

RESEARCH ARTICLE

Role-Playing Learning Method in Shaping Commendable Morals of Students in Islamic Education Subjects

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Abstract: This study aims to determine the implementation of the role-playing learning method in PAI subjects in forming students' commendable morals. The research was conducted using a qualitative approach with the literature study method, collecting data through the latest and old literature (journals, books, proceedings) as primary data and sources from the internet as secondary data, the results of which were then described descriptively. The results obtained show that the role-playing learning model helps and is effective in developing students' commendable characteristics such as honesty, discipline, and good manners toward learning. This can happen because students gain direct experience by playing one character or another. What they experienced internalized within themselves so that there was a good change from before. Then based on the literature review it was also found that the role-playing learning method could be implemented in PAI subjects with the teaching material of the Story of the Prophet Abraham. Through the story of Prophet Ibrahim, students gain experience on how to respect their parents, act well, be honest, obey, and trust. The research carried out can contribute to the development of learning methods for parties involved in education, with a variety of learning methods applied that can provide meaningful learning by both teachers and students.

Keywords: Morals, Role Playing, Student

Abstrak: Penelitian ini bertujuan untuk mengetahui implementasi dari metode pembelajaran role playing pada mata pelajaran PAI dalam membentuk akhlak terpuji siswa. Penelitian dilakukan menggunakan pendekatan kualitatif dengan metode studi pustaka, pengumpulan data melalui literatur-literatur terbaru dan lama (jurnal, buku, prosiding) sebagai data primer dan sumber dari internet sebagai data sekunder yang kemudian hasilnya dijabarkan secara deskriptif. Hasil yang didapatkan bahwa model pembelajaran role playing membantu dan efektif dalam menumbuhkembangkan karakter terpuji siswa seperti kejujuran, kedisiplinan, dan adab yang baik terhadap berguru. Hal demikian dapat terjadi karena siswa mendapatkan pengalamannya secara langsung dengan memerankan satu tokoh atau peran lainnya. Dari apa yang mereka alami menginternalisasi dalam diri sehingga adanya perubahan yang baik dari sebelumnya. Kemudian berdasarkan telaah literatur juga didapati bahwa metode pembelajaran role playing dapat dilaksanakan pada mata pelajaran PAI dengan materi ajar Kisah Nabi Ibrahim. Melalui kisah nabi Ibrahim siswa mendapatkan pengalaman bagaimana cara menghormati orangtua, berlaku baik, jujur, taat, dan tawakal. Penelitian yang dilakukan dapat menjadi sumbangsih bagi pengembangan metode pembelajaran bagi pihak-pihak yang terlibat dalam dunia pendidikan, dengan adanya variasi metode belajar yang diterapkan mampu memberikan kebermaknaan belajar baik oleh guru maupun siswa.

Kata kunci: Akhlak, Role Playing, Siswa

INTRODUCTION

Ideally, the learning process should be conducted perfectly in terms of student readiness, planning, facilities, and evaluation. However, challenges in the learning process often arise, where according to findings by Ari Setiyanto, dkk (2021), issues occur when students show little interest

in learning activities, engage in cheating, arrive late to school, and display poor morals. These findings are in line with those expressed by Yusuf Hanafi, dkk (2021), who note the spreading cases of demoralization among the youth, impacting the quality of their morals. Thus, it is necessary for teachers to set a good example for students both directly and indirectly (Nurhuda & Putri, 2023).

In the context of learning in Islamic Education subjects, various problems arise in the learning process including curriculum support factors where the limited learning time is highly inadequate, Islamic Education learning, especially in public schools, only touches on general areas, and policy factors also contribute to the success or failure of the learning process (Sastriani, 2018). Additionally, various issues in the learning process occur because, historically and

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currently, the focus has been only on cognitive abilities, leaving the psychological and affective domains of students unaddressed. Even in certain skills, students often lack dominance due to the lack of skills honed at school, thus leaving these areas untouched (Nurhuda, 2022c). However, according to research conducted by Harvard University, Carnegie Foundation, and Stanford Research Center in the United States, as stated in Misrahul Safitri (2022) *"personality skills contribute 85% to the achievement of one's career, while self-competence contributes only 15% to career success."* This underscores the importance of students' morals over their cognitive abilities.

Considering the various problems mentioned above, a new breakthrough is needed to maximize the learning process. Therefore, this article proposes the role-playing learning method as an effort to shape commendable student morals. The author has made several attempts to explore the novelty of the study, reviewing previous literature using two media: Harzing's Publish or Perish and Open Knowledge Maps, which resulted in one article by Harzing on the Effectiveness of the Role-Playing Learning Method in Enhancing Students' Understanding of the Hijrah Story in Islamic Education at SMPN 7 Bandung by Yunus Yustian, Abas Asyafah, Mokhammad Iman Firmansyah (2017). Meanwhile, Open Knowledge Maps lists two articles with the same topic by Sri Hartati (2023) and Martini (2023) on the application of the role-playing learning method to improve student learning outcomes and activities in Islamic Education.

METHODS

This article adopts a qualitative approach where, according to Neni (2017) and Husaini & Purnomo (2008), qualitative research is a stage of research that seeks to understand and produce data in the form of phenomena, behavior, and certain situations based on the researcher's perspective. Specifically, the method used in this article is a literature study, involving a review of books and other references relevant to the problem being researched (Jonathan Sarwono, 2006). In-depth analysis is then carried out by verifying the content of each reference, followed by a descriptive breakdown of these references with full responsibility (Nurhuda et al., 2023).

RESULTS AND DISCUSSIONS

Learning Models & Role-Playing Learning Methods

In the educational process, several terms are recognized, including learning models, learning strategies, learning methods, tactics, and learning techniques. A learning model is an overview of the learning flow from beginning to end that encompasses strategies, methods, tactics, and learning techniques, or in other words, it is the framework of learning (Helmiati, 2016; Syahidin, 2019; Rangga et al., 2020).

Experts have divided many learning methods from conventional styles to contemporary ones, one of which is the role-playing (role-playing) method. Role-playing is a learning method that can be applied where students play roles, hence the strategy used is student-centered, focusing on the social aspect and observing cooperative behavior among students (Moch Agus, 2016). Because this social aspect is vital for students' daily lives, it is no wonder that

both the Qur'an and Hadith mandate studying it (Murjazin et al., 2023).

According to Hasibuan and Moedjiono, as stated by Muhamad Afandi et al. (2013), simulation (role-playing), true to its root word 'simulate' meaning to pretend, is an engineered scene that seems to be truly happening. There's a good reason for this; one of the benefits of applying the role-playing method is that it can help teachers overcome limitations in teaching, such as when encountering a lack of ideas to activate learning (Nurdyansyah, 2016). This also indirectly helps teachers to continuously upgrade their knowledge by learning through their environment (Nurhuda, 2023c).

Role-Playing Learning Method Syntax

To understand how the role-playing learning method is applied, there are several steps to prepare according to Cherif & Somervill in Lori Jarvis, Kathryn Odell, and Mike Troiano (2002), which are as follows:

1. Designing a syllabus about the story of Prophet Ibrahim for the material, Emulating the Stories of the Messengers of Allah in 8th grade at junior high school level;
2. Delivering an introduction to the lesson material, the teacher connects the moral message or lesson they wish to convey to the students, such as the prohibition of arrogance, worshipping Allah alone without associating partners with Him, and behaving well towards parents as they are the first environment for a child's education (Nurhuda, 2023a) and to others.
3. The teacher presents material about the struggle of the Messenger of Allah's mission, including specifically dramatizing the story of Prophet Ibrahim;
4. The teacher and students form groups to role-play;
5. Engaging in role-playing;
6. The teacher prepares observation and reflection sheets;
7. Conducting an overall evaluation and assessment.

Advantages of the Role-Playing Learning Method

The role-playing learning method applied in the learning process has several benefits/advantages where, according to Latifah in Ni Made Sri Ayu et al. (2022), they include:

- 1) Providing physical health because the entire body moves, and it is often said that in a healthy body there is a strong soul (Nurhuda, 2023b);
- 2) Role-playing can train gross motor skills and visuomotor coordination, flexibility, balance, and the ability to control movements and spontaneity due to activities like running, jumping, throwing, catching, and pushing;
- 3) Distributing positive energy within the child, thus minimizing aggressive tendencies which are closely related to psychology and heart management (Nurhuda, 2022d);
- 4) Harnessing the child's potential as they move and play roles;
- 5) Developing personal interests and creativity in playing roles, resulting in inner peace;
- 6) Children can recognize their strengths and weaknesses;
- 7) Role-playing can develop communication skills, form even social relationships, and develop problem-solving abilities within those relationships.

Limitations of the Role-Playing Learning Method

Nothing is perfect in this world, as the saying goes, including when implementing the role-playing learning method in educational activities, where according to Faiqo Diyana (2019), the limitations of this method include:

- 1) The learning situation is less conducive due to the teacher's focus being divided among many student activities (Nurhuda & Setyaningtyas, 2022);
- 2) It demands the teacher's skills in managing situations before, during, and after role-playing;
- 3) Often, the intended message and social situation are not achieved due to a lack of immersion in the played roles;
- 4) It requires a considerable amount of time to perfect the roles;
- 5) It needs effective, strong, and clear communication, in addition to decisiveness (Nurhuda, 2021).

Conventional Learning Methods and Quranic Learning Methods

Over time, two streams of learning methods have been used both practically and theoretically, namely conventional-based learning methods and Quranic-based learning methods. Muh. Dahlan Thalib (2021) explains based on his findings that educational and learning methods from the perspective of the Quran include the question and answer method, storytelling method, and exemplary method. Meanwhile, Hikmat (2019) explains that the learning method according to the Quran is an element in Islamic education by following the example of the education of the Prophet, companions, and the *ijtihad* of scholars as its foundation. In terms of its position, the role-playing learning method is part of the conventional learning methods where its inspiration comes from outside the Quran but can still be integrated so that even though it does not originate from Islamic teachings, it can still be integrated to create an Islamic nuanced learning experience (Nurhuda & Aini Setyaningtyas, 2021). This also shows how Islam greatly contributes to supporting various aspects of life, especially in the field of education and its methods (Nurhuda, 2022a).

Commendable Morals

Morals are a distinguishing and unique characteristic of humans, not found in other creatures of Allah, akin to a precious crown. The scope of morals is certainly very broad, and in Islamic heritage, morals are generally divided into two, namely good (commendable) morals and bad morals. Some terms for commendable morals include *akhlakul hasan*, *akhlakul mahmudah*, and *akhlakul karimah* (Suhayib, 2016).

The Scientific Team of the Sulay Da'wah Office (2013) outlines several commendable morals relevant to the study in this article, including spreading peace, humility, devotion to parents, and gentle speech. Imagine if a person lacks good morals, then their honor would be diminished. Especially in an era where technology is advancing, such as the prevalence of various social media platforms, which are not accompanied by the civility of humans themselves, becoming very valuable and important (Nurhuda, 2022b).

Therefore, Mardzelah (in Muhammad Abdurrahman, 2016) explains the importance of morals as a differentiator between those who have morals and those who do not, morals are also the soul of Islam, morals are a manifestation of oneself to avoid the punishment of hell. Morals depict a person with perfect faith and high piety towards Allah, morals become an important legacy of a nation, and morals play an important role in the development of a noble and advanced human civilization in the future, especially for the nation and state (Nurhuda, 2023e). This aligns with the educational goals related to morals, aiming to form a human personality that is trustworthy, *al-rahmah*, *al-haya*, *al-shidq*, *al-syaja'ah*, *qana'ah*, dan *al-ta'awun* (Syabuddin, 2019)

To realize humans with good morals, several efforts can be made, such as *muhasabah* (self-accounting) to what extent one has performed deeds in line with Islamic teachings, *mu'aqabah*, which is how punishment is determined if reprehensible moral acts are committed, *mu'ahadah*, a commitment of the conscience to avoid reprehensible acts, and *mujahadah*, the earnestness of oneself to perform good deeds (Muhammad Hasbi, 2020). From the various considerations above, commendable morals are extremely important, especially for someone who is a student, as exemplified and instructed by the Prophet Muhammad to his followers (Nurhuda, 2023d). It would be impossible for one to receive education and not bear good morals; therefore, it is important for a student to have commendable morals, especially manners in learning, respect towards teachers, and politeness as the focal point in this article's study.

Application of the Role-Playing Learning Method in Islamic Education Subjects

As a method in education, role-playing offers a proposition for all educational personnel, including teachers, practitioners, policymakers, the private sector, consultants, and others that can be applied in the field of education, especially in direct learning. The author attempts to explore studies on the application of the role-playing learning method in education, which can be viewed as follows:

Table 1. Implementation of the role-playing learning model in Islamic Education subjects

No	Researcher, Year, and Publication	Title	Research Conclusion
1	Najmi Hayati, Muhammad Yusuf Ahmad, dan Daryati (2017), <i>Al-Hikmah: Jurnal Agama dan Ilmu Pengetahuan (JAIP)</i>	Hubungan Metode Sociodrama dengan Akhlak Terpuji Siswa Madrasah Aliyah Hidayatullah Kabupaten Siak	Based on statistical testing results, it was found that the sociodrama method has a sufficiently strong influence on the commendable morals of students at $0.023 < 0.05$ (significance level). Therefore, considering the significant correlation, the sociodrama method (part of role-playing) can be an alternative for implementation in learning.
2	Muhammad Arifin (2017), <i>Ihya Al-Arabiyyah: Jurnal Pendidikan Bahasa dan Sastra Arab</i>	Penerapan Metode Role Playing dalam Pembinaan Akhlak Siswa di SMA Negeri 1 Tanjung Tiram Kabupaten Batu Bara	The role-playing learning method applied in the researcher's study successfully cultivated good moral values in the character development of students at SMA 1 Tanjung Tiram. This was possible because various supporting elements from the school principal to parents contributed to the effort, and

			the success of role-playing was also supported by student character-building activities such as Rohis, TBTQ, celebrations of Islamic holidays, and Ramadan religious activities.
3	Ari Kartiko, dan Edy Kurniawan (2018), Nazhruna: Jurnal Pendidikan Islam	Metode Bercerita dengan Teknik Role Playing untuk Menumbuhkan Akhlak Mulia	The research revealed that the applied role-playing learning method could stimulate students to properly practice manners towards teachers and books as learning sources.
4	Ummi Mu'allifah (2019), Skripsi IAIN Kudus	Efektivitas Metode Role Playing (Bermain Peran) dalam Upaya Meningkatkan Karakter Siswa pada Mata Pelajaran Akidah Akhlak di MTs Khoiriyah Guwo Tahun 2018/2019	Through the research, it was found that the role-playing method contributed up to 70% to the improvement of responsible, respectful, polite, and humble attitudes in students to possess good characters as expected by the pillars of character education.
5	Aupriawanti (2021) Skripsi IAIN Palopo	Efektivitas Teknik Role Playing untuk Meningkatkan Karakter Kejujuran Siswa di Kelas XI MIPA SMAN 4 Palopo	The research indicated that the use of role-playing techniques positively influenced the enhancement of the honest character trait in students of MIPA 2 SMAN 4 Palopo by 56% (coefficient of determination level). Similar to Najmi et al., role-playing can have a positive impact on commendable morals, in this case, honesty, which is an integral part especially in Islamic teachings.
6	Afaf Wafiqoh Nusaibah, Yazida Ichsan, Wahyu Ramadan, dan M.Sahrul Qhodi Alam (2021), TARLIM Jurnal Pendidikan Agama Islam	Implementasi Metode Pembelajaran Role Playing dalam Mata Pelajaran Akidah Akhlak untuk Membentuk Akhlakul Karimah Peserta Didik Era Milenial	Based on the researcher's literature review, it was found that the role-playing method could shape commendable student morals because students perform roles directly in learning, leading to a deep understanding and appreciation of the teaching material.

From the various studies above, the conclusion is that in terms of its utility, the role-playing learning method can be beneficial for enhancing, shaping, and fostering good character in students' daily learning. The implementation of the role-playing learning model can be a new breakthrough in teaching since learning activities, especially in Islamic Education subjects, have been very dull, lacking in methods, monotonous, and not varied (Syibran dan Fedry, 2019; Miss Rohanee Pornmat, 2017; Noda Adi Vutra, 2019).

The Story of Prophet Ibrahim as an Example in Shaping Commendable Student Morals

Among the many exemplary stories in the Quran, one that humanity can take wisdom from is the exemplary story of Prophet Ibrahim. His contributions are immense for Muslims around the world, being greatly responsible for the construction of the Kaaba, hence millions of people can visit it every time. Prophet Ibrahim lived around 1997-1822 BCE and was appointed as a prophet according to one literature in 1900 BCE, he is also categorized as one of the five prophets with the title of ulul azmi (Nurul, 2014).

Ibnu Katsir (Ibnu Katsir, 2007) details his lineage as *Ibrahim bin Tarikh (250) bin Nahur (148) bin Sarugh (230) bin Ra'u (239) bin Faligh (439) bin Abir (464) bin Syalih (433) bin Arfakhsyadz (438) bin Sam (600) bin Nuh*. Besides being a prophet of ulul azmi, another title he received is Khalilullah, meaning the friend of Allah (Muhammad Ahsan dan Sumiyati, 2017). He was born during the reign of King Nimrod, who was powerful and authoritarian (Zaid, 1995).

According to the Compilation Team of the Ministry of Religious Affairs of Indonesia (in Syamsurrijal et al., 2023) the Quran mentions the name of Prophet Ibrahim 70 times across 24 surahs including QS. al-Baqarah (2): 124-127, 130-133, 135-136, 140, 258, dan 260, QS. Ali-Imran (3): 33, 65-68, 84, 95 dan 97, QS. al-Nisa (4): 54, 125 dan 163, QS. al-An'am (6): 74-75, 83 dan 161, QS. al-Taubah (9): 70 dan 114, QS. Huud (11): 69 dan 74-76, QS. Yusuf (12): 6 dan 38, QS. Ibrahim (14): 35, QS. al-Nahl (16): 120 dan 123, QS. Maryam (19): 41, 46, dan 58, QS. al-Anbiyaa (21): 51, 60, 62, dan 69, QS. al-Hajj (22): 26, 43, dan 78, QS. al-Syuura (26):

69, QS. al-Ankabut (29): 16 dan 31, QS. al-Ahzab (33) :7, QS. al-Shaffaat (37): 83, 104, dan 109, QS. Shaad (38): 45, QS. al-Syuura (42):13, QS. al-Zuhkruf (43): 26, QS. al-Dzariyaat (51): 24, QS. al-Najm (53): 37, QS. al-Hadid (57): 26, QS. al-Mumtahanah (60): 4, dan QS. al-A' laa (87): 19. Some of the exemplary values taken from the story of Prophet Ibrahim include:

1. Prophet Ibrahim teaches the importance of speaking and acting kindly (Isa, 2021), as depicted in Surah Maryam, verse 42.,

إِذْ قَالَ لِأَبِيهِ يَا أَبَتِ لِمَ تَعْبُدُ مَا لَا يَسْمَعُ وَلَا يُبْصِرُ وَلَا يُغْنِي عَنْكَ شَيْئًا

"When he (Ibrahim) said to his father, 'O my father, why do you worship that which does not hear, does not see, and cannot avail you in the least?'"

Prophet Ibrahim gently questioned his father Azar's act of worshiping idols without rebuking him directly. This teaches us how, especially as children, one should treat their parents with respect even if they do not share the same faith.

2. Another value from the story of Prophet Ibrahim that can be learned includes uluhiyah (the value of divinity) and insaniah which encompasses values such as honesty, trust, conveying the truth, intelligence, compassion, patience, and exemplary conduct (Hasan, 2017).
3. Additionally, it is known that there are religious values from the story of Prophet Ibrahim that can be learned (Riski, 2017). The religious aspect is very important, especially for someone in Indonesia where the value of divinity is recognized as the philosophy and belief of the nation.
4. Other values are expressed by Imalatun (2019) based on her study of Surah As-Saffat verses 100-11, identifying five values that can be learned from the story of Prophet Ibrahim, namely the values of patience, trust in Allah, sincerity, obedience, and steadfastness.

5. Then, another value contained in the story of Prophet Ibrahim is also revealed by Rahman (2019) based on his study analyzing Surah Al-An'am verses 74-81 and Al-Anbiya verses 52-70, which is the value of brotherhood (habluminannas) where it is depicted how Prophet Ibrahim was kind and did not oppose his father but instead prayed for him.

Prophet Ibrahim is chosen as a role model offered in shaping commendable morals for students because the material about him is very relevant and allows for the application of the role-playing method in learning activities. Students are invited to play roles with various characters such as a merchant, King Nimrod, Prophet Ibrahim's father, and others, and these roles are played by all students in a class or pre-determined by the teacher. The expected outcome of this role-playing process is for them to internalize the values outlined above and practice them in daily life (Nurhuda & Prananingrum, 2022). In the execution of role-playing, students are given space to be fully involved, ensuring active participation. Afterward, reviewing the syntax of the learning method application from the theoretical study, the teacher observes every movement, role-play, and during the activity to be evaluated at the end.

It is hoped that the application of the role-playing method in learning can provide profound advice and messages to eradicate bad attitudes in students and form akhlakul karimah, which in this study refers to the values of politeness, learning manners, and respect towards parents or teachers.

CONCLUSION AND RECOMMENDATION

Based on the theoretical review, it is understood that the learning method is a framework or representation of ongoing learning. Components that constitute this learning method include strategies, methods, techniques, and tactics, and thus are inseparable from each other. Among the many learning methods that have developed to this day, the role-playing learning method can be an alternative choice of method applied in learning. The role-playing learning method presents collaboration between all parties, meaning between teachers and students. Before implementing role-playing, thorough readiness is required from planning to execution and evaluation. The application of the role-playing learning method is expected to activate the teaching-learning process and internalize the values of Prophet Ibrahim within the students to become civilized learners. Not all lesson material is suitable for the role-playing learning method; therefore, teachers must be adept at selecting which material is appropriate for this method. Hence, this study recommends its application to the material on the story of Prophet Ibrahim. The role-playing method applied is not entirely without flaws; for instance, the teacher needs to maintain a conducive environment during role-playing because students can sometimes be hyperactive and thus require control, which lies in the hands of the teacher. Future research should aim to assess the extent of the role-playing learning method's application in learning success and its implications for the quality of education, especially in Indonesia.

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