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Efforts to Improve Learning Achievement in Islamic Religious Education by Applying the PAKEM Learning Model to Students at SD Negeri 03 Pelangai Gadang

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Abstract: This study aims to improve student learning achievement in Islamic religious education learning by using the PAKEM learning model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were 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 research success indicators. The results of the study indicate that the PAKEM learning model can improve student learning achievement 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 51.71%, the first cycle 72.39% and in the second cycle it increased to 90.66%. Thus, the use of the PAKEM learning model can be used as an alternative to improve student learning achievement in Islamic religious education learning.

Keywords: PAKEM learning model, learning achievement, islamic education.

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INTRODUCTION

In the teaching and learning activities that took place, there was a purposeful interaction. It is the teachers and students who move it. The interaction that aims is because it is the teacher who interprets it by creating an environment with educational value for the benefit of students in learning. Teachers want to provide the best service for students, by providing a fun and exciting environment. Teachers try to be good guides with a wise and wise role, so that a harmonious two-way relationship is created between teachers and students. When learning activities are in process, teachers must be sincere in their attitude and actions, and be willing to understand their students with all the consequences. All obstacles that occur and can be obstacles to the course of the teaching and learning process, both those that originate from the behavior of students and those that come from outside the students, must be eliminated by teachers, not allowed to be allowed. Because the success of teaching and learning is more determined by teachers in managing the classroom. In teaching, teachers must be good at using a wise and wise approach, not arbitrarily that can harm students.

The teacher's view of students will determine attitudes and actions. Every teacher does not always have the same opinion in assessing students. This will affect the approach that teachers take in teaching. Teachers who see students as different personalities from other students will be different from teachers who see students as the same creatures and there is no difference in everything. Therefore, it is important to correct wrong views 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).

Performance schools, and learning evaluation (Moh, Shochib, 1998). Optimization of this component, 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 so that consistency and harmony are found, among others, to achieve learning goals. Because learning starting from planning, implementation and evaluation always refers to the objectives that are expected to be mastered or owned by students, both instructional effect (in accordance with the designed objectives) and nurturrant effect (accompanying impact) (Moch. Shochib: 1999). The realization of the achievement of these goals, there are teaching and learning interaction activities, especially those that occur in the classroom. Thus, the activity is how the relationship between the teacher/teaching materials designed and the students occurs. This interaction is a communication process to deliver learning messages. This is in line with what Arief S Sadiman stated that the teaching and learning process is essentially an interaction process, namely the process of delivering messages through media channels/techniques/methods to message recipients. (Arief S, Sadiman, et al., 1996:13). In line with recent learning innovations, including in elementary schools, namely: The teaching and learning interaction requires students to be active, creative and happy which involves them optimally mentally and physically. Their level of activity, creativity, and enjoyment in learning is a continuous range from the lowest to the highest. But ideally in the highest continuum, both the involvement of mental and physical aspects of students. Therefore, the interaction of teaching and learning with the PAKEM paradigm requires children; 1) Acting, 2) Engaging in activities, 3) Visually observing, and 4) Absorbing information verbally.

Thus, teaching and learning interaction should ideally be able to learn 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 this can change the active learning paradigm into a reflective learning paradigm. With reflective learning interaction, students can make learning outcomes as a reference for critical reflection on the impact of science and technology on society; honing social awareness, honing conscience, and being responsible for their future careers. This ability is possessed by students, because with this pattern of learning interaction, it can make students active in thinking (mind-on), active in doing (hand-on), developing the ability to ask questions, developing communication skills, and cultivating 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, student learning partners, and evaluators. This means that teachers must create democratic and dialogical learning interactions between teachers and students, and students and students (Moh. Shochib: 1999; and Paul Suparno et al: 2001). With learning interactions that package these values, it can make learning lingking (link and math or life skills) and delinking (disconnection of negative environments), curriculum diversification, contextual learning, competency-based curriculum, and educational autonomy at the kindergarten school 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

educational factor has a very important role to ensure the development and survival of the nation. Directly or indirectly, education is a conscious effort in preparing for 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 needs continuous support and active participation from all parties. Teachers carry out a difficult task to achieve the goals of national education, namely improving the quality of Indonesian people, whole human beings who believe in and fear God Almighty, have noble ethics, personality, discipline, work hard, are resilient, responsible, independent, intelligent and skilled and physically and spiritually healthy, must also be able to grow and deepen their love for the homeland, to strengthen the spirit of nationalism and a sense of social solidarity. In line with that, national education will be able to realize people of development and build themselves and be responsible for the development of the nation. Ministry of Education and Culture (1999).

The success of learning objectives is determined by many factors, including the teacher's 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 to the maximum, the role of teachers is very important and it is hoped that teachers will be able to convey all the subjects listed in the learning process appropriately and in accordance with the concepts of the subjects to be delivered. By realizing the reality mentioned above, in this study the author took the title "Efforts to Improve Learning Achievement in Islamic Religious Education by Applying the pakem Learning Model to Students VI for the 2024/2025 Academic Year.

Starting from the above background, the author formulates the problem as follows; 1) How to improve the learning achievement of Islamic Religious Education by applying the PAKEM learning model to grade VI students? 2) What is the influence of the pakem learning model on the learning motivation of Islamic Religious Education in grade VI students? In accordance with the above problems, this study aims to determine the improvement of Islamic Religious Education learning achievement after the implementation of the PAKEM learning model for grade VI students in the school year, to determine the influence of Islamic Religious Education learning motivation after the application of the PAKEM learning model to grade V students, and to improve the implementation of Islamic Religious Education learning in improving learning achievement in grade VI students.

The author's intention of conducting this research is expected to be useful as an addition to the author's knowledge and insight about the role of Islamic Religious Education teachers in improving students' understanding of Islamic Religious Education. then as a contribution of ideas for Islamic Religious Education teachers in teaching and improving students' understanding of Islamic Religious Education, as well as as a consideration in determining learning methods that can provide benefits for students. then as a policy determinant in an effort to improve student learning achievement, especially in the subject of Islamic Religious Education, and to apply the right method in accordance with the subject matter of Islamic Religious Education. In order not to misperceive the title of this study, it is necessary to define the following things; 1) The Pakem learning model is a learning model that rests on four principles, namely: active, creative, effective, and fun, 2) learning motivation is a process to intensify motives into actions or levels of practice to meet needs and achieve goals, or the state and readiness in the individual that encourages his behavior to do something to achieve a certain goal, 3) Learning achievement is a learning outcome that is expressed in the form of grades or in the form of scores, after students have participated in the lesson.

METHODS

This research is an action research, because the research is carried out to solve learning problems in the classroom. This research is also a descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved. According to Sukidin et al. (2002:54) there are 4 types of action research, namely; 1) research on teachers' actions as researchers, 2) collaborative action research, 3) integrated simultaneous action research, and 4) experimental social action research. The four forms of action research above, there are similarities and differences. According to Oja and Smulyan as quoted by Kasbolah, (2000) (in Sukidin, et al. 2002:55), the characteristics of each study depend on; 1) the main goal or the pressure, 2) the level of collaboration between the researcher and the outside researcher, 3) the process used in conducting the research, and 4) the relationship between the project and the school. In this study, the form of the teacher is used as a researcher, where the teacher plays a very important role in the classroom action research process. In this form, the main purpose of classroom action research is to improve learning practices in the classroom. In this activity, teachers are directly involved in the process of planning, action, observation, and reflection. The presence of other parties in this study has a non-dominant role and is very small.

This research refers to continuous learning improvement. Kemmis and Taggart (1988:14) state that the action research model is in the form of a spiral. The stages of action research in a cycle include planning or implementing observation and reflection. This cycle continues and will be stopped if it suits the needs and is deemed sufficient. Research variables The subject of the study in this PTK is grade VI students of SD N 03 Pelangai Gadang with the aim of the extent of learning success using the PAKEM method in the classroom 1. Population A study is determined by the object to be researched to achieve the purpose of the research. The data from the object being studied is the data needed by the researcher for the data analysis process. The object to be studied is still the population selected by the researcher. According to Sugiyono (2013: 117) "population is a generalized area consisting of objects or subjects that have certain quantities and characteristics that are applied by researchers to be studied and then conclusions drawn." The population used by the author is Class VI students of SDN 03 Pelangai Gadang. A research site is a place used in conducting research to obtain the desired data. This research took place at SDN 03 Pelangai Gadang.

The subjects of the study were grade VI students on the subject of the story of the prophet Ibrahim a.s, and the prophet Ismail a.s. Meanwhile, the purpose of action research must meet several principles as follows; 1) The problem or topic chosen must meet the criteria, namely really real and important, attract attention and be able to handle and within the scope of the researcher's authority to make changes, 2) Research activities, both interventions and observations carried out must not interfere with or hinder the main activities, 3) The type of intervention tried must be effective and efficient, meaning that it is selected on target and does not waste time, funds and manpower. 4) The methodology used must be clear, detailed, and open, each step of the action is formulated firmly so that people interested in the research can check each hypothesis and prove it. 5) Research activities are expected to be an on-going process of activities, considering that the development and improvement of the quality of actions cannot be stopped but is a challenge all the time. (Arikunto, Suharsimi, 2002:82-83). In accordance with the type of research chosen, namely action research, this study uses the action research model from Kemmis and Taggart (in Arikunto, Suharsimi, 2002:83), which is in the form of a spiral from one cycle to the next. Each cycle includes planning, action, observation, and reflection.

The next step in the cycle is revised planning, action, observation, and reflection. Before entering the first cycle, preliminary actions were taken in the form of problem identification. The spiral cycle of the stages of classroom action research can be seen in the

next explanation. The flow is: initial design/plan, before conducting research, the researcher prepares a formulation of the problem, objectives and makes an action plan, including research instruments and learning tools, activities and observations, including actions taken by the researcher as an effort to build an understanding of students' concepts and observe the results or impacts of the implementation of the contextual teaching model of problem-based teaching, reflection, the researcher studies, Seeing and considering the results or impacts of actions taken based on the observation sheet filled out by observers, as well as revised designs/plans, based on the results of reflections from observers to make revised designs to be implemented in the next cycle.

The data collection tool in this study is a teacher's test whose functions are: (1) to determine how well students have mastered the subject matter given in a certain time, (2) to determine whether a goal has been achieved, and (3) to obtain a score (Arikunto, Suharsimi, 2002:149). While the purpose of the test is to find out the completeness of student learning individually and classically. In addition, to find out where the mistakes made by students are so that they can be seen where the weaknesses are, especially in which parts of the TPK have not been achieved. To strengthen the data collected, observation methods carried out by peers are also used to find out and record the activities of teachers and students in the teaching and learning process.

In order to compile and process the collected data so that it can produce a conclusion that can be accounted for, quantitative data analysis is used and qualitative data is used in the observation method. The way to calculate to find out the completeness of student learning in the teaching and learning process is by recapitulating the test results, then by calculating the number of scores achieved and the percentage for each student using the learning completeness formula as contained in the assessment technical manual, namely students are said to have completed individually if they get a minimum score of 65, while classically it is said to have completed learning if the number of students who have completed the individuals reach 85% who have achieved absorption more than equal to 65%. and by analyzing the results of observations made by the teachers themselves during teaching and learning activities.

RESULTS

A subject or sub-subject is considered classically complete if a student who scores 65 is greater than or equal to 85%, while a student is declared complete in a certain subject or sub-subject if he gets a minimum score of 65. In the first cycle at the planning stage, the researcher prepares learning tools consisting of lesson plan 1, formative test questions 1 and supporting teaching tools. In addition, observation sheets for the management of the PAKEM learning model were also prepared, and observation sheets for teacher and student activities. At the activity stage and the implementation of teaching and learning for cycle I, it was held on March 4, 2021 in Class VI with a total of 22 students. In this case, the researcher acts as a teacher. The teaching and learning process refers to the lesson plan that has been prepared. Observation is carried out in conjunction with the implementation of teaching and learning. At the end of the teaching and learning process, students are given a formative test I with the aim of finding out the level of student success in the teaching and learning process that has been carried out. The data from the research results in cycle I are as follows.

From the daa obtained, it was explained that by applying the PAKEM model learning, the average score of student learning achievement was 70.00 and the learning completeness reached 68.18% or there were 15 students out of 22 students who had completed learning. The results show that in the first cycle, classically, students have not completed learning, because students who get a score of 65 are only 68.18% smaller than the desired percentage of completeness, which is 85%. This is because students still feel new and do not understand what the teacher intends and uses by applying the PAKEM model learning. In the implementation of teaching and learning activities, information was

obtained from the following observation results; 1) Teachers are less than optimal in motivating students and in conveying learning goals, 2) Teachers are not optimal in time management, 3) Students are less active during learning. The implementation of teaching and learning activities in the first cycle still has shortcomings, so there needs to be a revision to be carried out in the next cycle. First, teachers need to be more skilled in motivating students and more clear in conveying learning goals. Where students are invited to be directly involved in every activity that will be carried out, second, teachers need to distribute time well by adding information that is deemed necessary and giving notes, third, teachers must be more skilled and enthusiastic in motivating students so that students can be more enthusiastic.

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These results show that in this second cycle, the classical learning completeness has improved slightly better than in the first cycle. In addition, students have also begun to understand what the teacher intends and wants by applying the pakem model learning. Reflection, in the implementation of learning activities, information was obtained from the following observation results; 1) Motivating students, 2) Guiding students to formulate conclusions/find concepts, 3) Time Management. The implementation of learning activities in cycle II still has shortcomings. Therefore, there needs to be a revision to be implemented in the second cycle, including; 1) Teachers in motivating students should be able to make students more motivated during the teaching and learning process, 2) Teachers must be closer to students so that there is no fear in students either to express opinions or ask questions, 3) Teachers must be more patient in guiding students formulating conclusions/finding concepts. 4) Teachers must distribute time well so that learning activities can run as expected, 5) Teachers should add more sample questions and give practice questions to students to do in each teaching and learning activity

DISCUSSION

The results of this study show that learning the PAKEM model has a positive impact on improving student learning achievement. This can be seen from the increasingly stable students' understanding of the material delivered by the teacher (learning completeness increases cycle I), namely each. Based on data analysis, student activities in the teaching and learning process by applying the pakem learning model in each cycle have increased. This has a positive impact on student learning achievement, which can be shown by the increase in the average score of students in each cycle that continues to improve.

Based on data analysis, student activities in the PAI learning process were obtained on the subject of the story of the prophet Ibrahim a.s, and the prophet Ismail a.s with the most dominant pakem learning model being listening/paying attention to the teacher's explanations, and discussions between students/between students and teachers. So it can be said that student activities can be categorized as active. As for teacher activities during learning, they have implemented teaching and learning activities by

applying contextual teaching of the problem-based teaching model well. This can be seen from the teacher's activities that appear, including guiding and observing students in finding concepts, explaining difficult material, giving feedback/evaluation/question and answer where the percentage for the above activities is quite large.

Improving student learning outcomes through the group discussion method in Islamic Religious Education learning is an effective approach to create active and collaborative learning. In this method, students are divided into small groups to discuss a particular topic. Interaction between students in groups helps them share their understandings, ideas, and experiences with each other, thus enriching their insights and deepening the material studied. This method also encourages students to think critically, ask questions, and come up with opinions, all of which contribute to improving their understanding of concepts and thinking skills. Student learning outcomes also improve because the group discussion method provides space for students who may feel less confident in individual learning to be more active.

In groups, they feel more comfortable participating, asking questions, or expressing views. The teacher acts as a facilitator who directs the discussion to stay focused on the learning objectives. In addition, group discussions also help students develop social skills such as cooperation, communication, and responsibility, which are crucial in PAI learning that emphasizes moral values and togetherness. Overall, the group discussion method not only improves students' cognitive understanding but also forms a positive attitude towards learning. The evaluation of learning outcomes showed a significant improvement, both in academic grades and in the application of PAI values in daily life. Thus, this method is one of the effective learning approaches to create a meaningful, interactive, and student-centered learning process.

CONCLUSION

Based on the results of the research that has been presented during the two cycles, the results of all discussions and analyses that have been carried out can be concluded as follows; 1) The learning model can improve the quality of Islamic Religious Education learning, 2) The learning of the pakem model has a positive impact on improving student learning achievement which is characterized by an increase in the completeness of student learning in the cycle, namely cycle I, 3) The pakem learning model can make students feel that they are getting attention and the opportunity to express opinions, ideas, ideas and questions, 4) Students can work independently or in groups, and able to account for all individual and group tasks, and 5) The application of the PAKEM model learning has a positive influence, namely it can increase student learning motivation.

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