

PERFORMANCE OF CERTIFIED LECTURERS IN IMPLEMENTING PAIKEMI STRATEGIES IN ISLAMIC SCIENCES IN ISLAMIC STATE UNIVERSITIES

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Abstract

This research is a qualitative study that aims to describe and explain how the performance of certified lecturers in implementing an active learning PAIKEMI model that takes place in the lecture process. This research took place at the Islamic State University of Antasari Banjarmasin, especially at the Faculty of Tarbiyah and Keguruan, and targeted Islamic courses. The data collection process was carried out by means of observation, interviews, and documentation. In the first stage, data would be taken by observing how certified lecturers deliver their lectures in the classroom and then initiating interviews and questionnaires with them as well as with students to capture how their perceptions during lectures take place in the second stage. The third stage was analyzing the lesson plans (RPS) that lecturers have made before entering the classroom. The results of this study were as follows: 1) A large number of lecturers were already aware of contextual-based learning methods such as giving students the freedom to discuss, making the physical environment of the classroom conducive, and conducting periodic evaluations, all of which are felt to increase student motivation and trigger student creativity. 2) There were some lecturers who still implement traditional modes during lectures such as the lecture method, which is very monotonous for students so they have limited opportunities to actively participate during lectures.

Keywords: Higher Education, Certification, Learning Motivation, Active Teaching and Learning

Abstrak

Penelitian ini adalah penelitian kualitatif yang bertujuan untuk menggambarkan dan memaparkan bagaimana kinerja dosen bersertifikasi dalam menerapkan pembelajaran aktif model PAIKEMI yang berlangsung dalam proses perkuliahan. Penelitian ini mengambil tempat di Universitas Islam

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Negeri Antasari Banjarmasin khususnya pada Fakultas Tarbiyah dan Keguruan dan menyasar kepada mata kuliah-mata kuliah keislaman. Proses pengambilan data dilakukan dengan cara observasi, wawancara, dan dokumentasi. Pada tahap pertama, data akan diambil dengan cara melihat bagaimana dosen-dosen bersertifikasi menyampaikan perkuliahan mereka di dalam kelas kemudian menginisiasi wawancara dan angket dengan mereka sekaligus dengan mahasiswa untuk menangkap bagaimana persepsi mereka selama perkuliahan berlangsung pada tahap kedua. Tahap ketiga yaitu menganalisis rencana pembelajaran (RPS) yang telah dosen buat sebelum masuk ke dalam kelas. Hasil penelitian ini sebagai berikut yaitu 1) Dosen sudah banyak yang sadar akan metode belajar yang berbasis konteks (*contextual-based learning*) seperti memberikan memberikan bebasan bagi mahasiswa untuk berdiskusi, membuat lingkungan fisik kelas menjadi kondusif, dan melakukan evaluasi berkala yang mana semua itu dirasa bisa meningkatkan motivasi belajar mahasiswa dan memicu munculnya kreatifitas mahasiswa. 2) Ada beberapa dosen yang masih mengimplementasikan mode-mode tradisional selama perkuliahan seperti metode ceramah yang ini dirasa sangat monoton bagi mahasiswa sehingga mereka memiliki kesempatan terbatas untuk berpartisipasi aktif selama perkuliahan

Kata Kunci : Perguruan Tinggi, Sertifikasi, Motivasi Belajar, Pembelajaran Aktif

INTRODUCTION

According to a regulation issued by the Ministry of Research and Higher Education in 42/SP/HM/BKKP/III/W2018, lecturers are one of the important pillars in higher education that plays a strategic role for universities in facing the digitalisation era and the Millennium 4.0 industrial revolution. Mohammad Natsir said that lecturers who have strong scientific core competence, have soft skills critical thinking, creative, communicative, and able to collaborate well with students are needed to produce graduates who have high competitiveness and are ready to compete. Lecturers must be able to adapt to the industrial revolution. The old learning pattern of traditional lectures with contextual teaching is no longer feasible to use, lecturers must be able to keep up with the development of learning media technology by applying contextual learning models so as to produce highly competitive graduates.

Changes in the field of human resources include developing the capacity of lecturers as facilitators and tutors in online learning. In this era, lecturers have more demands, both in competence and the ability to conduct research collaboration with world-class professors. Lecturers also act as tutors. The development of MOOC (Massive Open Online Course) infrastructure, teaching industry, and e-library should have been running. However, the current condition of Indonesian lecturers is still dominated by baby boomers and generation X who are digital emigrants. Meanwhile, the students faced are millennials.

Another challenge faced in order to fulfil the need for quality lecturers is to attract the best university graduates to become lecturers. The problem is that in the era of industrial revolution, the lecturer profession is increasingly competitive. There are at least five qualifications and competencies of lecturers needed, including (1) educational competence, internet of things-based competence as a basic ability in this era. (2) competence in research, competence in building networks to grow knowledge, research direction, and skilled in obtaining international grants; (3) competence for technological commercialization, has the competence to bring groups and students to commercialization with technology for the results of innovation and research; (4) competence in globalization, a world without barriers, not stuttering against various cultures, mixed competence (hybrid), namely global competence and excellence in solving national problems; and (5) competence in future strategies, where the world is easy to change and runs fast, so that it has the competence to predict exactly what will happen in the future and its strategies, employing joint-research, joint-lecture, joint-publication, joint-lab, staff mobility and rotation, understanding the direction of SDG'S and industry, and so on (Natsir, 2018).

Lecturers are one of the important elements in national development because lecturers are agents of change in the field of education. Lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service in accordance with the Law of the Republic of Indonesia number 14 of 2005. Lecturers also play the role of spreading 'passion' and inspiring students. Lecturers become friends to students and lecturers must also be role models and have character. Universities always increase the capacity and capability of their lecturers to produce innovations that benefit society. Furthermore, Article 60 paragraph 1 states that in carrying out their professional duties, lecturers are obliged to carry out education, research, and community service. The most important thing in paragraph 2 states that lecturers are obliged to plan, implement the learning process, use media technology, assess and evaluate learning.

In developing their institutions, lecturers must fulfill andragogic, pedagogic, professional, social, and personality competencies as well as self-declaration that they have the quality of professionalism as lecturers. Lecturer performance is one of the important factors in improving the quality of higher education. Certified lecturers in the learning process include planning and implementing educational quality development effectively and efficiently. This can be seen from the management of lecturer teaching planning, the utilization of learning strategies and media, and the evaluation of student learning outcomes continuously and consistently (Soedijarto, 2013). Lecturer certification is an award system in the form of an educator certificate to lecturers. Lecturer certification is the government's effort to improve the professionalism of lecturers in the field of the tri dharma of higher education. For lecturers who have passed certification, certification allowances are given which are

expected to improve their performance in the fields of education and teaching, research, and community service (Kartowagiran, 2011).

Studies on learning in higher education have been conducted by many researchers from various countries. In 1977, for example, Hall and Saunders conducted a study entitled Adopting a student-centred approach to management of learning. In this study they have found an improvement in academic performance, attitude towards the course, and learning achievement of students. This is motivated by 3 (three) important factors, namely: (1) students are involved in the learning process, (2) lecturers use active learning strategies, and (3) the learning atmosphere is pleasant, both for students and lecturers (Hall & Saunders, 1996). Studies on learning in higher education with a student-centred learning approach in higher education can encourage students to have high self-motivation in learning. In 2005 Sekar Ayu Aryani, et al from Universitas Islam Negeri (UIN) Sunan Kalijaga Yogyakarta conducted research entitled Evaluative Study of the Socialisation of Higher Education Learning Programme in 2004 by CTSD. This research concluded that student-centered learning can increase the enthusiasm and excitement of student lectures compared to learning with a teacher-centered learning approach.

Furthermore, the results of research by Lea et.al, examining student-centered learning-based learning in higher education with the title 'Higher Education Student Attitude to Student Centered Learning: Beyond Educational Bulimia' concluded that student-centered learning is very appropriate and effective for students in higher education. 3 (three) things were found, namely (1) students really appreciate and care about the student-centered learning approach, (2) students are interested and enjoy the learning process, and (3) students have a high level of confidence (Lea et al., 2003).

The results of research by Yuseran Razak, Darwyan Syah and Abd Aziz on Leadership, Lecturer Performance in Improving the Quality of Higher Education stated that quality equity is one of the agendas of the Indonesian nation if it wants high student quality, not only providing expansion of opportunities (equity) and improving quality (quality) as two separate things but equity (Razak et al., 2016). The crucial issue of national education today is to accelerate the realisation of quality higher education, improving the quality of education services is something that cannot be delayed.

Higher education has two main objectives, namely, 1). Preparing student learners to become members of society who are able to develop and have academic and professional abilities can apply, develop and enrich science, technology and art. 2). To develop and disseminate science, technology and arts and seek their use to improve the standard of living of the community and enrich national culture (Perguruan Tinggi, 1999). Furthermore, according to Yuseran Aziz, improving the quality of education cannot be done partially, but must be comprehensive and sustainable. To improve the ability of lecturers, professional education for teaching

and education personnel has been organised. To improve lecture operations, facilities, and lecturer welfare. The education budget of 20% has been realised. In addition, the lecture process must also be improved, no longer limited to the development of low-stage thinking skills, namely knowledge and understanding, middle-stage thinking, namely thinking stages of application, analysis, synthesis, and evaluation, and continued, at a high stage of thinking, namely problem solving and creativity. According to the results of Stephen P. Robbin's research in his book *Organizational Behaviour* that lecturer performance has a positive and significant contribution and influence on the quality of education. Thus, lecturer performance contributes to improving the quality of higher education. Increasing the quality of lecturer performance will be followed by an increase in the quality of education. Thus, lecturer performance becomes a predictor of the high and low quality of higher education (Robbins & Judge, 2013).

Based on the comparison of previous research studies, researchers are interested in how certified lecturers who have attended training on active learning strategies in universities apply these active learning strategies to Islamic Religious Education course material seen from the aspect of the lecturer's role as a facilitator in the learning process. From the results of exploratory studies in all faculty study programmes at UIN Antasari Banjarmasin, the Islamic Sciences lecture material becomes less attractive lecture material, and most students feel bored, sleepy when the lecture takes place with the lecture method, so that the Islamic Sciences course does not get a good response among students, this is in addition to the many Arabic terms, also talking about the past, years and names, and most lecturers still use teacher-centred lectures, namely the traditional method of monotonous lectures. But after various changes were made in several faculty study programmes, in the planning system and contextual learning strategies, especially by applying the PAIKEMI approach, it began to show a positive response from students, boredom in students was reduced and students were more motivated and student learning creativity increased in Islamic Sciences courses.

Based on the above problems, the researchers are interested in conducting a study entitled *Performance of Certified Lecturers in Applying Paikemi Strategies in Islamic Sciences Materials at UIN Antasari Banjarmasin*.

RESEARCH METHOD

This research is a qualitative study that aims to describe and explain how the performance of certified lecturers in implementing active learning PAIKEMI model that takes place in the lecture process. From these results, the author reveals the professionalism of certified lecturers' performance and the increase in motivation and scientific competence and Islamic character of students in Islamic Religious Education materials at all Faculties at UIN Antasari Banjarmasin. The subjects of this study were 40 core lecturers of MKDK Islamic Sciences, namely lecturers of *Ulumul*

Qur'an, Ulumul Hadith, Aqidah, Akhlak, Fiqh and *Ushul Fiqh* and History of Islamic Civilisation as well as 40 students who attended Islamic sciences courses in all study programs in the Faculas of UIN Antasari Banjarmasin. The object of this research is lecturer management issues including learning planning, implementation and evaluation of learning, as well as the attitudes and reactions of students when following the learning process. The data in this study were collected by means of observation, interviews, and documentation. Researchers observed the lecture process of the above-mentioned Islamic courses and then conducted interviews with lecturers who taught and students involved in the courses. Then, the researcher asked the lecturer for the lesson plan document (RPS) to be analysed. In the final stage, researchers analysed the data using the method of Miles and Huberman which consists of data reduction, data presentation, condensation, and conclusion drawing.

RESULT

Performance of Lecturer in Lecture

1. Lecturer's Skills in Making Semester Recovery Plan / Lecture Management Performance.

Certified civil servant lecturer respondents have various experiences in making semester lecture plans. There are those who make a complete and actual semester lecture plan at the beginning of the semester, namely there is a sequence of material and lecture objectives, standards for achieving results, methods / strategies, media, evaluation tools and reference books, but some respondents still make a recovery journal that is changed from the syllabus of lectures and some make a form of Lecturer Worksheet / LKD. What is even more unique is that they make it not at the beginning of the lecture, but after the end of the lecture as a requirement for completing the BKD report, to get lecturer certification benefits.

2. Lecturer's Ability To Utilise a Variety of Active Learning Strategies

Certified civil servant respondents stated in interviews and observation results, that all lecturers agree with the application of active learning strategies in Islamic science lecture material, and some respondents are skilled in using various active learning strategies in each lecture meeting, and have even been skilled in modifying each learning strategy, in order to arouse student interest and motivation and creativity. In this case the role of the lecturer in this forum is no more than a catalyst, motivator, innovator, who stimulates the release of the potential and intrinsic of students and gives freedom of thought democratically to determine their future. However, some respondents preferred to use the lecture, memorisation and question and answer methods. This is because lecturers feel more free to release all the knowledge they have expertly, rather than acting only as facilitators for students. In this lecture forum, students act as passive listeners, while writing down things that are

considered important in the lecture material, as well as memorising the lessons they get from their lecturers and lecturers feel satisfied because the knowledge they have studied so far can all be poured out expertly to students.

3. Lecturer Expertise in Using Varied Learning Media.

Respondents who do not use active learning strategies in providing lessons with lecture and question and answer methods do not require learning media, if the lesson text must be delivered with LCD, it is enough just to show it in the order of the lesson, not requiring varied media. Whereas for respondents who use Paikem strategies, they really need varied learning media according to the active learning strategies used, lecturers always use Laptop, LCD, cardboard, colourful pieces of paper, small pieces of white paper, and other creative media for respondents, according to the demands of the active learning strategies used by respondents. For respondents who use the e-learning Online lecture model, they are very skilled in using ITI media, because student discussions must be immediately given responses and assessments, and students deposit their assignments via the internet network with scheduled time and limited time, immediately giving assessments every meeting.

4. Physical Changes to the Conducive Learning Space

Some certified civil servant respondents prefer traditional classroom conditions, i.e. chairs facing forward and divided into two, namely for the student seat lane, their sitting is not mixed between men and women, but some respondents again according to the strategy they use, sometimes forming the letter O or U, sometimes in the form of small groups, or roundabouts in groups, the reason is that students prefer and like to exchange places and groups, to share their thoughts. In fact, those who like one-way facing forward are respondents who use the lecture method, while students who sit in a variety of ways are respondents who use active learning strategies.

5. Students are free and active in expressing their opinions democratically.

According to the statements of fifty student respondents through questionnaires, interviews and the results of data triangulation found students' thoughts, that they prefer to learn with a variety of seating models and two-way or several-way relationships, although mixed between sitting students and female students, they are more free to express their opinions. Moreover, if they speak weighty, they get high scores from their lecturers. Students are more eager to actively express their opinions. They are competing to be active and creative, so that there is a democratic, innovative and very fun discussion. Whereas with the lecture method, students are only passive listeners, while writing a summary of the material and memorising the lecturer's speech. Creative thinking and freedom to express their opinions democratically are not developed.

Periodic Evaluation of Learning

Some certified civil servant lecturer respondents carry out lecture evaluations at the end of each lesson, in accordance with the RPS they make, some give the task of summarising the results of lectures submitted by students at each subsequent lecture and then given an assessment and distributed before the start of the lecture, but some respondents evaluate their lectures to students every midterm exam and final semester exam / UTS and UAS at the end of the semester. There are also respondents who take daily discussion grades, from independent assignments, and group paper assignments. However, some respondents stated that because what was studied was the Islamic sciences, the assessment of students' moral / affective factors was prioritised in addition to students' cognitive abilities.

Transformation of Learning Motivation and Student Learning Achievement

Students stated that they really liked and were enthusiastic about active, innovative, creative, effective and fun learning, because it automatically spurred them to prepare themselves to always be active and highly motivated to excel in competing with their other study group friends, because every form of student activity was assessed according to their creativity and activity in defending the good name of their group. This intense competition certainly makes students learn seriously, which they can finally prove that their daily grades, grades, independent assignments, group assignments, and Midterm Examinations and Final Semester Examinations vary and students feel satisfaction in getting assessments and achievements in their classes. Changes in learning motivation and learning inspiration as well as student learning achievement are more clearly as stated by most students through questionnaires and interview results as follows

- a. I strongly agree that before the lecture the lecture topic and lesson objectives are announced by the lecturer, because it is very motivating to actively participate in the lecture,
- b. I am very happy and agree that the lectures are in accordance with the schedule and the lecture hours are on time given by the lecturer, because it motivates discipline in lectures,
- c. I strongly agree that the lecture environment is conducive because it greatly supports the lecture atmosphere, both the environment in the classroom and the environment outside the classroom,
- d. I am very happy with the adequate lighting and air circulation in the classroom, because it is very helpful for learning,
- e. I strongly agree with the arrangement of chairs / tables that always vary, because it is very helpful in learning active learning,

- f. I strongly agree with the personal figure of the lecturer who is polite and democratic in facilitating learning, because it is in accordance with the expectations of the students,
- g. I strongly agree with the exemplary behaviour of lecturers in teaching, because it can motivate our learning to always have noble character,
- h. I strongly agree with the freedom of thought/opinion given by lecturers in teaching, because it can motivate learning and creative thinking,
- i. I strongly agree if the lecturer uses a variety of learning media, because it clarifies our understanding of the lecture material,
- j. I strongly agree and am motivated to learn actively in the Paikem model, especially when the lecturer uses various active learning methods and strategies,
- k. I strongly agree and feel happy to learn actively with group techniques, because it is very useful to think collaboratively in making decisions, and triggers in learning,
- l. I strongly agree with the weekly lecture resume assignments, individual assignments and group assignments given by the lecturer, because it is very motivating in individual learning and group learning,
- m. I strongly agree with the hand out given by the lecturer, because it really helps our frame of mind,
- n. I strongly agree with the learning model outside the classroom carried out by lecturers, such as going to public libraries and field trips, because it is a refreshing and relieving boredom of learning in lecture classes, especially accompanied or guided by lecturers,
- o. I strongly agree that every assignment given by the lecturer is returned and given an assessment, because it can measure the learning ability of students,
- p. I strongly agree and feel satisfied with the results of the evaluation of the average value of assignments, midterms, and final exams submitted by the lecturer.

DISCUSSION

Certified civil servant lecturer respondents generally have experience making lecture plans in the form of Semester Lecture Plans, which are made at the beginning of each lecture, but in reality not all respondents consistently make them, they make them at the end of the semester if there is a bill in making the lecturer / BKD activity file, and even then make a variety of them. Some make a complete semester recovery plan and the actual form at the beginning of the semester, namely there is a sequence of material and lecture objectives, standards for achieving results, methods / strategies, media, evaluation tools and reference books, but some respondents still make a recovery journal that is changed from the syllabus of lectures and some make a form of Lecturer Worksheet / LKD. What is even more unique is that they make it

not at the beginning of the lecture, but after the end of the lecture as a requirement for BKD completeness, to get lecturer certification benefits. In this case, it means that only some respondents are consistent and skilled in making and implementing a kind of RPS while others are less skilled in making and implementing semester learning plans. In fact, a plan must be made at the beginning of the semester so that the lecture runs procedurally and controlled, and can provide a planned evaluation of student learning outcomes, and students will feel satisfied with the results of their work during one semester.

Lecturers' Skills in Using Varied Active Learning Strategies

Certified civil servant respondents stated in questionnaires, interviews and observation results, all respondents strongly agreed that active learning strategies should be applied, but in the reality of their application, only some respondents were skilled in using varied active learning strategies in each lecture meeting, the role of lecturers in this forum was no more than catalysts, motivators, innovators, who stimulated the release of students' potential and intrinsic and gave freedom of thought democratically to determine their future. Meanwhile, some respondents preferred to use the lecture and question and answer method. This is because they feel more free to bring out all the knowledge they have proficiently, rather than acting only as facilitators, motivators and innovators for students. In this lecture forum, students must act as passive listeners, while writing down things that are considered important in the lecture material, and respondents feel satisfied because the knowledge they have studied so far can all be poured out proficiently. This shows that some respondents are still less skilled in using active learning strategies.

Lecturer respondents' skills in using varied learning media. Lecturer respondents in giving lessons with lecture and question and answer methods do not need learning media, if the text of the lesson must be conveyed by LCD, it is enough to broadcast it in the order of the lesson, it does not require varied media, while lecturers who use Paikem strategies, really need varied learning media in accordance with the active learning strategies used, lecturer respondents always use laptops, LCDs, cartons, colourful pieces of paper, small pieces of white paper, etc. Moreover, for lecturer respondents who give distance lectures, they use Daring e-learning with creative media according to the demands of the active learning strategies used by lecturer respondents. This shows that some lecturers are not yet skilled in using IT media

Active and creative lecturer performance is reflected in: 1) Knowing students and how they learn, both students who are auditorial, visual, and kinesthetic students, 2) Know the learning content and master the knowledge taught (expert). and know how to teach it, 3) Plan and implement teaching with effective and efficient learning SAP, 4) Create and maintain a safe lecture atmosphere and active learning methods that are fun and supportive, 5) Assess and provide reports and provide

feedback on the results of student lecture evaluations. 6) Engage in lectures professionally and be able to use active learning techniques, 7) Engage professionally with colleagues, parents of students and the campus community in harmony (Silberman, 2009).

Physical Changes to Conducive Learning Space

Some certified civil servant respondents prefer traditional classroom conditions, i.e. chairs facing forward and divided into two, namely for the student seat lane and the student seat lane, their sitting is not mixed between men and women, but some respondents again according to the strategy they use, sometimes forming the letter O or U, sometimes in the form of small groups, or roundabouts in small groups, the reason is that students prefer and like to exchange places and groups, to share their thoughts. In fact, those who like one-way facing forward are respondents who use the lecture method, while students who sit in a varied manner are respondents who use active learning strategies. In addition, students study around the campus park and in the library as well as outside the campus with the filltrip strategy, so that there is a refreshing break in the lecture. This shows that some lecturer respondents have been able to use the classroom environment and outside the classroom that is conducive to lectures. Lectures are not only in the classroom, but can occur outside the classroom and anywhere that can make students feel meaningful learning, in direct contact with nature and its objects, foster curiosity, dare to express opinions, participate, be responsible and independent and in accordance with student interests and motivation (Zaini et al., 2011).

Student Freedom and Activeness to Express Opinions Democratically

According to students' statements through questionnaires, interviews and the results of data triangulation found students' thoughts, that they prefer to learn with a variety of seating models and two-way or several-way relationships, although mixed between sitting students and female students, they are more free to express their opinions. Moreover, if they speak weighty gets a high assessment from the lecturer then students are more eager to actively express their opinions. They are competing to be active and there is a very pleasant discussion. Whereas with the lecture method, students are only passive listeners, while writing a summary of the material and memorising the lecturer's speech. This shows that some lecturers are less democratic and tend to limit students' freedom of thought, and are less sensitive to fun active learning.

In principle, in active learning, lecturers facilitate students' learning process. The activity emphasises the student learning process. In its activities there are planned efforts in manipulating learning resources so that there is a continuous learning process in students. Active learning also fosters innovative, creative, effective, and fun. If creative learning is to be created, it must be innovative, active,

effective and fun. And learning prioritises Islamic personality aspects that can colour cognitive and skill aspects. A lecturer must try to explore inner and develop spiritual intelligence, emotional intelligence and intellectual intelligence of students through an active, innovative, creative, effective, fun and Islamic learning process (Zaini et al., 2011).

Professional lecturers communicate goals and expectations explicitly, and lectures should be meaningful, there should be goals or objectives that motivate and inspire students. Students who get feedback show better lecturer performance in class and in doing assignments for assessment. Lecturers encourage critical thinking and practical application of knowledge (Djamarah & Zain, 2014). Research shows that students learn best if lecturers make better use of a combination of students' learning styles, namely auditive, visual and kinesthetic, regardless of which model of active learning approach or strategy is preferred (Syah, 1999).

Competence of Lecturer Respondents in Implementing Learning Evaluation.

Some certified civil servant respondents carry out lecture evaluations at the end of each lesson, in accordance with the learning plan (RPS) they make, some give resume assignments of lecture results submitted by students at the beginning of each lecture the following week and then given an assessment and distributed before the start of the lecture, respondents take daily discussion scores, independent assignments, and group paper assignments. but most respondents evaluate students every midterm exam and final semester exam / UTS and UAS at the end of the semester. However, some respondents stated that because what is taught is the Islamic science family, the assessment of students' moral / affective factors is prioritised in addition to students' cognitive abilities. This shows that some respondents have not been effective in carrying out learning evaluation.

Students stated that by learning active, innovative, creative, effective and fun, it automatically spurred them to prepare themselves to always be active and highly motivated to excel in competing with their other study group friends, because every form of student activity was assessed according to their creativity and activity in maintaining the good name of their group. This intense competition certainly makes students learn seriously, which they can finally prove that their daily grades, grades, independent assignments, group assignments, and Midterm Exams and Exams vary and students feel satisfaction in getting assessments and achievements in their classes. This shows that students are eager for improvements and changes in learning strategies. If learners are involved in the learning process, it will trigger their learning motivation and make them happy and enjoy during learning (Jikri et al., 2023).

According to Wlodkowski and Annam (2004), some methods that stimulate student learning include: 1) Provide diversity in the learning of each lecture, 2) Connect lectures with students' potential skills, 3) Use unpredictability in maintaining the lecture environment, 4) Use active learning strategies and methods

as well as new and unusual lecture content for students, 5) Give students questions and tasks that make them think outside the head. The changes in learning motivation and learning inspiration as well as student learning achievement are clearer as the statement of most students strongly agree with the PAIKEMI strategy. From this student statement, it can be illustrated that students really crave for renewal in democratic learning and contemporary insight.

CONCLUSION

Based on the presentation and analysis of data that has been done, the research results are concluded, namely 1) Lecturers of Islamic religious colleges (PTAI), especially in the environment of UIN Antasari Banjarmasin, are already aware of context-based learning methods that they get from trainings so that they are more democratic in conducting lectures in ways such as providing freedom for students to discuss, making the physical environment of the classroom conducive, and conducting periodic evaluations which are all felt to increase student learning motivation and trigger the emergence of student creativity. 2) There are some lecturers who still implement traditional modes during lectures such as the lecture method, which is considered very monotonous for students so that they have limited opportunities to actively participate during lectures.

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