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EFFORTS TO IMPROVE STUDENTS' LEARNING OUTCOMES THROUGH THE ROLE PLAYING METHOD IN PAI SUBJECTS AT SMP AL WASHLIYAH 42 BERASTAGI

Epiyani

SMP Al Washliyah 42 Berastagi

epiyani46@guru.smp.belajar.id

ABSTRACT

This study aims to determine efforts to improve student learning outcomes through the role playing method in Islamic Religious Education subjects at SMP Al Washliyah 42 Berastagi. This role playing method uses at least 2 (two) cycles for 29 children. Data acquisition was carried out using observation, testing and documentation techniques. The collected data were analyzed using descriptive analysis. The results of this study indicate that the application of the role playing method to Islamic Religious Education subjects on the growth of knowledge during the Umayyad dynasty can improve the learning outcomes of class VII students of SMP Al Washliyah 42 Berastagi in the 2022/2023 academic year. This can be seen from the increase in the presentation results of each cycle. In the pre-cycle activities, the percentage of completion was 20.68. The percentage of completion increased in cycle I, which was 75.86%. Then in cycle II, it reached a percentage of 93.13%. In cycle II, it was stopped because 100% of students had experienced completion. Thus, the application of this method is categorized as successful in helping to improve student learning outcomes.

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INTRODUCTION

A wise teacher is a teacher who can understand the wishes of his students, a teacher who can assess the method of a learning process that is made whether it is interesting or not because if it is not interesting it is certain that all the knowledge given will be difficult for students to digest, especially in lessons related to Islamic history, teachers are expected not to be monotonous in delivering the material. So if the right method has been successfully applied, student understanding will be much better, especially lessons related to the teachings of Islam, as provisions for students in the future. All aspects of life have been regulated in the Islamic religion so that a more characterful life is created. The relationship with God will be well established, especially the relationship with fellow human beings. Since the first time this Islamic religion was brought by the Prophet Muhammad, it has contributed a lot to organizing life between fellow human beings in a better direction, because in it are very complete rules ranging from history, faith, jurisprudence, morals, and other aspects (Murodi, 2009: 26).

In an effort to answer the challenges of the times which are becoming more and more advanced day by day, every student needs to be emphasized on deepening their Islamic knowledge, this is expected to be able to protect themselves from strange things, both teachings and thoughts that lead them astray, they also need guidance from their parents and teachers in this matter. so that it is well directed towards the future of students in the future.

Reality or reality, researchers found that there was a less than optimal understanding of students studying Islam, this was proven after being given assignments on previously discussed material, when asked they said the method given was less interesting so it was boring, especially since there were many stories of Islamic kingdoms taught. This also moved the researcher to complete Islamic Religious Education learning with a method that was more interesting for students' learning interests, especially for students who did not understand the teaching material that had been discussed at all. Another fact is that during the semester exam period, there were many students whose religious education scores were still below average or remedial, this is clearly very concerning, especially in subjects that should be easy to get. Every child, being sent to school, of course, the main thing in the process is of course teaching and learning activities in the classroom.

Student achievement can only be determined through the strategies and methods applied by the teacher to his students, if the method is interesting then maximum results will be obtained, if otherwise then many students will not understand the teaching material. To realize the desired learning process, a teacher needs to master and carry out methods that are considered to be able to attract students' interest in learning, teachers must also read a lot of related textbooks so that when in class they can master the material and can answer every question raised by their students, if they do not master the teaching material, they will fail.

It can be explained that the learning method is a way used by a teacher in delivering teaching materials in the classroom, there are many kinds of methods depending on the teacher who can assess which method is suitable for each subject to be taught. So far there is one learning method that is very simple and can boost students' interest in learning, this method is called the role playing method or role playing

RESEARCH METHODS

This type of research is quantitative research. Quantitative research is research that emphasizes statistical data (Emzir, 2013). According to Sugiyono (2016:7) quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research certain populations or samples. Sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative/statistical in nature with the aim of testing the established hypothesis. The purpose of collecting qualitative data in this study is to prove, strengthen, deepen, expand, weaken and invalidate previously obtained quantitative data.

Data collection technique

Data collection is an important step in research activities. This aims to obtain data objectively and accurately according to research needs. The collected data will then be analyzed based on theoretical basis references, so that the results are useful for hypotheses or in making a decision.

RESULTS AND DISCUSSION

Results After conducting research activities in cycle I and cycle II, PAI value data was obtained using the Role playing method on grade VII students at SMP Al Washliyah 42 Berastagi. It can be seen that from cycle to cycle there was an increase,

for example from 6 students or 20.68% to 22 students or 70.86%. This indicates that in cycle 1 there has been a percentage increase of 55.18% for students who still have below average scores, a solution can still be made by doing a repeat.

2. Cycle II After all the stages the researcher went through, the results were very satisfying. At the beginning before the research, the method used by the subject teacher was only lectures without any variations, so the results after the children were tested, their understanding was below average. So the researcher took the initiative to apply this role playing method, notes in the field showed that children who answered questions were still far below the average minimum completeness or kkm. This is what motivated the researcher to apply the role playing method in class VII of SMP Al Washliyah 42 Berastagi.

In the first cycle, only 6 students passed and 23 out of 29 students failed, this was before the role playing method was applied, then in the next cycle after the role playing method was made in the learning process, the second cycle got maximum results that out of 29 students, 22 passed and only 7 failed, this proves that the role playing method is good to apply. Discussion of the Definition of Learning The definition of learning has been widely conveyed by figures in the field of education, one of their opinions says that learning is a very fundamental process when delivering teaching materials.

In foreign language, the process of actuating knowledge is the process of gaining knowledge. Gagne once expressed the meaning of learning, he said that learning is an ability that someone has through a process of activity. So it can be said that the ability is not directly obtained naturally but must go through several processes. According to S Nasution, learning is a change experienced by a person's nerves, the way to obtain it is through maximum experience and practice. After understanding some of the explanations from educational figures explained earlier, in this case the author will convey the meaning of learning itself, for the author learning is a process experienced by someone through a series of activities guided by a teacher with various methods and strategies to make a child intelligent and knowledgeable who can make him a child who can answer the challenges of the times and as a provision for happiness in the world to the afterlife. Islamic Religious Education If viewed from various related book references, it can be said that the meaning of Islamic Religious Education is a process carried out by a teacher in educating his students which

contains Islamic knowledge, so that students can grow and develop within the framework of Islam.

Basically, Islamic Religious Education lessons are taught in stages starting from the lowest level to the highest and of course each level has different materials taught but has the same goal, including guiding students to become pious, faithful, good-doing, and happy people in this world and the hereafter, as well as forging a generation that has a sense of nationalism in the nation and state in the environment of the Republic of Indonesia and is able to maintain their dignity and honor.

Understanding Learning Outcomes Before discussing learning outcomes, we first understand the meaning of the results, the author explains that the results mean something that is obtained in a particular effort either in a group or individually. Learning outcomes are something that a student obtains after going through the learning stages, either in the form of achievements or praise from teachers and others so that with the results it can be said that the learning process has been completed optimally (Syauqi, et.al., 2016: 34).

There are many examples of learning outcomes that can be described in this simple journal, including students becoming proficient in one thing, or students changing their attitude from naughty to rational, from savage to civilized, from less intelligent to intelligent. All of that can be achieved by students if they study diligently (Rusman, 2010: 52). Contemporary scientists have given many assumptions about this learning, one of which is John Travers, he stated that learning includes three important things that must be in it, such as changes in movement, talent, and being able to solve existing problems. After that, the various types of learning can be described completely as explained below: 1. Skills, All teachers must be able to provide good skills to their students because this is what will support the success of students' interests and talents after they finish studying at school. 2. Knowledge, without being equipped with good knowledge, a student cannot be said to have achieved their learning outcomes.

This is where the role of a teacher is expected to be a companion for children in learning. 3. Information, All knowledge will be easy to understand if the information is delivered clearly, clearly, and easily understood. When the information presented is clear, of course students will enjoy learning in class. 4. Concept, before delivering teaching materials in class, a teacher must make a concept of its objectives long before guiding the learning so that the material delivered does not spread to other

materials. 5. Fifth is attitude, attitude also greatly determines the achievement of students in achieving maximum learning outcomes, because with a good attitude everyone becomes moral. 6. Problem solving is a type of learning activity in an effort to develop thinking skills. According to Gagne, behavioral changes that are the result of learning are: 1. Verbal information, namely the capability to express knowledge in the form of language, both verbally and in writing (Djamarah, 2002: 27). 2. Intellectual skills, namely the ability to present concepts and symbols. 3. Cognitive strategy, namely the ability to channel and direct one's own cognitive activities. This ability includes the use of concepts and rules in solving problems. 4. Motor skills are the ability to perform a series of physical movements in coordination matters, so that automatic physical movements are realized. 5. Attitude is the ability to accept or reject an object based on an assessment of the object (Hamalik, 1995: 61).

The Development of Science during the Umayyad Dynasty This kingdom certainly had several aspects in various specific fields. Here are 6 aspects of Islamic civilization in various fields during the Umayyad Dynasty, namely: science and technology, politics, economics, social, the field of faith, and the field of Islamic architecture and art. 1. Field of Science and Technology When studying a kingdom or government, of course, there will be a period of glory and a period of decline in various things, such as science and technology. This is what happened to the Umayyads at that time, whose progress was very rapid in the field of science in various aspects, so it is not surprising that this kingdom was one of the most successful kingdoms in the fields of science such as religion, politics, language, natural sciences, astronomy, physics, and mathematics, which were very beneficial for its people. 2. Political Field Continuing to the political field, the Umayyads are also said to have experienced glory in their time because they emulated the glory that the Persian and Byzantine kingdoms had experienced (Al-Ahqof, 2020: 4).

Muawiyah took political science from Persia and Byzantium when he was governor and the caliph at that time was Ali. So after Ali died it became a valuable moment for Muawiyah to realize his dream of becoming a king so that the process was gone through until he finally became the first Umayyad king, many scientists argue that the method used by Muawiyah was quite cunning but that was the reality and finally the kingdom he led reached the peak of glory in the future.

Muawiyah's strategy in organizing and leading a kingdom turned out to be successful and was said to be glorious, this was done with a collaboration between

the Persian and Byzantine government systems which were very good. All aspects of government in the Umayyads were very capable and reliable, in the political field for example. The military was also tough and skilled in fighting every enemy who came from outside who wanted to destroy the kingdom. Every king certainly has a vision and mission in running his government, this is what Muawiyah did during his reign: a. He once changed the capital of Medina to Damascus with various considerations, because this area he had led when he served as governor during the reign of Usman and Ali. b. The second step was quite bold, namely he succeeded in changing the government system which was originally a democracy into a hereditary kingdom. So that all his people must obey and be loyal to the king's rules, this kind of thing has been exemplified by the Persian and Byzantine kingdoms in their time (Tohir, 2010: 35). c. The next step was to divide and sort out his area of power into several zones: 1) Hijaz, Yemen, Mecca and Medina called the Arabian Peninsula Front 2) which covers the entire territory of Egypt is called the Egyptian Front 3) which covers the Persian Gulf, Aman, Bahrain, Sijistan, Kirman, Khurasan to Punjab India is called the Iraqi Front 4) covers the territory of Armenia and Azerbaijan, the Asia Minor Front 5) covers the territory of Barbar, Andalusia, and the countries around the Mediterranean Sea. Becoming the African Front. He did all this for the welfare and progress of his area of power so that development would be evenly distributed (Fuad, 2012: 92).

There is one thing called "Bai'at-Formatur" changed into a form of kingdom. Other changes include all government affairs with religious affairs have also been separated according to the respective fields that are their officers. This is based on the fact that he is aware that he is not a reliable leader in religious matters, with this strategy it is believed that Muawiyah will reach the peak of his glory because he has handed everything over to his experts without any being neglected. The Umayyad Kingdom called the minister of religion as qadhi so that every time there is a religious problem that has not been resolved, the qadhi will step in by taking over the problem and to solve it is done by means of ijtihad through the Qur'an and Sunnah, it is hoped that nothing is wrong. 3. Economic Field The next policy he implemented was the monetary economy which greatly helped the financial crisis in his government.

In the past, they still followed the Persian currency and that was their means of payment, but over time Muawiyah had the initiative to change it from Persian to his own currency, so in 74 H Umayyah made his own currency with the words bismillaahirrohmaanirrohiim, so the crisis gradually recovered and his people became

more prosperous day by day. To increase state revenue, a mandatory tax program was implemented at that time, the source was taken from zakat, agricultural products, war booty and others, this was in contrast to what was done by the previous ruling caliph (Muflihin, 2020: 68). 4. Social Sector The welfare of the people was a priority for Muawiyah when he took office, so to make it easier for him to distribute aid, it was necessary to divide social groups so that no wrong targets were targeted later, whatever aid was given. The division of the groups, the first is called the highest group from the nobility, the second group of converts, the third group of sect owners and groups holding holy books including Jews and Christians, and the lowest class from among slaves. 5. Field of Faith There are two groups that were born during the Umayyad era, namely murjiah and muktazilah.

So in responding to the two groups that were born earlier, Muawiyah had to be able to regulate the law on faith so that there was no coercion in religion. Moreover, this Mu'tazilah was deviant and could be feared to lead Muslims from among Muawiyah's people astray. The wise king had succeeded in handling all the problems of faith that existed during the Umayyad era so that his people could live in harmony, peace and tranquility even though they were different.

Role Playing Method

The purpose of role playing here is that a student is asked to play a role according to the existing discussion topic. Sudjana once explained the role playing method, according to him this method is a very simple way of learning by involving students in the classroom to be more independent and able to socialize well in their own environment. Of course, this one method has a very simple nature and is easy to apply by teachers. In Kumalasari's opinion, role playing is a study that can explore children well, and a student is expected to be able to solve a problem they face by involving their own abilities. All students are asked to carry out their respective tasks by experiencing, thinking about and solving problems that have been divided on paper. Its implementation can be demonstrated by involving the role of living things or inanimate objects as long as the problem can be solved. So this game cannot be played by one person but must involve many students, because that's where the excitement of this game lies (Jumanta, 2016: 70). After understanding the explanation about the role playing method, the author assumes that this learning method is very good and suitable to be carried out in schools because it is known that this method can make children happy and increase their enthusiasm when studying Islamic history.

Another advantage that can be obtained with this learning method is that students can be motivated because they play great figures in their time. This is the beginning of the child being interested in studying diligently because in his heart he wants to be a successful person like the great Islamic figures. In this case, a teacher will find the child's interests and talents which are very diverse so that in the future they can be fostered by the teacher. Role Playing Method Steps Just like other methods, before carrying out this method when studying, of course, to get maximum results, it must be done according to the respective sequences. In carrying out the role playing learning method, a scientist named Mulyasa said that teachers must carry out seven stages if they want to achieve success in implementing this method. First, the teacher must be able to choose an interesting problem then determine the role of the students according to their respective characters, then in the next stage, arrange the sequence of the game, someone must be appointed as an observer, then the role playing game is carried out, don't forget at the end of the game to discuss and evaluate with the results obtained. A teacher must still be able to encourage his students to be independent in solving the problems they face (Rusman, 2010: 52).

In this section, the author reiterates that when selecting roles, teachers must be wise in assessing the character of their students so that the roles given will be maximized. Don't forget to create a sequence of games so that students are not confused in playing. Teachers can also prepare a dialogue that will be read during the game. Then choose an intelligent observer to monitor the progress of learning role playing. Of course, never appoint students to play two roles, those who do not have a role are assigned as game observers. Remind students that role playing should be done in a good and optimal way. Finally, remind all participants in the game to be active and not depend on friends but must be independent and confident in class. The details and steps of role playing as quoted from the book by Aswan Zein say: 1. The initial stage must be prepared such as: prepare the problem, the actors according to the characters, then the teacher provides complete guidance. 2. Enter the implementation stage, this stage requires the active role of a teacher because if students are left alone, many things will happen beyond reason such as noise and so on. 3. This final stage is the evaluation section, try to get all students involved in providing input according to the results of the game they experienced.

After studying and reviewing more deeply at this stage the researcher will provide an explanation of role playing, what must be done initially is to choose a

problem that can build children's knowledge, after that choose a child according to his character to play the problem topic, then carry out the game seriously and monitor the process of role playing activities, do not forget to always make evaluations and input at the end of learning so that students can be better at other times (Soetomo, 1993: 81). Advantages and Disadvantages of the Role Playing Method

Not all methods produce perfect results, because behind the perfection of a method there must be weaknesses, just like with this role playing method, many shortcomings were found after it was done well: AdvantagesIt can foster a sense of togetherness among students because it is played by one class, and students are more active in learning in class.It will educate students to be democratic because they are given the freedom to choose the topics and roles they play.Evaluation can run well because it is carried out first by the students.Children do not get bored because they can learn while playing which is certainly fun. WeaknessesFor students who do not participate, it can be a source of trouble and their children will not be agile.It was done over a long period of time so it took a long timeThe place where the game takes place must be spacious and cannot be in a narrow room. If not supervised by the teacher, the child may scream and cause a commotion, thus disturbing other classes that are studying (Wahab, 2009: 35).

CONCLUSION

Based on the results of the research data analysis, it can be concluded that after going through several stages in the research at SMP Al Washliyah 42 Berastagi class VII academic year 2022/2023, the researcher found that by using the role playing method, students can raise their enthusiasm in learning PAI on the topic of the history of Islamic civilization during the Umayyad era. This certainly helps ease the burden on teachers in teaching their knowledge because the majority of children can find their own answers without being told by the teacher, so that maximum results can be obtained with this method. Because before this method was created, many children were not enthusiastic about learning in class.

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