Active Learning, Innovative, Creative, Effective and Fun, Happy and Quality (PAIKEM GEMBROT) Islamic Elementary School Miftahul Huda Plosokandang, Kedungwaru

Asrof Safi'i
Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung
asrop.stainta@gmail.com

ABSTRACT
Teachers need methods and techniques in every learning activity. Teachers must create an atmosphere in such a way that students actively ask questions, build ideas, and carry out activities that can provide direct experience, so that learning is an active process of students in building their own knowledge. PAIKEM is Active, Innovative, Creative, Effective and Fun Learning. Furthermore, PAIKEM as a teaching approach uses appropriate learning methods and media and is accompanied by structuring the environment in such a way that the learning process becomes active, innovative, creative, effective and fun. This research is a qualitative research conducted on September 14, 2019 which began with identifying problems and analyzing the needs of teachers in the field. The object of this research is teachers in the neighborhood of cluster 01, Kedungwaru District. Based on the results of the implementation of service activities that have been carried out, it can be concluded as follows a) This PAIKEM service activity can provide direct benefits to SDI teachers in increasing knowledge, skills and awareness of appreciating the knowledge construction process in students, b) PAIKEM service activities can be used as a means of innovation in an effort to develop learning models and the quality of the learning process, c) Increase continued collaboration between LP2M UIN SATU Tulungagung and teachers, and d) A vehicle or laboratory in implementing real theory, knowledge, and skills.

Keywords: Active Learning, Innovative, Creative, Effective and Fun, Happy and Quality

INTRODUCTION
PAIKEM stands for Active, Innovative, Creative, Effective and Fun Learning (Priyono, 2018). Furthermore, PAIKEM can be defined as a teaching approach using appropriate learning methods and teaching media and accompanied by an environmental arrangement in such a way that the learning process becomes
active, innovative, creative, effective and fun (Afrih Lia & Sekar sari, 2021; Yudha et al., 2021).

In addition, PAIKEM also allows students to carry out various activities to develop character in attitude, develop their own understanding and skills correctly and responsibly. Linguistically, active according to Hornby, means: "in the habit of doing things, energetic". That is, accustomed to doing everything using all the power. Active learning means learning that requires the activeness of all students and teachers physically, mentally,emotionally, even morally and spiritually (a S. Hornby, 2005; G. Hornby & Witte, 2008).

Teachers must create an atmosphere in such a way that students actively ask questions, build ideas, and carry out activities that can provide direct experience, so that learning is an active process of students in building their own knowledge. Active students are students who work hard to take greater responsibility in their own learning process. While the active learning environment is a learning environment, where individual students are supported to be actively involved in the process of building their own mental model, from the information they have obtained (Hidayati, 2019; Rifa Nur Fauziyah et al., 2022; Sihombing et al., 2021).

Bonwell and Eison provide several examples of active learning, for example, pair learning, discussion, role playing, debate, case studies, being actively involved in group work, or making short reports, and so on (Bonwell & Eison, 1991).

There are at least three reasons why active learning needs to be applied, including the following (Aji & Khan, 2019; Gary Reiness, 2020; Nguyen et al., 2021):

1. Characteristics of children
   Basically, children are born with curiosity and imagination. Curiosity is the basic capital for the development of a critical attitude, and imagination for creative behavior.

2. The nature of learning
   Learning is the process of finding and constructing meaning/understanding by the learner, to information and experiences, which are filtered through the perceptions, thoughts, and feelings of the learner.

3. Characteristics of the desired graduates
   To survive and succeed in life, the desired graduates are a generation that is sensitive, independent, and responsible. Sensitive means thinking sharp, critical, and responsive to the thoughts and feelings of others. Independent means being brave and able to act without always depending on others. Being responsible means being ready to accept the consequences of decisions and actions taken.

4. Attachment to the task
   In this case, the materials, methods, and learning strategies should be useful for students, according to the needs of students, and have links with personal interests.
5. Responsibility

In this case, a learning process needs to authorize students to think critically responsibly, while teachers listen more and respect students' ideas, and provide choices and opportunities for students to make their own decisions.

6. Motivation

The learning process should further develop students' intrinsic motivation, which in this case is the things and circumstances that come from within the students themselves that can encourage them to take action to learn. In the perspective of cognitive psychology, the more significant motivation for students is intrinsic motivation because it is pure and lasting also does not depend on the encouragement or influence of others. Teachers must be able to create an atmosphere that arouses students to be actively involved in finding, processing, and building knowledge or skills into a new, correct concept.

McLeod defines innovation as: "something newly introduced such as a method or device", based on this definition, all aspects (methods, materials, devices, etc) are considered new or innovative if the methods and so on are different or have not been implemented by a teacher even though these are not new to other teachers. Building innovative learning can be done in ways that include accommodating each student's characteristics and measuring the ability or absorption of each student.

LITERATURE REVIEW

The Term of PAIEM GEMBROT

Active

that in the learning process the teacher must create an atmosphere in such a way that students actively ask, question, and express ideas and emphasize the development of children's abilities through "learning by doing".

Creative

It is meant that a teacher should try to give students the opportunity to develop their creativity in learning, so that students are able to produce something for the benefit of themselves and others. Creativity is also intended so that teachers create diverse learning activities so that they meet various levels of student abilities.

Fun

Is a fun teaching and learning atmosphere so that students focus their full attention on learning so that their attention ("time on task") is high.

Effective
Namely learning is able to produce what students must master, namely successfully achieving learning objectives that have been applied previously. If learning is only active and fun but not effective, then the learning is like playing ordinary.

**Innovative**

Means that teacher-managed learning in the classroom is strived to be able to guide students to create new things, or innovative things. New or innovative things here mean it doesn't have to be really new.

**Quality**

This means that in learning activities, students can finally master the material as expected correctly.

The general description of PAIKEM GEMBROT is as follows: students are involved in various activities that develop their understanding and abilities with an emphasis on learning through doing. Teachers use a variety of tools and methods that inspire enthusiasm, including using the environment as a learning resource to make learning interesting, fun, and suitable for students (Krisna, 2020; Yulianto et al., 2021).

Educators organize classes by displaying more interesting books and study materials and providing a 'reading corner'. Teachers apply more cooperative and interactive teaching methods, including group learning. Teachers encourage students to determine their own way of solving a problem to express their ideas, and involve students in creating their school environment.

Based on the explanation above, PAIKEM GEMBROT is a process in which the student learning environment is deliberately managed in order to further improve student learning patterns. Thus, the process of student interaction is something that can be fostered and is part of the learning process. Along with the paradigm shift of education methodology from traditional-conventional to creative-innovative, an educator or teacher is required to have competence in order to be able to make a change in carrying out the learning process in the classroom.

The term and understanding of PAIKEM GEMBROT is also interpreted as learning designed based on an enhanced theme. In the discussion, the theme is reviewed from various subjects, for example: the theme "Water" can be viewed from the subjects of physics, biology, chemistry. More broadly, the theme can be viewed from other fields of study, such as social studies, language and art. PAIKEM GEMBROT provides breadth and depth of curriculum implementation, offering students ample opportunities to bring out the dynamics in education. PAIKEM GEMBROT is the epitome of all language learning that facilitates students to productively answer self-evident questions and satisfy curiosity with a natural appreciation of the world around them.
PAIKEM GEMBROT as a learning model is one type of integrated learning model. The term PAIKEM GEMBROT is basically an integrated learning model that uses themes to link several subjects so that it can provide meaningful experiences to students (Trianto in the Ministry of National Education, 2006: 5).

Soekamto, et al (In Nurulwati, 2000: 10) stated that the purpose of the learning model is "a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain goals, and serves as a guide for learning designers and teachers in planning activities in learning, teach". Therefore the learning activity is really a systematic purposeful activity.

RESULTS AND DISCUSSION

Implementation

This activity was carried out on September 14, 2019 for teachers at SDI Gugus SDI Miftahul Huda Plosokandang Kec. Kedung Waru Kab. Tulungagung with 20 teachers. Presentations on the PAKEM learning approach were held starting at 9:00 followed by a question and answer session until the afternoon (schedule attached). Furthermore, the participants were given an assignment to make lesson plans using the PAKEM approach with various methods based on student activities. It is interesting that most of the teachers realized that there were mistakes in the implementation of learning so far. Some views that raise awareness are:

a. PAKEM learning actually helps teachers or facilitates the learning process for teachers, is efficient, and effective in achieving goals.

b. Learning media or teaching aids in PAKEM are not always expensive, they can be made by students and teachers, the only thing that matters is creativity.

c. The importance of stimulation for children in the form of various learning resources needs to be presented in the classroom. Classrooms don’t have to be clean, but they can be filled with a variety of interesting learning resources for students.

However, teachers still face several obstacles that are beyond the authority of the teacher, for example:

a. The demands of the UAS and the hectic content of the curriculum make PAKEM implementation a bit more difficult because it requires sufficient time.

b. UAS is still a measure of success for both the community and policy makers so that the learning process does not get attention.

On this basis, the team presented the reality of evidence that several schools by implementing PAKEM actually succeeded in taking UAS better. It is recommended that teachers make strategies in the implementation of learning while prioritizing PAKEM, but to deal with UAS drill and practice can be applied. Teachers realize that education as a process must emphasize how knowledge and skills are acquired, not just an effort to transfer knowledge. The ability to facilitate
this process is what demands pedagogic competence and professional competence. At the end of the activity, participants were given an assignment to prepare a lesson plan using the PAKEM approach and then collected it for feedback. From these activities, the Pakem RPP was collected. At first the lesson plans still very teacher-centred, but after being given feedback in the learning strategy, it seemed that it reflected the effort to adopt the basic nature of children playing, grouping and being curious with student activity-based methods (examples attached).

At the end, after the activities, the teachers, especially from Islamic Elementary School Miftahul Huda Plosokandang wanted PAIKEM to return but with the topic of lesson study, but until this report was written the team had only submitted this request to LP2M of State Institute of Islam Tulungagung for follow-up.

**Place**

Place of implementation at SDI Mftahul Huda Plosokandang Kec. Kedungwaru, Tulungagung.

**Participant**

Participants were SDI teachers from work units included in Cluster 01, Plosokandang District, Kec. Kedungwaru, Tulungagung Regency.

**Materials and presenters**

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Community service was actually really needed by teachers, especially the post-activity assistance so that there is an opportunity for teachers to receive feedback from knowledge and skills application activities delivered. Meaningful learning experiences and mental changes for teachers should be a priority in the next PPM. Evidence of real implementation through videos, real examples, and
practical experience seems more valuable than mere lectures or material delivery without the opportunity to apply in real situations. However, the teachers actually have a problem with UAS demands if they are going to carry out the PAKEM learning process. Administrative demands and the large amount of curriculum content are obstacles for teachers to allocate time to implement PAKEM.

CONCLUSION

Based on the results of the implementation of service activities that have been carried out, it can be concluded as follows:

1. This PAIKEM service activity can provide direct benefits to SDI teachers in increasing knowledge, skills and awareness of appreciating the knowledge construction process in students.
2. PAIKEM service activities can be used as a means of innovation in an effort to develop learning models and the quality of the learning process.
3. Increase continued collaboration between LP2M IAIN Tulungagung and teachers.
4. A vehicle or laboratory in implementing real theory, knowledge, and skills.

REFERENCES


