Efforts to Improve Learning Outcomes of Islamic Religion Lessons for Class III Students Through the Role Playing Method

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ARTICLE INFO	ABSTRACT
Article History: *Received 30 September 2023* *Received 30 Oktober 2023* *Accepted 09 November 2023* *Available online 01 December 2023* *Keywords: Islamic Religion ,* *student learning outcomes, role* *playing method*	*The aim of this research is to describe the learning outcomes of Class III Students' Islamic Religion through the Role Playing Method. The type of research used in this case is in the form of classroom activities and is descriptive in nature with quantitative techniques. From the results of Classroom Action Research (CAR), student learning outcomes can be improved by using role-playing techniques in learning Islamic Religion. The highest scores, averages, and completion rates of students in each cycle, indicating substantial results. The highest scores obtained per cycle were 80; 90; 100, average 58.70; 69.78; 82.61 and completeness 48; 78.26; 87%.*
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INTRODUCTION

Education is a conscious effort to develop the potential of Human Resources (HR) through teaching activities. There are two related educational concepts, namely learning and instruction. Starting from primary education level to high school or even up to college level, there is still an Islamic religious curriculum. According to the current curriculum, Islamic religious learning focuses on developing abilities and character; but studying Islamic religion now, the method of delivery is still excessive, only focusing on cognition. Because the implementation of the Islamic religious guidance process has not been optimal, there are a number of problems in the classroom. Islamic religious learning outcomes are still very low or below the KKM, which is the cause of this problem.

According to Khair (2018:82) Learning is an instructive action in schools which functions to help the development and progress of the younger generation to fill positive carrying capacity. One of the problems facing our world of education is the problem of weak learning processes. An educator's failure in delivering teaching material is always not because he lacks mastery of the material, but because he does not know how to convey the subject matter well and appropriately so that students can learn in a fun and exciting atmosphere.

In essence, Islamic religious subjects are considered a very broad science by students in class III at SDN 09 2X11 Enam Lingkung. In the Islamic Religion lesson, the material describes the exemplary story of the prophet Muhammad, the prophet Ibrahim and the prophet Ismail. The learning achievement of students in class III has not yet reached the Minimum Completeness Criteria (KKM), the score that must be achieved is 70. In pre-cycle learning, the average class score is 58,70. There were only 13 students out of 23 students who had completed their studies and 11 students out of 23 students had not yet fully mastered their learning.

So a review of class action studies was conducted based on their search for pre-cycle class average scores to improve performance. Each research cycle is carried out with the hope of obtaining greater results. In order to ensure that learning about the Islamic religion is not boring and offers a more satisfying experience, as well as to obtain the best learning results in accordance with the desired results, it is important to choose teaching strategies that suit students' needs and talents. The role playing learning method is a method that can make students active, independent, fun and able to form good cooperation between teachers and students, between students and other students.

Researchers believe that conducting classroom action research is necessary to improve teaching and learning and to encourage the achievement of desired goals (CAR). Through the cycle of planning, doing, observing, and commenting on learning, the learning process, which until now was only controlled by the teacher and only used the lecture method, was transformed into interesting student-centered learning to help students understand concepts more thoroughly.

Classroom Action Research is learning carried out by teachers in their respective fields through self-reflection with the aim of improving teaching so that learning outcomes for students improve, according to Wardani (2021: 1.4). Role playing is a form of learning, language acquisition that combines communication principles that can create connections in a social environment, according to Amiruddin (2019: 95).

Learning is adding and gathering knowledge. According to Ernest R. Hilgard, Learning is the process of changing behavior that comes from repetition. The help of the pleasant atmosphere that educational meetings produce is responsible for the change. The culmination of a learning process is what is called learning outcomes. According to Anitah (2021). Based on the description above, the researcher wants to conduct research with the title "Efforts to Improve Learning Outcomes in Islamic Religious Lessons for Grade III Students Through the Role Playing Method." This study is anticipated to benefit students by improving student learning outcomes and as a resource for other researchers.

RESEARCH METHODS

Research Method Classroom Action Research Model. The focus of this research is the use of the Role Playing method. The research was carried out at SDN 09 2X11 Enam Lingkung. Utilizing documentation, observation (direct observation), and examination methods, research data was collected. In this research, two cycles were carried out, each of which included the planning stage, implementation stage, observation stage and reflection stage.

To compare various student learning outcomes with teacher mastery of subject matter, quantitative descriptions are used. Mastery of learning both individually and formally can be used to determine learning outcomes for students

1. Individual learning completeness

Individual learning mastery is calculated using descriptive percentage analysis, namely:

Percentage (%) = Total score obtained by students x 100%

Maximum total score

2. Complete classical learning

Percentage (%) = Total of students who completed individual studies x 100%

Total number of students

Finding the degree of completeness of student learning achieved from each cycle is the aim of analyzing the completeness of exam learning results. Students who get a score below the KKM, namely less than 70 (<70), are said to have not completed their studies, while students who get a score of more than or equal to 70 (≥70) are said to have completed their studies.

RESULTS AND DISCUSSION

A. DESCRIPTION OF LEARNING IMPROVEMENT RESEARCH RESULTS

1. CYCLE I

a. Planning Stage

The initial lesson is "describing the prophet's exemplary story" with the aim of teaching students how to "take and apply the lessons contained in the prophet's exemplary story." Role playing will be used to facilitate this learning. Reminding students about various aspects of the material before teaching the lesson is how it will be presented. It is estimated that the learning process will take 20 minutes. Students will discuss the moral message from the story of the prophet's example. Not only that, after responding to the material they have studied, students' discussions will be guided by the teacher.

b. Implementation Stage

At SDN 09 2X11 Enam Lingkung, the first cycle of learning process was carried out on Monday, 16 May 2023

1) Introduction (10 Minutes)

    a) Give opening greetings, condition the classroom to begin learning.

    b) Prayer by the Class Chair, and continued student absences by the teacher.

    c) Provide a brief overview of the objectives and lessons learned in real-world situations

2) Core (45 Minutes)

    a) Students independently form groups with the teacher's direction.

    b) Each group and its members each get a role or character in the story, then each group takes turns playing roles about the exemplary story of the Prophet Muhammad, Prophet Ibrahim and Prophet Ismail.

    c) All groups display messages from the exemplary stories of the Prophet Muhammad, Prophet Ibrahim and Prophet Ismail and are responded to by students from other groups.

    d) The teacher summarizes the results of the discussion and student presentations, conveys what is good and what needs to be improved.

3) Closing (15 Minutes)

    a) Summarize the results of the learning activities that have been carried out.

    b) Read a prayer to end the lesson.

c. Observation/Observation Stage

Learning Outcomes

Here we can conclude that on average students fulfill the KKM that has been set in the subjects they study by focusing on the assessment criteria that have been set and analyzing all the results of students' answers. Based on the findings of the evaluation of students' understanding of the content of the moral message of the story of the prophet's example, in cycle 1 students generally got an average score of between 30 and 90. On the other hand, in cycle I students only achieved learning completion of 79%. from what they have learned. This completion shows that the learning process has been completed.

Teacher Observation Results

Based on observable information, the teacher's message is accurate and understandable in terms of subject matter. In addition, the teacher has succeeded in

helping students articulate key opinions from the topics presented in the prophet's example story lesson.

Student Observation Results

Role playing activities for students during the learning process. According to the data that has been observed, some students continue to perform tasks incorrectly. Apart from that, some children are still not actively participating in the activities given by the teacher. Then, in role-playing exercises with groups of five students each, there was still a lack of cooperation between each other

d. Reflection Stage

The initial learning cycle was examined by researchers. Researchers and colleagues held discussions to determine what needs to be improved, maintained, and not used in the teaching and learning process based on data obtained from student learning outcomes and data collected by researchers during the direct observation review stage) learning actions cycle I. Reflective practice This provides encouragement for additional educational efforts

2. CYLE II

a. Planning Stage

Planning is carried out in cycle II in order to perfect how learning from cycle I is put into practice. Various activities were carried out in an effort to improve cycle I learning.

b. Implementation Stage

The learning process in the first cycle was carried out on Monday 23 May 2023 at SDN 09 2X11 Enam Lingkung

1) Introduction (10 Minutes)

a) Say hello, condition the class to start learning.

b) Praying led by the Class Head, absent students, motivating students with "Clapping of Encouragement".

c) Connect the knowledge you have acquired with new information. (Apperception)

d) Give a brief overview of the goals and benefits of applying the subjects learned in real-world situations.

2) Core (45 Minutes)

a) Pay attention to the media used by teachers regarding the story of the prophet's example, explore students' knowledge about this media.

b) Students independently form groups with teacher guidance.

c) Each group and its members read a book entitled "The Story of the Prophet Muhammad, Prophet Ibrahim and Prophet Ismail".

d) Each group and its members divide the roles or characters in the story, then each group takes turns role-playing the story of "The Example of the Prophet" in front of the class using the properties of the characters in the story.

e) Each group presents a message from the story "The Example of the Prophet" and is responded to by students from other groups, then given reinforcement by the teacher.

f) The teacher summarizes the results of the discussion and student presentations, conveys what is good and what needs to be improved.

g) Groups and individuals who display the best performance in role playing will receive rewards from the teacher.

3) Closing (15 Minutes)

a) With the help of the teacher, students work together in groups to create a resume that highlights key elements of the lessons covered.

b) Briefly explain the learning initiatives that have been carried out.

c) Reflect and ask questions to evaluate the activities that have taken place.

d) Read a prayer to end the lesson

c. Observation/Observation Stage

Learning Outcomes

On average, students achieve the KKM shown in the material studied, it can be concluded after all student answers are reviewed based on the assessment criteria that have been determined. The evaluation findings of students' abilities in studying the subject matter reveal the story of the prophet's example in cycle II. The ability to answer questions on information that has been learned through listening provides insight into students' learning abilities. It appears that the average learning outcomes of students in listening have an average achievement of 82.61. Student achievement in cycle II ranges from 50 to 100, with the lowest score being 50 and the highest score being 100.

Teacher Observation Results

Based on review and observation data, what the teacher conveys is relevant and clear to the lesson material. The teacher has also succeeded in guiding and directing students to explain the important things contained in the material studied in Islamic religious lessons.

Student Observation Results

Student activities in the teaching and learning process through the Role Playing method. Based on data from observations in cycle II, students have improved compared to cycle I. Because they have begun to be actively involved in group work and work together with each student

d. **Reflection Stage**

Researchers calculate learning based on review findings and cycle II learning outcomes. It can be said that the action process aspect of cycle II was successful because the action process of cycle II experienced quite a large increase. It has been proven that using a role-playing learning approach can encourage students to learn about Islam. Teachers provide positive feedback when students answer questions from them, voice their thoughts or concerns, and dare to stand in front of the class to share the results of their conversations. The study was stopped after the researcher came to the conclusion that the learning enhancement measures he used were effective.

## B. DISCUSSION OF LEARNING IMPROVEMENT RESEARCH RESULTS
1. ANALYSIS OF RESEARCH DATA

It can be concluded that the Role Playing approach can improve student learning outcomes after conducting research starting with cycles I and II to improve the learning outcomes of class III students at SDN 09 2X11 Enam Lingkung. Teachers believe that by using the role playing method, students are more involved in the learning process and are active in asking questions. When working on teacher questions, all children are more motivated.

2. LEVEL OF STUDENT LEARNING OUTCOMES

Even though this was the first time using the Role Playing method to teach Islamic religious lessons, at the first meeting students were generally able to understand the lesson quite well. Student learning outcomes in subsequent lessons

are quite good, and mastery of the subject matter has increased. At each stage of the pre-cycle, cycles I and II, researchers provide assessments based on predetermined assessment criteria to determine the development of student learning outcomes. The following diagram illustrates the learning outcomes of pre-cycle, cycle I, and cycle II.
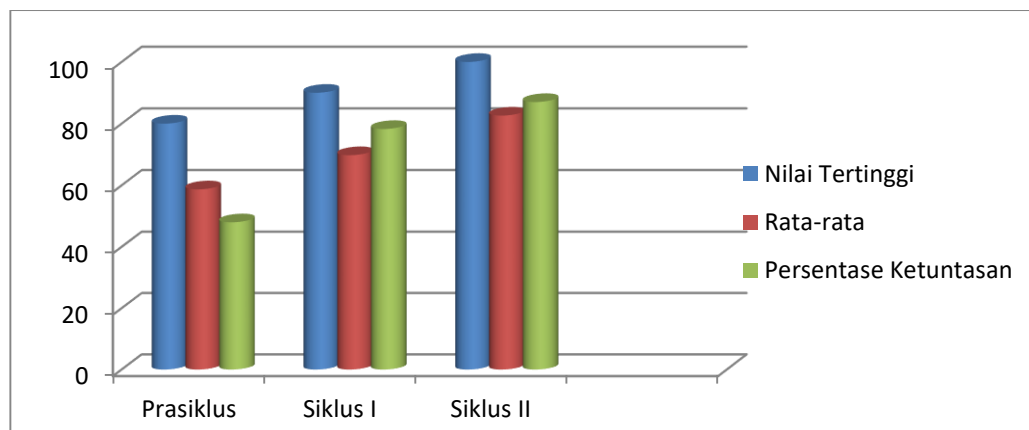
Based on the graph above, only a small portion of students' abilities remain constant over time, but none decrease. In general, student learning outcomes in each class have increased. Learning growth occurs as a result of students' increased commitment and willingness to learn, which increases the seriousness of their learning outcomes and their capacity to listen attentively.

The graph shows that student learning outcomes have increased and become better. The average achievement showed a clear increase from 58.70 in the pre-cycle to 69.78 in cycle I and 82.61 in cycle II. Apart from that, there was an increase in the percentage of students who completed their studies from 48% in the pre-cycle to 78.26% in the first cycle to 82.61% in the second cycle. Students have completed learning in Cycles I and II, which is different from the pre-cycle which has not yet applied learning methods. Based on the use of the methods used during learning, there has been an increase in learning outcomes in this research.

CONCLUSIONS AND RECOMMENDATIONS

A. CONCLUSIONS

The results of classroom action research (CAR) show that the use of role-playing methods in Islamic religious learning can improve student learning outcomes. The highest score, average, and completion rate in each cycle, indicating good results, can

be used to demonstrate this. The highest scores obtained per cycle were 80; 90; 100, average 58.70; 69.78; 82.61 and completeness 48; 78.26; 87%.

B. RECOMMENDATIONS

Teachers must take a number of steps to improve students' teaching and learning outcomes by considering the conclusions presented above.

1. Self-reflection in improving teaching abilities should be carried out frequently by a teacher

2. Students will be inspired to learn if there is an active learning environment in the classroom.

3. Students can learn concepts about subject matter more quickly by using role-playing techniques. In this case, teachers can use it as a substitute for teaching students to study the Islamic religion.

4. Giving students the opportunity to participate more actively in class and voice their ideas will encourage them to answer questions boldly and confidently

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