



The Influence of Active, Innovative, Creative, Effective and Enjoyable Learning (PAIKEM) on Student Learning Motivation in Christian Religious Education Courses

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Abstract

This study aims to determine how much influence active, innovative, creative, effective, and enjoyable learning (PAIKEM) has on students' Learning Motivation in the Christian Religious Education course. This study consists of 2 variables, namely the independent variable (V_x) in the form of PAIKEM and the dependent variable (V_y) of students' Learning Motivation in the PAK course. This type of research is quantitative descriptive research using the Ex-Post Facto method. The subjects in this study were Semester 1 students of the Indonesian Development University of Manado. While the object is the implementation of active, innovative, creative, effective, and enjoyable learning (PAIKEM) on students' Learning Motivation in the PAK course. The population in this study was 95 students so that the sampling technique was population research. Data collection techniques used questionnaires and documentation. The research instrument test used validity and reliability tests. The data analysis technique used was descriptive data analysis techniques, changing ordinal data to intervals, linearity tests, and simple linear regression. Based on the results of the hypothesis submission where the t table value of $1\% < t \text{ count} > t \text{ table } 5\%$, the determination of the t table value with the formula $n - k (95 - 2) = 93$ so that the t table 1% is 2.62973 while the t table 5% is 1.98580 so that the t table $1\% (2.62973) < t \text{ count} (9.984) > t \text{ table } 5\% (1.98580)$ and the resulting significant value of 0.000 is smaller than 0.05 which means that there is a significant influence between active, innovative, creative, effective, and enjoyable learning (PAIKEM) on student learning motivation in the PAK course. With a contribution level of 51.7% while the remaining 48.3% is influenced by other factors.



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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state (Law of the Republic of Indonesia No. 20 of 2003). The education process is an effort to develop quality human resources (Kristiana & Muhibbin, 2019; Sudjono, 2007). Education in Indonesia continues to be improved in various ways, including issuing a national education system law, ratifying

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the law on teacher and lecturer welfare, and making changes to the curriculum that are adjusted to the needs of the times (Aswan, 2016; Sari, 2017). The learning process so far has emphasized a high level of memorization. Seeing this condition, an appropriate learning model is needed in the learning process (Suryaningsih, 2016). The learning model according to Sukmadinata (2022) in the journal Utami Nila (2022) is a design that describes the process of detailing and creating an environmental situation that allows students to interact so that changes or developments occur in students (Utami & Basir, 2018). The management of the teaching and learning process, lecturers act as facilitators who strive and are never left behind, namely creating effective teaching and learning conditions, developing good teaching materials, and improving students' abilities in mastering the learning objectives that they must achieve so that the teaching and learning process is of higher quality (Hartanto & Yuliani, 2019). One of the learning models that can improve students' learning motivation is the active, innovative, creative, effective and enjoyable learning model (PAIKEM) (Dimiyati, 2003; Uno & Muhammad, 2020). However, in reality, the learning process before that has not been fully successful (Djamarah & Zain, 2010). This can be seen from the majority of students in the learning process do not have optimal learning motivation. "The lack of student learning motivation is caused by the learning process tending to be textual". This can be seen from the learning process that has so far emphasized students at a high level of memorization, the learning process that looks monotonous, students only listen to lecturers explaining from textbooks or available texts. The learning process on campus still tends to be centered on lecturers. Lecturers deliver lesson materials and students are required to memorize all their knowledge. Learning is more oriented towards mastering the material. Learning like this has indeed proven to be successful in competitions considering the short term, but fails to equip children to solve problems in the long term.

Learning activities of each lecturer are required to always prepare everything related to the learning program that will be implemented in order to be able to convey knowledge and educate the students (Homrighausen & Enklaar, 1974; Sriyanti, 2019). The goal is that learning activities can run effectively and efficiently, with the ultimate goal that is expected to be mastered by all students. Lecturers are the key to success in Education (Musfah, 2018). The way lecturers teach greatly influences students' interest in loving lessons. Lecturers are required to master the subject matter as well as be skilled in conveying the material to their students. Lecturers are expected to be able to provide stimulation to students so that they are willing to contribute and be more active in the learning process. Lecturers have implemented an active, innovative, creative, effective, and enjoyable learning model (PAIKEM) in the PAK learning process (Metanfanuan, 2019; Murhayati & Karim, 2010). But the fact is that in class after it was implemented, there were still students who were not very responsive, seemed slow to respond, and only a handful of students asked questions. When the lecturer explained the learning material, there were still many students who were noisy and when asked did not answer anything but were silent without any problems. The learning process when it was taking place was also still many students who were alone when given assignments or exercises that they did not understand, they did not want to ask the lecturer or other friends, but copied what their friends had made. During the learning process when the lecturer asks if they understand, they answer yes, and when asked to ask no one asks, so their activeness in learning is still not optimal.

Motivation is a driving force that changes energy within a person into a form of real activity to achieve certain goals. Motivation is a process to activate motives into actions or behavior to meet needs and achieve goals, or conditions and readiness within an individual that drives their behavior to do something in achieving certain goals. So motivation is very important where it is a condition that drives someone to do something in achieving certain goals. Improving the quality of education is the responsibility of all parties involved in education, especially for lecturers, who are the spearheads in education, lecturers after families are the people who play the most important role in

creating quality human resources, who are able to respond to problems, are able to socialize with others, are able to understand themselves and live independently with the wider community are able to use their abilities to overcome all life problems.

To realize the goals of national education, the government must continue to strive to improve the quality of education (Usman & Akbar, 2011). Improving the quality of national education interactively, inspiring, in a pleasant, exciting, challenging atmosphere, motivating students to participate actively, creatively, and independently according to their interests, and the physical and psychological development of students. Experience has shown that learning failures are caused by the selection of inappropriate models. Classes that are less enthusiastic and students who are less creative are caused by determining models that are less appropriate for learning objectives. A learning process absolutely requires a learning strategy. This is intended so that learning does not take place haphazardly. Learning must take place in a planned manner. The instructional impact and its accompanying impacts must have been projected in advance. One of the learning strategies that has recently emerged and is recognized as an innovative learning strategy and can be a solution to the monotony of learning in the classroom is active, innovative, creative, effective, and enjoyable learning (PAIKEM) (Benyamin, 2020). The implementation of PAIKEM is motivated by the fact that this ongoing learning model tends to make students feel lazy and bored in learning, where students only sit passively listening to lecturers lecture, without giving any reaction except to take notes in notebooks on what their lecturers say.

The mastery of the material by students is still less than optimal, even though lecturers have tried to improve the quality of student learning so that they remain motivated in following the learning process. However, in reality there are still several symptoms that indicate low student learning activity. These symptoms include slow student responses during the learning process, an indifferent attitude towards the lecturer's explanation in the Christian Religious Education (PAK) material, difficulty in socializing during learning, and the tendency of students to be silent and passive during lectures.

Based on this background, the author is interested in conducting this research with the title *The Influence of Active, Innovative, Creative, Effective and Enjoyable Learning (PAIKEM) on Student Learning Motivation in Christian Religious Education (PAK) courses at the Indonesian Development University Manado*.

METHOD

The type of research used in this study is Descriptive Quantitative whose final implication describes the Influence of PAIKEM Learning on Student Learning Motivation in PAK courses with the Ex-Post Facto method (Sugiyono, 2018; Unaradjan, 2019). Ex-Post Facto is after it happens, namely research conducted after an incident occurs. Ex-Post Facto research aims to find possible causes of changes in behavior, symptoms, or phenomena caused by an event, behavior or things that cause changes in the independent variable as a whole have occurred.

Data Collection Techniques

The data techniques used are Questionnaires and Documentation. A questionnaire is a research instrument in the form of a list of questions or written questions that must be answered or filled in by respondents according to the instructions for filling it in (Juliansyah Noor, 2016). The questionnaire in this study was given to students about PAIKEM learning on student learning motivation at UNPI Manado. Documentation is a method used to provide documents using accurate evidence from recording sources of information. Documentation in this study is the collection of data

on information related to the school such as the number of students, vision and mission, facilities and infrastructure, campus curriculum and other data deemed necessary (Riduwan, 2022).

Data Analysis Technique

The data analysis technique used in this study uses quantitative descriptive. Descriptive statistics which are also commonly called deductive statistics or simple statistics whose level of work includes ways to collect, compile or organize, process, present and analyze numerical data in order to provide an orderly, concise and clear picture of a symptom, event or condition (Priyatna, 2021). After the data is collected through a questionnaire for each alternative answer, the percentage of answers is sought for each question item for each variable with the formula:

$$P = F/N \times 100$$

Description:

F = Frequency whose percentage is being sought

N = Number of cases (many individuals) of children

P = Percentage number

The data that has been presented as a percentage is then summarized and given the following criteria:

- a. 81% - 100% is categorized as very good/high
- b. 61% - 80% is categorized as good/high
- c. 41% - 60% is categorized as quite good/moderate
- d. 21% - 40% is categorized as less good/low
- e. 0% - 20% is categorized as not good/very low

RESULT AND DISCUSSION

Description of Research Results

Correlation Test of Variable X with Variable Y

To determine whether there is a positive relationship between variable X (Active, Innovative, Creative, Effective and Enjoyable Learning Method (PAIKEM) on Learning Motivation of PAK Courses in UNPI Students) with variable Y (Student Learning Activeness), the Pearson Product Moment Correlation formula proposed by Arikunto 12 is used, as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)}}$$

where

r_{xy} = Correlation coefficient of variable X and variable Y

$\sum X$ = Total score of variable X

$\sum Y$ = Total score of variable Y

$\sum XY$ = Total score of XY Variable

$\sum X^2$ = Sum of squares of item scores of variable X

$\sum Y^2$ = Sum of squares of total scores of variable Y

N = Number of Respondents

Based on the results of the r_{xy} calculation using the Pearson Product Moment Correlation formula, the r_{xy} value is obtained = 0.486. The r_{count} value is compared with the r_{table} value (= 0.05, IK = 95%, n = 35) which is 0.334. The r_{count} value is obtained = 0.486 > r_{table} = 0.334, thus

there is a positive relationship between variable X and variable Y, namely a positive relationship between the Active, Innovative, Creative, Effective and Enjoyable Learning Method (PAIKEM) and UNPI Student Learning Activity.

Relationship Significance Test (t-test)

According to Sugiyono, To test the significance of the relationship, namely whether the relationship found applies to the entire population, its significance needs to be tested. "The Product Moment Correlation significance formula is shown by the formula proposed by Sugiyono as follows:

$$\begin{aligned} t &= \frac{r\sqrt{n-2}}{r\sqrt{1-r^2}} \\ &= \frac{0,486\sqrt{95-2}}{\sqrt{1-(0,486)^2}} \\ &= \frac{0,486\sqrt{93}}{\sqrt{1-0,23619}} \\ &= \frac{0,486\sqrt{93}}{\sqrt{0,763804}} \\ &= \frac{4,6868139}{0,763804} \\ &= 3,5798072 \end{aligned}$$

Rounded to 3.579. The t-value obtained is 3.579. The t-value is then compared with the t-table value for the error $\alpha = 5\% = 0.05$ two-tailed test and $dk = n-2 = 95-2 = 93$, then the t-table is obtained = 2.042. It is known that $t\text{-value} = 3.579 > t\text{-table} = 2.042$, thus it can be seen that there is a significant relationship between the Active, Innovative, Creative, Effective and Enjoyable Learning (PAIKEM) method and the Learning Activity of UNPI students.

Regression Test

According to Sugiyono "The analysis can be continued by calculating the regression equation. The regression equation can be used to predict how high the value of the dependent variable will be if the value of the independent variable is changed." Regression analysis can be done with the formula:

$$Y = a + bX$$

Where:

Y^* = Predicted value

A = Constant

b = Regression coefficient

X = Value of variable X

To find out the regression constant (a) and direction coefficient (b), the formula proposed by Sudjana is used. To find out the regression equation of Y on X, the formula is used:

$$a = \frac{(\Sigma Y)(\Sigma X^2) - (\Sigma X)(\Sigma XY)}{n(\Sigma X^2) - (\Sigma X)^2} \qquad b = \frac{n(\Sigma XY) - (\Sigma X)(\Sigma Y)}{n(\Sigma X^2) - (\Sigma X)^2}$$

By entering the values obtained from the calculation above, a simple regression equation is obtained, namely: $Y = 32.44 + 0.34X$. This regression equation shows that in a constant state = 32.44 then for every addition of variable X (Active, Innovative, Creative, Effective and Enjoyable Learning Method (PAIKEM)) by one unit, there will be an increase in variable Y (Student Learning Activeness) by 0.34 from the value (variable X).

Determination Coefficient Test (r^2)

From the calculation results obtained $r^2 = 2.62973$ from the determination value (r^2) it can be seen that the percentage of the influence of the Active, Innovative, Creative, Effective and Enjoyable Learning Method (PAIKEM) with UNPI Student Learning Activity is: $(r^2) \times 100\% = 2.62973 \times 100\% = 51.7\%$. From the calculation table above, the Fcount is 10.06 and if consulted with Ftable = $(\alpha = 0.05, dk \text{ numerator } k = 18, dk \text{ denominator } = n-2 = 95-2 = 93) = 1.62$ then $F_{\text{count}} > F_{\text{table}}$ which is $10.06 > 1.62$. From this value, the research hypothesis can be determined whether it is accepted or rejected: $H_0: \beta = 0$ is rejected and $H_a: \beta \neq 0$ is accepted if $F_{\text{count}} \geq F_{\text{table}} (\alpha, k, n-2)$. Therefore, from the provisions above, H_0 is rejected and H_a is accepted, namely that there is a positive and significant influence between the Active, Innovative, Creative, Effective and Enjoyable Learning Method (PAIKEM) and the Learning Activeness of UNPI students.

CONCLUSION

Based on the results of the study, it can be concluded that active, innovative, creative, effective, and enjoyable learning (PAIKEM) has a significant influence on students' learning motivation in the subject of Christian Religious Education at UNPI, with a contribution of 51.7% or is classified as quite strong.

Based on the results of the research that has been conducted, there are several suggestions that can be given. Lecturers at UNPI are advised to develop more effective learning methods to increase student participation in achieving learning objectives. In addition, lecturers are also expected to be able to motivate students to be more enthusiastic in participating in each teaching and learning process. For further researchers, it is recommended to continue this research by adding other variables that can influence students' learning motivation. Students are also expected to be able to maintain their activeness in learning, especially in participating in group discussions and carrying out tasks given by PAK lecturers, and be able to convey opinions and ideas in discussions so that they feel more involved in the learning process.

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