

# UTILIZATION OF ROLE PLAYING METHOD IN IMPROVING STUDENTS' RELIGIOUS UNDERSTANDING AND ATTITUDES IN ISLAMIC RELIGIOUS EDUCATION LEARNING AT SDN BIMA, PAKUNIRAN DISTRICT, PROBOLINGGO

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## Abstrak

### Keywords:

Islamic Religious Education,  
Role-Playing Method,  
Religious Attitudes,  
Religious Understanding,  
Elementary School Learning.

*This study aims to analyze the use of the role-playing method in improving students' religious understanding and attitudes in Islamic Religious Education (IRE) learning at SDN Bima, Pakuniran District, Probolinggo. This research employed a qualitative approach with a descriptive research design. The research subjects included the principal, Islamic Religious Education teacher, and students. Data were collected through observation, interviews, and documentation, while data analysis was conducted using an interactive model consisting of data reduction, data display, and conclusion drawing, supported by source and technique triangulation to ensure data validity. The results indicate that the implementation of the role-playing method was carried out regularly through planning, implementation, and reflection stages. This method created an active and enjoyable learning atmosphere, which enhanced students' understanding of Islamic Religious Education materials and facilitated the internalization of religious values. Furthermore, the role-playing method has a positive impact on students' religious attitudes, including politeness, responsibility, cooperation, and social awareness. Therefore, the role-playing method is effective for Islamic Religious Education learning at the elementary school level.*

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## INTRODUCTION

Islamic Religious Education (PAI) plays a strategic role in shaping students' religious understanding and attitudes from an early age (F. Mardiyah and Sofa 2025). At the elementary school level, PAI learning is not only directed at mastering cognitive



knowledge, but also at shaping attitudes, behavior, and the appreciation of Islamic values in everyday life. (Hakiki and Sofa nd) . This is in line with the goals of Islamic education, which emphasize harmony between knowledge and the practice of Islamic values in real life.

The Qur'an emphasizes the importance of education that is not only theoretical, but also applicative and touches aspects of attitudes and behavior (Yunus, Sofa, and Firdausiyah 2025) . Allah SWT. says in QS Al-Baqarah verse 151:

*"Just as (We have completed Our favors upon you) We have sent to you a Messenger from among you who recited Our verses to you, purified you, and taught you the Book and Wisdom and taught you what you did not know."*

(QS Al-Baqarah [2]: 151)

This verse indicates that the educational process in Islam includes reciting verses, purifying the soul (cultivating attitudes and morals), and teaching knowledge. Therefore, Islamic Religious Education (PAI) learning should ideally integrate cognitive, affective, and psychomotor aspects in a balanced manner (Sholeha and Sofa 2025) .

However, the reality on the ground shows that Islamic Religious Education (PAI) learning in elementary schools is still often dominated by lectures and written assignments. This one-way learning tends to make students passive, unenthusiastic, and unable to optimally internalize religious values. This condition results in students' poor understanding of Islamic Religious Education material and the failure to develop religious attitudes that are consistently reflected in daily behavior (Muzdalifah and Sofa 2025) .

In fact, the Quran emphasizes the importance of role models and experiential learning. Allah SWT says in Surah Al-Ahzab, verse 21:

*"Indeed, in the Messenger of Allah you have a good example to follow, for anyone who hopes for (the mercy of) Allah and the Last Day and remembers Allah often."* (QS Al-Ahzab [33]: 21)

This verse emphasizes that the ideal educational process should provide exemplary behavior and the appreciation of values through concrete examples. In the context of Islamic Religious Education (PAI) learning, the role-playing method is relevant for presenting these exemplary behaviors through role-playing and simulation, allowing students to directly imitate, understand, and internalize Islamic values. (Wijaya and Sofa 2025) .

Several previous studies have shown that active learning methods, such as role-playing, can increase student engagement and understanding. This method provides students with the opportunity to engage directly in learning situations that resemble real life (Sofa, Harifah, et al. 2025) . In Islamic Religious Education (PAI) learning, role-playing is very effective for topics such as morals, worship, and exemplary stories, as it can help students understand religious values contextually and practically (Hamidah and Sofa 2025) .

However, research specifically examining the use of role-playing methods in Islamic Religious Education (PAI) teaching in elementary schools, particularly those focused on improving students' religious understanding and attitudes, is still limited. Some studies emphasize cognitive aspects and active learning, without deeply linking them to the development of religious attitudes as the primary goal of Islamic Religious Education (PAI) learning. This constitutes a research gap analysis and the urgency of

this research (Sofa and Munawaroh 2025) .

Based on these conditions, SDN Bima, Pakuniran District, Probolinggo was chosen as the research location because this school has begun to implement a variety of learning methods, but the use of role-playing methods in Islamic Religious Education learning has not been systematically studied for its impact on students' understanding and religious attitudes. Therefore, this research is important to conduct to obtain an empirical picture of the effectiveness of the role-playing method in improving understanding of Islamic Religious Education material while shaping students' religious attitudes (Ramdani, Aziz, and Sofa 2025) .

The purpose of this study is to describe and analyze the use of role-playing methods in Islamic Religious Education (ISE) learning and its impact on improving students' religious understanding and attitudes at SDN Bima, Pakuniran District, Probolinggo. The results of this study are expected to provide theoretical and practical contributions to the development of innovative, active, and Qur'anic-based Islamic Religious Education (ISE) learning in shaping students' religious character.

## LITERATURE REVIEW

The theoretical study in this study was designed to provide a conceptual basis for the use of *role-playing methods* in Islamic Religious Education (PAI) learning and its relationship to improving elementary school students' religious understanding and attitudes. This theoretical description includes the concepts of PAI learning, *role-playing methods*, religious understanding, religious attitudes, and relevant previous research findings (Isabillah and Sofa 2025) .

Islamic Religious Education (PAI) is an educational process aimed at instilling an understanding of Islamic teachings while simultaneously shaping students' attitudes and behaviors in accordance with the values of the Qur'an and Sunnah. Islamic Religious Education (PAI) learning is not only oriented towards mastering cognitive material, but also towards internalizing the values of faith, piety, and noble character in everyday life. Therefore, Islamic Religious Education (PAI) learning requires the use of methods that can integrate cognitive, affective, and psychomotor aspects in a balanced manner (Fitria and Sofa 2025) .

*Role play method* is an active learning method that involves students playing specific characters or situations relevant to the material being studied. This method provides students with the opportunity to learn through direct experience, emotional expression, and social interaction. From the perspective of constructivist learning theory, *role-playing* allows students to construct their own understanding through real-life experiences, thus making learning more meaningful. Furthermore, this method aligns with social learning theory, which emphasizes the importance of observation, imitation, and role modeling in the learning process (Sofa and Erviana 2025) .

In the context of Islamic Religious Education (PAI) learning, the *role-playing method* is highly relevant for materials related to morality, worship, and the exemplary stories of prophets and Islamic figures. Through these roles, students can understand Islamic values not only conceptually but also practically. This process helps students internalize the meaning of Islamic teachings and encourages the formation of religious attitudes that are reflected in everyday behavior (Nafila and Sofa 2025) .

Students' religious understanding can be interpreted as students' ability to know, understand, and explain the concepts of Islamic teachings that are studied, both those

related to faith, worship, and morals. (A. Mardiyah and Sofa 2025) . This understanding serves as the foundation for students to practice Islamic teachings correctly. Meanwhile, religious attitudes refer to students' internal tendencies to act and behave in accordance with Islamic values, such as honesty, responsibility, discipline, and social concern. Religious attitudes are formed through a process of habituation, role models, and direct experience in learning activities (Salsabela and Sofa 2025) .

Several previous studies have shown that the application of *role-playing methods* has a positive impact on the quality of learning. First, a study conducted by **Agustin** entitled " *Efforts to Improve Understanding of Jinayah Material in Fiqh Learning Using the Role-Playing Method*" showed that the use of *role-playing methods* can increase student activity and understanding of Islamic Religious Education (PAI) material, particularly morals. The results of this study confirmed that direct student involvement through role-playing can help them understand Islamic values more concretely. However, this study emphasized the aspects of activity and cognitive learning outcomes and did not examine in-depth changes in students' religious attitudes (Agustina, Munir, and Setiawan 2025) .

Second, a **scientific study** entitled " *The Application of the Role Playing Method in Improving Students' Understanding of the Subject of Aqidah and Akhlak at the Al-Khairat Nunukan Middle School*" found that *role-playing methods* had a positive effect on the development of students' religious attitudes, such as discipline, responsibility, and social awareness. This research confirms that experiential learning can foster an appreciation of religious values. However, the study did not specifically link increased religious attitudes to a simultaneous understanding of Islamic Religious Education material (Scientific 2025) .

Third, research conducted by **Nursanti** with the title *Application of Role Playing Method in Learning the Story of the Prophet to Improve Students' Understanding of Safinatussalamah Middle School, Danau Paris District, Aceh Singkil Regency* concluded that active learning methods, including *role-playing*, are effective in improving students' understanding of morality. This study emphasizes the importance of methods that directly involve students so that Islamic Religious Education learning is not verbalistic. However, the focus of this study is still limited to understanding the material and does not address the aspect of religious attitudes as a learning outcome. (Nursanti and Desriadi 2025) .

Fourth, research by **Arifin** entitled *Application of Simulation-Based Role Playing Learning Model in Improving Students' Understanding of Fiqh Subjects on Zakat Fitrah Material at MI Tarbiyatul Islam Kraksaan Probolinggo* shows that the *role playing method* can help students emulate good behavior through role simulations, thus having an impact on strengthening religious character. This research emphasizes the affective dimension of PAI learning, but has not examined in depth the context of public elementary schools and has not combined aspects of religious understanding and attitudes simultaneously (ARIFIN, BADRUTTAMAM, and PURWANTORO 2025) .

Fifth, research conducted by **Pratama** with the title *Application of Role Playing Models to Improve Understanding of Pancasila Values in Elementary School Students* found that *the role-playing method* was able to create a pleasant learning atmosphere and increase student engagement in Islamic Religious Education (PAI) learning. The results of this study showed improved learning outcomes and positive student responses, but the study of the internalization of religious attitudes was still general and

had not been the main focus of the research (Pratama, Kurniawan, and Jannah 2025) .

Based on the five previous studies, it can be concluded that the *role-playing method* has proven effective in improving the quality of Islamic Religious Education (PAI) learning, both in terms of student engagement, understanding, and religious attitudes. However, there remains a research gap that has not been widely explored, namely a study that comprehensively analyzes the improvement of students' understanding and religious attitudes, particularly in the context of Islamic Religious Education learning in public elementary schools. Therefore, this study has both urgency and novelty in complementing and enriching the research literature in the field of Islamic Religious Education (ISE).

These studies have shown that *role-playing* can improve student engagement, understanding of the material, and social and moral attitudes. In Islamic Religious Education (PAI) learning, the use of *role-playing* has been reported to help students understand morals and worship more deeply and to enhance religious attitudes and social awareness. However, most studies have focused on improving learning outcomes or student engagement in general, and have not specifically examined the relationship between *role-playing* and improving elementary school students' religious understanding and attitudes.

Based on the theoretical review and previous research findings, it is clear that the *role-playing method* has significant potential to enhance students' religious understanding and attitudes in Islamic Religious Education (PAI) learning. Conceptually, the application of the *role-playing method* in Islamic Religious Education (PAI) learning is assumed to create an active, enjoyable, and meaningful learning environment, thereby encouraging students to understand Islamic teachings more deeply and internalize them in their daily attitudes and behaviors. This conceptual framework serves as the basis and foundation for this research.

## RESEARCH METHODS

This study used a qualitative approach with a descriptive approach. This approach was chosen to gain a deep and comprehensive understanding of the use of *role-playing methods in Islamic Religious Education learning and its impact on improving students' religious understanding and attitudes. This research focused on the learning process, teacher-student interactions, and changes in religious understanding and attitudes that emerged during the implementation of the role-playing method.*

The research location was SDN Bima, Pakuniran District, Probolinggo. The research subjects included Islamic Religious Education teachers and students directly involved in learning using the *role-playing method*. The determination of research subjects was carried out by purposive sampling, with the consideration that these subjects were considered to have the most understanding and direct involvement in the implementation of Islamic Religious Education learning using the *role-playing method*. Students who became subjects were class students who had received Islamic Religious Education learning using this method.

Data collection techniques in this study included observation, interviews, and documentation. Observations were conducted to directly observe the Islamic Religious Education (PAI) learning process using the *role-playing method*, including student activities, the teacher's role, and the classroom atmosphere. Semi-structured interviews were conducted with the PAI teacher and several students to gather information

regarding students' understanding of the material and religious attitudes after the implementation of the *role-playing method*. Documentation was used to supplement the data in the form of learning tools, activity photos, and student learning outcome notes.

The research instruments used were observation sheets, interview guides, and documentation sheets. The observation sheets were used to record the implementation of the *role-playing method* and student responses during the lesson. The interview guides were developed to obtain in-depth data regarding teacher and student perceptions of the use of the *role-playing method*. The documentation served as supporting data to strengthen the results of the observations and interviews.

Data analysis was conducted using an interactive analysis model that includes three main stages: data reduction, data presentation, and conclusion drawing. Data obtained from observations, interviews, and documentation were reduced to select data relevant to the research focus. Next, the data were presented in descriptive narrative form for ease of understanding. Conclusions were then drawn based on patterns and findings emerging in the field. To ensure data validity, this study employed source and technique triangulation techniques.

The research model used in this study illustrates the relationship between the application of the *role-playing method* as an action variable and students' religious understanding and attitudes as learning outcomes. The *role-playing method* is positioned as a learning strategy that facilitates active student involvement, the appreciation of values, and direct learning experiences, which subsequently impacts the improvement of Islamic Religious Education (PAI) material understanding and the formation of students' religious attitudes. This model is used as a framework for systematically analyzing the learning process and outcomes.

With the research method design, it is hoped that this research will be able to provide an objective and in-depth picture of the effectiveness of using *the role playing method* in Islamic Religious Education learning at SDN Bima, Pakuniran District, Probolinggo.

## RESULTS AND DISCUSSION

This results and discussion section outlines research findings regarding the use of *role-playing methods* in Islamic Religious Education (PAI) learning at SDN Bima, Pakuniran District, Probolinggo, and analyzes its impact on improving students' religious understanding and attitudes. The discussion is presented descriptively and analytically, linking field findings to theoretical studies and previous research.

Observations show that the application of the *role-playing method* in Islamic Religious Education (PAI) learning is carried out through several stages, namely determining appropriate material, assigning roles to students, conducting simulations, and reflecting together after the activity. Islamic Religious Education teachers choose materials related to morals and commendable attitudes, such as honesty, responsibility, and mutual assistance, because these materials are easy to practice through role-playing. During the learning process, students appear more enthusiastic, active, and brave in expressing their opinions and roles compared to conventional learning.

In terms of religious understanding, interview results and documentation indicate an improvement in students' ability to re-explain the Islamic Religious Education (PAI) material they have learned. Students were not only able to verbally state concepts or definitions but also provided examples of the application of religious

values in everyday life. This indicates that the *role-playing method* helps students understand Islamic Religious Education material more deeply and contextually. This finding aligns with constructivist learning theory, which emphasizes that understanding is formed through direct experience and active student involvement in the learning process.

In addition to improving understanding, the implementation of *role-playing methods* also impacted students' religious attitudes. Observations showed positive behavioral changes, such as increased politeness, cooperation, and responsibility during the learning process and outside the classroom. Islamic Religious Education teachers revealed that students began to demonstrate more religious attitudes, such as habitually greeting others, respecting their peers, and carrying out tasks responsibly. These changes were reinforced by interviews with students who stated that they better understood the meaning of good behavior after directly acting it out in *role-playing activities*.

The discussion of the results of this study indicates that the *role-playing method* not only functions as a strategy to increase learning activity but also as a means of internalizing religious values. Through the roles played, students can emulate behavior in accordance with Islamic teachings, as the concept of exemplary behavior is central to Islamic education. This finding aligns with previous research that states that the *role-playing method* is effective in shaping students' religious attitudes and character because it involves cognitive, affective, and psychomotor aspects in an integrated manner (Sofa, Muarrifah, et al. 2025) .

However, this study also identified several obstacles in implementing the *role-playing method*, including limited learning time and varying levels of student courage in role-playing. Some students still felt shy or hesitant to perform in front of the class. To address this, the teacher employed a persuasive approach and provided motivation and gradual familiarization so that all students could actively participate in the learning process (Zumamah and Sofa 2025) .

Overall, the results and discussion of this study indicate that the use of the *role-playing method* in Islamic Religious Education learning at SDN Bima, Pakuniran District, Probolinggo has a positive impact on improving students' religious understanding and attitudes. This method is able to create an active, enjoyable, and meaningful learning atmosphere, thereby supporting the achievement of Islamic Religious Education learning objectives that are not only oriented towards knowledge aspects, but also on the formation of students' religious attitudes and character (Astutik and Sofa 2025) .

### ***the Role Playing Method in Islamic Religious Education Learning***

The results of the study indicate that the *role-playing method* was implemented in a planned manner in Islamic Religious Education learning at SDN Bima, Pakuniran District, Probolinggo. Islamic Religious Education teachers adapted the material to the students' characteristics and chose themes related to morals and commendable behavior. The implementation of this method received full support from the school, as conveyed by HM Juri, S.Pd.SD, the Principal of SDN Bima:

*"We strongly support the use of active learning methods such as role-playing, as children understand lessons more easily when they are directly involved. Islamic Religious Education (PAI) learning is not sufficient through lectures alone; it requires practice to truly instill religious values. Islamic Religious Education*

*learning will be more meaningful when students are actively involved in the learning process. Through role-playing, students not only understand the material theoretically but also are able to internalize and apply religious values in their daily lives. Therefore, we strongly support teachers in using innovative and contextual learning methods."*

During the implementation phase, students are divided into small groups and assigned roles based on a scenario prepared by the teacher. This creates a more lively and interactive classroom atmosphere. The Islamic Religious Education teacher explained that the *role-playing method* facilitates the delivery of Islamic Religious Education material:

*"When students role-play, they not only hear but also experience firsthand how to behave according to Islamic teachings. The children become more engaged and less likely to get bored."*

After the role-play activity is complete, the teacher and students reflect to explore the religious values embedded in the roles they played. This reflection stage helps students understand the meaning of the lesson more deeply.

### ***Improving Students' Religious Understanding through Role Playing Methods***

Interview and observation results indicate that *the role-playing method* can improve students' religious understanding. Students can re-explain the material they've learned in simple language and provide examples of its application in everyday life. One student said:

*"When I learn while role-playing, I understand better. For example, when I play a role-playing game about honesty, I learn to tell the truth even if I'm afraid of being scolded."*

The Islamic Religious Education teacher also emphasized that there was an increase in students' understanding after implementing the *role playing method* :

*"Children remember the material more easily and can explain it with real-life examples. They not only memorize it, but also understand its meaning."*

These findings show that Islamic Education learning using *the role-playing method* helps students understand the material contextually, so that the knowledge gained becomes more meaningful and easier to remember.

### ***the Role Playing Method on Students' Religious Attitudes***

In addition to enhancing understanding, *the role-playing method* also impacts the development of students' religious attitudes. Observations show positive behavioral changes, such as increased politeness, responsibility, cooperation, and social awareness. The principal explained:

*"We saw changes in students' attitudes after learning through role-playing. The children became more polite, more willing to take responsibility, and began to apply religious values in their daily school lives."*

Students also acknowledged changes in their attitudes after participating in learning using the *role playing method* :

*"Now I'm more courageous in apologizing and helping my friends. During role-plays, the teacher explained that these are actions that are pleasing to God."*  
(Student Interview)

The Islamic Religious Education teacher added that the *role playing method* is effective for instilling religious values in a sustainable manner:

*"By role-playing, children not only learn what's right but also become accustomed*

*to doing it. This greatly helps shape their religious attitudes."*

Overall, the results and discussion indicate that the use of *role-playing methods* in Islamic Religious Education (PAI) learning at SDN Bima, Pakuniran District, Probolinggo, has a positive impact on improving students' religious understanding and attitudes. Active student involvement through direct experience makes Islamic Religious Education (PAI) learning more effective, meaningful, and oriented toward developing religious character.

This discussion links research findings on the use of *role-playing methods* in Islamic Religious Education (PAI) learning with relevant learning theories and previous research findings. This approach is used to strengthen academic validity and demonstrate the research's theoretical contribution.

#### ***the Role Playing Method from the Perspective of Active Learning Theory***

Research findings indicate that the *role-playing method* can create active, interactive, and meaningful learning. These results align with **active learning theory**, which asserts that students learn optimally when they are directly involved in the learning process, both physically and mentally. According to this theory, active student involvement fosters deeper understanding than passive learning that relies solely on lectures.

In the context of Islamic Religious Education (PAI) learning, the *role-playing method* allows students to participate directly through role-playing simulations, discussions, and reflection. This reinforces research findings that students become more enthusiastic and less bored. Thus, the application of *role-playing* aligns with the principle of active learning, which places students as the primary subjects in the learning process.

#### ***Increasing Religious Understanding from the Perspective of Constructivism Theory***

Improving students' religious understanding through *role-playing* can be explained through **constructivism theory**, which states that students construct knowledge through their own experiences and interactions with their environment. In *role-playing*, students not only receive information verbally but also construct understanding through the experience of playing roles that represent Islamic values.

The finding that students were able to re-explain Islamic Religious Education material and relate it to everyday life indicates that the learning process was constructive. The religious knowledge acquired was not simply rote, but rather the result of a deep process of interpretation. Thus, the *role-playing method* serves as a medium for constructing contextual and applicable religious knowledge.

#### ***Formation of Religious Attitudes from the Perspective of Social Learning Theory***

The positive impact of *role-playing* on students' religious attitudes can be analyzed using Albert Bandura's **social learning theory**. This theory emphasizes that individuals learn through observation, imitation, and modeling of the behavior of others. In *role-playing activities*, students observe and imitate behavior consistent with Islamic values through the roles played by themselves and their classmates.

The research results, which showed changes in attitudes, such as increased politeness, responsibility, and social awareness, indicate that the modeling process was effective. Students not only learned about good behavior but also practiced it directly. This aligns with the primary goal of Islamic Religious Education (PAI) learning, which emphasizes the internalization of values and the formation of religious character.

### ***Relevance of Research Findings to the Concept of Islamic Education***

Conceptually, the findings of this study also align with the principles of Islamic education, which emphasize **role models (uswah)** and **habituation (ta'wīd)**. *The role-playing method* represents role models through the roles played and accustoms students to behave in accordance with Islamic teachings. This aligns with the concept of Islamic education, which not only teaches knowledge but also fosters morals and religious attitudes.

Thus, the *role-playing method* can be viewed as a relevant and contextual learning strategy for achieving Islamic education goals, particularly in Islamic Religious Education (PAI) instruction in elementary schools. The findings of this study reinforce previous research that suggests that experiential and role-model-based learning is effective in improving students' religious understanding and attitudes (Efendy and Sofa 2025).

Based on an analysis of active learning theory, constructivism, social learning theory, and Islamic educational concepts, it can be concluded that the use of *role-playing* in Islamic Religious Education (ISE) learning has a strong theoretical basis. This method is able to simultaneously integrate cognitive, affective, and psychomotor aspects, making it effective in improving students' religious understanding and attitudes. Therefore, the results of this study not only provide practical contributions for Islamic Religious Education (ISE) teachers but also enrich theoretical studies in the field of Islamic Religious Education (ISE) learning in elementary schools.

## **CONCLUSION AND SUGGESTIONS**

### ***Conclusion***

Based on the research and discussion on the use of *role-playing* in Islamic Religious Education at Bima Elementary School, Pakuniran District, Probolinggo, it can be concluded that the application of *role-playing* has proven effective in improving students' religious understanding and attitudes. This method is able to create an active, interactive, and enjoyable learning atmosphere, so that students are directly involved in the learning process and not passive.

*role-playing* methods has had a positive impact on students' religious understanding, demonstrated by their ability to re-explain Islamic Religious Education material and relate it to everyday life. The understanding gained by students is not merely rote, but also reflects a deeper understanding of Islamic values.

Furthermore, the *role-playing method* also contributed significantly to the development of students' religious attitudes. Students demonstrated positive behavioral changes, such as increased politeness, responsibility, cooperation, and social awareness. This demonstrates the effectiveness of *the role-playing method* as a means of internalizing religious values and developing students' religious character in Islamic Religious Education learning in elementary schools.

### ***Suggestion***

Based on the research results, several recommendations can be made as follows. First, Islamic Religious Education teachers are advised to optimize the use of *role-playing* as an alternative, innovative and contextual learning method, particularly for materials related to morals, worship, and exemplary stories. Teachers also need to conduct thorough planning so that *role-playing activities* can be effective and actively

involve all students.

Second, schools are expected to support the implementation of active learning methods, including *role-playing*, by providing facilities, flexible learning schedules, and training for teachers to improve pedagogical competency. This institutional support is crucial for the sustainable implementation of learning innovations.

Third, future researchers are advised to develop research with a broader scope, both in terms of subjects, educational levels, and research methods. Further research could combine qualitative and quantitative approaches or examine the effect of *role-playing* on other aspects, such as student learning motivation and learning outcomes, to obtain a more comprehensive picture of the method's effectiveness.

Thus, this research is expected to provide a real contribution to the development of Islamic Religious Education learning that is more effective, meaningful, and oriented towards the formation of students' religious character.

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