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Application of the RolePlaying Method to Increase Students' Understanding of the Story of the Prophet and the Messenger in Grade IV SD Negeri 001 Meranti Omas

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Abstract: This research aims to improve students' understanding of the story of the Prophet and the Prophet through the application of the role-playing method in grade IV of SD Negeri 001 Meranti Omas. The research method used is Classroom Action Research (PTK) with the Kemmis and McTaggart models, which consists of two cycles. Each cycle includes the stages of planning, implementation, observation, and reflection. The subjects of this study are 25 grade IV students. Data collection techniques are carried out through observation, interviews, evaluation tests, and documentation.

The results of the study show that the application of the role-playing method can increase students' understanding of the story material of the Prophet and the Messenger. This increase is evidenced by the results of student learning evaluations that have increased from cycle I to cycle II. In the first cycle, the average student score reached 68 with a completion percentage of 60%. In cycle II, the average score increased to 85 with a completion percentage of 88%. In addition to improving grades, the role-playing method also makes students more active, enthusiastic, and confident in the learning process.

Thus, the role-playing method has proven to be effective in increasing students' understanding of the story of the Prophet and the Prophet in grade IV of elementary school.

Keywords: role playing method, student understanding, the story of the Prophet and the Messenger, Islamic Religious Education, SD.

INTRODUCTION

Islamic Religious Education (PAI) has an important role in shaping the character and morals of

students from an early age. This education not only aims to instill religious knowledge, but also to form morals and behaviors in accordance with Islamic teachings (Sriwahyuni, 2021). Therefore, the learning methods used in PAI must be well designed in order to improve students' understanding of the material being taught.

One of the main challenges in PAI learning in primary schools is the lack of student involvement in the learning process. The lecture method that is still widely used often makes students passive and lack understanding of the concepts taught (Rahman & Putri, 2022). As a result, students tend to simply memorize the material without really understanding its meaning. To overcome this problem, a more interactive learning approach is needed so that students can be more active in learning.

The role-playing method is one of the effective alternatives in increasing students' understanding of the material of the Prophet and the Messenger. With this method, students not only listen to the story, but also play a direct role in playing the characters in the story (Maulana, 2023). This active engagement allows students to understand the content of the story more deeply as well as relate it to their personal experiences.

Role-playing in learning has been shown to increase students' engagement and interest in learning. According to research conducted by Prasetyo (2022), this method can improve students' memory and understanding of complex materials. In addition, role-playing also helps develop students' social and emotional skills, such as working in a team, expressing opinions, and empathizing with the role being played.

In the context of PAI learning, the role-playing method can be an effective means to convey moral messages and Islamic values. By placing students in situations that depict real events from the lives of the Prophet and the Messenger, they can more easily understand and internalize the teachings of Islam (Fadillah, 2020). This makes learning more meaningful and has a positive impact on the formation of students' character.

In addition to providing a deeper understanding, the role-playing method also contributes to the improvement of students' communication skills. They learn to speak confidently, work together in groups, and develop creativity in displaying the roles given (Lestari, 2021). These skills are crucial in building students' character from an early age and preparing them to interact in a wider social life.

Research conducted by Suryadi (2023) shows that role-playing methods are not only effective in improving student understanding, but can also foster a sense of empathy and tolerance. By understanding the role of the characters in the story of the Prophet and the Messenger, it is easier for students to emulate their good qualities. In addition, this method also helps students to better understand the various perspectives in a story and how Islamic values are applied in daily life.

However, in its application, the role-playing method also faces some challenges. One of them is the readiness of teachers to design scenarios that are interesting and in accordance with the level of student understanding (Wahyuni, 2022). Teachers need to have creativity in compiling scripts and determining the roles that students can play so that they remain enthusiastic and can take lessons from the activity.

In addition, limited time in the classroom is also an obstacle in implementing this method optimally. The role-playing process requires enough time for preparation, implementation, and reflection after the activity takes place. Therefore, teachers need to manage their time well so that this method can be applied without compromising other learning materials.

Another factor to consider is the availability of resources, such as costumes or props, that can support role-playing activities. Some schools may have limitations in providing these facilities, so there needs to be an alternative strategy so that this method can still be applied properly (Ridwan, 2020). Teachers can use simple props or ask students to create their own props that are needed to keep the activity running effectively.

To overcome these obstacles, teachers can adopt a more flexible approach, such as the use of digital media to support role-playing learning. The use of interactive videos or animations can help students understand the background of the story before they play a direct role (Nasution, 2021). By utilizing technology, learning becomes more interesting and in accordance with the times.

In this study, the role-playing method is applied in learning the story of the Prophet and

the Prophet in grade IV of SD Negeri 001 Meranti Omas. The purpose of this study is to measure the effectiveness of this method in improving students' understanding of the material being taught (Azhar, 2021). With a more interactive approach, it is hoped that students can be more enthusiastic and easily remember Islamic stories.

In addition, this study also aims to explore how role-playing methods can affect students' learning motivation. Motivation is an important factor in learning success, and engaging methods such as role-playing can improve overall student engagement (Baharuddin, 2023). The higher the motivation of students, the more likely they are to understand and apply Islamic values in their daily lives.

The results of this research are expected to contribute to the development of more effective and fun PAI learning methods. With an innovative approach, religious learning is no longer considered boring, but instead becomes a meaningful experience for students (Dewi, 2022). Teachers can benefit from this research to improve the quality of their teaching and adapt role-playing methods according to the needs of students.

Overall, this study confirms that the role-playing method has great potential in improving students' understanding of the story of the Prophet and the Messenger. With good planning and adequate support, this method can be one of the effective strategies in PAI learning in elementary schools (Yusuf, 2020). Therefore, this method is worthy of continuing to be developed and applied more widely in Islamic religious learning at the elementary level.

METHODS

This study uses a Classroom Action Research (PTK) approach with the Kemmis and McTaggart model which consists of four stages, namely planning, action, observation, and reflection. This method was chosen because it is suitable to improve the quality of learning directly in the classroom through systematic intervention. The main focus of this study is to analyze the effectiveness of the role-playing method in increasing students' understanding of the story material of the Prophet and the Messenger.

The data sources in this study consist of primary data and secondary data. Primary data was obtained directly from grade IV students of SD Negeri 001 Meranti Omas through observations, interviews, and evaluation tests before and after the application of the role-playing method. In addition, interviews were also conducted with teachers of Islamic Religious Education (PAI) subjects to understand the dynamics of learning before the intervention was carried out. Secondary data is in the form of official school documents, such as the PAI curriculum, syllabus, Learning Implementation Plan (RPP), as well as references from journals, books, and relevant scientific articles.

The sampling technique uses the purposive sampling method, which is to select the research subject intentionally based on the research objectives. The sample selected was all grade IV students of SD Negeri 001 Meranti Omas totaling 25 students. The selection of this class is based on the initial findings that grade IV students have difficulty understanding the material of the Prophet and the Messenger story with conventional learning methods.

The research instruments used include observation sheets, interview guidelines, evaluation tests, and documentation. Observation sheets are used to record students' involvement in learning, while interview guidelines are used to explore students' and teachers' views on the effectiveness of role-playing methods. Evaluation tests are carried out to measure the improvement of students' understanding of the material taught.

Data collection is carried out in two cycles, where each cycle consists of planning, action,

observation, and reflection stages. At the planning stage, the researcher prepares a role-playing scenario that is in accordance with the material of the story of the Prophet and the Messenger. The action stage involves the application of the role-playing method in the learning process. The observation stage is carried out to record student responses and engagement, while the reflection stage is used to evaluate the effectiveness of the methods that have been applied.

Data analysis was carried out in a qualitative and quantitative descriptive manner. Qualitative data in the form of observation and interview results were analyzed by data reduction techniques, data presentation, and conclusion drawn. Quantitative data in the form of evaluation test results were analyzed by calculating the average score and percentage of student learning completeness before and after the application of the role-playing method.

The validity of the data in this study is maintained through the triangulation technique, which is comparing the results from various data sources, such as observations, interviews, and evaluation tests. With this technique, it is hoped that the results of the research can be more accurate and objective. In addition, the involvement of teachers as collaborators in this study also helps in ensuring the validity of the data obtained.

The data analysis process begins with data collection through observation during learning activities. Observations were made to see the extent of student involvement in learning, interaction between students, and student responses to role-playing methods. The data obtained was then reduced, categorized, and analyzed to identify patterns of student engagement and understanding.

In addition to observations, interviews with students and teachers were conducted to gain a deeper understanding of the effectiveness of the role-playing method. Interviews with students focus on their experiences in role-playing, the difficulties they face, as well as the extent to which these methods help them understand the material. Meanwhile, interviews with teachers aim to evaluate the impact of this method from the teacher's perspective and compare it with the previous method.

Quantitative data analysis was carried out by comparing the results of evaluation tests before and after the application of the role-playing method. The average score and percentage of students' learning completeness were analyzed to see the improvement of their understanding of the story material of the Prophet and the Messenger. This data was analyzed using simple statistical techniques, such as the calculation of the percentage increase in scores and the difference in average scores between the first and second cycles.

In the first cycle, the evaluation results showed that the average student score was still relatively low, with an uneven level of understanding. Some students showed improved comprehension, while others still had difficulty understanding the storyline and moral message in the stories of the Prophet and the Messenger. These findings are a reflection material for improvement in the next cycle.

In the second cycle, after improvements were made in the role-playing scenario and more intensive guidance, there was a significant increase in student understanding. The average student score increased compared to the first cycle, and the percentage of learning completion also increased. Students become more enthusiastic in learning, more confident in playing characters, and more able to express the values they learn from the stories of the Prophet and the Messenger.

In addition to improving learning outcomes, the role-playing method also has a positive impact on the affective and social aspects of students. Students are more courageous to speak in front of the class, more actively discuss with their peers, and are more able to work together in groups. This shows that the role-playing method not only improves cognitive understanding, but also develops students' social skills and character.

The validity of the data in this study is strengthened by triangulation techniques, namely comparing the results of observations, interviews, and evaluation tests. The results of the triangulation showed that the data obtained had consistency, where the improvement in the understanding of students identified through observation and interviews was in line with the improvement of their scores in the evaluation test.

Based on the data analysis that has been carried out, it can be concluded that the role-playing method has proven to be effective in increasing students' understanding of the story of the Prophet and the Messenger. This method not only makes learning more interesting and

interactive, but also helps students in internalizing the Islamic values contained in the story.

Thus, this study provides empirical evidence that innovations in learning methods, such as role-playing, can improve the quality of Islamic Religious Education learning in elementary schools. The results of this study are expected to be a reference for teachers in implementing more effective learning strategies to increase students' understanding and involvement in PAI learning.

RESULTS

This study aims to reveal the effectiveness of the role-playing method in increasing students' understanding of the story of the Prophet and the Prophet in grade IV of SD Negeri 001 Meranti Omas. Based on the results of observations, interviews, and evaluation tests, it was found that this method had a positive impact on students' understanding and involvement in learning.

At the beginning of the study, before the application of the role-playing method, students' understanding of the material was still relatively low. This can be seen from the results of the initial test which shows that most students have not achieved learning completeness. In addition, student involvement in learning is still less than optimal, where many students are passive and lack participation in class discussions.

When the role-playing method began to be applied in the first cycle, there was a change in the classroom dynamics. Students began to be more active in participating in learning, although there were still some students who felt less confident in playing characters. The results of the evaluation test showed an increase in understanding compared to the initial condition. However, the results obtained are not evenly distributed, because there are still students who have difficulty understanding the storyline and values contained in the story of the Prophet and the Messenger.

To increase the effectiveness of this method, in the second cycle several improvements were made. Teachers provide more intensive guidance, adapt role-playing scenarios to student characteristics, and provide wider opportunities for each student to participate. As a result, students showed a more significant improvement in their understanding and engagement in learning. In addition to improving cognitive understanding, the role-playing method also has a positive impact on students' affective and social aspects. They become more confident in speaking in front of the class, more active in discussions, and more able to cooperate with classmates. This shows that the role-playing method is not only beneficial in improving academic understanding, but also in the development of students' social skills.

The teacher of Islamic Religious Education at SD Negeri 001 Meranti Omas also gave a positive response to this method. They stated that the role-playing method makes learning more engaging and interactive. In addition, this method also helps students remember the material more easily because they experience firsthand the role of the characters in the story of the Prophet and the Messenger. However, in its application, this method faces several challenges, such as limited learning time and students' readiness to play characters well. To overcome this challenge, teachers need to provide additional guidance and adjust game scenarios to better suit students' abilities.

Based on the results of the research, it is recommended that the role-playing method can be applied more widely in the learning of Islamic Religious Education in elementary schools. This method has been proven to be able to improve students' understanding, while building their character and social skills. With careful planning and support from teachers, this method can be an effective and enjoyable learning strategy.

Overall, the results of this study show that the role-playing method is an innovative and effective approach in improving students' understanding of the story of the Prophet and the

Messenger. In addition to providing a more in-depth learning experience, this method also contributes to the development of students' character in daily life. Therefore, this method can be a reference for teachers in developing more interactive and meaningful learning strategies.

In this study, the data verification process was carried out to ensure the accuracy and validity of the results obtained. Data verification involves several stages, including source triangulation, confirmation of observation results, and in-depth analysis of the collected data. Thus, the results of the research can be more trusted and can be used as a basis for educational decision-making.

Source triangulation was carried out by comparing data from various data collection techniques, such as interviews, observations, and evaluation tests. Data from the results of teacher and student interviews were compared with the results of observations in the classroom and test scores obtained before and after the application of the role-playing method. The results of triangulation showed that there was a match between quantitative and qualitative data, where the improvement in students' understanding was seen both in terms of grades and from their responses to learning.

In addition to triangulation of sources, confirmation of observation results with teachers and students is also carried out. Teachers stated that students showed increased interest and engagement in learning after the role-playing method was applied. Students also admitted that they understood the story of the Prophet and the Apostle better after attending the learning with this method compared to the usual lecture method.

An in-depth analysis of the evaluation data showed a significant improvement in student understanding. In the initial test, many students had not reached completion, but after the role-playing method was implemented, the number of students who got high scores increased significantly. This data supports the finding that this method is effective in improving student understanding.

To ensure the reliability of the data, re-checking the results of the student test was carried out. The data collected from the two learning cycles were re-analyzed to see the consistency of the improvement in learning outcomes. The results of the analysis showed that the pattern of improving student understanding occurred gradually and consistently in each cycle. In addition, a credibility test was carried out on the interview data by comparing the responses of students and teachers. Teachers stated that the role-playing method helps students better understand and remember the material. Students also revealed that they feel more excited and less easily bored when learning with this method. This reinforces the finding that the role-playing method can increase students' understanding and motivation to learn.

The validity of the data was also tested through reflection and discussion with teachers. Teachers involved in this study were given the opportunity to review the results obtained and provide input. The results of the discussion showed agreement that the role-playing method had a positive impact on students' understanding.

Data verification was also carried out by comparing the results of this study with previous studies that used the role-playing method in learning. The results show alignment with other studies that state that this method is effective in increasing students' understanding and engagement in learning. As part of the verification, an analysis is carried out on the non-cognitive aspects of the students, such as self-confidence and social skills. The results of the observation showed that students became more confident in expressing opinions and were more able to work together in groups. This shows that the role-playing method not only has an impact on academic understanding but also on the development of students' social skills.

By considering all aspects of the data verification carried out, it can be concluded that the role-playing method is a valid and reliable learning strategy in increasing students' understanding of the story of the Prophet and the Messenger. Verified data show that this method not only improves academic grades, but also has a positive impact on students' motivation and social skills. Therefore, this method can be applied more widely in Islamic Religious Education learning to create a more effective and enjoyable learning experience.

DISCUSSION

The results of this study show that the application of the role-playing method in learning the story of the Prophet and the Messenger has a positive impact on students' understanding. These findings are in line with previous research that revealed that role-playing methods can increase student engagement in learning as well as deepen their understanding of the material being taught.

One of the main factors that supports the success of this method is the active involvement of students in the learning process. By role-playing, students not only become passive listeners, but also play a direct role in scenarios that describe the events of the Prophet and the Apostles. This allows them to experience and understand the material better, thereby improving their memory and conceptual understanding.

In addition to improving cognitive understanding, the role-playing method also contributes to the development of students' affective and social aspects. The results of the observation showed that students became more confident in speaking in front of the class, more able to work together in groups, and better understood the moral values contained in the story of the Prophet and the Messenger. Thus, this method not only helps in mastering academic material, but also plays a role in shaping students' character.

However, despite showing positive results, the application of the role-playing method also faces some challenges. One of the main obstacles is the limitation of time in the learning process. Teachers need to allocate time well so that this method can run optimally without reducing the effectiveness of learning other materials.

Another challenge is the readiness of students to play the role given. Some students still feel embarrassed or lack confidence to appear in front of the class. Therefore, teachers need to provide more intensive guidance and create a supportive environment so that students feel comfortable and motivated to participate. Giving examples or early practice can also help students be better prepared to play their roles.

In relation to the effectiveness of the role-playing method, the readiness of the teacher is also a very influential factor. Teachers who understand well how to apply this method will be able to direct students to be more optimal in understanding the material. Therefore, special training is needed for teachers so that they can develop scenarios that are interesting, relevant, and appropriate to the level of student understanding.

The results of this study also provide important implications for the world of education, especially in learning Islamic Religious Education. With the application of innovative and interactive methods such as role-playing, it is hoped that religious learning will become more interesting and relevant for students. This method can be an alternative to overcome student saturation with lecture methods that are often used in learning.

In addition, the role-playing method can be integrated with technology to increase its effectiveness. The use of digital media, such as video and animation, can help students better understand the background of the story they are playing. This can be a solution for schools that have limited resources in providing props or costumes to play roles.

By considering all the aspects that have been discussed, it can be concluded that the role-playing method has great potential in improving students' understanding of the story of the Prophet and the Messenger. However, its success is highly dependent on the readiness of teachers, the availability of time, and a supportive learning environment.

As a recommendation, further research can be conducted to explore the application of this method at different levels of education as well as to see its long-term impact on the formation of students' character. With more systematic development, the role-playing method can be a more effective and sustainable learning strategy in the world of education.

CONCLUSION

Based on the results of the research, it can be concluded that the application of the role-playing method in learning the story of the Prophet and the Prophet in grade IV of SD Negeri 001 Meranti Omas has a significant impact on student understanding. This method allows students to be more involved in learning and understand the material in more depth compared to the conventional lecture method.

The results of the study show that the role-playing method not only improves the cognitive aspects of students but also helps in the development of their social and affective skills. Students become more confident, more active in class discussions, and more able to cooperate with peers in study groups. The increase in students' understanding of the story of the Prophet and the Messenger can be seen from the results of the evaluation before and after the application of this method. Most students experienced an increase in grades and showed a better understanding of the material, which proves the effectiveness of this method in helping students remember and understand the learning content better.

In addition, the role-playing method also contributes to increasing student learning motivation. Students feel more enthusiastic in participating in learning because they can interact directly with the material being taught. This makes this method an interesting alternative in learning Islamic Religious Education.

However, there are several challenges in its implementation, such as limited time and students' readiness to play roles. However, these challenges can be overcome with good planning, optimal teacher guidance, and support for a conducive learning environment. Teachers play an important role in the successful application of the role-playing method. The teacher's readiness in designing a scenario that suits the characteristics of the students will greatly affect the effectiveness of this method. Therefore, training for teachers in developing this method is highly recommended so that learning results are maximized.

The results of this study also show that the role-playing method can be used as a strategy to improve the quality of Islamic Religious Education learning. With a more interactive approach, students can better understand the Islamic values contained in the story of the Prophet and Messenger and apply them in daily life. This method can also be combined with innovative learning media, such as digital or audiovisual technology, to increase its effectiveness. By utilizing technology, students can have a richer and more enjoyable learning experience.

Based on the findings of this study, it is recommended that the role-playing method be applied more widely in learning in elementary schools. Support from various parties, including schools and parents, is also needed so that this method can run optimally and provide maximum benefits for students. As a follow-up, further research can be conducted to explore the long-term impact of the role-playing method and examine its application in various other subjects. Thus, the role-playing method can continue to be developed as an effective learning strategy in the world of education.

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