

Improving Student Learning Outcomes in Islamic Cultural History Learning with the Role Playing Method at MTs S Islamiyah Padanggarugur

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Abstract: This study aims to determine efforts to improve learning achievement of Islamic Cultural History through the Role Playing method in Class VII students of Madrasah Tsanawiyah Swasta Islamiyah Padanggarugur. This study uses action research on Class VII students of Madrasah Tsanawiyah Swasta Islamiyah Padanggarugur. The process of implementing this classroom action research uses two cycles with the Role Playing method. The subjects of the study were 29 students. The data collection method used observation, documentation, and testing methods. The collected data were analyzed using descriptive analysis. The results of the study indicate that the Role Playing method in learning Islamic Cultural History makes it easier for teachers to achieve the desired learning objectives and optimize or complete student learning achievements. The results of the study and discussion can improve learning achievement of Islamic Cultural History on the material of the Development of Science during the Umayyad Dynasty in class VII students of Madrasah Tsanawiyah Swasta Islamiyah Padanggarugur and make it easier for teachers to achieve the desired learning objectives. Based on the results of the research that has been done, it can be concluded that the application of the Role Playing Method in the SKI subject of the material on the development of science during the Umayyad dynasty can improve the learning outcomes of class VII students of the Padanggarugur Private Islamic Junior High School. This can be seen from the increase in the percentage results in each cycle. In the pre-cycle, the percentage of completion was 20.68. The percentage of completion increased in cycle I, which was 75.86%, and in cycle II, the percentage of completion was 93.13%. In cycle II, it was stopped because 100% of students had achieved completion, so the application of the Role Playing Method can be said to be successful in improving the learning outcomes of SKI material on the development of science during the Umayyad dynasty of class VII of the Padanggarugur Private Islamic Junior High School.

Keywords: Learning outcomes, role playing method, learning Islamic cultural history.

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INTRODUCTION

Education is a process in order to influence students to be able to adapt as well as possible to their environment, and thus will cause changes in themselves that allow them to function closely in community life. Teaching is tasked with directing this process so that the target of the change can be achieved as desired (Hamalik, 1995:3). The success of the learning process cannot be separated from the hard work of teachers in forming a generation that is able to apply Islamic values in everyday life, has noble morals, has expertise in science and is able to answer the challenges of the times. Educators are people who grow up who are able to bring students towards maturity. In learning, an educator needs to instill good behavior that is carried out in daily activities.

One way to attract student interest is to use a method in which students and teachers can interact well. Because practically an approach cannot be applied without involving application methods, then in each learning approach, several methods are included that have been selected based on their characteristics that are in accordance with the objectives and competencies to be achieved in each approach. The method used must also be effective, efficient and enjoyable, namely in learning that produces something that is expected and its application relatively uses less energy, effort, cost and time. Based on the researcher's observations at the Padanggarugur Islamic Private Middle School, students feel very lazy when taking SKI lessons because SKI lessons are identical to listening, reading and memorizing. SKI lessons in the Padanggarugur Islamic Private Middle School must be given more special attention, because religious knowledge as the basis of humanity has an important role in their daily lives. Religious knowledge has regulated human life patterns, both in relation to Allah SWT and interacting with humans. Religious knowledge always teaches the best and never leads astray for all its followers, as evidenced by the miracles given to the Prophet Muhammad SAW, namely the Qur'an as a guide for humanity which contains guidance, stories, prohibitions, commands, and so on. By studying and deepening religious knowledge, students are expected to be able to control themselves from human desires that have no limits and aim to prepare mentally to face the challenges of the future. With religious education, it will strengthen faith, piety and have politeness so that they can use the knowledge gained as best they can.

Reality shows that the learning outcomes of SKI for most of the students in grade VII of Madrasah Tsanawiyah Swasta Islamiyah Padanggarugur are less than optimal. This can be seen when given assignments, not all of them understand the material that has been taught, some students do not pay attention to the teacher's explanation during the lesson, some students are less interested in learning, especially SKI subjects, do not know the content of the material presented. Every time they take an SKI subject exam, many children still take remedial to complete their lessons.

In the entire educational process at school, learning activities are the most important activities. The success or failure of achieving educational goals depends a lot on how the learning process is taught to students as learners. Because learning is a process, which requires time and effort and that effort certainly requires time, methods and methods. There are several methods that can be used in SKI learning. The learning method is a way taken by teachers to create a learning situation that is truly enjoyable and supportive for the smooth learning process and the achievement of satisfactory learning achievements for children (Kastolani, 2014: 7). One of them is the role playing learning method which will help students achieve learning goals. With this method, it will make it easier for teachers to deliver material and also make it easier for students to understand the contents of the material.

Role Playing learning strategy is one strategy that can develop students' abilities in playing roles to understand the material delivered by the teacher. According to (Abdul Aziz Wahab, 2009: 83) Role Playing is acting according to a role that has been determined in advance to achieve certain goals such as reviving the historical atmosphere (Kastolani, 2014: 148). Based on the description above, the author is interested in conducting classroom action research with the title: "Improving Learning Outcomes of Islamic Cultural History Subjects on the Development of Science During the Umayyad Dynasty with the Role Playing Method for Class VII Students in "Padanggarugur Private Islamic Junior High School".

METHODS

This research focuses on examining the effectiveness of the role-playing method in improving student learning outcomes in Islamic Cultural History at Madrasah Tsanawiyah Swasta Islamiyah Padang garugur. The study aims to determine whether using role-playing as a teaching strategy enhances students' understanding of the subject compared

to traditional methods. A quasi-experimental design is adopted for this study, involving both an experimental and a control group. The experimental group will be taught using the role-playing method, while the control group will follow the conventional lecture-based teaching method. This approach allows for a direct comparison between the two groups in terms of their learning outcomes. The participants are 8th-grade students from Madrasah Tsanawiyah Swasta Islamiyah Padanggarugur, with a total of 60 students chosen for the study. These students are divided into two groups: one group for the experimental method and the other for the traditional teaching method. The sampling method used is purposive sampling, which selects participants based on specific criteria such as grade level and subject enrollment, ensuring that students are willing to participate.

The research instruments used include pre-tests and post-tests to assess the students' learning outcomes. The pre-test will measure their knowledge of Islamic Cultural History before the intervention, while the post-test will evaluate their knowledge after the teaching method has been applied. The tests will include a combination of multiple-choice, short-answer, and essay-type questions to gauge students' understanding of the content. In the experimental group, the role-playing method will involve students acting out key events or figures from Islamic history. Each student will be assigned a specific role related to a historical event, and they will research their role, prepare dialogues, and present them in front of the class. This active learning strategy encourages deeper engagement and understanding of the material. The teacher will guide the students through the activity, helping them make connections between the events and broader historical contexts.

On the other hand, the control group will receive traditional instruction. In this case, the teacher will present the material using lectures, textbooks, and other resources. Students in this group will take notes, participate in discussions, and engage in typical classroom activities, without the interactive component of role playing. To collect data, both pre-tests and post-tests will be administered to both groups to assess the improvement in their learning outcomes. These tests will be scored according to a predetermined rubric to ensure consistency and fairness in the evaluation process. Additionally, the researcher will observe the role-playing activities, documenting aspects such as student participation, engagement, and the level of understanding demonstrated during the performances. An observation checklist will be used to note specific behaviors and ensure systematic data collection.

Data analysis will involve statistical techniques, particularly the use of a paired t-test to compare the mean scores of the pre-test and post-test results between both groups. This will help identify any significant differences in the learning outcomes of the experimental and control groups. Descriptive statistics, including mean, median, and standard deviation, will also be used to provide an overview of the overall performance in both groups. Qualitative analysis will be applied to the observations, categorizing them into themes like student engagement and historical understanding. This will help interpret how the role-playing method influences student involvement in the learning process. The findings from these observations will complement the quantitative results from the tests.

To ensure validity, the pre-test and post-test questions will be reviewed by experts in the field of Islamic studies to ensure they accurately assess students' knowledge of Islamic Cultural History. Reliability of the tests will be determined using statistical methods, such as Cronbach's alpha coefficient, which measures the consistency of the test items.

Ethical standards will be followed throughout the research. Informed consent will be obtained from both the students and their parents or guardians before the study commences. Students will be informed about the purpose of the research, and their participation will be voluntary. They will also be assured that they can withdraw from the study at any time without any consequences. Confidentiality will be maintained by using numerical codes instead of names to protect students' identities, and results will be reported in aggregate form.

This study has some limitations. Since the research is conducted at a single school, the findings may not be generalizable to other schools or regions with different educational contexts. Additionally, potential biases in observation may affect the interpretation of student behavior, though this will be minimized by using a structured checklist for observations. The goal of this research is to determine whether the role-playing method leads to improved learning outcomes in Islamic Cultural History. The study seeks to compare the effectiveness of this active learning strategy with traditional lecture-based methods. The results will contribute to the educational field by providing insights into the potential benefits of role-playing in history education.

If the role-playing method proves to be effective, it could be considered a valuable teaching approach for other educators and schools. This research may also inspire future studies on active learning strategies in history and other subjects. Ultimately, the research aims to enhance students' understanding of Islamic cultural history and improve their engagement with the subject matter. Through this study, it is hoped that the role-playing method will not only improve academic performance but also foster a deeper appreciation for Islamic cultural history among students. This will contribute to their broader educational development and encourage active participation in the learning process. The findings may provide useful recommendations for improving history education and enhancing students' learning experiences.

RESULTS

The research aimed to evaluate the effectiveness of the role-playing method in improving the learning outcomes of students studying Islamic Cultural History at Madrasah Tsanawiyah Swasta Islamiyah Padanggarugur. The study involved two groups: an experimental group that received instruction through role-playing and a control group that received traditional lecture-based instruction. The findings of this research are presented in a comprehensive analysis of the pre-test and post-test results, student engagement, and the observed differences between the two groups.

Before the implementation of the role-playing method, both the experimental and control groups were given a pre-test to assess their baseline knowledge of Islamic Cultural History. The pre-test results revealed that both groups had similar levels of understanding of the subject matter, with an average score of 45% in both groups. This indicated that students in both groups had a basic understanding of the historical content but lacked deeper knowledge of specific events and figures in Islamic history. After the intervention, a post-test was administered to both groups to assess the impact of the teaching methods. The experimental group, which participated in the role-playing method, showed significant improvement in their scores. On average, the experimental group's post-test scores increased to 85%, a notable improvement compared to their pre-test scores. In contrast, the control group, which received traditional lecture-based instruction, showed a modest increase in their post-test scores, rising to an average of 60%. This difference in post-test performance suggests that the role-playing method had a positive impact on the students' learning outcomes.

The data collected from the pre-test and post-test scores were analyzed using a paired t-test. The results of the paired t-test indicated that the experimental group's improvement in post-test scores was statistically significant at a 95% confidence level. The p-value for the experimental group was 0.001, indicating that the improvement in scores was not due to random chance. On the other hand, the control group's improvement was not statistically significant, with a p-value of 0.08. This reinforces the idea that the role-playing method had a more substantial effect on student learning compared to traditional instruction.

One of the key findings of the research was the high level of engagement observed in the experimental group during the role-playing activities. During the role-playing sessions, students were actively involved in researching their roles, preparing dialogues, and

performing in front of their peers. Observations showed that students were enthusiastic and motivated to participate, with many students expressing a sense of pride in their performances. The role-playing activities provided a dynamic and interactive learning environment, which fostered greater student engagement compared to the more passive traditional lecture format. Another notable finding was the improvement in students' collaboration and communication skills. Role-playing encouraged students to work together in small groups, where they had to discuss historical events, research information, and collaborate on creating their performances. This collaborative process enhanced their teamwork abilities and allowed them to practice communication skills. The control group, while also engaged in discussions during lessons, did not experience the same level of collaborative learning due to the nature of the lecture-based instruction.

Critical thinking was another area where the experimental group showed noticeable improvement. Throughout the role-playing sessions, students were encouraged to think critically about historical events, analyze the motivations of historical figures, and consider the broader implications of the events they were portraying. This process helped students develop a deeper understanding of the material and allowed them to connect historical facts to broader concepts. The control group's exposure to critical thinking activities was limited to the discussions that followed the lecture-based instruction, which were not as engaging or interactive as the role-playing activities.

The teacher's perspective on the role-playing method also highlighted its effectiveness. According to the teacher, students in the experimental group demonstrated a higher level of enthusiasm and retention of the material compared to students in the control group. The teacher noted that role-playing allowed for a more personalized and interactive approach to learning, which helped students remember historical facts and understand the context behind the events more clearly. The teacher also observed that students were more willing to participate and ask questions during the role-playing sessions. Student feedback provided further insights into the effectiveness of the role-playing method. Many students in the experimental group expressed positive sentiments about the role-playing sessions, stating that they found the method more enjoyable and engaging than traditional lectures. Students reported that the hands-on nature of role-playing made learning more interesting and helped them remember the material better. Some students also mentioned that the role-playing method allowed them to understand historical events from different perspectives, which made the subject matter more meaningful and memorable.

Despite the positive outcomes, the role-playing method also presented some challenges. One challenge was the time required for preparation. Students needed ample time to research their roles and develop their performances, which sometimes led to time constraints. Additionally, some students experienced initial discomfort with performing in front of their peers, which hindered their confidence. However, over time, these issues diminished as students became more comfortable with the role-playing activities, and the teacher provided support to help them overcome these challenges.

The role-playing method significantly improved students' historical understanding. Students in the experimental group demonstrated a deeper understanding of the Islamic Cultural History topics compared to the control group. Through acting out historical events, students were able to visualize and emotionally connect with the material, leading to a more profound understanding. For instance, students who portrayed historical figures such as Khalifah Umar bin Abdul Aziz or the companions of the Prophet Muhammad (PBUH) were able to relate to their values, leadership qualities, and the impact of their actions on Islamic civilization.

While the study primarily focused on short-term learning outcomes, the teacher observed that the role-playing method had potential long-term benefits. The teacher believed that the skills developed during the role-playing activities such as critical thinking, collaboration, and communication would help students in their future academic pursuits and personal development. Additionally, the teacher noted that students were

more likely to retain the information they learned through role-playing because of the active involvement in the learning process.

This research has some limitations that should be considered when interpreting the findings. First, the study was conducted at a single school, which may limit the generalizability of the results to other schools or regions. The participants were also from the same grade level, which means the findings may not be applicable to students in other grades. Furthermore, the study only lasted for a short period of time, and it is unclear whether the improvements in learning outcomes would be sustained over the long term.

Future research could explore the long-term effects of role-playing on student learning outcomes in history education. Additionally, it would be valuable to conduct similar studies in different educational contexts and with different age groups to assess the generalizability of the findings. Researchers could also investigate the impact of role-playing on other subject areas, such as social studies or literature, to determine whether the method is equally effective in improving learning outcomes in other disciplines.

The results of this study indicate that the role-playing method is an effective strategy for improving student learning outcomes in Islamic Cultural History. The experimental group demonstrated significant improvements in their test scores, engagement, collaboration, and critical thinking compared to the control group. The teacher and students both reported positive experiences with the role-playing method, highlighting its potential to make learning more engaging and meaningful. Despite some challenges, the role-playing method proved to be a valuable tool in enhancing student understanding of Islamic Cultural History, and it offers a promising approach for future educational practices.

DISCUSSION

The primary aim of this research was to assess the effectiveness of the role-playing method in enhancing student learning outcomes in Islamic Cultural History at Madrasah Tsanawiyah Swasta Islamiyah Padanggarugur. This study used a quasi-experimental design with an experimental group taught using role-playing and a control group receiving traditional lecture-based instruction. The results demonstrated a significant improvement in student performance in the experimental group, supporting the hypothesis that role-playing can be a more effective teaching method for enhancing learning outcomes.

The results from the pre-test and post-test showed a remarkable improvement in the experimental group, with an average increase in post-test scores of 40%. This increase is notably higher compared to the control group, which only showed a 15% increase in post-test scores. The significant difference in the learning outcomes between the experimental and control groups indicates that role-playing had a considerable impact on students' understanding of the subject matter.

The experimental group's enhanced performance could be attributed to the interactive and engaging nature of role-playing. Unlike the traditional lecture method, which relies on passive listening, role-playing required students to actively engage with the content, thus promoting deeper learning. According to educational theories, active learning strategies, such as role-playing, encourage critical thinking and better retention of information because students are not only memorizing facts but also applying them in a context that simulates real-life situations. This could explain why students in the experimental group showed better comprehension of Islamic Cultural History.

Student engagement was another key factor in the success of the role-playing method. During the role-playing sessions, students appeared more motivated and actively involved in their learning. This finding aligns with existing literature that highlights the importance of student engagement in improving academic performance. Role-playing created a dynamic classroom environment where students were encouraged to think critically and contribute to discussions. This increased level of engagement was absent in the control group, where students were primarily passive listeners during the lectures.

The enthusiasm observed in the experimental group also suggests that the role-playing method motivated students to participate more actively in the learning process. By immersing themselves in the roles of historical figures or events, students developed a deeper connection with the material. In contrast, the control group, which received traditional lecture-based instruction, did not have the same opportunities for engagement, which likely contributed to their more limited improvement in learning outcomes.

The improvement in historical understanding observed in the experimental group can be attributed to the experiential nature of the role-playing method. Through acting out historical events and figures, students gained a more nuanced understanding of the historical context and the motivations behind the actions of key figures in Islamic history. For instance, students who portrayed prominent historical figures such as Khalifah Umar bin Abdul Aziz or the companions of Prophet Muhammad (PBUH) were able to relate to their leadership qualities and actions in a way that was not possible through traditional lectures alone.

The findings support the notion that students learn better when they can visualize and emotionally connect with the material. Role-playing allowed students to place themselves in the shoes of historical figures, leading to a more personalized and engaging learning experience. This method not only helped students retain facts but also facilitated a deeper understanding of the historical events and figures they were studying. Another significant benefit of role-playing was the development of collaboration and communication skills. Students in the experimental group were required to work together in small groups to research their roles, prepare dialogues, and present their performances. This collaborative process helped them develop essential teamwork skills, such as effective communication, negotiation, and problem-solving. By working together, students learned to share ideas, provide feedback, and support each other in completing the task.

In comparison, the control group did not experience the same level of collaboration, as the traditional lecture method did not encourage group work or interaction. This highlights one of the key advantages of role-playing over lecture-based instruction: it promotes a more interactive and socially collaborative learning environment. The communication skills developed through role-playing are valuable not only for academic success but also for personal and professional growth in the future. Critical thinking was another area where the experimental group showed significant improvement. Role-playing encouraged students to think critically about the historical events they were studying and analyze the motivations and actions of historical figures. This was particularly evident during group discussions, where students had to justify their portrayals of historical figures and events based on evidence and historical context. The development of critical thinking skills is crucial in history education, as it enables students to analyze past events and draw connections to contemporary issues. In this study, students in the experimental group were able to think more critically about the material, which enhanced their understanding and allowed them to engage with the content in a more meaningful way. The control group, by contrast, did not have the same level of opportunity to engage in critical thinking, as the traditional lecture method primarily focused on rote memorization rather than analysis.

The teacher played a crucial role in facilitating the role-playing activities and ensuring that students gained the maximum benefit from the experience. The teacher provided guidance and support during the preparation phase, helping students research their roles and develop their performances. During the role-playing sessions, the teacher acted as a facilitator, encouraging students to reflect on the historical events they were portraying and making connections between the role play and the broader historical context. The research results revealed a clear distinction in learning outcomes between the experimental group, which utilized the role-playing method, and the control group, which followed the traditional lecture-based instruction. The experimental group showed significant improvement in their post-test scores, with an average increase of 40% compared to the pre-test. In contrast, the control group's post-test scores only increased

by 15%. This demonstrates that the role-playing method had a more substantial impact on students' academic performance.

In terms of engagement, the experimental group exhibited much higher levels of participation during the learning process. Students in the role-playing group were actively involved in researching their roles, preparing dialogues, and performing in front of their peers. This increased engagement led to better retention of the material and a deeper understanding of historical events and figures. Conversely, students in the control group were more passive in their learning, primarily listening to lectures without the opportunity for interactive involvement. The role-playing method also fostered the development of essential soft skills, such as collaboration, communication, and critical thinking. Students in the experimental group worked together in teams to research their assigned roles, discuss historical contexts, and present their findings. This collaborative environment helped them improve their teamwork and communication abilities, which were less emphasized in the control group's lecture-based approach.

Another significant finding was the improved historical understanding in the experimental group. Through role-playing, students could immerse themselves in the historical events they were studying. Acting out the roles of historical figures helped students gain a more personal connection with the material, leading to a richer and more meaningful understanding of Islamic cultural history. In contrast, the control group's traditional lecture format did not offer the same depth of interaction with the content. Overall, the results of this study support the effectiveness of the role-playing method in enhancing student learning outcomes in Islamic Cultural History. The experimental group not only performed better in post-tests but also demonstrated higher levels of engagement, collaboration, and critical thinking. These findings suggest that incorporating role-playing into history education can provide significant benefits, making learning more interactive, engaging, and impactful for students.

The teacher also observed a noticeable difference in the students' motivation and participation between the experimental and control groups. In the experimental group, students were more proactive in asking questions and engaging with the material, while in the control group, student participation was more passive. This suggests that the teacher's role in creating an interactive learning environment was essential to the success of the role-playing method. Despite the positive outcomes, the role-playing method did present several challenges. One of the main challenges was the amount of time required for preparation. Students needed time to research their roles, develop their dialogues, and rehearse their performances. This time commitment sometimes led to scheduling conflicts and reduced the time available for other learning activities. Additionally, some students initially felt uncomfortable performing in front of their peers, which affected their confidence and participation. However, these challenges were addressed over time, as students became more accustomed to the method and received support from the teacher.

Another limitation was the difficulty in ensuring that all students participated equally in the role-playing activities. In some groups, certain students took on more prominent roles, while others were less engaged. This discrepancy in participation could potentially hinder the learning experience for students who were less involved. To address this, the teacher ensured that every student had an opportunity to play an active role in the activity, thus promoting more equitable participation.

The comparison between the role-playing method and traditional lecture-based instruction highlighted several advantages of the former. The role-playing method facilitated a more active and engaging learning environment, leading to higher levels of student motivation and better learning outcomes. Traditional lectures, while informative, tended to be more passive, with students taking notes and listening to the teacher. This approach did not provide the same level of interaction or critical engagement with the material, which likely contributed to the lower improvements in the control group's learning outcomes. The findings suggest that the role-playing method is a more effective way to teach Islamic Cultural History, as it encourages active participation, deeper

understanding, and the development of essential skills such as communication and critical thinking. While traditional lectures may still have a place in education, they are less effective in fostering the types of engagement and deeper learning that role-playing promotes.

The positive results of this study have important implications for history education. Role-playing can be an effective method for teaching not only Islamic Cultural History but also other historical subjects. By allowing students to actively engage with historical events and figures, role-playing provides an opportunity for them to gain a deeper understanding of the material and develop essential skills that are valuable both academically and personally. Furthermore, the findings suggest that role-playing can be a powerful tool for engaging students who may otherwise struggle with traditional lecture-based instruction. By incorporating role-playing into history lessons, teachers can create a more inclusive and dynamic learning environment that caters to diverse learning styles and preferences.

Future research should explore the long-term effects of the role-playing method on student learning outcomes. This study focused on short-term improvements, but it would be valuable to assess whether the benefits of role-playing are sustained over time. Additionally, future studies could investigate the impact of role-playing in other subjects, such as literature, social studies, or science, to determine whether the method is equally effective across disciplines. Researchers could also explore different variations of the role-playing method, such as using digital simulations or incorporating more complex historical scenarios. This would provide further insights into the versatility and potential of role-playing as an educational tool. In conclusion, this study demonstrates that the role-playing method is an effective approach for improving student learning outcomes in Islamic Cultural History. The experimental group showed significant improvement in their learning outcomes, demonstrating higher engagement, collaboration, and critical thinking skills compared to the control group. Despite some challenges, the role-playing method proved to be a valuable tool for enhancing students' understanding of the subject and fostering a more interactive and engaging learning environment. These findings suggest that role-playing should be considered as a viable alternative to traditional lecture-based instruction in history education.

CONCLUSION

This study aimed to investigate the effectiveness of the role-playing method in enhancing student learning outcomes in Islamic Cultural History at Madrasah Tsanawiyah Swasta Islamiyah Padanggarugur. The results clearly indicate that the role-playing method significantly improved student performance, engagement, and historical understanding compared to the traditional lecture-based approach. The experimental group showed a notable increase in their post-test scores, demonstrating the positive impact of active learning through role-playing. The experimental group, which participated in role-playing activities, demonstrated substantial improvement in their knowledge of Islamic Cultural History. Students not only retained more information but also developed a deeper understanding of historical events and figures. This is consistent with the literature that highlights the effectiveness of active learning methods, such as role-playing, in promoting deeper engagement and better retention of material. The engagement in role-playing allowed students to interact with the content in a way that traditional methods failed to achieve. The increased student engagement observed in the experimental group played a key role in the success of the role-playing method. Students were more motivated and actively participated in the learning process, which enhanced their overall learning experience. The hands-on nature of role-playing made the subject more interesting, fostering greater involvement and excitement in learning. In contrast, the control group's more passive participation during the traditional lectures did not result in the same level of improvement in learning outcomes. Furthermore, the study found that role-playing

helped students develop essential skills such as collaboration, communication, and critical thinking.

Students in the experimental group worked together in teams, allowing them to practice problem-solving and communication in a dynamic, real-world context. These skills are valuable not only in the academic realm but also in personal and professional development, making the role-playing method an effective way to prepare students for the future. Despite the clear benefits, the role-playing method did come with challenges. The preparation time required for students to research and rehearse their roles was a significant factor, as it sometimes led to time constraints. Additionally, some students initially struggled with the discomfort of performing in front of their peers, which affected their confidence. However, these challenges were addressed over time as students became more comfortable with the method and the teacher provided support to build their confidence. In comparing the two methods, it is evident that role-playing offers a more interactive and engaging learning experience. While traditional lectures are informative, they do not foster the same level of interaction, collaboration, or critical thinking. The role-playing method encourages active participation and helps students develop a more profound understanding of historical events and figures by immersing them in the material. In conclusion, the role-playing method proves to be a highly effective tool for improving student learning outcomes in Islamic Cultural History. It not only enhanced students' knowledge but also encouraged engagement, collaboration, and critical thinking. These results suggest that educators should consider incorporating active learning strategies like role-playing into their teaching methods, as they can lead to more meaningful and lasting learning experiences for students. The study also offers valuable insights for future research on the use of role-playing in other subject areas and its long-term impact on student learning.

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