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The Use of Role Playing Model to Improve Vocational High School Students' Learning Outcomes in Islamic Religious Education Learning

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the role playing model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were vocational 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. The results of the study indicate that the role playing model can improve student learning outcomes in learning marriage material. Thus, the use of the role playing learning model can be used as an alternative to improve student learning outcomes in Islamic religious education learning in vocational schools.

Keywords: Role playing, learning outcome, islamic religious education, vocational high school.

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INTRODUCTION

Learning is a system in which there are components that can affect the success of achieving learning objectives (Purwanto, 2004). These learning components include objectives, subject matter, learning methods or strategies, media, evaluation, teachers, and students. In order to achieve learning goals, teachers usually choose one or several learning methods that are most suitable for the specified goals (Arikonto, 2008). The selection of this learning method is an initial strategy to determine and design the learning process to be carried out. Thus, the selection of the right learning method will affect student learning outcomes. In determining the learning method, the teacher must understand the essence of the subject matter being taught. Teachers must also develop students' thinking skills and understand various learning models that can stimulate students' ability to learn.

Islamic Religious Education is an important part in the formation of character and morals of students from an early age, especially in elementary school. At this stage, children are in a very decisive phase of development in shaping their personality and mindset. Through learning Islamic Religious Education, students can understand the basic values of Islam that will be their guideline in living their lives. Religious education not only

provides knowledge about Islamic teachings, but also helps students in developing attitudes, behaviors, and habits that are in accordance with Islamic values.

In addition to forming good character, learning Islamic Religious Education also teaches students to understand and carry out worship properly. Worship such as prayer, fasting, zakat, and reading the Qur'an are obligatory for every Muslim, and a good understanding of the procedures and meanings of these worships is very important for students. By learning religion from an early age, they can carry out religious obligations better and more consciously, so that they become accustomed to it in everyday life.

Islamic Religious Education also has an important role in instilling noble moral values in students. In Islam, good morals are highly emphasized, such as honesty, discipline, patience, and helping each other. If these values are taught early on through Islamic Religious Education, students will grow into individuals who have good personalities and can interact with their social environment more harmoniously.

In addition, Islamic Religious Education also helps students understand the concept of halal and haram in everyday life. Since childhood, they must be given an understanding of halal food, good behavior, and actions that are in accordance with Islamic teachings. With a strong understanding of this concept, students will be more careful in choosing and doing things, so that they are not easily influenced by negative things that are contrary to Islamic teachings.

Religious learning also plays a role in shaping students' mental and spiritual resilience. In life, every individual will face various challenges and tests. Religious education provides an understanding that every problem faced is part of Allah's destiny, and with strong faith, they will be more steadfast in facing difficulties. By having good mental resilience, students can develop an optimistic attitude and not give up easily in facing various problems.

Islamic Religious Education is also a means to build good social relationships between individuals. In Islam, the concept of ukhuwah Islamiyah (brotherhood among Muslims) is highly emphasized, as is tolerance towards fellow human beings. By learning religion from an early age, students will better understand the importance of mutual respect and appreciation for differences, both in the school environment and in society.

In addition, religious education helps students develop critical thinking skills in understanding Islamic teachings. They are taught to analyze and understand religious arguments from the Qur'an and hadith, and to apply them in everyday life. This critical thinking ability will help them in dealing with various issues related to Islam, so that they are not easily influenced by wrong or deviant understandings.

Islamic Religious Education also contributes to building students' awareness of the importance of doing good to parents and others. In Islam, being devoted to parents is one of the main commands. Through religious learning, students will understand their obligations in respecting and helping parents, teachers, and others around them. This awareness will form a generation that is more caring and responsible for their social environment.

Islamic Religious Education also plays a role in shaping student discipline. Islam teaches the importance of discipline in carrying out worship, such as the five daily prayers which must be done on time. This habit, if taught from an early age, will form a disciplined lifestyle in various aspects of their lives, including in studying and working in the future.

Islamic Religious Education also helps students understand the history of Islam and the journey of the prophets and companions in spreading Islam. By knowing these inspiring stories, students will be more motivated to emulate their morals and struggles in upholding the truth. These stories also provide moral lessons that can be applied in everyday life.

In addition, religious learning is also a fortress for students in dealing with the negative influences of increasingly rapid social interactions and technological developments. Currently, there is a lot of content on social media and the surrounding environment that can influence students' mindsets and behavior. With a strong

understanding of religion, they can sort out good and bad information, and be more selective in following existing trends.

Islamic Religious Education also plays a role in building a sense of love and concern for others through the concepts of zakat, sedekah, and infaq. Islam teaches the importance of sharing with those in need, so that students can understand that in life, they must not only strive for themselves but also care for others.

Religious education also provides an understanding of the rights and obligations of a Muslim. Students will know what they must do as Muslims and how they should behave in carrying out their daily lives. With a good understanding of rights and obligations, they can become more responsible individuals in various aspects of life.

Islamic Religious Education also instills awareness of the importance of protecting the environment and the surrounding nature. Islam teaches that humans are caliphs on earth who have the responsibility to maintain the balance of nature. With this understanding, students will be more concerned about environmental cleanliness, be economical in using resources, and maintain the welfare of other living things.

With the various benefits that have been mentioned, it is clear that Islamic Religious Education has a very important role for elementary school students. Religious learning is not just a theory, but also a guideline for life that shapes the character, morals, and behavior of students in everyday life. Therefore, Islamic Religious Education must be taught with interesting and fun methods so that students are more motivated to understand and practice Islamic teachings well.

The most important task of teachers is to condition a pleasant learning environment in order to arouse the curiosity of all students so that their interest in learning grows. Regarding the ability of teaching methods, it is mandatory for a teacher to know all the methods contained in the implementation of teaching. So that it is possible to reduce problems related to the course of teaching, can solve various kinds of difficulties in conveying a lot of material with students with such diverse characters. The problem now is how to determine and choose learning methods that can improve student learning actively and independently. It is undeniable that each learning method has strategic implications for the development of students' potential. But in general, teachers still have weaknesses in determining the best method to choose and apply in the implementation of learning, especially in the classroom.

Therefore, the learning method used by teachers must really pay attention to the characteristics of students so that with this method teachers are able to provoke students' emotions to be active in the learning process. The role playing learning method is one of the methods that can make students active, independent, fun and able to form good cooperation between teachers and students, between students and other students. In this case, of course, the role playing learning method makes it easier for students or students to find and understand difficult concepts by discussing them with other students. Because the role playing learning method will automatically give birth to activeness and group cooperation which is very beneficial to form an atmosphere of togetherness in learning, especially in the classroom. Role Playing is a learning method that aims to describe the past, or can also tell stories about various possibilities that occur either now or in the future.

METHODS

The method used in this study is classroom action research. Classroom action research is a research developed based on problems that arise in learning activities that aim to improve and improve the teaching and learning process in the classroom (Arikonto, 2008). Thus, the procedure for the steps to carry out this research will follow the basic principles of action research that have been commonly carried out. The approaches used in this study are qualitative and quantitative approaches.

This approach is related to improvement or efforts to improve the learning process in a classroom. A qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words, as well as observable behaviors from people or sources of information. Meanwhile, the quantitative approach includes every type of research based on percentage, average, square, and statistical calculations." A qualitative approach is a research used to investigate, find, describe, and explain the qualities or privileges of social influences that cannot be explained, measured, or described through a quantitative approach. This approach is collected through observation, interviews and documentation". Meanwhile, the quantitative approach according to Juliansyah Noor (2009:8), "Quantitative research is a method to test certain theories by examining the relationship between variables".

According to Suharsimi Arikunto (2022:10), "Putting forward quantitative research requires the use of numbers, starting from data collection, interpretation of the data, and the appearance of the results". The type of research conducted is classroom action research in the field of education and learning. According to Daryanto (2014:3) said that "PTK is a combined presentation of the definitions of three words, namely Researcher, Action and Class. This research is an activity of observing an object, using certain methodological rules to obtain data or information that is useful for researchers or interested people in order to improve in various fields, action is a movement of activities that are deliberately carried out with a certain purpose which in the form of a series of periods or cycles of activities, while a class is a group of students who are in the same time and place receive the same lessons and from the same researchers"

RESULTS

In cycle III, 1 meeting has been held, after which the researcher reflects on cycle III with colleagues. From observation, it can be explained that students are more enthusiastic and active in learning. This can be seen from the increase in student activity during learning in cycle III, which is 97.33% from an average of 90% in cycle II, the percentage of student activity in cycle III is 97.33% with a very good interpretation. Judging from the teacher's activities, teachers have also been able to carry out all activities by applying the Problem Based Learning model, which is with a percentage of 100%. The learning outcomes of PAI in cycle III also increased compared to the learning outcomes of PAI in cycle II from 83.33% in cycle II to 93.33% in cycle III. Students whose learning outcomes have reached minimum completion criteria is 100%. Therefore, the research of this class action is sufficient until cycle III.

Role playing learning is a method that involves students to play a specific role in a simulated situation. In the marriage material, students can delve into topics such as responsibility, communication, and cultural values through hands-on experience. This method provides an opportunity for students to be actively involved in learning, so that they better understand the concepts being taught. In marriage materials, there are concepts such as husband and wife obligations, the importance of communication, and conflict management. With role playing, students not only learn theory but also understand how it is applied in real life. This simulation allows students to see the relevance of the material in everyday contexts. Students who participate in role playing get a clearer picture of roles and responsibilities in marriage. By playing out specific scenarios, such as discussions about household finances or joint decision-making, they can understand the complexities of a marital relationship in depth.

Role playing trains students to speak, listen, and understand the perspectives of others. In a marriage conflict simulation, for example, students can learn how to express opinions without offending their partner. This helps them develop essential communication skills. Through role playing, students can understand different points of view, for example the roles of husbands, wives, or other family members. It helps students develop empathy, which is crucial in building harmonious relationships in marriage. In

the marriage simulation, students are faced with situations that require decision-making, such as determining family priorities or resolving conflicts. This exercise helps them learn how to make wise and responsible decisions. Role playing often involves group work. When students role-play as couples or family members, they learn the importance of working together to achieve common goals. It also reflects the dynamics in married life. This method provides space for students to use their creativity. They must be able to adapt to the given scenario and think of creative ways to solve problems that arise in the simulation. In wedding materials, the role of cultural and religious values is very important. Role playing allows students to discuss and display how these values are applied in married life, such as loyalty, mutual respect, and honesty. Simulations involving the role of the head of the family or household manager help students understand the responsibilities they will face in the future. This increases their readiness to live adult life. Interactive and fun learning such as role playing can increase students' motivation to learn. Students feel more engaged and interested in the material, so their learning outcomes improve.

After the role playing session, teachers can hold a discussion to reflect on the student's experience. These discussions allow students to share their understanding and insights, as well as reinforce the concepts they have learned. For students who may be anxious or unconfident in speaking in front of the class, role playing provides a supportive environment to practice. By playing other characters, they feel more comfortable and can express themselves freely. This method is suitable for various learning styles, both visual, auditory, and kinesthetic. Students who prefer to learn through hands-on experience or observation can make good use of this approach. With a holistic approach, role playing helps students understand the marriage material in depth, relate it to real life, and develop important social skills. All of this contributes to a significant improvement in learning outcomes. The role playing learning method not only makes learning more interesting, but also provides meaningful experiences that shape students' understanding and attitudes towards wedding materials.

DISCUSSION

The role-playing method allows students to be directly involved in the learning process by playing certain roles that are relevant to the material on marriage. Students can act out situations such as husband-wife communication, family decision-making, or conflict resolution. Through this direct experience, students not only understand the concept theoretically, but are also able to see how the theory is applied in real life, so that their understanding of the material becomes deeper. then in role-playing, students are trained to speak, listen, and understand other people's points of view. When they play a role, for example as a husband and wife, they learn how to communicate effectively and empathetically.

This ability is very important in marriage and is an added value in learning. By improving social and emotional skills, students also become better prepared to face challenges in interpersonal relationships in the future. Role-playing often involves situations where students must make decisions that reflect responsibilities in married life, such as managing family finances or dividing household tasks. This exercise provides practical experience that helps students understand the importance of responsibility and cooperation in a marital relationship.

This also improves their ability to solve problems wisely. then this method creates a fun and interactive learning atmosphere, so that students feel more motivated to learn. By actively participating in simulation scenarios, students are more interested in the material being discussed and feel they have an important role in the learning process. This increase in motivation has a direct impact on their learning outcomes, because students are more focused and emotionally involved with the material being taught. Through role-playing, students can internalize cultural and religious values that are relevant to marriage, such as

the importance of mutual respect, loyalty, and responsibility. The scenarios presented can reflect practices that are in accordance with social and religious norms, so that students not only understand the theory but also how to apply it in everyday life.

The integration of these values helps students gain holistic and relevant learning. The role-playing method not only improves students' understanding of marriage material, but also forms skills and attitudes that are relevant to real life, making it an effective approach to learning.

Role Playing Model or role playing is one of the active learning models that can improve student learning outcomes in Islamic Religious Education. This model allows students to play the role of a character in a scenario related to the subject matter. By playing a certain role, students can understand religious concepts more deeply and meaningfully because they experience the situations being taught directly.

One of the main advantages of the Role Playing model is its ability to improve students' understanding of abstract concepts in Islamic Religious Education. For example, in learning about commendable morals such as honesty, cooperation, or helping each other, students can play roles in various daily life scenarios that reflect these values. By experiencing situations that illustrate Islamic concepts directly, they will find it easier to understand and remember the material being taught.

In addition, the Role Playing model can also increase students' learning motivation. Interactive learning that involves direct activities is more interesting than passive lecture methods. Students will feel more enthusiastic because they can express themselves and participate actively in the learning process. This high motivation will have a positive impact on their learning outcomes, because the higher the students' interest in learning, the greater the possibility that they will understand and master the material well.

Another advantage of the Role Playing model is that it helps students develop critical and reflective thinking skills. When they are given a role to play, they must understand the situation, analyze the problem, and find a solution that is in accordance with Islamic values. For example, in learning about conflict resolution in Islam, students can be given the role of a mediator who must mediate disputes based on the principles of Islamic teachings. In this way, they not only understand the theory, but also learn how to apply religious concepts in real life.

In addition to improving understanding and critical thinking skills, the Role Playing model also trains students' social skills. In learning Islamic Religious Education, social aspects are highly emphasized, such as the importance of good communication, cooperation, and empathy towards others. Through role playing, students learn how to interact with their friends, understand the perspectives of others, and develop attitudes of tolerance and empathy. This is very important in everyday life, especially in building harmonious relationships with others.

In addition, the Role Playing model also improves students' memory of the material being studied. Direct experience through role-playing will be easier to remember than just reading or listening to the teacher's explanation. For example, if students play a role in a scenario about the life of the Prophet and his companions, they will more easily remember the stories of Islamic history because they have experienced the situation themselves in the form of a simulation.

With the various benefits offered, the Role Playing model is one of the effective learning models in improving student learning outcomes in Islamic Religious Education. Through this approach, students not only understand the theory, but are also able to apply religious concepts in everyday life. Therefore, Islamic Religious Education teachers can adopt the Role Playing model in learning to create a more interesting, interactive, and meaningful learning atmosphere for students.

Role Playing Model or role playing is an effective learning method in improving student learning activities, especially in Islamic Religious Education learning. This method allows students to play the role of a character in a scenario related to the subject matter, so that they are directly involved in learning. With active involvement in the learning

process, students become more enthusiastic, participate more, and understand the material being taught better.

One way Role Playing improves learning activities is by encouraging social interaction between students. In this method, students not only learn individually but also work together with their friends in playing the roles given. The process of discussion, sharing roles, and analyzing situations in certain scenarios helps them be more active in speaking, discussing, and expressing their opinions. This activity is very important in Islamic Religious Education learning, which emphasizes the values of togetherness, good communication, and empathy in everyday life.

In addition, Role Playing makes learning more interesting and enjoyable for students. Compared to the lecture method which tends to be passive, role playing provides a more dynamic and interactive learning experience. Students do not just sit and listen to the teacher, but are also directly involved in simulating situations related to Islamic values, such as the attitude of helping each other, manners in interacting, or stories of the prophets. With this more enjoyable approach, students are more motivated to learn and understand the material more easily.

This method also helps students improve their critical and reflective thinking skills. When playing a certain role, they must understand the given situation, analyze the problem, and find a solution that is in accordance with Islamic teachings. For example, in a conflict resolution scenario based on Islamic values, students need to consider various points of view before making a decision. This active thinking process encourages them to ask more questions, seek information, and relate the subject matter to real life.

CONCLUSION

The results of the study indicate that learning using the role-playing model can significantly improve students' learning outcomes on marriage material because this approach combines direct experience, emotional involvement, and application of concepts in real situations. By playing relevant roles, students not only understand theories about marriage, such as husband and wife responsibilities, communication, and conflict management, but also feel how these theories are applied in everyday life. Role-playing allows students to develop effective communication skills, the ability to understand others' perspectives, and empathy, all of which are important elements in a healthy marriage relationship. In addition, this model encourages students to think critically and make responsible decisions through scenario simulations that require cooperation and problem solving. By creating an interactive and fun learning atmosphere, role-playing also increases students' motivation to learn, so that they are more focused and deeply involved with the material. In addition, this model helps students internalize cultural and religious values relevant to marriage, strengthening their understanding of the importance of harmony, loyalty, and respect in married life. Thus, role-playing learning not only helps students understand marriage material conceptually, but also prepares them to face real challenges in adult life, thus providing a comprehensive positive impact on their learning outcomes.

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