

THE APPLICATION OF *THE ROLEPLAYING* METHOD TO INCREASE THE LEARNING ACTIVITY OF STUDENTS IN *FIQH* SUBJECTS

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ABSTRACT

This research aims to increase students' learning activity in *Fiqh* lessons through *the role playing* method in class X-7 MAN 1 Bogor Regency. This study uses the Classroom Action Research (PTK) method which is carried out in two cycles, each consisting of planning, implementation, observation, and reflection stages. The subject of the study is 36 students in grades X-7 in the even semester of the 2025 school year. Student activity was measured using observation sheets in each cycle. The results showed an increase in learning activity in cycle I by 61% (Moderately Active), and increased in cycle II to 87% (Very Active). In conclusion, the role playing method can increase students' learning activity in *Fiqh* lessons in grades X-7.

Keywords: *Role Playing*, Learning Activeness, *Fiqh* Subjects.

ABSTRACT

This study aims to improve students' learning activity in Fiqh lessons through the role playing method in class X-7 MAN 1 Bogor Regency. This study uses the Classroom Action Research (CAR) method which is carried out in two cycles, each consisting of planning, implementation, observation, and reflection stages. The subjects of the study were 36 students of class X-7 in the even semester of the 2025 academic year. Student activity was measured using an observation sheet in each cycle. The results showed an increase in learning activity in cycle I of 61% (Quite Active), and increased in cycle II to 87% (Very Active). In conclusion, the role playing method can improve students' learning activity in Fiqh lessons in class X-7.

Keywords: *Role Playing*, Learning Activity, *Fiqh* Subject.

INTRODUCTION

Learning *Fiqh* It is an educational process that takes place in the school environment, where teachers play the role of facilitators and students as subjects who are active in receiving and understanding knowledge. This learning not only aims to transfer knowledge, but also to form a comprehensive understanding of Islamic sharia laws that are practical and applicable in daily life (Sarbani, 2020).

An active learning environment in *Fiqh* learning is highly expected so that students can understand the material more deeply. Effective understanding not only helps them in mastering the theory, but also encourages them to practice *Fiqh* correctly in their daily lives.

However, in reality, creating an active learning environment is still a challenge for teachers. Because there are still many students who are used to with classical learning methods and more focused on achieving satisfactory grades, although their understanding is still theoretical. On the other hand, the motivation of educators to continue to develop and improve competence in teaching is still relatively low. This has an impact on the lack of improvement in the quality of learning *Fiqh*, because the methods and media used still tend to be monotonous (Nia et al., 2024).

One of the efforts that can be made by *fiqh* teachers to increase the activeness of students in the learning process is to change the teaching method that was originally teacher-centered,

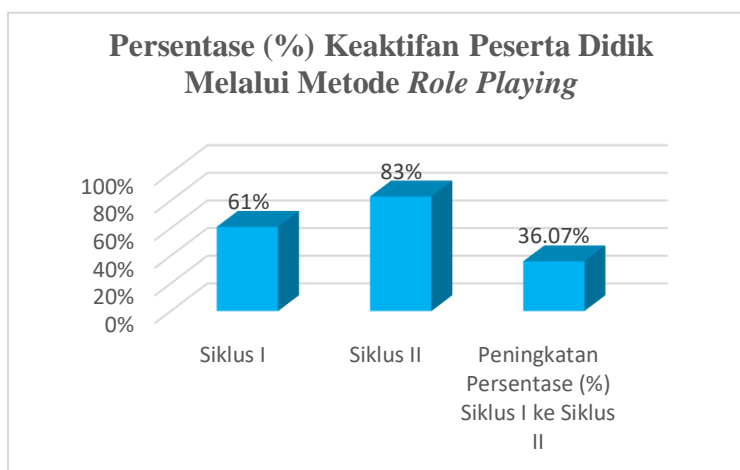
now involves students more actively in the learning process. As a solution to overcome the problem of low student activity in *Fiqh* learning, a more interactive learning method is needed and able to actively involve students in the learning process.

One effective alternative is *the role playing* method . This method provides students with the opportunity to act out situations that are relevant to *Fiqh* material, so that they not only understand concepts in theory, but can also apply them in real life.

RESEARCH METHODS

This study uses the Classroom Action Research (PTK) method, which is an action-based reflective method. The main goal of PTK is to improve and improve the quality of learning in the classroom professionally. According to Suharsimi Arikunto (2006), Classroom Action Research (PTK) is the observation of learning activities that are deliberately designed and carried out in the classroom. Meanwhile, according to Wina Sanjaya (2010), PTK is a way that teachers can do to improve the quality of their roles and responsibilities in managing learning (Aji, 2021: 49-50).

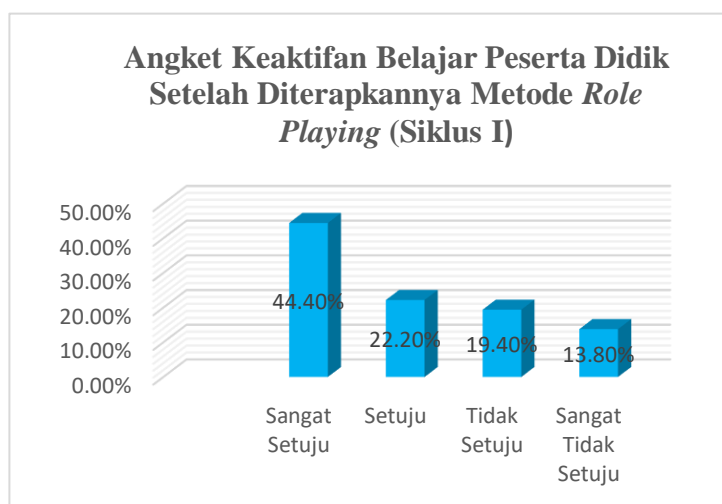
RESULTS AND DISCUSSION



Graph 4.1 Student Learning Activity

Based on the description of the results of the class action research conducted by the researcher in class X-7 MAN 1 Bogor Regency, the application of the *role playing* in learning *Fiqh* showed an increase in students' learning activity from cycle I to cycle II. This can be seen from the average percentage of student learning activities in each cycle. In the first cycle, the average student activity reached 61% and was categorized as (Quite Active). Meanwhile, in cycle II there was a significant increase to 87% with the category (Very Active). These findings are in line with the Purpose of using the *role playing* According to Mulyanti (2017:83), namely: 1) increasing students' creativity and activeness during the learning process, 2) motivating students to be more interested in the material, so as to have a positive impact on learning outcomes, 3) practicing cooperation in groups, 4) developing creativity when playing a role, and 5) fostering tolerance between students during learning (Handayani, 2017: 193).

In addition, according to Djamarah and Zain (2008), the *role playing* It has several advantages, namely: (1) it gives a strong and lasting impression in students' memories because it is a fun and meaningful learning experience, (2) makes learning more interesting and dynamic, (3) arouses enthusiasm and a sense of community, and (4) provides opportunities for students to be directly involved in learning through the role played (Nurfauzi et al., 2023: 215).



Graph 4.2 Cycle I Learning Activity Questionnaire

From the data of Graph 4.2 of the student learning activity questionnaire after the application of *the role playing* method in the first cycle, the number of students who strongly agreed was 16 people (44.4%), the number of students who agreed was 8 people (22.2%), the number of students who disagreed was 7 people (19.4%), the number of students who strongly disagreed was 5 people (13.8%).



Figure 4.3 Cycle II Learning Activity Questionnaire

From the data of Graph 4.3 of the student learning activity questionnaire after the application of *the role playing method* in cycle II, the number of students who strongly agreed was 24 people (66.6%), the number of students who agreed was 10 people (27.7%), the number of students who disagreed was 2 people (5.5%). Based on the data of the learning activity questionnaire of students in grades X-7, it shows an increase in activity from cycle I to cycle II. In the first cycle, 16 students (44.4%) strongly agreed, increasing to 24 people (66.6%) in the second cycle. The number of students who agreed also increased from 8 people (22.2%) to 10 people (27.7%). Meanwhile, students who disagreed decreased from 7 people (19.4%) in the first cycle to 2 people (5.5%) in the second cycle. Based on these results, it can be concluded that in cycle II, students prefer *Fiqh* learning using *the role playing method*.

CONCLUSION

The application of *the role playing method* in *Fiqh learning* is carried out in four stages: planning, implementation, observation, and reflection. At the planning stage, teachers prepare the necessary materials, media, and tools. At the implementation stage, teachers teach with the role playing method for two cycles, with materials such as *musaqah*, *muzara'ah*, and *mukhabarah*. Furthermore, at the observation stage, the accompanying teacher observes the student's activities while role-playing. Finally, the reflection stage is used to evaluate the shortcomings so that learning can be better in the next cycle. The application of *the role playing method* has been proven to increase the learning activity of students in grades X-7. This can be seen from the increase in the average learning activity of students, from 61% in the first cycle to 83% in the second cycle. Thus, there was an increase of 36.7%.

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