

THE USE OF ROLE-PLAYING METHOD IN INCREASING STUDENTS' LEARNING INTEREST IN ISLAMIC RELIGIOUS EDUCATION AT SMAS ALKHAIRAAT KALUKUBULA

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ABSTRACT

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This research is entitled "The Use of Role-Playing Method in Increasing Students' Learning Interest in Islamic Education at SMAS Alkhairaat Kalukubula."

This research aims to examine the use of the role-playing method to increase students' interest in learning in Islamic Education at SMAS Alkhairaat Kalukubula, and to analyze the outcomes of its implementation in enhancing that interest.

This research employed a descriptive qualitative approach with a case study design. Data were collected through observation, interviews, and documentation. The data analysis techniques included data collection, data reduction, data presentation, and conclusion drawing.

The findings show that the implementation of the role-playing method in Islamic Education at SMAS Alkhairaat Kalukubula has been carried out effectively, in accordance with the learning stages: introduction, main activities, and closing activities. Furthermore, the application of this method has been shown to increase students' interest in learning, as indicated by several indicators, including increased enjoyment, greater interest, improved focus, and greater student involvement during the learning process.

The implication of this research was that teachers were expected to continually develop and apply a range of teaching methods, including role-playing. Students are encouraged to be more active and confident in their participation at each stage of the learning process, including role-playing activities, discussions, and question-and-answer sessions. In addition, school principals are expected to support the implementation of innovative teaching methods by providing adequate facilities, allocating sufficient time, and establishing policies that foster an active and creative learning environment.

1. Introduction

Education is a conscious effort that guides students toward progress across the cognitive, affective, and psychomotor domains. The primary aim of education is to enhance the intellectual capacity of the nation. Education also serves as a means of applying knowledge from various fields in everyday life. One of its forms is Islamic Education, which is a deliberate effort to prepare students to believe in, understand, and practice Islamic teachings through instruction, guidance, and training.

In reality, many students show low interest in learning Islamic Education subjects. This low level of interest in learning can be caused by several factors. One of them is the current implementation of Islamic Education, which tends to be monotonous due to teachers' limited efforts in applying varied teaching methods. Learning is still largely dominated by the lecture method. This approach makes learning less engaging because students only act as passive listeners. As a result, the classroom atmosphere becomes uninteresting and boring.

Learning is a system composed of several components that influence the success of achieving instructional goals. These components include objectives, learning content, instructional methods or strategies, media, assessment, teachers, and students. To achieve learning objectives, teachers usually select one or more appropriate instructional methods that align with the intended goals. Therefore, teachers' instructional methods must be carefully adapted to students' characteristics to stimulate their emotions and encourage active participation in the learning process. One teaching method the teacher can use is role-playing. It is an instructional approach that can make students active, independent, and engaged in enjoyable learning experiences while also fostering positive cooperation between students and teachers.

The role-playing method is a learning technique in which students act out specific roles to perform a story, demonstrating simulated behavior while deeply experiencing the character assigned by the teacher. This method enables students to actively engage in the learning process by participating in structured scenarios that are related to the learning materials. Through role-playing, students are encouraged to develop understanding, empathy, and social interaction skills in a more meaningful and contextual learning environment (Joyce, Weil, & Calhoun, 2015; Huda, 2013).

Based on the observations conducted by the researcher in collaboration with an Islamic Education teacher at SMAS Alkhairaat Kalukubula, it was found that the teaching and learning process of Islamic Education (PAI) were dominantly used conventional teaching methods. Although these methods were generally considered appropriate, they were not fully effective in capturing students' attention, as some students did not pay attention during the learning process. In addition, students were observed to be bored and less enthusiastic during classroom activities. Therefore, the teacher implemented the role-playing method as an alternative strategy to improve students' learning interest.

Based on the problems described above, the researcher was interested in examining the use of the role-playing method in increasing students' learning interest. Thus, this research is entitled "*The Use of Role-Playing Method in Increasing Students' Learning Interest in Islamic Education at SMAS Alkhairaat Kalukubula.*"

2. Theoretical Framework

Previous studies have shown that the role-playing method is effective in improving various aspects of students' learning outcomes, particularly in Islamic-based subjects. One relevant study was conducted by Perdanag Putra Gustniawan (2023), entitled "*Implementation of the Role-Playing Method in Improving Students' Prayer Worship Skills at SMA Sultan Agung 3 Semarang.*" This study aimed to examine the preparation and implementation of the role-playing method in improving students' worship skills. The research used a qualitative descriptive approach involving teachers and students of SMA Sultan Agung 3 Semarang, with an Islamic jurisprudence (Fiqh) teacher as the key informant. The findings revealed that the preparation stage of the role-playing method included developing lesson plans (RPP), writing topic-relevant dramatic scripts, preparing evaluation sheets, and formulating conclusions and learning materials for the role-play activities. The implementation of this method had a positive impact on students, making learning more enjoyable and significantly improving their prayer and worship skills. Thus, the role-playing method was considered effective in enhancing both learning engagement and practical religious skills.

Another study was conducted by Ihsan Izdihara H et al. (2025), entitled "*The Use of Role-Playing Method to Increase Students' Learning Interest in Islamic Cultural History Learning on Islamic Figures in Independence at MA Nurul Huda Class XII.*" This study aimed to investigate improvements in students' motivation and learning outcomes through the application of a cooperative learning model using the role-playing method in Islamic Cultural History (Sejarah Kebudayaan Islam/SKI). The results showed that implementing role-playing successfully increased students' motivation to learn. In addition, students' academic achievement also showed significant improvement. These findings indicate that the role-playing method is effective in enhancing students' interest, motivation, and

understanding of Islamic Cultural History materials, particularly regarding Islamic figures in the independence movement.

Furthermore, research conducted by Asep Tutun Usman et al. (2024), titled "The Effectiveness of the Role-Playing Method in Improving Students' Learning Achievement in Islamic Cultural History (SKI) Subject," aimed to evaluate the effectiveness of the role-playing method in improving students' academic achievement in the SKI subject. This qualitative study found that the role-playing method was effective in enhancing students' learning outcomes. There was a significant improvement in students' understanding of Islamic Cultural History concepts, critical thinking skills, and social interaction abilities. These results confirm that role-playing is not only effective in improving cognitive achievement but also in developing students' social and analytical skills.

Based on the previous studies, it can be concluded that the role-playing method has been widely applied in Islamic education contexts and has shown positive impacts on students' learning outcomes. Gustniawan (2023) found that the role-playing method effectively improved students' practical worship skills, particularly in performing prayer, through structured preparation and implementation stages. Similarly, Ihsan Izdihara H et al. (2025) demonstrated that role-playing successfully increased students' learning motivation and academic achievement in Islamic Cultural History, particularly in understanding historical Islamic figures. In addition, Usman et al. (2024) confirmed that the method is effective at enhancing students' cognitive understanding, critical thinking, and social skills in Islamic Cultural History.

Although these studies consistently highlight the effectiveness of the role-playing method in improving learning outcomes, motivation, and practical skills, most of them focus on cognitive achievement, skill development, or motivation in subjects such as Fiqh and Islamic Cultural History. There is still limited research that specifically examines the role-playing method in relation to students' learning interest (*minat belajar*) in Islamic Education at the senior high school level, particularly in the context of SMAS Alkhairaat Kalukubula.

Therefore, this study aims to fill this gap by focusing on the use of the role-playing method to increase students' interest in learning in Islamic Education. Unlike previous studies that emphasize learning outcomes and skills, this research highlights the affective dimension of students, particularly their interest, enthusiasm, engagement, and classroom participation. By doing so, this study is expected to make a more specific contribution to understanding how role-playing can influence students' interest in learning in Islamic Education learning environments.

2.1 Role-Playing Method

The role-playing method is an instructional strategy that involves students actively participating in learning by acting out specific roles in simulated situations related to the subject matter. This method allows learners to experience real-life scenarios in a controlled classroom environment, thereby enhancing their understanding of concepts through direct involvement. In this approach, students are not only passive recipients of information but also active participants who construct knowledge through interaction and experience (Joyce, Weil, & Calhoun, 2015).

Role playing is considered an effective student-centered learning method because it promotes engagement, collaboration, and communication among students. Through this method, learners are encouraged to express ideas, solve problems, and make decisions based on the roles they are assigned. This interactive process helps to develop both cognitive and social skills, including critical thinking, empathy, and teamwork. As a result, learning becomes more meaningful and enjoyable for students (Huda, 2013).

In the context of education, especially in subjects such as Islamic Education, the role-playing method can be used to simulate moral values, religious practices, and real-life social situations. This enables students to internalize values not only at the theoretical level but also through practical experience. By engaging in role-playing activities, students can better understand abstract concepts and apply them in their daily lives, which ultimately improves learning motivation and interest (Arends, 2012).

Furthermore, the success of the role-playing method depends on proper planning and implementation by the teacher. Teachers must prepare learning scenarios, clearly assign roles, and guide students during the activity to ensure learning objectives are met. When implemented effectively, role-playing can create an active, enjoyable, and student-centered learning environment that enhances both academic achievement and student interest in learning (Joyce, Weil, & Calhoun, 2015).

2.1.1 The Objectives of Role-Playing Method

The role-playing method in Islamic Education aims to create a more interactive, meaningful, and student-centered learning process. Through this method, students are given the opportunity to actively participate in simulated situations that reflect real-life contexts related to Islamic teachings. By engaging directly in these scenarios, students are expected to better understand religious concepts not only in theory but also in practice, which enhances the internalization of Islamic values (Joyce, Weil, & Calhoun, 2015).

One of the main objectives of role-playing in Islamic Education is to improve students' understanding of moral and religious values through experiential learning. Instead of simply receiving information from the teacher, students learn by experiencing and acting out situations such as honesty, responsibility, respect, and cooperation. This approach helps students develop a deeper awareness of Islamic teachings and their application in daily life (Huda, 2013).

In addition, role-playing aims to increase students' interest in learning and motivation. When students are actively involved in learning activities, they tend to feel more engaged, enthusiastic, and confident in expressing themselves. This increased engagement contributes to a more dynamic classroom atmosphere and reduces boredom in learning Islamic Education, which is often perceived as theoretical or lecture-based (Arends, 2012).

Furthermore, role-playing also aims to develop students' social and emotional skills, such as empathy, communication, teamwork, and problem-solving. By taking on different roles, students learn to understand other perspectives and work collaboratively with their peers. These skills are essential in shaping students' character in accordance with Islamic values and preparing them for real-life social interactions.

2.1.2 Steps of the Role-Playing Method

According to Mulyadi, the steps for implementing the role-playing method consist of the following stages. First, the teacher prepares the scenario to be performed during the learning process. Second, the teacher assigns several students to study the scenario a few days before the teaching and learning activities. Third, the teacher forms groups consisting of approximately five students (adjusted to the number of learners). Fourth, the teacher explains the competencies to be achieved.

Fifth, the teacher calls the selected students to perform the prepared scenario. Sixth, other students observe the performance while remaining in their respective groups. Seventh, after the performance, each student is given a worksheet to discuss the role-play activity. Eighth, each group presents its conclusions. Ninth, the teacher provides a general conclusion regarding the activity. Tenth, an evaluation is conducted. Finally, the learning session is closed.

This structured sequence ensures that the role-playing method is implemented systematically and effectively, allowing students to actively participate, understand the learning material, and reflect on the learning process.

2.1.3 Advantages and Disadvantages of the Role-Playing Method

The role-playing method has several advantages in the learning process, particularly in Islamic Education. One of its main strengths is encouraging active student participation in learning activities. Students are directly involved in simulating real-life situations, which makes the learning process more meaningful and enjoyable. This method also helps improve students' understanding of concepts through direct experience rather than passive listening. In addition, role-playing can develop students' social skills such as communication, cooperation, empathy, and confidence in expressing ideas. It also increases students' interest in learning and motivation because the classroom atmosphere becomes more interactive and less monotonous (Huda, 2013; Joyce, Weil, & Calhoun, 2015).

Another advantage of the role-playing method is its ability to support character education, especially in Islamic education. Through simulated situations, students can practice moral values such as honesty, responsibility, respect, and discipline in context. This helps students internalize Islamic values more effectively by allowing them to experience them directly in learning activities. Furthermore, role-playing can enhance critical thinking and problem-solving skills, as students are required to respond to situations in line with their assigned roles (Arends, 2012).

However, the role-playing method also has several disadvantages. One of the main challenges is the relatively long preparation time required for both teachers and students. Teachers must carefully design scenarios, prepare learning materials, and organize classroom activities. In addition, not all students are willing or confident to participate in role-playing activities, which may affect the effectiveness of the learning process. Classroom management can also become more complex, especially in large classes, as students may become noisy or less focused during the activity.

Moreover, the effectiveness of this method depends heavily on the teacher's ability to guide and manage the learning process. If the teacher does not provide clear instructions or proper supervision, the learning objectives may not be fully achieved. Therefore, although role-playing is an effective and engaging teaching method, it must be implemented carefully and supported with good planning and classroom management.

2.2 Definition of Learning Interest (Learning Motivation/Interest)

Learning interest is a psychological tendency that reflects a person's attraction to, attention to, and enjoyment of learning activities. It is characterized by a strong willingness to engage in learning processes without external pressure. Students with a high interest in learning tend to show enthusiasm, curiosity, and persistence in understanding learning materials. Learning interest plays an important role in determining the success of the learning process because it influences students' attention, participation, and achievement in the classroom (Slameto, 2010).

In the context of education, learning interest can be understood as an internal factor that encourages students to be actively involved in learning activities. When students are interested in a subject, they are more likely to focus, participate actively, and enjoy the learning process. Conversely, a lack of interest often results in low engagement, boredom, and poor academic performance. Therefore, learning interest is considered one of the key factors that affect students' learning outcomes (Sardiman, 2014).

Learning interest is also closely related to students' motivation and emotional involvement in learning. It is not only influenced by internal factors such as curiosity and personal goals, but also by external factors such as teaching methods, learning environment, and teacher creativity. Innovative teaching methods, such as role-playing, can help increase students' learning interest by making learning more interactive and meaningful. This aligns with the idea that active and student-centered learning approaches can foster greater engagement and enthusiasm among learners (Hurlock, 2011).

Furthermore, indicators of learning interest can be observed through students' behavior in the classroom, such as paying attention during lessons, showing enthusiasm in participating in activities, asking questions, and completing tasks with responsibility. These indicators reflect the level of students' engagement and interest in learning. Therefore, improving learning interest is essential for creating an effective and enjoyable learning environment, especially in subjects such as Islamic Education.

2.3 Indicators of Learning Interest

Learning interest can be identified through several observable indicators that reflect students' attitudes and behaviors during the learning process. These indicators help teachers determine the level of students' engagement and enthusiasm toward a subject. From an educational psychology perspective, learning interest is not only an internal feeling but can also be observed in external classroom behaviors (Slameto, 2010).

The first indicator of learning interest is enjoyment in learning activities. Students who are interested in a subject usually show positive feelings, such as happiness and enthusiasm, when participating in classroom learning. They tend to respond positively to learning activities and do not easily become bored during lessons.

The second indicator is attention and concentration during learning. Students with a high interest in learning can focus on the lesson, pay attention to the teacher's explanation, and avoid distractions. They show seriousness in following the learning process from beginning to end.

The third indicator is active participation in learning activities. Interested students are more likely to ask questions, respond to teacher explanations, and engage in discussions or group activities. This active involvement shows their willingness to understand the material more deeply.

The fourth indicator is curiosity and willingness to explore learning materials. Students demonstrate this by seeking additional information, asking meaningful questions, and showing enthusiasm in completing learning tasks.

The fifth indicator is consistency and persistence in learning tasks. Students who have strong learning interest tend to complete assignments on time, do not give up easily when facing difficulties, and show responsibility in their learning process.

These indicators collectively show that interest in learning is reflected in students' emotional responses, attention, participation, and persistence in learning activities. Therefore, increasing interest in learning is essential for improving the quality of learning, especially in Islamic Education, where active engagement is highly needed.

2.4. Islamic Education

Etymologically, education originates from the Greek word *paedagogie*, which consists of *paes* meaning "child" and *agogos* meaning "to guide." Thus, education (*paedagogie*) refers to the process of guiding a child's development (Hidayat & Abdillah, 2019). In the Indonesian context, education is defined in Law No. 20 of 2003 on the National Education System as a conscious and planned effort to create a learning atmosphere and learning process so that learners actively develop their potential to possess spiritual strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, the nation, and the state (Tambun, Sirait, & Simamora, 2020).

Islamic Education (Pendidikan Agama Islam) is an educational effort aimed at forming a complete Muslim personality by developing all human potential, both physical and non-physical. It also seeks to establish harmonious relationships among humans and Allah, among humans, and between humans and the environment. Therefore, Islamic Education is directed toward the holistic development of individuals in accordance with Islamic teachings (Muhammad, 2021).

According to Zuhairini, as cited by Muhammad, Islamic Education is an effort to shape learners' personalities in accordance with Islamic teachings. In addition, Zakiyah Daradjat defines Islamic Education as an effort to help

learners understand and practice Islamic teachings so that they can make them a way of life. Thus, Islamic Education is not only focused on cognitive understanding but also on the internalization and practice of Islamic values in daily life (Muhammad, 2021).

Islamic Education, in this context, refers to deliberate educational efforts that aim to guide and nurture learners so that, upon completing their education, they can understand, practice, and internalize Islamic teachings as guiding principles in life. Therefore, Islamic Education is a continuous process of instilling Islamic values through educational activities, enabling learners to develop both knowledge and character aligned with Islamic principles. In conclusion, Islamic Education is a planned and conscious educational effort that aims to install Islamic values through the learning process, enabling students to understand and apply Islamic teachings in their daily lives.

2.4.1 The Functions and Objectives of Islamic Education

Islamic Education plays a crucial role in shaping learners' character, knowledge, and behavior in accordance with Islamic teachings. It is not only focused on cognitive development but also on the formation of moral, spiritual, and social values. Therefore, Islamic Education serves as a foundation for developing individuals who are faithful, knowledgeable, and capable of practicing Islamic principles in daily life (Daradjat, 2011).

One of the main functions of Islamic Education is as a **guidance tool for spiritual development**. It helps learners strengthen their faith (*iman*) and devotion (*taqwa*) to Allah SWT. Through Islamic Education, students are guided to understand the meaning of worship and to implement Islamic values in their lives. In addition, Islamic Education functions as a means of character building, where students are taught noble morals such as honesty, discipline, responsibility, and respect for others (Nata, 2012).

Another important function of Islamic Education is as a **means of social development**. It teaches students how to interact properly with others, including family, society, and the broader environment. Islamic Education encourages values such as cooperation, tolerance, and social responsibility, which are essential in building a harmonious society based on Islamic principles.

In terms of objectives, Islamic Education aims to form individuals who are fully developed (*insan kamil*), both physically and spiritually. It seeks to help students understand, internalize, and practice Islamic teachings in all aspects of life. Furthermore, Islamic Education aims to prepare learners to become useful members of society who contribute positively to the nation and religion while maintaining strong moral and spiritual values (Al-Attas, 1991).

In conclusion, Islamic Education functions as a comprehensive system that develops students' spiritual, moral, intellectual, and social dimensions. Its ultimate goal is to produce individuals who are faithful, well-mannered, knowledgeable, and capable of applying Islamic teachings in everyday life.

3. Methodology

In this research, a qualitative research approach is employed. The qualitative approach focuses on understanding social phenomena in depth by exploring meanings, experiences, and processes rather than numerical data. It allows the researcher to describe and interpret events in their natural settings in order to gain a comprehensive understanding of the research problem.

Qualitative research is an approach oriented toward natural phenomena and events occurring in real-life settings. This type of research is used to explore, discover, describe, and explain the quality or uniqueness of social phenomena that cannot be measured or explained through quantitative approaches. Therefore, it cannot be conducted in a laboratory setting but must be carried out in the field. Qualitative research is flexible, open, and adjusted based on the data obtained in the research setting (Nasution, 2023).

This research employs a descriptive qualitative approach to develop a theoretical understanding that supports the research findings. Descriptive qualitative research aims to describe research findings in words and narratives within natural contexts using appropriate methods. This type of research presents a detailed description of the research object based on observable facts or conditions as they naturally occur.

The use of a descriptive qualitative method in this study aligns with its main objective, which is to describe the implementation of the role-playing method to increase students' interest in learning in Islamic Education at SMAS Alkhairaat Kalukubula.

In this research, the researcher does not control the social events or phenomena being examined. In other words, the researcher observes and studies social phenomena as they naturally occur. The phrase "as they are" refers to a relatively naturalistic condition in contemporary real-life settings. This means that the researcher observes the social phenomena through participant observation and in-depth interviews with research subjects, which forms the basis of case study research.

4. Findings and Discussion

4.1 The Use of Role-Playing Method in Increasing Students' Learning Interest in Islamic Education at SMAS Alkhairaat Kalukubula

The research findings obtained through data collection techniques, namely observation and interviews, related to the use of the role-playing method in increasing students' learning interest in Islamic Education at SMAS Alkhairaat Kalukubula. From these data collection activities, the research findings are presented as follows.

The learning process consists of three main stages: the introductory stage, the main activity stage, and the closing stage. The following is a detailed explanation of how the role-playing method is implemented to increase students' interest in learning.

1. Preliminary Stage

The preliminary stage of implementing the role-playing method begins with comprehensive preparation by the teacher. Before learning activities start, the teacher prepares learning materials and supporting media to ensure that the learning process runs smoothly and systematically. The lesson begins with greetings, followed by prayer, attendance, and the presentation of learning objectives. The teacher also motivates students, asks several questions, and provides opportunities for students to review previous material. The teacher explains the learning indicators to be achieved, particularly the topic "Competing in Good Deeds" (*Berkompetisi dalam kebaikan*) for Grade X.

As stated by Ms. Saidah, an Islamic Education teacher at SMAS Alkhairaat Kalukubula, the implementation of the role-playing method is adjusted to the learning material. For example, in topics related to morals (*akhlaq*) such as competing in good deeds, the teacher selects themes such as "A Harmonious Family (*Keluarga Sakinah*).\" Students are then given the freedom to choose sub-themes such as \"Keluarga Sakinah Mawaddah Warahmah\" or \"Broken Home Family.\" Most students tend to choose the \"Keluarga Sakinah\" theme because it represents a harmonious and happy family.

From the interview, it can be understood that the role-playing method is implemented by adjusting the theme to the learning material. The teacher provides students with opportunities to choose relevant themes, especially those related to moral values, to increase their engagement in learning activities.

2. Main Stage

The second stage is the main learning activity. The teacher presents the learning material, explains the role-playing procedure, and guides students in understanding the steps of the activity. Students are given time to study short drama scripts and are assigned specific roles. They then perform their roles in front of the class as assigned characters.

The learning material used in this activity is "Competing in Good Deeds" with the theme "A Harmonious Family (*Keluarga Sakinah Mawaddah Warahmah*)."

a. Preparing the Scenario Theme

The teacher first determines a scenario theme that aligns with the learning objectives and students' real-life context. The theme is selected based on curriculum competencies and students' level of understanding. This preparation is essential because it becomes the foundation for the role-play activity.

Based on observations, the teacher carefully selects themes by referring to the lesson's basic competencies and adapting them to students' daily experiences.

b. Assigning Students to Prepare the Scenario

The teacher assigns selected students to prepare and study the scenario several days before the learning activity. As explained by Ms. Saidah, students are given approximately one week to prepare their scripts based on the chosen theme. This preparation allows students to understand their roles and perform them effectively.

This activity fosters responsibility among students. For example, students act as family members (father, mother, or children) who face small conflicts and resolve them through discussion, mutual advice, and kindness.

c. Forming Student Groups

The teacher divides students into three groups, each consisting of approximately six students. Students who are not performing act as observers, analyzing the role-play and identifying moral values from the activity.

According to Ms. Saidah, group division is adjusted based on the number of students in the class. Each group is given one week to prepare and study their script.

Group work encourages discussion, collaboration, and peer support, creating a more enjoyable and engaging learning environment that increases students' interest in learning.

d. Explaining Learning Competencies

The teacher explains the competencies to be achieved at the end of the learning process. Students are expected to understand the concept of "Competing in Good Deeds," recognize the values of *Keluarga Sakinah Mawaddah Warahmah*, and apply moral values such as mutual advice and compassion in daily life.

This explanation helps students understand the direction and purpose of the learning process.

e. Performing the Scenario

Students who have been assigned roles perform the prepared scenario in front of the class. The classroom atmosphere becomes more active and engaging. Students act out family situations involving discussion and moral decision-making, demonstrating cooperation, respect, and kindness.

f. Observation by Other Students

Students who are not performing observe the role-play carefully and take notes on important behaviors and values demonstrated during the activity. Observation results show that students are actively engaged and focused during the learning process.

g. Teacher Conclusion

After the performance, the teacher offers a general conclusion, clarifies misconceptions, and reinforces the central idea of competing in good deeds. The teacher emphasizes that these values are essential in building a harmonious family (*Keluarga Sakinah Mawaddah Warahmah*).

Observation shows that the teacher's explanation helps students understand the learning concept more clearly, thereby positively influencing their interest in learning.

h. Evaluation

Evaluation is conducted through discussion and question-and-answer sessions to assess students' understanding, participation, and performance. The teacher also asks students for feedback regarding the learning method.

As stated by Ms. Saidah, feedback is important to understand students' comprehension and learning interest. After role-playing, students are asked what they learned from the activity and whether they enjoyed the method.

3 . Closing Stage

In the closing stage, the teacher motivates students to apply the values learned in daily life. The teacher emphasizes that a harmonious family can be achieved through continuous good deeds and positive behavior.

Observation shows that this motivational closing leaves a positive impression on students and increases their enthusiasm for future learning.

b. The Effect of Role-Playing Method on Students' Learning Interest in Islamic Education at SMAS Alkhairaat Kalukubula

The role-playing method in Islamic Education is a teaching strategy that actively involves students through dramatization to act out situations or events related to the learning materials. This method encourages students to participate directly in the learning process, thereby increasing their engagement and interest in learning.

Based on observations and interviews with Islamic Education teachers and Grade X students, the findings indicate that implementing the role-playing method positively impacts students' learning interest at SMAS Alkhairaat Kalukubula.

1. Improvement of Students' Understanding

The interview with the Islamic Education teacher indicated that students' understanding improved after the implementation of the role-playing method. This method effectively helps students comprehend abstract concepts that were previously difficult to understand.

According to Ms. Saidah, an Islamic Education teacher at SMAS Alkhairaat Kalukubula, students' understanding of the concept of "*Keluarga Sakinah Mawaddah Warahmah*" improved significantly after participating in role-playing activities. Before the implementation of this method, students had limited understanding of the material. However, after engaging in scenario preparation and role performance, their understanding increased because they were directly involved in learning activities. Although some students initially felt nervous and confused, continuous practice helped them improve their performance and learning outcomes.

2. Communication and Collaboration Skills

The role-playing method also improves communication and cooperation among students. Students learn how to divide roles, manage time, and take responsibility for their tasks. This process helps them develop teamwork skills and mutual respect. Activities such as script preparation, rehearsal, and performance also foster creativity and responsibility among students.

3. Students' Responses to the Role-Playing Method

Students showed high enthusiasm for implementing the role-playing method. At the beginning, some students felt nervous and depended heavily on memorizing scripts. However, after several practice sessions, they became more confident and were able to perform without relying on written texts.

Based on interviews with students, Putra Andika stated that he felt happy when learning through role-playing because it was fun and not boring. He also mentioned that the method helped him understand Islamic Education material more easily, especially moral values and Islamic teachings.

Similarly, Putri Aulia expressed that although she initially felt shy, she later became more comfortable and enjoyed the activity. She stated that role-playing helped improve her acting and speaking skills in front of the class, and increased her motivation to attend school and participate in learning activities.

Another student, Dwi Putri Ayu, stated that she felt happier and more enthusiastic about searching for learning materials related to the theme, which increased her motivation to learn through role-playing activities.

Zakia Amanda Putri also stated that she felt happy because the activity was fun and allowed her to collaborate with friends, making Islamic Education learning more interesting and easier to understand.

However, Beby Aquila mentioned that although she enjoyed the activity, she had difficulty memorizing long dialogues and felt nervous when performing in front of the class. Nevertheless, continuous practice with peers helped her improve gradually.

Meanwhile, Rahmat Hidayat stated that he enjoyed the role-playing activity, especially when playing the role of a child, although he felt that the method had not fully helped him understand the material.

4. Indicators of Increased Learning Interest

Based on observations and interviews, students generally showed increased interest in learning, as indicated by feelings of enjoyment, greater curiosity, greater attention during learning, and active participation in learning activities.

Role-playing made students feel happy and more enthusiastic in learning Islamic Education. Before the implementation of this method, many students found the topic "Competing in Good Deeds" within the context of *Keluarga Sakinah Mawaddah Warahmah* difficult and abstract. However, after participating in role-playing activities, students became more interested and better understood the material.

In addition, students showed higher levels of attention during learning. They were observed focusing on their peers' performances and actively taking notes. Their involvement was also evident from their participation in preparing scripts, practicing roles, and performing in front of the class.

5. Challenges in Implementation

Although the role-playing method had a positive impact, there were some challenges in its implementation. One of the main challenges was the limitation of facilities and learning resources. For example, because appropriate costumes and props were unavailable due to a limited budget, students used simple materials.

According to Ms. Saidah, another challenge was the longer time required for preparation and implementation. However, these limitations did not reduce students' interest and enthusiasm in learning.

It can be concluded that the role-playing method successfully increased students' interest in learning in Islamic Education at SMAS Alkhairaat Kalukubula. This is evidenced by students' increased enjoyment, interest, attention, and active participation in the learning process. Despite some limitations, such as a lack of facilities and time constraints, these challenges did not reduce students' motivation and enthusiasm for learning.

5. Conclusion

Based on the results of observation and interviews conducted by the researcher regarding the use of the role-playing method in Islamic Education learning at SMAS Alkhairaat Kalukubula, the following conclusions can be drawn:

1. The steps in implementing the role-playing method in Islamic Education learning for Grade X at SMAS Alkhairaat Kalukubula are carried out systematically through three stages. The first is the **preliminary stage**, in which the teacher prepares learning materials and supporting media. The learning process begins with greeting students, praying, taking attendance, stating learning objectives, providing motivation, and asking introductory questions. The second is the **main activity stage**, where the teacher delivers the material, explains the lesson content, and introduces the steps of the role-playing method. Students are given time to study short drama scripts, perform assigned roles, and demonstrate their performance in front of the class. The third stage is the **closing stage**, in which the teacher provides motivation and emphasizes that the values learned should be understood and applied in daily life. The

teacher also stresses that a harmonious family (*Keluarga Sakinah Mawaddah Warahmah*) can be achieved through continuous practice of good deeds and positive behavior.

2. The use of the role-playing method in improving students' learning interest in Islamic Education has been proven to be effective. This is indicated by several learning interest indicators: increased enjoyment, greater interest, improved focus, and greater student involvement during the learning process.

B. Implications

1. Teachers

Teachers are expected to continually develop and apply a range of teaching methods, including role-playing. Teachers also need to provide adequate guidance so that students can perform their roles effectively and understand the moral values contained in the learning material.

2. Students

Students are expected to be more active and confident in participating in all stages of the role-playing method, including acting, discussions, and question-and-answer sessions. Students are also encouraged to motivate one another, actively exchange ideas, and share knowledge to make the learning process more effective.

3. Schools

Schools are expected to support the implementation of innovative learning methods such as role-playing. This support can be in the form of providing facilities, sufficient learning time, and policies that encourage an active and creative learning environment.

4. Researchers

This research is expected to serve as a reference for future researchers who wish to examine the role-playing method in greater depth. Further studies may explore its effects on students' learning outcomes, motivation, or character development.

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