



# Enhancing Student Interactivity And Creativity Through PAIKEM On Learning Islamic Education In The Digital Age

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## Abstract

*This study discusses applying the PAIKEM method (Active, Innovative, Creative, Effective, and Fun) in learning in the digital era. This study aims to determine how PAIKEM can increase student enthusiasm in learning and make the learning process more interesting and meaningful. This study uses a literature review method, reviewing various sources such as books and scientific articles. The study results indicate that using technology in PAIKEM can help students become more active, creative, and better understand the subject matter. However, challenges include limited technological facilities and teachers' ability to use digital learning media. Therefore, teacher training and creativity enhancement must ensure that PAIKEM can optimally implement in the digital era. Proper implementation will make learning more enjoyable, and learning objectives can be achieved more effectively. This study can serve as a reference for improving student interaction and creativity in Islamic education teaching by the terms inherent in the acronym PAIKEM.*

## Keywords

*Interactivity; Creativity; PAIKEM; Islamic education*

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## Introduction

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In this digital age, the use of technology in learning is very important so that the learning process becomes more effective and interesting (Surawan & Husniah, 2024). Students can now use various technologies, and this is very important so that they can keep up with the times (Hamdi et al., 2024; Ruliana, Surawan, & Rohmah, 2024). In the digital era, creative and interactive education is becoming increasingly important as it helps students be more active and motivated in learning. The development of information technology affects all aspects of life (Surawan, Mazrur, & Jennah, 2023). The development of information technology has created significant changes in learning methods, allowing the growth of creative thinking skills, problem solving skills, and improved reading skills for learners (Salsabilla, Agustin, Safira, Sari, & Sundawa, 2021). Digital technology makes learning methods and media more diverse. This helps make learning easier, faster and more effective for students (Sakti, 2023). Interactive learning provides many ways that can be used to help students train and improve their critical thinking skills (Mazna, Nazirah, Farhana, & Marsitah, 2024).

In the world of education, the PAIKEM approach can play an important role in making the learning process more meaningful and enjoyable for students (Fatmah et al., 2016 ; Fauziyah, 2022). Through the application of the PAIKEM model, teaching and learning activities take place actively and involve students directly (Saman, Tsnawiyah, Mts, & Jambi, 2024). PAIKEM is also a learning model that prioritizes the use of various and as a learning medium so that learning becomes attractive, interesting, and efficient (Musa, Nurhayati, Jabar, Sulaimawan, & Fauziddin, 2022).

In the context of learning Islamic Religious Education (PAI), PAIKEM is a suitable and interesting approach to be used in learning Islam (Sari & Muliati, 2021). The PAIKEM approach is very suitable and useful to help students understand religion deeply and shape their character as a whole. Islamic Religious Education (PAI) not only teaches religious knowledge, but also instills spiritual values and good morals (Fadhil, Nastiar, Putri, Wiguna, & Ridwan, 2025; Fahmi & Nabilirrohman, 2024; Nuruzzahri, 2024). Through PAIKEM, teachers can design interactive and contextualized PAI learning, for example by involving students in discussions of moral values, worship simulations, religious case-based problem solving, and collaborative activities such as projects based on the Qur'an and Hadith.

Moreover, the use of varied learning media in the PAIKEM approach, such as visual stories, educational games, interactive audio, and relevant digital technology, can enrich students' learning experience in understanding Islamic teachings in a fun



way (Jannah & Jannah, 2024). This encourages students to think critically, actively dialogue, and be able to apply Islamic values in real life. Thus, the application of PAIKEM in PAI learning not only increases the effectiveness of learning, but also strengthens the internalization of Islamic values in a more lively and meaningful way in this digital era.

This is proven through several studies, one of which is Abidin's research which states that PAIKEM has an important role in learning Islamic Religious Education (PAI) because it is able to create an active, fun, and meaningful learning atmosphere (Abidin, 2012). Through this approach, students not only understand religious material theoretically, but are also encouraged to live and practice spiritual and moral values in everyday life. PAIKEM also encourages teachers to use varied and creative methods, so that the learning process becomes more effective and helps shape student character holistically. Additionally, other studies indicate that this approach has proven to enhance students' understanding of Islamic studies and help shape their character in accordance with Islamic teachings (Desiana, Pahrudin, Sagala, & Rohmatika, 2023). However, its implementation still faces challenges such as insufficient facilities, limited teacher resources, and the need for regular training for teachers. Furthermore, subsequent research highlights that the PAIKEM learning model makes students feel valued and provides them with space to express their opinions, ideas, and questions (Syafrimar, 2016).

Theoretically, PAIKEM helps students to be more actively involved in the learning process (Amalia & Marta, 2024; Lumbantobing & Pakpahan, 2024; Magdalena, Septianti, Barlianty, & Farawansya, 2020). However, there are still limited studies that review how PAIKEM is adapted effectively in the digital era. The application of technology in PAIKEM is very important because it can provide a more meaningful learning experience that suits students' needs.

Therefore, the title optimizing PAIKEM in islamic education learning in the digital era to increase student interactivity and creativity was raised to encourage teachers to effectively integrate the PAIKEM approach with technology. The goal is to create learning that is more interactive, creative, and relevant to the needs of the times. Through this study, it is expected to broaden the understanding of the application of PAIKEM in the digital context, so that students are more motivated, active, and easy to understand Islamic Religion materials in a fun and meaningful way.



## Method

The method applied in this research is *library research*. The literature study serves as an explanation of specialized sources, such as academic books and journal articles, which discuss research topics, supporting theories, issues raised, and methods and approaches used (Punaji, 2010). This research uses a qualitative descriptive approach to describe and analyze data obtained from various literatures. The main focus of this research is to examine changes in the overall learning process in the context of PAIKEM in the digital era, particularly in terms of the application of interactive and creative learning strategies.

Data collection techniques were conducted through documentation, namely by collecting secondary data from books, scientific journals, articles, and other relevant sources that discuss the application of PAIKEM in religious education. While the data analysis technique used is *content analysis*, which aims to identify, review, and interpret the contents of various literatures in order to find relevant patterns, concepts, and findings. This analysis helps researchers understand in depth how the PAIKEM approach can be optimized through the use of digital technology in increasing student interactivity and creativity in learning Islamic Religious Education.

## Results and Discussion

### 1. Implementation of PAIKEM on Learning Islamic Education in The Digital Age

In this study, the application of the PAIKEM approach in learning Islamic Religious Education in the digital era succeeded in increasing student activeness and involvement. This result is in line with the claim that the application of PAIKEM has a positive impact, such as increasing student activity, creativity, and enthusiasm for learning and reducing boredom during learning (Hasanah & Ain, 2022; Sintia & Wijana, 2024). However, teachers still face obstacles such as limited learning media, a multi-grade system, and differences in student understanding that require a more flexible approach. The PAIKEM method, which emphasizes activity, interaction, creativity, and comfort, is very suitable to be applied in digital classrooms so that students feel more involved and motivated to learn more deeply.

The use of digital technology also allows for innovation in learning methods. Teachers can utilize various platforms to support the learning process, such as interactive videos, online quizzes, or discussion forums that engage students directly. As shown in the study, technology in education has significant potential to help students achieve better learning outcomes (Suyuti et al., 2023). With



technology, students can more actively participate in learning, increase their enthusiasm and interest, and understand the material in a more interesting and understandable way through visual displays and more dynamic interactions. Other research indicates that the development and utilization of technology, information, and communication aims to improve the quality of learning and education in Indonesia in various ways (Cholik, 2017). This technology can be used as a tool for delivering subject matter, as a medium for distributing teaching materials via the internet, such as websites, and as support for *life* skills education.

With technology, teachers can more easily adjust teaching methods based on the needs and level of understanding of students, so that the learning process becomes more optimal and enjoyable.

## **2. Increased Student Engagement and Interaction for PAIKEM on Learning Islamic Education in The Digital Age**

The application of the PAIKEM method in learning Islamic Religious Education shows an increase in student involvement, because this method makes learning more interactive and interesting. PAIKEM is a learning method that aims to encourage students to be more active in thinking creatively and innovating, so that the learning process becomes more optimal and remains fun (Siregar, Wardani, & Hatika, 2017).

The application of the PAIKEM (Active, Innovative, Creative, Effective, and Fun Learning) model is proven to increase student involvement in the learning process (Sari & Muliati, 2021). This can be seen from the increase in student participation in discussions, activeness in answering questions, and enthusiasm when participating in learning. Students become more active and motivated because the methods used are varied, fun, and provide space for creativity and group cooperation. In addition, PAIKEM is a learning method designed to encourage students' learning spirit so that they are more active in the learning process (Saeputri, Sutriyono, & Pratama, 2019). With this approach, a more dynamic interaction between teachers and students is created, as well as increasing cooperation among fellow students (Sute, Hero, & Helvina, 2023). Further research shows that PAIKEM learning emphasizes the importance of paying attention to the results of student practice or work, because the main principle of this method is to activate student involvement and encourage them to be more creative (Burhanuddin, 2017).

PAIKEM not only encourages students to be more active in discussions, but also strengthens their understanding of learning materials. According to Saminanto, a teacher needs to have skills in creating learning media that can facilitate students in understanding the material (Saminanto, 2012 ; Jais, 2019). The application of PAIKEM methods in the learning process can be successful if the teacher is able to



apply it well. This approach is very useful in learning because it can help students explore their potential and ideas, so that their understanding of learning concepts is growing (Aisyah, Nursyam, Sirwanti, Harisma, & Novianty, 2024).

This shows that the PAIKEM method is effective in encouraging students' participation and creativity in learning, especially in learning Islamic Religious Education. Research reveals that this approach builds more active interaction between students and teachers, helps students understand the material better, and gives them the opportunity to be more creative in learning. The success of PAIKEM also depends on the teacher's ability to manage the approach and provide appropriate learning media. A good implementation of PAIKEM can explore students' potential, encourage their ideas, and ultimately improve the understanding of learning concepts in depth.

### **3. Student Creativity and Independence for PAIKEM on Learning Islamic Education in The Digital Age**

Digital learning in PAIKEM opens opportunities for students to develop their creativity and allows them to learn in a more interesting and interactive way. With the development of digital technology, students can access a more diverse range of learning materials, such as e-books, educational videos, as well as multimedia content that includes interactive simulations and others (Sakti, 2023). With PAIKEM learning, students feel excited and learning becomes fun. The improvement can be seen by looking at the ability of students from the beginning to the end of learning. Learners initially have abilities that are still classified as ordinary and have not reached the level of completeness. After the implementation of PAIKEM learning, students improved well in terms of knowledge, attitudes and skills during the learning process (Repelita, 2020).

The results of the study indicate show that by applying the PAIKEM method using interactive game media, there are many positive responses, especially from students (Islam, Pramahdi, Nengseh, & El-Yunusi, 2023). Students became more enthusiastic in participating in learning activities. They showed an increase in activeness and creativity, and were better able to develop skills to solve problems given by the teacher. Students' interest in Islamic Religious Education lessons is also higher, which can be seen from their increased participation and competitive spirit during learning. The more pleasant learning atmosphere contributes to the improvement of students' learning outcomes, bringing them closer to achieving the desired learning objectives.

The development of Android-based learning media was carried out to overcome the limitations that exist in Android-based mathematics learning media (Berliana, Mailizar, Faiza, & Leonard, 2021). In addition, learning media has a very



important role because it provides various benefits, both for students and teachers. Some of the benefits include: (1) assisting teachers in delivering material more clearly, (2) increasing students' enthusiasm for learning, (3) strengthening students' understanding of the material provided, and (4) creating a more interactive and interesting learning environment.

#### **4. Challenges and Solutions for Implementing PAIKEM on Learning Islamic Education in The Digital Age**

The implementation of digital-based PAIKEM in Islamic Religious Education learning cannot be separated from challenges, especially the limitations of learning technology devices and internet access experienced by some students. This sometimes becomes an obstacle in delivering material optimally, because not all students can access digital learning smoothly. Some educators who teach them also still lack understanding of the use of learning technology, so the application of PAIKEM is hampered.

The main challenge in implementing PAIKEM is maintaining teacher consistency in applying diverse and effective methods (Desiana et al., 2023). In addition, limited time and resources can be an obstacle in carrying out optimal learning every day (Ardiansyah & Cahyanto, 2023).

There are several inhibiting factors when implementing PAIKEM. The first inhibiting factor is the limited learning media (Jamaluddin, Murni, & Lestari, 2021). This research focuses on fiqh material that requires visual or audiovisual support, because most of the material is practical. The second obstacle is the limited learning hours. Teachers are hampered in implementing PAIKEM because the time allotted for fiqh subjects is very little. The third factor is the limited facilities at school, making it difficult to implement PAIKEM learning. And the last factor is the lack of educators in the research school.

The results of the study indicate shows that the implementation of PAIKEM will run smoothly if learning media needs are met (Sari & Muliati, 2021). Learning media is the main element in the learning process, with various types that can be used. Choosing the right media can increase the success and practicality of learning activities. However, in addition to the media factor, the limited time duration and declining student enthusiasm are challenges for teachers. At SDN 53 Kampung Jambak, many students lack focus, enthusiasm and willingness to learn, while the heterogeneous condition of the class makes it difficult to implement the lesson plan well. Learner enthusiasm is influenced by the teacher's ability to be creative, which is key in creating an interactive learning environment away from boredom.

Jamaluddin and Sari in their research proved that the implementation of PAIKEM in schools faces several obstacles. The main factors that hinder the



implementation of PAIKEM include limited learning media, limited learning time, lack of facilities and infrastructure, and lack of adequate teaching staff. In addition, low student motivation is also a big challenge in creating effective learning, especially in classes with heterogeneous conditions.

To overcome the barriers identified in the implementation of PAIKEM, several solutions can be applied. The advancement of science and technology has encouraged the birth of various innovations in the application of technology in learning activities. Teachers are expected to utilize the tools provided by the school, even if they are simple, as long as they are effective and efficient in encouraging the achievement of learning targets. In addition, teachers are required to have the ability to design learning media independently when the required media is not yet available. Therefore, it is important for teachers to have adequate knowledge and understanding of learning media (Nuroifah & Bachri, 2015).

In the face of technological developments, students need to be equipped with adaptive abilities to anticipate various changes. Success in achieving these goals requires the ability of self-regulation, which is important to be trained and formed from an early age. To provide quality education in this information age, teachers must keep abreast of developments in science and technology. It is imperative that teachers have technological skills that enable the teaching and learning process to be successful. Therefore, the concept of E-learning emerged, which is a learning process that utilizes internet media or other computer networks to deliver material to students (Hartley, 2006).

## Conclusion

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Applying the PAIKEM method (Active, Innovative, Creative, Effective, and Fun Learning) in Islamic education in the digital age has made the learning process more interesting, interactive, and easier for students to understand. With the help of technology, teachers can use various media such as videos, online quizzes, and digital discussions that help students become more enthusiastic and involved in learning. This method encourages students to be more creative, active, and independent thinkers. However, there are still challenges such as limited access to technology, internet connectivity and teachers who are not yet familiar with technology. To address these challenges, teachers need to continue learning and innovating, use available media best, and create a fun learning environment. This approach will make learning more effective, and educational goals can be achieved successfully.



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