The Effectiveness of Arabic Language Learning using the PAIKEM Method for Class V Students at MI Al-Ma'had An-Nur Bantul Yogyakarta Academic Year 2023/2024

Efektivitas Pembelajaran Bahasa ARAB Menggunakan Metode PAIKEM untuk Siswa Kelas V di MI MI Al-Ma'had An-Nur Bantul Yogyakarta Tahun Pelajaran 2023/2024

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Abstract

The background of this research is to minimize learning methods depending on the student's situation and situation. Therefore, studies aim to decide the impact of the PAIKEM method's effectiveness on Arabic language learning for class V students at MI Al-Ma'had An-nur Bantul Yogyakarta in the 2023/2024 academic year. This form of study is a test that uses a quantitative descriptive technique. The populace of this observation had been college students in training V A, B, and C at MI Al-Ma'had An-nur Bantul Yogyakarta. The study sample consisted of classes V, A, and B, every class numbering 15 students. The sample for this research was selected using a purposive sampling technique statistics series through tests, observations, interviews, and documentation. Hypothesis testing in this research uses the Independent Samples t-test, calculated using the SPSS version 25 application. Based on the research results, results of the Independent Samples T-test show the PAIKEM learning method has a success rate difference of 84.05 with the effective category, and Traditional learning methods have a difference in the success rate of 64.05 with the ineffective category existing. PAIKEM This approach is very suitable for use because it's miles more effective in improving student mastering results in Arabic language knowledge. It is an appropriate date for the situations and conditions of students within the magnificence.

Keywords: *Arabic Learning, Effectiveness, PAIKEM Method*

Abstrak

Permasalahan penelitian ini adalah terbatasnya pemanfaatan metode pembelajaran yang tergantung sesuai kebutuhan siswa. Sebab itu, penelitian ini bertujuan untuk mengetahui efektivitas metode PAIKEM terhadap pembelajaran bahasa Arab siswa kelas V MI Al-Ma'had An-nur Bantul Yogyakarta tahun pelajaran 2023/2024. Penelitian ini penelitian

eksperimen yang menerapkan pendekatan deskriptif kuantitatif. Populasi penelitian ini siswa kelas V A, B, dan C MI Al-Ma'had An-nur Bantul Yogyakarta. Sampel penelitian ini kelas V A dan B yang tiap kelas berjumlah 15 siswa. Sampel penelitian diputuskan dengan teknik purposive sampling. Pengumpulan data dengan cara tes, observasi, wawancara, dan dokumentasi. Pengujian hipotesis penelitian melalui uji Independent Samples t-test yang dihitung menggunakan aplikasi SPSS versi 25. Hasil penelitian berdasarkan uji Independent Samples T-test menyatakan metode pembelajaran PAIKEM mempunyai selisih tingkat keberhasilan sebesar 84,05 dengan kategori efektif, dan metode pembelajaran tradisional mempunyai selisih tingkat keberhasilan sebesar 64,05 dengan kategori tidak efektif. Metode PAIKEM ini sangat cocok diimplementasikan dalam pembelajaran sebab lebih efektif dalam menaikkan hasil belajar siswa dalam pembelajaran bahasa Arab, serta cocok dengan kondisi dan situasi siswa di kelas.

Kata Kunci: Efektivitas, Metode PAIKEM, Pembelajaran bahasa Arab

Introduction

Learning problems commonly found at the school level include teachers' failure to provide learning methods that suit students' needs, which prevents learning objectives from being achieved.[1] The learning methods applied by Arabic language subject teachers at school are less effective for students. This may be seen in the responses of students who are less engaged in the learning process and in their inability to understand the information supplied by the teacher.[2] Based on the researcher's perceptions, that's what happened at MI Al-Ma'had, which has the same inconvenience, mainly that understudies are less dynamic in reacting to the consideration given by implies of the teacher; this can be because the teacher is not mindful of the condition of the understudies and what strategies are needed through the researchers so that the getting to know goals aren't done,[3] So if this pondering isn't carried out, this bother will hold and seem to affect the understudy, considering results that do not meet the KKM.[4] Teachers need to be more noteworthy and competent in

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[1]Nusroh, Siti, and Eva Luthfi. "Analisis Kesulitan Belajar Pendidikan Agama Islam (PAI) Serta Cara Mengatasinya." BELAJEA: Jurnal Pendidikan Islam 5, no. 1 (2020): 71-92.

[2]Muhammad Rasikhul Islam et al., "Penerapan Paikem Menggunakan Media Game Interaktif Dalam Meningkatkan Minat Belajar Pai Di Smp Kartika Iv-1 Surabaya," *Al-Hasanah : Jurnal Pendidikan Agama Islam* 8, no. 2 (2023): 186–211, https://doi.org/10.51729/82155.

[3]Asnul Uliyah and Zakiyah Isnawati, "Metode Permainan Edukatif Dalam Pembelajaran Bahasa Arab," *Shaut Al Arabiyyah* 7, no. 1 (2019): 31, https://doi.org/10.24252/saa.v1i1.9375.

[4]Zega, Jul Amin Iman Sahrir. "Penerapan Model Pembelajaran Small Group Work Untuk Meningkatkan Hasil Belajar Siswa Pada Kompetensi Dasar Memahami Jenis-Jenis Konstruksi Bangunan." Inovasi Pembangunan: Jurnal Kelitbangan 10, no. 02 (2022).

implementing strategies that align with students' events and wants.[5] So that students can apprehend the clothes offered by way of the teacher.[6]

Eka Fajar Supramita's studies state that to improve the high quality of Arabic language mastering, instructors have to be able to use appropriate getting-to-know methods for students. That's progressively turning into exceptionally basic in this contemporary period, which needs instructors to apply considering techniques that meet the wants of understudies; as an illustration, the PAIKEM considering method makes utilize of dynamic strategies with various comparative blends to supply strategic, specialized, and practical ways of learning in the learning process.[7] because PAIKEM (Active, Innovative, Creative, Effective, and Fun Learning)[8] It is a method that can be used to re-stimulate students' thinking and learning practices so that the materials and teaching and learning processes carried out by students and teachers run well and obtain satisfying results.[9]In any case, the Arabic method used in formal education, particularly at the university level, still tends to utilize conventional procedures, such as addresses and memorization.[10] This reality agrees with Evayana.[11] A declaration that the bother of method acting lies inside the defenseless utilization of picking up strategies information.

The accomplishment of the method cannot be isolated from the utilization of getting-to-know strategies; the choice of reasonable picking up information of procedures can help

[5]Mardiah Kalsum Nasution, "Penggunaan Metode Pembelajaran Dalam Peningkatan Hasil Belajar Siswa," *STUDIA DIDAKTIKA: Jurnal Ilmiah Bidang Pendidikan* 11, no. 1 (2017): 9–16.

[6]Agusvian, Hidayat, Asep Sopian, and Nunung Nursyamsiah. "Development of Comic in Qiroah Learning Introduction Material for VII Grade at Mts Muallimin NW Pancor/Pengembangan Media Komik Pada Pembelajaran Qiroah Materi Perkenalan Kelas VII Mts Muallimin NW Pancor." Al Mahāra: Jurnal Pendidikan Bahasa Arab 7, no. 1 (2021): 45-63.

[7]Eka Fajar Supramita, "Pengaruh Model PAIKEM (Pemeblajaran Aktif, Inovatif, Efektif, Dan Menyenangkan) Terhadap Minat Belajar Siswa Pada Mata Pelajaran IPA Kelas SDN 163 Seluma," 2019.

[8]Fauzi, Muhammad Sukron, Didik Cahyono, and Jance J. Sapulete. "*Learning Innovation Training (PAIKEM) Physical Education based on the 2013 Curriculum for PJOK Teachers*." Asian Journal of Community Services 1, no. 2 (2022): 51-58.

[9]Matulessy, Yulita, Vivi Guslauw, and Shintya Lumasina. "Metode Pembelajaran Paikem Dalam Mewujudkan Merdeka Belajar Siswa Di Masa Pandemi Covid-19." Didaxei 2, no. 1 (2021).

[10]Nusrat Ara, "Traditional Methods versus Modern Strategies of Educational Instructions," *Texila International Journal of Psychology* 3, no. 1 (2018): 1–11, https://doi.org/10.21522/TIJPY.2016.03.01.Art001.

[11]E Evayana, "Implementasi Paikem Dalam Proses Pembelajaran Di SMP Babussalam Pekanbaru," *Jurnal Pendidikan Tambusai* 6 (2022): 3830–41, https://jptam.org/index.php/jptam/article/view/3460%0Ahttps://jptam.org/index.php/jptam/article/download/3460/2950.

encourage the method strategy successfully and accurately, essentially,[12] Picking up information on strategies moreover highlights to encourage the examining framework for educates and understudies,[13] So that researchers can get it and ace getting to know substances, basically Arabic classes higher.[14] In Umi Hanifah's ponders[15] The utility of the PAIKEM strategy in Arabic dialect learning will help comprehend the results and achieve the anticipated results, ideally agreeing with the acing targets since the PAIKEM strategy for getting to know is enthusiastic, imaginative, inventive, and fun.[16]

In Fitri Frastika's[17] The research entitled "Application of the Active Innovative Creative and Fun Learning Model (Paikem) to Improve Student Learning Outcomes in Class XI IPS 1 Man 2 Bone" focuses on examining the use of the PAIKEM method to improve the learning outcomes of class 2 Bone. This is different from research conducted by researchers entitled "Effectiveness of Arabic Language Learning Using the PAIKEM Method for Class V Students at MI Al-Ma'had An-Nur Bantul Yogyakarta," which focused on the effectiveness of using the PAIKEM method in Class V Arabic Language Learning at MI Al-Ma'had An-Nur Bantul Yogyakarta.

In understanding to investigate by Nugrananda Janatakka[18] In his considers said, "The PAIKEM procedure is alluded to as so due to the truth it is outlined for enthusiastic considering of student, with cutting edge procedures, and creates inventiveness in arrange that it's distant effective, but still fun PAIKEM permits both learners and instructors to be imaginative. Teachers try to be creative, trying various ways to involve all learners in

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[12]R. Umi Baroroh and Fauziyah Nur Rahmawati, "Metode-Metode Dalam Pembelajaran Keterampilan Bahasa Arab Reseptif," *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman* 9, no. 2 (2020): 179–96, https://doi.org/10.54437/urwatulwutsqo.v9i2.181.

[13]Madrasah Tsanawiyah and Mts Hidayatus, "Inspirasi Vol. 7, No. 1, Januari – Juni 2023 | 67" 7, no. 1 (2023): 67–88.

[14]Lusi Sri Rahayu, Zukhaira Zukhaira, and Nafis Azmi Amrullah, "Pengembangan Metode Pembelajaran Keterampilan Menyimak Bahasa Arab Berbasis Kooperatif Tipe Jigsaw," *Lisanul Arab: Journal of Arabic Learning and Teaching* 10, no. 2 (2021): 96–108, https://doi.org/10.15294/la.v10i2.51941.

[15]Umi Hanifah, "Penerapan Model Paikem Dengan Menggunakan Media Permainan Bahasa Dalam Pembelajaran Bahasa Arab Umi Hanifah," *Jurnal Ilmu Tarbiyah: At-Tajdid* 5, no. 2 (2016): 301–30.

[16]Hanifah.

[17]Prastika, Fitri and Emmi Azis. "Penerapan Model Pembelajaran Aktif Inovatif kreatif dan menyenangkan (PAIKEM) terhadap peningkatan hasil belajar siswa kelas XI IPS 1 MAN 2 BONE. Begibung: Jurnal Penelitian Multidisiplin 2, no. 3 (2024): 43-53.

[18] Nugrananda Janattaka, "Penerapan Model Pembelajaran PAIKEM Untuk Meningkatkan Keterampilan Menulis Siswa Kelas V Mata Pelajaran Bahasa Indonesia Di SDN Kauman 01 Kecamatan Kauman Kabupaten Tulungagung," *PENA SD: Jurnal Pendidikan Dan Pembelajaran Anak Sekolah Dasar* 1, no. 1 (2015): 27–36.

learning Arabic. Meanwhile, students are also required to be creative in interacting with their peers, teachers, and teaching materials with all supporting equipment which can ultimately improve learning outcomes." Concluded that the PAIKEM learning method has a more significant impact when compared to conventional learning methods with lectures and memorization in achieving learning objectives. Therefore, the above article is a supporting reason for this research, namely to review the use of PAIKEM learning methods to attain learning objectives. However, research conducted by Nugrananda Janattaka, In contrast to research conducted by the researcher Nugrananda Janattaka, in his study, discussed the application of PAIKEM to improve writing skills in Indonesian language subjects. At the same time, research conducted by the researcher discusses the effect of developing PAIKEM methods in Arabic language learning.

I have encountered various issues when picking up information to arrange for learning targets that have not been accomplished.[19] So, the analyst is affected by behavior and thinks about Arabic Dialect getting to know improvement with PAIKEM strategy for Review V understudies at MI Al-Ma'had An-Nur Bantul Yogyakarta.[20] This permits you to discover arrangements for analyses, which instructors and college colleagues support. Students wish that long-term examining objectives may be performed.[21] So, for composing this bulletin check to be more noteworthy centered, the bother is constrained to how the advancement of Arabic is considered with the PAIKEM strategy for Review V college understudies at MI Al-Ma'had An-Nur Bantul Yogyakarta. In addition to analyzing learning effectiveness, the writing of this article is also oriented towards several objectives, including exploring the paradigm and characteristics of the PAIKEM Method to find the proper learning method in Arabic language learning to overcome problems and become a solution in Arabic language learning.[22] This study will provide extra insight into and know-how regarding PAIKEM studying methods.[23] Further, this examination is likewise expected to be

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[19]Meti Hendayani, "Problematika Pengembangan Karakter Peserta Didik Di Era 4.0," *Jurnal Penelitian Pendidikan Islam* 7, no. 2 (2019): 183, https://doi.org/10.36667/jppi.v7i2.368.

[20]Pande Made Aditya Pramana, "Pengaruh Model Pembelajaran PAIKEM Berbantuan Media Audio-Visual Terhadap Kompetensi Pengetahuan IPS," *Jurnal Penelitian Dan Pengembangan Pendidikan* 4, no. 3 (2020): 436, https://doi.org/10.23887/jppp.v4i3.27441.

[21]Sani, Ridwan Abdullah. *Inovasi Pembelajaran*. Jakarta: Bumi Aksara, Cet. 1. 2013

[22]W R Rihlasyita and R D Rahmawati, "… PAIKEM GEMBROT Dalam Pembelajaran Bahasa Arab Di Era Pandemi: Analisis Penerapan Metode PAIKEM GEMBROT Dalam Pembelajaran Bahasa Arab …," … *Pendidikan, Pembelajaran* … 08, no. 01 (2022): 40–55, https://ejournal.unwaha.ac.id/index.php/eduscope/article/view/2494.

[23]Nurul Istiqomah Sanusi et al., "Implementasi Model Pembelajaran Paikem," no. 2016 (2021): 370–76.

a reference for future instructors to examine what learning strategies are appropriate for college students to improve their satisfaction with Arabic language learning.[24]

This type of research is an experiment using a descriptive quantitative approach.[25] The data sources in this research are teachers and students[26] This study's population was students in classes V A, B, and C at MI Al-Ma'had An-Nur Bantul Yogyakarta.[27] while the sample for this research was classes V, A, and B, with each class consisting of 15 students.[28] The sample in this research was applied using a purposive sampling technique. Data collection through tests, observations, interviews, and documentation.[29] Hypothesis testing in this study used the independent sample t-test calculated using the SPSS version 25 application.[30]

Results and Discussion

Descriptive Analysis of *Pretest* and *Post-test* Results

Descriptive statistical data will be obtained after processing the data in both classes. The descriptive statistical data processed with the assistance of the SPSS application receives records of the most data on the maximum, minimum, average, and standard deviation and variance values. The data processed and obtained in both classes using the SPSS program will then serve the experimental class in the shape of learning with the PAIKEM method. At the same time, the control class continues to use another conventional learning model. A post-test test will be given after the two classes are given different treatments to determine the learning outcomes in both classes. This is intended to compare and find out the results of

[24]Rezi, Melisa, Adam Mudinillah, and Annisa Agustina. "Arabic language education and the active role of educational technology." In 2nd UIN Imam Bonjol International Conference on Islamic Education, pp. 80-87. Redwhite Press, 2022.

[25]Jopling, Michael. "Using quantitative data." In Practical research methods in education, pp. 55-66. Routledge, 2019.

[26]Magdalena, Ina, Nurul Ulfi, and Sapitri Awaliah. "Analisis pentingnya keterampilan berbahasa pada siswa kelas IV di SDN Gondrong 2." Edisi 3, no. 2 (2021): 243-252.

[27]Abqori, Muhammad Sabiq. "Pendidikan Karakter di MTs Al Ma'had An Nur Bantul." QuranicEdu: Journal of Islamic Education 3, no. 1 (2023): 56-70.

[28]Hasmirati, Hasmirati, S. Y. Nursyamsi, Mustapa Mustapa, Heri Dermawan, and I. Putu Agus Dharma Hita. "Motivation And Interest: Does It Have An Influence On Pjok Learning Outcomes In Elementary School Children?." Journal On Research And Review Of Educational Innovation 1, no. 2 (2023): 70-78.

[29]Azhar, Muhammad, Hakmi Wahyudi, Promadi Promadi, and Masrun Masrun. "Penggunaan Teknologi Dalam Pembelajaran Bahasa Arab Di Indonesia." Jurnal Review Pendidikan Dan Pengajaran (JRPP) 6, no. 4 (2023): 3160-3168.

[30]Pratama, Budi. "Efektivitas Penerapan Model Contextual Teaching And Learning (Ctl) Pada Pelajaran Bahasa Arab Kelas Iv Di Mi Al-Ma'had An-Nur Ngrukem Tahun Akademik 2022-2023." PhD diss., Uin Sunan Kalijaga Yogyakarta, 2023.

the differences between the two classes.[31] The following are the outcomes of a descriptive statistical evaluation of student pretest and post-test records in experimental and managed classes.

Table 1. Descriptive Analysis

	Statistics				
		PREEKS	POSTEKS	PREKNTRL	POSTKNTRL
N	Valid	21	21	21	21
	Missing	0	0	0	0
Mean		63.33	84.05	52.38	64.05
Std. Error of Mean		4.043	2.642	3.836	3.426
Median		65.00	85.00	55.00	65.00
Mode		70	85	65	85
Std. Deviation		18.529	12.106	17.580	15.702
Variance		343.333	146.548	309.048	246.548
Range		65	45	55	55
Minimum		30	55	25	30
Maximum		95	100	80	85
Sum		1330	1765	1100	1345

Table 1 explain So from the outline of the SPSS desk above, it could be concluded that the consequences of the pretest done before using present-day gaining knowledge of strategies in the experimental elegance acquired the best rating of 95 and the bottom 30. The average rating turned 63.33, the median rating turned 65.00, and the mode rating changed to 70. The outcomes of the post-test for the experimental elegance have been achieved. After using present-day getting-to-know methods within the experimental magnificence, the highest score turned to 100, and the lowest became 55. The standard rating for the experimental magnificence became 84.05, the median score for the experimental class became 85.00, and the experimental elegance mode rating changed to 85. The results of the pretest were executed using the technique of managing elegance. The highest rating for conventional techniques was changed to eighty, and the lowest was 25. The average rating for the manipulated class was 52.38, the median score for the managed class was 55.00, and the mode score for the managed magnificence was 65. The post-test outcomes within the

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[31]Fitriyani, Pransiska Nur, Ati Sadiah, and Gugum Gumilar. "Perbandingan Hasil Belajar Peserta Didik Melalui Model Pembelajaran Kooperatif Tipe Student Team Achievement Division (Stad) Dengan Tipe Team Assisted Individuallization (Tai) Pada Mata Pelajaran Ekonomi." Journal Sains Student Research 2, no. 3 (2024): 01-11.

control class, which still used traditional techniques, acquired the best score of 85 and the lowest of 30. The average cost for the manipulate class turned to 64.05, the median price for the manipulate elegance changed to 65.00, and the mode value for the manage elegance became 85. So from the SPSS table above, it can be concluded that as follows:

Table 2. Descriptive Analysis

Information	Experimental Class		Control Class	
	Pretest	*Post-test*	*Pretest*	*Post-test*
Maximum Value	95	100	80	85
Minimum Value	30	55	25	30
Mean	63.33	84.05	52.38	64.05
Median	65.00	85.00	55.00	65.00
Modus	70	85	65	85
Standard Deviation	18.539	12.106	17.580	15.702

Table 2. It could be defined that the results of the experimental class pretest conducted before applying the PAIKEM approach within the experimental magnificence acquired the very best rating of 95 and the bottom score of 30. The average rate is 63.33, the median is 65.00, and the moderate is 70. Post-test results of the experimental class were carried out after applying the PAIKEM method. The experimental class obtained the best rating of 100 and the bottom score of 55. The average score was 84.05, the median value was 85.00, and the mode value was 85. The manipulated magnificence pretest outcomes in the control elegance acquired the best score of 80, and the bottom changed to 25. The average score became 52.38, the median price changed to 55.00, and the mode fee became 65. The post-test effects of the manage magnificence conducted in the control class acquired the best score of 85 and the bottom score of 30. The average value is 64.05, the median value is 65.00, and the mode value is 85.

Normality Test

A normality test must be performed to ascertain whether or not the acquired data is usually distributed. If the records distribution is regular, the researcher will use parametric facts; if the statistics distribution is not ordinary, the researcher will use nonparametric information.

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The normality test is to discover whether or not the information is frequently conveyed, is excellent information, and is attainable to utilize in this thinking about ordinarily conveyed information.[32] this think about analysts utilized the typicality test with the Kolmogorov-Smirnov and Shapiro-Wilk tests.[33] The comes about of normality test for the exploratory course and control course may be seen within the table as after, given that the information is regularly disseminated and meets the necessities for sign esteem > 0.05:

Table 3. Normality Test

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	KELAS	Statistic	Df	Sig.	Statistic	Df	Sig.
HASIL	PRE_EKS	.155	21	.200*	.958	21	.477
	POST_EKS	.150	21	.200*	.941	21	.231
	PRE_KNTRL	.145	21	.200*	.934	21	.169
	POST_KNTRL	.122	21	.200*	.953	21	.391

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tabel 3. Explain the research data is usually distributed, according to the SPSS output results above, which indicate that the sig values of Kolmorov-Sminirnov and Shapiro-Wilk for all experimental and control class data, both pretest and post-test, are more than 0.05.

Uji Independent Sample T-Test

To discover on the off chance that there was a contrast between the post-test comes about of the understudies within the exploratory lesson and the control course[34], the Autonomous Test T-Test test was utilized. This test is used to supply answers to the goals of

[32]Yulianto, Ahmad, Ribut Purwojuono, and Tri Wahyuni. "Penggunaan Metode Reading Guide terhadap Kemampuan Membaca Pemahaman Kelas IV di SD Negeri 23 Kota Sorong." Jurnal Papeda; Vol 6, no. 1 (2024).

[33]Kumalasari, Ika Dyah, Anik Nawati, Puspita Putri Sinta, and Sutrisna Wibawa. "Pengaruh Model Pembelajaran Project Based Learning Berbasis Pendekatan Tpack Terhadap Hasil Belajar Pendidikan Pancasila Pada Siswa Sekolah Dasar." Pendas: Jurnal Ilmiah Pendidikan Dasar 8, no. 3 (2023): 6178-6186.

[34]Annisa, Syfa Nur, Ujiati Cahyaningsih, and Ari Yanto. "Pengaruh Model Discovery Learning Berbasis Kearifan Lokal Terhadap Hasil Belajar Siswa Sekolah Dasar." Buletin Ilmiah Pendidikan 3, no. 2 (2024): 79-86.

this consider[35], to be specific, "to decide the impact of the application of PAIKEM strategy improvement in Arabic dialect learning lesson V at MI Al-Ma'had An-Nur Bantul Yogyakarta." in this take a see, it's distant said that whether or not there may be a control can be seen from the distinction inside the typical expense of the post-test comes about of the exploratory greatness and the control greatness post-test on the off chance that the sig charge is gotten (2 Followed) < 0.05 at that point the taking after are the impacts of the autonomous design T-take a see at test:

Table 4. Uji Independent Sample T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Hasil_Belajar	Equal variances assumed	2.160	.149	4.623	40	.000	20.000	4.327	11.256	28.744
	Equal variances are not assumed.			4.623	37.569	.000	20.000	4.327	11.238	28.762

Table 4. Based on the results of the SPSS output above, the sig price is received. (2 tailed) of zero.000 <0.05, it may be concluded that there's a difference in the expected pupil learning outcomes between the experimental class, using the PAIKEM getting-to-know technique, and the control class, using every other version.

For more info to discover the average post-test consequences of the experimental class and the control class may be visible within the desk as follows:

Table 5. Uji Independent Sample T-Test

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[35]Ibrahim, Muhammad Buchori, Fifian Permata Sari, Lalu Puji Indra Kharisma, Indra Kertati, Putu Artawan, I. Gede Iwan Sudipa, Peran Simanihuruk, Gusti Rusmayadi, Eko Nursanty, and Enos Lolang. Metode Penelitian Berbagai Bidang Keilmuan (Panduan & Referensi). PT. Sonpedia Publishing Indonesia, 2023.

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil_Belajar	Post_Eksperimen	21	84.05	12.106	2.642
	Post_Kontrol	21	64.05	15.702	3.426

Table 5. It may be concluded that the average result of the experimental class that applied the PAIKEM learning technique was 84.05. In contrast, the average cost of the control class that implemented different mastering fashions became 64.05. Thus, based on these findings, it can be said that the experimental class use of the PAIKEM learning technique is far more successful than the application of other models in the control class, with a much better increase in learning outcomes from the experimental class of 84.05 compared to the control class of only 64.05.

So the outcomes of the studies table that the researchers have carried out can solve the cause of studies from this examination, namely "to find out the effect of the application of PAIKEM method effectiveness in Arabic language learning class V at MI Al-Ma'had An-Nur Bantul Yogyakarta" Therefore, it can be concluded that the application of PAIKEM learning method in Arabic language learning for fifth-grade students of MI Al-Ma'had An-Nur Bantul Yogyakarta is practical as seen from the students' learning outcomes which are much more improved when using PAIKEM learning method than using other learning methods.

in Fitri Prastika[36] Research that applied the PAIKEM method in learning stated, "The results of the study showed that, in the cycle, 1 test, there were 21 people whose learning results were in the incomplete category with a percentage of 80% and the number of students who completed it was five people or 20%. In cycle II, there were eight students whose learning results were in the incomplete category, with a percentage of 31%, and 18 students were in the complete category out of all students, with a rate of 69%. So, it can be concluded that an increase in the learning outcomes of class XI IPS 1 students has been

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[36] Prastika, Fitri and Emmi Azis. "Penerapan Model Pembelajaran Aktif Inovatif kreatif dan menyenangkan (PAIKEM) terhadap peningkatan hasil belajar siswa kelas XI IPS 1 MAN 2 BONE. Begibung: Jurnal Penelitian Multidisiplin 2, no. 3 (2024): 43-53.

achieved after implementing the teaching and learning process using the active, innovative, creative, and fun learning model (PAIKEM). This is also by research conducted by researchers regarding the effectiveness of applying the PAIKEM method, that the average result of the experimental class that applied the PAIKEM method was 84.05, while the average score for the control class that applied conventional learning methods was 64.05. So, with these results, it can be concluded that the effectiveness of applying the PAIKEM method in the experimental class is more successful than applying conventional learning methods in the control class, with a much better increase in learning outcomes.

Conclusion

The results of this study highlight how crucial it is to use teaching strategies suitable for the situations in which students find themselves to encourage more significant activity, creativity, innovation, and happiness in the classroom. So, this study researchers applied the PAIKEM learning method, which is learning that prioritizes students' activeness, innovativeness, creativity, and fun in the learning process; this may assist students in making it much less complicated for students to simply accept and apprehend gaining knowledge of supplied with the aid of the teacher. This research shows that using the PAIKEM learning method in the experimental class more effectively impacts learning Arabic. This can be seen from the increase in student learning outcomes of 84.05 compared to using conventional learning methods in the control class, which is ineffective. This can be seen from Student learning outcomes that do not meet the KKM standards, which are 64.05. So, PAIKEM learning methods are very suitable for learning because of the conditions and circumstances of students in the classroom. After all, PAIKEM methods are more successful in improving student studying effects in Arabic. Therefore, it is hoped that the PAIKEM learning method can be an additional reference for teachers when choosing and using learning methods for students within the class. Due to the limited time and abilities researchers possess, researchers hope for suggestions and input in improving this research and further research. Hopefully, this research can be an additional reference for further study.

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