Implementation of Role Playing Strategy in The Subject Of Islamic Culture History on The Material of Khulafaurasyidin to Improving Students' Learning Outcomes at MTsN 1 Rokan Hilir

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ABSTRACT

This study aims to analyze the application of role playing strategy in learning Islamic Cultural History (SKI) on the Khulafaurasyidin material and its impact on improving student learning outcomes at MTsN 1 Rokan Hilir. The role playing strategy was chosen because it can increase student involvement actively in the learning process through direct experience in understanding the roles and policies of the Khulafaurasyidin. This study uses the Classroom Action Research (CAR) method which is implemented in two cycles, with stages of planning, implementation, observation, and reflection. The results of the study showed that the application of the role playing strategy significantly improved student learning outcomes. In cycle I, the average student score increased compared to before the implementation of this strategy, but there were still several obstacles in its implementation. After improvements were made in cycle II, student learning outcomes increased more optimally, marked by an increase in the average score and percentage of learning completion. In addition, students also showed an increase in motivation, communication skills, and a deeper understanding of the material. Thus, the role playing strategy has proven effective in improving student learning outcomes in the SKI subject and can be used as an alternative for innovative learning.

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Introduction

This study aims to analyze the application of role playing strategy in learning Islamic Cultural History (ISH) on the Khulafaurasyidin material and its impact on improving student learning outcomes at MTsN 1 Rokan Hilir. In addition, this study also aims to determine the effectiveness of the role playing strategy in improving students'

understanding of Islamic history, active involvement in learning, and leadership values that can be internalized from the Khulafaurasyidin.

Effective learning strategies are very important in improving student learning outcomes. One strategy that can be applied is role playing, which allows students to experience learning situations directly more interactively. In learning Islamic Cultural History, especially on the Khulafaurasyidin material, this strategy can help students understand the concept of leadership, Islamic values, and the important role of the caliphs in Islamic history.

The purpose of this study is to analyze how the application of the role playing strategy can improve student learning outcomes at MTsN 1 Rokan Hilir. By using this approach, it is expected that students will not only understand the material theoretically but also experience it through direct experience, so that their motivation and understanding increase (Fathurrohman & Wuri Wuryandani, 2020).

However, the reality in the field shows that many students have difficulty in understanding historical material, especially because the learning method is still conventional. Several previous studies have shown that student learning outcomes before implementing the role-playing strategy tend to be lower than after this strategy is implemented (Warsini, 2021). Therefore, this study aims to propose an innovative solution in the form of implementing a role-playing strategy to improve students' understanding of the Khulafaurasyidin material. Through this approach, it is hoped that students can be more active, critical, and involved in learning, so that their learning outcomes can increase significantly.

Ideally, SKI learning does not only focus on memorizing historical facts, but also provides meaningful learning experiences for students. Through interesting and interactive learning, students are expected to understand and internalize the values of leadership, justice, and exemplary behavior exemplified by Khulafaurasyidin. In addition, innovative learning is expected to be able to increase students' motivation and learning outcomes, so that they can be more active in the learning process and develop critical thinking skills and teamwork.

However, in reality, learning Islamic Cultural History at MTsN 1 Rokan Hilir still uses lecture and memorization methods that do not actively involve students. This causes a lack of student interest in studying Islamic history, so that their understanding of the Khulafaurasyidin material is less in-depth. As a result, student learning outcomes have not reached an optimal level.

As a solution to this problem, this study proposes the application of a role-playing strategy as an alternative learning method in the Khulafaurasyidin material. With this method, students will play the role of historical figures and play important events during the reign of the Khulafaurasyidin. This approach is expected to increase student involvement in learning, help them understand the material better, and encourage them to develop social skills and critical thinking. Thus, the role playing strategy can be an

effective learning method in improving student learning outcomes in the subject of Islamic Cultural History.

Methods

In the study on the Application of Role Playing Strategy in the Subject of Islamic Cultural History Khulafaurasyidin Material in Improving Student Learning Outcomes at MTsN 1 Rokan Hilir, data was obtained from the following sources:

Primary Data: Student test results before and after the application of the role playing strategy to measure the improvement in learning outcomes, namely by Observing student activities during learning to see their level of involvement in the learning process while Interviews with Islamic Cultural History teachers to understand their experiences in implementing this strategy Student questionnaires to measure their perceptions of the effectiveness of the role playing strategy.

Secondary Data: Previous studies that discuss the influence of role playing strategies in history learning (Warsini, 2021; Fathurrohman & Wuri Wuryandani, 2020). Books and journals that discuss interactive learning methods in Islamic history subjects.

The data analysis method in this study uses quantitative and qualitative approaches: Quantitative Analysis: Student learning outcome data were analyzed using descriptive statistical tests, namely calculating the average value before and after the application of role playing. The N-Gain Score test was used to determine the effectiveness of the role playing strategy in improving student learning outcomes. The results of the questionnaire were analyzed using the percentage method to determine the level of student response to the role playing strategy.

Qualitative Analysis, Data from observations and interviews were analyzed using data reduction techniques, data presentation, and drawing conclusions. Student and teacher responses to the role playing strategy were categorized based on indicators of active involvement, conceptual understanding, and learning motivation.

Based on initial analysis of several previous studies, the role playing strategy tends to significantly improve student learning outcomes with an average increase in value of between 20-30% after being implemented. With this approach, the study can provide a comprehensive picture of the effectiveness of the role playing strategy in improving learning outcomes of Islamic Cultural History at MTsN 1 Rokan Hilir.

Result

This study shows that the application of role playing strategy in learning Islamic Cultural History on Khulafaurasyidin material at MTsN 1 Rokan Hilir has a positive impact on student learning outcomes. The main findings of this study indicate a significant increase in students' cognitive, affective, and psychomotor aspects after this method was applied.

Based on the results of the pretest and posttest, it was found that the average score of students increased significantly. Before the application of the role playing strategy, the average score of students was 67.2, while after the application it increased to 83.5. This shows that the role playing method helps students understand the material more deeply, because they not only read or hear the material, but also experience it directly in role play.

Table 1.Improvemnet student's score

Measurement Aspect	Before Role Playing	After Role Playing	Improvement (%)
Average Test Score	67,2	83,5	+24,3%
Students Who Passed KKM (%)	58%	90%	+32%

Active Student Involvement in Learning

Observations during the learning process showed that students who were initially passive in class discussions became more active after the implementation of the role playing strategy. They asked questions, discussed, and responded to friends more often in learning. This is in line with Warsini's research (2020), which states that this method can increase learning activity by up to 35% in history subjects.

Student Engagement Indicators	Before Role Playing	After Role Playing	Improvement (%)
Questioning Activeness (%)	42%	76%	+34%
Discussion Participation (%)	50%	85%	+35%
Concentration During Learning (%)	60%	88%	+28%

Improving Understanding of Historical Concepts

The results of interviews with Islamic Cultural History teachers revealed that students who previously had difficulty understanding the concept of leadership and historical events during the Khulafaurasyidin era found it easier to understand after playing roles in learning scenarios. By playing historical figures, students can directly experience the situations and challenges faced by the caliphs, so that their understanding of the material is deeper.

Positive Responses from Students to the Role Playing Strategy

Based on the questionnaire given to students, 87% of students felt more interested and understood the material better after the role playing strategy was implemented. This positive response shows that this method is able to increase students' motivation and interest in learning.

Assessment Aspect	Positive Response (%)
Material is Easier to Understand	87%
More Enthusiastic in Learning	85%
Feel More Confident	82%
Want Similar Learning in the Future	90%

The Impact of Role Playing Method on Strengthening Leadership Values

In addition to improving historical understanding, the role playing strategy also helps students internalize the leadership values of the Khulafaurasyidin, such as honesty, responsibility, courage, and justice. This can be seen from the reflective discussion held after the role playing session, where students were able to identify these values and relate them to everyday life.

Challenges in Implementing the Role Playing Strategy Although it provides many benefits, the role playing strategy also has several challenges. Teachers must prepare a mature scenario and ensure that each student gets the appropriate role. In addition, implementing this strategy takes longer, because students need to understand their roles before playing them. However, with good planning, these challenges can be minimized (35).

Comparison with Conventional Methods

When compared to the lecture method, the role playing strategy is much more effective in increasing student engagement. The results of the study showed that in classes that only used the lecture method, student activity only reached 56%, while in classes that used role playing, the level of activity reached 88%.

The following is a summary of the data obtained in this study:

Measurement Aspect	Before Role Playing	After Role Playing	Improvement (%)
Average Test Score	67,2	83,5	+24,3%
Active Students in Class (%)	56%	88%	+32%
Understanding of Material (Teacher Interview Results)	Sedang	Baik	-
Positive Student Response (%)	60%	87%	+27%

To ensure data validity, this study used a triangulation method, namely Data Triangulation: Test results, classroom observations, interviews with teachers, and student questionnaires were compared to ensure consistency of findings.

Source Triangulation: Data from students, teachers, and previous research results were compared to find the same pattern. Method Triangulation: This study used a combination of quantitative methods (statistical tests of learning outcomes) and qualitative (observations and interviews) to increase the validity of the results. Based on the results of data verification, it was found that the role playing strategy did contribute

significantly to improving students' understanding of the Khulafaurasyidin material, increasing their involvement, and improving overall learning outcomes.

After validating the data, several main conclusions were found: Pretest and Posttest Results Are Valid and Significant Statistical tests show that the increase in average scores from 67.2 to 83.5 is not a coincidence, but the result of an effective learning method. This result is reinforced by the calculation of the N-Gain Score = 0.49, which indicates a moderate to high increase category. Observation of Student Engagement Consistent with Other Data Teacher observations show that students are more active in asking questions, discussing, and playing a role in learning scenarios. This data is in accordance with the results of the questionnaire, where 87% of students stated that they felt more enthusiastic and understood the material better with this method.

The results of this study are in line with the findings of Warsini (2021) and Fathurrohman & Wuri Wuryandani (2020), which stated that the role-playing strategy can increase student engagement by up to 35% in history learning. Other studies also show that role-playing helps students internalize the values of leadership and cooperation in history learning. Validation Through Teacher Interviews, the Islamic Cultural History Teacher who was interviewed stated that students understood important events in the history of Khulafaurasyidin more quickly with role-playing compared to the lecture method. And the Teacher also emphasized that this method provides a more in-depth learning experience because students play an active role in learning. Based on the results of this validation, it can be concluded that the data obtained in this study are valid and can be trusted to represent the effectiveness of role playing strategies in improving student learning outcomes.

Discussion

This study aims to analyze the effectiveness of role playing strategies in improving student learning outcomes in the subject of Islamic Cultural History on the Khulafaurasyidin material at MTsN 1 Rokan Hilir. The results showed a significant increase in students' cognitive, affective, and psychomotor aspects after implementing this strategy.

The pretest and posttest results showed that the implementation of role playing had a positive impact on student learning outcomes, with an increase in the average score from 67.2 to 83.5. This increase shows that the role playing strategy allows students to understand the material more deeply than the lecture method. This is in accordance with Warsini's research (2021), which found that role-based learning can increase students' conceptual understanding by up to 30% compared to conventional methods.

In addition, student involvement in learning also increased significantly. Observation data showed that student activeness in asking questions and discussing increased from 50% to 85%, indicating that this strategy encourages students to be more interactive in class. This increase is in line with the research of Fathurrohman & Wuri Wuryandani

(2020), which states that experiential learning methods can significantly increase students' learning motivation.

The role-playing strategy not only improves students' understanding of historical events, but also helps them internalize the leadership values of the Khulafaurasyidin, such as justice, responsibility, and courage. By playing a role, students can experience firsthand how the decisions made by the caliphs influenced Islamic history. This implication supports the idea that interactive learning methods can strengthen students' affective and character aspects (Sudrajat, 2022).

In addition, the application of this strategy can be an effective learning alternative for history subjects, especially in topics that require an in-depth understanding of the social, political, and leadership contexts. Teachers are expected to be more active in using this method to increase student engagement and learning outcomes.

Although the role-playing strategy has proven to be effective, there are several challenges in its implementation: Complex preparation: Teachers must design appropriate scenarios and guide students so that they understand the roles played. Time constraints: Role-based learning takes longer than lecture methods, so it must be adjusted to the duration of class hours and the diverse abilities of students: Not all students have the confidence to play in front of the class, so a more flexible approach is needed in dividing roles. Despite the challenges, the results of this study indicate that with good planning, the role-playing strategy can be implemented effectively to improve the quality of SKI learning.

Conclusion

This study found that the application of role playing strategy in learning Islamic Cultural History material Khulafaurasyidin has a significant impact on student learning outcomes at MTsN 1 Rokan Hilir. Some of the main findings obtained are, Improved learning outcomes: The average student score increased from 67.2 to 83.5 after the application of the role playing strategy, indicating the effectiveness of this method in improving student understanding, Higher student involvement: Observations show that 85% of students are more active in discussions and participation during learning compared to the lecture method. And Increased internalization of leadership values: Students better understand the justice, responsibility, and courage applied by Khulafaurasyidin through the roles played in learning. These findings indicate that role playing not only has an impact on the cognitive aspect, but also on the affective and social aspects, making learning more meaningful for students. This study provides academic contributions in the field of Islamic history education, especially in the innovation of experience-based learning strategies. These findings support previous studies showing that active and participatory learning improves students' understanding better than conventional methods (Warsini, 2021; Fathurrohman & Wuryandani, 2020).

In addition, this study provides recommendations for educators and policy makers to apply more role-playing methods in Islamic history subjects, in order to improve

students' conceptual understanding and social skills. Socially, the role-playing strategy not only improves historical understanding, but also helps students in, Developing communication skills, Students learn to speak in public and interact better with their classmates, Increasing empathy and historical awareness by playing the role of historical figures, students can better understand the perspectives and challenges faced by past Islamic leaders, and Instilling leadership and cooperation values students learn to work in teams, respect the opinions of others, and make wise decisions in the scenarios played. Thus, this study has a broad impact not only in the academic field, but also in the development of students' character and social skills, which will be useful in their daily lives. Therefore, the application of the role-playing strategy needs to be encouraged more widely in Islamic history education in other schools.

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