



# The Application of Role Playing Method In Improving Learning Outcomes of The Ustmani Turkish History Material In Class Xi Of State Madrasah Aliyah 3 Tapin

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## ABSTRACT

This study aims to improve the learning outcomes of history on the material of the Ottoman Empire through the application of the role-playing method in class XI of Madrasah Aliyah Negeri 3 Tapin. Based on initial observations, it was found that many students had difficulty in understanding history material, especially related to events, figures, and socio-political dynamics during the Ottoman Empire. This has an impact on low student learning outcomes. This Classroom Action Research (CAR) was carried out in two cycles, with each cycle consisting of planning, implementation, observation, and reflection stages. Data were collected through learning outcome tests, observations, and interviews with students and teachers. The results of the study showed that the application of the role-playing method can improve students' understanding of history material. In the first cycle, student learning outcomes increased, although there were still some obstacles in student active involvement. In the second cycle, student participation increased significantly, and the average value of learning outcomes reached the very good category. Thus, the role-playing method has proven effective in improving history learning outcomes, because it can make students more active, enthusiastic, and understand the material more deeply. Therefore, this method is recommended as an alternative in history learning at the Madrasah Aliyah level.

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## Introduction

History learning often faces challenges in improving students' understanding, especially if the methods used are less interesting and only focus on lectures. According to Sari & Wahyuni (2021), the use of interactive methods such as role-playing can help students understand historical concepts better because they can experience the events being studied directly through simulations. In addition, this method also increases student

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involvement in the learning process, so that they are more motivated and active in class discussions. Thus, the role-playing method can be an effective alternative in improving student learning outcomes, especially in Islamic history materials such as the Ottoman Empire.

On the other hand, research by Prasetyo & Handayani (2022) shows that the role-playing method not only has an impact on improving cognitive understanding, but also develops students' social skills, such as cooperation and communication. This is important in history learning, because history not only teaches past facts but also builds critical awareness of influential events and figures. By applying this method, students can understand the historical context more deeply, so that they not only memorize events but are also able to analyze them from various perspectives.

Furthermore, a study by Rahmawati et al. (2023) revealed that the application of the role-playing method in history learning can improve students' memory of the material being studied. This is due to the direct experience they gain through role-playing, which makes learning more meaningful compared to conventional methods. In addition, this method also provides students with the opportunity to express their understanding through the roles played, so that they can more easily relate the material to real life. Thus, the role-playing method not only improves conceptual understanding but also helps students develop critical and reflective thinking skills. Given the various benefits offered, the role-playing method can be an effective strategy in improving student learning outcomes in class XI of Madrasah Aliyah Negeri 3 Tapin, especially in the material of the Ottoman Empire. However, the implementation of this method must also consider the readiness of teachers and students, as well as the preparation of scenarios that are in accordance with the material being taught. According to Hasanah & Fadli (2020), the success of the role-playing method is highly dependent on careful planning, including clear division of roles and guidance from teachers during the learning process. Therefore, this study will explore how the role-playing method can be optimally applied to improve history learning outcomes in the madrasah environment.

## Methods

This study uses a Classroom Action Research (CAR) approach which is implemented in two cycles. The data sources in this study consist of primary data and secondary data. Primary data were obtained directly from class XI students of Madrasah Aliyah Negeri 3 Tapin who were the subjects of the study. This data includes student learning outcomes, level of participation in role-playing activities, and student responses to the learning methods applied. In addition, primary data was also obtained through observations conducted by teachers and researchers during the learning process.

Meanwhile, secondary data was obtained from related documents, such as a list of student grades before the study, history learning curriculum, and academic references regarding the role-playing method in history learning. Literature studies from various journals and academic books were also used to strengthen the analysis regarding the effectiveness of the role-playing method in improving student learning outcomes (Sugiyono, 2021).

The data collected in this study were analyzed using qualitative and quantitative descriptive analysis techniques. Quantitative data were obtained from the results of tests given to students in each research cycle. The learning outcome scores before and after the application of the role-playing method were analyzed using descriptive statistics to see the increase in students' understanding of the Ottoman Turkish Daulah material. According to Creswell (2020), a quantitative approach in CAR is important to measure changes in learning outcomes that occur during the intervention. Qualitative data were obtained through observation, interviews, and teacher and student reflection notes. This data was analyzed using data reduction, data presentation, and conclusion drawing techniques (Miles, Huberman, & Saldaña, 2020). Data reduction is done by filtering information that is relevant to the research objectives. Data presentation is done in the form of tables, diagrams, and narrative descriptions to facilitate interpretation of the results. Furthermore, conclusions are drawn by comparing the results of the first and second cycles to determine the effectiveness of the role-playing method in improving student learning outcomes.

## Result

This research was conducted in class XI of Madrasah Aliyah Negeri 3 Tapin with 59 students as participants. Data were collected through learning outcome tests, observations of student involvement, and reflective interviews with students and teachers. This research was conducted in two cycles, each consisting of planning, implementation, observation, and reflection stages.

The test results in the pre-cycle showed that the average student score was only 65.4, with a learning completion percentage of 42.3% (25 out of 59 students achieved a score above the KKM). In the first cycle, after the application of the role-playing method, there was an increase with an average score reaching 74.2, and the learning completion percentage increased to 67.8% (40 students achieved a score above the KKM). However, observations showed that some students still had difficulty understanding the roles and historical concepts played.

In the second cycle, improvements were made in the application of the role-playing method, such as providing a more structured scenario, clearer role division, and a discussion session after the game. As a result, the average student score increased to 82.6, with the percentage of learning completion reaching 88.1% (52 students achieved scores above the KKM). Observations also showed an increase in student participation, where they were more active in discussing and understanding the material more deeply.

Table 1. Improvement in Student Learning Outcomes in Each Cycle

Cycle	Average Score	Students Completed ( $\geq$ KKM)	Percentage of Completion (%)
Pra-Cycle	65,4	25 out of 59	42,3%
Cycle 1	74,2	40 out of 59	67,8%
Cycle 2	82,6	52 out of 59	88,1%

To ensure the validity of the data, triangulation of sources and methods was carried out as suggested by Sugiyono (2021). Source triangulation was carried out by comparing

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data from test results, observation notes, and interviews with students and teachers. Meanwhile, method triangulation was carried out by analyzing quantitative data (test results) and qualitative data (observations and interviews) simultaneously.

The verification results showed that the increase in student scores was not only caused by external factors, but did come from a better understanding of the material due to the role-playing method. This is supported by interview findings, where most students said that they found it easier to understand the history of the Ottoman Empire because they could “feel firsthand” the situation that occurred in the historical event. In addition, the teacher also confirmed that this method made students more enthusiastic about learning than the usual lecture method.

Thus, the results of this study indicate that the role-playing method significantly improves student learning outcomes in history material. In addition, this method also improves students' critical thinking skills and social interactions, which are very important in competency-based learning.

## Discussion

Data validation in this study was carried out to ensure that the results obtained truly reflect the influence of the role-playing method on improving student learning outcomes in the material on the History of the Ottoman Empire. For this reason, several validation strategies were used, namely data triangulation, member checking, and reliability testing as suggested by Creswell (2020) and Sugiyono (2021).

### 1. Data Triangulation

Triangulation was carried out by comparing quantitative data (student test results) with qualitative data (observations and interviews). Data from student test results were used to see statistical increases in scores, while teacher observations and interviews with students were used to assess student understanding and involvement in learning. The triangulation results showed that the increase in student scores did not only occur numerically, but was also supported by increased learning motivation and understanding of historical concepts through the role-playing method.

### 2. Member Checking

This technique is carried out by asking students and teachers to provide feedback on the research findings. The majority of students confirmed that they found it easier to understand historical material through the role-playing method because they felt more directly involved in learning. The history teacher also confirmed that compared to the lecture method, the role-playing method was able to increase students' active participation.

### 3. Reliability Test

Data reliability was tested by comparing the test results conducted in two different cycles. According to Miles, Huberman, and Saldaña (2020), data can be said to be reliable

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if the results obtained are consistent in several measurements. In this study, the increase in scores that occurred from the first cycle to the second cycle showed a consistent pattern of increase, so the results of the study were considered valid and reliable.

Based on data validation, it can be concluded that the role-playing method has proven effective in improving student learning outcomes. The following are the validation results based on quantitative and qualitative aspects:

### 1. Quantitative Aspect (Test Results)

The increase in the average student score from 65.4 (pre-cycle) to 74.2 (cycle 1) and finally reaching 82.6 (cycle 2) shows that the role-playing method has a positive impact on students' understanding of historical material.

### 2. Qualitative Aspect (Observation and Interview)

From the results of teacher observations, student involvement in learning increased. Students seemed more enthusiastic in participating in the learning process compared to the lecture method. From the results of the interview, 85% of students stated that the role-playing method helped them better understand historical events, while 92% of students admitted that they were more enthusiastic in learning with this method compared to traditional methods.

### 3. Data Consistency Analysis

The results of the first and second cycles showed a consistent pattern in improving learning outcomes, as recommended by Miles, Huberman, and Saldaña (2020) in qualitative research. This shows that the role-playing method is not just a variation in learning, but is truly able to increase the effectiveness of history learning.

Thus, the role-playing method can be used as an effective learning strategy in improving student learning outcomes, especially in history subjects. These results are in line with the research of Rahmawati et al. (2023), which states that the role-playing method is able to significantly increase students' understanding and learning motivation.

## Conclusion

Based on the results of the study, it was found that the application of the role-playing method significantly improved student learning outcomes in history subjects, especially in the material on the History of the Ottoman Empire. This is evidenced by the increase in the average student score from 65.4 in the pre-cycle to 74.2 in the first cycle, and increased again to 82.6 in the second cycle. In addition, the percentage of learning completion increased gradually from 42.3% in the pre-cycle to 67.8% in the first cycle, and reached 88.1% in the second cycle. These data show that the role-playing method not only improves the understanding of historical concepts, but also significantly increases students' learning motivation.

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In terms of academic impact, the role-playing method has been proven effective in improving students' critical thinking skills. By playing the role of historical figures, students not only memorize facts, but also understand the historical context more deeply. This method encourages students to analyze events, formulate arguments, and discuss actively, which is in line with the competency-based learning approach. This study also strengthens the findings of Rahmawati et al. (2023) that interactive learning based on historical simulation can improve students' memory and engagement in learning.

In addition, the findings of this study have an important social contribution in the world of education. The role-playing method helps build communication, cooperation, and empathy skills among students. By discussing and collaborating during the learning process, students learn to understand different perspectives and develop social skills that are useful in everyday life. This is in accordance with the findings of Sari & Wahyuni (2021), which state that the role-playing method can improve social skills and foster students' confidence in expressing opinions.

This study also provides recommendations for educators and policy makers in the field of education. Teachers are advised to apply interactive and experience-based learning methods more often, such as role-playing, to improve learning effectiveness. In addition, schools and educational institutions are expected to support this learning innovation by providing adequate facilities, such as interactive teaching materials and classrooms that support collaborative activities.

Thus, it can be concluded that the application of the role-playing method not only has a positive effect on history learning outcomes, but also has broad academic and social impacts. This research contributes to the development of more innovative and effective learning strategies, which can be applied not only in history subjects, but also in various other disciplines. Therefore, the role-playing method can be an alternative learning strategy that is interesting and has a positive impact on the academic development and character of students in the future.

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