Enhancing Students' Moral and Theological Competence through the Role-Playing Approach in Aqidah Akhlaq Learning

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ABSTRAK

Penelitian ini bertujuan untuk mengevaluasi kemampuan guru, aktivitas siswa, respon siswa, dan hasil belajar siswa dalam penerapan metode pembelajaran Role Playing pada mata pelajaran Akidah Akhlak di kelas XI MA Azhar Menganti Gresik. Penelitian ini menggunakan pendekatan Penelitian Tindakan Kelas (PTK) yang terdiri dari dua siklus, dengan setiap siklus mencakup tahapan perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah siswa kelas XI IPS MA Azhar Menganti Gresik. Teknik pengumpulan data meliputi observasi untuk menilai kemampuan guru dan aktivitas siswa, tes untuk mengukur hasil belajar, serta angket untuk mengetahui respon siswa. Hasil penelitian menunjukkan adanya peningkatan signifikan pada semua indikator. Kemampuan guru dalam menerapkan metode Role Playing meningkat dari 69,09% (kategori aktif) pada siklus I menjadi 88,18% (kategori sangat aktif) pada siklus II. Aktivitas siswa juga mengalami peningkatan, dari 43,47% pada kondisi awal menjadi 63,80% (kategori aktif) pada siklus I, dan terus meningkat menjadi 83,30% (kategori sangat aktif) pada siklus II. Respon siswa terhadap pembelajaran Akidah Akhlak dengan metode Role Playing juga meningkat, dari 61,30% (kategori baik) pada siklus I menjadi 85,57% (kategori sangat baik) pada siklus II. Untuk hasil belajar, pada siklus I, ketuntasan klasikal mencapai 39,13% dengan 9 siswa tuntas dan 14 siswa tidak tuntas, sedangkan pada siklus II, ketuntasan klasikal melonjak menjadi 86,96% dengan 20 siswa tuntas dan hanya 3 siswa tidak tuntas. Rata-rata nilai siswa juga meningkat dari 58,69% pada kondisi awal menjadi 65,21% pada siklus I dan 80,21% pada siklus II, melampaui KKM sebesar 75. Dengan demikian, penerapan metode Role Playing terbukti berhasil meningkatkan ketuntasan klasikal di atas KKM, dan PTK ini dinyatakan berhasil.
Kata Kunci: Implementasi, Metode Role Playing, Akidah Akhlak

ABSTRACT

This study aims to evaluate the teacher's ability, student activity, student response, and student learning outcomes in the implementation of the Role Playing learning method in the Akidah Akhlak subject for class XI IPS at MA Azhar Menganti Gresik. The research utilized a Classroom Action Research (CAR) approach, consisting of two cycles, each encompassing planning, implementation, observation, and reflection stages. The research subjects were students of class XI at MA Azhar Menganti Gresik. Data collection techniques included observation to assess teacher and student activity, tests to measure learning outcomes, and questionnaires to gauge student responses. The research results indicate significant improvements across all indicators. The teacher's ability in implementing the Role Playing method increased from 69.09% (active category) in Cycle I to 88.18% (very active category) in Cycle II. Student activity also improved, rising from 43.47% at the initial condition to 63.80% (active category) in Cycle I, and further to 83.30% (very active category) in Cycle II. Student responses to the Akidah Akhlak lessons using the Role Playing method also showed progress, from 61.30% (good category) in Cycle I to 85.57% (very good category) in Cycle II. Regarding learning outcomes, in Cycle I, the classical mastery rate reached 39.13%, with 9 students achieving mastery and 14 students not achieving mastery. In Cycle II, the classical mastery rate surged to 86.96%, with 20 students achieving mastery and only 3 students not achieving mastery. The average student score also increased from 58.69% at the initial condition to 65.21% in Cycle I and 80.21% in Cycle II, surpassing the minimum mastery criterion (KKM) of 75. Therefore, it can be concluded that the implementation of the Role Playing method successfully increased the classical mastery rate above the KKM, and this CAR is deemed successful.

Keywords: Implementation, Role Playing Method, Aqidah and Ethics

INTRODUCTION

Education is a planned and conscious effort to create a learning environment and learning process that enables students to actively develop their potential in spiritual, self-

control, personality, intelligence, noble character, as well as skills needed by themselves, society, the nation, and the state (Dian, Indayanti, Fanani, & Nurhayati, 2023). Efforts to create the teaching–learning process can be carried out in formal educational institutions or schools, where students become the subjects of learning and teachers act as educators who deliver various knowledge, skills, and noble values (Haningsih & Rohmi, 2022).

The learning process is an activity to implement educational programs in an educational institution or school to guide students in achieving predetermined educational goals (Abdillah, 2022). The primary goal of education is to direct students toward intellectual, moral, and social behavioral changes so that they can live independently as individuals and members of society (Fauzi, 2012). To achieve these goals, students interact with a learning environment that has been modified by teachers through a learning process involving active interaction between teachers and students, as well as among students. This interaction is related to various learning components such as curriculum, teaching materials, learning methods, and others, which are integrated into a unified system (Adnan & Solihin, 2023).

A well-structured lesson plan can create effective learning interactions to achieve the desired learning objectives (Muali, Rofiki, Baharun, Zamroni, & Sholeh, 2021). The teaching–learning process or teaching activity is the implementation of educational programs by an institution to influence students in achieving established educational goals. Enjoyable learning is created through a harmonious relationship between teachers and students in the learning process (Arif, 2015). Therefore, in any education system, teachers play a key role. Students cannot learn optimally without teachers who are able to create a positive learning environment.

The use of appropriate learning methods can improve the quality of the teaching–learning process, which in turn affects the improvement of students' learning outcomes (Adib, 2021). Therefore, a teacher must be able to choose the most suitable method for learning, although it cannot be denied that each method has its weaknesses (Akbar & Ismail, 2018). Hence, teachers must be willing to experiment with various teaching methods, making learning media an integral part of the teaching–learning process to achieve comprehensive educational goals as well as specific learning objectives.

As part of Islamic Religious Education (PAI), Aqidah Akhlak has great potential to develop students' emotional and social aspects so that the learned material can be applied in interpersonal relationships. In learning the values of aqidah, the goal is often to instill the values of tawhid and morals in students so that these values can be applied in daily life. However, Aqidah Akhlak learning has often been considered to create a gap between

expectations and reality (Toosi & Jamil, 2021). Many students still have a weak understanding of the teachings of tawhid and morals, particularly regarding faith, and students' moral behavior tends to decline gradually. The Aqidah Akhlak learning process has not been optimal, resulting in suboptimal learning outcomes. Based on this phenomenon, the author seeks to examine various learning strategies from related literature to overcome low student learning outcomes. Through research and literature review, the author identified a learning method that can address these problems, namely the Role Playing method.

The Role Playing method is a role-playing activity that focuses on students (Tohirin & Mardiana, 2025). This method emphasizes social aspects in learning and encourages students' cooperative behavior, both socially and intellectually. Role Playing as a teaching strategy provides several benefits for teachers and students. Through the application of Role Playing, a dynamic and creative group learning atmosphere can be created, in which all students can feel like experts, share ideas with peers, and play certain roles within their groups. Role Playing is designed to enhance students' teamwork skills. The author chose the Role Playing strategy because it makes Aqidah Akhlak learning more interesting, allowing students to feel happy and challenged. In addition, students have the opportunity to learn to interact with peers to understand the material, such as avoiding immoral behavior for grade XI in the even semester, both inside and outside the classroom. Students can also connect the material learned with real-life contexts, which enhances learning outcomes.

Based on observations in grade XI of MA Al Azhar Menganti Gresik, it is known that this problem appears in the learning outcomes of grade XI students, particularly in the Aqidah Akhlak subject with the material on avoiding immoral behavior. This subject is considered less interesting because teacher guidance is not optimal and the learning method used has not been effective. As a result, many students are not serious in learning, feel lazy, frequently play around, and engage in activities outside the lesson content. This can be seen from the daily assignment results, in which 70% of students only scored 45–65, while the remaining 30% scored 70–85, even though the minimum required score is 75. Thus, student interest in the Aqidah Akhlak subject is still not optimal. Therefore, educators need to use methods that can increase the positivity and effectiveness of the teaching–learning process.

Based on these issues, the researcher is interested in conducting a study at MA Al Azhar Menganti Gresik by implementing the Role Playing method. According to Hamzah B. Uno, the Role Playing method is designed to solve problems by starting from a case, then asking students to play roles that are appropriate to solve the problem. Usually, students play

different characters according to certain situations or conditions. This activity enables students to analyze and solve problems.

In reality, many teachers still dominate the learning process, resulting in teacher-centered learning. Students become passive subjects who are expected to memorize material from the teacher or take notes from the chalkboard, leading to a lack of understanding of the topics learned. Teachers often use lecture methods, in which the teacher explains and students only listen. Consequently, the learning process becomes less enjoyable, and students quickly feel bored. This negatively impacts students' learning outcomes. Therefore, changing Aqidah Akhlak teaching methods is considered important so that learning can become more engaging (Adam, 2021). The researcher chose the Role Playing method because it encourages students to be more active in the teaching–learning process. Active learning enables students to learn dynamically, thereby improving learning outcomes. This method involves students in various learning activities, creating a pleasant and interesting atmosphere so that students do not feel bored but become more interested, active, happy, and enthusiastic in learning Aqidah Akhlak.

This study aims to examine the effectiveness of implementing the Role Playing method in Aqidah Akhlak learning in grade XI of MA Azhar Menganti Gresik through several key aspects. First, this study focuses on the teacher's ability to implement the Role Playing method in the Aqidah Akhlak subject. This aspect includes evaluating teachers' skills and competencies in designing and implementing the method effectively to support optimal learning. Second, this study observes student activity during the implementation of the Role Playing method, including levels of active engagement, group cooperation, creativity, and social interaction during the learning process. Third, the study aims to understand students' responses to the Role Playing method, including their perceptions, motivation, and satisfaction, as well as how the method influences their interest and enthusiasm for learning. Finally, this study evaluates students' learning outcomes after implementing the Role Playing method, focusing on academic achievement, particularly understanding of Aqidah Akhlak material, and the method's impact on improving students' scores and learning quality.

METHOD

This Classroom Action Research (CAR) aims to improve the quality of Aqidah Akhlak learning in grade XI of MA Azhar Menganti Gresik through the Role Playing method. The study adopts Kurt Lewin's model, which consists of four stages: planning, action, observation, and reflection, conducted in several cycles, each consisting of one meeting. The researcher collaborated with the Aqidah Akhlak subject teacher to design the lesson on the topic "Avoiding Immoral Behavior," and prepared learning tools such as lesson plans (RPP), drama

scenarios, observation sheets, tests, and questionnaires to measure teacher competence, student activity, student responses, and learning outcomes. The research was carried out from March to May 2025 with a total of 23 students in grade XI, consisting of 10 males and 13 females.

Data were collected using observation, questionnaires, and tests. Observation was used to monitor student activity and teacher performance during learning using the Role Playing method through Likert scale–based observation sheets. Close-ended questionnaires were administered to students to measure their responses to the method, while written tests in the form of multiple-choice questions were used to assess learning outcomes before and after the implementation of the method. The research instruments consisted of observation sheets for student and teacher activities, questionnaires with 20 items to measure student interest and attitudes, and test sheets with 15 multiple-choice questions to evaluate students' understanding of Aqidah Akhlak material (Sutiah, 2020).

RESULTS AND DISCUSSION
Teacher Activity

The findings of the study show a significant improvement in teacher activity from Cycle I to Cycle II. In Cycle I, teacher activity was categorized as active with a percentage of 69.09%. However, several issues were identified during the learning process, such as unclear scenarios, suboptimal explanation of learning objectives, and unstructured steps in the Role Playing method. After a thorough reflection, the teacher revised the learning tools and instructional strategies. In Cycle II, teacher activity increased to 88.18%, categorized as very active. This improvement indicates that the teacher was able to adapt the teaching process based on reflective feedback, resulting in more effective, well-organized instruction aligned with the learning objectives.

Student Activity

Student activity during the learning process also showed significant improvement. In Cycle I, the average student activity reached 63.80%, categorized as active, yet some challenges remained, such as shyness in performing roles, lack of confidence, and insufficient understanding of the Role Playing scenario. Through simplified scenarios, increased guidance, and enhanced motivation in Cycle II, student activity rose to 83.30%. Students appeared more enthusiastic, confident, and willing to perform in front of the class. They were also able to

collaborate effectively in groups. This improvement demonstrates that the Role Playing method successfully promotes active, collaborative, and participatory learning.

Student Learning Outcomes

Student learning outcomes showed a highly significant increase from Cycle I to Cycle II. In Cycle I, the learning mastery rate reached only 39.13% with an average score of 65.21%, which was still far below the Minimum Mastery Criteria (KKM). After improvements were implemented in Cycle II, mastery increased to 86.96% with an average score of 80.21%. This increase reflects that the Role Playing method provides students with concrete and contextual learning experiences. Through role simulations, case analysis, and group discussions, students were able to understand the material on avoiding immoral behavior more easily and apply it in realistic learning situations.

Student Responses

Student responses to the learning process also showed a very positive improvement. In Cycle I, the average student response was 61.30%, indicating that the learning activities were interesting but not yet fully comfortable for the students. After improvements in Cycle II, student responses increased to 85.57%, categorized as very good. Students stated that learning through the Role Playing method was more enjoyable, engaging, and supportive of their understanding of the material through the roles they played. This positive response strengthens the evidence that the Role Playing method effectively increases student motivation and engagement.

DISCUSSION

The findings of this Classroom Action Research demonstrate that the Role Playing method significantly improves the quality of the learning process and student outcomes in Akidah Akhlak. According to Joyce and Weil (2017), Role Playing is a constructivist-based instructional model that allows students to explore attitudes, behaviors, and values through simulation. This theoretical foundation aligns with the study's results, in which students' understanding of moral concepts improved when they engaged directly in role-based scenarios. The method enabled learners to connect theoretical material with real-life moral situations, making the learning experience deeper and more meaningful.

The improvement in teacher activity from Cycle I to Cycle II is consistent with Arends' (2015) theory that effective learning requires well-designed instructional planning, clarity of

procedures, and structured facilitation. When the teacher refined the learning scenarios, clarified the objectives, and improved the sequence of Role Playing steps, the instructional process became more organized and impactful. This reflects the principle that teacher competence in planning and managing interactive learning significantly influences the success of student-centered methods.

Student activity also increased substantially after improvements were made, supporting Vygotsky's social interaction theory (1978), which emphasizes that learning occurs through collaboration, dialogue, and shared experiences. Through Role Playing, students interacted intensively with peers, negotiated roles, and engaged in cooperative tasks, which collectively enhanced their active participation. The results confirm that learning environments promoting social engagement can increase confidence, communication skills, and initiative among students.

The significant rise in student learning outcomes is aligned with Bruner's (1996) discovery learning theory, which posits that students understand concepts better when they construct knowledge through direct experience. Role Playing allowed students to actively explore moral dilemmas, analyze behaviors, and reflect on the consequences of unethical actions. This experiential learning strengthened their comprehension of Akidah Akhlak content, particularly regarding the avoidance of immoral behavior, as indicated by the substantial increase in mastery levels from Cycle I to Cycle II.

Student responses also improved greatly, reinforcing Keller's ARCS motivation model (2010), which states that learning becomes more effective when it captures Attention, is Relevant to learner needs, increases student Confidence, and generates Satisfaction. Role Playing successfully met these motivational components by presenting interactive, relatable, and enjoyable learning activities. Students expressed higher interest, comfort, and engagement, demonstrating that the method effectively enhanced their learning motivation.

Moreover, the improvements observed across cycles reflect the core principle of Classroom Action Research as described by Kemmis and McTaggart (1988), which emphasizes the importance of iterative reflection and continual refinement of teaching practices. The transition from Cycle I to Cycle II shows how reflective practice enabled the teacher to identify weaknesses and apply targeted improvements, resulting in better learning processes and outcomes. This iterative cycle confirms the effectiveness of CAR for enhancing pedagogical quality.

In conclusion, the findings support the theoretical claim that Role Playing is an effective method for teaching moral and character-based subjects such as Akidah Akhlak. By

combining experiential learning, social interaction, and reflective practice, Role Playing fosters deeper understanding, higher engagement, and improved learning outcomes. This study strengthens the body of evidence that active learning methods are critical for developing both cognitive and affective dimensions of students in Islamic education settings.

CONCLUSION

The Classroom Action Research (CAR) conducted at MA Azhar Menganti Gresik shows that the implementation of the Role Playing method effectively enhances teacher activity, student activity, student responses, and learning outcomes in the Aqidah Akhlak subject. Teacher activity increased from 69.09% in cycle I to 88.18% in cycle II, while student activity rose significantly from 43.47% at the initial condition to 63.80% in cycle I and reached 83.30% in cycle II. Student responses also consistently improved from 61.30% to 85.57%, in line with the increase in learning completeness from 17.39% to 39.13% and reaching 86.96% in cycle II. The average student score rose from 58.69% at the initial condition to 65.21% in cycle I, and finally reached 80.21% in cycle II, exceeding the minimum completeness criterion (KKM). Therefore, the Role Playing method has been proven to significantly improve both the quality of the learning process and student learning outcomes.

Theoretically, these findings reinforce the view that active learning methods, particularly Role Playing, can optimize social interaction, emotional engagement, and hands-on learning experiences, all of which contribute to enhanced conceptual understanding and character development. The strength of this study lies in the systematic reflection applied in each cycle, the use of measurable observational data and learning outcomes, as well as its relevance for strengthening character education within the context of Aqidah Akhlak. Future research can explore variations of Role Playing scenarios, apply the method to different educational levels or subjects, and integrate it with digital media or collaborative approaches to examine broader effectiveness in improving students' cognitive, affective, and social competencies.

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