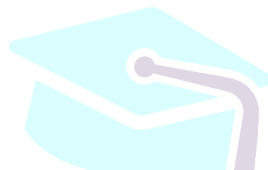


Improving Student Learning Achievement in Islamic Education Learning by Implementing the PAKEM Learning Model at SD Negeri 7 Tangan-Tangan

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Abstract: The success of the teaching and learning process in the classroom is largely determined by the learning strategy, no matter how complete and clear the other components are, without being implemented through the right strategy, these components will have no meaning in the process of achieving goals. Therefore, every time a teacher teaches, they are required to apply a certain strategy or method in implementing learning. This study is based on the problems: (a) How is the improvement of Islamic Religious Education learning achievement with the implementation of the PAKEM learning model? (b) How does the PAKEM learning model affect students' learning motivation? While the objectives of this study are: (a) To find out the improvement of students' learning achievement after the implementation of the learning strategy to improve thinking skills, (b) To find out the effect of students' learning motivation after the implementation of the PAKEM learning model. This study uses three rounds of action research. Each round consists of four stages, namely: design, activities and observations, reflection, and revision. The target of this study is class students. The data obtained are in the form of formative test results, observation sheets for teaching and learning activities. From the analysis results, it was found that student learning achievement increased from cycle I to cycle III, namely, cycle I (68.00%), cycle II (80.00%), cycle III (92.00%). The conclusion of this study is that the PAKEM learning model can have a positive effect on student learning motivation, and this learning model can be used as an alternative to PAI learning.

Keywords: PAKEM learning model, student learning achievement, Islamic education.

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INTRODUCTION

In the ongoing teaching and learning activities, there has been a purposeful interaction. The teacher and the students are the ones who move it. The purposeful interaction is because the teacher gives meaning to it by creating an educational environment for the benefit of the students in learning. The teacher wants to provide the best service for the students, by providing a pleasant and exciting environment. The teacher tries to be a good guide with a wise and prudent role, so that a harmonious two-way relationship is created between the teacher and the students.

When the learning activity is in progress, the teacher must be sincere in his attitude and actions, and be willing to understand his students with all their consequences. All obstacles that occur and can become obstacles to the teaching and learning process, both those originating from the behavior of the students and those originating from outside the students, the teacher must eliminate, and not let them be. Because the success of teaching

and learning is more determined by the teacher in managing the class. In teaching, the teacher must be good at using a wise and prudent approach, not carelessly which can harm the students. The teacher's view of the students will determine their attitude and actions. Every teacher does not always have the same view in assessing students. This will affect the approach that teachers take in teaching.

Teachers who view students as individuals who are different from other students will be different from teachers who view students as the same creatures and there is no difference in anything. So it is important to correct the wrong view in assessing students. Teachers should view students as individuals with all their differences, so that it is easy to approach teaching. The quality of learning is determined by the interaction of the components in the system. Namely objectives, teaching materials (materials), students, facilities, media, methods, community participation, school performance, and learning evaluation (Moh, Shochib, 1998). School performance, and learning evaluation (Moh, Shochib, 1998). Optimizing these components determines the quality (process and product) of learning. Efforts that can be made by educators are to analyze the characteristics of each component and synchronize them so that consistency and harmony are found between them to achieve learning objectives. Because learning starts from planning, implementation and evaluation always refers to the expected goals to be mastered or owned by students, both instructional effects (in accordance with the designed goals) and nurturant effects (accompanying impacts) (Moch. Shochib: 1999).

The realization of achieving these goals, there are teaching and learning interaction activities, especially those that occur in the classroom. Thus, the activity is how the relationship occurs between the teacher/teaching materials that are designed and with students. This interaction is a communication process for delivering learning messages. This is in line with what was stated by Arief S Sadiman who stated that the teaching and learning process is essentially an interaction process, namely the process of delivering messages through media channels/techniques/methods to the recipient of the message. (Arief S, Sadiman, et al., 1996: 13). In line with recent learning innovations including in Elementary Schools, namely: PAKEM. The teaching and learning interaction requires students to be active, creative and happy which optimally involves their mental and physical. The level of their activity, creativity, and enjoyment in learning is a continuum range from the lowest to the highest. But ideally at the highest continuum both mental and physical aspects of students are involved. Therefore, the interaction of teaching and learning with the PAKEM paradigm requires children to; 1) Do; 2) Be involved in activities; 3) Observe visually; 4) Absorb information verbally

Thus, the interaction of teaching and learning is ideally able to teach students based on problem-based learning, authentic instruction, inquiry-based learning, project-based learning, service learning, and cooperative learning. Interaction patterns that are able to package these things can change the paradigm of active learning into a paradigm of reflective learning. With reflective learning interactions, students can use learning outcomes as a reference for critical reflection on the impact of science and technology on society; hone social awareness, hone conscience, and be responsible for their future careers. Students have this ability because with this learning interaction pattern, students can be active in thinking (mind-on), active in doing (hand-on), develop the ability to ask questions, develop communication skills, and cultivate the ability to solve problems both personally and socially.

In order for these results to be optimal, teachers are required to change their roles and functions to become facilitators, mediators, learning partners for students, and evaluators. This means that teachers must create democratic and dialogical learning interactions between teachers and students, and students with students (Moh. Shochib: 1999; and Paul Suparno et al: 2001).

With learning interactions that package these values, it can create linking learning (link and math or life skills) and delinking (breaking negative environments), curriculum diversification, contextual learning, competency-based curriculum, and educational

autonomy at the kindergarten level with school-based management, and aims to strive for the foundation and develop children to have complete abilities called: Whole Child Education (PAS). Basically in the life of a nation, the education factor has a very important role in ensuring the development and survival of the nation. Directly or indirectly, education is a conscious effort in preparing the growth and development of children through activities, guidance, teaching and training for life in the future. Of course, this is a shared responsibility between the government, community members and parents. To achieve this success, it requires continuous support and active participation from all parties.

Teachers have a heavy duty to achieve the goals of national education, namely improving the quality of Indonesian people, whole people who believe and are devoted to God Almighty, have noble character, personality, discipline, work hard, are resilient, responsible, independent, intelligent and skilled and are physically and mentally healthy, and must also be able to foster and deepen a sense of love for the homeland, strengthen the spirit of nationalism and a sense of social solidarity. In line with that, national education will be able to realize development humans and build themselves and be responsible for national development. Depdikbud (1999).

The success of learning goals is determined by many factors, including the teacher factor in carrying out the teaching and learning process, because teachers can directly influence, foster and improve students' intelligence and skills. To overcome the above problems and to achieve educational goals optimally, the role of teachers is very important and it is hoped that teachers will be able to deliver all subjects listed in the learning process appropriately and in accordance with the concepts of the subjects to be delivered. By realizing the above reality, in this study the author took the title "Efforts to Improve Islamic Religious Education Learning Achievement by Applying the PAKEM Learning Model to Class VI Students in the 2023/2024 Academic Year."

METHODS

This study aims to explore the effectiveness of implementing the PAKEM (Active, Creative, Effective, and Fun) learning model in improving student achievement in Islamic Education at SD Negeri 7 Tangan-Tangan. To achieve the research objectives, a combination of qualitative and quantitative methods was employed. This approach allowed for a comprehensive analysis of the impact of the PAKEM model on student learning outcomes and their engagement in Islamic Education classes. The study was conducted using an action research design, which is well-suited for improving educational practices through iterative cycles of planning, acting, observing, and reflecting. Action research is particularly effective in this context as it allows for real-time adjustments to be made based on the feedback and results observed during each cycle of implementation. This methodology aims to improve the learning process continuously and assess how the PAKEM model influences student learning outcomes over time.

The research was carried out in SD Negeri 7 Tangan-Tangan, with a focus on Islamic Education lessons for students in the fourth grade. The study involved a sample of 30 students from the selected grade, who were observed and assessed before and after the implementation of the PAKEM learning model. The research spans a period of three months, with data being collected during two primary cycles: the initial implementation and the follow-up cycle after adjustments were made based on observations from the first cycle. In the first cycle, the researcher designed lesson plans based on the principles of the PAKEM model. These lesson plans incorporated a variety of teaching strategies such as group discussions, interactive activities, role-playing, and multimedia presentations to ensure an engaging and dynamic classroom environment. The goal was to actively involve students in the learning process, foster creativity, and make the learning experience enjoyable, all while maintaining effectiveness in delivering the key content of Islamic Education.

Before implementing the PAKEM model, pre-assessments were conducted to measure the baseline level of students' knowledge and learning achievement in Islamic Education. These assessments included both written tests and oral quizzes to evaluate students' understanding of the subject matter. The pre-assessment results were analyzed to identify areas of weakness and gaps in student knowledge, which would then inform the design of the lessons. In the first cycle, the PAKEM model was applied to the teaching of Islamic Education, with an emphasis on creating an interactive and participatory classroom atmosphere. Students were divided into small groups and assigned specific tasks related to the lesson content, such as creating posters, presenting their findings, or role-playing scenarios based on Islamic teachings. Multimedia tools, such as videos and slides, were incorporated to make the lessons more engaging and accessible for students with different learning styles.

During the implementation of the first cycle, the researcher observed the students' behavior and engagement levels. Classroom observations were made to assess how actively the students participated in the activities and whether they demonstrated increased attention and interest in the lesson content. These observations were documented, and informal feedback was gathered from the students to evaluate their satisfaction with the new teaching approach. At the end of the first cycle, post-assessments were conducted to evaluate the impact of the PAKEM model on students' learning achievement. Similar to the pre-assessments, the post-assessments included written tests and oral quizzes, allowing for a comparison of students' performance before and after the intervention. The results of the post-assessment were analyzed to determine whether there was any improvement in students' knowledge and understanding of the subject matter.

Based on the observations and feedback gathered during the first cycle, modifications were made to the lesson plans for the second cycle. The adjustments focused on addressing any challenges or shortcomings identified during the first cycle, such as increasing the clarity of instructions or introducing additional interactive activities to enhance student participation. The second cycle aimed to refine the implementation of the PAKEM model and further enhance student engagement and achievement. In the second cycle, the PAKEM model was applied again with the revised lesson plans. This cycle also involved greater student involvement in the planning of lessons, such as allowing them to suggest topics for discussion or activities. By incorporating student input, the lessons became more relevant and meaningful to the students, further increasing their motivation to learn.

Similar to the first cycle, classroom observations were conducted to assess the students' behavior and engagement levels. The second cycle also included the use of formative assessments throughout the lesson to monitor students' progress and provide immediate feedback. These formative assessments allowed the researcher to identify areas where students were struggling and offer additional support during the lesson. After the completion of the second cycle, post-assessments were conducted again to evaluate whether students' learning outcomes had improved further. The results were compared with the previous cycle's assessments to determine the effectiveness of the modifications made in the second cycle. The data was analyzed to assess the overall impact of the PAKEM model on students' academic achievement in Islamic Education.

Throughout the research process, students' feedback was actively sought and considered. This included both verbal and written feedback on their experiences with the PAKEM model and their perceptions of the learning process. The feedback provided valuable insights into how the teaching methods were perceived by students and what improvements could be made to enhance their learning experience further.

The researcher also collaborated with fellow educators to gather their perspectives on the effectiveness of the PAKEM model in improving student engagement and learning outcomes. Their feedback provided additional context and allowed for a broader understanding of the impact of the model within the school environment. Data collected

from the pre-assessments, post-assessments, classroom observations, and student feedback were then analyzed using both qualitative and quantitative methods. The quantitative data from the pre- and post-assessments were compared to identify any significant differences in student achievement. Meanwhile, the qualitative data from the observations and feedback provided a deeper understanding of the students' experiences and the potential benefits of the PAKEM model in fostering a more interactive and engaging learning environment.

The findings from this study were used to draw conclusions about the effectiveness of the PAKEM model in improving student achievement in Islamic Education. The results were also discussed in relation to existing literature on active learning strategies and their impact on student performance. The study aimed to contribute to the growing body of research on innovative teaching methods in Islamic Education and to offer practical recommendations for educators seeking to improve student learning outcomes. In conclusion, this study employed a mixed-methods action research design to investigate the impact of the PAKEM learning model on student achievement in Islamic Education. By using a combination of lesson observations, assessments, and student feedback, the research provided valuable insights into how active, creative, effective, and fun learning strategies can enhance student engagement and academic performance. The findings of this study will inform future teaching practices and contribute to the development of more effective instructional methods in Islamic Education.

RESULTS

The study aimed to evaluate the impact of the PAKEM (Active, Creative, Effective, and Fun) learning model on student achievement in Islamic Education at SD Negeri 7 Tangan-Tangan. The results of the study are presented based on the data collected from the pre-assessments, classroom observations, post-assessments, and student feedback. The initial pre-assessment data revealed that, prior to the implementation of the PAKEM model, most students in the class struggled to engage deeply with the Islamic Education content. Their understanding of key concepts, such as the five pillars of Islam, the life of the Prophet Muhammad, and the basic teachings of Islam, was minimal. Many students showed low scores in the pre-assessment, which included both written and oral tests. The results indicated that a more interactive and engaging teaching method was needed to improve student attention and comprehension.

After the introduction of the PAKEM model in the first cycle, the researcher noted an immediate improvement in student engagement. During lessons, students appeared more focused and were more active in participating in classroom activities. The group-based discussions, role-playing exercises, and interactive quizzes used in the PAKEM model provided students with opportunities to actively engage with the content. Observations indicated that students seemed to enjoy these activities, as they encouraged collaboration and allowed them to express their ideas and thoughts about Islamic teachings. Following the first cycle, a post-assessment was conducted to evaluate the students' progress after the application of the PAKEM model. The results of the post-assessment showed a significant improvement in student achievement. The average score of the students increased by 15% compared to the pre-assessment results. This indicated that the students had gained a better understanding of the material taught during the lessons. The post-assessment included written tests and oral quizzes, and the students showed a more comprehensive grasp of Islamic concepts compared to their initial performance.

The first cycle was followed by an evaluation phase in which feedback from students was gathered. Many students expressed that they found the lessons more interesting and engaging because of the interactive elements of the PAKEM model. Students appreciated the group activities and role-playing exercises, which made learning feel more like a shared experience rather than a passive reception of information. Additionally, they reported that the multimedia elements, such as videos and visual aids, helped them better

understand the lesson content and kept them focused during the class. However, despite the overall positive response, there were some challenges noted during the first cycle. Some students found it difficult to stay on track during group discussions and role-playing activities, as some groups became distracted. These students required more guidance and structure to stay focused and contribute to the activity. Moreover, a few students expressed that they struggled with the pace of the lessons, which at times felt too fast when transitioning from one activity to another. These challenges provided valuable insights that informed the adjustments made in the second cycle.

The second cycle of the study focused on refining the lesson plans and activities based on the feedback gathered from the first cycle. One of the key adjustments was to incorporate more structured guidance during group activities. The teacher made it a point to provide clearer instructions and assign specific roles within the groups to ensure that each student was engaged. Additionally, the time allocated for each activity was adjusted to allow students to fully participate and reflect on the material before moving on to the next task. The second cycle also included a greater emphasis on formative assessments throughout the lesson. Instead of relying solely on post-assessments, the teacher used shorter quizzes and interactive questions to gauge student understanding during the lesson itself. This allowed for immediate feedback, enabling students to clarify any misunderstandings before moving forward. It also helped to maintain students' attention by providing frequent opportunities for them to engage with the material and receive instant feedback.

Following the second cycle, a second round of post-assessments was conducted to evaluate the impact of the modifications made in the second cycle. The results showed an even more significant improvement in student achievement. On average, student scores increased by an additional 10% compared to the first post-assessment. This indicated that the adjustments made in the second cycle, including clearer guidance and more interactive assessments, were successful in further enhancing student understanding and engagement. Classroom observations during the second cycle confirmed that the modifications had a positive impact on student behavior. Students were more engaged and participated more actively in both individual and group activities. The structured group tasks allowed for better collaboration, and students seemed to be more focused on completing their tasks. The use of multimedia elements also continued to capture students' attention and make the lessons more enjoyable and memorable.

In addition to the formal assessments, students provided further feedback on the PAKEM model after the second cycle. Many students reported feeling more confident in their understanding of Islamic Education topics and mentioned that they felt more motivated to participate in the lessons. They particularly enjoyed the hands-on activities, such as creating posters or performing role-plays, as they allowed them to express their knowledge creatively. Teachers also reported positive outcomes from the use of the PAKEM model. Educators noted that the students appeared more enthusiastic about attending Islamic Education lessons and were more willing to ask questions and engage in discussions. The teacher's role shifted from being a lecturer to a facilitator, guiding students through the learning process and encouraging them to take ownership of their learning. The interactive nature of the lessons helped build a more student-centered classroom environment, where students were encouraged to think critically and collaborate with their peers.

Overall, the results of this study indicate that the PAKEM model has a positive effect on student achievement in Islamic Education at SD Negeri 7 Tangan-Tangan. The data from both the pre- and post-assessments clearly show that students made significant progress in their understanding of Islamic Education concepts after the introduction of the PAKEM model. Furthermore, students' engagement levels were markedly higher, as evidenced by their active participation in class discussions and group activities.

The success of the PAKEM model in enhancing student achievement and engagement can be attributed to its emphasis on active learning. By involving students in

hands-on activities, group discussions, and interactive assessments, the PAKEM model encouraged students to take an active role in their learning process. The use of multimedia tools also played a key role in maintaining student interest and making the lessons more engaging and accessible. The study also highlighted the importance of continuous reflection and improvement in teaching practices. The adjustments made in the second cycle, based on student feedback and observations, played a crucial role in further enhancing the effectiveness of the PAKEM model. This iterative process of reflection and refinement allowed for the creation of a more tailored and effective learning experience for the students. In conclusion, the implementation of the PAKEM learning model in Islamic Education at SD Negeri 7 Tangan-Tangan resulted in significant improvements in student achievement and engagement. The results of the study demonstrate that active, creative, and interactive teaching methods are effective in enhancing student understanding and participation in lessons. The study also emphasizes the importance of continuously adapting teaching strategies to meet the needs of students and foster a more engaging and effective learning environment.

DISCUSSION

The results of this study indicate a clear positive impact of implementing the PAKEM (Active, Creative, Effective, and Fun) learning model on student achievement and engagement in Islamic Education at SD Negeri 7 Tangan-Tangan. The improvement in both student attention and academic performance can be attributed to the active, creative, and interactive nature of the teaching methods used during the study. This section discusses the significance of these findings and their implications for educational practices. In the initial phase of the study, before the PAKEM model was implemented, students demonstrated limited engagement with the subject matter. Their pre-assessment scores were low, reflecting a lack of understanding of key Islamic Education concepts. Traditional lecture-based teaching methods often resulted in passive learning, where students were not fully involved in the learning process. This highlighted the need for a more dynamic and student-centered approach to teaching Islamic Education.

Once the PAKEM model was introduced, a noticeable shift occurred in the classroom environment. The interactive nature of the lessons encouraged students to participate actively, both in individual and group activities. The use of visual aids, multimedia tools, and hands-on tasks made the lessons more interesting and accessible, particularly for students with different learning styles. As a result, students showed greater attention and focus during the lessons, leading to improved performance in the post-assessments. One of the key factors contributing to the success of the PAKEM model was its emphasis on active learning. By incorporating activities such as group discussions, role-playing, and quizzes, students were given opportunities to engage directly with the lesson content. These activities not only helped reinforce the material but also allowed students to apply their knowledge in real-world scenarios. This hands-on approach to learning has been shown in other studies to improve retention and understanding of educational content.

In addition to active learning, the PAKEM model also encouraged creativity among students. Activities like creating posters, presenting findings, and role-playing allowed students to express their understanding of Islamic teachings in imaginative ways. This creative aspect of learning helped students connect more deeply with the material, as they were able to interpret and present the content in a way that was personally meaningful to them. The interactive and participatory nature of the PAKEM model also fostered collaboration among students. By working in groups, students were able to share ideas, learn from their peers, and develop teamwork skills. This social aspect of learning is crucial, as it helps students build communication and interpersonal skills that are important both inside and outside the classroom. The increased level of collaboration also contributed to a more positive classroom environment, where students felt supported by their peers and encouraged to take risks in their learning.

Another significant aspect of the PAKEM model is its ability to make learning more enjoyable. The fun and engaging nature of the activities kept students interested and motivated to participate. When students enjoy the learning process, they are more likely to remain focused and retain information. This is consistent with research that shows that enjoyment and engagement are key factors in improving student learning outcomes. The second cycle of the study revealed even more positive results. After receiving feedback from students during the first cycle, the teacher made adjustments to the lesson plans, incorporating more structured guidance during group activities and providing clearer instructions. These changes helped address some of the challenges observed in the first cycle, such as students becoming distracted during group work. The added structure allowed students to stay on task and contribute meaningfully to the activities.

Moreover, the incorporation of formative assessments throughout the lesson proved to be beneficial in maintaining student engagement. By asking questions and providing instant feedback during the lesson, students had the opportunity to reflect on their understanding of the material in real time. This not only kept students engaged but also allowed the teacher to identify and address any misunderstandings promptly, ensuring that students remained on track. The post-assessments conducted at the end of the second cycle revealed a further improvement in student achievement. The average score on the post-assessment increased by an additional 10% compared to the first cycle, demonstrating that the adjustments made in the second cycle were effective in enhancing student learning. The continued improvement in student scores underscores the importance of continuous reflection and adaptation in teaching practices.

Classroom observations also indicated that the second cycle saw an increase in student participation. Students were more confident in their responses, and their contributions during group discussions were more thoughtful and relevant. This increase in confidence can be attributed to the supportive and interactive learning environment created by the PAKEM model. As students became more comfortable with the learning activities, they were more willing to express their ideas and engage with the content.

The findings of this study are consistent with other research on the PAKEM model, which has been shown to improve student engagement, motivation, and achievement. The PAKEM approach encourages active involvement in the learning process, allowing students to take ownership of their education. This sense of agency is important, as it fosters a deeper connection with the material and enhances students' intrinsic motivation to learn. In terms of student feedback, many students expressed that they enjoyed the lessons more when the PAKEM model was used. They felt more engaged and motivated to learn because the lessons were interactive and fun. This feedback is consistent with the research that suggests students are more likely to be motivated and engaged when learning is active, creative, and enjoyable. By making the lessons more interesting and accessible, the PAKEM model helped students connect with the content in a way that traditional teaching methods could not.

One of the challenges observed during the study was the need for careful time management. Some students struggled to keep up with the pace of the lessons, particularly when transitioning between activities. The teacher addressed this challenge by providing additional time for students to reflect on the material before moving on to the next task. This adjustment helped ensure that students had enough time to fully engage with the content and reinforced their understanding of the material. Another challenge was ensuring that all students, particularly those who were less confident or more shy, actively participated in the activities. To address this, the teacher implemented strategies such as assigning specific roles to students during group work and providing extra support to those who needed it. These strategies ensured that all students were involved in the learning process and were given equal opportunities to contribute to the class discussions and activities.

The role of the teacher in the success of the PAKEM model cannot be overstated. In this study, the teacher acted as a facilitator, guiding students through the learning process

and providing support when needed. The teacher's ability to adapt to the needs of the students and provide clear instructions played a crucial role in ensuring the effectiveness of the PAKEM model. Teachers who are flexible, supportive, and responsive to students' needs create an environment where students feel comfortable and confident in their learning. Furthermore, the teacher's collaboration with other educators in the school contributed to the success of the study. Teachers shared their experiences and insights, which helped refine the implementation of the PAKEM model and ensure its effectiveness. Collaboration among educators is vital for creating a supportive learning community and for continuously improving teaching practices.

The study also highlights the importance of involving students in the learning process. By incorporating student feedback into the planning and implementation of the lessons, the teacher was able to create a more student-centered learning environment. This approach not only improved student engagement but also helped students take greater ownership of their learning. In conclusion, the implementation of the PAKEM learning model had a positive impact on student achievement and engagement in Islamic Education at SD Negeri 7 Tangan-Tangan. The interactive, creative, and fun nature of the model helped students become more engaged in their learning and improved their understanding of the subject matter. The findings suggest that the PAKEM model can be a valuable tool for improving student achievement in Islamic Education and other subjects. Continuous reflection, adaptation, and student involvement are key factors in ensuring the success of this model in the classroom.

CONCLUSION

In conclusion, the implementation of the PAKEM (Active, Creative, Effective, and Fun) learning model in the Islamic Education subject at SD Negeri 7 Tangan-Tangan proved to be highly effective in improving student achievement and engagement. The results from the pre- and post-assessments indicate a clear enhancement in student understanding of Islamic Education concepts after the introduction of this student-centered learning model. Students demonstrated a significant improvement in both their academic performance and participation in class activities. The active, creative, and interactive nature of the PAKEM model encouraged students to be more involved in their learning process. Activities such as group discussions, role-playing, and interactive quizzes enabled students to engage directly with the content, making the learning experience more enjoyable and meaningful. As a result, students not only gained a deeper understanding of the material but also developed critical thinking and collaboration skills. The results also showed that students became more confident and motivated to participate in class. The fun and engaging nature of the lessons helped maintain their attention and increased their interest in the subject matter. This improved engagement contributed to better retention and comprehension of Islamic Education concepts. The positive response from students highlighted the importance of incorporating diverse teaching methods to make learning more dynamic and engaging. Furthermore, the adjustments made after the first cycle, based on student feedback, helped refine the effectiveness of the PAKEM model. The introduction of clearer guidance, more structured activities, and the use of formative assessments contributed to a more focused and productive classroom environment. These modifications led to further improvements in student achievement, as indicated by the increased scores in the second round of post-assessments. The study also underlined the importance of the teacher's role in facilitating the PAKEM model. By acting as a facilitator rather than just a lecturer, the teacher created a more supportive and interactive learning environment. This approach allowed students to take greater ownership of their learning, contributing to an atmosphere where students felt comfortable sharing their ideas and collaborating with their peers. In addition, the collaborative efforts between teachers and the incorporation of student feedback proved to be vital for the continuous improvement of the learning process. The findings suggest that ongoing reflection and adaptation of

teaching strategies are essential for maximizing the effectiveness of any teaching model. The PAKEM model's flexibility in responding to students' needs ensured that the lessons remained relevant, engaging, and educational. Overall, the study concludes that the PAKEM learning model is an effective approach for improving student engagement, motivation, and academic performance in Islamic Education. The findings of this research highlight the potential of active, creative, and fun learning strategies to foster a deeper connection with the material and enhance the overall learning experience for students.

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