ETNOPEDAGOGI: Jurnal Pendidikan dan Kebudayaan
Volume 1 (1) January 2024
The article is published with Open Access at: https://journal.mgedukasia.or.id/index.php/etnopedagogi

Implementation of the PAIKEM Model to Improve Student Learning Creativity in Aqidah and Moral Learning at MTS Negeri 1 Aceh Singkil

Mawarni ✉, SD Negri 1 Pasar, Indonesia
Muhammad Nasir, SD Negeri Teluk Rumbia, Indonesia

✉ *mawarnisajo@gmail.com*

Abstract: This study aims to improve students' learning creativity in Islamic religious education learning using the PAIKEM method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were junior high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the PAIKEM method can improve students' learning creativity in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of the PAIKEM method can be used as an alternative to improve students' learning creativity in Islamic religious education learning.

Keywords: PAIKEM model, student learning creativity, learning of faith and morals.

Received November 17, 2023; **Accepted** December 25, 2023; **Published** January 31, 2024

INTRODUCTION

Creativity is the ability to create something new to provide creative ideas in solving problems or as the ability to see new relationships between previously existing elements. Creativity is a mental process that involves the emergence of new ideas or relationships between existing ideas. A creative teacher is a teacher who always asks himself, has he been a good teacher? Has he educated properly? Do his students understand the lessons he delivers? He always introspects and improves himself. He always feels lacking in his learning process. He is never satisfied with what he does. There is always a new innovation that he creates in his learning process. He always improves his learning process through classroom action research (CAR). He always learns something new, and feels interested in improving his teaching methods. Creativity is a product of good and correct thinking patterns, so philosophy was born as a discipline about thinking patterns, then as a psychological symptom of both thinking and creativity, psychology was born which tries to explain how the phenomenon of the soul in four things, namely; symptoms of knowing (cognition), symptoms of feeling (emotion), symptoms of will (conation) and mixed symptoms (combination). Creative thinking must meet three requirements. First, creativity shows a new response or idea, or one that is statistically very rare. But novelty alone is not enough.

The second is that creativity can solve problems realistically. Third, creativity is an effort to maintain the instincts of original people, assess and develop them as well as possible. To face the era of globalization, education not only emphasizes the aspect of intelligence, but the aspect of creativity is also developed. By having creativity, it is hoped that it will be able to face the era of globalization as it has supported the development of absolute creativity. Do not let the existing system and curriculum become an obstacle or, more extreme, kill creativity. So far, creativity has been sidelined in the education system. In terms of developing creativity as a system,

Guilford explains that there are three main components to see creativity in one individual, namely: contents, products, and operations, each of which has an important part. In the Big Indonesian Dictionary, creativity is the ability to Create, About Creating and Creativity. Improving the quality of schools must be supported by the ability and creativity of teachers, the right ability of teachers in planning learning will be useful and have a good impact on the implementation of effective and efficient learning. In learning, teachers expect students to understand the material well and vice versa, students also expect teachers to deliver lessons well, so in implementing learning, teachers must be able to teach aqidah and akhlak lessons in the right way and involve students actively. Learning is said to be successful if the level of student mastery of the subject matter is in accordance with the expected goals. Especially by teachers as actors who play a role in the classroom. At the level of student mastery of the material, it is always proven by grades, as is known, one of the tasks of teachers as educators is to pay attention to competence by creating conducive learning activities with learning goals being achieved completely.

So far, there are still many teachers who lack creativity in the teaching and learning process. Although the PAIKEM implementation approach/model has long been socialized to teachers, teachers tend to be less likely to implement it, and less innovative, students are left less active and seem monotonous and students feel bored. So it is not in accordance with national goals in general. Creativity has so far been sidelined in the education system, student creativity is hampered not only because of one system, but there are several factors. The most dominant factor in inhibiting the development of student creativity is the teaching style that seems boring. Every teacher wants that after finishing teaching and learning, students have a number of Creativity or abilities that are in accordance with what is expected. However, the reality in the field, especially at MTsN 1 Singkil, students only get a small part of what is expected. So far, teachers have been more likely to bring lecture methods so that the learning process is more monotonous and less creative in the subject of faith and morals. On several occasions, direct dialogue with teachers related to student learning creativity. The results obtained from student achievement are still lacking so that the evaluation results have not reached the minimum completion criteria (KKM), the weakness of the learning process which tends to use conventional learning models. This conventional method is a method where the teacher plays an active role in determining the content and steps of delivering material to students, so that student activity in participating in teaching and learning activities is reduced and only depends on the teacher. In order to achieve this learning objective, each teacher is required to truly understand the learning strategy that will be applied. In connection with this, a teacher needs to think about the strategy or approach that will be used. The selection of the right learning strategy, namely with the situation and conditions faced will have an impact on the level of mastery or learning achievement of the students faced. In accordance with the problem above, namely how do we as teachers improve student creativity in the lesson of faith and morals. In this case, as a researcher, we try to improve the mastery of material in the subject of faith and morals by implementing learning improvements through the Active, Innovative, Creative, Effective, and Enjoyable (PAIKEM) learning approach. The application of this PAIKEM approach is expected to improve student learning outcomes because, with this approach, it can show the talents and interests of students as a whole, students are actively involved in carrying out activities that can spur students' understanding and abilities by doing something or doing,

in this activity teachers can use various tools or methods that can arouse students' enthusiasm for learning and can also use the environment as a means of teaching and learning that makes learning interesting, enjoyable, and suitable for students. Based on the background above, the researcher conducted a study entitled: "Application of PAIKEM to Improve Students' Learning Creativity in the Subject of Faith in Morals, Material of Faith in Angels and Supernatural Creatures Other than Angels, Class VII MTsN 1 Aceh Singkil, 2021/2022 Academic Year.

METHODS

This type of research is classroom action research, namely action research conducted with the aim of improving the quality of classroom learning practices, especially increasing student learning creativity. Kunandar explained that "classroom action research focuses on the class or teaching and learning process that occurs in the classroom and not on class input, such as syllabus and materials". 1 The focus of the research is learning activities.

This study attempts to explain the application of PAIKEM in the teaching and learning process to improve student learning creativity in the subjects of Creed, Morals, and Faith in Angels and Supernatural Creatures Other than Angels in Class VII MTsN 1 Aceh Singkil in the 2021/2022 Academic Year. Background and Subject of Research. The research background is the place or location that will be studied. The location of this research was determined at MTsN 1 Aceh Singkil. With the research subjects who received the action being class VII students with a total of 27 students. Place of Research and Time of Research. This research was conducted at MTsN 1 Aceh Singkil in the 2022 Academic Year". The time of this research started from March to April 2022. Research Procedure.

The Classroom action research implementation procedure includes determining the focus of the problem, action planning, implementing actions followed by observation, interpretation, and analysis activities, and reflection. If necessary, a follow-up plan is prepared in the next stage. These efforts are carried out in a mixed manner to form a cycle. Cycle I; 1) Preparation stage (planning). At the planning stage, the researcher does; 1) Prepare a learning plan for the subject of faith and morals; 2) Prepare learning resources; 3) Make an observation sheet, to observe student activity in the learning process; 4) Prepare an evaluation tool to measure student learning creativity during the research action being implemented. The activities are as follows; 1) Discuss with the supervising teacher and students about observation data or field notes regarding the implementation of learning applied in the classroom and student learning outcomes; 2) Discuss with teachers and students about the process carried out; 3) Based on the results of the discussion research, the next action is planned Cycle II; 1) Action Planning.

From the results of the evaluation and analysis carried out in the first action, there were weaknesses that emerged in cycle I which were then corrected in cycle II with activities carried out in the planning, namely; 1) Identifying problems that emerged in cycle I; 2) Developing learning scenarios; 3) Determining the steps to be taken in learning activities. Implementation of Actions. In the implementation stage of this action, what is done is; 1) The teacher conducts learning in the classroom; 2) The teacher conveys the main objectives of learning; 3) The teacher explains to students about the subject of Aqidah Akhlak; 4) The teacher and students conduct a brief question and answer session about the subject matter presented; 5) The teacher gives students a worksheet test and practical discussion tools that will be studied by students with teacher guidance; 6) The teacher gives an assessment to students who complete the results of the discussion. Observation.

Observations carried out include monitoring the learning process in the classroom directly. This activity that is observed includes the activities of students in learning. This observation aims to determine the suitability of the action with the plan that has been prepared and to determine the extent to which the implementation of the action can produce changes as desired. Reflection. Reflection is conducted at the end of cycle II. This

activity is conducted to see the results of the development of students' abilities after the implementation of the PAIKEM model in the subject of faith and morals. Data Collection Techniques.

Data collection techniques in this classroom action research (CAR) are: Observation, Interview and Documentation; 1) Observation. Used as a technique to collect data on student creativity in the implementation of teaching and learning and implementation of PAIKEM; 2) Interview: To obtain data on the implementation of PAIKEM. And the data collection tools used in the study are as follows; 1) Observation: using an observation sheet to measure the level of student activity in the teaching and learning process; 2) Interview: using an interview guide to find out students' opinions or attitudes about the implementation of PAIKEM in the teaching and learning process. Documentation is a record of past events, can be in the form of writing, pictures or monumental works. In this study, what is documented is in the form of photos that provide a real picture of learning activities and student work.

Data analysis at this stage is carried out in several stages, namely; 1) Data reduction: "Reducing data means summarizing, choosing the main points, focusing on the important points, looking for themes and patterns." This data reduction activity is carried out to see the application of PAIKEM in improving student learning creativity and what actions are taken to improve this learning creativity; 2) Presenting data: Data obtained from the learning creativity provided is analyzed by analyzing the level of learning completion. To see students' ability to understand the material, it can be seen from students' learning creativity in learning completion. The level of mastery or student absorption is seen in the high and low scores achieved. Individual and classical absorption. The results of student learning creativity are said to be complete if they have reached a value of ≥ 81. While the percentage of classical completeness is 81% with an average achievement of ≥ 81. In accordance with the characteristics of classroom action research, there is a change for the better. Success in this study is said to be successful if each aspect assessed and the average student creativity ability is >81%. If it has reached >81%, the researcher does not continue the action.

RESULTS

This research was conducted at MTsN 1 Aceh Singki, which is located at Jalan Utama No.11 Pulau Sarok, Singkil District, Aceh Singkil Regency. The research was conducted in class VII MTsN 1 Aceh Singkil with a fairly large classroom equipped with lighting, fans and adequate light. While the practice was carried out in the classroom. Initial Conditions Before Implementation of the Action. Observation of the initial conditions regarding student creativity in the subject of faith and morals with the material of faith in angels and supernatural beings other than angels has never been practiced in class VII MTsN 1 Singkil. So far, the teaching and learning process has only tended to be carried out using lecture and memorization methods, so that the student's learning attraction is lacking and they often feel bored when the learning process begins. In this case, the researcher tried to practice various ways of student creativity in the subject of faith and morals with the material of faith in angels and supernatural beings other than angels so that student potential can be channeled through existing creativity. These conditions are the basis for researchers to improve student creativity in the subject of faith and morals by using the PAIKEM model (active, innovative, creative, effective and fun learning).

Cycle I Action. Cycle I research meeting I was held on March 27, 2022 with the material of faith in angels and supernatural beings other than angels (assignment giving), meeting II was held on March 28, 2022 with the same material; 1) Action Planning. In the planning stage of cycle I action, the second thing done. Researchers are as follows; 1) Determining the Material. The material presented in cycle I activities is in accordance with the material in class VII MTsN 1 Aceh Singkil; 2) Compiling a Learning Implementation Plan (RPP).

The Learning Implementation Plan was prepared by researchers with the assistance and approval of collaborators. The indicators in this study are making creativity from game candles with writing techniques from origami paper using the PAIKEM model (Active, innovative, creative, effective and fun learning; 3) Preparing materials and tools to be used. To conduct the research, the researcher prepared the materials and tools used to create the work using the PAIKEM model. In cycle I, the materials and tools used were play wax, cardboard, origami paper, scissors, markers and rollers; 4) Preparing tools for documentation. In this case, the researcher used a cellphone camera to document images during the activity; 5) Compiling and preparing observation sheets. Observation sheets are used to record creativity indicators observed during the research; 6) Compiling and preparing interview guidelines. The interview guidelines used in this study were unstructured interview guidelines and were carried out on teachers of the subject of faith and morals. Implementation and Observation. Cycle I Meeting I. Meeting I was held on March 28, 2022 with the project given, namely making work from play wax. The activities carried out in cycle I meeting 1 were providing material about faith in angels and supernatural beings other than angels as well as giving assignments to create creativity from play wax. The initial step before the process of making work from play wax began, the researcher provided an explanation and showed the finished work. After providing an understanding and showing examples of the work, the researcher then demonstrated it briefly.

Starting from making a design on paper then continuing with forming the game wax in various shapes. After the researcher finished explaining the manufacturing process, the researcher then gave the students the task of making creativity from the game wax. In the cycle I meeting 1 activities, the researcher and collaborator accompanied during the learning process with the aim of directing if there was a student who was not clear or asked. The results of the research observation in cycle I meeting 1 on fluent thinking skills (fluency), flexible thinking skills (flexibility), original thinking skills (originality), detailing skills (elaboration), assessment skills (evaluation). Not so perfect, this is because there are still many students who still cheat or imitate their friends' designs and the sensitivity in making work is still lacking.

The results of observations conducted in cycle I, meeting 1, student creativity from fluent thinking skills (fluency), flexible thinking skills (flexibility), original thinking skills (originality), elaboration skills, and evaluation skills (evaluation). Based on the table above, it can be seen that the total score for fluent thinking skills is 139 out of a total, ideal score of 352 with an average score of 3.15 (39.48%), flexible thinking skills are 136 out of a total, ideal score of 352 with an average score of 3.09 (38.64%), original thinking skills are 149 out of a total, ideal score of 352 with an average score of 3.38 (42.32%), elaboration skills are 138 out of a total, ideal score of 352 with an average score of 3.13 (39.20%), assessment skills are 144 out of a total, ideal score of 352 with an average score of 3.27 (40.90%). Looking at the results of the observation, it can be concluded that fluent thinking skills (fluency) of (39.48%) fall into the less creative criteria (21%-40), flexible thinking skills (38.64%) fall into the less creative criteria (21%-40), original thinking skills (originality) of (42.32%) fall into the less creative criteria (21%-40), detailing skills (elaboration) of (39.20%) fall into the less creative criteria (21%-40), assessment skills (evaluation) of (40.90%) fall into the less creative criteria (21%-40%). The overall creativity of students from fluent thinking skills (fluency), flexible thinking skills (flexibility), original thinking skills (originality), detailing skills (elaboration), assessment skills (evaluation).

Amounting to 44.06% (less creative criteria). Cycle I Meeting II. Meeting II in cycle I was held on the 28th March 2022. The activity carried out at the second meeting was to continue the process of making imperfect works. Before the activity began, the researcher first asked or reviewed what had been explained at the previous meeting regarding the creation of creativity from play wax. After the process of making the work was complete, the researcher took the students' work. In this activity, the researcher and collaborators

accompanied students in preparing until the process of perfecting the work, this was intended that if there were students who asked questions, they would be easily answered. So the results of observations of the implementation of the cycle I research meeting II experienced an increase in all aspects of creativity. This is because most students already understand the explanation from the researcher and collaborators and students who already understand can provide understanding to their friends who do not understand. The results of observations carried out in cycle I meeting 2 student creativity from fluent thinking skills (fluency), flexible thinking skills (flexibility), original thinking skills (originality), detailing skills (elaboration), assessment skills (evaluation). Based on the table above, it can be seen that the total score for fluent thinking skills is 172 out of a total of 352 with an ideal score of 3.90 (48.86%), flexible thinking skills are 218 out of a total of 352 with an average score of 4.95 (61.93%), original thinking skills are 154 out of a total of 352 with an average score of 3.5 (43.75%), elaboration skills are 200 out of a total of 352 with an average score of 4.54 (56.81%), and evaluation skills are 218 out of a total of 352 with an average score of 4.95 (61.93%).

Looking at the results of the observation, it can be concluded that fluent thinking skills (fluency) are (48.86%), fall into the fairly creative criteria (41%-60%), flexible thinking skills (flexibility) are (61.93%) fall into the fairly creative criteria (41%-60%), original thinking skills (originality) are (43.75%), fall into the fairly creative criteria (41%-60%), detailing skills (elaboration) are (56.81%), fall into the fairly creative criteria (41%-60%), assessment skills (evaluation) are (61.93%) fall into the fairly creative criteria (41%-60%). The overall creativity of students from fluent thinking skills (fluency), flexible thinking skills (flexibility), original thinking skills (originality), detailing skills (elaboration), assessment skills (evaluation). As much as 54.65% (fairly creative criteria). From the table above after the action was carried out in cycle 1 meeting 2, it can be seen that there was an increase in the average creativity of students as a whole from meeting I by 44.06% to 54.65%.

The increase was 10.59%. Reflection. Student creativity in cycle I increased. This can be seen from the results of observations in cycle I which showed changes in every aspect of the assessment. However, if you look at the learning process, there are still some students who have not been able to complete it on time and are busy chatting with their friends.

Meanwhile, if you look at the average number at each meeting, it has not yet reached the success criteria, so further action is needed. To carry out further action, a reflection is needed in cycle I for improvement in the actions to be carried out. The reflections obtained in cycle I are as follows; 1) The researcher did not provide an understanding of how important the time available is; 2) The researcher did not pay enough attention to students, so students joked with their friends; 3) There are still students who have not been able to do it but are silent or do not do it; 4) There are still many students who often joke and are not serious.

Based on the reflection above, the following improvements need to be made; 1) During learning as often as possible, researchers must convey/provide an understanding of the value of time; 2) Give maximum attention to students and provide motivation; 3) Observe students who appear to be unable to then be approached and explained so that they can work; 4) Remind students who often joke and are not serious. Cycle II Actions. Cycle II research meeting I was carried out on April 5, 2022 with the material of faith in angels and supernatural beings other than angels. Meeting II was held on April 7, 2022 with the same material. Action Planning At the cycle II action planning stage, what the researcher did was as follows; 1) Prepare Materials The materials presented in cycle II activities are in accordance with the materials available at MTsN 1 Aceh Singkil, namely sasirangan batik. Cycle II meeting I was held on April 5, 2022 with the material of faith in angels and supernatural beings other than angels (giving assignments to make creativity from cardboard), meeting II was held on April 7, 2022 with the same material (implementation of task completion techniques); 2) Compiling a Learning Implementation

Plan (RPP) The Learning Implementation Plan was prepared by the researcher with the assistance and approval of the collaborator.

The indicators in this study are making works from cardboard; 3) Preparing the materials and tools to be used. Before carrying out the cycle II action, first prepare the materials and tools used to make the work. The materials and tools used are cardboard, origami paper, markers, scissors, paper glue and dable tip; 4) Preparing tools for documentation. In this case, the researcher used a cellphone camera to document images during the activity; 5) Compiling and preparing observation sheets. Observation sheets are used to record creativity indicators observed during the research. Implementation and Observation. Cycle II Meeting 1. Meeting I was held on April 5, 2022 with the material, namely making creativity from cardboard and other tools. The activities carried out in cycle II meeting 1 were providing material on faith in angels and supernatural beings other than angels as well as giving assignments to make creativity from cardboard. The initial step before the process of making works from cardboard is that the researcher starts by providing an understanding of how to make creativity from cardboard and showing the finished work. After providing an understanding and showing examples of the work, the researcher again demonstrated briefly how to make a work. After the researcher finished explaining the manufacturing process, the researcher then gave the students assignments to do. then the researcher distributed tools for practical materials. In the cycle II meeting I activities, the researcher and collaborator accompanied during the learning process with the aim of directing if there was a student who was not clear or asked. Occasionally, the researcher also reminded that the available time must be used well and was more active in reminding students who still liked to joke or joke. The implementation of the research in cycle II meeting I saw an increase in every aspect, this was because many students were creative in making designs. The results of observations made in cycle II meeting I were student creativity from fluent thinking skills (fluency), flexible thinking skills (flexibility), original thinking skills (originality), detailing skills (elaboration), assessment skills (evaluation). Based on the table above, it can be seen that the total score for fluent thinking skills is 239 out of a total, an ideal score of 352 with an average score of 5.43 (67.89%), flexible thinking skills are 231 out of a total, an ideal score of 352 with an average score of 5.25 (65.62%), original thinking skills are 242 out of a total, an ideal score of 352 with an average score of 5.5 (68.75%), elaboration skills are 263 out of a total, an ideal score of 352 with an average score of 5.97 (74.71%), assessment skills are 278 out of a total, an ideal score of 352 with an average score of 6.31 (78.97%). Looking at the results of the observation, it can be concluded that fluent thinking skills (fluency) are (67.89%), fall into the creative criteria (61%-80), flexible thinking skills (65.62%) fall into the creative criteria (61%-80), original thinking skills (originality) are (68.75%), fall into the creative criteria (61%-80) detailing skills (elaboration) are (74.71%), fall into the creative criteria (61% 80), assessment skills (evaluation) are (78.97%) fall into the creative criteria (61%-80). The overall creativity of students from fluent thinking skills (fluency), flexible thinking skills (flexibility), original thinking skills (originality), detailing skills (elaboration), assessment skills (evaluation). As much as 71.18% (creative criteria).

From the table above, after the actions were carried out in cycle I meeting 1, it can be seen that there was an increase in the average creativity of students as a whole from cycle I meeting 2 by 54.65% to 71.18%. Meeting II in cycle II was held on April 7, 2022. The activities carried out at meeting II were to continue the process of making the work. Before the activity began, the researcher first distributed the necessary materials and tools. Then asked or reviewed what had been explained in the previous meeting and gave a brief explanation of how to make the work. After it was deemed sufficient, the researcher then directed students to immediately work according to the design that had been made using the materials and tools used such as origami paper, scissors, and glue. Do not forget, the researcher and collaborators always reminded students to respect the time available

and be serious in working and pay attention to students who did not seem to have mastered it.

In the implementation of the research cycle II meeting II, there was an increase in all aspects of creativity. This is because some students can already understand the explanations from the researcher and collaborators. The results of observations carried out in cycle II, meeting II, student creativity from fluent thinking skills (fluency), flexible thinking skills (flexibility), original thinking skills (originality), elaboration skills, assessment skills (evaluation). Based on the table above, it can be seen that the total number of scores for fluent thinking skills is 278 out of a total, an ideal score of 352 with an average score of 6.31 (78.97%), flexible thinking skills are 286 out of a total, an ideal score of 352 with an average score of 6.5 (81.25%), original thinking skills are 285 out of a total, an ideal score of 352 with an average score of 6.47 (80.86%), elaboration skills are 287 out of a total, an ideal score of 352 with an average score of 6.52 (81.53%), assessment skills are 303 out of a total, an ideal score of 352 with an average score of 6.88 (86.07%). Looking at the results of the observation, it can be concluded that fluent thinking skills (fluency) are (78.97%), fall into the creative criteria (61%-80%), flexible thinking skills (81.25%) fall into the very creative criteria (81%-100%), original thinking skills (originality) are (80.86%) fall into the creative criteria (61%-80%), detailing skills (elaboration) are (81.53%), fall into the very creative criteria (81%-100%), assessment skills (evaluation) are (86.07%) fall into the very creative criteria (81%-100%).

Student creativity from fluent thinking skills (fluency), flexible thinking skills (flexibility), original thinking skills (originality), detailing skills (elaboration), assessment skills (evaluation). Amounting to 81.73% (very creative criteria). The following is a comparison table of cycle II meeting 1 with meeting 2. Reflection. The reflection conducted in cycle II, namely based on the results of the research cycle II meeting 2, showed that there was an achievement of indicators of success in increasing creativity. When viewed from the overall results, the average student creativity reached 81.73%, including the very creative criteria (81% -100%). This is because reflection/improvement has been carried out in cycle I. Thus, this research was stopped in cycle II because it had reached the expected success indicator, namely >81%.

DISCUSSION

The PAIKEM Model learning process is a learning process that emphasizes projects as a method for learning. The learning process carried out in this study is by giving students a project, namely making work from play wax and cardboard. In cycle I, meeting I, students were given the task of making work from play wax, some students still looked confused and hesitant because students had never done work. So that at this meeting, researchers and collaborators must be able to provide better direction or in other words, not just let students go but must continue to accompany them. At the next meeting, students were given their first task, in this activity students were instructed to prepare materials and tools accompanied by researchers and collaborators. In this activity, most students were still confused because they had never practiced before. So researchers and collaborators must be able to explain how to produce the desired work. Cycle I activities still have obstacles during the learning process such as: (1) Researchers do not provide an understanding of how important the available time is, (2) Researchers do not pay enough attention to students, so students joke with their friends. (3) There are still students who are not able to do it but are silent or do not do it. (4) There are still many students who often joke and are not serious.

Therefore, it is necessary to take action in cycle II with improvements from cycle I. The cycle II activity task given is to create creativity from cardboard and other materials to produce a work. In this activity, students still look confused about what kind of design to make, as a result, researchers and collaborators must provide direction and input so that students get ideas in making designs. After the explanation is complete, students begin to

apply what the researcher explained. Some students are able to grasp what the researcher explained, but some still need guidance from the researcher, but overall students can do it well. In this activity, researchers and collaborators continue to accompany students. After finishing making creativity from wax, the game is continued with the second work process, in this process students are fluent because they have done it before.

However, researchers and collaborators continue to accompany students in their work. During cycle II, researchers and collaborators always provide motivation, attention, and remind students to appreciate the time available; 2) Student learning creativity in the subjects of Creed, Morals, Material of Faith in Angels and Supernatural Creatures Other than Angels Before the PAIKEM model was applied. Before the researcher takes action, the initial step taken by the researcher is to explore or identify the problems faced by students, especially in the subject of faith and morals. Before entering cycles I and II, the researcher first conducted observations and saw the conditions of students before creativity was applied in the classroom. Observations of the initial conditions regarding student creativity in the subject of faith and morals, the material of faith in angels and creatures other than angels has never been practiced in class VII MTsN 1 Aceh Singkil, so far the teaching and learning process has only tended to be carried out using lecture and memorization methods. learning in the classroom is still carried out using conventional methods, namely the lecture method alone has not been combined with the PAIKEM model so that learning is still centered on the teacher. So that the attraction of student learning is lacking and they often feel bored when the learning process is carried out; 3) Increasing Student Creativity in the Subject of Faith and Morals by Using the PAIKEM Model.

The results of observations conducted in cycle I showed an increase in student creativity. Looking at the results of these observations, it can be concluded that fluent thinking skills (fluency) were (48.86%), included in the fairly creative criteria (41%-60), flexible thinking skills (flexibility) were (61.93%) included in the fairly creative criteria (41%-60), original thinking skills (originality) were (43.75%), included in the fairly creative criteria (41%-60) detailing skills (elaboration) were (56.81%), included in the fairly creative criteria (41%-60), assessment skills (evaluation) were (61.93%) included in the fairly creative criteria (41%-60). The overall creativity of students from fluent thinking skills (fluency), flexible thinking skills (flexibility), original thinking skills (originality), detailing skills (elaboration), assessment skills (evaluation). As much as 54.65% (fairly creative criteria). This is because students have been able to learn from what was done during cycle I starting from meeting 1 to meeting 2.

However, the results obtained are not optimal because they have not reached >81%. so that action needs to be taken in cycle II with improvements from cycle I. The activity of cycle II is to make works from cardboard and other materials. The results of observations made in cycle II show an increase in student creativity. so that the average overall student creativity is 81.73% including the very creative criteria. This can be seen from all aspects that have increased and the expected results have been achieved. The increase in student creativity from the initial conditions to cycle II is 81.73%.

The implementation of the action was stopped until cycle II because it had reached the expected success criteria. Thus it can be seen that using the PAIKEM model can increase the creativity of class VII students of MTsN 1 Aceh Singkil; 4) Results of Student Creativity with the PAIKEM Model. During the learning process from cycle I to cycle II, the results of student creativity can increase. The results of creativity in cycles I and II are very good results, because students can be creative with their ideas. Thus, students can be more free in expressing their creative ideas; 5) Analysis of Percentage Increase in Cycles I and II. The results of the observation show that the percentage increase in cycle I (-15.34%) and cycle II (-10.55%) is only around 25.89%. This proves that students of class VII MTsN 1 Aceh Singkil have been able to work on the assigned work.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that; 1) The learning process using the PAIKEM model provides a project/assignment that begins with providing material and how to make it, then continues with giving assignments to students so that students can work. However, the researcher continues to accompany students during the learning process. It is expected that if there are students who ask questions or are not clear, they can be directed or corrected; 2) During the research from the initial conditions to cycle II using the PAIKEM model in class VII MTsN 1 Aceh Singkil, students' creativity abilities have increased. This can be seen from the increase in the average creativity of students as a whole from Cycle I meeting I by 44.06% to 54.65%. The increase was 10.59%. And in cycle II meeting 1, it can be seen that there was an increase in the average creativity of students as a whole from meeting I by 71.18% to 81.73% (very creative); 3) The results of the work during the action of 2 Cycles increased. This is shown by the results of the coloring done by students from cycles I and II, the designs made are increasingly diverse and increasingly varied between one student and another. Thus, students can pour their creative ideas into a work.

REFERENCES

Arikunto, S. (2002). Prosedur Penelitian. Bandung: Rineka Cipta.

Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? AL-ISHLAH: Jurnal Pendidikan, 14(1), 697–708.

Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. HTS Theological Studies, 79(1), 1–7.

Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidimpuan. English Education: English Journal for Teaching and Learning, 5(1), 44–57.

Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. Jurnal Inovasi Teknologi Pendidikan, 5(1), 61–69. https://doi.org/10.21831/jitp.v5i1.16212

Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. Jurnal Basicedu, 4(4), 1004–1015.

Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama, 15(1), 371–380.

Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. Psikohumaniora: Jurnal Penelitian Psikologi, 8(2), 227–240.

Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' HTS Teologiese Studies/Theological Studies, 79(1), 8164.

Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). Jurnal Perawat Indonesia, 4(1), 295–307. https://doi.org/https://doi.org/10.32584/jpi.v4i1.454

Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. FORUM PAEDAGOGIK, 11(2), 127–143.

Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. JPI (Jurnal Pendidikan Indonesia), 12(2), 210–222.

Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan, 5(6), 780–791.

Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 12(1), 41–53.

Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. Mimbar Sekolah Dasar, 6(1), 11–20. https://doi.org/10.17509/mimbar-sd.v6i1.16415

Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran, 11(2), 215–226.

Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. Al-Murabbi:Jurnal Pendidikan Agama Islam, 5(1), 1–8.

Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. Lectura: Jurnal Pendidikan, 12(1), 29–40.

Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. AL-ISHLAH: Jurnal Pendidikan, 15(2), 1888–1903.

Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. https://doi.org/10.32528/ijhs.v13i1.4864

Pebtiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. Jurnal Pacu Pendidikan Dasar, 3(1), 269–277. https://doi.org/https://doi.org/10.22021/pacu.v3i1.411

Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. Journal of Indonesian Primary School, 1(4), 93–104.

Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. Al Urwatul Wutsqa: Kajian Pendidikan Islam, 2(1), 1–8.

Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning, 6(2), 241–252.

Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. Jurnal Pendidikan Manajemen Perkantoran (JPManper), 2(2), 188–201.

Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. Jurnal Pendidikan Tambusai, 7(2), 16078–16084. https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918

Sugiyono. (2018). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.