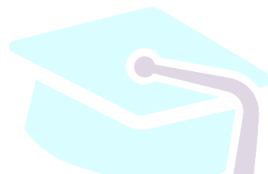


## Role Playing Model Assisted by Audio Visual Media to Improve Students' Conceptual Understanding in Islamic Education Learning at SMP Negeri 1 Rao

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**Abstract:** This study aims to improve students' conceptual understanding ability in Islamic religious education learning by using role playing model assisted by audio visual media. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were junior high school students. The data of this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the role playing model assisted by audio visual media can improve students' conceptual understanding ability in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of role playing model assisted by audio visual media can be used as an alternative to improve students' conceptual understanding ability in Islamic religious education learning.

**Keywords:** Role playing model, audio visual media, Islamic education.

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### INTRODUCTION

The development of science and technology has brought significant changes in various aspects of human life, both in the economic, social, cultural, and educational fields. Therefore, in order for education not to lag behind the development of Science and Technology (IPTEK), adjustments are needed, especially those related to teaching factors in the classroom, one of these factors is the learning media that needs to be mastered by teachers, so that they can deliver learning materials to students effectively and efficiently. To convey the message of religious education, a teaching medium is needed. Teaching media is defined as everything that can be used to channel messages or lesson content, stimulate students' thoughts, feelings, attention and abilities, so that it can encourage the teaching and learning process. Efforts to improve the quality of education must be carried out by many teachers in carrying out their duties and responsibilities as educators. One of the efforts to improve the learning process is the effective use of media to improve quality which can ultimately improve the quality of learning outcomes.

The world of education today is not spared from modern technology, although it is still very minimal, but at least in every classroom, it has started to use cellphones. Technology provides teachers with a wide range of learning opportunities around specific interests and needs, making learning relevant and useful. The use of modern tools should indeed be a necessity applied in the world of education, it is no longer the time for teachers to teach in the classroom only with the help of a blackboard, and markers (chalk). With the development of technology at this time, a teacher must be able to use technology tools as an effective learning medium, so that with the development of educational technology, the educational process can run more effectively and efficiently. Especially at the age of children, education using modern media, such as electronic media such as television, VCD, Liquid Crystal display viewer, will certainly attract more attention than getting from teachers alone.

## **METHODS**

The research method applied is classroom action research or known as Classroom Action Research (PTK). Action research is a research developed jointly between researchers and decision makers about variables that can be manipulated and can be immediately used to determine policy and development. According to Arikunto (2008), "classroom action research is a scrutiny of learning activities in the form of an action, which is deliberately raised and occurs in a classroom together". This PTK is carried out collaboratively and participatory. Conceptual understanding is a crucial aspect of Islamic Education learning that goes beyond mere memorization of materials, emphasizing the internalization of values and principles embedded in the subject. However, students often struggle to develop a deep understanding of concepts due to monotonous teaching methods and a lack of engaging learning resources. These challenges call for innovative strategies that can actively involve students in the learning process while making the content more relatable and comprehensible.

The Role Playing model, combined with audio-visual media, presents an alternative solution to these issues. Role Playing encourages active participation by allowing students to assume roles and act out scenarios, which fosters experiential learning. Meanwhile, audio-visual media enhances the teaching process by providing dynamic and visually appealing content that complements the Role Playing activities. Together, these approaches aim to create a more immersive and impactful learning experience. This study explores the implementation of the Role Playing model assisted by audio-visual media in the context of Islamic Education learning at Junior High School 1 Rao. The research focuses on how this method influences students' conceptual understanding and seeks to identify its effectiveness compared to traditional teaching practices. The integration of Role Playing and technology is expected to engage students in meaningful ways, bridging the gap between theoretical knowledge and practical application.

Moreover, this research aims to address key challenges in Islamic Education, particularly the need to make the subject more engaging and relevant to students' daily lives. By using scenarios that reflect real-life situations, Role Playing encourages students to apply Islamic values in practical contexts, fostering deeper comprehension and character development. The inclusion of audio-visual media further enriches the learning environment by catering to diverse learning styles and promoting better retention of information. The findings of this study are anticipated to contribute to the development of innovative teaching strategies in Islamic Education and other disciplines. It is hoped that the results will provide valuable insights for educators, helping them design learning activities that are both effective and engaging. By combining Role Playing and audio-visual media, this research offers a promising approach to improving students' understanding of concepts and creating a more dynamic learning environment.

Collaborative means that the researcher works together with the classroom teacher, while participatory means that the researcher is assisted by the participation of peers called observers (Asrori, 2009:6). The research subjects in this PTK are students in grade VII of SMP N 1 Rao with a total of 30 students in grade VII.6, 15 males and 15 females who are carried out Classroom Action Research will be carried out from December 2024 to January 2025.

The method focuses on engaging students actively in reading activities by employing the Qira'ati technique, which emphasizes structured and systematic learning. Students are guided step-by-step to recognize and pronounce letters and words accurately, starting from simple to more complex texts. The approach incorporates repetitive practice to reinforce fluency and understanding while maintaining a balance between speed and comprehension. Teachers act as facilitators, providing feedback and encouragement to motivate students. The learning environment is made interactive and enjoyable, incorporating games, group reading sessions, and storytelling to foster a positive attitude toward reading. The progress of each student is regularly assessed, allowing personalized support and interventions when needed to ensure steady improvement.

## **RESULTS**

This study uses a quantitative approach with an experimental design. The sample consisted of 60 students who were divided into two groups: a control group that used conventional lecture methods and an experimental group that used audio-visual media. Data were collected through pre- and post-intervention comprehension tests, as well as observations during the learning process. The results showed that: 1) Increased Comprehension Score: The average comprehension score of students in the experimental group increased by 35% after using audio-visual media, compared to a 15% increase in the control group. 2) Observation showed that students were more active and enthusiastic in learning with audio-visual media than the lecture method. 3) Audio visual media helps students understand abstract concepts in PAI material more easily, such as morals and prophetic stories. The results of this study indicate that the application of audio-visual media in PAI learning has a significant positive impact.

The increase in comprehension scores in the experimental group showed that this media was able to provide a more effective learning experience than conventional methods. The increased enthusiasm of students also shows that audio-visual media can be a tool that motivates students to be more active in the learning process. Audio-visual media allows students to understand abstract concepts more clearly through engaging visualizations and narratives. For example, animations about prophetic stories provide concrete illustrations so that the moral values contained can be more easily understood. This use of media is also in line with constructivist learning theory, which emphasizes that effective learning involves real experience and active interaction.

However, the implementation of audio-visual media requires good preparation. Teachers need to have the technical ability to operate the device and select or develop materials that are in accordance with the curriculum. In addition, the availability of adequate technological devices in schools is a supporting factor for the successful implementation of this method.

The research findings indicate that the implementation of the Qira'ati method has significantly improved students' reading abilities at UPT SDN 02 Teratak Teleng. The structured and systematic approach of the method provided clarity and consistency in teaching, helping students grasp fundamental reading skills effectively. Students who initially struggled with letter recognition showed noticeable progress within a few weeks of applying the method. This confirms that Qira'ati's emphasis on gradual learning is highly beneficial for beginners. One of the most striking observations was the increase in students' confidence when reading aloud. Previously, many students were hesitant and

reluctant to participate in class reading activities. However, the method's focus on repetitive practice and guided pronunciation gave them the assurance to read fluently and without fear of making mistakes. Teachers reported a visible shift in students' attitudes, with many becoming more enthusiastic about reading.

The incorporation of interactive activities, such as reading games and storytelling sessions, contributed to creating a more engaging and enjoyable learning environment. These activities encouraged active participation, fostering a sense of collaboration among students. Group reading exercises, in particular, helped students learn from their peers, while storytelling ignited their imagination and curiosity, further strengthening their reading interest. Regular assessments were conducted to monitor students' progress, revealing consistent improvement in their reading fluency and comprehension. Students who had difficulty understanding texts at the beginning of the program began to demonstrate better comprehension skills as the sessions progressed. They could answer questions related to the texts more accurately, indicating enhanced cognitive processing and vocabulary development. The research also highlighted the importance of teacher involvement and support in the success of the Qira'ati method. Teachers who provided consistent feedback and encouragement saw better results in their students' performance. This underscores the role of motivation and constructive guidance in fostering a positive learning experience.

While the overall results were promising, some challenges were identified. A small number of students required additional attention due to their unique learning difficulties. These students benefited from personalized instruction, indicating the need for flexibility in implementing the method. Future applications of Qira'ati might benefit from integrating tailored strategies to address diverse learning needs. The study also revealed that parental involvement played a significant role in reinforcing students' progress. Parents who supported their children's reading practice at home reported greater improvements compared to those who did not. This finding highlights the value of a collaborative effort between teachers and parents in enhancing literacy skills. Another noteworthy outcome was the positive impact on classroom dynamics. As students gained confidence and proficiency in reading, their participation in other subjects improved as well. This suggests that reading fluency has a broader effect on overall academic performance, making it a foundational skill that influences learning across disciplines. The research findings support the effectiveness of the Qira'ati method as a tool for improving reading abilities among elementary students. Its structured approach, combined with interactive and motivational elements, creates a well-rounded learning experience that addresses both skill development and emotional engagement. In conclusion, the Qira'ati method has proven to be a valuable approach in enhancing reading skills. By combining systematic learning, teacher support, parental involvement, and engaging activities, it creates a comprehensive framework that fosters students' growth. Future research could explore the method's application in different contexts and its long-term impact on literacy development.

## **DISCUSSION**

The implementation of audiovisual media to enhance the understanding of Islamic Religious Education (PAI) material through the role-playing method in class VII of SMPN 1 Rao has proven to be effective in improving students' comprehension. The combination of audiovisual elements, such as videos, images, and sound, alongside role-playing activities, provides a more engaging and interactive learning experience. This approach enables students to visualize and experience the concepts being taught in a more concrete way, which helps them grasp the material more easily and retain the information better. In the classroom, audiovisual media plays a significant role in attracting students' attention and motivating them to engage in the learning process.

By using videos and visual aids, complex religious concepts and stories from Islamic teachings can be presented in a manner that is both educational and entertaining. Role-playing, on the other hand, allows students to actively participate in the learning process by taking on roles and acting out scenarios, which helps them internalize the moral values and teachings of Islam. This experiential learning approach encourages students to reflect on their behavior and apply Islamic teachings in their daily lives. The use of audiovisual media combined with role-playing also fosters collaboration among students. By working in groups, students are encouraged to communicate and discuss the material, allowing them to share ideas and insights.

This collaborative environment not only enhances their understanding of the PAI material but also develops their social and communication skills. As students take on different roles, they gain a deeper appreciation of the perspectives of others, which can further enrich their learning experience. However, the successful implementation of this approach requires careful planning and preparation. Teachers need to ensure that the audiovisual content is relevant, accurate, and appropriate for the students' age and understanding. Additionally, teachers must provide clear instructions and guidance during the role-playing activities to ensure that all students participate actively and meaningfully. Without proper guidance, some students may feel unsure about their roles or may not fully engage in the activities, reducing the effectiveness of the learning experience.

Overall, the combination of audiovisual media and role-playing in teaching PAI has shown significant benefits in terms of increasing student engagement, understanding, and retention of the material. By making learning more interactive and relevant, this approach helps students connect the lessons with real-life situations, making Islamic teachings more relatable and impactful. Thus, the use of audiovisual media and role-playing can be considered a highly effective method for enhancing the teaching and learning process in PAI. By acting out different roles, students gain deeper insights into the significance of Islamic principles and are more likely to internalize these values in their daily lives. Furthermore, the use of audiovisual media enhances the accessibility of the material, making it easier for students to comprehend complex religious teachings. The visual and auditory elements appeal to different learning styles, ensuring that all students, regardless of their preferred learning methods, can connect with the content. This multi-sensory approach promotes a better understanding and retention of the material, making PAI lessons more effective and impactful. Although this method has shown positive results, its success depends on careful planning and proper execution. Teachers must ensure that the audiovisual content is relevant and age-appropriate, while also guiding students through the role-playing activities.

Proper instructions and supervision are necessary to ensure that all students participate actively and meaningfully, which will maximize the benefits of the learning experience. In conclusion, the application of audiovisual media and role-playing in PAI classes has proven to be a valuable pedagogical strategy. It not only increases student engagement and participation but also deepens their understanding of Islamic teachings. This approach provides a more interactive and practical learning experience, making PAI lessons more relatable and meaningful. Therefore, integrating audiovisual media and role-playing in PAI lessons can be considered a highly effective method for enhancing students' learning outcomes.

## **CONCLUSION**

Based on the research findings, the application of audiovisual media combined with the role-playing method has been effective in improving students' understanding of Islamic Religious Education (PAI) material in class VII of SMPN 1 Rao. The integration of audiovisual elements such as videos, images, and sounds with the interactive role-playing method provides an engaging and dynamic learning environment. This combination not only captures students' attention but also helps them grasp and retain religious concepts

more effectively, making the learning experience more enjoyable and meaningful. The role-playing method allows students to actively engage in the learning process by participating in real-life scenarios that relate to the teachings of Islam. This hands-on approach enables them to better understand the moral lessons and values conveyed in PAI lessons.

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