

**PAKEM APPLICATION IN FIQIH LEARNING AT MIN 46
ACEH BESAR****Ana Sofia**

STAI Tgk Chik Pante Kulu Bada Aceh, Indonesia

ana.sofia@staipantekulu.ac.id**Ulil Azmi**

STAI Tgk Chik Pante Kulu Bada Aceh, Indonesia

Trisnawati

STAI Tgk Chik Pante Kulu Bada Aceh, Indonesia

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Abstract: This research is motivated by the implementation of PAKEM in Fiqh Learning at MIN 46 Aceh Besar starting from the need to improve the quality of Fiqh learning, which so far still often uses conventional methods such as lectures. This method often makes students passive and less actively involved in the learning process, so that understanding of Fiqh material is less than optimal. The PAKEM method (Active, Creative, Effective, and Enjoyable Learning) was introduced to create more interactive learning and involve students in the learning process more actively. The method used in the study is to use a qualitative approach with the type of field research. The research results show that: 1). The effectiveness of the application of the PAKEM method in Fiqh learning at MIN 46 Aceh Besar is that the application of the PAKEM method in Fiqh learning at MIN 46 Aceh Besar is very effective in improving the quality of learning. Students become more active, creative, and enjoy the learning process. 2). Supporting and inhibiting factors in the implementation of the PAKEM method in Fiqh learning at MIN 46 Aceh Besar are that there are several challenges, such as differences in student abilities and limited facilities, the implementation of PAKEM still has a significant positive impact on student learning outcomes.

Keywords: Implementation, Standards, Fiqh Learning

This is an open-access article under the [CC-BY 4.0](https://creativecommons.org/licenses/by/4.0/) license**Introduction**

The implementation of the Active, Creative, Effective, and Enjoyable Learning (PAKEM) approach in Fiqh learning in Madrasah Ibtidaiyah (MI) is a very relevant strategy to improve student motivation and learning outcomes. PAKEM as an innovative learning approach aims to create a fun and interactive learning atmosphere, so that students can actively participate in the teaching and learning process. Research by Rafikasari et al. shows that PAKEM is effective in accommodating student diversity, using data collection techniques such as observation and interviews to assess its effectiveness in the context of religious education (Rafikasari et al., 2021).

In the context of Fiqh learning, the application of PAKEM can increase students' learning motivation. Natali and Pujiono emphasized that enjoyable learning can foster students' interest in learning, and the PAKEM model allows for a variety of activities that can increase students' enthusiasm for learning (Natali & Pujiono, 2022). This is in line with research by Jainuddin et al., which shows that the use of the PAKEM method can significantly increase students' learning

motivation in class (Jainuddin et al., 2021). Thus, the application of PAKEM in Fiqh learning not only increases motivation but also student learning outcomes.

Furthermore, PAKEM also contributes to improving students' critical thinking skills. Rohaniawati found that the application of PAKEM in teacher personality development courses can significantly improve students' thinking skills (Rohaniawati, 2016). This approach encourages students to think critically and creatively in understanding Fiqh material, which often requires in-depth analysis and reflection on religious teachings. Research by Tsania also shows that PAKEM can improve students' critical thinking skills by creating a fun and motivating classroom atmosphere (Tsania, 2023).

Furthermore, the application of PAKEM in Fiqh learning can also strengthen students' knowledge competencies. Laksmi et al. showed that the PAKEM learning model based on Tri Kaya Parisudha has a significant influence on students' PPKN knowledge competency (Laksmi et al., 2020). Although the focus of this study was not on Fiqh, the same principles can be applied to improve students' understanding of Fiqh material. By using active and creative methods, students can more easily understand and internalize the values taught in Fiqh lessons.

The importance of implementing PAKEM in Fiqh learning is also supported by research showing that innovative learning methods can improve student learning achievement. Hasanah found that the PAKEM learning model had a positive effect on student learning achievement at SMPN 4 Batukliang (Hasanah, 2020). This shows that the implementation of PAKEM in Fiqh learning in MI can result in a significant increase in students' academic achievement, which in turn can strengthen their understanding of religious teachings.

In the context of problem-based learning, research by Rohman shows that deliberation activities in Fiqh learning can improve students' understanding of the material being taught (Rohman, 2017). This activity is in line with the PAKEM principle which encourages interaction and collaboration between students. Thus, the application of PAKEM in Fiqh learning not only increases motivation and learning outcomes, but also strengthens students' social and collaborative skills.

In addition, the use of technology in Fiqh learning can also be integrated with the PAKEM approach. Rohman and Romelah developed learning media using an intelligent education system that can increase student interaction and involvement in Fiqh learning (Rohman & Romelah, 2022). The use of interactive media and information technology in Fiqh learning can make the material more interesting and easier for students to understand, thus supporting the effective implementation of PAKEM.

The application of PAKEM in Fiqh learning can also help students in developing their spiritual intelligence. Research by Marqomah shows that Fiqh learning can be carried out with a psychological approach that supports the development of students' spiritual intelligence (Marqomah, 2023). By integrating PAKEM, students can more easily understand and internalize the spiritual values contained in the teachings of Fiqh.

The involvement of parents and the community is also an important factor in the implementation of PAKEM in Fiqh learning. Through a contextual approach, students can utilize the surrounding environment as a learning resource, which is in accordance with the PAKEM principles which encourage exploration and reflection (Waluyati, 2020). By involving parents and the community, Fiqh learning can become more relevant and meaningful for students.

In order to increase the effectiveness of the implementation of PAKEM in Fiqh learning, teachers need to be equipped with adequate training and resources. Research by Aeni shows that the formation of attitudes of tolerance and friendship in learning can be achieved through the right strategies (Aeni, 2021). Therefore, training for teachers in implementing PAKEM is very important to ensure that they can implement this approach well and effectively.

Overall, the implementation of PAKEM in Fiqh learning in MI has great potential to improve students' motivation, learning outcomes, and critical thinking skills. By integrating technology, involving parents and the community, and providing adequate training for teachers,

PAKEM can be an effective approach to Fiqh education. Further research is needed to explore various aspects of PAKEM implementation and its impact on Fiqh learning in various educational contexts.

Methods

The research method on the Implementation of PAKEM in Fiqh Learning at MIN 46 Aceh Besar uses a qualitative approach with a field research type. This study uses a qualitative approach to describe the implementation of the PAKEM method in Fiqh learning at MIN 46 Aceh Besar, focusing on the interaction between teachers and students and the learning process in the classroom. The main data sources are 1). Fiqh Teachers: As subjects who apply the PAKEM method in the learning process, teachers provide data on the techniques used, the challenges faced, and the results obtained from the implementation of this method and 2). Students: As subjects of learning, students provide data related to their experiences during Fiqh learning with the PAKEM method, including their involvement and understanding gained.

Data Collection Techniques were carried out by 1). Interviews: Conducted with Fiqh teachers and several students to obtain in-depth information regarding the implementation of the PAKEM method. Interviews were semi-structured, providing space for further exploration regarding the effectiveness and constraints of this method. 2). Observation: Direct observation was conducted in class to see how the PAKEM method was implemented by teachers and how students responded and were involved in the learning process. Researchers observed teacher-student interactions, learning activities, and classroom atmosphere. 3). Documentation: Additional data were collected from documents such as lesson plans, student evaluation results, and attendance records related to Fiqh learning using the PAKEM method.

The data analysis techniques used are: 1). Data Reduction: The process of sorting and filtering data that has been collected through interviews, observations, and documentation to select data that is relevant to the research. 2). Data Presentation: The reduced data is then presented in the form of narratives, tables, or diagrams to facilitate understanding and drawing conclusions. 3). Conclusion Drawing: The data presented is further analyzed to understand the patterns that emerge, such as the effectiveness of implementing the PAKEM method, the challenges faced by teachers, and the impact of this method on student learning outcomes.

Data Validity Checking Techniques consist of: 1). Source Triangulation: Using various data sources (teachers and students) to ensure the validity of the information obtained. 2). Technique Triangulation: Data is collected through various techniques (interviews, observations, and documentation) to provide a more complete and accurate point of view and 3). Member Check: The results of interviews and observations are reconfirmed to respondents (teachers and students) to ensure that the researcher's interpretation is in accordance with their experiences and views.

Result and Discussion

A. Effectiveness of Implementing the PAKEM Method in Fiqh Learning at MIN 46 Aceh Besar

The Effectiveness of the Implementation of the PAKEM Method in Fiqh Learning at MIN 46 Aceh Besar shows that the implementation of the PAKEM method (Active, Creative, Effective, and Enjoyable Learning) has succeeded in improving the quality of Fiqh learning at the school. The PAKEM method makes learning more interactive, actively involves students in the learning process, and creates a pleasant atmosphere so that Fiqh material is easier for students to understand. This effectiveness includes the following things, namely:

1. Increased Student Engagement: Students are more actively involved in the learning process, whether through discussions, group work, or practical activities. This method provides space for students to think critically, ask questions, and interact

- with teachers and their peers. This is different from the conventional approach which is more dominated by teacher lectures.
2. **Increasing Student Creativity:** Teachers apply various creative approaches, such as the use of visual media, educational games, and simulations that are relevant to Fiqh material. This approach increases students' creativity in understanding the laws of Fiqh through interesting and innovative ways.
 3. **Better Learning Outcomes:** The use of the PAKEM method has proven to be more effective in improving students' understanding of Fiqh material. Based on the evaluation conducted, student learning outcomes improved compared to when using traditional learning methods. Most students achieved above average scores, indicating a better understanding of Fiqh concepts.
 4. **Fun Learning Atmosphere:** The implementation of PAKEM creates a fun learning atmosphere, where students feel more motivated and comfortable in following the learning. Dynamic and interactive classes make students enthusiastic and not feel bored in learning Fiqh.

The application of the PAKEM method (Active, Creative, Effective, and Enjoyable Learning) in Fiqh learning at MIN 46 Aceh Besar shows significant potential in increasing student motivation and learning outcomes. This method is designed to create a more interactive and enjoyable learning atmosphere, which in turn can increase student involvement in the learning process. Research conducted by Fitri Fitri (2023) revealed that the application of PAKEM in Fiqh subjects at MTsN 5 Lhoong Aceh Besar succeeded in improving the quality of learning, by identifying supporting and inhibiting factors in its implementation.

In a broader context, research by Jainuddin et al. (2021) shows that the PAKEM method can increase students' learning motivation at various levels of education, including elementary schools. This is in line with the findings of Rafikasari et al. (2021), who reported that the implementation of PAKEM in Islamic religious learning in elementary schools achieved a high level of success, with significant class completion values. This study shows that when students are actively involved in learning, they are more likely to understand and master the material being taught.

Furthermore, Putra and Nasrullah Putra & Nasrullah (2017) emphasized the importance of selecting appropriate learning methods to achieve educational goals. In the context of MIN 46 Aceh Besar, the implementation of PAKEM does not only focus on academic aspects, but also on developing student character through fun and creative learning. This is in line with research by Natali and Pujiono (2022), which shows that the application of the PAKEM model can increase students' learning motivation in religious education, which is relevant to Fiqh learning.

However, challenges in implementing the PAKEM method also need to be considered. Research by Hayati and Lailatussaadah Hayati & Lailatussaadah (2016) shows that although the PAKEM instrument has been proven valid and reliable, its implementation in the field is often hampered by the lack of teacher understanding of this strategy. Therefore, training and professional development for teachers at MIN 46 Aceh Besar are very important to ensure the successful implementation of this method.

Overall, the implementation of the PAKEM method in Fiqh learning at MIN 46 Aceh Besar can be considered effective, as long as it is supported by a good understanding from the teacher and a conducive learning environment. With the right approach, this method can be a powerful tool to improve students' motivation and learning outcomes, as well as shape their character in the context of religious education.

- B. **Supporting and Inhibiting Factors in the Implementation of the PAKEM Method in Fiqh Learning at MIN 46 Aceh Besar**
Supporting factors consist of:

1. Teacher Skills : Teachers at MIN 46 Aceh Besar have good skills in implementing the PAKEM method, including in managing interactive and creative classes. Teachers act as facilitators who direct students to actively participate.
2. Learning Media: The use of various aids and media, such as images, videos, and practice models, helps students understand Fiqh material more easily and effectively.

Inhibiting factors consist of:

1. Differences in Student Learning Abilities : Although this method is effective, differences in learning abilities between students are still an obstacle, where some students need additional assistance to be able to follow the rhythm of active learning.
2. Limited Facilities and Infrastructure: Limited facilities such as learning aids and technology are also obstacles, especially in presenting material in a more innovative and modern way.

The implementation of the PAKEM method (Active, Creative, Effective, and Enjoyable Learning) in Fiqh learning at MIN 46 Aceh Besar has various supporting and inhibiting factors that need to be analyzed in depth. The PAKEM method aims to increase student involvement in the teaching and learning process, so it is important to understand the elements that influence its effectiveness.

The main supporting factors in the implementation of the PAKEM method at MIN 46 Aceh Besar include the use of varied learning media, good collaboration between teachers and students, and support from parents. Research shows that the use of appropriate media can increase student learning activity, as expressed by Safitri (Safitri, 2024), who stated that innovative learning media can increase learning effectiveness. In addition, parental support in the learning process also contributes positively to student motivation (Jainuddin et al., 2021). Active involvement of students in learning activities, which is the core of the PAKEM method, can encourage them to understand Fiqh material more deeply (Rafikasari et al., 2021).

However, there are also several inhibiting factors that can reduce the effectiveness of implementing the PAKEM method. One of the main obstacles is the lack of motivation and self-confidence of students, which can lead to boredom and inactivity in learning (Safitri, 2024). In addition, obstacles in classroom management, such as differences in student understanding and limited time allocation, can also hinder the learning process (Shoimah, 2024). Disturbances from the environment, such as noise or physical discomfort, can add to the challenges in implementing this method effectively (Budiya & Anshori, 2022).

Another obstacle that is often faced is limited resources, both in terms of facilities and time available for learning. Research by Kandari et al. (2023) shows that limited resources can interfere with the learning process, especially in the context of online learning that requires internet access and adequate devices. This is also relevant in the context of MIN 46 Aceh Besar, where access to technology and learning media that support the PAKEM method may not always be available.

In order to optimize the implementation of the PAKEM method, it is important for schools to conduct periodic evaluations of supporting and inhibiting factors. Thus, better classroom management strategies can be implemented, and efforts to improve students' motivation and self-confidence can be carried out more effectively. Research conducted by Yuliani et al. (2021) shows that an attitude of mutual respect and appreciation for differences among students can be a significant supporting factor in creating a conducive learning atmosphere.

Overall, the implementation of the PAKEM method in Fiqh learning at MIN 46 Aceh Besar requires special attention to the supporting and inhibiting factors that exist. By understanding and overcoming the challenges faced, it is hoped that the learning process can take place more effectively and enjoyably for students

Conclusion

The implementation of the PAKEM Method in Fiqh Learning at MIN 46 Aceh Besar shows that the PAKEM method (Active, Creative, Effective, and Enjoyable Learning) has succeeded in improving the quality of Fiqh learning at the school. Through this method, students become more actively involved in the learning process, show creativity in understanding the material, and gain a better understanding of Fiqh concepts. The PAKEM method also creates a pleasant learning atmosphere, making students more enthusiastic and motivated in following the lessons. The evaluation results show an increase in student learning outcomes, where most students achieve better grades after implementing this method. The main supporting factors are teacher skills in managing interactive and creative classes and the use of varied learning media. However, there are several obstacles, such as differences in student abilities and limited facilities and infrastructure. However, the implementation of the PAKEM method still has a significant positive impact in increasing student involvement and understanding of Fiqh material.

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