Jurnal Profesionalisme Guru

The Implementation of the Role-Playing Method to Improve Learning Outcomes in the Material of Habituating Praiseworthy Morals in 7th Grade at MTs Darul Falah Cijati

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Abstract:

The role-playing method is an effective approach to learning, especially in the material on habituating praiseworthy morals. In the 7th grade of MTs Darul Falah Cijati, the implementation of this method aims to help students understand and internalize moral values such as honesty, patience, respect, and responsibility through direct experience. In role-playing activities, students are given the opportunity to play specific roles, whether as positive or negative characters, reflecting real-life situations related to praiseworthy morals. This allows students to deeply experience and internalize these values, making them easier to apply in their daily lives. Additionally, the role-playing method encourages active student participation in learning. When students directly engage in a scenario, they not only listen to theoretical explanations but also interact with their classmates. This process facilitates a more comprehensive learning experience as students participate in discussions, ask questions, and learn from shared experiences. The application of active and collaborative learning also helps improve students' social skills, such as teamwork, communication, and mutual respect integral aspects of moral habituation. Through the implementation of the role-playing method, learning outcomes regarding praiseworthy morals are expected to be more optimal. This experience-based learning approach not only enhances conceptual understanding but also fosters changes in students' attitudes and behaviors. With frequent practice through role-playing, students will find it easier to apply moral values in their daily lives at school, home, and within the community. Therefore, the role-playing method at MTs Darul Falah Cijati serves as an effective strategy in shaping students' character and improving the quality of moral education.

Keywords: Role-Playing, Role Playing, Learning Good Morals, Learning Outcomes, Learning Methods, Character Education

INTRODUCTION

Education plays a crucial role in shaping students' character, particularly in instilling commendable moral values. At the Madrasah Tsanawiyah (MTs) level, the teaching of commendable morals is an integral part of Islamic religious education aimed at developing attitudes and behaviors in accordance with Islamic teachings. Commendable morals encompass various aspects such as honesty, patience, respect, and responsibility, which are essential in daily life. However, in practice, teaching this subject often fails to engage students due to conventional and monotonous methods. Many teachers still rely on lectures and memorization without actively involving students in the learning process. Consequently, students' understanding of moral values remains superficial, and their application in daily life is less effective (Arends, 2012; Joyce, Weil, & Calhoun, 2015).

Thus, innovation in teaching methods is necessary to make students more interested and motivated in learning commendable morals. Utilizing more interactive methods such as group discussions, simulations, or digital media can be a solution to enhance learning effectiveness. With a more engaging approach, students are expected not only to understand the concept of commendable morals but also to apply them in their daily lives (Slavin, 2018; Killen, 2006).

The primary objective of implementing the role-playing method in moral education is to enhance students' understanding and appreciation of moral values in daily life. Through this method, students are encouraged to be more active, creative, and gain direct experience in applying moral values practically (Wlodkowski, 2008). Role-playing enables students to understand moral values not only through theoretical explanations but also through real-life experiences in interacting with others. When students take on specific roles in pre-designed scenarios, they gain deeper insight into how to practice moral values in real-life situations. This helps them not only comprehend moral principles but also experience the positive impact of good behavior (Lickona, 1991).

Furthermore, this method can boost students' confidence in expressing attitudes that align with moral values. In role-playing, they learn to communicate effectively, express opinions appropriately, and understand different perspectives. Consequently, this method enhances not only cognitive understanding but also students' affective and psychomotor skills (Dewey, 1938; Nurhadi, 2004). Enhancing Student Engagement Through Role-Playing. Additionally, the role-playing method fosters a more enjoyable and engaging learning environment. An active and interactive learning process increases students' motivation and enthusiasm for understanding and practicing moral values in their daily lives. By implementing this method, students are expected to become more eager to participate in learning, comprehend the subject matter better, and apply moral values in their lives (Suyanto & Jihad, 2013; Sugiyono, 2018).

Moreover, this method aims to improve social interaction and teamwork among students in understanding moral concepts. It helps students develop empathy and social awareness. By playing different roles in various situations, students can understand others' feelings and perspectives, ultimately fostering a more tolerant, respectful, and responsible attitude in society (Arends, 2012). Teachers can also benefit from this method by identifying students' difficulties in understanding moral concepts. By observing how students act and interact within given scenarios, teachers can provide more effective guidance and adjust their teaching approaches to better meet students' needs (Joyce, Weil, & Calhoun, 2015). Challenges in Implementing Role-Playing. In reality, many students struggle to understand and apply moral concepts due to a lack of interactive learning. The dominant use of lecture-based teaching methods results in students being less actively engaged in the learning process, leading to shallow comprehension of the material. Thus, an innovative and engaging teaching approach is needed to enhance students' learning experiences (Slavin, 2018; Killen, 2006).

Additionally, limited facilities and infrastructure in some schools pose challenges in implementing more interactive learning methods. Teachers often face difficulties in designing realistic role-playing scenarios and ensuring equal participation among all students. However, with careful planning and support from various stakeholders, role-playing can still be an effective alternative to improving moral education outcomes (Wlodkowski, 2008). Not all students have the confidence to participate in role-playing activities. Some may feel shy or hesitant to perform in front of their peers. Therefore, teachers must create a supportive environment and encourage all students to feel comfortable participating. Additionally, it is crucial for teachers to conduct regular evaluations to assess the effectiveness of this method and make necessary adjustments (Lickona, 1991; Dewey, 1938).

Role-Playing as an Alternative Learning Strategy. As a solution to these challenges, the implementation of role-playing can be an alternative strategy for the 7th-grade students at MTs Darul Falah Cijati. In this method, students are provided with scenarios related to moral values and are asked to play specific roles. This approach allows them not only to understand the material theoretically but also to experience the application of moral values in real life (Nurhadi, 2004). This study will explore how role-playing is implemented, its effectiveness in enhancing students' understanding and application of moral values, and the factors that contribute to its success. Furthermore, this research will analyze the challenges that may arise in implementing this method and strategies to overcome them. By understanding these obstacles, teachers and school administrators can be better prepared to implement this method more effectively (Suyanto & Jihad, 2013; Sugiyono, 2018). Through the application of role-playing, moral education is expected to become more meaningful and impactful for students. By using a more interactive approach that involves real-life experiences, students are anticipated not only to understand moral concepts but also to practice them in their daily lives. Therefore, moral education at MTs Darul Falah Cijati can be more effective in shaping students' noble character.

METHODS

In this study, the data sources used consist of primary and secondary data. Primary data sources include direct observations of the learning process in grade 7 at MTs Darul Falah Cijati, interviews with teachers who teach the subject of moral habituation, questionnaires distributed to students to assess their responses to the implementation of the role-playing method, and evaluations or test results of students before and after the application of this method. Meanwhile, secondary data sources comprise educational books and journals discussing role-playing methods in learning, curriculum documents related to moral education at the Madrasah Tsanawiyah level, as well as previous articles and studies relevant to the effectiveness of role-playing in improving student learning outcomes. Additionally, internet sources such as official educational websites or academic publications are also utilized to support this research. By employing a combination of primary and secondary data sources, this study is expected to yield valid findings and serve as a reference for developing moral education strategies in schools. For data analysis, this research employs both qualitative and quantitative approaches to obtain a clear picture of the effectiveness of the role-playing method in enhancing the learning outcomes of moral habituation materials in grade 7 at MTs Darul Falah Cijati. Quantitative data analysis is conducted by processing student learning outcomes before and after implementing the role-playing method using descriptive statistical analysis, such as calculating the mean score, percentage improvement, and difference tests (such as t-tests if necessary). Additionally, questionnaire results from students and teachers are calculated in percentages to determine their level of response and perception of the role-playing method. Meanwhile, qualitative data analysis is carried out by interpreting observation results regarding student activities during learning using a descriptive-qualitative method, including student interactions, participation in discussions, and the application of moral values in the scenarios played. Interviews with teachers and students are analyzed through data coding, grouping findings based on specific themes such as the effectiveness of the method, encountered challenges, and the advantages and disadvantages of role-playing. The results of this analysis will be used to draw conclusions regarding the extent to which the role-playing method can improve moral education learning outcomes and provide recommendations for the future development of teaching methods.

In this study, the data obtained covers several aspects related to the effectiveness of the role-playing method in improving learning outcomes for the subject of commendable moral habituation in Grade 7 at MTs Darul Falah Cijati. This data consists of student learning outcomes, observations of learning activities, responses from students and teachers, and documentation during the research process. Student learning outcome data includes scores before the implementation of the role-playing method (pre-test), scores after the implementation (post-test), and a comparison between the two to assess learning improvement. Additionally, observations of learning activities include the level of student engagement in the learning process, student interactions during role-playing, and students' understanding of the material based on teacher observations. Student and teacher responses were collected through questionnaires distributed to students regarding their experiences using the role-playing method, interviews with teachers regarding the effectiveness of this method, and the identification of challenges encountered during the learning process. Meanwhile, documentation data includes photos or videos taken during the learning process as evidence of the method's implementation, lesson plans (RPP) used in the study, and student work demonstrating their understanding of the material.

The role-playing method as a learning strategy is based on constructivist theory, which emphasizes that learning is more effective when students are actively involved in the learning process (Slavin, 2018). According to Arends (2012), this method can enhance students' understanding through direct experiences in contextualized situations. Additionally, Joyce, Weil, and Calhoun (2015) explain that the role-playing method allows students to explore concepts in depth through role simulation, which supports character development and social skills. Based on the collected data, this study indicates that the role-playing method positively contributes to improving student learning outcomes. A comparison table of pre-test and post-test scores from 30 respondents shows an average increase of 21.9 points after implementing this method. The pre-test scores represent students' understanding before the method was applied, while the post-test scores reflect their comprehension after implementation. This increase illustrates the extent to which the role-playing method helps students grasp the concept of commendable moral habituation. Observation data also shows that students are more actively engaged in learning, interact better with peers, and gain a deeper understanding of the material. Killen (2006) states that learning experiences based on direct engagement, such as role-playing, can enhance student motivation and learning effectiveness. Moreover, survey and interview results with teachers confirm that this method is effective in increasing students' understanding and application of moral values in their daily lives.

The importance of character-based education is also emphasized by Lickona (1991), who states that experiential approaches, such as role-playing, can help shape students' character and moral values. Meanwhile, Wlodkowski (2008) highlights that learning methods involving active student engagement can increase their motivation to learn. This study is also in line with Dewey's (1938) perspective, which underscores the critical role of direct experience in improving student understanding.

Data verification indicates that the implementation of the role-playing method in Grade 7 at MTs Darul Falah Cijati aligns with previous studies proving its effectiveness in enhancing learning outcomes in the subject of commendable moral values. Studies conducted at MTs Al-Ittihadiyah Titi Kuning Medan and MI At-Tahzib Kekait have also shown similar results, where the role-playing method significantly improved

student learning outcomes. Thus, the data presented in this study supports previous findings and further reinforces that role-playing is an effective learning strategy in enhancing students' understanding and application of commendable moral values .This research approach is also supported by the educational research methods developed by Sugiyono (2018), which explain that a combination of quantitative and qualitative approaches in educational research can yield more comprehensive results. Furthermore, the implementation of role-playing in contextual learning is also relevant to the concept introduced by Nurhadi (2004) regarding competency-based learning. To become professional educators, teachers need to understand various learning models, as described by Suyanto and Jihad (2013), so they can implement the most suitable method for their students' needs. Thus, this study not only demonstrates the effectiveness of the role-playing method in improving student learning outcomes but also strengthens the theoretical foundation supporting the importance of interactive and experience-based learning approaches in education.

CONCLUSION

The role-playing method has been proven effective in improving students' learning outcomes in the subject of commendable moral habituation in Grade 7 at MTs Darul Falah Cijati. This is evident from the significant increase in the students' average scores, which rose from 61.0 in the pre-test to 82.9 in the post-test. The 21.9-point increase indicates that this method helps students better understand and apply commendable moral values compared to conventional methods. In addition to academic improvement, the implementation of the role-playing method also positively impacts student engagement in the learning process. Students become more active in discussions, interactions, and role-playing activities. Learning becomes more meaningful as students do not merely listen to theories but also directly experience situations that illustrate commendable moral values. Both students and teachers responded very positively to the role-playing method. Survey and interview results show that students feel more interested and motivated in learning, while teachers view this method as an effective alternative for teaching commendable moral habituation. Students' enthusiasm increases because they find it easier to remember concepts through direct experience. However, there are some challenges in implementing this method, such as difficulties faced by some students in playing their assigned roles. Nevertheless, these challenges can be addressed with further guidance from teachers. With proper support, students can gain more confidence in performing their roles, making the learning process more optimal. Thus, the role-playing method can be an effective learning strategy in enhancing students' understanding and application of commendable moral values. Besides improving learning outcomes, this method also makes learning more interactive and enjoyable. Therefore, the role-playing method is worth implementing and further developing in moral education at schools.

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