Efforts to Improve Student Learning Achievement by Applying the PAIKEM Learning Model for Islamic Religious Education Materials About Believing in Angels in Class IV Students of SDN No.171 / I Bajubang Laut, Muara Bulian District, Batang Hari Regency, 2020/2021 Academic Year

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ABSTRACT

The purpose of this study was to improve learning outcomes of fourth grade students through the PAIKEM learning model in the subject of Islamic Religious Education, the subject of faith in angels or Malaikah at IV SDN No. 171/I Bajubang Laut, Bajubang Laut Village, Muara Bulian District, Batang Hari Regency in even semesters, academic year 2020/2021. The method used in this research was Action Research which refers to the Classroom Action Research model consisting of two cycles which includes four stages; planning, action, observation, and reflection. Data analysis used quantitative and qualitative data. Analysis of quantitative data with descriptive statistics was to compare the results obtained from the first cycle and the second cycle, while the qualitative data analysis by analyzing data from the results of field notes and interviews during the study with steps. The results showed an increase in learning outcomes through the application of the PAIKEM learning model. This can be proven by the average score of completeness before the action was 60.21. The average test results of students during the learning process from cycle I to cycle II have increased. Student learning outcomes indicated by the scores they obtained in the evaluation tests of cycles I and II experienced a significant increase. In the first cycle, the students' completeness was only 67.67 to 80 in the second cycle.

Keywords: *Faith, Islamic Religious, Learning Aachievement*

INTRODUCTION

In teaching and learning activities that take place, there is a purposeful interaction. It is the teacher and students who move it (Nadya et al., 2022). The purposeful interaction is due to the teacher who interprets it by creating an environment that has educational value for the benefit of students in learning (Rahmah et al., 2022). Teachers want to provide the best service for students, by providing a pleasant and exciting environment (Gabriela et al.,

2022). Teachers try to be good mentors with a wise and wise role, so as to create a harmonious two-way relationship between teachers and students.

When learning activities are in process, teachers must be sincere in their attitudes and actions (Dianovi et al., 2022), and be willing to understand their students with all the consequences (Nopiana et al., 2022). All obstacles that occur and can become obstacles to the course of the teaching and learning process (Najeed et al., 2022), both those that originate from the behavior of students and those that come from outside students, the teacher must eliminate, and not let it (Hartini et al., 2022). Because the success of teaching and learning is more determined by the teacher in managing the class.

In teaching, teachers must be good at using a wise and wise approach, not carelessly which can harm students (Safitri et al., 2022). The teacher's view of students will determine attitudes and actions. Every teacher does not always have the same view in assessing students. This will affect the approach the teacher takes in teaching (Ilham et al., 2022). Teachers who see students as individuals who are different from other students will be different from teachers who see students as the same creatures and there are no differences in all respects (Firman et al., 2022). 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 (Anoum et al., 2022), community participation, school performance, and learning evaluation (Shochib, 1998).The optimization of these components determines the quality (process and product) of learning (Demina et al., 2022). 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 them for the achievement of learning objectives (Hikmah et al., 2022). Because learning, starting from planning, implementation and evaluation, always refers to the objectives that are expected to be mastered or possessed by students (Dewi S et al., 2022), both instructional effect (in accordance with the designed objectives) and nurturrant effect (accompanying impact).

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 between the teacher / teaching material is designed and with students. This interaction is a communication process of delivering learning messages. This is in line with what Arief S Sadiman stated that the teaching and learning process is essentially an interaction process (Keshav et al., 2022), namely the process of delivering messages through media channels/techniques/methods to message recipients.

In line with recent learning innovations including in elementary schools, namely: PAIKEM (Kartel et al., 2022). The level of their activeness, creativity, and pleasure in learning is a continuum range from the lowest to the highest, but ideally on the highest continuum of both mental and physical involvement of students (Qureshi et al., 2022). Therefore, teaching and learning interactions with the PAIKEM paradigm require children to do, engage in activities, observe visually, absorb information verbally.

Thus, teaching and learning interactions are ideally able to teach students based on problem-based learning, authentic instruction, inquiry-based learning, project-based learning, service learning, and cooperative learning. The interaction pattern that is able to package this can change the active learning paradigm into a reflective learning paradigm.

Reflective learning interaction can make students to make 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. This ability is owned by students (Karnieli-Miller, 2020), because with this learning interaction pattern, it can make students active in thinking (mind-on), active in doing (hand-on), develop the ability to ask questions, develop communication skills, and cultivate to solve problems both personally and socially (Behizadeh et al., 2019). In order for these results to be optimal, teachers are required to change their roles and functions to become facilitators, mediators, students' learning partners, and evaluators.

The success of learning objectives is determined by many factors, including the teacher factor in carrying out the teaching and learning process (Alt & Raichel, 2020), because the teacher can directly influence, foster and improve students' intelligence and skills. To overcome the above problems and to achieve maximum educational goals, the role of the teacher is very important and it is hoped that the teacher is able to convey all the subjects listed in the learning process appropriately and in accordance with the concepts of the subjects to be conveyed (Bingen et al., 2019). By realizing the above facts, in this study the authors are interested in conducting research on efforts to improve student learni(Bjerkvik & Hilli, 2019)ng achievement by applying the paikem learning model of Islamic religious education on the material of believing in angels in class IV students of SDN No.171/I Bajubang Laut, Bajubang Laut Village, Muara Bulian District, Batang Hari Regency in even semesters of the 2020-2021 academic year.

RESEARCH METODOLOGY

This research is action research, because the research was conducted to solve learning problems in the classroom (Ciampolini et al., 2019). This research also includes 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) there are 4 types of action research, namely: (1) teacher action research as a researcher (Ruiz-Montero et al., 2020), (2) collaborative action research, (3) integrated simultaneous action research, and (4) experimental social action research.

The four forms of action research above have similarities and differences. (Sukidin, et al. 2002), the characteristics of each research depend on; (1) its main purpose or emphasis, (2) the level of collaboration between the researcher and outside researchers, (3) the process used in conducting the research, and (4) the relationship between the project and the school.

In this study, the teacher is involved as a researcher (Chan & Lee, 2021), where the teacher plays a very important role in the process of classroom action research. In this form,

the main purpose of classroom action research is to improve learning practices in the classroom (Thomas et al., 2021). In this activity, the teacher is fully involved in the process of planning, action, observation, and reflection. The presence of other parties in this research is not dominant and has a very small role.

Kemmis and Taggart (1988) state that the action research model is spiral-shaped. The stages of action research in a cycle include planning or implementing observation and reflection (Mpungose, 2020). This cycle continues and will be stopped if it is in accordance with the needs and drasa is sufficient.

The method used in this research uses direct accent, or direct implementation. Researchers deal directly with the source of the research and the object under study. Because this method can directly produce facts and data about the research being conducted.

In addition to this we make observations of the object under study, and take sample samples for the object under study, and take photos or pictures of ongoing research activities as authentic data in this study.

Action Research Cycle

This research is a research that is carried out in each cycle with each cycle carried out in four stages, namely planning, implementing actions, observing, and reflecting.

The main action taken is to improve the learning outcomes of Islamic religious education in learning Faith in Angels. To adjust to the ongoing learning conditions, the research procedure was carried out with the following steps: **Planning**, Includes delivering subject matter, practicing the names of the Angels of God, giving homework, and daily tests. **Action in the form of activities, including**: Cycle I, including: Introduction, main activities and closing. Cycle I was carried out in January 2022, by carrying out actions and observations. Cycle II includes: Introduction, main activities and closing. Cycle II was carried out in March 2022, by carrying out actions and observations. Reflection, as an intensive discussion of the results of the cycle to be able to determine the conclusions or results of the research. **Preparation of the final report**., This preparation is based on the results of the entire research process

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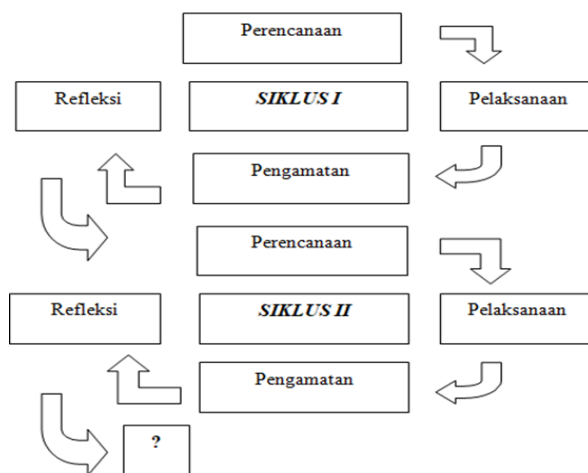
Data Collection Technique

The data collection technique was carried out on January 11, 2021 at SDN No.171 / I Bajubang Laut, Muara Bulian District, Batang Hari Regency. In collecting this data, the author uses the method of giving assignments or tests. The test used was a multiple choice objective test, with a total of 30 items and was attended by 24 students.

Data Analysis Technique

Data processing techniques in this study are divided into five steps, namely selecting data, scoring, analyzing data to test the first hypothesis, analyzing data to test the third hypothesis. The five steps, namely selecting data, scoring, analyzing data to test the first hypothesis, analyzing data to test the third hypothesis, and analyzing data to test the third hypothesis.

RESULT AND DISCUSSION

Description of Cycle I Results

Research Planning, Planning is the preparation made for the implementation of this research, including: Researchers conducted a curriculum analysis to determine the competency standards and basic competencies that would be delivered to students using the PAIKEM method, Make a lesson plan, Making student worksheets that refer to the curriculum, Making instruments used in the research cycle, Developing learning evaluation tools.

Implementation of Research, The implementation of the research is a description of the actions to be taken, the work scenario of the corrective actions to be carried out and the action procedures applied. At the beginning of the first cycle, the implementation was not in accordance with the plan. This is due to : The PAIKEM learning method was rarely used at the research location and experienced by students. Some students did not understand the PAIKEM learning steps fully and thoroughly.

To overcome the above problems, the following efforts were made: The teacher explained intensively to the students the conditions of learning with the PAIKEM type. The teacher helped groups of students who could not understand the steps of learning with PAIKEM.

Research Results, The research results of the first cycle were: Students began to get used to the learning conditions with the PAIKEM method. Students were able to conclude that learning with the PAIKEM method has certain steps.

Reflection, The successes and failures that occurred in the first cycle were: The first cycle results reached an average of 60.21. Teachers are used to creating a learning atmosphere with the PAIKEM method. This is evidenced by the high student results, There are still students who have not mastered the conditions and atmosphere of learning with the PAIKEM method.

To improve the weaknesses and maintain the successes achieved in the first cycle, the second cycle can be planned as follows: Provide motivation to the students, More intensively guiding children who are having difficulties, Provide rewards or awards.

Based on the results in cycle I, it can be obtained that the highest score achieved by students was 90, and the lowest was 45, while the most achieved score was 60-69. Thus, the results show that the number of students who scored more than or equal to 60 was 19 students with a percentage of 79.17% and students who scored less than 6 were 5 students with a percentage of 20.83%.

In accordance with the predetermined criteria, it can be concluded that the mastery of the material on faith in angels by fourth grade students of SDN No.171 / I Bajubang Laut, Muara Bulian District, Batang Hari Regency in the 2020/2021 academic year is in the good category.

Description of Cycle II Results

Planning, Planning in this second cycle is based on the first cycle replaning, namely: Motivate the students, More intensively guiding children who are having difficulties, Providing rewards or awards for students who excel, Making teaching preparations with the PAIKEM type.

Implementation of the action, Most students felt motivated to participate in learning with the PAIKEM method, An effective and fun learning atmosphere has begun to be created, Student worksheets can be done well by students through the PAIKEM method.

Research results, Students have recognized the PAIKEM learning method, Active and fun learning began to be created, Students have started to learn cooperatively.

Reflection, The successes obtained in this second cycle are among others: Students' learning activities have been cooperative. Increased student scores. Increased student activity in carrying out evaluations. Increased student grades

Based on the results of cycle II, it can be obtained that the highest score achieved by students is a score of 100, and the lowest is 60, while the most achieved score is a score of 70 - 80. Thus, results can be obtained which show that the number of students who scored more than or equal to 60 was 24 students with a percentage of 100% and students who scored less than 6 were 0 students with a percentage of 0%.

In accordance with the predetermined criteria, it can be concluded that the faith in angels of fourth grade students of SDN No.171/I Bajubang Laut, Muara Bulian District, Batang Hari Regency in the 2020/2021 academic year is in the good category.

Cycle I, Research Planning, Planning is the preparation made for the implementation of this research, including: Researchers conducted a curriculum analysis to determine the basic competencies that would be delivered to students using the PAIKEM learning method. Making lesson plans for the PAIKEM method. Making student worksheets. Making instruments used in the research cycle. Developing learning evaluation tools.

Implementation of Research, The implementation of the research is a description of the actions to be taken, the work scenario of the corrective actions to be carried out and the action procedures applied. At the beginning of the first cycle, the implementation was not in accordance with the plan. This is due to : Some students were not accustomed to learning conditions with the PAIKEM method. Some students did not understand the learning steps of the PAIKEM method fully and thoroughly.

To overcome the above problems, the following efforts were made: The teacher explained intensively to the students the conditions of learning with the PAIKEM method. The teacher helps groups of students who have not been able to understand the steps of learning with the PAIKEM method.

Research Resul, the research results of the first cycle were: Students began to get used to learning conditions with thePAIKEM method. Students are able to conclude that learning with PAIKEM method has certain steps. Students are accustomed to learning with the condition of togetherness

Reflection, The successes and failures that occurred in the first cycle were: The first cycle results reached an average of 67.67. Teachers are used to creating a learning atmosphere that is close to the PAIKEM learning method. This is evidenced by the high student results. There are still students who have not mastered the conditions and atmosphere of learning with the PAIKEM method.

Before calculating the percentage of students who scored more than or equal to 60, and less than 60, the frequency of each score must first be known as described in the following table.

Table 1. Frequency Distribution of Faith in God's Angels

Nilai	Frekuensi		Frekuensi Meningkat	
	F	f%	Cf	cf%
91-100	0	0	0	0
81-90	1	4,17	1	4,17
70-80	5	20,83	6	25,00
60-69	7	29,17	13	54,17
51-59	5	20,83	18	75,00
41-50	6	25,00	24	100
31-40	-	-	-	-

Based on these results, it can be seen that the highest score achieved by students is a score of 92, and the lowest is 45, while the most achieved score is a score of 60-69. Thus, results can be obtained which show that the number of students who scored more than or equal to 60 was 13 students with a percentage of 54.17% and students who scored less than 60 were 11 students with a percentage of 45.83%.

In accordance with the predetermined criteria, it can be concluded that the mastery of the material on faith in angels by fourth grade students of SDN No.171 / I Bajubang Laut, Muara Bulian District, Batang Hari Regency in the 2020/2021 academic year is in the poor category. For more details, it can be seen in the following table.

Table 2. Calculation of the number of students who obtained a mastery score of the material of faith in angels (≥ 60 and < 60

Nilai	> 60		Nilai	< 60	
	Jumlah	Persentase		Jumlah	Persentase
91-100	0	0	91-100	-	-
81-90	1	4,17	81-90	-	-
70-80	5	20,83	70-80	-	-
60-69	7	29,17	60-69	-	-
51-59	-	-	51-59	5	20,83
41-50	-	-	41-50	6	25,00
31-40	-	-	31-40	-	-
Jumlah	13	54,17	Jumlah	11	45,83

In the introduction, the criteria for testing the first hypothesis have been determined, namely that fourth grade students of SDN No.171 / I Bajubang Laut, Muara Bulian District, Batang Hari Regency in the 2020/2021 academic year "Able to master the material of faith in angels". The results obtained show that students' mastery of these aspects is in the poor category.

This is evidenced by the number of students who got a score of 60 or more as many as 13 students with a percentage of 54.17%, while the criteria used to test the hypothesis is if more than 60% of the sample students get a score of 60 and above, including the poor category. Thus, the hypothesis that reads "Fourth grade students of SDN No.171/I Bajubang Laut, Muara Bulian District, Batang Hari Regency in the 2020/2021 academic year are able to master the material on faith in angels", is rejected.

Mastery of the material of faith in angels (Cycle II)

In the analysis process, it can be seen that the ideal maximum score (SMI) = 90, ideal mean value (Mi) = 45, and ideal standard deviation (SDi) = 15. Furthermore, the mean and standard deviation are entered into the conversion table for converting raw scores into a scale value of "0 - 10". Before calculating the percentage of students who scored more than or equal to 60, and less than 60, the frequency of each score must first be known as in the following table.

Table 3. Frequency Distribution of Mastery of Faith in Angels

Nilai	Frekuensi		Frekuensi Meningkat	
	F	f%	Cf	cf%
91-100	0	0	0	0
81-90	2	8,33	2	8,33
70-80	8	33,33	10	41,67
60-69	9	37,50	19	79,17
51-59	2	8,33	21	87,50
41-50	3	12,50	24	100
31-40	-	-	-	-

Based on these results, it can be obtained that the highest score achieved by students is 90, and the lowest is 45, while the most achieved score is 60-69. Thus, the results show that the number of students who scored more than or equal to 60 was 19 students with a percentage of 79.17% and students who scored less than 60 were 5 students with a percentage of 20.83%.

In accordance with the predetermined criteria, it can be concluded that the mastery of the material on faith in angels by fourth grade students of SDN No.171 / I Bajubang Laut, Muara Bulian District, Batang Hari Regency in the 2020/2021 academic year is in the good category. For more details, it can be seen in the following table.

Table 4. Calculation of the Number of Students Who Obtained Mastery of Faith in Angels (≥ 60 and < 60)

Nilai	> 60		Nilai	< 60	
	Jumlah	Persentase		Jumlah	Persentase
91-100	0	0	91-100	-	-
81-90	2	8,33	81-90	-	-
70-80	8	33,33	70-80	-	-
60-69	9	37,50	60-69	-	-
51-59	-	-	51-59	2	8,33
41-50	-	-	41-50	3	12,50

Table 5. Frequency Distribution of Faith in Angels

Nilai	Frekuensi		Frekuensi Meningkat	
	F	f%	Cf	cf%
91-100	4	8,33	4	8,33
81-90	7	29,17	11	45,83
70-80	10	41,67	21	87,50
60-69	3	12,50	24	100
51-59	-	-	-	-
41-50	-	-	-	-
31-40	-	-	-	-

Based on these results, it can be seen that the highest score achieved by students was 100, and the lowest was 60, while the most common score was 70-80. Thus, results can be obtained which show that

The number of students who scored more than or equal to 60 was 24 students with a percentage of 100% and students who scored less than 60 were 0 students with a percentage of 0%.

CONCLUSION

In accordance with the predetermined criteria, it can be concluded that the improvement in PAI achievement with the PAIKEM method on the material of faith in angels for class IV students of SDN No.171/I Bajubang Laut, Muara Bulian District, Batang Hari Regency in the 2020/2021 academic year can be accepted. This can be seen in the conclusion of the following research results.

The PAI learning achievement of fourth grade students of SDN No.171/I Bajubang Laut, Muara Bulian District, Batang Hari Regency, 2020/2021 before the use of the group roving learning method was in the poor category or did not meet the KKM standards. This is evidenced by the number of students who obtained an average score below the KKM of 45.83%.

The application of the group roving learning method on the material of faith in Angels for Class IV students of SDN No.171 / I Bajubang Laut, Muara Bulian District, Batang Hari Regency in the 2020/2021 academic year is running well and effectively. This is evidenced by the number of students who scored 60 or more as many as 24 students with a percentage of 79.17%, while the criteria used to test the hypothesis is if more than 60% of the sample students get a score of 60 and above.

The application of the group roving method can improve learning achievement on the material of faith in angels for students in Class IV SDN No.171 / Bajubang Laut, Muara Bulian District, Batang Hari Regency, 2020/2021 This can be proven by the results obtained from the pre-cycle, cycle I, and cycle II scores which continue to increase, namely the average value of pre-cycle values is 60.21, the average value of cycle I is 67.67, and the average value of cycle II is 80.

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