

Improving the Understanding of 3rd Grade Students of SD Negeri 11 Kepenuhan on the Pillars of Islam through the Role Playing Method in the Odd Semester of the 2024/2025 Academic Year

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Abstract, This classroom action research aims to improve the understanding of grade 3 students of SD Negeri 011 Kepenuhan on the material of the Five Pillars of Islam through the application of the role-playing method. The problem found was the low level of students' understanding of the five pillars of Islam, as indicated by the initial evaluation results and the lack of student involvement in the learning process. This research was conducted in two cycles, each consisting of planning, implementation, observation, and reflection. Data was collected through observation, formative tests, and documentation. The results showed a significant increase in student understanding from pre-action to the second cycle. The application of the role-playing method proved effective in improving the understanding of the concept of the Pillars of Islam because students were more active, enthusiastic, and easily remembered the material through fun activities.

Keywords : Pillars of Islam, role-playing method, student understanding.

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I. INTRODUCTION

Understanding the pillars of Islam is an essential aspect in the formation of children's character and religious identity, and effective religious education is essential to prepare a young generation with noble character (Hidayat et al., 2024; Tresnawati et al., 2019). One method that has been proven effective in improving students' understanding and engagement is the role-playing method. This method not only

improves students' speaking skills, but also helps them understand the broader social and cultural context of education (Beta, 2019; Husada et al., 2019). In the context of religious education, role-playing can strengthen the connection between theory and practice, as well as provide a more memorable hands-on experience for students (Lestari et al., 2021). For example, by acting out situations related to the Pillars

of Islam, students can more easily absorb and internalise the values taught.

In Indonesia, religious education is crucial to creating a tolerant and harmonious society. Learning processes that involve social interactions such as role-playing can encourage children to practice tolerance and respect for differences, as research has shown that this method is also able to improve religious moderation attitudes (Syahfitri et al., 2024). This is important given the challenges faced by the younger generation in understanding Indonesia's cultural and religious diversity (Latif et al., 2022).

Overall, this research aims to explore how the role-playing method can be implemented in learning the pillars of Islam, while encouraging students to better understand and live Islamic values from an early age (Syahfitri et al., 2024; Tresnawati et al., 2019). By understanding the pillars of Islam thoroughly, students are expected to grow into individuals who are not only knowledgeable, but also have good morals and are able to contribute positively to society (Hidayat et al., 2024; Tresnawati et al., 2019).

II. RESEARCH METHODS

This research method is designed to improve the understanding of grade 3 students of SD Negeri 011 Kepenuhan

towards the pillars of Islam through the role-playing method. The steps to be taken in this research are based on the principles of classroom action research and the proven interactive learning process. The method used is classroom action research (PTK) with a qualitative approach, combined with quantitative elements to measure the impact of the intervention (Achmad, 2024; Nurhayati, 2020)..

Research Phases

Planning:

At this stage, the researcher will formulate a learning plan using the role-playing method. This plan includes developing a game scenario that includes an in-depth introduction to the pillars of Islam, as well as determining specific learning objectives. In this step, opinions from teachers and education experts will be incorporated to ensure the suitability of the activities to the curriculum and the needs of the students (Anwar & Rahman, 2021; Ningrum et al., 2020).

Implementation:

The implementation of the role-playing method will be carried out in several learning sessions. Each session will be divided into several parts, namely the explanation of the Pillars of Islam, the distribution of roles to students, and the practice of role playing. Students will be

introduced to situations that are connected to the Pillars of Islam so that they can live them directly (Firmansyah et al., 2024; Safitri & Chanifudin, 2024)..

Observation:

During the learning process, the researcher will observe students' behaviour and participation. Data will be collected through direct observation as well as the completion of questionnaires by students regarding their experience in this method (Rahmat, 2024; Wulandari et al., 2021). This observation aims to understand the impact of the method on students' motivation and activeness in learning (Bardin, 2021).

Evaluation:

After the implementation of the role-playing method, the researcher will conduct an evaluation through a pretest and posttest to measure students' knowledge of the Pillars of Islam before and after the intervention. The results of this evaluation will be analysed to determine how much students' understanding has improved (Pramudya et al., 2022; Triawan & Yusmiarti, 2024).

Reflection:

Tabulation of observation and evaluation results will be done to reflect on the learning process. The researcher will evaluate whether this method is effective and has a positive impact on students'

understanding. Conclusions and suggestions will be drawn up based on the results of this reflection to be used in the improvement of future learning methods (Diu et al., 2020; Samsirin et al., 2023)..

By following these stages, it is hoped that this research can provide a clear picture of the effectiveness of the role-playing method in improving students' understanding of the Pillars of Islam and assist teachers in applying more innovative methods in religious learning at school (Achmad, 2024; Nurhayati, 2020; Oktaviani et al., 2021)..

III. RESEARCH RESULTS AND DISCUSSION

This classroom action research was conducted in two cycles to determine the effectiveness of the role-playing method in improving students' understanding of the material of the Pillars of Islam. Each cycle consists of four stages, namely: planning, action implementation, observation, and reflection. The results showed an increase in both cognitive (learning outcomes) and affective and psychomotor aspects of students (learning activities and student engagement).

1. Student Activity Observation Results

Observations were made to assess students' activeness and involvement during

the learning process. The observed aspects include participation in discussion, role-playing ability, enthusiasm in learning, and co-operation with group mates. The recapitulation is as follows:

Table 1. Recapitulation of Student Activity Observation

Aspects Observed		Cycle		
		Pre Cycle I (%)	I (%)	II (%)
Participation in discussion	in	45%	65%	85%
Role-playing ability		40%	70%	90%
Enthusiasm in learning	in	50%	75%	95%
Cooperation with group mates	with	55%	80%	95%

It can be seen that in the pre-cycle, student activeness in the learning process is still relatively low. Many students did not dare to express their opinions, were less enthusiastic during the lesson, and tended to be passive when asked to work in groups. However, after the implementation of the role-playing method in cycle I, there began to be a significant improvement. Students became more courageous in performing in front of the class, actively involved in group discussions, and showed more enthusiastic expressions during learning. In cycle II, this improvement was even more evident, marked by most students being able to play the role well, cooperate in groups, and show high interest in the material being taught.

1. Results of Evaluation of Understanding the Concept of the Pillars of Islam

Assessment of learning outcomes was carried out by providing written evaluations at the end of each cycle. The purpose of this evaluation is to determine the extent of students' understanding of the five pillars of Islam after applying the role-playing method. The recapitulation of the learning outcomes assessment is as follows:

Table 1. Results of Evaluation of Students' Concept Understanding

Value Category	Siklus		
	Prasiklus	I	II
≥75 (Completed)	9 students (36%)	17 students (68%)	23 students (92%)
<75 (Not completed)	16 students (64%)	8 students (32%)	2 students (8%)
Total	25 students	25 students	25 students

Graphically, the increase in student understanding can be seen as follows:

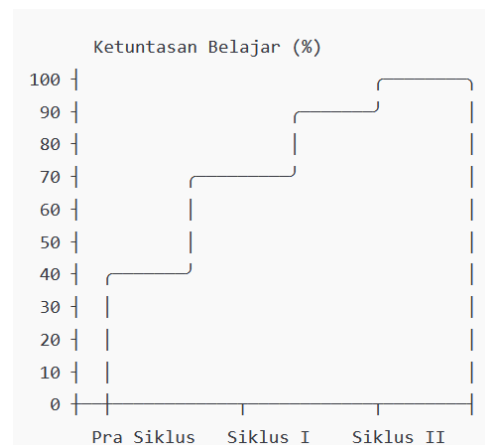


Figure 1: Graph of Improvement in Student Understanding

The results showed that the use of the role-playing method was able to significantly improve students' understanding of the material on the Five Pillars of Islam. At first, most students only knew the five pillars of Islam by rote without really understanding their meaning and application in everyday life. With the role-playing method, students are not only asked to memorise, but also to directly act out each pillar, such as saying the two sentences of the creed, performing prayers, fasting, and so on. This learning experience becomes more contextualised and fun for students.

The advantage of the role-playing method lies in its active and communicative approach. Children in grade 3 are in a developmental phase that loves activities that involve movement and social interaction. Through simulation or role-play, they learn through play, and this makes it easier for them to understand abstract concepts such as faith and worship.

In addition, the application of this method also improved students' social skills such as the courage to speak in front of the class, the ability to work in groups, and foster a sense of empathy and mutual respect. This is reflected in the increase in observation scores in the affective and psychomotor aspects.

IV. CONCLUSION

Based on the results of research that has been carried out for two cycles, it can be concluded that:

1. The role-playing method is effective in improving the understanding of grade 3 students of SD Negeri 011 Kepenuhan on the material of the pillars of Islam. The increase in learning completeness from 36% in the pre-cycle to 92% in cycle II proves that this method can significantly improve the quality of learning.
2. Students became more active, confident, and enthusiastic in participating in the learning process. Activities such as discussing, cooperating in groups, and acting out the pillars of Islam make students directly involved in the learning process, so that the material is easier to understand and remember.
3. The role-playing method not only improves the cognitive aspects, but also the affective and psychomotor aspects of students. Learning becomes more meaningful because students experience the learning process concretely and fun.

Thus, it is recommended that PAI teachers at the elementary level can consider this method as an alternative learning strategy, especially in conveying

abstract religious material so that it is more easily accepted by students.

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