

Role Playing Method: A Solution To Improve Learning Outcomes In Islamic Education

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ARTICLE INFO	ABSTRACT
Article history: Received Jan 9, 2023 Revised Jan 20, 2023 Accepted Jan 30, 2023 Keywords: Islamic Religious Education, Role Playing.	Whereas this research will be aimed at basic competency material regarding problems in learning knowledge of Islamic Religious Education. It can be seen that students' knowledge skills in learning Islamic Religious Education still lack understanding of the material. Students whose knowledge value is still below the KKM is approximately 40% of the 23 students. Most students do not understand the contents of the material, and the purpose of applying the material in everyday life. This study aims to improve student learning outcomes in learning Islamic Religious Education, and to find out the various obstacles in the application of the Role Playing method. This research is a classroom action research, which is conducted to solve problems in the classroom. <i>This is an open access article under the CC BY-NC license.</i> 

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1. INTRODUCTION

Learning is a conscious activity carried out by individuals through training and experience that results in changes in behavior that include cognitive, affective and psychomotor aspects. (Nawawi et al., 2022) . In addition to knowing the nature of learning, the components contained therein, such as learning characteristics, factors that influence learning, and learning principles are important to study. (Baden & Wilkie, 2004) .

Learning is an action taken by a teacher against students who aim to gain new insights (Tabroni, 2019) . It can be exemplified by a student who is taught at school so that the student can know and understand the material provided by the teacher. Learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge can occur, mastering skills and character, as well as forming attitudes and beliefs in students. In other words, learning is a process to help students learn well (Thut et al., 1964)

The learning process is experienced throughout the life of a human being and can apply anywhere and anytime (Hill, 1990) . Learning has a similar meaning to teaching, although it has a different connotation. In the context of education, teachers teach so that students can learn and master the content of the lesson to achieve a certain objective (cognitive aspect), can also influence changes in attitudes (affective aspects) and skills (psychomotor aspects) of a student. Teaching gives the impression that it is only the work of one party, namely the work of the teacher (Sari & Tabroni, 2022) . While learning also implies an interaction between teachers and students. Learning is a system that aims to help the student learning process, which contains a series of events that are designed, arranged in such a way as to influence and support the internal student learning process. (N. & HB, 1973).

Whereas this research will be aimed at basic competency material regarding problems in learning knowledge of Islamic Religious Education. That the learning of Islamic religious education often uses the lecture method, so that it can be seen that students' knowledge abilities in learning (Heni Hermaningsih SM Imam Tabroni, nd) . Islamic Religious Education is still not optimal. This can be obtained when students are given several questions related to the material. . Most students do not understand the contents of the material, and the purpose of applying the material in everyday life (Skinner, 2019)

This misunderstanding is caused by several factors, one of the reasons is that the teacher uses the lecture method in discussing Islamic Religious Education material (Nasihah & Tabroni, 2022) . This can be seen when the learning activities carried out by a teacher in the classroom are as follows: 1. the teacher's initial activity gives apperception, 2. The teacher asks students to open a textbook to listen to the teacher's explanation. 3. Students only listen to the teacher explaining the material. 4. The teacher asks students to work on the questions given by the teacher. Less optimal learning is caused by, 1. Students only listen to the teacher explaining the material. 2. Impressed serious stiffness. 3. Only centered on one material. 4. Only focus on student cognitive. Based on the explanation above, the researcher is interested in conducting research on this learning to improve the learning outcomes of 3rd grade students at SDS IT Nurul Ihsan Purwakarta.

Literature Review, Reflective analysis of the results of the orientation shows that learning social knowledge so far has not aroused students' interest in learning (Imam Tabroni & Siti Maryatul Qutbiyah, 2022) . One effort to arouse students' interest in learning is to apply the role playing method which involves students to be active in learning (Viona et al., 2022). Through role playing by students can improve the ability to communicate well with other friends, and students' thinking skills are more developed by analyzing various kinds of events carried out by observers (Tabroni & Karlina, 2022). Besides that, the creation of cooperation, participation and responsibility of students in groups has an impact on good team performance, forming a mutual cooperation attitude and motivation to show the best (Putri Nurul Fadillah et al., 2022).

The application of the role playing method was quite successful because for teachers and children they had never used this method and it was very interesting, so children could be involved active in developing children's social skills and speaking skills through the characters they choose to play. By changing the learning method of Islamic Religious Education by using the method (Sulastrri & Fahmi, 2019) . Role Playing. The Role Playing method is a fun playing method and students play an active role in the learning process. By using the Role Playing method, students use more emotional and sensory observations. The final stage in the learning process students can show the results of their knowledge and skills.

Understanding learning is a process or effort that is carried out by each individual to get changes in behavior, both in the form of knowledge, skills, attitudes and positive values as an experience from various materials that have been studied (Yusra & Tabroni, 2022) Method is a way used to achieve the goals set. Elements that concern the method, namely procedures, systematic, logical, planned and activities to achieve goals.

Understanding the learning method is a way of forming or strengthening the understanding of participants (recipients of information) about a presentation of information or teaching materials . The learning method emphasizes the active student learning process in an effort to gain learning outcomes.

The Role Playing method is the drama or role method. This method involves students acting as a character in a certain situation and showing the response that should be made. Learning through Role Playing trains interaction and self-expression in a real way as an example of actual events. It can also be used to practice good communication or interaction with other people or clients. So the Role Playing method should be used in learning because with this method learning becomes meaningful. Which is where students who learn to solve personal problems with the help of their friends will make them apply the knowledge they have or try to find out the knowledge needed.

Islamic Religious Education is one of the subjects taught in elementary schools that studies basic Islamic knowledge which aims to make human beings perfect. Islamic Religious Education is

an effort to guide and care for students so that later after completing their education they can understand and practice the teachings of the Islamic religion and make them a way of life, according to Daradjat. Islamic Religious Education Learning is an effort made by Islamic Religious Education educators to teach students to achieve the desired goals

2. RESEARCH METHOD

The type of research used in this research is quantitative research. Quantitative research can be interpreted as a research method that is based on the philosophy of positivism used to examine certain populations or samples of data collection using quantitative or statistical data analysis research instruments with the aim of testing established hypotheses. This study uses the experimental method, the experimental method is a research method conducted by experiment, which is a quantitative method, used to determine the effect of the independent variable (treatments/treatments) on the dependent variable (results) in controlled conditions controlled conditions so that there are no other variables (other than treatment variables) that affect the dependent variable. So that conditions can be controlled, in experimental research using a control group and often experimental research is carried out in the laboratory. The variable is the role playing method (x) student learning outcomes (y). then processed using statistical calculations in analyzing the data (Supardi, 2013).

Population is the entire element that will be used as a generalization area. Population elements are all subjects to be measured, which are the units studied, in this case the population is a generalization area consisting of objects/subjects that have certain quantities and characteristics determined by the researcher to be studied and then withdrawn. in conclusion, so the population is not only people but also objects of other natural objects . The population in this study were 32 grade 3 students at SD IT Nurul Ihsan.

In quantitative research, the sample is part of the number and characteristics possessed by the population. The population of the number of samples taken amounted to 32 students, the number of which was sufficient for the sampling provisions. Data collection includes the types of data to be collected, explanations and reasons for using a data collection technique in accordance with the needs of research data. Data collection can be done in a variety of settings, a variety of sources and a variety of ways. In collecting data in this study using the method of observation, testing and documentation.

Data collection techniques are the most important step in research because the main goal of research is to obtain data without knowing data collection techniques, so researchers will not get data that meets the established data standards. The data collection technique used in this study is the paired sample T-test.

3. RESULTS AND DISCUSSIONS

The application of the Role Playing method is a teaching method in which students receive assignments from the teacher to dramatize a social situation that contains a problem or problem, so that students can solve a problem that arises from a social situation. (Wibawanto, 2020) . The steps for implementing the Role Playing method –or role playing (as follows:

- a. The teacher explains to the students briefly about the Role Playing method
- b. Determine interesting and appropriate problems using this method
- c. The teacher asks students to volunteer to play a role or appoint students to play a role.
- d. Students who are not playing the role of being active spectators, beside and being seen they can provide criticism and suggestions.
- e. As a follow-up, discussions and questions and answers were held and conclusions were drawn.

After using the Role Playing method in class III SDS IT Nurul Ihsan, students were tested with a post test, the post test and free test data were calculated with normality and homogeneity tests. The data obtained are normally distributed because the significance of the normality test is $0.050 > 0.05$. While the homogeneity test was obtained with a significance of $0.078 > 0.05$.

Table 1. Summary of paired sample T-test results

		Means	N	T- count	T-table	std. Deviation	std. Error Means
Pair 1	posttest	36.2812	32	20,163	1,693	8.36365	1.47850
	freetest	89.3125	32			5.92119	1.04673

Table 2. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	posttest & freetest	32	-.180	.323

Based on the results obtained, H_a is accepted and H_o is rejected, so it can be concluded that there is a significant influence using the role playing method on student learning outcomes in PAI subjects at SDS IT Nurul Ihsan class III.

In this study it has a good influence on student learning outcomes, in which the student's posttest is greater than the freetest. With the role playing method is able to make students interested in learning. "Several advantages of the role playing method according to Saeful (2006):

- Can make a strong and long-lasting impression on students' memories, besides being a fun experience it also provides knowledge that is embedded in brain memory.
- It is very interesting for students so that it is possible to make the class dynamic and enthusiastic.
- Arouse enthusiasm and optimism within students and foster a sense of togetherness.
- Students can go directly to act out something that will be discussed in the learning process.

In this study the teacher provides a solution to students by using the role playing method. Before learning begins the teacher explains the role playing method after that the teacher divides into several groups, then the teacher asks students to choose to take paper containing questions and answers to be paired with other groups. After that each group discussed the suitability of the questions and answers in their roles. In the learning process at SDS IT Nurul Ihsan the teacher has applied various methods such as the lecture method, discussion method, question and answer method and others. However, researchers want to apply the role playing method which is considered a new method for students. In applying the role playing method, students have learning experience, namely being able to work with others and actively communicate.

Learning outcomes according to Degeng in (Faishol, 2018) learning is an attempt to make people who are learning in learning activities. Because learning is a process of someone trying to obtain a form of behavior change that is relatively permanent. According to Susanto (2013), learning outcomes achieved by students are the result of interactions between various influencing factors, external and internal. So this study aims to find out whether the role playing method has an effect or not on learning outcomes in PAI subjects at SDS IT Nurul Ihsan Purwakarta in 2021-2022.

Role playing learning is a new learning that rejects the dominance of the teacher in the classroom. Learning like this provides opportunities for students to be more active and innovative (Syahrir, 2018). The ability of the teacher is needed as a facilitator of learning in the classroom. Teachers provide instruction based on the theme of learning Islamic education such as simulations of prayer, ablution, pilgrimage, umrah, and other religious activities (Imam Tabroni & Siti Maryatul Qutbiyah, 2022).

Simulation plays the practice of material that is abstract and difficult for students to understand if it is only delivered by elaboration methods such as discussions and lectures (Ikhwannul Haq et al., 2022). Student understanding stops at the knowledge level and does not continue at the skill level which forms the basis of Islamic education material (Yusra & Tabroni, 2022). Seeing the results of the research above, simulation is an appropriate method for applying students' religious abilities in class. Not only the material mastered by students, but more on the ability to practice the implementation of worship.



Picture 1. Rubbish at TPS Salem

4. CONCLUSION

Based on the results of the research and the results of the discussion, the summary of the paired simple test results can be seen in class III SDS IT Nurul Ihsan. the result of T-count is 20.163 and the value of T-table ($df=N-1= 32-1= 31$) is 1.697 in this value it can be said that $T\text{-count} > T\text{-table}$ ($20.163 > 1.697$) then H_a is accepted and H_o rejected. Judging from the significance value of the sig.(2-paired) 0.323 results, this indicates that the significance level is $0.05 > 0.323$, so H_a is accepted and H_o is rejected. It can be concluded that there is an effect of using the role playing method on student learning outcomes at SDS IT Nurul Ihsan

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