



Jurnal Profesionalisme Guru

Volume (3) No. 2. June 2026 p. 125-138 ISSN: In Progress

The article is published with Open Access at: <https://journal.maalohiyah.sch.id/index.php/jpg>

PAIKEMI Learning Strategy: An Active, Innovative, Creative, Effective, Enjoyable, and Islamic Approach to Learning

Husnaida, husnaida24@gmail.com, UIN Syahada Padangsidempuan, Indonesia

Fatimah Sihombing, fatimahsihombing255@gmail.com, UIN Syahada Padangsidempuan, Indonesia

Abstract: *This study aims to examine the PAIKEMI strategy (Active, Innovative, Creative, Effective, Enjoyable, and Islamic Learning) as a learning approach capable of improving the quality of educational processes and student learning outcomes. The PAIKEMI strategy was developed to create a student-centered learning environment by integrating Islamic values into every stage of instruction. Through this approach, students are encouraged to actively participate, think critically, develop creativity, and build character in accordance with Islamic teachings. This study employs a library research method by reviewing various academic sources, including books, journals, articles, and relevant documents related to the concept of PAIKEMI. The findings indicate that the PAIKEMI strategy plays a significant role in enhancing learning motivation, student engagement, creative thinking skills, and the development of religious attitudes and noble character. Furthermore, the implementation of this strategy creates a conducive, interactive, and enjoyable learning environment that supports the achievement of educational objectives effectively. Therefore, the PAIKEMI strategy can serve as an effective alternative learning model in addressing the challenges of modern education while maintaining Islamic values as the foundation for character development among students.*

Keywords: PAIKEMI; Active Learning; Innovative Learning; Islamic Education; Learning Strategy.

INTRODUCTION

Education is one of the primary instruments for developing high-quality human resources who are competent, possess strong character, and are capable of facing various life challenges (Abdillah, 2024). In the context of modern education, the learning process is no longer solely oriented toward the transfer of knowledge from teachers to students but also emphasizes the development of critical thinking skills, creativity, collaboration, and character formation. Therefore, educational institutions require learning strategies that can comprehensively address students' needs so that educational objectives can be achieved optimally. The success of the educational process is greatly influenced by teachers' ability to select and implement instructional strategies that are appropriate to students' characteristics and responsive to contemporary developments (Wulansari & Sunarya, 2023).

The rapid advancement of science and technology has brought significant changes to the educational landscape. Today's students live in an environment saturated with information and digital technology, requiring learning approaches that are more dynamic, interactive, and engaging. Conventional teacher-centered learning models often fail to meet the diverse learning needs of students. As a result, students may become less active, less motivated, and less able to develop their full potential. This situation highlights the need for innovative instructional strategies that can increase student engagement and participation in the learning process (Mardhiyah et al., 2021).

One educational approach that has gained considerable attention is student-centered learning. This approach provides students with greater opportunities to actively participate in discovering, understanding, and constructing knowledge (Awwaliyah & Fatimah, 2024). In this framework, teachers no longer function as the sole source of information but rather as facilitators who guide and support students throughout the learning process. Consequently, students gain more meaningful learning experiences and are able to develop a wide range of competencies required for real-life situations.

In practice, student-centered learning requires instructional strategies that not only encourage active participation but also create a positive, enjoyable, and supportive learning environment. Monotonous and one-way instructional methods often cause students to lose interest and become disengaged from learning activities. Conversely, learning experiences that incorporate active participation, creativity, and positive interaction between teachers and students can significantly enhance learning motivation and academic achievement. Therefore, active, creative, and enjoyable learning strategies have become increasingly important in contemporary education.

One instructional approach designed to address these needs is the PAIKEMI strategy. PAIKEMI is an acronym for Active, Innovative, Creative, Effective, Enjoyable, and Islamic Learning. This strategy is an extension of the well-known PAIKEM concept, with the addition of an Islamic dimension that emphasizes the integration of religious values into the learning process. Through this approach, learning is not only directed toward achieving cognitive outcomes but also toward developing students' attitudes, character, and moral values in accordance with

Islamic teachings (Nauli et al., 2024).

The active component of PAIKEMI emphasizes students' direct involvement in learning activities. Students are encouraged to ask questions, engage in discussions, solve problems, and express their ideas and opinions. Such active participation enables learners to gain deeper learning experiences, resulting in a better understanding of instructional content. Furthermore, high levels of engagement contribute to the development of self-confidence, communication skills, and independent learning abilities.

The innovative and creative dimensions of PAIKEMI encourage teachers to utilize diverse instructional methods, learning media, and educational resources that are both appealing and relevant to students' needs. Innovation in learning may take the form of digital technology integration, educational games, project-based learning, and other instructional approaches designed to stimulate creativity and critical thinking. As a result, students become not merely recipients of information but also creators of new ideas and innovative solutions to various problems they encounter (Elva & Nurlatifah, 2026a).

The effective aspect of the PAIKEMI strategy relates to the ability of instructional activities to achieve predetermined learning objectives. Effective learning is not measured solely by the amount of content delivered but also by the extent to which students understand, master, and apply the knowledge they acquire. Therefore, teachers must design structured, systematic, and learner-oriented activities that maximize learning outcomes and ensure that educational goals are achieved efficiently.

The most distinctive feature that differentiates PAIKEMI from other instructional strategies is its Islamic component. This aspect emphasizes the integration of Islamic values throughout the learning process, including content delivery, teaching methods, classroom interactions, and character development activities. Values such as honesty, responsibility, discipline, cooperation, respect, and noble character are systematically embedded within learning experiences. Consequently, education not only produces intellectually capable students but also nurtures individuals with strong moral character grounded in Islamic principles (Dahirin & Rusmin, 2024).

The implementation of the PAIKEMI strategy is highly relevant to Islamic education. Fundamentally, Islamic education aims not only to develop students' intellectual capacities but also to cultivate individuals who possess faith, piety, and noble character. Therefore, instructional approaches that integrate academic competence with Islamic character development are essential. PAIKEMI serves as a practical alternative that effectively bridges these two educational objectives in a balanced and sustainable manner (Arifin & Nurhakim, 2025).

Numerous studies have demonstrated that active, creative, and enjoyable learning significantly enhances students' motivation and academic achievement. Students who actively participate in learning activities tend to achieve higher levels of understanding than those who merely receive information passively (Pratandawati & Sari, 2024). Additionally, the integration of religious values into educational practices has been shown to strengthen students' character and promote positive attitudes in their daily lives (Firdhaus et al., 2021). These findings

indicate that the PAIKEMI strategy has considerable potential for implementation across various educational levels.

Based on the discussion above, it can be concluded that the PAIKEMI strategy represents a highly relevant instructional approach for addressing the challenges of education in the modern era. This strategy not only emphasizes academic achievement but also focuses on the development of skills, creativity, learning motivation, and Islamic character formation. Therefore, examining the PAIKEMI Strategy: Active, Innovative, Creative, Effective, Enjoyable, and Islamic Learning is essential for providing a comprehensive understanding of its concepts, implementation, and contribution to improving educational quality and fostering a generation that is intellectually competent, morally upright, and guided by noble Islamic values.

METHODS

This study employed a qualitative approach using the library research method. The research was conducted by reviewing and analyzing various literature sources related to the PAIKEMI Strategy (Active, Innovative, Creative, Effective, Enjoyable, and Islamic Learning) in order to gain a comprehensive understanding of its concepts, principles, and implementation in educational settings (Hidayat, 2020).

The data sources consisted of both primary and secondary materials. Primary sources included books and scholarly journal articles that specifically discussed the PAIKEMI strategy and its application in the teaching and learning process. Secondary sources comprised previous research studies, undergraduate theses, master's theses, dissertations, conference proceedings, and other supporting documents relevant to the topic. Data were collected through documentation techniques, involving the systematic process of reading, recording, classifying, and organizing information that was closely related to the focus of the study.

The collected data were analyzed using content analysis, a method that involves examining, interpreting, and synthesizing the content of selected literature to identify key themes, concepts, and findings. Through this analytical process, the researcher was able to explore the theoretical foundations, characteristics, advantages, and educational implications of the PAIKEMI strategy. To ensure the validity and reliability of the findings, source triangulation was employed by comparing and cross-checking information obtained from various references. This procedure helped enhance the accuracy, credibility, and trustworthiness of the data and conclusions generated from the study (Maujud, Nurman, & Sultan, 2022).

RESULTS & DISCUSSION

Concept and Characteristics of the PAIKEMI Strategy (Active, Innovative, Creative, Effective, Enjoyable, and Islamic Learning)

The PAIKEMI strategy is a learning approach designed to create a student-centered learning process by integrating active, innovative, creative, effective, enjoyable, and Islamic elements into every instructional activity. This concept is a

development of the PAIKEM strategy, which has long been used in education, with the addition of the Islamic component as a distinctive feature that strengthens students' character and moral development. Through this strategy, learning is not only oriented toward mastering subject matter but also toward developing students' potential comprehensively in the cognitive, affective, and psychomotor domains (Elva & Nurlatifah, 2026). Therefore, PAIKEMI is considered a relevant strategy for modern education that remains grounded in Islamic values.

The first concept in PAIKEMI is active learning. Active learning places students as the main subjects in the learning process. In this strategy, students do not merely listen to teachers' explanations but are directly involved in various activities such as discussions, question-and-answer sessions, problem-solving, presentations, and group work. This active involvement enables students to construct understanding independently through meaningful learning experiences. Active learning also enhances critical thinking, communication skills, and students' sense of responsibility for their own learning process.

The second characteristic is innovative learning. Innovation refers to the use of varied methods, media, and learning resources to renew the instructional process. Teachers are expected to design engaging learning experiences that suit students' needs and learning styles (Ramadhanti & Mufidah, 2024). Innovation may include the use of educational technology, digital media, project-based learning, and contextual approaches that connect lessons to real-life situations. Through innovation, learning becomes more dynamic and capable of increasing students' interest and motivation.

The creative characteristic emphasizes the development of students' creative thinking skills. Creative learning provides opportunities for students to explore ideas, discover solutions, and produce meaningful work. In the PAIKEMI strategy, teachers act as facilitators who encourage students to think beyond conventional patterns and confidently express new ideas. Creativity is not limited to artistic fields; it is also essential for solving academic and social problems. Consequently, creative learning becomes an important element in shaping students who are adaptive and responsive to the changing demands of modern society (Firdausiah et al., 2025).

Another important characteristic is effectiveness. Effective learning refers to the extent to which the learning process successfully achieves predetermined objectives. Effective instruction is marked by improvements in students' understanding, skills, and attitudes in accordance with the expected competencies. In PAIKEMI, effectiveness is achieved through careful lesson planning, the appropriate selection of methods, and continuous evaluation. As a result, the time, effort, and resources invested in learning can produce optimal outcomes for students' development.

In addition to being effective, PAIKEMI emphasizes enjoyable learning. Enjoyable learning creates an atmosphere in which students feel comfortable, safe, enthusiastic, and motivated. Such an environment can be built through harmonious interaction between teachers and students, the use of engaging media, and varied learning activities. When students enjoy the learning process, they are more likely to understand the material, participate actively, and strive for better academic achievement. Thus, the enjoyable aspect is a crucial factor in the success of learning

activities.

The most distinctive feature of PAIKEMI compared to other instructional strategies is its Islamic dimension. This element emphasizes the integration of Islamic values into the entire learning process. These values are not only taught theoretically but are also instilled through attitudes, behaviors, and habits developed during classroom activities. Teachers connect subject matter with Islamic teachings so that students understand that knowledge and religion are complementary and inseparable. Consequently, learning aims to produce students who are intellectually capable as well as morally upright.

From the perspective of Islamic education, the PAIKEMI strategy aligns closely with the goals of Islamic education, which emphasize the formation of individuals who are faithful, pious, knowledgeable, and of noble character. Islamic education is not solely oriented toward academic achievement but also toward the development of students' character and spirituality. Therefore, implementing PAIKEMI can serve as a means of balancing the mastery of knowledge with the formation of an Islamic personality. Such balance is essential for addressing the increasingly complex challenges of modern life (Al-Baihaqi et al., 2024).

Another characteristic of the PAIKEMI strategy is its holistic and integrative nature. All elements within PAIKEMI are interconnected and cannot be separated from one another. Active learning encourages creativity, innovation enhances effectiveness, an enjoyable atmosphere strengthens student engagement, and Islamic values provide the moral foundation for the entire learning process. The synergy among these six elements makes PAIKEMI a comprehensive learning approach capable of addressing the needs of twenty-first-century education while maintaining religious values as the foundation of education.

Based on the discussion above, it can be concluded that the concept and characteristics of the PAIKEMI strategy reflect a learning approach that places students at the center of the educational process by integrating active, innovative, creative, effective, enjoyable, and Islamic elements in a balanced manner. This strategy seeks not only to improve learning outcomes but also to develop students who are religious, independent, responsible, and capable of adapting to societal changes. Therefore, PAIKEMI can be regarded as a relevant and effective instructional strategy for implementation at various educational levels, particularly within Islamic educational institutions.

Implementation of the PAIKEMI Strategy in Creating Active, Innovative, Creative, Effective, Enjoyable, and Islamic Learning

The implementation of the PAIKEMI strategy in the learning process begins with careful planning by the teacher. At this stage, teachers prepare instructional plans that include learning objectives, materials, methods, media, and assessment procedures that align with the principles of PAIKEMI. Effective planning serves as the foundation for successful learning because every activity must encourage student participation while simultaneously integrating Islamic values. Teachers must also consider students' characteristics, learning needs, and developmental stages to ensure that the strategy can be implemented effectively and achieve the intended learning outcomes (Saidah, 2025).

In practice, the active component of PAIKEMI is realized by directly involving students in various learning activities. Teachers provide opportunities for students to ask questions, engage in discussions, express opinions, conduct observations, and complete tasks individually or collaboratively. Such activities position students as active participants rather than passive recipients of information. Through meaningful engagement, students are able to construct their own understanding, deepen their comprehension of learning materials, and develop essential skills such as critical thinking, problem-solving, and effective communication.

The innovative aspect of PAIKEMI can be implemented through the use of diverse instructional methods and learning media. Teachers may utilize digital technologies such as educational videos, interactive presentations, educational applications, and internet-based learning resources to enrich students' learning experiences. In addition, instructional models such as project-based learning, problem-based learning, and cooperative learning can be employed to encourage deeper engagement and meaningful learning. These innovations help create dynamic and stimulating learning environments, reducing monotony and increasing students' motivation to participate actively in classroom activities.

The creative element of PAIKEMI becomes evident when teachers provide opportunities for students to explore ideas, create products, and develop solutions to various challenges presented during learning activities (Liando et al., 2025). Teachers can design activities such as poster creation, group presentations, simple research projects, simulations, role-playing exercises, and practical assignments related to the learning content. Through these activities, students are encouraged to utilize higher-order thinking skills, express originality, and develop their creative potential. The cultivation of creativity during the learning process equips students with valuable competencies needed to address future academic, professional, and social challenges.

The effective component of the PAIKEMI strategy is reflected in the systematic and goal-oriented management of learning activities. Teachers must ensure that every instructional activity is directly connected to the learning objectives and intended competencies. The selection of teaching methods, learning resources, and instructional media should be carefully aligned with the competencies being developed to maximize learning outcomes. Furthermore, continuous assessment and evaluation are conducted to monitor students' progress, measure their understanding, and identify areas requiring improvement. This systematic approach helps ensure that learning activities are both efficient and productive.

Enjoyable learning is another essential characteristic of PAIKEMI implementation (Hidayati, 2024). Teachers strive to create a learning environment that is comfortable, supportive, engaging, and motivating. Various activities such as educational games, ice-breaking exercises, interactive quizzes, collaborative projects, and creative classroom activities can be incorporated to enhance students' enthusiasm for learning. When students feel relaxed, valued, and motivated, they become more receptive to new information and more willing to participate actively in learning activities. As a result, enjoyable learning environments contribute significantly to improved academic performance and overall student development.

The Islamic dimension serves as the distinguishing feature of the PAIKEMI

strategy and is integrated throughout the entire learning process. The implementation of Islamic values can be carried out through practices such as reciting prayers before and after learning activities, connecting lesson content with relevant verses from the Qur'an and Hadith, and fostering attitudes of honesty, discipline, responsibility, respect, and cooperation. Teachers also serve as role models by demonstrating exemplary moral conduct and Islamic ethics in their interactions with students. Through this approach, learning functions not only as a means of knowledge transmission but also as a medium for cultivating Islamic character and values.

Moreover, the integration of Islamic principles within classroom activities helps students understand that religious values are not separate from academic knowledge but rather complement and strengthen one another. Students learn to view education as a holistic process that encompasses intellectual, emotional, social, and spiritual development. Consequently, they develop a balanced perspective that encourages them to apply both academic knowledge and Islamic teachings in their daily lives.

The implementation of PAIKEMI also promotes collaborative learning and positive social interactions among students. Through group discussions, cooperative projects, and shared problem-solving activities, students learn to communicate effectively, respect differing opinions, and work together toward common goals. These experiences contribute to the development of social skills, leadership qualities, and a sense of responsibility, all of which are essential for success in both educational and community settings.

Overall, the implementation of the PAIKEMI strategy demonstrates that learning can become more active, innovative, creative, effective, enjoyable, and Islamic when it is carefully designed and consistently applied. The six elements of PAIKEMI complement one another and form a comprehensive instructional framework that addresses multiple dimensions of student development. Through this strategy, students not only acquire academic knowledge but also develop essential skills, positive attitudes, strong character, and Islamic values that prepare them to face the challenges of contemporary society. Therefore, PAIKEMI represents an effective alternative instructional strategy for improving educational quality across various educational levels, particularly within Islamic educational institutions.

Advantages, Challenges, and Contributions of the PAIKEMI Strategy to Improving Learning Quality and Character Development

The PAIKEMI strategy offers numerous advantages that make it highly relevant for contemporary educational practices. One of its most significant strengths is its ability to increase students' active participation throughout the learning process (Wulandari et al., 2020). Through activities such as discussions, presentations, question-and-answer sessions, collaborative projects, and problem-solving tasks, students are transformed from passive recipients of information into active participants in constructing knowledge. This active engagement enables learners to develop a deeper understanding of subject matter while simultaneously enhancing their critical thinking, analytical reasoning, and problem-solving abilities.

As a result, learning becomes more meaningful, student-centered, and conducive to long-term knowledge retention.

Another major advantage of the PAIKEMI strategy is its capacity to foster creativity and innovation. By employing diverse instructional methods, learning media, and educational resources, teachers provide students with opportunities to generate new ideas, explore different perspectives, and produce creative outcomes. At the same time, teachers are encouraged to continuously innovate in selecting and adapting instructional approaches that meet students' needs and learning characteristics. This dynamic learning environment reduces monotony and stimulates curiosity, thereby increasing students' motivation and enthusiasm for learning. Consequently, the educational process becomes more engaging and responsive to the demands of twenty-first-century education.

In addition to promoting creativity, PAIKEMI contributes significantly to the creation of an enjoyable learning atmosphere. A comfortable, supportive, and interactive classroom environment helps reduce boredom, anxiety, and learning-related stress that students may experience during instructional activities. When students feel valued, respected, and emotionally secure, they are more likely to participate confidently, express their opinions freely, and engage actively in classroom discussions. Such positive learning experiences not only improve academic achievement but also support students' social and emotional development (Masyitoh & Safmi, 2024). Therefore, the enjoyable nature of PAIKEMI plays a crucial role in enhancing students' overall educational experience.

Perhaps the most distinctive advantage of the PAIKEMI strategy is its integration of Islamic values into the learning process. Unlike many instructional approaches that focus primarily on academic achievement, PAIKEMI emphasizes both intellectual development and character formation. Values such as honesty, responsibility, discipline, cooperation, respect, and integrity are systematically incorporated into classroom activities and daily learning experiences. Through this integration, students are encouraged not only to acquire knowledge but also to apply it ethically and responsibly in their everyday lives while adhering to Islamic principles. Consequently, PAIKEMI supports the comprehensive objectives of Islamic education by fostering both academic excellence and moral development.

Despite its numerous strengths, the implementation of the PAIKEMI strategy is not without challenges. One of the primary obstacles concerns teachers' readiness and competence in applying all components of PAIKEMI effectively. Not all educators possess the same level of expertise in designing active, innovative, creative, and enjoyable learning experiences. Many teachers remain accustomed to conventional teacher-centered approaches and may require additional training, professional development, and continuous mentoring to successfully implement student-centered instructional practices. Therefore, enhancing teachers' pedagogical competencies is a critical factor in ensuring the successful adoption of the PAIKEMI strategy.

Another challenge is related to the availability of educational facilities and supporting infrastructure. Innovative and creative learning activities often require adequate teaching resources, technological tools, learning media, and access to diverse educational materials (Widiyan et al., 2025). In some educational

institutions, particularly those with limited resources, the lack of adequate facilities can hinder the effective implementation of PAIKEMI principles. Furthermore, overcrowded classrooms may reduce opportunities for meaningful interaction, individualized attention, and active student participation. These limitations highlight the importance of institutional support and educational policy initiatives aimed at improving learning environments and providing adequate instructional resources.

Time management can also present a challenge in implementing PAIKEMI. Active, project-based, and collaborative learning activities often require more instructional time than traditional lecture-based methods. Teachers must carefully organize classroom activities to ensure that learning objectives are achieved without compromising the depth and quality of student engagement. Effective planning and classroom management skills are therefore essential for balancing curriculum requirements with the interactive nature of PAIKEMI-based instruction.

Despite these challenges, the contributions of the PAIKEMI strategy to improving educational quality are substantial. By actively involving students in learning activities, the strategy promotes deeper conceptual understanding, stronger critical thinking abilities, enhanced communication skills, and improved collaboration among learners. Active participation enables students to become more independent and responsible for their own learning, which contributes to greater academic success and lifelong learning habits. Moreover, enjoyable and meaningful learning experiences increase students' motivation and engagement, leading to improved learning outcomes and higher levels of educational achievement.

Beyond academic improvement, one of the most significant contributions of PAIKEMI is its role in character development. The integration of Islamic values throughout the learning process helps cultivate individuals who are faithful, pious, morally responsible, and socially aware. Students are not only encouraged to excel academically but are also guided to practice ethical behavior, demonstrate respect for others, and uphold moral principles in their daily lives. Through consistent exposure to positive values and role-modeling by teachers, students gradually develop habits and attitudes that reflect Islamic teachings and universal ethical standards.

Furthermore, the holistic nature of PAIKEMI contributes to the balanced development of cognitive, affective, and psychomotor competencies. While students acquire academic knowledge and practical skills, they simultaneously develop emotional intelligence, social awareness, and moral sensitivity. This integrated approach ensures that education addresses the whole person rather than focusing exclusively on intellectual achievement. As a result, learners are better prepared to navigate the complexities of modern society while maintaining strong moral and spiritual foundations.

In conclusion, the PAIKEMI strategy represents a comprehensive educational approach that combines academic excellence with character formation. Its strengths lie in promoting active participation, creativity, innovation, effective learning, enjoyable educational experiences, and the integration of Islamic values. Although challenges related to teacher preparedness, infrastructure, and instructional

management remain, the strategy's positive contributions to learning quality and character development far outweigh these obstacles. Through the implementation of PAIKEMI, educational institutions can nurture a generation of learners who are knowledgeable, creative, responsible, morally upright, and capable of facing contemporary challenges without losing their Islamic identity. Therefore, PAIKEMI serves as a strategic framework for achieving quality education and fostering the development of future generations with strong character and noble values.

CONCLUSION

PAIKEMI (Active, Innovative, Creative, Effective, Enjoyable, and Islamic Learning) is a learning strategy designed to address the demands of modern education, which requires active student engagement while simultaneously emphasizing character development. This approach places students at the center of the learning process by providing broad opportunities to think critically, engage in discussions, express creativity, and participate actively in various learning activities. Through this student-centered approach, learning is not merely focused on the transmission of knowledge but also on the holistic development of students' potential, including their intellectual, social, emotional, and spiritual capacities.

The PAIKEMI concept is characterized by six interconnected elements: active, innovative, creative, effective, enjoyable, and Islamic. These six components form a comprehensive instructional framework that creates meaningful and engaging learning experiences. Active participation encourages students to become directly involved in the learning process, while innovation and creativity foster the development of new ideas and problem-solving abilities. Effectiveness ensures that learning objectives are achieved efficiently, and enjoyable learning environments enhance students' motivation and enthusiasm. Furthermore, the integration of Islamic values serves as the moral and spiritual foundation of the strategy. Consequently, PAIKEMI promotes not only academic achievement but also the moral and spiritual development of learners.

The implementation of the PAIKEMI strategy requires careful instructional planning, the appropriate selection of teaching methods and learning media, and the integration of Islamic values into every learning activity. In this approach, teachers function as facilitators who guide students to actively seek, discover, and construct knowledge. Interactive and contextual learning experiences help enhance students' learning motivation, critical thinking skills, collaborative abilities, and creativity in addressing various challenges and real-life problems. Such an approach enables students to become more independent learners and better prepared for the demands of contemporary society.

Despite its numerous advantages, the implementation of the PAIKEMI strategy also faces several challenges, including limitations in teachers' competencies, inadequate educational facilities and infrastructure, and variations in students' characteristics and learning needs. Nevertheless, these challenges can be addressed through continuous professional development for teachers, the provision of adequate learning resources, and strong support from all stakeholders involved in the educational process. With appropriate support and commitment, the PAIKEMI strategy can be implemented effectively across various educational levels and contexts.

Therefore, the PAIKEMI strategy makes a significant contribution to improving the quality of learning and fostering students' character development. It creates a learning environment that is dynamic, interactive, meaningful, and

engaging while simultaneously instilling Islamic values that serve as the foundation for noble character formation. For this reason, PAIKEMI deserves to be considered as an alternative instructional strategy in both Islamic and general education, with the goal of producing intelligent, creative, morally grounded, and resilient individuals who are capable of facing the challenges of an ever-changing world while remaining firmly committed to religious and ethical values.

REFERENCES

- Abdillah, F. (2024). Peran perguruan tinggi dalam meningkatkan kualitas sumber daya manusia di Indonesia. *EDUCAZIONE: Jurnal Multidisiplin*, 1(1), 13–24. <https://doi.org/10.51213/jmm.v3i1.46>
- Al-Baihaqi, Z. I., Haironi, A., & Hilalludin, H. (2024). Strategi guru pendidikan agama Islam dalam membentuk karakter religius. *Al-Ihda': Jurnal Pendidikan Dan Pemikiran*, 19(1), 1290–1295. <https://doi.org/10.55558/aliabda.v19i1.122>
- Awwaliyah, N. K., & Fatimah, M. (2024). Implementasi Student Centered Learning pada Mata Pelajaran PAI Kelas IX SMP Insan Cendekia Boarding School Sukoharjo. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 4(3), 1083–1094. <https://doi.org/10.53299/jppi.v4i3.621>
- Dahirin, & Rusmin. (2024). Integrasi nilai-nilai keislaman pada peserta didik melalui pembelajaran pendidikan agama Islam. *Dirasah: Jurnal Studi Ilmu dan Manajemen Pendidikan Islam*, 7(2), 762–771. <https://doi.org/10.58401/dirasah.v7i2.1325>
- Elva, Q. A., & Nurlatifah, A. (2026a). Implementasi Strategi Pembelajaran PAIKEMI dalam Meningkatkan Kualitas Pembelajaran Pendidikan Agama Islam. *MUJAHADAH: Jurnal Ilmu Multidisiplin*, 1(4), 1–20. <https://doi.org/10.59841/ihsanika.v2i3.1358>
- Elva, Q. A., & Nurlatifah, A. (2026b). Implementasi Strategi Pembelajaran PAIKEMI dalam Meningkatkan Kualitas Pembelajaran Pendidikan Agama Islam. *MUJAHADAH: Jurnal Ilmu Multidisiplin*, 1(4), 1–20. <https://doi.org/10.59841/ihsanika.v2i3.1358>
- Firdausiah, F., Prayogo, M. S., & Prayustin, S. S. E. (2025). Peran Guru dalam Meningkatkan Kreativitas Siswa melalui Pembelajaran Tematik pada Madrasah Ibtidaiyah. *Jurnal Pendidikan Dan Pembelajaran*, 4(02). <https://doi.org/10.61082/bunayya.v4i3.533>
- Firdhaus, D. N., Isti, I., & Aflah, N. (2021). Integrasi nilai-nilai agama Islam dalam pembelajaran tematik peserta didik kelas V MI/SD. *JEMARI (Jurnal Edukasi Madrasah Ibtidaiyah)*, 3(2), 58–65. <https://doi.org/10.30599/jemari.v3i2.991>

- Hidayat, A. (2020). Konsep pembelajaran aktif, inovatif, kreatif, efektif, dan menyenangkan (PAIKEM). *AN NUR: Jurnal Studi Islam*, 4(1), 39–50. <https://jurnalannur.ac.id/index.php/An-Nur/article/view/10>
- Hidayati, N. (2024). Strategi Penerapan Model PAIKEM Pada Pembelajaran SKI. *Jurnal Pendidikan Dan Pembelajaran*, 3(02), 538–543.
- Liando, S. R., Lumapow, H. R., & Rindengan, M. E. (2025). Implementasi Strategi Mengajar Kreatif oleh Guru Sekolah Dasar: Kajian Kualitatif. *Pedagogik Journal of Islamic Elementary School*, 8(1), 272–288. <https://doi.org/10.24256/pijies.v8i1.6947>
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya keterampilan belajar di abad 21 sebagai tuntutan dalam pengembangan sumber daya manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40. <https://doi.org/10.31849/lectura.v12i1.5813>
- Masyitoh, A., & Safmi, C. A. (2024). Peran guru dalam membangun kepercayaan diri siswa melalui pembelajaran aktif di kelas dasar. *Journal Educational Research and Development/ E-ISSN: 3063-9158*, 1(2), 89–95. <https://doi.org/10.62379/jerd.v1i2.58>
- Nauli, N., Cahyati, O. I., & Gusmaneli, G. (2024). Penerapan Pembelajaran Aktif, Inovatif, Efektif, Kreatif, Menyenangkan, dan Islami (PAIKEMI). *PUSTAKA: Jurnal Bahasa Dan Pendidikan*, 4(2), 202–212. <https://doi.org/10.56910/pustaka.v4i2.1398>
- Pratandawati, A. P., & Sari, A. (2024). Pengaruh model pembelajaran aktif inovatif kreatif efektif dan menyenangkan (PAIKEM) terhadap kreativitas peserta didik. *SCIENCE: Jurnal Inovasi Pendidikan Matematika dan IPA*, 5(4). <https://doi.org/10.51878/science.v5i4.7548>
- Ramadhanti, R. L., & Mufidah, L. (2024). Pengaruh penggunaan pembelajaran kreatif dan inovatif untuk siswa di Sekolah MI Muhammadiyah Butuh Kalikajar. *SEMNASFIP*. <https://jurnal.umj.ac.id/index.php/SEMNASFIP/article/view/23726/0>
- Saidah, I. S. (2025). *Implementasi pembelajaran Pendidikan Agama Islam dan budi pekerti berbasis media digital dalam meningkatkan kualitas pembelajaran di SD Islam Khalifah Palu* (Tesis Magister, Universitas Islam Negeri Datokarama Palu). <https://repository.uindatokarama.ac.id/id/eprint/4120/>
- Widiyan, T., Purwanto, M. R., Imam, M. K., Waskito, H., & Irawan, P. (2025). Inovasi dalam pembelajaran untuk mewujudkan pusat sumber belajar yang efektif. *Al-Zayn: Jurnal Ilmu Sosial & Hukum*, 3(2), 578–590.

<https://doi.org/10.61104/alz.v3i2.1063>

Wulandari, W. (2020). *Implementasi model PAIKEMI (pembelajaran aktif, inovatif, kreatif, efektif, menyenangkan, dan Islami) dalam meningkatkan motivasi belajar siswa kelas IV mata pelajaran fiqih (Studi MIS GUPPI No. 13 Tasik Malaya Curup Utara)* [Skripsi Sarjana, Institut Agama Islam Negeri Curup]. E-Theses IAIN Curup. <https://e-theses.iaincurup.ac.id/2543/>

Wulansari, K., & Sunarya, Y. (2023). Keterampilan 4C (critical thinking, creativity, communication, dan collaborative) guru bahasa Indonesia SMA dalam pembelajaran abad 21 di era industri 4.0. *Jurnal Basicedu*, 7(3), 2120–2130. <https://doi.org/10.31004/basicedu.v7i3.5360>