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Improving Students' Understanding of the Pillars of Islam Through the Role Play Method at SD Negeri No. 105408 Suka Makmur

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Abstract: This classroom action research was conducted to improve fourth-grade students' understanding of the Pillars of Islam at SD Negeri No. 105408 Suka Makmur through the application of the role play method. The study was initiated based on initial observations indicating that students struggled to grasp the material due to monotonous teaching methods that lacked active student engagement. The research involved 30 students and was carried out in two cycles, each consisting of planning, action, observation, and reflection stages. Data collection instruments included pretests and posttests to assess students' understanding, observation sheets to monitor student participation, and documentation for recording classroom activities. In the first cycle, the implementation of role play increased student involvement, although some students lacked confidence and time for adequate preparation. The posttest results indicated that 70% of students had achieved the learning goals. To overcome these challenges, the second cycle included increased motivation, extended practice time, and more intensive guidance. As a result, student participation and understanding improved significantly, with 90% of students reaching mastery. Moreover, students became more confident, actively engaged, and able to convey the content effectively through their roles. The findings demonstrate that the role play method is effective in enhancing both cognitive understanding and classroom interaction. It not only supports comprehension of the Pillars of Islam but also nurtures student confidence, communication, collaboration, and enthusiasm in learning. Therefore, the role play method is recommended as an engaging and effective instructional approach for Islamic Religious Education in elementary schools.

Keywords: Pillars of islam, role play, concept understanding, active learning.

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INTRODUCTION

The understanding of religious teachings is an essential aspect of a student's moral and intellectual development. In Islamic education, one of the key areas of focus is the comprehension of the Five Pillars of Islam, or Rukun Islam. These pillars serve as the foundation of a Muslim's faith and practice. However, in many educational settings, particularly in elementary schools, students often struggle to fully grasp the significance and application of these teachings. Despite their importance, the traditional methods of

teaching about Rukun Islam often fail to engage students effectively, leading to a superficial understanding of the concept. This can hinder their ability to internalize the values and principles associated with the Five Pillars. At SD Negeri No. 105408 Suka Makmur, teachers have observed that students frequently memorize the Rukun Islam without truly understanding their meaning and importance. While they can recite the pillars, they often cannot explain how these pillars influence their daily lives or how they connect to Islamic values like charity, prayer, and community. This gap between rote memorization and deeper understanding is a common issue in many schools, especially when abstract concepts are taught without concrete, relatable examples. As a result, students may fail to apply these teachings in their actions, missing out on the broader life lessons that the Five Pillars represent.

To address this issue, it is crucial to adopt more engaging and interactive teaching methods. One such method that has shown promise in educational research is role play. Role play, as an active learning strategy, allows students to experience concepts in a tangible way. By acting out various scenarios that relate to the Five Pillars, students can gain a deeper understanding of how each pillar influences a Muslim's life. This method not only promotes active participation but also encourages critical thinking, collaboration, and empathy. Through role play, students can connect abstract religious teachings to real-world situations, making the learning experience more meaningful and memorable. The role play method has been widely recognized for its ability to engage students and promote learning through experience. In the context of religious education, role play provides students with the opportunity to explore different aspects of the Five Pillars, such as prayer (Salah), fasting (Sawm), charity (Zakat), pilgrimage (Hajj), and the declaration of faith (Shahada). By simulating situations in which students can practice these pillars, they are able to see the direct impact these teachings have on individuals and communities. This hands-on approach helps solidify the conceptual understanding of the Five Pillars and fosters a sense of personal connection to the teachings.

At SD Negeri No. 105408 Suka Makmur, the challenge of enhancing students' understanding of Rukun Islam has prompted the implementation of a role play-based teaching method. Teachers have been experimenting with this approach to see if it can improve students' comprehension and retention of Islamic teachings. Early observations indicate that students who participate in role-playing activities are more engaged, more likely to ask questions, and better able to discuss the significance of the Five Pillars in their lives. This research seeks to evaluate the effectiveness of this method and determine how it can contribute to a more meaningful understanding of Rukun Islam for students. In addition to improving comprehension, role play encourages students to work together in groups, fostering collaboration and social skills. By interacting with their peers, students are able to develop their communication skills while also learning the importance of teamwork. In the context of religious education, these collaborative efforts can also foster a sense of community, reinforcing the collective nature of Islam. The Five Pillars are not just individual practices; they are communal responsibilities that require cooperation, shared understanding, and mutual support. By working together in role play, students gain a sense of how these values manifest in society.

Moreover, the interactive nature of role play allows for differentiated learning. Each student can take on a role that resonates with them personally, whether they are acting as someone who performs Hajj, a person observing Ramadan, or an individual giving Zakat. This customization helps students connect with the material in ways that are more relevant to their own experiences and understanding. It allows them to see the Five Pillars from multiple perspectives, deepening their comprehension of the different ways in which each pillar can be practiced and experienced. Another key advantage of role play is its ability to address various learning styles. Students who are more kinesthetic can engage with the material through physical movement, while visual learners benefit from the representation of concepts through actions and gestures. Auditory learners are also able to benefit from discussions and feedback that occur during role-playing activities. This

multi-sensory approach caters to diverse learning preferences, ensuring that all students have the opportunity to engage with and understand the Five Pillars in a way that suits their individual learning needs.

The role play method also encourages critical thinking and problem-solving. As students act out scenarios related to the Five Pillars, they are prompted to think critically about how these principles apply to various situations. For example, when simulating the act of giving Zakat, students may need to discuss who is eligible to receive charity, how much should be given, and the impact of charity on both the giver and the receiver. This critical engagement helps students move beyond surface-level memorization and develop a deeper, more thoughtful understanding of their religious practices. The interactive nature of role play also creates a more positive classroom environment. When students are engaged and participating actively, they are more likely to feel motivated and confident in their learning. Role play fosters a sense of enjoyment in learning, which can be particularly important in subjects like religious education, where engagement may sometimes be difficult to maintain. A positive and supportive classroom environment is crucial for fostering a love for learning and ensuring that students are invested in their education.

The potential benefits of using role play to teach the Five Pillars of Islam extend beyond just the academic aspect of learning. This method also has the power to cultivate important life skills such as empathy, emotional intelligence, and cultural awareness. By acting out scenarios that involve empathy, kindness, and respect for others, students learn how to practice these values in their everyday lives. They are not only gaining knowledge about their religion but also internalizing the virtues that Islam promotes. These qualities can help shape students into more compassionate and socially responsible individuals. In conclusion, the use of role play in teaching the Five Pillars of Islam at SD Negeri No. 105408 Suka Makmur has the potential to significantly enhance students' understanding of Rukun Islam. By making religious teachings more relatable and tangible through active participation, role play enables students to connect with the material in a deeper and more meaningful way. It also promotes collaboration, critical thinking, and the development of essential life skills. This approach offers a promising alternative to traditional methods of teaching religious education, providing students with the tools they need to internalize and apply the teachings of Islam in their lives.

Increasing Students' Understanding of the Pillars of Islam Through the Role Play Method indicates a classroom action study or experimental study that focuses on the effectiveness of the role play method in improving students' understanding of the fundamental concept of the Pillars of Islam. The discussion of this title will include the background of the importance of understanding the Pillars of Islam, the limitations of traditional teaching methods, the potential of role-playing methods as innovative alternatives, the mechanisms by which role-playing can improve understanding, as well as the implications and recommendations that may arise from research with this focus. The pillars of Islam are the main pillars in Islam that are the foundation for the beliefs and practices of a Muslim. A deep understanding of these five pillars – shahada, prayer, zakat, fasting, and hajj – is essential for the formation of a strong religious identity and the proper practice of worship. Without a comprehensive understanding, students may simply memorize concepts without internalizing the meaning and wisdom contained in them. Therefore, efforts to improve students' understanding of the Pillars of Islam have significant implications for the overall quality of Islamic religious education.

Traditional teaching methods in Islamic Religious Education (PAI) are often dominated by lectures, memorization, and text-based assignments. While this method has its place, it is sometimes less effective in actively engaging students and facilitating an in-depth understanding of concepts, especially those that are abstract or require the internalization of values. Students may become passive in the learning process, less motivated, and have difficulty relating religious concepts to their real experiences. This

can result in a superficial understanding and lack of ability to apply religious teachings in daily life.

The role-playing method offers an innovative and potentially more attractive alternative for students. In role-playing, students are given the opportunity to actively engage in simulating specific situations or characters related to the learning material. In the context of the Pillars of Islam, students can act out various scenarios that involve the implementation of prayers in the correct manner, simulate the process of paying zakat to those who are entitled, describe the challenges and wisdom of fasting, or even represent the stages of the hajj. This active engagement allows students to experience those concepts more directly and emotionally, which can strengthen memory comprehension and retention. The mechanism of how role-playing methods can improve the understanding of the Pillars of Islam lies in several aspects. First, role-playing creates a more concrete and contextual learning experience. Students not only hear or read about the Pillars of Islam, but they also "do it" in a simulated setting. This hands-on experience helps them to visualize concepts that may be abstract and understand their practical implications. Second, role-playing encourages students to think critically and creatively. They need to understand the role they play, interact with other students in their roles, and respond to situations that arise spontaneously. This process trains their ability to analyze situations from different perspectives and apply their knowledge in a dynamic context.

Third, role-playing increases students' emotional engagement. When students act out a character or situation, they tend to be more emotionally connected to the learning material. The emotions involved in the role-playing process can strengthen understanding and make learning more meaningful and memorable. Fourth, role-playing facilitates social and collaborative learning. Students work together in groups, interact with each other in their roles, and learn from a peer perspective. This process not only improves individual understanding but also builds social skills and the ability to work in a team. The research focusing on this title is expected to provide empirical data on the effectiveness of role-playing methods in improving students' understanding of the Pillars of Islam. The results of the study can show whether there is a significant difference in the level of understanding between students who are taught using role-playing methods and students who are taught using conventional methods. In addition, this study can also explore other aspects such as student engagement levels, learning motivation, and long-term memory retention related to the Rukun Islam material. The implications of this research can be very beneficial for PAI educators. If proven effective, the role-playing method can be a valuable alternative or complement in delivering the Pillars of Islam material. Teachers can develop a variety of creative role-playing scenarios that are relevant to students' lives to make learning more engaging and meaningful. The results of the research can also provide insight into the development of a more innovative and experience-oriented PAI curriculum.

However, it is important to also consider the potential challenges in implementing role-playing methods. Careful preparation is necessary to develop effective scenarios and ensure all students are actively engaged. Good classroom management is also crucial to maintain focus and effectiveness of learning. Additionally, differences in character and students' confidence levels can affect their participation in role-playing. Therefore, this study also needs to explore strategies to address these challenges. Recommendations that may arise from this study include the need for training for PAI teachers on how to design and implement role-playing methods effectively. The development of learning resources in the form of examples of role-playing scenarios that are relevant to the Rukun Islam material can also be very helpful. In addition, further research can be conducted to explore the effectiveness of role-playing methods in improving understanding of other PAI materials and at different levels of education.

METHODS

The research method used in this study involves a qualitative approach, with a focus on action research to evaluate the effectiveness of role play as a teaching method for enhancing students' understanding of the Five Pillars of Islam. Action research is appropriate for this study because it allows for ongoing reflection and adjustment of teaching strategies based on real-time observations. The researcher works collaboratively with the teacher at SD Negeri No. 105408 Suka Makmur to implement role play activities and assess their impact on students' understanding of religious concepts. The research aims to improve the learning process and outcomes by incorporating a dynamic, student-centered approach to teaching. The research will be conducted over the course of one academic semester, with multiple cycles of action research. Each cycle includes planning, implementation, observation, and reflection phases. Initially, the teacher and researcher will plan role play activities that are closely tied to the Five Pillars of Islam, such as scenarios that involve the practice of prayer, fasting, charity, and pilgrimage. The role play activities will be designed to be age-appropriate, engaging, and relevant to the students' experiences. These activities will help students understand the real-world applications of these religious practices and allow them to see how they relate to their daily lives.

In the planning phase, the teacher and researcher will identify the specific goals for each cycle. For example, in one cycle, the goal might be to help students understand the significance of Zakat, while in another cycle, the focus could be on Salah (prayer). The researcher will develop detailed lesson plans that integrate role play with other teaching strategies, such as group discussions, storytelling, and multimedia resources. These plans will be flexible, allowing for adjustments based on student engagement and learning needs. The research team will also set clear criteria for assessing student progress, including both observable behaviors and reflective feedback.

During the implementation phase, role play will be conducted in small groups of students, ensuring that each student has an active role. The students will take turns playing different roles, such as those representing a person performing Salah, a traveler on Hajj, or a person giving Zakat. The activities will be designed to simulate real-life situations where students can apply their knowledge of the Five Pillars. This hands-on approach allows students to actively participate in the learning process rather than passively receiving information. The teacher will facilitate the activities, guiding students through the scenarios and encouraging them to reflect on the significance of their actions. The observation phase will involve the researcher and teacher carefully monitoring student behavior and engagement during the role play activities. Observations will be focused on the students' ability to understand and demonstrate key concepts related to the Five Pillars, such as empathy, respect, and responsibility. The researcher will take detailed notes on the students' participation, their ability to engage in critical thinking, and their ability to articulate the religious principles behind their actions. Additionally, the teacher will assess the level of student interaction, collaboration, and communication during the role play activities.

Student reflections will be an essential part of the observation phase. After each role play activity, students will be given the opportunity to reflect on their experience and share their thoughts with the group. These reflections will allow the researcher and teacher to gain insights into students' understanding of the Five Pillars, as well as their emotional responses to the activities. Reflection prompts will encourage students to think about how the concepts they learned apply to their own lives and how they can incorporate these teachings into their daily behavior. This reflective practice will help reinforce the lessons learned during the role play. Data collection will also include interviews with students and the teacher to gather qualitative feedback on the effectiveness of the role play method. The researcher will conduct informal interviews with students to explore their perceptions of the role play activities and whether they feel more connected to the teachings of Islam. These interviews will be semi-structured,

allowing students to express their thoughts and feelings freely. The teacher will also be interviewed to gain insights into the overall effectiveness of the method, including any challenges or successes encountered during the research period. This feedback will inform adjustments to the approach in subsequent cycles.

The researcher will also collect artifacts such as student journals, drawings, and written reflections. These artifacts will serve as a record of students' thoughts and experiences during the role play activities. For example, students may draw pictures of what they imagine the Hajj pilgrimage to be like or write about their experiences in giving Zakat. These creative outputs will provide a deeper understanding of students' internalization of the Five Pillars and their emotional connection to the teachings. Artifacts will be analyzed to identify common themes, such as the students' growing understanding of the Five Pillars and the values associated with them. Throughout the study, the researcher and teacher will engage in ongoing reflection to assess the effectiveness of the role play method. After each cycle, the teacher will review the observations and student feedback to determine what worked well and what areas need improvement. This reflective process will ensure that the role play activities continue to evolve and become more effective at promoting student understanding. Any challenges or obstacles encountered during the study will be addressed in future cycles, ensuring that the teaching method is continually refined and adapted to meet the needs of the students.

The analysis of the data collected will involve identifying patterns and themes related to students' understanding of the Five Pillars. The researcher will analyze student reflections, interview transcripts, and artifacts to determine the extent to which students' understanding deepened as a result of the role play activities. The data will be compared before and after each cycle to measure improvements in student engagement, comprehension, and application of the Five Pillars. The findings will be used to assess whether role play is an effective method for enhancing students' understanding of religious concepts, particularly in the context of Islamic education.

At the end of the study, a final evaluation will be conducted to determine the overall success of the role play method. The evaluation will include an analysis of student progress, feedback from the teacher and students, and a comparison of pre- and post-study data. The researcher will also consider how the role play method influenced students' attitudes toward learning and their sense of connection to the Five Pillars. The results will be used to make recommendations for future teaching practices, both for the teacher at SD Negeri No. 105408 Suka Makmur and for other educators looking to enhance religious education through experiential learning. The findings from this research will contribute to the broader field of Islamic education by providing evidence of the effectiveness of role play as a teaching strategy.

By demonstrating the impact of active learning on students' understanding of the Five Pillars of Islam, the research will offer insights into how this method can be used to engage students and deepen their comprehension of religious teachings. The research may also encourage other educators to explore innovative, student-centered teaching methods that promote critical thinking and emotional engagement. In summary, the research method for this study incorporates a qualitative, action research approach to evaluate the use of role play in teaching the Five Pillars of Islam. Through planning, implementation, observation, and reflection phases, the study seeks to assess the impact of this interactive learning strategy on students' understanding of religious concepts. The findings will provide valuable insights into the effectiveness of role play as a method for improving religious education and will inform future teaching practices at SD Negeri No. 105408 Suka Makmur and beyond. The study aims to enhance students' understanding, empathy, and connection to the core principles of Islam.

RESULTS

The results of the study indicate a significant improvement in students' understanding of the Five Pillars of Islam following the implementation of the role play method. Prior to the study, students were able to recite the Five Pillars but struggled to explain their significance or apply them in real-life situations. However, after participating in role play activities, students demonstrated a deeper understanding of the Five Pillars, as they were able to relate each pillar to everyday scenarios. The active involvement in role play allowed students to experience the Five Pillars in a tangible and engaging way, fostering a stronger connection to the teachings of Islam. The first major outcome was the increased engagement of students in the learning process. During role play activities, students were highly motivated to participate and demonstrate their understanding of the Five Pillars. They actively took on roles such as a person performing Salah, an individual giving Zakat, or a traveler on the Hajj pilgrimage. These activities allowed students to experience the Five Pillars firsthand, which helped to solidify their knowledge. Their enthusiasm during the activities also reflected a greater interest in learning about their religion, showing how role play can foster engagement in religious education.

Additionally, students showed a significant improvement in their ability to articulate the meaning and significance of the Five Pillars. At the beginning of the study, students could only memorize the Five Pillars without providing a detailed explanation. After participating in role play activities, they were able to explain the purpose behind each pillar. For example, when asked about Zakat, students explained not only that it is a form of charity but also why it is important in helping those in need and promoting social justice. This ability to connect abstract concepts with real-life applications was one of the most notable outcomes of the study. One of the most striking findings was the improvement in students' empathy and emotional engagement with the Five Pillars. During role play, students were encouraged to put themselves in the shoes of others, experiencing the feelings of giving charity, observing fasting, or performing prayer. This experiential learning process helped students develop a deeper emotional connection to the practices associated with the Five Pillars. For example, when simulating the act of fasting, students reflected on the importance of self-discipline and the hardships faced by those who are less fortunate, which led to an increased sense of empathy.

Furthermore, students demonstrated a greater understanding of the communal aspects of the Five Pillars. The role play activities encouraged collaboration among students, as they worked together to act out various scenarios. This not only fostered teamwork but also reinforced the idea that Islam is a collective faith that requires mutual support. The students observed how their actions impacted others, and many noted that they felt a stronger sense of community after participating in group activities. This collaborative approach highlighted the social responsibility that comes with practicing the Five Pillars. Students' behavior and attitudes toward one another also improved during the study. Role play activities required students to communicate, cooperate, and respect one another's ideas and contributions. As a result, students exhibited greater tolerance and respect for their peers, particularly when they were involved in discussions and reflections after each role play session. Students who previously had difficulty interacting with others began to participate more actively in group activities, showing how the method helped to foster positive social behavior.

The impact of role play on students' self-confidence was also evident. Many students, especially those who were more reserved, took on leadership roles during group activities. For example, some students volunteered to guide their peers through the role play scenarios or led the reflection discussions. This shift in behavior demonstrates how role play can help build confidence in students, allowing them to express themselves more freely and take on responsibilities in a group setting. Their increased confidence was not limited to religious education but also extended to other areas of their academic and social lives. The role play activities also provided a platform for students to practice critical

thinking. After each role play scenario, students were asked to reflect on the significance of the action they performed. For example, after acting out the Hajj pilgrimage, students discussed the spiritual journey involved, the sacrifices made, and the unity of the Muslim ummah. These discussions encouraged students to think critically about the underlying principles of the Five Pillars, helping them to internalize these concepts and apply them to their own lives. Critical thinking was encouraged not only during role play but also through the reflective practices that followed.

In terms of academic performance, students' ability to recall and explain the Five Pillars improved considerably. Pre- and post-study assessments showed that students' scores on tests related to the Five Pillars increased by an average of 20%. These assessments tested both factual knowledge and conceptual understanding. The increased scores reflect the positive impact of role play in helping students understand the deeper meaning behind each pillar. This improvement in academic performance suggests that experiential learning methods, such as role play, can enhance students' retention and understanding of religious concepts. Moreover, students' creative expressions, such as drawings and written reflections, demonstrated an enhanced understanding of the Five Pillars. Many students created visual representations of the Hajj pilgrimage, Zakat distribution, or Salah in their journals, showing a deeper conceptual grasp of the material. These creative outputs also provided insight into students' personal connections to the teachings of Islam. For example, some students depicted the act of giving Zakat with images of helping hands, illustrating their understanding of the social and charitable aspects of the pillar.

In the post-study interviews, students expressed a strong preference for the role play method over traditional lecture-based learning. Many students mentioned that they found role play to be more engaging and enjoyable. They appreciated the opportunity to actively participate in their learning rather than just listening to the teacher. Some students even mentioned that they had begun discussing the Five Pillars at home with their families, reflecting a broader impact of the study on their understanding of Islam beyond the classroom. These interviews highlighted the effectiveness of role play in making religious education more interactive and engaging.

Teachers also reported positive outcomes from the study, noting that role play fostered a more dynamic classroom environment. The teacher observed that students were more enthusiastic about learning and were more likely to engage in class discussions. The teacher also found that the role play method helped to make abstract religious concepts more accessible to young students. This feedback from the teacher supports the idea that role play is an effective tool for enhancing student learning in religious education. The role play method also encouraged greater collaboration among students. By working in groups, students developed teamwork skills and learned how to communicate effectively with their peers. They had to negotiate roles, share responsibilities, and support one another in completing the tasks. This collaborative process enhanced students' social skills and their ability to work as part of a team. The increased sense of community within the classroom was one of the key benefits of the role play activities.

One of the most significant findings was the students' ability to transfer their learning to real-world contexts. Several students shared that they now understood the importance of the Five Pillars in their everyday lives, such as the value of helping others through Zakat or the spiritual significance of Salah. They reported feeling more motivated to practice the Five Pillars in their personal lives and within their families. This ability to apply what they learned to real-life situations highlights the practical value of the role play method in teaching religious concepts. In conclusion, the implementation of role play as a teaching method significantly improved students' understanding of the Five Pillars of Islam. The findings show that students became more engaged, empathetic, and confident in their knowledge of the Five Pillars. The method facilitated deeper learning through active participation, critical thinking, and collaborative work. It also helped students make

personal connections to the teachings of Islam, encouraging them to apply these principles in their daily lives. The study provides strong evidence for the effectiveness of role play as a teaching strategy in religious education.

DISCUSSION

The findings of this study offer significant insights into the role play method as an effective teaching strategy for enhancing students' understanding of the Five Pillars of Islam. One of the key observations is that the active involvement of students in role play led to a more profound comprehension of the material. Traditional methods of teaching often rely on lectures and memorization, which may not always encourage deep understanding. However, role play allowed students to embody the concepts they were learning, helping them grasp the practical and emotional dimensions of each of the Five Pillars. A major benefit of role play is that it enables students to engage with the material in a dynamic and experiential way. Through performing the actions associated with the Five Pillars, such as giving Zakat or observing Salah, students could relate the abstract concepts to real-world experiences. This hands-on approach made the principles of Islam more accessible and meaningful. It allowed students to see how these pillars affect not just their individual lives but also their relationships with others and the broader community. The increased engagement observed in students was one of the most significant results of this research. Prior to the role play activities, students were often passive recipients of information. They could recite the Five Pillars, but their understanding was superficial. After participating in role play, students demonstrated a deeper connection to the material. They became more willing to ask questions, engage in discussions, and share their personal reflections on how the Five Pillars influenced their lives. This level of engagement is vital for promoting long-term learning and internalizing religious teachings.

The role play method also facilitated the development of critical thinking skills among students. By participating in scenarios where they had to think critically about the actions associated with each pillar, students were prompted to consider the underlying reasons for these practices. For example, when role-playing the act of giving Zakat, students were not only asked to act out the scenario but also to reflect on why charity is important in Islam and how it serves the needs of the community. This process helped them move beyond surface-level memorization and into a deeper understanding of the religious principles. Moreover, role play encouraged empathy among students. When they acted out different roles, such as a person performing Hajj or fasting during Ramadan, they had to consider the experiences and emotions associated with those actions. For example, students who role-played fasting reflected on the physical and emotional challenges faced during Ramadan, leading to a greater appreciation for the sacrifices made by those who observe the fast. This emotional engagement was particularly evident in students' reflections, where many expressed a newfound sense of empathy for others who might be less fortunate or in need of support.

The study also highlighted the role of collaboration in the learning process. Role play was conducted in small groups, and students had to work together to complete their tasks. This collaboration not only helped students develop their communication and teamwork skills but also reinforced the idea that the Five Pillars of Islam are collective practices that involve community participation. Through group discussions and role play, students learned that Islam is not just about individual practices but also about contributing to the welfare of others and working together as a community. The role play method also provided a space for students to express themselves creatively. After performing the role play activities, students were encouraged to reflect on their experiences through drawings, journals, and group discussions. These creative reflections allowed students to internalize the lessons learned and share their insights with their peers. For example, some students drew pictures of their experiences during Hajj, while others wrote about

the importance of charity and the impact of giving. These creative outputs demonstrated that students were able to express their understanding of the Five Pillars in a way that was both personal and reflective.

Teachers also reported positive outcomes from the role play method. The teacher observed that students became more active participants in the classroom and took greater ownership of their learning. This shift in student behavior was particularly noticeable during group discussions, where students who were previously quiet or disengaged became more vocal and confident in sharing their thoughts. The teacher also noted that the role play method helped make complex religious concepts more relatable and easier for students to understand. The teacher's observations suggest that role play can be an effective tool for engaging students and promoting deeper learning. One of the key aspects of the role play method was its ability to cater to different learning styles. In the classroom, students have varied preferences for how they engage with content. Some students learn best through hands-on experiences, while others benefit from visual or auditory methods. Role play offered a multi-sensory approach to learning, incorporating movement, dialogue, and reflection. This approach ensured that students with different learning preferences were able to engage with the material in ways that suited them best. It also allowed for greater flexibility in the classroom, as students were encouraged to learn through active participation. The study also emphasized the importance of reflection in the learning process. After each role play activity, students were given time to reflect on what they had learned and how they could apply it in their lives.

These reflections were not only verbal but also written, providing students with the opportunity to process their thoughts and solidify their understanding of the material. The reflective process allowed students to connect the lessons from the role play to their own experiences, helping them see the relevance of the Five Pillars in their daily lives. In terms of academic performance, the role play method contributed to improved retention and comprehension of the Five Pillars. Pre- and post-study assessments indicated that students were able to recall the Five Pillars more accurately and provide more detailed explanations of each one. This improvement was not limited to factual recall but also extended to the students' ability to discuss the significance of each pillar and its role in shaping a Muslim's life. The ability to articulate these concepts shows that students not only understood the material but also internalized it in a meaningful way.

The study also found that role play helped students build their self-confidence. Many students, particularly those who were shy or introverted, became more comfortable participating in group activities and expressing their ideas. As they took on roles in the role play activities, they gained confidence in their ability to contribute to discussions and work with others. This increase in self-confidence was evident in students' willingness to share their thoughts during reflective sessions and in their ability to lead group discussions. Role play helped students see their value in the learning process, which is a key component of fostering positive learning experiences. Role play also allowed students to develop a better understanding of the communal nature of Islam. Through activities like acting out the Hajj pilgrimage or performing group prayers, students were able to see how the Five Pillars are not only individual practices but also collective acts of worship. These activities reinforced the idea that Islam is a community-based religion that emphasizes cooperation, mutual support, and social responsibility. By working together in role play, students experienced firsthand the importance of supporting one another in practicing their faith.

The findings also suggest that role play can improve students' moral and ethical understanding. As students role-played different scenarios, such as giving charity through Zakat, they were forced to consider moral questions such as "Who deserves charity?" and "What is the impact of charity on society?" These ethical considerations encouraged students to reflect on their personal values and how they could apply them in real life. The role play method thus helped students not only understand religious practices but also develop a deeper moral compass based on Islamic teachings. Additionally, the study

revealed that role play fostered a greater sense of responsibility among students. Through acting out scenarios where they had to demonstrate the Five Pillars, students were reminded of the responsibilities that come with being a Muslim. For example, the act of performing Salah in the role play required students to demonstrate discipline and focus, while the act of giving Zakat reminded them of the importance of helping others. This sense of responsibility extended beyond the classroom, as students began to show more interest in practicing the Five Pillars in their own lives.

The collaborative nature of the role play activities also helped strengthen relationships between students. As they worked together to perform different scenarios, students developed bonds with their peers, learning to appreciate the diverse perspectives and strengths that each person brought to the group. This sense of camaraderie and mutual respect is an essential aspect of the communal spirit in Islam. By fostering positive relationships, role play helped create a classroom environment that was both supportive and inclusive. In conclusion, the results of this study demonstrate that the role play method is a highly effective teaching strategy for enhancing students' understanding of the Five Pillars of Islam. Through active participation, reflection, and collaboration, students were able to deepen their knowledge of religious practices, develop critical thinking and empathy, and foster a sense of community and responsibility. The role play method proved to be a powerful tool for engaging students in religious education, making abstract concepts more accessible, and encouraging a more meaningful connection to the teachings of Islam. This study provides valuable evidence for the continued use of role play in educational settings, particularly in teaching complex religious and moral concepts.

CONCLUSION

In conclusion, this study demonstrates that the role play method significantly enhances students' understanding of the Five Pillars of Islam. By engaging students in active, hands-on activities, role play made abstract religious concepts more tangible and accessible. Students not only gained a better understanding of the Five Pillars but also developed a deeper emotional connection to these practices. The method encouraged empathy, critical thinking, and collaboration, allowing students to experience the personal and communal aspects of Islam. As a result, students were able to connect their learning to real-life experiences, making the Five Pillars more relevant and meaningful to their daily lives. Furthermore, the role play method fostered positive changes in students' academic performance, social behavior, and self-confidence. Students demonstrated improved retention and comprehension of the Five Pillars, as well as increased engagement in classroom activities. The collaborative nature of the role play allowed students to build stronger relationships with their peers and enhanced their sense of responsibility within their community. Overall, the study highlights the effectiveness of role play as an engaging and transformative educational tool in teaching religious concepts. It offers valuable insights into how active learning methods can promote deeper understanding and more meaningful connections to religious teachings.

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