berpikir Kreatif Peserta Didik Pada Pembelajaran Biologi: Literature Review. *Biodik*, 10(2), 156–161. <https://doi.org/10.22437/biodik.v10i2.33827>
- Firmadani, F. (2020). Media Pembelajaran Berbasis Teknologi Sebagai Inovasi Pembelajaran Era Revolusi Industri 4.0. *KoPeN: Konferensi Pendidikan Nasional*, 2(1), 93–97. https://ejurnal.mercubuana-yogya.ac.id/index.php/Prosiding_KoPeN/article/view/1084
- Habsy, B. A., Fitriano, L., Sabrina, N. A., & Mustika, A. L. (2023). Tinjauan Literatur Teori Kognitif dan Konstruktivisme dalam Pembelajaran. *Tsaqofah*, 4(2), 751–769. <https://doi.org/10.58578/tsaqofah.v4i2.2358>
- Hanyfah, S., Fernandes, G. R., & Budiarmo, I. (2022). Penerapan Metode Kualitatif Deskriptif Untuk Aplikasi Pengolahan Data Pelanggan Pada Car Wash. *Semnas Ristek (Seminar Nasional Riset dan Inovasi Teknologi)*, 6(1), 339–344. <https://doi.org/10.30998/semnasristek.v6i1.5697>
- Hidayati, N. (2024). *Strategi Penerapan Model PAIKEM Pada Pembelajaran SKI*. 03(02), 538–543.
- Kholil, M., & Zulfiani, S. (2020). Faktor-Faktor Kesulitan Belajar Matematika Siswa Madrasah Ibtidaiyah Da'watul Falah Kecamatan Tegaldlimo Kabupaten Banyuwangi. *EDUCARE: Journal of Primary Education*, 1(2), 151–168. <https://doi.org/10.35719/educare.v1i2.14>
- Kurniawan, A. A., Rahmawati, N. D., & Dian, K. (2024). Pengaruh Media Pembelajaran Interaktif Canva terhadap Hasil Belajar IPAS pada Peserta Didik Kelas IV Sekolah Dasar. *Jurnal Inovasi, Evaluasi dan Pengembangan Pembelajaran (JIEPP)*, 4(2), 179–187. <https://doi.org/10.54371/jiepp.v4i2.466>
- Kurniawan, M. A., & Rosmiyati, S. (2024). *Optimalisasi Kompetensi Guru dalam Mendukung Kebijakan Profil Pelajar Pancasila*. 6, 385–400. <https://doi.org/10.36407/berdaya.v6i3.1428>

- Margaretha, D. A., Nadlif, A., Astutik, A. P., & Hasan, S. (2023). Independent Learning-Independent Campus Policy Innovation at State Aliyah Madrasas. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 8(1), 1–13. <https://doi.org/10.31538/NDH.V8I1.2942>
- Maujud, F., Nurman, M., & Sultan, S. (2022). Penerapan Model Pembelajaran Paikem (Pembelajaran Aktif, Inovatif, Kreatif, Efektif Dan Menyenangkan). *El-Tsaqafah : Jurnal Jurusan PBA*, 21(1), 83–99. <https://doi.org/10.20414/tsaqafah.v21i1.5267>
- Novanto, F. D., Edmilizar, D., Nur, S., & Aini, S. (2024). *Manajemen Kreativitas Untuk Guru Pendidikan Agama Islam Dalam Penerapan Paikem (Pembelajaran , Aktif , Inovatif , Kreatif Dan Menyenangkan) Di Kelas IX Sekolah Menengah Pertama Negeri 3 Kec Batang Asam Kab Tanjung Jabung Barat*. 17(2), 59–65.
- Palallung, S. H., Usman, M., & Asri, W. K. (2022). Peningkatan Kemampuan Membaca Memahami Teks Bahasa Jerman Melalui PAIKEM. *Phonologie: Journal of Language and Literature*, 2(2). <https://doi.org/10.26858/phonologie.v2i2.35302>
- Purba, F., Tanjung, D. S., & Gaol, R. L. (2021). Pengaruh Pendekatan Paikem Terhadap Hasil Belajar Siswa Dengan Tema Lingkungan Sahabat Kita Di Kelas V Sd Harapan Baru Medan Tahun Pembelajaran 2020/2021. *JURNAL PAJAR (Pendidikan dan Pengajaran)*, 5(2), 278–286. <https://doi.org/10.33578/pjr.v5i2.8179>
- Putri, S. J., & Nadlif, A. (2023). PENERAPAN FILM ANIMASI NUSSA DAN RARA SEBAGAI MEDIA PEMBELAJARAN AKIDAH AKHLAK. *Research and Development Journal of Education*, 9(2), 1140–1149. <https://doi.org/10.30998/RDJE.V9I2.19240>
- Rasikhul Islam, M., Surya Pramahdi, Y., Nengseh, Y., & Maulana El-Yunusi, M. Y. (2023). Penerapan Paikem Menggunakan Media Game Interaktif Dalam Meningkatkan Minat Belajar Pai Di Smp Kartika Iv-1 Surabaya. *Al-Hasanah : Jurnal Pendidikan Agama Islam*, 8(2), 186–211. <https://doi.org/10.51729/82155>
- Sari, A. N. K., Nurhadi, M., & Tyas, E. P. (2022). Analisis kakarakteristik terhadap latar belakang peserta didik bagi pembelajaran efektif. *Jurnal FKIP Universitas Mulawarman*, 30–33.
- Silmi, B., Fariyatul Fahyuni, E., & Puji Astutik, A. (2022). Analisis Penerapan Model Problem Based Learning Terhadap Hasil Belajar Pai Siswa Sekolah Dasar. *AL-MUADDIB: Jurnal Kajian Ilmu Kependidikan*, 4(2), 135–146. <https://doi.org/10.46773/muaddib.v4i2.370>

- Subagiya, B. (2023). Eksplorasi Penelitian Pendidikan Agama Islam melalui Kajian Literatur: Pemahaman konseptual dan Aplikasi Praktis. *Ta'dibuna: Jurnal Pendidikan Islam*, 12(3), 304–318. <https://doi.org/10.32832/tadibuna.v12i3.13829>
- Sukana. (2024). Transformasi Pengawas Pendidikan Agama Islam (PAI) di Era Digital: Tantangan dan Peluang Tahun 2024. *Jurnal Pendidikan Tambusai*, 8(1), 3955–3965. <https://jptam.org/index.php/jptam/article/view/13000>
- Wasli, M. (2023). *Penerapan Metode Pakem (Pembelajaran Aktif, Kreatif, Efektif, Menyenangkan) di Madrasah*. 1(1), 1–17.