

# The Effect of the PAIKEM Strategy on Students' Learning Outcomes in Fiqh Thaharah at MTs Nurul Iman Tanjung Morawa

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## Abstract

This study examined the effect of the Active, Innovative, Creative, Effective, and Enjoyable Learning (PAIKEM) strategy on students' learning outcomes in Fiqh Thaharah at MTs Nurul Iman Tanjung Morawa. The study used a quantitative field-research approach with a one-group pretest-posttest design involving 60 students. Data were gathered through observation, tests, and supporting documentation, while the learning intervention emphasized student-centered discussion, participation, and contextual engagement with purification material. The findings show that students' post-intervention achievement was high, with 87.5% of students classified in the "very good" category and a mean score of 84.6. The statistical analysis also indicated that the data met the normality and homogeneity assumptions, and the hypothesis test showed a significant effect of the PAIKEM strategy on learning outcomes ( $t = 2.81 > 1.67$ ). These results suggest that PAIKEM contributes positively to Fiqh learning because it increases participation, reduces monotony, and supports meaningful understanding of practical religious material. The study concludes that PAIKEM is a relevant instructional strategy for Fiqh Thaharah learning in madrasah settings, although its effectiveness should be supported by teacher readiness, instructional media, and a conducive learning environment.

**Keywords:** *PAIKEM strategy; fiqh learning; thaharah; learning outcomes*

**Abstrak:** Penelitian ini menguji pengaruh strategi pembelajaran Aktif, Inovatif, Kreatif, Efektif, dan Menyenangkan (PAIKEM) terhadap hasil belajar siswa pada mata pelajaran Fiqh Thaharah di MTs Nurul Iman Tanjung Morawa. Penelitian ini menggunakan pendekatan penelitian lapangan kuantitatif dengan desain one-group pretest-posttest yang melibatkan 60 siswa. Data dikumpulkan melalui observasi, tes, dan dokumentasi pendukung, sementara intervensi pembelajaran menekankan pada diskusi yang berpusat pada siswa, partisipasi, dan keterlibatan kontekstual dengan materi thaharah (penyucian). Temuan menunjukkan bahwa prestasi siswa setelah intervensi berada pada tingkat yang tinggi, dengan 87,5% siswa diklasifikasikan dalam kategori "sangat baik" dan nilai rata-rata sebesar 84,6. Analisis statistik juga menunjukkan bahwa data memenuhi asumsi normalitas dan homogenitas, dan uji hipotesis menunjukkan adanya pengaruh signifikan dari strategi PAIKEM terhadap hasil belajar ( $t = 2.81 > 1.67$ ). Hasil ini menunjukkan bahwa PAIKEM berkontribusi positif terhadap pembelajaran Fiqh karena meningkatkan partisipasi, mengurangi kejenuhan, dan mendukung pemahaman bermakna terhadap materi keagamaan yang bersifat praktis. Studi ini menyimpulkan bahwa PAIKEM adalah strategi pembelajaran yang relevan untuk pembelajaran Fiqh Thaharah di lingkungan madrasah, meskipun efektivitasnya harus didukung oleh kesiapan guru, media pembelajaran, dan lingkungan belajar yang kondusif.

**Kata Kunci:** *strategi PAIKEM; Pembelajaran Fiqh; Thaharah; Hasil Belajar*

## **Introduction**

Education is a strategic process for shaping human quality in intellectual, moral, and spiritual dimensions. In Islamic education, learning is not limited to the transmission of knowledge; it also seeks to form religious understanding, practice, and character through meaningful pedagogical experiences. Because of that, the quality of classroom interaction becomes crucial in determining whether religious instruction merely informs students or helps them internalize and practice religious teachings in daily life (Aseery, 2024; Suhartini et al., 2025).

Within this framework, Fiqh occupies a central position because it introduces learners to practical Islamic rulings that guide worship and everyday conduct. Among Fiqh topics, thaharah is especially foundational because purification is a prerequisite for many forms of worship and directly relates to students' habits of cleanliness, discipline, and religious obedience. Studies on Fiqh instruction have repeatedly shown that practical topics such as purification become easier to understand when students are invited to observe, discuss, and practice the material actively rather than receive it passively (Irwandi & Nurjanah, 2021; Najwa & Hayaturraiyah, 2022; Ulandari et al., 2023).

The problem underlying this study is that Fiqh learning often still relies on conventional lecture-based teaching. In such situations, students tend to sit, listen, copy notes, and receive information with limited participation, which reduces engagement and weakens conceptual understanding. Broad active-learning literature consistently shows that teacher-dominated instruction is less effective than student-engaging instruction in improving achievement, retention, and participation (Freeman et al., 2014; Prince, 2004; Theobald et al., 2020).

For this reason, the PAIKEM strategy—Active, Innovative, Creative, Effective, and Enjoyable Learning—deserves closer attention. PAIKEM positions students as active participants, encourages interaction and problem solving, and invites teachers to create a learning atmosphere that is stimulating without losing instructional focus. Conceptual discussions of PAIKEM/PAIKEM also emphasize that effective learning occurs when cognitive, affective, and psychomotor dimensions are activated simultaneously in the classroom (Chi & Wylie, 2014; Rus'an & Syaryanto, 2018; Rusdi, 2018).

Previous studies have shown that PAIKEM and related active-learning approaches can improve student interest, classroom participation, and achievement in Islamic education contexts. PAIKEM has been reported to strengthen learning interest in Islamic elementary education, improve the quality of Islamic Religious Education classes, and raise learning achievement in classroom action research settings (Rahmah & Martin, 2022; Trimansyah & Rosmiati, 2022; Winarsih, 2015). Other studies on Fiqh have likewise found that interactive strategies such as demonstrations and

problem-based learning can improve mastery of practical religious topics (Najwa & Hayaturraiyah, 2022; Ulandari et al., 2023).

Nevertheless, a more specific investigation is still needed regarding the influence of PAIKEM on Fiqh learning outcomes in the topic of thaharah at the madrasah tsanawiyah level. Compared with broader studies on Islamic Religious Education, this topic is both practical and central to students' daily worship. Accordingly, this article aims to analyze the implementation of the PAIKEM strategy in Fiqh learning at MTs Nurul Iman Tanjung Morawa, to describe students' learning outcomes, and to test whether PAIKEM significantly affects those outcomes.

## Method

This study used a quantitative field-research approach supported by a literature review. It was conducted at MTs Nurul Iman Tanjung Morawa, located on Jalan Pasar XIII, Limau Manis Village, Tanjung Morawa District, from September to November 2022. The research design was a one-group pretest–posttest experiment, in which students' learning outcomes were measured before and after the implementation of the PAIKEM strategy in Fiqh Thaharah learning. This kind of intervention-oriented design is commonly used in classroom-based studies to assess whether a pedagogical treatment is associated with measurable learning gains (Kozanitis & Nenciovici, 2023; Kyriakides et al., 2013).

The independent variable was the PAIKEM learning strategy, while the dependent variable was students' learning outcomes in Fiqh Thaharah. The operational indicators of PAIKEM included student-centered learning, clarity of objectives, problem solving, linking prior knowledge to new material, the use of media, responsibility for learning, multisensory engagement, and instructional feedback. Learning outcomes were measured through knowledge, comprehension, and application dimensions. These indicators are consistent with research that defines active learning in terms of observable student engagement, constructive participation, and opportunities for meaningful interaction with content (Chi & Wylie, 2014; Prince, 2004; Rusdi, 2018).

The study involved 60 students selected through random sampling as stated in the original manuscript. Data were collected through classroom observation, pretest, treatment through the PAIKEM strategy, and posttest; the original abstract also mentions questionnaires, interviews, and documentation as supporting instruments. The data were analyzed using descriptive and inferential statistics, including mean scores, percentages, normality testing, homogeneity testing, and the t-test. Such procedures are widely used in educational intervention research to determine both the profile of learning outcomes and the statistical significance of instructional effects (Freeman et al., 2014; Kyriakides et al., 2013).

## Results and Discussion

### Results

**Table 1.** Assessment Criteria for Fiqh Thaharah Learning Outcomes

No.	Mastery Level (%)	Letter Grade	Numeric Score	Category
1	80–100	A	4	Very good
2	70–79	B	3	Good
3	60–69	C	2	Fair
4	50–59	D	1	Poor
5	0–49	E	0	Very poor

The assessment criteria in Table 1 were used to classify students' achievement levels in Fiqh Thaharah. Such categorical interpretation is helpful because it translates raw scores into educationally meaningful performance levels and makes classroom achievement easier to interpret for teachers and researchers (Kyriakides et al., 2013; Rahmah & Martin, 2022).

**Table 2.** Fiqh Thaharah Learning Outcomes after the Use of the PAIKEM Strategy

Interval	Frequency	Percentage (%)	Category
80–100	54	87.5	Very good
70–79	6	12.5	Good
60–69	0	0	Fair
50–59	0	0	Poor
0–49	0	0	Very poor
<b>Total</b>	<b>60</b>	<b>100</b>	<b>—</b>

Table 2 shows that most students—54 of 60 students, or 87.5%—were in the very good category, while the remaining 12.5% were in the good category. No students fell into the fair, poor, or very poor categories. This pattern indicates that post-intervention achievement was generally high, which is in line with findings that active-learning environments tend to produce stronger achievement distributions than teacher-centered instruction (Freeman et al., 2014; Kozanitis & Nenciovici, 2023; Theobald et al., 2020).

**Table 3.** Summary of Students' Fiqh Thaharah Learning Outcomes

Class	N	Mean Score	Standard Deviation
PAIKEM	60	84.6	5.5

As shown in Table 3, the mean score of students taught with the PAIKEM strategy was 84.6 with a standard deviation of 5.5, placing the class in the very good category. A relatively high mean combined with moderate score dispersion suggests that the intervention supported

learning not only for a few students but for the class as a whole, which is one of the key advantages often associated with active and interactive instruction (Freeman et al., 2014; Prince, 2004).

**Table 4.** Normality Test Results

Variable	Kolmogorov–Smirnov Sig.	Shapiro–Wilk Sig.	Interpretation
X	0.167	0.053	Normal
Y	0.011	0.059	Normal (based on Shapiro–Wilk)

The original study concluded that the data met the normality assumption on the basis of the Shapiro–Wilk significance values of 0.053 for variable X and 0.059 for variable Y, both of which were greater than 0.05. Satisfying distributional assumptions strengthens the credibility of parametric hypothesis testing in classroom research and supports more confident interpretation of instructional effects (Kyriakides et al., 2013; Ulandari et al., 2023).

**Table 5.** Homogeneity Test Results

Group	Mean	Standard Deviation	Variance	N
X	84.6	5.5	34.81	60
Y	75.8	7.8	60.84	60

The homogeneity test used the ratio of the largest variance to the smallest variance, resulting in  $F = 1.77$ , which was smaller than the critical value of 3.200. Accordingly, the data were treated as homogeneous. Although homogeneity is only one part of inferential preparation, establishing comparable variance remains an important step in strengthening the interpretation of comparative classroom data (Kyriakides et al., 2013; Kozanitis & Nenciovici, 2023).

**Table 6.** Hypothesis Test Results

Component	Value
Mean of group X	84.6
Standard deviation of group X	5.9
Variance of group X	34.81
N of group X	60
tcount	2.81
ttable ( $\alpha = 0.05$ ; $df = 118$ )	1.67
Decision	Ha accepted; H0 rejected

The t-test result shows that  $t_{count} = 2.81$  was greater than  $t_{table} = 1.67$ , indicating a statistically significant effect of the PAIKEM strategy on students' Fiqh Thaharah learning outcomes. This result is consistent with the wider active-learning literature, which repeatedly reports that student-centered teaching tends to yield measurable gains in achievement compared with more passive forms of instruction (Freeman et al., 2014; Prince, 2004; Theobald et al., 2020).

**Table 7.** Summary of Research Findings

Aspect	Result	Interpretation
Implementation of PAIKEM	64%	Good
Student learning outcomes	93%	Good
Product-moment correlation coefficient	0.55	Low relationship
Mean score after PAIKEM	84.6	Very good
Standard deviation	5.5	Moderate spread
Normality test	0.053 and 0.059	Normal
Homogeneity test	1.77 < 3.200	Homogeneous
Hypothesis test	2.81 > 1.67	Significant

Overall, the findings show that PAIKEM was implemented in the good category and that student learning outcomes were also high. Even though the reported product-moment coefficient was only 0.55, the hypothesis test still indicated a significant influence. This suggests that PAIKEM contributed meaningfully to learning, while other academic and contextual factors may also have shaped student achievement (Kyriakides et al., 2013; Rusdi, 2018; Winarsih, 2015).

### Discussion

The findings indicate that the PAIKEM strategy contributed positively to improved learning outcomes in Fiqh Thaharah. Pedagogically, this result is reasonable because PAIKEM places students at the center of learning and requires them to ask questions, discuss ideas, and connect knowledge with direct experience. According to the ICAP framework, learning becomes deeper when students are engaged actively and constructively rather than passively receiving information (Chi & Wylie, 2014).

This interpretation is also consistent with the classroom dynamics reported in the original study, where the teacher used an interactive fishbowl discussion strategy. Such a strategy reduces teacher dominance and gives students more opportunities to formulate responses, evaluate peers' opinions, and participate meaningfully in class. Research on active-

learning classrooms consistently shows that this kind of engagement improves both academic performance and classroom participation (Freeman et al., 2014; Theobald et al., 2020).

The topic of *thaharah* is especially suitable for a strategy like PAIKEM because it is practical, contextual, and closely linked to students' everyday worship. Students need not only to memorize definitions, but also to understand procedures, conditions, and applications in real situations. Studies on Fiqh learning have similarly found that demonstration, problem-based learning, and other active strategies help students understand practical religious material more effectively than monotonous lecturing (Irwandi & Nurjanah, 2021; Najwa & Hayaturraiyah, 2022; Ulandari et al., 2023).

The increase in the mean score from 75.8 to 84.6 also deserves attention because it suggests class-wide improvement after the intervention. In educational research, this type of gain is meaningful because it indicates that the instructional treatment did not benefit only a small number of learners. Meta-analytic evidence has repeatedly shown that active learning improves achievement and lowers failure rates when compared with conventional lecture-based teaching (Freeman et al., 2014; Kozanitis & Nenciovici, 2023).

From a psychological perspective, PAIKEM is likely to work because it reduces monotony and increases intrinsic motivation. When students are asked only to listen and record information, attention tends to decline quickly; by contrast, when the teacher organizes discussion, questioning, and collaborative exploration, students are more likely to remain focused and emotionally invested. This interpretation aligns with research showing that learner motivation and engagement rise when religious education is taught through varied, participatory strategies (Aseery, 2024; Rahmah & Martin, 2022; Trimansyah & Rosmiati, 2022).

At the same time, the findings should not be overstated. The reported correlation coefficient of 0.55 indicates that the relationship, although significant, was not very strong. This means that learning outcomes were not determined by PAIKEM alone. As the literature on educational effectiveness suggests, students' prior ability, teacher quality, time allocation, classroom climate, and assessment quality also contribute to academic achievement (Kyriakides et al., 2013; Rusdi, 2018).

This balanced interpretation is important because a good strategy can lose its effectiveness when the lesson is not carefully planned, when the media are inadequate, or when the teacher's facilitation skills are weak. Conversely, the same strategy may yield stronger results when it is supported by clear goals, adequate learning resources, and sustained religious practice beyond the classroom. Local studies on PAIKEM in Islamic education have also highlighted the role of teacher competence, school support, and student readiness in determining implementation success (Rahmah & Martin, 2022; Rusdi, 2018; Winarsih, 2015).

In the context of Islamic education, these findings are especially important because Fiqh is often perceived as normative, rigid, and

dependent on memorization. Yet the present study suggests that, when taught through an active and enjoyable strategy, Fiqh can become dialogic, reflective, and closely connected to daily life. Such an approach not only supports cognitive achievement but also creates a richer learning experience through which students can understand religious concepts more meaningfully and practice them more consciously (Irwandi & Nurjanah, 2021; Suhartini et al., 2025)

### **Conclusion**

Based on the findings, it can be concluded that the implementation of the PAIKEM strategy in Fiqh Taharah learning at MTs Nurul Iman Tanjung Morawa was carried out in the good category and contributed positively to students' learning outcomes. Most students achieved very good performance after the intervention, and the hypothesis test confirmed that the effect was statistically significant. These results reinforce the view that student-centered, interactive, and enjoyable instruction can improve achievement in practical Islamic subjects.

The implication of this study is that PAIKEM should be considered a relevant strategy for Fiqh instruction, especially for topics that require both conceptual understanding and practice, such as thaharah. However, its impact should be strengthened through better instructional media, teacher creativity, student motivation, and supportive classroom conditions. When these elements work together, PAIKEM can contribute not only to higher academic scores but also to more meaningful, participatory, and sustainable religious learning experiences for students.

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