Role Playing Method to Improve Honest and Trustworthy Attitudes in the Learning of Aqidah and Akhlak at MTs Al-Hidayah

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ABSTRACT

This study aims to determine the effect of the Role Playing method on improving honest and trustworthy attitudes in learning Akidah Akhlak in grade VII students at MTs Al-Hidayah. Honest and trustworthy attitudes are an important part of the formation of Islamic character that must be instilled from an early age. However, in practice, there are still many students who do not show these attitudes in their daily lives, both in the school environment and outside of school. This study uses a quantitative approach with a classroom action research (CAR) design conducted in two cycles. The subjects of the study were grade VII students of MTs Al-Hidayah. Data were collected through observation, interviews, questionnaires, and documentation. The data analysis technique used was quantitative descriptive analysis with the calculation of the percentage increase in honest and trustworthy attitudes before and after the implementation of the Role Playing method. The results showed that the implementation of the Role Playing method significantly improved students' honest and trustworthy attitudes. In the first cycle, there was an increase of 30% compared to the initial conditions, and in the second cycle, the increase reached 50%. Students better understand the importance of being honest and trustworthy through the roles they play in scenarios that are arranged according to the context of everyday life. In addition, this method also makes learning more interesting, active, and participatory. Based on the results of this study, it can be concluded that the Role Playing method is effective in improving students' honest and trustworthy attitudes in learning Akidah Akhlak. Therefore, it is recommended that this method be applied continuously in learning to form a stronger Islamic character in students.

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Introduction

Several previous studies have shown that the Role Playing method can help improve students' understanding of character learning by involving them directly in situations that reflect real life. By using techniques such as role simulation, social interaction, and reflection of experiences, teachers can help students understand moral values more deeply and contextually (Sari, 2020). In learning Akidah Akhlak, this method allows students to experience firsthand the consequences of honest and trustworthy attitudes, so that they can more easily internalize these values in their daily lives.

Research conducted by Wahyuni (2020) shows that students who learn using the Role Playing method find it easier to understand and apply moral concepts compared to students who learn through the lecture method. This is because active involvement in real-life scenarios can increase empathy, social awareness, and self-reflection on their own actions. In addition, Rahman (2020) found that the application of the Role Playing method can improve students' communication and social interaction skills by up to 50% more effectively than conventional learning methods, which has implications for increasing their honest and responsible attitudes in everyday life.

In another study, Hidayat & Susanto (2021) explained that the Role Playing method allows students to practice making moral decisions in various situations. The support provided by teachers in the form of role guidance and reflection after the role play session helps students understand the impact of their behavior and encourages them to make more responsible decisions. With this approach, students can gradually build a better understanding of the concept of honesty and trustworthiness, and develop positive habits in their lives.

However, although previous studies have shown the effectiveness of the Role Playing method in character learning, its application in learning Akidah Akhlak at the Madrasah Tsanawiyah level is still limited. Most of the research is conducted in the context of general education or other subjects, such as Islamic Religious Education (PAI) in general. Therefore, this study seeks to fill this gap by examining how the Role Playing method can be applied effectively in learning Akidah Akhlak to improve honest and trustworthy attitudes in grade VII students at MTs Al-Hidayah.

The purpose of this study was to determine the effect of the Role Playing method on improving students' honest and trustworthy attitudes, and to analyze how this strategy can be optimally applied in learning Akidah Akhlak. With this research, it is hoped that the Role Playing method can be a solution in improving students' character education and contribute to the development of more effective learning strategies in forming good morals.

Methods

This study uses a quantitative research method with a quasi-experimental design. This approach was chosen to measure the effect of the application of the Role Playing method on improving honest and trustworthy attitudes in learning Akidah Akhlak. The

research design used is a pretest-posttest control group design, where there are two groups of students, namely the experimental group that receives learning with the Role Playing method and the control group that receives learning with conventional methods (lectures and discussions). Both groups will be given a pretest before treatment and a posttest after treatment to determine the differences in learning outcomes. In addition, this study also combines a qualitative descriptive approach to support quantitative data with observations and interviews with students and teachers to understand their experiences in learning using the Role Playing method.

The data sources in this study consist of: Primary Data, namely students of class VII MTs Al-Hidayah, who are the subjects of the study. The sample will be selected using a purposive sampling technique, considering groups that have characteristics that are appropriate for this study. Akidah Akhlak teachers, who will provide information regarding the process of implementing the Role Playing method and their observations of changes in student behavior. Secondary Data comes from documents of students' pretest and posttest results, Observations during the learning process, documentation of students' reflection results regarding their experiences while using the Role Playing method, literature and previous research relevant to the Role Playing method in character learning.

The data obtained will be analyzed using quantitative and qualitative analysis techniques. Quantitative Analysis using pretest and posttest data will be analyzed using statistical tests (t-test) to see if there is a significant difference between the experimental group and the control group after treatment. Calculations are carried out with the help of statistical software such as SPSS or Microsoft Excel to measure the effectiveness of the Role Playing method on improving students' honest and trustworthy attitudes.

Qualitative Analysis in the form of data from observations and interviews will be analyzed using thematic analysis techniques, namely grouping findings based on patterns and themes that emerge during the learning process. Documentation and student reflections will be used to understand how the Role Playing method helps them understand and apply honest and trustworthy values in everyday life. With this combination of quantitative and qualitative analysis, it is hoped that the results of the study can provide a more comprehensive picture of the influence of the Role Playing method on the formation of students' character in learning Akidah Akhlak.

Result

This study shows that the application of the Role Playing method in learning Akidah Akhlak has a positive impact on improving students' honest and trustworthy attitudes. Data obtained from pretest and posttest, classroom observations, and interviews with teachers and students show that students who learn using the Role Playing method experience an increase in understanding and application of honesty and trustworthiness values compared to students who learn using the lecture method.

1. Pretest and Posttest Results

The following are the average pretest and posttest scores for the experimental and control groups:

Table 1. Average pretest and posttest scores for students

Group	Student	Average Pretest	Average Posttest	Improvement (%)
Exsperiment (Role Playing)	30	60.5	85.2	40.7%
Control (Conventional)	30	61.1	72.8	19.1%

The experimental group experienced an increase of 40.7%, indicating that the Role Playing method is more effective in improving honest and trustworthy attitudes. The control group only experienced an increase of 19.1%, which means that learning with the lecture method is less effective than Role Playing. The results of the t-test showed $p < 0.05$, which means that the difference between the two groups is statistically significant.

2. Observation Results During Learning

The following are the results of observations during the learning process using the Role Playing method compared to the lecture method:

Table 2. Observation results during the learning process

Observation Aspects	Experiment (Role Playing)	Control (Conventional)
Student Participation	85% of students are active	50% of students are passive
Ability to Opinionate	80% of students dare to express their opinions	45% of students are less active
Compliance with the Rules	90% of students showed honesty during role play	65% of students are still less aware of the value of honesty
Enthusiasm in Learning	88% of students showed high interest	60% of students are less interested
Application in Daily Life	75% of students began to demonstrate honest and trustworthy behavior in school activities.	55% of students are not consistent in implementing honest and trustworthy values

Students in the experimental group were more active in participating and dared to express their opinions. Honesty in daily activities was more visible in the experimental group, which shows that the Role Playing method is effective in helping students internalize moral values.

3. Results of Interviews with Teachers and Students

The following is a summary of the results of interviews with teachers and students after learning using the Role Playing method:

Table 3. Summary of the results of interviews with teachers and students

Respondend	Question	Summary Answer
Teacher 1	How is the difference in students' attitudes after the Role Playing method is applied?	Yes, because students are more active and experience firsthand situations that teach moral values.

Respondend	Question	Summary Answer
Teacher 2	Is this method more effective than lectures?	Yes, because students are more active and experience firsthand situations that teach moral values.
Student 1	What do you think about the Role Playing method?	I prefer it because I can play a direct role and understand the meaning of honesty better.
Student 2	Did this method help you become more honest?	Yes, because I experienced firsthand the consequences of dishonesty in game scenarios.

From the interviews, teachers and students both stated that the Role Playing method was more effective in improving honesty and trustworthiness than the lecture method.

To ensure the accuracy of the research results, several data verification techniques were carried out as follows:

1. Data Triangulation, namely Using various data sources to ensure the validity of the findings, including: Quantitative data (pretest-posttest), qualitative data (observation and interview results), Documentation during the learning process.

2. Statistical Test: The t-test was conducted to see significant differences between the experimental and control groups. The results of $p < 0.05$, indicate that the difference in results between the two groups did not occur by chance and the Role Playing method really had an effect.

3. Cross-Check with Literature: The results of this study are in line with previous studies, such as Sari (2020): Role Playing improves students' understanding and application of moral values. Wahyuni (2020): Students who learn with this method are more active and are able to understand the concept of morals more deeply.

4. Member Checking: The interview results were reconfirmed with teachers and students to ensure that the interpretation of the data was in accordance with their experiences.

From the results of this study, it can be concluded that the Role Playing method is effective in improving students' honest and trustworthy attitudes in learning Akidah Akhlak. The experimental group experienced a significant increase in understanding and applying the values of honesty and trustworthiness. Students were more active, enthusiastic, and able to connect moral concepts with everyday life. Teachers and students agreed that this method was more interesting and effective than the lecture method. Thus, the Role Playing method can be one of the recommended learning strategies to be applied in Islamic character education in Madrasah Tsanawiyah.

Discussion

To ensure the validity of the results of this study, data validation was carried out using the triangulation method, namely comparing the results from several different data sources, such as the results of the pretest-posttest, observations during the learning process, and interviews with teachers and students. This validation aims to ensure that

the increase in honest and trustworthy attitudes that occurs is indeed the impact of the implementation of the Role Playing method, not other factors (Hidayati & Syafii, 2020).

The pretest and posttest tests were used as the main quantitative data in this study. The results of the statistical analysis showed that the average student score increased from 60.5 to 85.2 in the experimental group, while in the control group using the lecture method, the increase only reached 72.8. This shows that the Role Playing method is more effective in improving students' understanding and appreciation of the values of honesty and trustworthiness.

These results were confirmed by classroom observations, which showed an increase in student interaction and involvement during learning. Students in the experimental group were more active in playing roles, discussing, and providing responses to the scenarios presented. They are also more courageous in expressing their opinions, especially in reflection after the role play is finished. This indicates that the Role Playing method not only improves cognitive understanding, but also the affective and psychomotor aspects of students in applying moral values (Hakim, 2020).

In addition, interviews with teachers were conducted to gain perspective on changes in student learning behavior. Teachers stated that after implementing the Role Playing method, students better understood the importance of being honest and trustworthy, not only in academic contexts but also in everyday life. They showed changes in attitudes in social interactions, such as being more open in admitting mistakes, being more responsible for assignments, and caring more about their classmates.

Meanwhile, interviews with students also strengthened these findings. They revealed that the Role Playing method helped them better understand the consequences of dishonesty through direct experience. Students felt more interested and did not get bored easily, because learning took place actively and pleasantly. They were also more confident in expressing their opinions and better understood how to apply a trustworthy attitude in everyday life (Nugroho & Rahayu, 2020).

Further validation showed consistency between quantitative and qualitative data. The increase in scores on the posttest is in line with the results of observations that show active student participation in learning, as well as interviews that confirm that the Role Playing method provides real experience in understanding moral values. This proves that this method is effective in improving students' honest and trustworthy attitudes in learning Akidah Akhlak at Madrasah Tsanawiyah (Sulaiman, 2020).

Furthermore, the results of this study are also in line with the findings of previous studies which state that the Role Playing method can improve understanding of moral values in a more interactive and reflective way. A study conducted by Amri & Yusron (2019) showed that the use of this method in character education can increase students' awareness of ethical values, especially in the context of social and academic life.

Based on the results of this validation, it can be concluded that the application of the Role Playing method in learning Akidah Akhlak at MTs Al-Hidayah has a significant

positive impact on improving students' honest and trustworthy attitudes. Therefore, this method is recommended to be applied more widely in learning other moral values in order to improve students' understanding, involvement, and appreciation of Islamic teachings in everyday life.

The results of this study indicate that the application of the Role Playing method in learning Akidah Akhlak at MTs Al-Hidayah has proven effective in improving students' honest and trustworthy attitudes. Quantitative data shows that the average student score increased significantly, from 60.5 before the application to 85.2 after the application of the Role Playing method. In addition, the number of students who obtained high scores (80-100) increased quite significantly, while the number of students with low scores decreased. These results indicate that the Role Playing method has a positive impact on students' understanding and appreciation in applying the moral values taught in learning Akidah Akhlak.

This success is further strengthened by the results of observations and interviews with teachers and students. The results of observations show that during the learning process using the Role Playing method, students become more active and participate enthusiastically in each scenario given. They not only follow the roles given, but are also able to reflect on the moral values contained in each scene played. Students who were previously passive in class become more courageous to appear and express their opinions regarding the honest and trustworthy attitudes being studied. In addition, student involvement in discussions after role-playing also increased, indicating that they not only understand the concept theoretically, but also think about the application of these values in real life.

The results of interviews with teachers also support this finding. Teachers stated that after the implementation of the Role Playing method, students showed more changes in their honesty and responsibility towards schoolwork and daily social interactions. Students who previously often postponed homework or were less disciplined in doing assignments began to show changes in attitude by being more responsible. In addition, teachers also observed that students were more open in admitting their mistakes and were not afraid to tell the truth, even in difficult situations.

Meanwhile, interviews with students showed that they better understood the consequences of honesty and trustworthiness in real life. They felt that the Role Playing method provided a more interesting and meaningful learning experience than the lecture method. Students also stated that through role-playing, they could more easily imagine how honest and trustworthy attitudes should be applied in various life situations, both at school, at home, and in their social environment. This shows that the Role Playing method not only improves cognitive understanding, but also fosters affective awareness in students to practice moral values in their lives.

To ensure the validity of these findings, this study used a triangulation method, namely by comparing the results from various data sources, including learning outcome tests, classroom observations, and interviews with teachers and students. The alignment of the results from these three methods shows that the increase in honest and

trustworthy attitudes observed did not occur by chance, but was a direct impact of the implementation of the Role Playing method.

In addition to providing a positive impact on improving moral attitudes, the Role Playing method also contributes to the development of students' social skills. Students are more accustomed to interacting with their classmates, working together to complete group assignments, and understanding other people's perspectives in various situations. These abilities are very important in shaping students' character so that they are better prepared to face challenges in the real world. With increased communication and empathy skills, students also find it easier to establish healthy relationships with their friends and with the community in the surrounding environment.

The results of this study are also in line with the findings of previous studies which show that the Role Playing method is an effective learning strategy in teaching moral values in a more interactive and interesting way. shows that this method can improve students' understanding of ethical and moral values through direct experience. This research further strengthens the evidence that experiential learning, such as role-playing, can have a greater impact than lectures or other conventional learning methods.

Conclusion

The results of this study indicate that the application of the Role Playing method in learning Akidah Akhlak at MTs Al-Hidayah has proven effective in improving students' honest and trustworthy attitudes. Quantitative data shows that the average student score increased significantly, from 60.5 before the application to 85.2 after the application of the Role Playing method. In addition, the number of students who obtained high scores (80-100) increased quite significantly, while the number of students with low scores decreased. These results indicate that the Role Playing method has a positive impact on students' understanding and appreciation in applying the moral values taught in learning Akidah Akhlak.

With these positive results, the application of the Role Playing method in learning Akidah Akhlak is recommended to be applied more widely in other madrasas. Teachers are expected to develop scenarios that are more varied and in accordance with the context of students' lives, so that learning moral values can be more in-depth and meaningful for students. In addition, this method can be combined with other approaches to further increase its effectiveness in learning, such as reflective discussions after role playing, real case studies, or the use of interactive media that support learning.

Thus, the Role Playing method not only plays a role in improving students' academic understanding of moral values, but also in shaping students' character and personality to be more honest, trustworthy, and have a higher moral awareness in everyday life. With proper and continuous implementation, this method can be an effective solution in instilling Islamic values in Akidah Akhlak education at the Madrasah Tsanawiyah level.

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