PAI Learning Strategy Based on Effective and Enjoyable for Students in PAI Subjects

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Abstract
Islamic Religious Education (PAI) plays a crucial role in shaping students' character and morality. However, challenges in the PAI learning process often arise when the methods used are monotonous and less engaging, reducing students' interest and active participation. This article aims to explore various effective and enjoyable learning strategies in PAI, with the goal of improving learning outcomes and student engagement. The approach used in this article is a literature review by examining relevant sources. The findings show that effective and enjoyable learning strategies involve diverse approaches such as discussion methods, role-playing, the use of interactive media, as well as the application of contextual and PAIKEM (Active, Innovative, Creative, Effective, and Joyful Learning) approaches. These strategies not only make learning more dynamic but also foster a positive emotional connection between teachers and students. Therefore, PAI teachers need to continuously innovate in selecting and developing learning strategies so that religious material can be well understood and applied in students' daily lives.

Keywords: Learning Strategy; Islamic Religious Education; Enjoyable Learning; Learning Effectiveness; Paikem

INTRODUCTION

Islamic Religious Education (PAI) has a strategic role in developing students' personality and behavior. Through PAI learning, students are expected to be able to understand Islamic values and practice them in their daily lives. However, the implementation of PAI learning in many educational units still faces serious challenges, especially in terms of learning strategies that tend to be monotonous and less interesting (Isnaini, 2021). The teacher-centered approach and the dominance of the lecture method make students passive, thus the results achieved are not met properly (Mulyani, 2020).

Along with the development of the era and the characteristics of 21st century students, a more innovative and enjoyable learning approach is needed. Effective and enjoyable learning strategies are not only able to increase students' level of understanding of learning, but are also able to arouse their motivation and activeness in the learning process (Rohmah & Latifah, 2022). The most

recommended approach is PAIKEM, namely Active, Innovative, Creative, Effective, and Enjoyable Learning (Sari & Aminah, 2023). This strategy encourages teachers to be more creative in designing interactive learning that is relevant to the context of students' lives.

Several studies have shown that the application of methods such as group discussions, educational games, digital media, and project-based learning in Islamic Religious Education can improve learning outcomes and form meaningful spiritual experiences (Yuliana, 2022; Hidayat, 2023). In addition, students' emotional involvement in learning also contributes to the formation of stronger characters and resistance to negative environmental influences (Rahman & Fitriani, 2021).

Thus, it is very important for Islamic Religious Education teachers to plan a learning approach that is not only oriented towards cognitive achievement, but also forms Islamic attitudes and behaviors through enjoyable learning experiences. This article aims to review and recommend various effective and enjoyable Islamic Religious Education learning strategies that are relevant to be applied in the context of learning in schools. Furthermore, the challenges of globalization, technological developments, and shifts in values among adolescents require Islamic Religious Education learning to be able to adapt in order to remain relevant and touch the spiritual needs of today's students (Fauziah, 2023). Students are not only given theoretical material, but they need to be invited to experience, feel, and reflect on Islamic values in the context of real life. Thus, educators must have high pedagogical skills and creativity in designing learning that is synchronous with behavior and what is needed.

Learning strategies based on effectiveness and enjoyment are also in line with the spirit of the Independent Curriculum which encourages differentiated and student-centered learning (Kurniawan, 2023). Regarding this, educators have a position as mentors who accompany the process of searching for meaning by students, not just as information providers. Thus, the success of Islamic Religious Education learning is not only seen from the achievement of grades, but also from the extent to which students are able to internalize Islamic values sustainably.

A comprehensive and in-depth study is needed to formulate a PAI learning strategy that combines the effectiveness of delivering material with elements of learning pleasure. This study is expected to be able to create involvement for the growth of a learning approach that is not only focused on learning achievement, but still focuses on forming an Islamic personality as a whole and enjoyable for students.

The purpose of this study is to describe how the Islamic Religious Education (PAI) learning strategy approach is effective and enjoyable in the context of learning in schools. This study also aims to analyze the implementation of these strategies in the learning process, and examine how these strategies can increase active student involvement, build high learning interest, and strengthen understanding of Islamic teaching values. In addition, this study aims to evaluate the extent to which a fun learning approach can influence students' character and religious attitudes, so that PAI learning is not only cognitive, but also touches on affective and psychomotor aspects. This study is also expected to provide practical contributions for teachers and educators in developing creative, innovative PAI learning models that are in accordance with current technological developments and student characteristics. Finally, this study supports the integration of learning strategies that are in accordance with the principles of the Independent Curriculum, namely differentiated and student-centered learning.

RESEARCH METHODS

This study uses a library research method, which is a method carried out by collecting and analyzing various written sources that are relevant to the topic of Cooperative Learning Strategy. Data were obtained from scientific journals, textbooks, academic articles, and previous research documents that discuss concepts and applications. This approach aims to compile a comprehensive theoretical study of Cooperative Learning Strategy. Based on the findings that have been revealed by previous researchers. The analysis was carried out by finding out what roles teachers play in developing the potential of children with special needs.

DISCUSSION

Innovative and enjoyable Islamic Religious Education (PAI) learning is essential to improve the quality of learning in schools. Hidayat (2023) stated that the use of technology in PAI learning can make the learning process more interesting and interactive. The use of digital media, such as learning videos and mobile applications, not only makes it easier to access materials but can also increase student engagement. Technology provides opportunities for students to learn in a more flexible and interesting way, which adapts to the characteristics of today's digital generation. This supports the idea that PAI learning must be able to utilize technological developments to create a more enjoyable and in-depth learning experience.

In addition, it is important to pay attention to students' interests and participation in Islamic Religious Education learning. Isnaini (2021) studied the effectiveness of learning methods that can increase students' interest in learning. More active learning, such as group discussions, simulations, and collaboration-based projects, can be an effective alternative to conventional lecture methods. With this method, students not only listen to the teacher's explanation, but they are also actively involved in the learning process, thereby increasing their interest and understanding of the material being taught.

Fun learning is also key in shaping students' character. Rahman and Fitriani (2021) emphasize that fun learning can help internalize religious values and better character in students. In addition, a fun learning model can make students more open and ready to accept Islamic teachings in a more positive way. This shows the importance of creating a fun learning atmosphere, where students feel comfortable and enthusiastic in following the lessons.

One model that can be used to create active and enjoyable learning is the PAIKEM model (Active, Innovative, Creative, Effective, and Enjoyable Learning). Sari and Aminah (2023) explain that the PAIKEM model can improve the quality of learning by actively involving students in every activity. PAIKEM-based

learning allows students to engage in challenging activities, such as educational games, group discussions, or project assignments that are directly related to everyday life. Thus, learning becomes more interesting and relevant to students' lives, and helps them to develop their social and emotional skills.

The use of interactive media also has a major impact on Islamic Religious Education learning. Yuliana (2022) studied the role of interactive media in improving the quality of Islamic Religious Education learning, which showed that this media can motivate students to participate more actively. Through interactive media, such as online quizzes, learning videos, and mobile-based applications, students can learn in a fun and effective way. This media allows students to practice independently, repeat the material, and measure their understanding through questions provided in the application. Thus, interactive media functions not only as a learning aid, but also as a motivator that increases student engagement.

However, implementing fun learning strategies is not without challenges. Mulyani (2020) noted that some schools still face obstacles in implementing innovative learning methods, especially those related to the lack of adequate facilities and resources. Not all schools have sufficient access to utilize technology and interactive media in learning, which can limit the effectiveness of this strategy. Therefore, support is needed from the government and schools to ensure that the necessary facilities and resources are available to teachers and students.

In addition, innovation in Islamic Religious Education learning also involves the application of new methods that focus more on student involvement. Rohmah and Latifah (2022) emphasize the importance of innovation in learning strategies to increase student participation. One method that can be applied is project-based learning, where students work in groups to produce work related to Islamic Religious Education topics. This learning not only teaches religious knowledge but also trains students' collaboration and creativity skills. This kind of innovation makes Islamic Religious Education learning more dynamic and interesting, and provides opportunities for students to develop skills that are relevant to the real world.

The use of a fun and innovative approach in Islamic Religious Education learning is not only limited to methods and media, but also to the interaction between teachers and students. Good interaction between teachers and students plays an important role in creating a conducive learning atmosphere. Teachers who are able to create positive relationships with students will be able to increase their learning motivation. In this case, Rahman and Fitriani (2021) stated that an approach that focuses on building student character through fun learning will have a positive impact on student attitudes and behavior. Learning that is carried out in a fun way can form a stronger religious attitude and moral character, because students feel more involved in every learning process.

In addition, the importance of empowering human resources in Islamic Religious Education cannot be ignored. Teachers who are competent in choosing and implementing the right methods will have a major influence on the effectiveness of learning. According to Sari and Aminah (2023), the application of the PAIKEM model based on active, creative, innovative, effective, and enjoyable learning will be more effective if teachers have a deep understanding of learning theory and are able to adapt it to student characteristics. Challenging learning that invites active participation from students will attract their attention more and reduce the boredom that often arises in conventional learning. The application of the right approach will increase student involvement in the learning process and optimize the achievement of desired results.

Not only that, the application of technology-based learning models is also very relevant to current developments. With increasingly rapid technological advances, it is important to integrate the use of technology in PAI learning. Hidayat (2023) highlights that the use of technology in PAI learning not only makes the material easier to understand, but also allows students to learn in a more flexible way. The use of digital platforms such as learning applications, interactive videos, or even gamification can make PAI learning more interesting and provide a more comprehensive learning experience. Apart from that, technology also gives students access to various learning resources more easily, broadens their horizons, and develops digital skills which are very important in this modern era.

On the other hand, a fun learning model must still pay attention to the content and substance taught. Mulyani (2020) stated that although fun learning is very important, the quality of teaching materials must be maintained so that students do not lose the essence of religious teachings. Therefore, teachers need to balance innovation in learning methods with the depth of the material taught. Interesting learning must be able to convey important values in Islam, such as morals, monotheism, fiqh, and others, in a way that is relevant and easy for students to understand.

The success of Islamic Religious Education learning is also greatly influenced by the assessment used by the teacher. Assessment in Islamic Religious Education learning is not only carried out to measure how much material has been understood by students, but also to assess the development of students' character and religious attitudes. Rahman and Fitriani (2021) show that in enjoyable Islamic Religious Education learning, assessment can be carried out in various ways, such as observing students' attitudes and behavior, project assignments that reflect religious values, or even evaluations through group discussions that discuss current issues in the context of Islamic teachings. This will place more emphasis on the development of students' potential holistically, not only in the cognitive aspect, but also in the affective and psychomotor aspects.

No less important is the role of interactive media which is increasingly popular in education today. Yuliana (2022) explains that interactive media functions as a tool that can support the PAI learning process to be more interesting and efficient. Interactive media allows students to interact directly with the subject matter through various features, such as online quizzes, virtual discussions, or computer-based simulations. By using interactive media, students can learn in a more enjoyable way, understand the material more easily, and feel more challenged to actively participate in the learning process.

However, as explained by Sari and Aminah (2023), although interactive technology and media are very useful, they also require thorough preparation in their use. Teachers need to have sufficient skills and understanding in selecting and integrating these media in the learning process. Therefore, training and provision

for teachers are very important so that they can optimize the use of technology in the classroom and create fun and effective Islamic Religious Education learning.

Finally, innovative approaches in Islamic Religious Education learning must also be supported by a supportive school environment. As Arifin (2021) points out, a conducive environment and support from all parties, including parents, schools, and the community, are essential for the successful implementation of enjoyable learning. Teachers and students cannot work effectively without the support of their environment. Therefore, it is important for all parties to collaborate in creating an environment that supports Islamic Religious Education learning that is not only enjoyable but also of high quality.

Overall, the implementation of effective and enjoyable learning strategies in Islamic Religious Education requires a holistic approach, which includes methods, media, teacher competence, and support from various parties. With this approach, it is expected that students will not only be able to understand Islamic teachings well, but also be able to internalize religious values in their daily lives.

By combining various innovations and fun learning strategies, Islamic Religious Education learning can be more effective in improving students' understanding of Islamic teachings and shaping their character. Fun and active learning will have a positive impact not only on students' academic achievement, but also on their personal and social development. Therefore, it is important for teachers and schools to continue to seek and implement innovative learning methods that are relevant to students' needs and interests.

In addition, enjoyable learning also encourages the creation of a positive and harmonious classroom atmosphere. An open and enjoyable classroom atmosphere can reduce learning anxiety and foster students' self-confidence. Rahman and Fitriani (2021) emphasized that when students feel comfortable, they will be more active in asking questions, discussing, and expressing their opinions. This is important in the context of Islamic Religious Education learning which is not only cognitive but also emphasizes affective and spiritual aspects.

Thus, a fun Islamic Religious Education learning strategy is not only about presenting interactive games or media, but also includes all pedagogical approaches

that support the achievement of Islamic religious education goals. This strategy must be able to instill Islamic values deeply while building a meaningful and happy learning atmosphere for students. This approach is in line with the spirit of holistic Islamic education and rahmatan lil 'alamin.

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