



Improving Student Learning Outcomes in Buying and Selling Material Through the Application of Role Playing Methods to Students of Madrasah Ibtidaiyah Ma'arif NU 1 Pancasan

Wiwi Sugiarti, MI Ma'arif NU 1 Pancasan, Indonesia

Wira Gusriani, MI Muhammadiyah 3 Pekanbaru, Indonesia

Wiwie, MA Raudhatut Thullab Bengkalis, Indonesia

Winda, MI Nurul Ikhwan Betung, Indonesia

Winarti, MTS Negeri 4 Aceh Tengah, Indonesia

ABSTRACT

This study aims to improve students' learning outcomes in the material of buying and selling through the application of the role-playing method in class VI MI Ma'arif NU 1 Pancasan, Ajibarang District, Banyumas Regency. The role-playing method was chosen because it can increase student involvement in the learning process, help them understand the concept of buying and selling contextually, and develop social and communication skills. This study uses a classroom action approach (CAR) which is implemented in two cycles. Each cycle consists of planning, implementation, observation, and reflection. Data were collected through learning outcome tests, observations, and interviews with students and teachers. The results showed that the application of the role-playing method significantly improved students' understanding of the material of buying and selling. There was an increase in the average student score from the first cycle to the second cycle, as well as an increase in active participation in learning. Thus, the role-playing method has proven effective in improving student learning outcomes. This study recommends the use of this method as an alternative in learning the material of buying and selling, especially at the elementary school or madrasah ibtidaiyah level. Teachers are expected to be able to develop variations in its application to make it more interesting and in accordance with students' needs.

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Corresponding Author:

Wiwi Sugiarti

MI Ma'arif NU 1 Pancasan, Indonesia

Wiwisugiarti535@gmail.com

Introduction

Education has an important role in shaping a smart and competitive generation. One of the indicators of educational success is student learning outcomes. However, in practice, many students have difficulty understanding certain concepts, including in

buying and selling materials in Mathematics or Social Studies. Lack of understanding of the concept of buying and selling can have an impact on low student learning outcomes. Therefore, innovative learning strategies are needed so that students can understand the material more effectively and enjoyably.

Based on the results of initial observations in class VI MI Ma'arif NU 1 Pancasan, Ajibarang District, Banyumas Regency, it was found that many students had difficulties in understanding buying and selling materials. This is shown by the low average score of daily tests and the lack of student participation in learning. Students tend to be passive and less motivated because the learning methods used are still conventional, such as lectures and questions and answers.

One of the methods that can be used to improve students' understanding is the role-playing method. This method allows students to learn through hands-on experience, so the concept of buying and selling can be easier to understand. By role-playing, students can simulate real buying and selling transactions, practice communication skills, and increase confidence in interacting with peers. Previous research has shown that role-playing methods are effective in improving student learning outcomes, especially in subjects that require a contextual understanding of concepts. However, the application of this method is still rarely used in learning at MI Ma'arif NU 1 Pancasan. Most teachers still rely on conventional methods that do not involve students actively.

The gap that occurs in this school is the lack of application of innovative learning methods that can increase students' understanding of buying and selling materials. In fact, if students are given the opportunity to play a direct role in a learning situation, it will be easier for them to understand the concepts being taught. Therefore, it is necessary to conduct research on the effectiveness of the role-playing method in improving student learning outcomes in buying and selling materials. The purpose of this study is to find out the extent to which the role-playing method can improve the learning outcomes of grade VI students of MI Ma'arif NU 1 Pancasan in buying and selling materials. In addition, this study also aims to identify the impact of the role-playing method on student motivation and participation in learning. With this research, it is hoped that it can contribute to the world of education, especially in the development of more innovative and fun learning methods. The results of this study are also expected to be a reference for teachers in choosing more effective learning strategies to increase students' understanding of the concept of buying and selling.

Methods

This research aims to explore the effectiveness of the role-playing method in enhancing student learning outcomes in the subject of buying and selling at Madrasah Ibtidaiyah Ma'arif NU 1 Pancasan, located in Ajibarang Subdistrict, Banyumas Regency. The specific focus of the study is to determine how the application of role-playing can

help students better understand and apply the concepts of buying and selling in a real-world context. Role-playing, as a method that engages students actively, is expected to improve students' grasp of practical concepts related to economics and social interactions in Islamic education. A qualitative research approach will be used to gain an in-depth understanding of how role-playing impacts student learning. The study will be conducted within a specific group of students at Madrasah Ibtidaiyah Ma'arif NU 1 Pancasan, who are learning the topic of buying and selling. The research will involve a combination of classroom observations, interviews with teachers, and surveys of students to assess their understanding, engagement, and interest in the material before and after the implementation of the role-playing method.

The research will take place over a span of one semester. The primary data collection will involve classroom observations, where the researcher will observe the application of role-playing activities in the teaching of buying and selling concepts. These observations will focus on student participation, the level of interaction among students, and how the role-playing method is facilitated by the teacher. The researcher will also pay attention to how the students engage with the material during role-play activities and their ability to apply the learned concepts during these sessions.

In addition to classroom observations, interviews will be conducted with the teachers who are responsible for delivering the subject of buying and selling. The teachers will be asked about their experience using the role-playing method, the challenges they faced, and their perceptions of the method's impact on students' understanding and engagement. This will provide valuable insights into how the method was implemented and whether it achieved the desired learning outcomes. Teachers will also reflect on how the role-playing activities contributed to the students' ability to understand the concepts of buying and selling.

Surveys or interviews will also be conducted with the students to gauge their opinions on the role-playing method. Students will be asked about their level of engagement during the role-play activities, whether they found the method enjoyable, and if they felt it helped them understand the concepts of buying and selling better. The survey will also assess whether students feel more confident in applying these concepts in real-life situations after participating in role-playing exercises. This will allow for a direct measure of students' perceptions of the effectiveness of the role-playing method in improving their learning outcomes. Purposive sampling will be used to select the research participants, including both teachers and students involved in the buying and selling lessons. The sample will focus on a group of students at Madrasah Ibtidaiyah Ma'arif NU 1 Pancasan who are learning about buying and selling, ensuring that the data collected is relevant to the research question. The teacher participants will include those who are actively using the role-playing method in their teaching practices for the subject matter.

Data analysis will involve comparing pre- and post-implementation student performance and engagement levels. For classroom observations, the researcher will analyze the extent to which students participate and engage with the material before and after the use of role-playing. Interviews with teachers and surveys from students will be analyzed thematically to identify key patterns and insights regarding the effectiveness of the method. This analysis will focus on student engagement, the development of practical skills related to buying and selling, and overall improvements in learning outcomes. The findings from this research will provide insights into the effectiveness of the role-playing method in improving student learning outcomes in the topic of buying and selling. It is expected that the study will highlight how this method can create a more engaging and interactive learning experience, enabling students to better understand and apply economic concepts in a real-world context. Additionally, the results will contribute to the development of effective teaching strategies in Islamic education, specifically in the area of practical economic education.

The research is expected to demonstrate the potential of role-playing as an innovative teaching method, improving not only the academic achievement of students but also their ability to communicate, collaborate, and think critically about real-life situations involving buying and selling. Furthermore, the study will explore the challenges of implementing such a method and offer recommendations for teachers to enhance their use of role-playing in the classroom, ultimately improving the overall learning experience for students at Madrasah Ibtidaiyah Ma'arif NU 1 Pancasan.

Result

The findings of this research reveal significant improvements in student learning outcomes after the implementation of the role-playing method in the teaching of buying and selling at Madrasah Ibtidaiyah Ma'arif NU 1 Pancasan. The role-playing activities encouraged students to engage more actively with the material, fostering a deeper understanding of the concepts related to buying, selling, and the ethical principles involved in Islamic commerce. The method also facilitated the development of communication, negotiation, and decision-making skills among students, which are essential in real-life transactions.

One of the key findings from classroom observations was the increased level of student participation during role-playing activities. In traditional lecture-based teaching, students often remained passive, with limited interaction. However, when role-playing was incorporated, students became more eager to engage in the activities. They actively assumed different roles, such as the buyer, seller, and mediator, which allowed them to practice and apply the concepts they had learned. The teacher's role was more of a facilitator, guiding students as they enacted various scenarios, thus promoting experiential learning. Students demonstrated a more profound understanding of buying and selling concepts through role-playing exercises. By acting out real-life scenarios,

such as negotiating prices or discussing terms of sale, students were able to connect abstract economic concepts with practical situations. This hands-on approach helped students better internalize the material, moving beyond theoretical knowledge to actual application. The role-playing method allowed students to grasp the significance of fairness, honesty, and transparency in transactions, as these ethical values were central to the scenarios they enacted.

Moreover, the research showed that role-playing helped students develop their critical thinking skills. Students were required to make decisions, solve problems, and engage in dialogue with their peers. They needed to think on their feet and adapt to different situations, which enhanced their ability to evaluate choices and consider the consequences of their actions. This active problem-solving approach provided an opportunity for students to improve their cognitive abilities, making them more capable of analyzing situations from multiple perspectives. Another important outcome of this research was the improvement in student engagement and enthusiasm toward learning. Many students expressed that the role-playing activities were more enjoyable and engaging than traditional lessons. They were excited to participate and looked forward to the role-play scenarios. The interactive nature of the method helped to make learning more enjoyable, which, in turn, led to greater motivation to study. By making learning a more dynamic and engaging process, the role-playing method encouraged students to take an active role in their education.

Students also gained valuable social skills through role-playing. As they interacted with their classmates, taking on different roles and negotiating within the context of a transaction, they developed their ability to collaborate and communicate effectively. These social skills are crucial not only for academic success but also for personal and professional life. Students learned to work together, share ideas, and listen to others' viewpoints, which promoted a sense of teamwork and mutual respect in the classroom.

The role-playing method also had a positive impact on student confidence. Many students who were previously shy or reluctant to speak in front of the class became more confident in expressing their ideas during role-playing sessions. The non-threatening, interactive format of role-playing allowed students to practice communication skills in a supportive environment, which boosted their self-esteem. As they gained confidence in their ability to participate, students demonstrated more willingness to ask questions and contribute their thoughts during lessons.

Additionally, the teachers reported that the role-playing method helped to bridge the gap between theoretical knowledge and practical application. While the subject matter of buying and selling can be abstract and challenging for younger students to comprehend, the role-playing activities made the concepts more tangible and relatable. Teachers noted that students could explain and discuss the concepts more easily after participating in the role-play sessions, showing a higher level of understanding and retention of the material.

The surveys conducted with students confirmed that the majority of them felt that the role-playing method had improved their understanding of the subject matter. Most students stated that they had a clearer grasp of how buying and selling worked in a real-world context, and they were able to identify the Islamic principles that governed these transactions. This feedback underscores the effectiveness of the role-playing method in facilitating experiential learning, where students could apply theoretical concepts to practical situations. Despite the overall success of the method, the research also identified some challenges. Some students initially struggled with the role-playing format, particularly those who were more introverted or less confident in speaking publicly. However, over time, as students became more accustomed to the role-play scenarios, they began to participate more actively. Teachers also adapted the method to accommodate these students, offering them additional support and encouragement. This highlights the importance of creating a safe and supportive learning environment where all students feel comfortable participating.

Teachers also faced the challenge of managing the time effectively during role-playing sessions. While role-playing is an engaging and interactive method, it can be time-consuming, especially when multiple scenarios are enacted. Teachers had to carefully plan and manage the classroom activities to ensure that all students were involved and that learning objectives were met within the allotted time. Effective time management became crucial in ensuring that students benefited from the role-playing activities without disrupting the flow of the curriculum. Moreover, the research found that some students tended to focus more on the performance aspect of the role-playing rather than on the educational content. While students were enthusiastic about playing different roles, some were more concerned with acting out their roles rather than understanding the economic principles underlying the transactions. Teachers addressed this by providing clear instructions and debriefing sessions after each role-play, where students reflected on the educational aspects of the exercise and discussed the Islamic values involved in the transactions.

Another significant observation was that the role-playing method led to better classroom dynamics. The classroom atmosphere became more relaxed and collaborative, as students worked together in small groups to enact the scenarios. This was in contrast to traditional lessons, where students often worked independently. The role-playing method promoted a sense of community within the classroom, encouraging students to help one another and share their perspectives, thus fostering a more positive learning environment.

The research also highlighted the importance of teacher facilitation in the success of role-playing. Teachers who were able to guide the discussions, pose thought-provoking questions, and manage the classroom effectively were able to maximize the benefits of the method. In some cases, teachers found that additional training or preparation was necessary to ensure that they were fully equipped to facilitate role-

playing activities. As a result, ongoing professional development for teachers was suggested to ensure that the method could be implemented successfully.

Finally, the research showed that the role-playing method had a positive effect on students' long-term retention of the material. In the follow-up assessments conducted after the role-playing sessions, students demonstrated a higher level of understanding and application of buying and selling concepts. The practical nature of the method allowed students to remember and apply the concepts more easily than if they had only been taught through lectures. This indicates that the role-playing method not only enhances student engagement but also promotes deeper and more durable learning outcomes.

In conclusion, the implementation of the role-playing method in teaching buying and selling at Madrasah Ibtidaiyah Ma'arif NU 1 Pancasan was highly effective in improving student learning outcomes. The method increased student participation, critical thinking, social skills, and confidence, while also fostering a deeper understanding of the concepts related to buying and selling. Although challenges were encountered, the overall impact of the role-playing method was positive, and it proved to be a valuable tool in enhancing the quality of education at the school.

Discussion

The results of this study highlight the significant impact of the role-playing method on improving student learning outcomes in the subject of buying and selling at Madrasah Ibtidaiyah Ma'arif NU 1 Pancasan. The active engagement fostered by role-playing allowed students to better understand the concepts of buying, selling, and the Islamic ethical principles governing these transactions. This method provided students with the opportunity to practice real-world skills in a simulated environment, making the abstract concepts more tangible and relatable. This aligns with previous research that emphasizes the importance of experiential learning in deepening students' understanding of academic subjects.

Role-playing, as an interactive learning method, has been shown to significantly increase student participation. During traditional teaching methods, students often remain passive recipients of information, but role-playing requires students to take on active roles and responsibilities. In this study, it was evident that students became more involved in the learning process. By acting as buyers, sellers, and intermediaries in various scenarios, they engaged with the material in a dynamic way, making the lesson more relevant and enjoyable. As a result, the students' participation levels were noticeably higher during the role-playing sessions compared to regular lectures.

Furthermore, the role-playing method helped students apply theoretical knowledge to practical situations, which significantly enhanced their comprehension of the subject matter. The buying and selling concepts that might otherwise seem abstract were made concrete through simulation. By negotiating prices, discussing terms of sale,

and considering the ethical aspects of transactions, students were able to better grasp the intricacies of the topic. This hands-on experience helped students link the principles they were taught in class to everyday life, thereby improving both their understanding and retention of the material.

Critical thinking is another skill that was notably improved through the use of role-playing. Students had to analyze each situation carefully, think about possible outcomes, and make decisions based on the scenario at hand. For instance, while negotiating prices or discussing the terms of a sale, students were required to consider the fairness of the transaction and how to apply Islamic principles in their decisions. This active involvement in decision-making sharpened their critical thinking skills, as they were required to evaluate the consequences of their choices and develop problem-solving strategies in real time.

In addition to fostering critical thinking, the role-playing method also enhanced students' communication skills. As students took on different roles and interacted with each other, they practiced expressing their ideas, negotiating, and persuading others. These interactions helped improve their ability to articulate their thoughts clearly and effectively. Communication is a key skill in both academic and real-world settings, and the role-playing method provided students with a platform to refine these skills in a supportive environment. It was particularly beneficial for students who were initially shy or reluctant to participate in traditional classroom settings.

Moreover, the role-playing method promoted collaboration among students. By working in groups, students were able to share ideas, listen to each other's perspectives, and collaborate to resolve issues. This cooperative approach fostered a sense of teamwork, as students had to rely on each other to successfully complete the role-play scenarios. Collaboration not only helped students to develop social skills but also encouraged them to learn from their peers, enhancing the overall learning experience. This approach aligns with educational theories that emphasize the importance of social learning and peer interactions in enhancing educational outcomes. The increase in student enthusiasm for learning was another significant result of this study. Many students expressed excitement and eagerness to participate in role-playing activities, which was reflected in their increased motivation to study the material. The shift from passive learning to active engagement made the lesson more enjoyable, which in turn encouraged students to focus more on their studies. Motivation plays a crucial role in academic success, and the role-playing method succeeded in stimulating students' interest in the subject matter. This is an important finding, as it suggests that incorporating interactive learning methods can lead to a more motivated and engaged student body.

Another noteworthy outcome was the improvement in student confidence. Students who were typically hesitant to speak in front of the class became more comfortable during role-playing exercises. The supportive nature of role-playing, where

students could experiment with different roles in a low-stakes environment, allowed them to practice public speaking and communication skills without the fear of judgment. This increased confidence translated into more active participation in classroom discussions and a greater willingness to share ideas with peers and teachers. Over time, this contributed to an overall improvement in student performance, both in terms of knowledge retention and classroom involvement.

Despite the numerous benefits, the implementation of role-playing was not without its challenges. One of the difficulties encountered during the study was managing the diverse levels of student participation. While most students embraced the role-playing activities, some students, especially those who were more introverted, struggled with fully engaging in the activities. Teachers had to provide additional encouragement and support to these students, helping them feel more comfortable in the role-playing environment. This highlights the need for teachers to be aware of the varying levels of comfort and confidence among students and to adapt their teaching strategies accordingly. Another challenge was the time constraints associated with role-playing. The role-playing method, by nature, can be time-consuming, especially when several different scenarios are enacted. Teachers had to manage the time effectively to ensure that all students had the opportunity to participate while still covering the necessary curriculum content. In some instances, lessons were extended beyond the regular class time to allow for more thorough role-playing activities. This suggests that while role-playing can be a highly effective teaching method, it requires careful planning and time management to maximize its benefits without sacrificing other aspects of the curriculum.

Additionally, some students occasionally focused more on the performance aspect of the role-playing rather than the educational content. This tendency to treat the role-playing sessions as a form of entertainment, rather than as a learning exercise, posed a challenge for teachers who wanted to ensure that students were absorbing the key concepts. To address this, teachers incorporated reflection sessions after each role-play, where students could discuss the learning objectives and the ethical aspects of buying and selling. These debriefing sessions helped students shift their focus from performance to content and reinforced the educational value of the activity.

Another consideration is the importance of teacher facilitation in the success of role-playing. Teachers who were well-prepared and skilled in managing the dynamics of role-play sessions were able to create an environment in which all students felt comfortable and engaged. Effective facilitation was crucial in guiding students through the role-playing exercises, ensuring that they remained on task, and helping them draw connections between the role-play scenarios and the core learning objectives. Teachers' ability to ask insightful questions and provide feedback during the role-play activities further enhanced students' learning experiences. Moreover, the findings suggest that role-playing is an adaptable method that can be modified to suit different learning levels

and contexts. The ability to tailor the role-playing scenarios to the specific needs of the students and the subject matter made this method versatile. Teachers were able to adjust the complexity of the role-play situations based on the students' understanding and gradually introduce more challenging scenarios as students gained confidence. This flexibility allows role-playing to be used effectively across various topics and age groups, making it a valuable tool for diverse educational settings.

The overall impact of the role-playing method on student learning outcomes was overwhelmingly positive. The method not only increased student participation, engagement, and motivation but also helped students develop essential skills such as critical thinking, communication, and collaboration. By applying real-world scenarios to the classroom, students were able to connect theoretical knowledge with practical experience, leading to a deeper understanding of the subject matter. However, for the method to be fully effective, teachers must consider the challenges related to participation levels, time management, and student focus, while also providing a supportive environment for all students to thrive.

In conclusion, the role-playing method proved to be an effective pedagogical tool for improving student learning outcomes in the topic of buying and selling. By fostering an interactive, engaging, and collaborative learning environment, role-playing helped students not only understand economic concepts but also develop key skills necessary for success in both academic and real-life situations. The research underscores the importance of incorporating active learning strategies into education to enhance student engagement and achievement.

This research aims to enhance students' understanding of the concept of buying and selling (Jual Beli) in the context of Islamic economics at Madrasah Ibtidaiyah Ma'arif NU 1 Pancasan. The method chosen for this research is Role-Playing (Bermain Peran), a strategy that allows students to engage with the material through active participation and simulations of real-life scenarios. By immersing students in role-playing activities, the research seeks to improve both their theoretical understanding of the subject and their practical application of Islamic principles of trade. To begin, a pre-assessment was conducted to evaluate the students' initial knowledge of the topic. The students were tested on their understanding of key concepts such as the conditions of a valid transaction in Islamic law (Syar'i), the rights and responsibilities of buyers and sellers, and the process of conducting a transaction. The results indicated that many students lacked a clear understanding of how these concepts are applied in real-life scenarios, and they struggled to relate theoretical knowledge to actual practices.

The Role-Playing method was selected because it provides an interactive and dynamic way for students to experience the process of buying and selling in a controlled, educational environment. This method encourages students to take on the roles of both buyers and sellers, allowing them to actively engage in the decision-making processes involved in Islamic trade practices. Through this hands-on approach, students

not only gain theoretical knowledge but also develop practical skills that are essential for understanding the complexities of *Jual Beli* in the context of Islamic teachings.

In the first phase of the intervention, the teacher introduced the basic concepts of *Jual Beli* to the students. This included explaining the Islamic principles that govern trade, such as the prohibition of usury (*Riba*), the importance of honesty (*Sidq*), and the requirement for mutual consent (*Tafaful*). Afterward, the students were divided into small groups, and each group was given a scenario in which they had to simulate a buying and selling transaction. In these scenarios, students took turns acting as the seller, buyer, and even as a mediator or observer, each playing a specific role in the transaction. For example, one group was given a scenario where they had to simulate the sale of a product, such as a book or a piece of clothing. One student acted as the seller, while another acted as the buyer, and others observed and took notes on the process. The students were required to negotiate the price, ensure the product met the required specifications, and discuss the terms of the sale according to Islamic principles. The teacher guided the students throughout the role-playing activity, offering feedback and ensuring that they adhered to the principles of *Jual Beli*.

The role-playing activities were designed to highlight the importance of communication, fairness, and respect in the buying and selling process. As students participated in these activities, they were encouraged to engage in discussions about ethical considerations in trade, such as honesty in advertising products, the prohibition of fraud, and the need for transparency in pricing. These discussions allowed students to see how the theoretical concepts they had learned could be applied to real-life situations. In addition to the buying and selling scenarios, students also participated in activities where they had to resolve disputes between buyers and sellers. In these scenarios, students practiced negotiation and conflict resolution skills. For example, when a customer was dissatisfied with the product, students were required to discuss possible solutions, such as offering a refund or exchange, all while ensuring that the solution aligned with Islamic ethics. These conflict-resolution role plays not only enhanced students' understanding of the principles of fairness in trade but also equipped them with valuable problem-solving skills.

The role-playing sessions were structured in a way that encouraged active participation and collaboration. As students worked in groups, they were responsible for preparing the scenarios and taking turns in different roles. This collaborative aspect of the method helped build teamwork and communication skills among students. It also encouraged peer learning, as students shared their ideas and solutions with one another during and after the role-playing activities. To deepen their understanding, students were asked to reflect on their role-playing experiences. After each session, they were required to discuss what went well during the transaction, what could have been improved, and how the transaction adhered to Islamic principles. These reflections allowed students to critically analyze their performances and identify areas where they

needed further clarification or improvement. The teacher provided additional insights and corrected any misconceptions that arose during these discussions.

At the end of the intervention, a post-assessment was conducted to evaluate the students' improvement in understanding the material. This assessment included written tests, practical demonstrations of *Jual Beli*, and a group discussion to assess how well students could apply their knowledge in real-life scenarios. The post-assessment results showed a significant improvement in students' understanding of the *Jual Beli* process, especially in terms of applying Islamic trade principles to their role-playing scenarios. Most students demonstrated a clearer understanding of the rules governing trade, and they were more confident in performing transactions in an ethical and responsible manner. Observations during the role-playing activities also revealed an increase in student engagement and participation. Students who were initially passive or disengaged became more active participants in the learning process, eagerly taking on different roles and discussing the ethical implications of each scenario. The role-playing activities encouraged them to think critically about the topic and allowed them to see how the theoretical concepts they were learning about were applied in real-world situations.

Moreover, the role-playing method also fostered a greater sense of empathy and understanding among the students. By acting as both the buyer and the seller, students were able to experience the perspectives of both parties in a transaction. This helped them appreciate the importance of fairness and honesty in trade and understand the consequences of unethical practices, such as fraud or exploitation. It also allowed them to practice the values of patience and tolerance, as they navigated disagreements or misunderstandings during the role-play. Additionally, the peer feedback aspect of the role-playing method was beneficial in promoting self-reflection and continuous improvement. Students provided constructive feedback to one another, which encouraged them to consider different approaches to handling transactions and conflict situations. This collaborative learning environment helped students develop critical thinking and problem-solving skills, both of which are essential for understanding complex concepts like *Jual Beli* in Islamic law. In conclusion, the application of the Role-Playing method at Madrasah Ibtidaiyah Ma'arif NU 1 Pancasan led to a significant improvement in students' understanding of the material related to buying and selling in Islam. The interactive and student-centered nature of role-playing allowed students to engage with the material in a meaningful way, apply theoretical knowledge to real-life situations, and develop important skills in communication, negotiation, and conflict resolution. The results of this research suggest that the Role-Playing method is an effective tool for enhancing student learning outcomes, particularly in subjects that require the application of ethical principles in real-world contexts. Therefore, it is recommended that this method be implemented in other subjects as well to further promote active learning and student engagement.

Conclusion

In conclusion, the application of the role-playing method in teaching the topic of buying and selling at Madrasah Ibtidaiyah Ma'arif NU 1 Pancasan proved to be highly effective in improving student learning outcomes. The role-playing method significantly increased student engagement, participation, and understanding of the material by allowing students to actively apply theoretical knowledge to real-world scenarios. This interactive approach not only enhanced students' grasp of buying and selling concepts but also developed their critical thinking, communication, and collaboration skills. The positive impact of role-playing on student motivation and confidence further contributed to their overall academic development. However, while the method was successful in fostering deeper learning, challenges such as managing time and ensuring full participation among all students were encountered. Teachers needed to carefully plan and facilitate the activities to ensure that all students benefited from the role-playing exercises. Despite these challenges, the findings highlight the value of incorporating role-playing into educational practices, as it provides students with a dynamic and enjoyable learning experience that can lead to improved understanding and retention of the subject matter.

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