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Implementation of the PAIKEMI Learning Model to Optimize Students' Learning Achievement at MTs MBS Enrekang

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Abstract

This study aims to analyze the implementation of the PAIKEMI learning model (Active, Innovative, Creative, Effective, Enjoyable, and Islamic Learning) in improving students, learning achievement in Islamic Religious Education at MTs Muhammadiyah Boarding School (MBS) Enrekang Regency. The focus of the research includes the strategies used by teachers in applying the PAIKEMI model, the instructional methods employed, as well as the supporting and inhibiting factors encountered during the learning process. This research employed a descriptive qualitative approach with a case study design. Data were collected through observation, in depth interview, questionnaires, documentation, and field notes. Data analysis was conducted through data reduction, data display, and conclusion drawing to obtain a comprehensive understanding of the instructional practices. The findings indicate that the implementation of the PAIKEMI model has a positive impact on improving students learning achievement in cognitive, affective, and psychomotor domains. Students became more active, confident, and capable of critical thinking, while also showing improvement in relegious practices and Islamic character development. Various instructional methods such as discussions, question answer sessions, demonstrations, games, and group learning successfully created an interactive and enjoyable learning atmosphere. Support from the school principal, teacher competence, and the boarding school environment served as major supporting factors, whereas limited facilities and learning media remained challenges that require further optimization. The implication of this study emphasies that the PAIKEMI model is strategic alternative for Islamic Religious Education, as it enhances not only academic achievement but also students' religious character and social skills. These findings are expected to serve as a reference for educators and educational institutions in developing innovative, contextual, and value based learning practices

***Keywords**: PAIKEMI; Learning Achievement; Islamic Religious Education; Learning Model; Student Character.*

Background of the Study

Islamic Religious Education holds a highly strategic position in shaping students' character so that they grow into individuals who are faithful, pious, and possess noble morals. Amid increasingly complex social dynamics, religious education is no longer limited to the transmission of religious knowledge, rather, it functions as a medium for developing students spiritual and mental values. The rising trend of individualistic attitudes, hedonistic tendencies, and the decline of empathy among younger generations indicate that strengthening religious education has become an urgent necessity, particularly within madrasahs as institutions for moral and character formation.

The advancement of digital technology brings dual implications for students. On the one hand, technological progress provides broad access to information and enriches digital literacy, on the other hand, it also has the potential to erode spiritual values and social ethics. This condition requires educational strategies capable of balancing intelectual mastery with character development. Islamic Religious Education serves as a moral foundation that guides students to maintain integrity, empathy, and spiritual awareness in the midst of modernization.

In the learning context, teachers hold a central role as agents of value and behavioral transformation. Their function extends beyond delivering subject matter to acting as facilitators,

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motivators, and role models in the educational process. Teachers' creativity in designing engaging and innovative learning methods has been proven to influence students' interest and motivation. Therefore, the success of religious education is strongly determined by pedagogical competence and the teacher's ability to create an interactivve and enjoyable learning environment.

Normative foundations in the Qur'an emphasize the importance of exemplary conduct and knowledge as the core of education. The model of the Prophet and the command to seek knowledge illustrate that ideal learning should not only prioritize intellectual aspects but also cultivate moral character and social ethics. Principles of wisdom, good counsel, and respectful dialogue serve as primary references in developing effective, humane, and Islamic oriented learning approaches.

The PAIKEMI learning model emerges as a strategic alternative in addressing contemporary challenges in religious education. This model promotes Active, Innovative, Creative, Effective, Enjoyable, and Islamic learning that emphasizes comprehensive student involvement. Such an approach enhances not only cognitive understanding but also critical thinking skills, social competencies, and the internalization of Islamic values in daily life. Consequently, PAIKEMI is relevant for nurturing a generation that is both adaptive and morally grounded.

Based on philosophical, normative, and juridical foundations as articulated in the National Education System Law, the implementation of the PAIKEMI model in Islamic Religious Education warrants scholarly investigation. Optimizing this model is believed to improve students' academic achievement while simultaneously strengthening their religious and social character formation. Therefore, examining the application of PAIKEMI at MTs Muhammadiyah Boarding School Enrekang is considered relevant as an effort to produce an innovative, contextual, and sustainable learning model capable of responding to contemporary educational needs.

Study Focuses

This study focuses on the steps taken to optimize learning outcomes in Islamic Religious Education (PAI) through the implementation of the PAIKEMI learning model to enhance students' academic achievement. The primary focus of this research encompasses several key asppects as outlined in the research matrix below.

Table.1 Research Matrix

Research Focus	Indicators
Learning Model	a. Active b. Innovative c. Creative d. Effective e. Enjoyable f. Islamic oriented
PAI Teacher Methods	a. Game based Methods b. Discussion c. Question and Answer Method d. Demonstration Method e. Group Learning Method
Learning Achievement	a. PAI Teacher b. Students

Method

This study employed a descriptive qualitative approach aimed at obtaining a comprehensive and in depth understanding of the implementation process of the Active, Innovative, Creative, Enjoyable, and Islamic (PAIKEMI) learning model in improving students learning achievement in Islamic Religious Education at Muhammadiyah Boarding School Enrekang Islamic Junior High School. This approach wa selected because it enables the researcher to explore the underlying meaning of the observed phenomena in a contextual and holistic manner, which is consistent with the complex nature of the issues related to behavior and social interaction within the educational environment.

Through a qualitative perspective, the researcher sought to understand the empirical realities in the field as they naturally occur, without manipulating varibles. The focus was placed on examining how the PAIKEMI learning model is implemented, how educational stakeholders' teacher, students and the school principal perceive and respond to its application, as well as identifying the challenges and supporting factors that arise during the instructional process. This approach therefore provides broad opportunities to explore the dynamics of classroom learning in a thorough and meaningful way.

Data were collected through classroom obserations in depth interviews and document analysis. The collected data were then analyzed

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descriptively through stages of data reduction, data display, and conclusion drawing. This methodological framework is expected to generate significant and constructive findings that contribute to the development of more effective and context responsive practices in Islamic Religious Education learning.

In qualitative reseacrh, data validity plays a crucial role in ensuring the credibility and accuracy of research findings. Since the researcher functions as the primary instrument in collecting and interpreting data, the validation process must be conducted carefully, systematically, and continuously. This study applied several verification techniques to maintain the trustwothiness and reliability of the data obtained throughout the research process.

The assurance of qualitative data quality was guided by four fundamental criteria: credibility, transferability, dependability and confirmability. Credibility was established through prolonged engagement, continuous observation, triangulation, and member checking to ensure that the findings genuinely reflected participants' realities rather than researcher bias. Transferability was addressed by providing detailed and rich contextual descriptions, enabling readers to determine the applicability of the findings to other similar settings. Dependability was achieved through systematic documentation of the entire research process, allowing transparency and auditability of procedures and analytical steps. Meanwhile, confirmability emphasized objectivity by ensuring that conclusions were grounded in empirical data rather than personal assumpions, supported by triangulation, reflective notes and independent audits.

Overall, the integration of these four criteria strengthened the rigor and integrity of the qualitative inquiry, ensuring that research outcomes were trustwoorthy, transparent and academically accountable.

Result and Discussion

PAIKEMI Learning Model at MTs MBS Enrekang Regency

Based on the results of observations of the learning process at MTs MBS Enrekang Regency, the implementation of the PAIKEMI learning model has been carried out in various forms with differing levels of effectiveness among teachers and subjects. The application of this model indicates that learning activities are directed toward creating an atmosphere that is active, innovative, creative, effective, enjoyable, and integrated with Islamic values, enabling students to gain more meaningful learning experiences and encouraging their optimal participation.

The research findings also reveal that the success of PAIKEMI implementation is strongly influenced by the teacher's role as a classroom manager, motivator, and role model for students. Teachers are required to design diverse instructional strattegies and foster students' active involvement. The six primary elements emphasized in this model include activeness, innovation, creativity, effectiveness, an enjoyable learning environment, ant the reinforcement of Islamic values. Activeness is reflected in students' participation in discussions, group work, and their confidence in expressing opinions, while innovation and creativity are demonstrated through the varied use of teaching methods and media, as well as providing opportunities for students to think critically and generate new ideas.

Furthermore, the aspect of effectiveness is indicated by the achievement of learning objectives through dynamic interaction between teachers and students, well organized classroom management, and continuous evaluation. The element of enjoyment in learning is realized through a comfortable, safe and pressure-free classroom atmosphere, which enhances students' motivation and enthusim. Meanwhile, Islamic values are integrated through the habituation of worship practices, moral cultivation, teacher exemplification, and the strengthening of values such as monotheism, responsibility, and brotherhood.

In general, the implementation of the PAIKEMI model at MTs MBS Enrekang Regency contributes positively to improving the quality of the learning process, fortering students' religious character, and developing their academic as well as social potential. Nevertheless, its implementation still requires continuous reinforcement and improvement to ensure more even and optimal application.

Table 2. Teaching Tenure and Teaching Experience at MTs MBS Enrekang

No	Years of Service	Total Teachers	Training Program	Total Participants
1	1-5 years	10 persons	Deep learning training	1 person
2	6-10 years	1 person	National Training	1 person

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3	11-15 years	1 person	Skills Training	3 person
4	16-20 years	3 persons	Strategy training	4 person
5	21-25 years	-	Competency training	1 person

Islamic Education (PAI) teacher Methods at MTs MBS Enrekang Regency

The implementation of the PAIKEMI learning model by Islamic Education teachers at MTs MBS Enrekang Regency demonstrates an integrated pedagogical approach that combines play based learning, discussion, question answer sessions, demonstrations and group work to create an active, innvative, creative, effective, enjoyable and value-oriented learning environment. These methods function not merely as instructional techniques but as comprehensive strategies designed to foster meaningful learning experiences, strengthen students' cognitive understanding and cultivate social as well as moral competencies. The synergy of these approaches has contributed to a more dynamic and participatory classroom atmosphere, enabling students to engage actively in the learning process while internalizing Islamic values and character formation. Consequently, the PAIKEMI model has proven to be a holistic and relevant framework that transforms religious instruction into an interactive, enjoyable and character building educational experience.

Picture 1: An open, interactive, and non monotonous learning environment indicates that the instructional process is designed to build meaningful learning experiences, foster social collaboration and cultivate attitudes of discipline and responsibility values that are aligned with the objectives of Islamic Religious Education based on the PAIKEMI learning model.

Learning Achievement Outcomes at MTs MBS Enrekang Regency

The implementation of the PAIKEMI learning model at MTs Muhammadiyah Boarding School (MBS) Enrekang Regency has been proven to provide a positive and significant impact on improving students' learning achievement in Islamic Religious Education, covering cognitive, affective, and psychomotor aspects. The integration of various methods such as games, discussions, question answer sessions, demonstrations and group learning is able to create an active, innovative, creative, effective, and enjoyable learning atmosphere grounded in Islamic values. This condition makes the learning process more meaningful, participatory, and relevant to students' needs, thereby contributing to improved academic achievement as well as the development of religious character and social skills.

The teacher's role becomes a key factor in the successful implementation of the PAIKEMI model, not only as a transmitter of knowledge but also a facilitator, motivator, mentor, and role model in shaping students morals and discipline. Teachers pedagogical professional, social and personal competencies play a major role in creating a conducive learning environment that is adaptive to technological and curricular developments. On the other hand, students demonstrate significant progress in learning activeness, critical thinking skills, collaboration and the internalization of spiritual values through direct involvement in various learning activities.

Normatively and juridically, the implementation of PAIKEMI aligns with the values of the Qur'an which emphasize the importance of knowledge, ethics, and obedience in the educational process and is also in line with the mandate of the National Education System Law concerning the holistic development of students' potential. The novelty of this research lies in the integration of the values of love for Allah, the prophet, and fellow human beings into modern and enjoyable learning strategies without abandoning Islamic character as the primary foundation. Therefore, the PAIKEMI model not only improves the quality of the learning process and outcomes but also serves as an innovative and relevant approach in shaping knowledgeable generations with noble character who possess social and spiritual readiness to face future challenges.

Conclusion

Based on the research problems that have been addressed through the series of research activities, several key conclusion can be drawn.

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First, the learning model implemented for students at MTs Muhammadiyah Boarding School (MBS) Enrekang reflects a holistic and Islamic oriented educational approach grounded in the PAIKEMI principles Active, Innovative, Creative, Effective, Enjoyable, and Islamic learning. This model positions students as active participants rather than passive recipients, encouraging engagement through discussions, collaborative tasks, role play and other interactive activities. As a result the learning process becomes more meaningful, participatory and capable of fostering not only academic understanding but also character development and social skills.

Second, the instructional methods employed by Islamic Education (PAI) teachers demonstrate a systematic and varied pedagogical strategy aligned with the PAIKEMI framework. Teachers integrate multiple methods such as educational games, group discussions, question and answer sessions, demonstrations and cooperative learning. These approaches are carefully selected based on the characteristics of the subject matter ans students' developmental needs, enabling the learning environment to remain dynamic, contextual and engaging. The diversity of methods contributes significantly to improving students comprehension, communication abilities, critical thinking, and practical religious skills, while simultaneously strengthening moral and spiritual values.

Third, student learning achievement at MTs MBS Enrekang shows notable improvement following the implementation of the PAIKEMI based model. The enhancement is evident across the cognitive, effective and psychomotor domains. Cognitively, students demonstrate deeper conceptual understanding and stronger analytical abilities. Affectively, they exhibit improved discipline, cooperation, empathy and religious attitudes reflected in daily behavior. Psychomotor development is also visible through increased proficiency in practical religious activities such as prayer rituals and other forms of worship. Collectively, these outcomes indicate that the applied learning model effectively elevates both academic performance and character formation.

In summary, the integration of the PAIKEMI learning model and varied instructional methods at MTs Muhammadiyah Boarding School Enrekang has proven effctive in creating an engaging value based and student centered learning environmet. This approach not only anhances academic achievement but also nurtures spiritual awareness social competence and moral integrity thereby aligning educational practice with the broader goals of holistic Islamic education.

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