The Implementation of the Active, Creative, Effective, and Fun Learning Model (PAKEM) in Thematic Learning at MI Nurussa'adah Gerning

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Abstract

The aim of this study is to identify the practical uses and limitations encountered when implementing the Active, Creative, Effective, and Fun Learning (PAKEM) model in thematic learning. This will be achieved through field research using a qualitative descriptive methodology. The data collection methods used in this study include observation, interviews, and documentation. The results show that the implementation of the PAKEM learning model in thematic learning is effective in Grade III at MI Nurussa'adah. The governance process is carried out using several methodologies and is divided into four distinct stages: planning and implementation. The implementation stage consists of three main components: introduction, core activities, and closing activities. The next steps are evaluation and reflection. The application of the PAKEM learning model in thematic learning in Grade III at MI Nurussa'adah has been successful. The PAKEM approach significantly contributes to increasing students' interest and engagement in learning activities. However, teachers face various challenges when applying the standard learning model, such as incomplete facilities or learning media, limited time, and students who pay little attention to learning, lack enthusiasm in participating, and have suboptimal learning motivation. In addition to the diversity in student characteristics and their level of engagement during learning, there are instances where planned activities may not effectively meet the needs of less active children.

Keywords: Standard Models, Thenatic Learning

Abstrak

Tujuan dari penelitian ini adalah untuk mengidentifikasi kegunaan praktis dan keterbatasan yang dihadapi ketika menerapkan model pembelajaran PAKEM dalam pembelajaran tema. Hal ini akan dicapai melalui penelitian lapangan dengan menggunakan metodologi deskriptif kualitatif. Metode pengumpulan data yang digunakan dalam penelitian ini meliputi observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran PAKEM pada pembelajaran tema efektif di kelas III MI Nurussa'adah. Proses pemerintahan dilaksanakan dengan menggunakan beberapa metodologi dan dibagi menjadi empat tahap berbeda, khususnya perencanaan dan pelaksanaan. Tahapan pelaksanaan terdiri dari tiga komponen utama yaitu pendahuluan, kegiatan inti, dan kegiatan penutup. Langkah selanjutnya adalah evaluasi dan refleksi. Penerapan bentuk pembelajaran PAKEM pada pembelajaran tema di kelas III MI Nurussaadah telah berhasil. Pendekatan PAKEM memberikan kontribusi yang signifikan dalam meningkatkan minat dan keterlibatan siswa dalam kegiatan pembelajaran. Namun, guru menghadapi berbagai tantangan ketika menerapkan model pembelajaran standar, seperti fasilitas atau media pembelajaran yang belum lengkap, waktu yang terbatas, dan siswa yang kurang memperhatikan pembelajaran, kurang antusias dalam berpartisipasi, dan motivasi belajar yang kurang optimal. Selain keanekaragaman dalam karakteristik siswa dan tingkat keterlibatan mereka selama belajar, terdapat beberapa kejadian di mana kegiatan yang direncanakan mungkin tidak secara efektif memenuhi kebutuhan anak-anak yang kurang aktif.

Kata kunci: Model PAKEM, Pembelajaran Tematik

INTRODUCTION

Education is a deliberate and organized effort aimed at creating a conducive learning environment and procedures that enable students to actively engage in the learning process. Learning involves the transmission of ideas, insights, and interactive communication between instructors and students, as well as among the students themselves (MacKenzie et al., 2022).

According to the Regulation of the Minister of Education and Culture Number 22 of 2016, the learning process is an interactive, inspirational, enjoyable, and motivating activity that encourages students to participate actively and provides ample space for initiative, creativity, and independence in line with their talents, interests, and physical and psychological development. On the other hand, according to (Hamalik, 2008), learning is a structured blend of human elements, materials, facilities, methods, strategies, and models that influence one another to achieve learning objectives. To achieve these learning objectives, the role of the teacher is crucial in developing learning models..

Learning models encompass the entire sequence of presenting teaching materials, including all activities before and after teaching conducted by teachers, as well as learning resources utilized directly or indirectly. According to (Majid, 2013), a learning model is a theoretical framework and structured method to organize learning experiences to achieve specific learning objectives. This serves as a roadmap for instructional designers and teachers to facilitate teaching and learning activities. These learning models are designed to ensure that teaching and learning activities are systematically conducted and achieve successful learning outcomes.

To ensure successful learning, there needs to be two-way communication and feedback between teachers and students to achieve educational goals. Teachers should select learning models that suit their students' specific conditions to create a dynamic, efficient, and engaging learning environment (Skivington et al., 2021). Teachers often utilize the PAKEM learning model to foster an interactive communication between teachers and students and create an engaging classroom environment (Muhammadiah et al., 2022).

This model emphasizes student-centered learning, where students learn through direct experiences, while teachers utilize additional learning resources and tools, including the environment, to make the learning process more enjoyable and effective (Asmani, 2014). PAKEM stands for the following:

Aktif (Active): Active learning encourages students to actively seek and explore various knowledge and insights during classroom learning. This technique allows students to gather diverse experiences that enhance their understanding and competence (Mulyasa, 2006).

Kreatif (Creative): Creative learning refers to the approach educators use to stimulate and cultivate students' creativity during learning activities, employing diverse approaches and strategies. Teachers must have the ability to foster students' creativity, including developing critical thinking skills and talents (Mulyasa, 2006).

Efektif (Effective): Learning activities are considered effective when they offer new experiences and develop students' competencies, enabling them to achieve desired goals with maximum efficiency (Mulyasa, 2006).

Menyenangkan (Fun), Educational activities cultivate a collaborative learning environment marked by harmonious teacher-student interactions, free from coercion or stress. Enjoyable learning activities are deliberately planned educational experiences designed to create a pleasant, entertaining environment that is importantly not boring (Mulyasa, 2006).

The PAKEM learning model has several advantages in the learning process: 1) PAKEM focuses on developing life skills. 2) PAKEM emphasizes collaboration among students. 3) PAKEM values the potential of all students. 4) The presence of various learning methods enhances students' learning motivation. 5) Students do not feel bored in class (Efriani & Sholihin, 2022).

Effective teacher-student interactions play a crucial role in promoting thematic education at the elementary school level (Poerwadarminta, 2003). Thematic learning is an

educational technique that integrates various disciplines by connecting them through common themes, aiming to offer students meaningful and cohesive learning experiences. Themes refer to central concepts or main ideas being explored or analyzed (Trianto, 2011). Integrated learning is a form of education where students explore their understanding of various subjects linked with specific attributes in their environment. It observes the relationship between humanities, communication arts, natural sciences, mathematics, social sciences, music, and art. Competencies are nurtured and applied across various disciplines.

Thematic learning, as mandated by the Ministry of Education and Culture in 2013, aims to focus attention on a particular theme or issue in order to advance learning, acquire knowledge, and enhance the competencies of subjects related to the theme. It also strives to improve understanding and linguistic skills by building connections between academic subjects and personal encounters. It boosts learning motivation through real-life communication and presents material in a meaningful context. Integrated teaching saves time and allows for more efficient lesson preparation. Additionally, thematic learning can help develop children's character and morality by emphasizing different values based on the situation and conditions..

MI Nurussa'adah is located on Jalan Raya Gerning, Dusun Srimulyo, precisely in the area of Kelurahan/Gerning RT.004 RW 009, Tegineneng District, Pesawaran Regency. The presence of this school is very meaningful for the community because it allows TK graduates to continue their education without having to move from remote areas. MI Nurussa'adah is guided by Mr. M Nur Hamid, S.Pd.SD, the Head of Madrasah, and consists of 9 teachers. MI Nurussa'adah currently has 105 students.

MI Nurussa'adah implements thematic learning. In grade three, teachers often use a teacher-centered teaching approach, where children are essentially passive recipients of information and have limited opportunities to ask questions. This approach leads to decreased student engagement, boredom, and a lack of motivation to learn. This information was obtained from the results of a pre-survey, where the researcher interviewed a grade III student named Alifah Fatiyyaturohma. Alifah said, "Thematic learning in the classroom is less active and sometimes boring because the teacher only provides material and explains it." Another student named Shazema reiterated the same statement, "When learning in the classroom, students are not given the opportunity to play an active role in learning, so they are less enthusiastic about learning because the teacher only provides material and explains it"..

During the thematic learning process, students exhibit varying levels of interest and motivation, ranging from high motivation to low motivation, and even some who do not participate in the learning process at all, instead engaging in activities such as chatting, drawing, playing, and so on. This information was obtained from the researcher's observations during the study of the thematic learning process in grade III. Furthermore, this is in line with the findings of the researcher's interview with the grade III teacher, Mrs. Maryati, who stated, "Factors that become problems or obstacles in the teaching and learning process arise from the diverse interests of students. There are students who are busy chatting with their friends, playing, and even drawing on their own while the teacher is delivering the material." Therefore, there must be active involvement of both students and teachers in learning activities. To involve students in learning activities, teachers should use the PAKEM method, which is an acronym for the active, creative, effective, and enjoyable learning model.

The aim of this research is to explore the implementation of the PAKEM learning model in the thematic subjects of third-grade students at MI Nurussa'adah and to identify the challenges encountered in implementing PAKEM learning at MI Nurussa'adah Gerning.

RESEARCH METHOD

Research is a component of scientific activity that seeks to reveal the truth and solve problems by seeking answers. The truth acquired will include knowledge consisting of concepts, theories, and facts that empower individuals to understand a phenomenon and solve

problems through research (Kumalasari & Kusuma, 2023). The research methodology used in this research is field research using qualitative descriptive techniques. This strategy involves generating data descriptions through written or oral expression received directly from the research area or field. The data used in this research is qualitative data consisting of information and descriptions related to the research topic (Arikunto, 2014). The research was carried out at MI Nurussa'adah Gerning, with participants consisting of third-grade teachers, third-class students, and head of the madrasah. The project aims to apply the PAKEM paradigm to thematic learning in third grade MI Nurusa'adahGerning.

Data collection tactics play an important role in research as the primary purpose of research is to collect data. The data collection method used in this study includes observations, interviews, and documentation. Observation is a method of collecting data by observing and monitoring ongoing actions (Sukmadinata, 2010). An interview is a dialogue that is conducted for a specific purpose. A conversation is held between two participants, the interviewer who asks the question and the person who is interviewed who answers the question (Moleong, 2011). Documentation is a method of collecting data by collecting and evaluating various types of documents, including written, visual, and electronic materials (Sukmadinata, 2010).

Data analysis procedures include the thorough process of examining and collecting previously collected data systematically. The researchers used the Miles and Huberman models for data analysis purposes. In Sugiyono, the authors Miles and Huberman define qualitative data analysis as a continuous, interactive process that lasts until data saturation is achieved. Data analysis involves processing data reduction, displaying data, and drawing conclusions or verifying it (Sugiyono, 2010). Data reduction is the process of compressing information, identifying key elements, prioritizing important aspects, and identifying recurring themes and patterns. By reducing the data, researchers can obtain a clearer representation and facilitate further data collection by searching for it as needed (Sugiyono, 2010). Data view refers to the action of presenting data in a visual or graphical format. This step involves continuation of the process after data reduction, i.e. presentation of data using narrative text (Sugiyono, 2010). Drawing Conclusions/Verification refers to the process of making conclusions and verifying their accuracy (Sugiyono, 2010).

In gathering information and data for discussion, the researcher conducted a study in the third-grade class at MI Nurussa'adah through four stages. On January 25, 2024, the researcher visited the school to survey the research location. The following day, January 26, 2024, the researcher presented the research permit letter prepared by the university to the school administration. On January 27, 2024, information and data were collected through observations and semi-structured interviews, where questions were prepared in advance. This approach facilitated the questioning process and allowed for the development of points. Additionally, the documentation method was employed, involving the direct collection of data from the research site, including photos, relevant data from teachers and students, and objects or tools that could support the research. After completing these stages, the researcher summarized all the obtained data and information and compiled it into a journal. This final stage began on January 28, 2024..

RESULTS AND DISCUSSION

From various aspects and indicators observed from the research results, the utilization of the PAKEM model is very important in the educational process because this model effectively involves students in active participation in the teaching and learning process. According to what Maryati said during the interview, she mentioned, "The PAKEM model greatly aids the teaching and learning process, especially in thematic learning, as it allows students to be actively involved and respond well to learning activities." The research results show the success of implementing the PAKEM model. The process consists of four different stages: planning, implementation, evaluation, and reflection. In applying the PAKEM model,

a teacher also experiences challenges during its implementation. The discussion of the research results is presented as follows.

Implementation of the PAKEM Learning Model

The PAKEM learning model is implemented in thematic learning through various methodologies and is carried out in four distinct stages: planning, implementation, evaluation, and reflection. This approach aligns with findings from the researchers' interviews with Grade III teacher Mrs. Maryati, who stated, "The implementation of the PAKEM model is conducted in four stages: planning, implementation, evaluation, and reflection." Similarly, the head of the madrasa, Mr. M Nur Hamid, confirmed, "At MI Nurusa'adah, the PAKEM model is applied through four stages: planning, implementation, evaluation, and reflection."

In the planning stage, actions include creating syllabi, lesson plans (RPP), and designing instructional materials tailored to the subject matter. On January 27, 2024, researchers observed the Grade III teacher beginning the implementation by preparing syllabi, lesson plans, and instructional media in line with the learning material. These observations were consistent with the interview with Mrs. Maryati, who stated, "The first step in implementing the PAKEM model is to prepare syllabi, lesson plans, and plan and prepare the media to be used for learning." The head of the madrasa, Mr. M Nur Hamid, added, "The initial step in the implementation of the PAKEM model is for the teacher to first prepare the syllabi, lesson plans, and media to be used during the teaching process."

In the implementation stage, initial preparation, main tasks, and finalization activities are carried out. According to empirical findings from researchers' studies on January 27, 2024, in Grade III, the initial activities included praying, exchanging greetings, reciting Juz Amma, and reading Asmaul Husna, followed by attendance and a review of previous lessons. Observations matched statements from Mrs. Maryati, "In the preliminary activities, we pray, greet, recite Juz Amma, read Asmaul Husna as a routine before starting the lesson, take attendance, and review previous lessons." Similarly, students Sity Nurainy and Abidzar Alfahmi confirmed this sequence of activities in their interviews. The core activities involve communicating learning objectives, motivating students, and using the Numbered Heads Together strategy with visual aids. According to classroom observations, this strategy involves dividing students into groups with numbered heads, explaining instructions, assigning photo analysis tasks to groups, group discussions on assigned photos, each group member understanding the group's work, groups presenting their findings, receiving feedback from peers, teacher clarifications and reinforcement, and allowing students to ask questions on unclear concepts. These findings align with the interview with Mrs. Maryati, who detailed the steps taken during the core activities. Student Aqila Salsabila also provided insights into the process, confirming the motivational and participatory approach taken by the teacher.

The evaluation stage involves comprehensive data collection on students' understanding to improve their learning abilities (Slameto, 2001).

Researchers observed that teachers use both oral and written assessments to evaluate students' learning outcomes. Mrs. Maryati noted, "The evaluation stage includes oral and written tests to understand students' learning achievements." Student Aqila Salsabila confirmed this method of assessment in her interview.

Reflection involves teachers' self-evaluation of the learning activities they have conducted (Rahmawati, 2019). This process enhances educators' abilities to explore diverse and innovative approaches to address challenges and improve teaching proficiency. Researchers observed that during this stage, teachers review shortcomings and identify areas for improvement in the PAKEM model's application. This observation was consistent with interviews with Mrs. Maryati and Mr. M Nur Hamid, both emphasizing the importance of reflection in refining the teaching process.

Challenges Faced by Teachers in Implementing the PAKEM Learning Model

Researchers' observations in Grade III revealed several challenges hindering the optimal implementation of the PAKEM model. One major challenge is limited time and lack

of student enthusiasm. This was evident at MI Nurussa'adah Gerning, where time constraints and varying student engagement levels impacted the scheduled activities. Additionally, the choice of instructional media is crucial for enhancing the effectiveness and efficiency of the learning process. These observations highlight the need for careful media selection to improve the educational experience.

The observations align with the interview findings with Mrs. Maryati, who stated, "In implementing the PAKEM learning model, there are still challenges such as the diverse motivation levels of students in the class and the lack of active participation. This results in the PAKEM model being less effective because it relies on reciprocal interaction between teachers and students. Another factor is the instructional media, which must be appropriately chosen to match the lesson material."

Similarly, the head of the madrasa, Mr. M Nur Hamid, said, "Student engagement is one of the hindrances in implementing the PAKEM model, as many students are still not actively participating in the lessons. Additionally, the selection of instructional media is another hindrance because teachers must carefully choose the appropriate media."

These challenges necessitate continuous innovation from both the school, to enhance the skills and expertise of educators, and from the teachers themselves, to gain a deeper understanding of students' personalities and develop more effective teaching strategies.

Based on the observations conducted by researchers in Grade III at MI Nurussa'adah, the PAKEM learning model has been implemented well in Grade III. However, there are still factors that hinder its optimal execution. The use of the PAKEM model is particularly suitable for thematic learning as it actively engages students, encourages them to freely express their thoughts, and creates an engaging learning environment by addressing any confusion or questions about the lesson material.

These observations were corroborated by Mrs. Maryati during the interview, who said, "The PAKEM model is very suitable for learning activities because it creates a reciprocal relationship between teachers and students, making the classroom atmosphere more active and enjoyable. The PAKEM model has been implemented well in Grade III, but there are still challenges due to student engagement and instructional media, which make its application less than optimal."

Similarly, the head of the madrasa, Mr. M Nur Hamid, stated, "The PAKEM learning model is very suitable for classroom learning because it can create an active and enjoyable classroom atmosphere. The implementation of the PAKEM model in Grade III has been carried out well, although there are still challenges that result in less than optimal implementation. These challenges stem from the instructional media, which needs to be chosen more carefully, and the lack of active and enthusiastic responses from students*".*

CONCLUSION

Based on the research findings, it can be concluded that the implementation of the PAKEM learning model in thematic learning for Grade III students at MI Nurussa'adah Gerning has yielded positive results. The model was executed through various methods and applied in four stages: planning, implementation (which includes preliminary activities, core activities, and closing activities), evaluation, and reflection.

The implementation of the PAKEM learning model in thematic learning for Grade III at MI Nurussa'adah has been conducted effectively. This model plays a significant role in fostering student enthusiasm and active participation in learning activities.

However, teachers face several challenges when applying the standard learning model, such as inadequate facilities or learning materials, limited time, and students' lack of attention, enthusiasm, and motivation to learn. Additionally, the diverse characteristics of students in the class can affect their engagement during learning sessions, leading to situations where planned activities may not effectively involve less energetic children.

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