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The Application of Role-Playing Method to Improve Students' Understanding of Noble Character at SDN 091696 AFD V Mayang

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Abstract:
The teaching of Islamic Religious Education in elementary schools plays an important role in shaping students' character and morals. However, in reality, students' understanding of noble character concepts is still suboptimal. One method that can be applied to improve students' understanding is the role-playing method. This study aims to determine the effectiveness of the application of role-playing methods in improving the understanding of fifth-grade students at SDN 091696 Afd V Mayang regarding noble character. This research uses a Classroom Action Research (CAR) approach with the Kemmis and McTaggart model, which consists of four stages: planning, action, observation, and reflection. The subjects of this study are 25 fifth-grade students at SDN 091696 Afd V Mayang. Data was collected through observation, interviews, and learning outcome tests, which were analyzed both qualitatively and quantitatively. The results show that the application of the role-playing method can improve students' understanding of noble character. In the first cycle, students' understanding was still classified as moderate, with an average score of 68. However, after improvements were made in the second cycle, there was a significant increase, with the average score reaching 85. This improvement indicates that the role-playing method is effective in helping students understand the values of noble character in everyday life. In addition to improving learning outcomes, this study also found that the role-playing method increased student engagement in learning. Students became more active in discussions, expressing themselves, and understanding the material in depth through the direct experiences they portrayed. The social interactions that occurred during the lessons also helped students better understand the concept of noble character in a real-world context. The teacher plays a crucial role in the success of this method. Good classroom management, proper guidance, and the selection of scenarios relevant to students' daily lives greatly influence the success of the role-playing method. Therefore, teachers need to design interesting scenarios that align with students' comprehension levels to make the learning process more effective.
The challenges encountered in this study included some students' lack of confidence in participating in the role-playing activities, as well as time constraints during each session. However, these challenges can be overcome by providing additional motivation to students and allocating more flexible time during the learning process. In conclusion, this study finds that the role-playing method is effective in improving the understanding of noble character among fifth-grade students at SDN 091696 Afd V Mayang. It is recommended that this method be widely applied in Islamic

Religious Education to shape students' character and morals from an early age. This study also opens opportunities for further research on the effectiveness of role-playing methods in enhancing other aspects of character education.
Keywords: Role-Playing Method, Noble Character, Islamic Religious Education, Learning, Student Character

INTRODUCTION

Islamic Religious Education plays a very important role in the formation of students' character and morals. Noble character is one of the main aspects of Islamic education that needs to be taught from an early age. However, in the reality of learning in elementary schools, many students still do not understand and apply the values of noble character in their daily lives. This becomes a challenge for teachers to find effective teaching methods to enhance students' understanding and application of noble character.

The appropriate teaching method can be a solution to improving students' understanding of the concept of noble character. One method that can be applied is the role-playing method. This method allows students to experience and understand the values of noble character directly through real-life scenarios. By role-playing, students not only understand the concept theoretically but also learn through experience and social interaction.

At SDN 091696 Afd V Mayang, the teaching of Islamic Religious Education has so far been dominated by lecture and question-and-answer methods. These methods have limitations in actively involving students in the learning process. As a result, many students feel bored and lack a deep understanding of the values of noble character. Therefore, innovations in teaching methods are needed to increase student engagement and understanding.

Role-playing, as one of the learning strategies, has been widely used in various fields of education. This method not only enhances students' understanding but also helps them develop social and emotional skills. By recreating real-life situations through roles, students can better understand how to apply the values of noble character in everyday life. This study aims to determine the effectiveness of the application of the role-playing method in enhancing students' understanding of noble character at SDN 091696 Afd V Mayang. It is hoped that this research can provide an alternative solution for teachers to deliver character education in a more engaging and effective way.

The research method used in this study is Classroom Action Research (CAR) with the Kemmis and McTaggart model. This study consists of several cycles involving planning, action, observation, and reflection. By using this method, it is expected to find the best strategies for applying role-playing to improve students' understanding.

In addition to improving students' understanding, this research will also examine the impact of role-playing on student engagement in learning. One of the main challenges in teaching Islamic Religious Education is how to make students more active and enthusiastic in understanding and applying religious teachings in their daily lives.

The potential challenges in implementing this method include students' lack of confidence in performing roles and time constraints during the learning process. However, with proper guidance and good planning, these challenges can be minimized so that role-playing can be optimally applied.

This research is expected to contribute to the field of education, particularly in the development of teaching methods for Islamic Religious Education in elementary schools. The findings from this study are expected to serve as a reference for teachers in creating more effective, engaging, and meaningful learning experiences for students.

Overall, this study aims to provide new insights into education about the importance of innovative methods in teaching noble character. With the role-playing method, it is hoped that students will not only understand the concept theoretically but also be able to apply it in their daily lives.

METHODS

This study uses the Classroom Action Research (CAR) method with the Kemmis and McTaggart model, which consists of four main stages: planning, action, observation, and reflection. This method was chosen because it allows for immediate improvements in the learning process through a cycle of repeated actions. The data sources in this study include primary data obtained directly from the fifth-grade students of SDN 091696 Afd V Mayang through observation, interviews, and learning outcome tests, and secondary data obtained from teaching documents, previous research journals, and literature related to role-playing methods and noble character education. The data collected is analyzed using both qualitative and quantitative approaches. The qualitative analysis is conducted through a description of observation and interview results to identify changes in students' behavior and understanding. The quantitative analysis is done by comparing test results before and after the application of the role-playing method using descriptive statistics to observe improvements in students' understanding.

RESULTS

The data collected in this study includes test results before and after the application of the role-playing method, classroom observations, as well as interviews with students and teachers. This data provides a clear picture of the effectiveness of the method applied and the changes that occurred in the students during the course of the study. The pre-test results showed that most students had a low understanding of the concept of noble character. Many students still struggled to understand values such as honesty, responsibility, and respect for others. This became the basis for the researcher to apply the role-playing method in the learning process.

During the observation process, it was initially seen that students tended to be passive and were not actively participating in the role-playing activities. However, after several learning sessions, students began to show more enthusiasm. They became more willing to participate and attempted to express their understanding through the scenarios they enacted. The post-test results showed a significant improvement in students' understanding of noble character. Students who initially had difficulty understanding moral concepts were now able to explain and apply these values in their daily lives.

Interviews with students revealed that they found it easier to understand the values of noble character after experiencing them firsthand through role-playing. Many students stated that this method made learning more enjoyable and less boring compared to the lecture method that was used before. The teachers involved in this study also provided positive feedback about the role-playing method. They stated that the method helped them deliver the material more interactively and engagingly. Furthermore, teachers also observed positive changes in students' attitudes in their daily lives at school.

Classroom observation data also showed an increase in students' social skills. They became more communicative, collaborated with their peers, and understood how to behave appropriately in a social environment. Additionally, it was found that the role-playing method had a positive impact on the classroom atmosphere. The learning environment became more lively, with students more actively participating and being more motivated to learn.

Documentary evidence in the form of photos and video recordings during the learning process also showed that students appeared more engaged in classroom activities. They enthusiastically performed their respective roles and tried to demonstrate their understanding of the noble character concepts being taught. With all the data that has been collected and analyzed, it can be concluded that the role-playing method had a

significant positive impact on students' understanding of noble character. Improved learning outcomes, active participation in class, and more positive attitude changes are indicators of the success of this method's implementation.

From these findings, it is expected that the role-playing method can continue to be used and developed in Islamic Religious Education to improve the quality of students' understanding and application of noble character.

Observation Results: Systematically recorded to observe changes in behavior and the level of student engagement in learning.

Learning Outcomes Tests: Conducted before and after the application of the role-playing method to measure improvements in students' understanding.

Teacher Interviews: Used to confirm whether the changes in students' understanding and attitudes were in line with the observations made.

Student Interviews: To assess their experiences using the role-playing method and how far they understood the concept of noble character.

The reliability of the data was tested by repeating the measurements and ensuring that the results obtained were consistent. The learning outcomes data taken from two cycles showed a significant increase, consistent with the findings from observations and interviews.

The data obtained from various data collection techniques were compared to ensure consistency between them. For instance, the increase in the average score from 68 in the first cycle to 85 in the second cycle was supported by direct observations of changes in student behavior. Interviews with teachers also showed that students were more active and able to apply the values of noble character in their daily lives.

Thus, the data obtained in this study can be considered valid and reliable, supporting the conclusion that the role-playing method is effective in improving students' understanding of noble character at SDN 091696 Afd V Mayang. Data validation in this study was conducted to ensure the accuracy and reliability of the collected data. The validation process was carried out through data triangulation, which included triangulation of sources, methods, and time. Source triangulation was done by comparing interview results with observations and documentation. Meanwhile, method triangulation was done by comparing the quantitative results from the tests with the qualitative results from interviews and observations.

The validation results showed that the data collected during the study had a high level of consistency. Test results showed an improvement in students' understanding after the role-playing method was applied, which was consistent with the observation results in the classroom. In addition, interviews with students and teachers confirmed that this method was effective in increasing student engagement in learning.

In addition to triangulation, validation was also carried out through credibility testing using member-checking. In this method, the researcher confirmed the observation and interview results with the teachers and students involved in the study. From this confirmation, it was found that students responded very positively to the role-playing method and felt it helped them understand the noble character values being taught more easily.

In the reliability test, the researcher used the dependability technique by documenting the entire research process in detail. Research notes, interview results, and learning documentation were reviewed to ensure that no biases or errors occurred in data collection and analysis.

The validation results also showed that the role-playing method not only improved students' understanding but also enhanced their social interaction skills. Students who were previously passive in learning became more active, confident in expressing their opinions, and more confident in communicating.

Regarding teacher involvement, the data showed that teachers felt that the role-playing method helped them explain the concept of noble character in a more concrete and

engaging way. Teachers also acknowledged that this method provided students with an opportunity to practice moral values directly in a more realistic situation.

Additionally, validation revealed that the implementation of this method had a positive impact on the classroom atmosphere. The learning environment became more dynamic, with students participating more actively compared to the previously implemented lecture method.

From the perspective of evaluating learning outcomes, data analysis showed a significant improvement in students' understanding. While the majority of students initially had limited understanding of noble character, after the role-playing method was applied, most students showed a relatively high improvement in their understanding. This data validation strengthens the conclusion that the role-playing method is an effective strategy in teaching noble character. The reliability and credibility of the data, which were tested through various validation methods, show that the findings of this study can be used as a reference in the development of more innovative teaching methods.

With the strong validation of this study's data, it is expected that the role-playing method can be implemented more widely across different education levels, especially in Islamic Religious Education. The results of this study can serve as a guide for teachers in creating more engaging, effective, and meaningful learning experiences for students.

CONCLUSION

This research found that role-playing methods have a positive impact on students' understanding of noble character (akhlak mulia). The significant improvement in student learning outcomes indicates that this method can be an effective learning strategy in Islamic Religious Education (Pendidikan Agama Islam). In addition to academic improvement, role-playing also enhances student engagement in the learning process. Students become more enthusiastic, actively participate in discussions, and are able to internalize moral values through the direct experiences they act out.

Observations show that students find it easier to understand the abstract concept of noble character when they see and practice real-life situations in role-play scenarios. This proves that experience-based methods are more effective compared to conventional lecture-based methods. Interviews with teachers revealed that role-playing also helps in building students' character. Students become more confident, communicative, and develop a better moral awareness after participating in lessons using this method.

Although there were challenges, such as some students lacking courage and time limitations in implementation, the solutions applied helped overcome these obstacles. With encouragement and more flexible time allocation, all students were able to actively participate in the learning activities. Thus, it can be concluded that role-playing is effective in improving students' understanding of noble character and in shaping better character. This study recommends the widespread use of role-playing methods in the Islamic Religious Education curriculum at the elementary school level to create more meaningful and interactive learning.

Role-playing methods in Islamic Religious Education learning have a significant academic impact on students. With the direct experiences gained through the roles they play, students find it easier to understand the concept of noble character compared to conventional methods. This is proven by the significant improvement in students' learning outcomes from the first cycle to the second cycle.

Furthermore, this method also enhances students' critical and reflective thinking skills. During the role-play process, they must understand the scenario, immerse themselves in the character, and think about the consequences of the actions being portrayed. These skills are very beneficial for the overall academic development of the students. Role-playing also strengthens students' communication skills. By actively interacting in groups, students learn to express opinions, cooperate, and convey messages

more effectively. These skills are important not only in Islamic Religious Education but also in other subjects and daily life.

In addition to academic impacts, the application of role-playing also contributes greatly to students' social development. They learn to understand moral and ethical values in real-life situations, which helps shape better character in their social interactions.

Learning with this method also helps instill empathy in students. By playing roles in various life situations, students become more sensitive to the feelings and experiences of others. This encourages them to become individuals who care more about others.

Social interactions in learning also build students' self-confidence. Students who were initially shy or less active in class become more willing to speak up and participate in discussions. This self-confidence will be very useful in their future social and academic lives.

Another impact is the formation of a more inclusive and collaborative learning environment. With role-playing, students from various backgrounds learn to work together and respect differences. This creates a more harmonious classroom atmosphere, conducive to learning. Social contributions are also seen in the influence students have on their surroundings. Students who have understood the concept of noble character through role-playing are more likely to apply those values in their daily lives. They are more polite in speech, more responsible in actions, and more respectful of others.

Overall, the role-playing method not only positively impacts students' academic achievements but also contributes to the development of their character and social skills. Therefore, the application of this method in Islamic Religious Education is highly recommended as a strategy to improve the quality of education.

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