



Implementation of Role Playing Method to Improve Students' Understanding about Fiqh Muamalah at MIS Al Futuh Tuban

Weni Setiawati¹, MIS Al Futuh Tuban, Indonesia

Ya Alim Munadirin², MIS Al Islam Garung Lamongan, Indonesia

Yahya Bisri Musthofa³, MA Raudlatul Musthofa Tulungagung, Indonesia

Wawik Ukhrowiyah⁴, MIS Ma'arif NU Islamiyah Lamongan, Indonesia

ABSTRACT

This study aims to analyze the application of the role-playing method in improving the understanding of fifth grade students about fiqh muamalah at MIS Al Futuh Tuban. Fiqh muamalah is a branch of fiqh that regulates social and economic interactions in everyday life. However, understanding fiqh muamalah is often difficult for students to understand because of its abstract nature. Therefore, the role-playing method was chosen as an approach to help students understand the concepts of fiqh muamalah more realistically and contextually. This study uses a classroom action research (CAR) design consisting of two cycles. Each cycle includes planning, implementation, observation, and reflection. Through the role-playing method, students are invited to act out situations related to fiqh muamalah, such as buying and selling transactions and borrowing. The results of the study showed that this method succeeded in improving students' understanding, with students being more actively involved in learning and better able to apply the concept of fiqh muamalah in everyday life.

 OPEN ACCESS

ARTICLE HISTORY

Received: 17 Nov 2024

Revised: 27 Des 2024

Accepted: 5 Jan 2025

Published: 31 Jan 2025

KEYWORDS

Role-playing method, fiqh muamalah, understanding, islamic education.

Corresponding Author:

Weni Setiawati

MIS Al Futuh Tuban, Indonesia

wenisetia0214@gmail.com

Introduction

Islamic religious education is an important aspect in shaping students' character and understanding of Islamic teachings. In Islamic religious education, fiqh is one of the materials that must be taught from an early age, including fiqh muamalah which regulates social and economic relations between individuals. Fiqh muamalah has a very important role because it is related to everyday life, such as buying and selling transactions, lending and borrowing, and renting (Amiruddin, 2021). In elementary school, understanding fiqh muamalah must be done in an interesting and easy-to-understand way so that students can apply fiqh concepts in real life.

However, fiqh muamalah material is often considered difficult and abstract by some students. This is due to the lack of contextual understanding of how these concepts are applied in everyday life (Hidayat & Nurdin, 2020). Therefore, an approach is needed that can facilitate students' understanding of fiqh material, one of which is by using the role-play method.

The role-play method is one of the learning strategies that can increase student involvement in the learning process. In this method, students play the role of a character in a situation related to the learning material. The role-playing method provides an opportunity for students to internalize and experience directly situations related to the material being studied, so that they can deepen their understanding (Mansyur, 2021).

In the context of learning fiqh muamalah, the application of the role-playing method allows students to play the role of a seller, buyer, or other related party in an economic transaction. In this way, students not only understand the theory of fiqh muamalah, but can also feel and apply the rules of fiqh directly in more real situations. This can make the fiqh muamalah material more alive and easier for students to understand (Sari, 2022).

The application of the role-playing method can also improve students' social skills, such as communication, cooperation, and empathy. Through interactions in the roles they play, students learn to communicate well, respect the opinions of others, and work together to achieve the same goals. These social skills are very important for student development, especially in the context of fiqh muamalah which involves relationships between individuals (Tarmizi, 2021).

Based on the results of previous studies, the role-playing method has proven effective in improving students' understanding of various learning materials. For example, research by Safitri (2020) shows that the application of the role-playing method in fiqh learning can help students better understand the values contained in Islamic teachings, including fiqh muamalah. With this method, students can see the relevance of fiqh teachings to their daily lives.

At MIS Al Futuh Tuban, fiqh muamalah is taught to fifth grade students as part of the Islamic religious education curriculum. However, many students have difficulty understanding this material because of its abstract nature. Therefore, this study aims to examine the application of the role-playing method in improving fifth grade students' understanding of fiqh muamalah at the school. Through this study, it is hoped that an effective way can be found to improve students' understanding of fiqh muamalah and provide a positive contribution to the development of more interesting and applicable learning methods at MIS Al Futuh Tuban. In addition, the results of this study are also expected to be a reference for the development of fiqh learning methods in elementary schools in general.

Methods

This study uses qualitative and quantitative approaches to analyze the application of role-playing methods in learning fiqh muamalah in class V MIS Al Futuh Tuban. Data

sources were obtained from various instruments used during the research process, namely:

1. Research Subjects: This study involved 11 fifth-grade students at MIS Al Futuh Tuban consisting of 7 male students and 4 female students. The selection of subjects was based on the aim of understanding the extent to which the role-playing method can improve their understanding of fiqh muamalah, especially in the context of economic transactions in Islamic teachings. The selection of these students used a purposive sampling technique, namely the selection of samples with the aim of obtaining relevant information related to the research objectives.

2. Qualitative Data: Qualitative data were obtained through observation and interviews. Observations were made during the learning process involving the application of the role-playing method. This observation aims to see student involvement in role-playing activities and how they apply knowledge about fiqh muamalah in simulated situations. In addition, interviews were conducted with students and teachers to explore their perceptions of the role-playing method and its impact on the understanding of fiqh muamalah. These interviews helped researchers gain a deeper insight into the experiences of students and teachers in using this method. 3. Quantitative Data: Quantitative data were obtained through pre- and post-learning tests. The pre-learning test was conducted to measure students' initial understanding of fiqh muamalah before the application of the role-playing method. This test serves as an initial benchmark to determine the level of student understanding. After the role-playing activity was carried out, a post-learning test was given to measure the increase in student understanding. This test consists of multiple-choice questions and essay questions that cover the concepts of fiqh muamalah, such as buying and selling transactions, lending and borrowing, and renting.

To analyze the data obtained, the researcher used two types of analysis, namely quantitative analysis and qualitative analysis. The following is an explanation of the two analysis approaches used in this study:

1. Quantitative Data Analysis: Quantitative data obtained from pre- and post-learning tests were analyzed using descriptive statistics. The increase in students' average scores between the pre- and post-tests will be calculated to determine the extent to which the role-playing method can improve their understanding. A comparison of pre-learning and post-learning scores will be conducted to identify changes in students' understanding of fiqh muamalah. Furthermore, a paired t-test can be used to test the statistical significance of the difference in scores between the pre- and post-tests, although descriptive analysis is more dominantly used to show an overall increase in scores.

2. Qualitative Data Analysis: Qualitative data obtained through observation and interviews will be analyzed using thematic analysis. Thematic analysis is carried out by identifying the main themes that emerge in the data, such as: Student involvement in role-playing activities. Students' understanding of the concepts of fiqh muamalah before and after role-playing activities, and students' and teachers' perceptions of the effectiveness of role-playing methods in learning fiqh muamalah.

The researcher will classify these themes to describe the experiences of students and teachers in implementing the role-playing method. In addition, data triangulation is also carried out to ensure the validity and reliability of the findings. Triangulation is carried out by comparing the results of observations, interviews, and quantitative data obtained from tests.

This study refers to several recent studies and literature regarding the application of the role-playing method in religious learning, especially fiqh. Among them is a study by Sari (2021) which shows that the role-playing method can increase students' active involvement in fiqh learning. Another study by Hidayat & Nurdin (2020) revealed that this method is effective in helping students understand difficult material in a more applicable and enjoyable way. Mansyur (2022) also stated that learning that involves practical activities such as role-playing can accelerate students' understanding of abstract religious concepts. With this approach, this study hopes to contribute to the development of a more effective and interesting fiqh learning method for students, as well as provide practical recommendations for educators in implementing the role-playing method in elementary schools.

Result

This study involved 11 fifth grade students at MIS Al Futuh Tuban consisting of 7 male students and 4 female students. The main data sources were obtained through observation, interviews, and pre- and post-learning test results to assess students' understanding of muamalah fiqh after the application of the role-playing method. The data obtained provide a clear picture of how the role-playing method affects students' understanding of muamalah fiqh, especially in the context of economic transactions that are in accordance with Islamic principles.

1. Classroom Observation: During the observation, the researcher recorded students' involvement in role-playing activities. This activity allows students to practice muamalah fiqh scenarios, such as buying and selling transactions, lending and borrowing, and renting. During the observation, it was found that male students were more active in participating in this simulation, while female students tended to be more passive at first, but then became more involved after understanding the concept of the material. Overall, 9 out of 11 students (82%) were actively involved in the role-playing process.

2. Test Results: Quantitative data obtained from the pre- and post-learning tests showed a significant increase in student understanding. The pre-learning test showed that the average score of students was 60%. After the implementation of the role-play method, the average score on the post-learning test increased to 85%, which showed an increase of about 25%. This increase in score indicates that students were able to apply the knowledge they gained during the role-play session in the test. 3. Interviews: Interviews with students revealed that they felt that the role-play method made the fiqh muamalah material easier to understand. Most male students felt more confident in understanding the concepts of fiqh after conducting transaction simulations. Meanwhile, female students, although initially hesitant, admitted that the role-play activity made them understand more and dared to participate in discussions about fiqh muamalah.

To ensure the validity and reliability of the data, several verification steps were carried out involving various instruments and data sources.

1. Verification Through Data Triangulation: Data triangulation was carried out by comparing the results of observations, interviews, and quantitative tests. The results of the observations showed that most students were actively involved in role-playing activities, which was directly proportional to the increase in their test scores. Student interviews also confirmed that they felt they understood the fiqh material better after role-playing, which was in line with the results of the post-learning test. This strengthens the finding that the role-playing method is effective in improving their understanding.

2. Verification Through Teacher Feedback: Feedback from teachers involved in the learning process is also an important part of data verification. Teachers gave an assessment that the role-playing method increased social interaction and collaboration between students. Teachers also noted that students showed a better understanding of the concepts of fiqh muamalah after participating in the simulation.

3. Comparison of Pre- and Post-Test Data: Comparison between the results of the pre- and post-learning tests is also a form of verification. The significant increase in test scores, especially in male students (30%) and female students (25%), indicates that the application of the role-playing method has succeeded in improving their understanding of muamalah fiqh.

The results of verification from observations, interviews, teacher feedback, and tests showed a positive correlation between the application of the role-playing method and the increase in students' understanding of fiqh muamalah. This increase in understanding is not only seen in the cognitive aspect (test results) but also in the aspect of social involvement and communication between students. Although there are differences in the level of participation between male and female students, both showed significant improvement after the role-playing activity. In conclusion, the data obtained during this study can be considered valid and show that the role-playing method is effective in improving the understanding of fifth grade students at MIS Al Futuh Tuban regarding fiqh muamalah. This finding supports the theory that active methods, such as role-playing, can reduce students' difficulties in understanding abstract and theoretical fiqh material, and help them relate religious teachings to real everyday life.

Discussion

Data validation in this study aims to ensure the accuracy and consistency of the findings obtained through various data collection methods, namely observation, interviews, pre- and post-learning tests, and feedback from teachers. In this context, data triangulation is used to verify the results and ensure that the findings obtained have high credibility. This validation process involves comparing data collected from various sources, such as students, teachers, and test results.

1. Validation Through Data Triangulation: Data triangulation in this study was carried out by comparing the results of observations, interviews, and tests given to students. The results of the observations showed that most students, both male and female, were

actively involved in the role-playing sessions. Meanwhile, interviews with students and teachers revealed that this method helped students understand the material on fiqh muamalah more easily and enjoyably. Quantitative data from pre- and post-learning tests also indicated a significant increase in student understanding. With the alignment between the results of observations, interviews, and tests, these data provide strong evidence of the effectiveness of the role-playing method in improving students' understanding of fiqh muamalah.

2. Validation Through Teacher Feedback: Feedback obtained from teachers who are directly involved in the learning process also plays an important role in data validation. Teachers confirmed that students who participated in learning using the role-playing method appeared more enthusiastic and found it easier to understand fiqh concepts, such as buying and selling transactions, borrowing and lending, and renting. Teachers also noted an increase in active student participation, especially in class discussions after the role-playing activity. This proves that the role-playing method not only improves students' cognitive understanding, but also their social skills. 3. Comparison of Pre- and Post-Learning Test Scores: A comparison of pre- and post-learning test scores showed a significant increase in students' understanding of muamalah fiqh. In the pre-learning test, the average student score was 60%, while in the post-learning test, the average score increased to 85%. This increase in scores indicates that the application of the role-playing method has succeeded in improving students' understanding of muamalah fiqh, which strengthens the results of observations and interviews.

The validation results show that the application of the role-playing method has a significant impact on improving students' understanding of fiqh muamalah. Overall, the findings of this study support the hypothesis that the role-playing method can increase students' active involvement in learning fiqh muamalah and help them relate religious teaching materials to real life.

1. Improvement in Student Understanding: Based on the test results, students showed a significant increase in their understanding of the concept of fiqh muamalah. Male students tended to be more actively involved in role-playing, while female students, although initially more passive, experienced a greater increase in their understanding of fiqh concepts after they were involved in the activity. This is in accordance with the findings of previous studies which showed that the role-playing method can have a positive influence on students' understanding in subjects that require practical application, such as fiqh muamalah (Hidayat & Nurdin, 2020; Mansyur, 2021).

2. Student Involvement in Learning: Observation data shows that almost all students are actively involved in role-playing activities. Although there were differences in the level of participation between male and female students, both experienced increased engagement during this activity. Male students showed more confidence in acting out scenarios, while female students tended to be more cautious but ultimately showed an increase in their confidence and engagement. This is in line with previous research showing that simulation-based methods can stimulate student engagement more comprehensively (Sari, 2021). 3. Effectiveness of Role-Playing Method in Teaching Fiqh: Interview results showed that students found it easier to understand the concepts of

fiqh muamalah after being involved in role-playing activities. Students felt more interested and involved in learning fiqh which was previously considered difficult. According to research conducted by Mansyur (2022), the role-playing method allows students to better understand religious concepts in a more applicable way, connecting theory with everyday practice.

Data validation through triangulation shows that the findings of this study have high validity. The application of the role-playing method has been proven to improve the understanding of fifth grade students at MIS Al Futuh Tuban towards fiqh muamalah, both in terms of theoretical knowledge and their social skills in interacting. These findings provide strong empirical evidence that the role-playing method can be used as an effective method in teaching fiqh muamalah at the elementary school level. In addition, data validation also shows that although there are differences in the level of participation between male and female students, both gain significant benefits from the application of this method.

Conclusion

Based on the results of the study conducted at MIS Al Futuh Tuban, it can be concluded that the application of the role-playing method in learning fiqh muamalah is effective in improving the understanding of fifth grade students, both male and female. Data obtained from observations, interviews, and pre-learning and post-learning tests showed a significant increase in students' understanding of fiqh muamalah, especially in the context of economic transactions in accordance with Islamic principles. The average student score on the post-learning test increased by 25% compared to the pre-learning test, indicating a positive impact of this method. This finding is also supported by observations showing active student involvement during role-play sessions, as well as interviews revealing that students felt they understood and applied fiqh concepts better after following this method.

The application of the role-playing method in learning fiqh muamalah has a significant impact on students' academic achievement. The increase in students' understanding of fiqh muamalah material, which is reflected in the post-learning test, shows that this method is able to help students understand abstract fiqh concepts more practically and applicatively. By playing roles, students not only learn theory, but also apply fiqh principles in real situations. This accelerates their understanding process and increases long-term material retention. In addition, male and female students showed balanced progress, despite differences in initial participation levels, indicating that this method is inclusive and acceptable to various types of students.

Socially, the application of the role-playing method not only improves students' understanding of fiqh muamalah, but also contributes to the development of their social and communication skills. During the role-playing session, students are trained to work together in groups, speak in public, and understand the perspectives of others, all of which are important social skills. This method helps students to better understand how the principles of fiqh can be applied in everyday life, such as in buying and selling transactions, lending and borrowing, and renting. These concepts can help students to

become more responsible and honest individuals in social and economic interactions in the future.

From this study, it can be concluded that the application of the role-playing method in learning fiqh muamalah at MIS Al Futuh Tuban is effective in improving students' understanding, both academically and socially. With active involvement in role-playing activities, students can understand and apply fiqh material more deeply and enjoyably. In addition, this method also helps in the development of students' social skills that are useful in their daily lives. These findings provide a significant contribution to the development of innovative and applicable learning methods for teaching fiqh muamalah, as well as providing recommendations for educators in elementary schools to implement the role-playing method as an alternative in more effective religious learning.

References

- Ahmad, H. (2020). Peningkatan Pemahaman Fiqih melalui Pembelajaran Aktif di Kelas V. *Jurnal Penelitian Pendidikan Agama*, 14(3), 233-245.
- Budianto, P., & Setyawan, H. (2020). Meningkatkan Pembelajaran Muamalah dengan Bermain Peran di Sekolah Dasar. *Jurnal Pendidikan Agama dan Budaya*, 7(1), 50-64.
- Dwi, A. (2021). Metode Bermain Peran dalam Pembelajaran Siswa: Studi Kasus di Kelas V. *Jurnal Pendidikan Anak*, 13(1), 76-88.
- Faris, M. (2021). Pengaruh Bermain Peran terhadap Peningkatan Pemahaman Materi Fiqih di Sekolah Dasar. *Jurnal Penelitian Pendidikan Fiqih*, 10(2), 98-112.
- Fauziyah, N. (2020). Pengaruh Metode Bermain Peran terhadap Peningkatan Hasil Belajar Siswa pada Mata Pelajaran Agama Islam. *Jurnal Pendidikan Dasar Islam*, 5(1), 22-35.
- Firdaus, Z. (2021). Peran Bermain Peran dalam Mengajarkan Fiqih Muamalah kepada Siswa Sekolah Dasar. *Jurnal Pendidikan Agama dan Muamalah*, 7(3), 89-102.
- Gunawan, A., & Pratiwi, R. (2021). Pembelajaran Fiqih yang Menarik: Penggunaan Metode Bermain Peran. *Jurnal Pendidikan Dasar*, 6(3), 147-160.
- Hasan, M. (2021). Pembelajaran Fiqih di Sekolah Dasar: Pendekatan Bermain Peran sebagai Solusi. *Jurnal Pendidikan Agama dan Fiqih*, 9(1), 101-113.
- Hidayat, M., & Nurdin, I. (2020). Penerapan Metode Bermain Peran dalam Pembelajaran Agama Islam di Sekolah Dasar. *Jurnal Pendidikan Islam*, 10(1), 55-69.
- Huda, M. (2022). Pemanfaatan Metode Bermain Peran untuk Meningkatkan Keterampilan Sosial dalam Pembelajaran Fiqih. *Jurnal Ilmiah Pendidikan Agama Islam*, 11(1), 102-117.

-
- Junaedi, D. (2022). Pengaruh Bermain Peran terhadap Pembelajaran Fiqih di SD. *Jurnal Pendidikan Dasar Islam*, 8(1), 99-112.
- Kurniati, S. (2020). Bermain Peran sebagai Metode Alternatif Pembelajaran Fiqih di Sekolah Dasar. *Jurnal Pembelajaran Agama Islam*, 12(3), 145-159.
- Kurniawati, A. (2020). Peran Pembelajaran Bermain dalam Mengembangkan Keterampilan Sosial Siswa. *Jurnal Pendidikan Sosial*, 5(2), 44-59.
- Lestari, I. (2022). Strategi Pembelajaran Aktif dalam Pendidikan Fiqih di Sekolah Dasar. *Jurnal Pendidikan Islam*, 14(2), 121-135.
- Mansyur, A. (2022). Metode Bermain Peran untuk Meningkatkan Keterlibatan Siswa dalam Pembelajaran Agama. *Jurnal Pendidikan Agama Islam*, 12(2), 115-130.
- Mulyono, E., & Syamsul, F. (2022). Penerapan Metode Bermain Peran dalam Pembelajaran Fiqih untuk Anak. *Jurnal Pendidikan Anak Usia Dini*, 10(2), 88-99.
- Nuraini, S. (2021). Pendekatan Bermain Peran dalam Mengajarkan Fiqih di Sekolah Dasar. *Jurnal Pendidikan Islam*, 14(1), 90-105.
- Oktaviana, D. (2020). Meningkatkan Pemahaman Fiqih Muamalah dengan Bermain Peran di Sekolah Dasar. *Jurnal Ilmiah Pendidikan Agama Islam*, 15(2), 43-58.
- Pertiwi, A. (2021). Peningkatan Pemahaman Fiqih Muamalah melalui Metode Bermain Peran di Kelas V. *Jurnal Pendidikan Agama Islam*, 12(4), 156-170.
- Pratiwi, S. (2020). Meningkatkan Keterampilan Sosial Siswa melalui Bermain Peran dalam Pembelajaran Fiqih. *Jurnal Pendidikan dan Pembelajaran Islam*, 11(2), 58-71.
- Rahayu, D. (2021). Penggunaan Metode Bermain Peran dalam Pendidikan Agama Islam. *Jurnal Pendidikan Agama Islam*, 18(3), 165-178.
- Ramadhan, Z. (2020). Efektivitas Bermain Peran dalam Pengajaran Fiqih di Pendidikan Dasar. *Jurnal Pendidikan Islam Modern*, 6(2), 124-136.
- Salim, I. (2020). Meningkatkan Keterlibatan Siswa dalam Pembelajaran Fiqih dengan Bermain Peran. *Jurnal Pengajaran Agama Islam*, 8(2), 175-189.
- Sari, A. (2021). Efektivitas Metode Bermain Peran dalam Pembelajaran Fiqih di Sekolah Dasar. *Jurnal Pendidikan Fiqih*, 15(4), 214-227.
- Sari, R. (2021). Bermain Peran dalam Pembelajaran Fiqih untuk Meningkatkan Keterlibatan Siswa di Sekolah Dasar. *Jurnal Pendidikan Islam dan Muamalah*, 10(3), 124-137.

-
- Setiawan, A. (2021). Pembelajaran Muamalah dalam Konteks Pendidikan Agama Islam di SD. *Jurnal Pendidikan Agama Islam dan Muamalah*, 8(4), 77-92.
- Sulaiman, S. (2021). Pendekatan Kontekstual dalam Pembelajaran Fiqih di Sekolah Dasar. *Jurnal Pendidikan Islam dan Kebudayaan*, 9(1), 18-30.
- Surya, R. (2022). Implementasi Pembelajaran Aktif dengan Bermain Peran di Sekolah Dasar. *Jurnal Pendidikan dan Pembelajaran*, 11(1), 34-48.
- Yasin, H. (2022). Pemahaman Fiqih Muamalah dalam Kurikulum Pendidikan Islam. *Jurnal Pendidikan dan Pemikiran Islam*, 7(2), 101-115.
- Yulianto, R. (2022). Pemahaman Fiqih Muamalah melalui Metode Bermain Peran pada Siswa SD. *Jurnal Pendidikan Agama Islam*, 11(4), 70-85.

