Implementation of Role Playing Learning Model in Improving Students' Interest in Learning

Fadila Maysa[1], Bujang[1], Zahra Chania[2], Muhammad Rafif[3]

[1]Sekolah tinggi Agama Islam Pengembangan Ilmu Al-Qur'an Sumatera Barat, Indonesia
[2]Universitas Gunadarma, Indonesia
[3]Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia
✉fauziahputri066@gmail.com *

Abstract

Congregational prayer serves to nurture and shape the character of a Muslim, as well as fulfilling a social function. By becoming a good person, a Muslim's sense of social responsibility will shape a good character. In this context, Islam requires congregational prayer. Although congregational prayer is not obligatory, it offers greater rewards, namely twenty-seven degrees higher than praying alone. The purpose of this study is to identify the character values obtained through the habit of performing congregational Zuhr prayer. This study employs a qualitative method with a case study approach. Data sources were obtained from thirteen informants through direct interviews using a pre-designed interview protocol. All interview data were analyzed thematically using the Interactive Model Analysis technique by Milles & Hubberman. The analysis results indicate that the activity of performing Zuhr prayer in congregation is essentially an extracurricular activity at State Elementary School 10 Sungai Lundang aimed at instilling the habit of performing congregational prayer among students, as well as developing character traits such as religiosity, discipline, responsibility, honesty, and others. The findings of this study can serve as initial data for future researchers in examining this issue in different contexts and problems.

INTRODUCTION

Education is an effort to help humans achieve a meaningful life, thereby attaining happiness both individually and collectively (Kasanah et al., 2019; Pratiwi, 2020; Sanga & Wangdra, 2023; Sugiarta et al., 2019; R. Wulandari et al., 2021). As a process, education requires a structured and stable system, as well as clear objectives to ensure that the desired direction is easily achieved. The education system in Indonesia has established and defined that the purpose of education is to develop

and shape the character and civilization of the nation in a dignified manner, with the aim of enhancing the potential of students to become individuals who are faithful and devout to the one and only God. The role-playing learning model is a model used when the intended learning involves explaining an event that involves many people and is better dramatized than narrated (Afri Naldi et al., 2024; Maria Ulfah & Budiman, 2019; Priatna & Setyarini, 2019; Purwantoro, 2021; Saputri & Yamin, 2022; Tulak et al., 2023). The concept of role-playing as a learning model is one of the social interaction learning models that provides students with opportunities to engage in active learning activities through personal interaction by assigning specific roles to students and dramatizing them on a stage. Educators must be able to identify the learning interests of the students they teach. Therefore, students must have effective learning strategies so that they can actively participate in the learning process.

A learning model is a conceptual framework and systematic procedure for grouping learning experiences in order to achieve the objectives of a particular learning process and serves as a guideline for instructional designers and teachers in conducting teaching and learning activities. Thus, the existence of this learning model ensures that teaching and learning activities are systematically organized and can achieve their objectives (Dewita et al., 2022; Sukandar & Rifmasari, 2022). Careful consideration is needed in selecting the learning model to be used in delivering instructional material to create an effective and appropriate learning model for the learning process. This aligns with the verse from the Quran, Surah an-Nahl, Verse 125, which states:

اُدْعُ اِلٰى سَبِيْلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِيْ هِيَ اَحْسَنُۗ اِنَّ رَبَّكَ هُوَ اَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيْلِهٖ وَهُوَ اَعْلَمُ بِالْمُهْتَدِيْنَ (النحل: ١٢٥)

Meaning: "Invite (people) to the path of your Lord with wisdom and good instruction, and debate with them in a way that is better. Indeed, your Lord is the one who knows best who has strayed from His path, and He is the one who knows best who has been guided" (QS. An-Nahl: 125).

The above verse concerns the obligation to learn and teach, as well as the methods used (Khasanah, 2021; Permana et al., 2024). In this verse, Allah SWT commands Prophet Muhammad SAW and his followers to learn and teach using good teaching methods (billatiy hiya ahsan). From this verse, it can be correlated with other verses that contain interpretations about learning and teaching methods based on Qur'anic concepts. Various learning models include the discovery learning model, the inquiry learning model, the problem-based learning model, the role-playing learning model, the contextual learning model, the cooperative learning model, and the project-based learning model.

Terminologically, interest is defined as a desire, liking, and willingness toward something that is of interest (Heri, 2019). Interest can also be interpreted as a drive that causes an individual's attention to be drawn to a particular object, such as work, lessons, objects, and people. Etymologically, the word "interest" in the Indonesian dictionary can be interpreted as attention and liking. Interest is a determining factor in a student's success in learning. Interest is a state in which an individual has attention toward an object that aligns with the desire to know, learn, or further explore that object, accompanied by a tendency to engage more actively with it. Interest is an aspect that can determine a person's motivation to engage in a particular activity. It can be concluded that someone who is interested in a particular activity will consistently pay attention to that activity with a sense of enjoyment because it stems from within the individual, based on a sense of liking and interest in a particular thing or activity, without any external pressure.

The steps in the role-playing model include warming up, selecting players or participants, setting up the stage, the teacher appointing several students to be

observers, starting the role-play, initial discussion and evaluation, replaying the role-play, and a second discussion and evaluation. Every method has its strengths and weaknesses, and the same applies to the role-playing method. However, what is important here is that the weaknesses of one method can be compensated for by using another method. One of the weaknesses of this method is that not all materials can be presented using this method. Therefore, the solution is for teachers to select appropriate materials for use with this model (Febriani et al., 2020; Oktavia et al., 2024; Rahman et al., 2020).

To carry out this game, the class can be divided into two groups. Each group is given an initial letter corresponding to a category of living things. For example, the first group is for plants and the second group is for animals. Then, the teacher gives each group a randomly selected letter of the alphabet. For example, the plant group is given the letter A. This means that the plant group must name all plants that begin with the letter A, such as apple, grape, avocado, and so on. The more plant names they mention, the better. This game is intended to hone students' ability to recognize the names of plants and animals.

From several previous studies related to the implementation of role-playing learning models in increasing learning interest, Fitrah explains that choosing the right learning model is crucial to the success of the learning process in the classroom. However, many students do not focus during the implementation of role-playing learning models, and quite a few laugh at their friends when they perform in front of the class, thereby reducing the enthusiasm of the students. Teachers must be able to select materials that can be used through the role-playing learning model, so that students understand the material taught by educators.

METHODS

This study uses a qualitative method with a case study approach (Case Study Design). Data sources were obtained from twenty informants through in-depth interviews selected using purposive sampling techniques (Akmal et al., 2024; Engkizar et al., 2023, 2024; Guspita, 2025; Istiqamah et al., 2024; Mahira et al., 2024; Mustafa et al., 2025; Wati et al., 2025). The informants selected met four criteria: they had a good understanding of the issues being studied, were still active in the field being studied, had time to provide information to the researcher, and provided information consistent with the facts on the ground. To meet the criteria for being an informant, all informants were individuals within the school environment, such as Islamic Education teachers, students, and school principals. After the interviews were completed with all informants, the transcription process was conducted, and the author identified themes relevant to the research objectives. This analysis process was carried out using the qualitative analysis software NVivo 10. The data collection techniques used were observation, interviews, and documentation. All data were analyzed using the Miles and Huberman analysis technique (Engkizar et al., 2021, 2025; Ikhlas et al., 2025; Khairunisa et al., 2025; W. Wulandari et al., 2024).

RESULT AND DISCUSSION

Based on interviews conducted by researchers with Islamic Education teachers in fourth grade, they explained how the role-playing model is implemented in the classroom. As stated in the following interview excerpt.

The implementation of the role-playing learning model is considered effective because students can actively participate in class, and students can reason or imagine the events being dramatized in accordance with the material taught in class, enabling students to better understand the material taught through role-playing when they are tested later.

Steps for implementing the role-playing model:

First, the teacher explains the implementation technique and determines the appropriate students to play simple roles that can be performed in class. Second, the teacher shows a video related to the material to be taught in front of the class. Third,

the teacher divides the students into groups and allows them to discuss. Fourth, students are asked to come to the front and present the results of their discussions about their roles. Fifth, the teacher explains the storyline to the students, with the aim of resolving potential problems in a general way, thereby giving the audience the opportunity to comment and evaluate the role-playing being performed. Sixth, the teacher and students can provide comments, conclusions, or notes on the role-playing process for future improvements. Seventh, the teacher directly evaluates the students based on their understanding of the role-playing performance (Engkizar et al., 2025).

This role-playing model is popular among students because it allows them to directly act out a problem that focuses on issues related to Islamic Religious Education. The effectiveness of a method is closely tied to the variety of engaging methods used (Anita & Chairunisa Muh.Said, 2025; Wahyuni et al., 2024). Moreover, the role-playing method, which inherently plays a significant role in learning, allows students to act and express their feelings and opinions without worrying about receiving punishment. Some of the impacts of implementing role-playing are outlined in the table below:

No	The Impact of Implementing the Role playing Model
1	Students began to show interest when the teacher asked them to role-play. They started paying close attention to the lesson, as seen when the teacher explained the material and the students did not play with their friends.
2	The application of this role-playing learning model can increase interest in learning, especially in Islamic Religious Education lessons. Students are active and involved in the learning process, and they can also showcase their talents in the world of acting.
3	Students appear enthusiastic in participating in the learning process, which previously often involved them being quiet in class but now becoming active. This can increase students' interest in learning PAI.
4	This learning model opens up opportunities for students who have a talent for acting or performing arts.
5	The teachers are looking for models that are effective in the teaching and learning process. In a meeting organized by the school principal and attended by the teaching staff, it was agreed that the role-playing learning model would be one of the methods used in the learning process.
6	The application of this role-playing model is expected to create a conducive classroom atmosphere because teaching and learning activities are centered on role-playing performances. Students are able to play an active role in expressing their ideas in groups. Each group is required to collaborate well.

CONCLUSION

This study has successfully revealed five impacts of implementing the role-playing learning model, including: i) students began to pay close attention to the learning process, ii) students were active and engaged in the learning process and were also able to showcase their talents in the world of acting, iii) students appeared enthusiastic in participating in the learning process, iv) this learning model opened up opportunities for students with talents in acting or performing arts, v) it created a conducive atmosphere. At the very least, this study can serve as a foundation and reference for future researchers to investigate this issue in different contexts and issues.

REFERENCES

Afri Naldi, Reval Oktaviandry, & Gusmaneli Gusmaneli. (2024). Model Pembelajaran Role Playing dalam Meningkatkan Fokus Peserta Didik. *Jurnal Bintang Pendidikan*

Indonesia, *2*(2), 133–140. https://doi.org/10.55606/jubpi.v2i2.2938

Akmal, F., Guspita, R., & Hafis, A. (2024). Principal Management in Improving Infrastructure in Junior High Schools. *Khalaqa: Journal of Education and Learning*, *2*(1), 87–94.

Anita, & Chairunisa Muh.Said. (2025). Sejarah lahirnya commonwealth Of Australia. *Santhet (Jurnal Sejarah Pendidikan Dan Humaniora)*, *9*(2), 611–618. https://doi.org/10.36526/santhet.v9i2.5235

Dewita, E., Maiseptian, F., Murisal, M., & Zuwirda, Z. (2022). Tinjauan Pendidikan Dan Konseling Islam Dalam Al-Qur'an Surat an-Nahl Ayat 125. *Menara Ilmu*, *16*(1). https://doi.org/10.31869/mi.v16i1.3407

Engkizar, E., Jaafar, A., Masuwd, M. A., Rahman, I., Datres, D., Taufan, M., Akmal, F., Dasrizal, D., Oktavia, G., Yusrial, Y., & Febriani, A. (2025). Challenges and Steps in Living Quran and Hadith Research: An Introduction. *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA*, *8*(3), 426–435. https://doi.org/10.24036/ijmurhica.v8i3.396

Engkizar, E., Jaafar, A., Sarianto, D., Ayad, N., Rahman, A., Febriani, A., & Rahman, I. (2024). Analysis of Quran Education Problems in Majority Muslim Countries. *International Journal of Islamic Studies Higher Education*, *3*(1), 65–80. https://doi.org/10.24036/insight.v3i1.209

Engkizar, E., Jaafar, A., Taufan, M., Rahman, I., Oktavia, G., & Guspita, R. (2023). Quran Teacher: Future Profession or Devotion to the Ummah? *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA*, *6*(4), 196–210. https://doi.org/10.24036/ijmurhica.v6i4.321

Engkizar, E., K, M., Kaputra, S., Arifin, Z., Syafril, S., Anwar, F., & Mutathahirin, M. (2021). Building of Family-based Islamic Character for Children in Tablighi Jamaat Community. *Ta'dib*, *24*(2), 299. https://doi.org/10.31958/jt.v24i2.4847

Febriani, A., Miftahurrahmah, M., Pajaria, S. A., & Nurhaliza, S. (2020). Six Motivations for Students to Take Tutoring. *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA)*, *3*(3), 121–129. https://doi.org/10.24036/ijmurhica.v3i3.192

Guspita, R. (2025). Problematics of Arabic Language Learning: Case studies in Islamic Educational Institutions. *Journal of Arabic Literature, Teaching and Learning*, *1*(1), 14–27.

Guspita, R., Azzahra, F., & Albizar, A. (n.d.). Utilisation of Artificial Intelligence in Quranic Learning: Innovation or Threat? *Journal of Quranic Teaching and Learning*, *1*(2), 73–89.

Heri, T. (2019). Meningkatkan Motivasi Minat Belajar Siswa. *Rausyan Fikr : Jurnal Pemikiran Dan Pencerahan*, *15*(1). https://doi.org/10.31000/rf.v15i1.1369

Ikhlas, R. Z., Ulwi, K., & Patri, P. (2025). Arabic Language Program Management for Muhadatsah Class. *Journal of Arabic Literature, Teaching and Learning*, *1*(2), 27–37.

Iskandar, M. Y., Efendi, E., Putra, D. A., & Halimahturrafiah, N. (n.d.). Digital Technology in Quranic Learning: Opportunities and Challenges. *Journal of Quranic Teaching and Learning*, *1*(2), 139–154. https://joqer.intischolar.id/index.php/joqer

Istiqamah, R. N., Putra, A. Y., Nasra, A., & Guspita, R. (2024). Learning the Book of Ta'lim Al-Muta'allim at the Islamic Boarding School. *Suluah Pasaman*, *2*(2), 40–50.

Kasanah, S. A., Damayani, A. T., & Rofian, R. (2019). Keefektifan Model Pembelajaran Role Playing Berbantu Media Multiply Cards terhadap Hasil Belajar Siswa. *Jurnal Ilmiah Sekolah Dasar*, *3*(4), 529. https://doi.org/10.23887/jisd.v3i4.22308

Khairunisa, F., Kaema, M. T., & Ibrahim, B. (2025). The Effect of Instagram Reels on Arabic Vocabulary Learning Outcomes. *Journal of Arabic Literature, Teaching*

and Learning, *1*(2), 47–54.

Khasanah, W. (2021). Kewajiban Menuntut Ilmu dalam Islam. *Jurnal Riset Agama*, *1*(2), 296–307. https://doi.org/10.15575/jra.v1i2.14568

Mahira, M., Hazifa, N., Guspita, R., Zuhri, M., Kamal, M., & Satrial, A. (2024). Implementations of Character Education in Improving the Religious of High School Students. *International Journal of Islamic Thought, Research and Practice*, *1*(1), 10–19. https://doi.org/10.63061/ijitaripa.v1i1.13

Maria Ulfah, S., & Budiman, M. A. (2019). Keefektifan Model Pembelajaran Role Playing Terhadap Kemampuan Berbicara. *Journal for Lesson and Learning Studies*, *2*(1), 83–91. https://doi.org/10.23887/jlls.v2i1.17324

Mustafa, N. N. B., Elita, R., Guspita, R., & Vanessa, A. D. (2025). Tahfidz Teachers' Strategies in Improving the Memorization Skills of Slow Learners. *Al-Hashif: Jurnal Pendidikan Dan Pendidikan Islam*, *3*(1), 12–24.

Oktavia, G., Febriani, A., Asril, Z., & Syafril, S. (2024). Analysis of Quran Memorization Methods : Academically Talented Students. *Journal of Theory and Research Memorization Quran*, *1*(1), 40–50.

Permana, D., Ridwan, E. H., & Gandara, T. (2024). Kewajiban Belajar-Mengajar Dalam Konteks Tafsir Tarbawi. *Fathir: Jurnal Studi Islam*, *1*(3), 340–356. https://doi.org/10.71153/fathir.v1i3.150

Pratiwi, S. N. (2020). Manajemen Strategi Sumber Daya Manusia Pendidikan Di Era 4.0. *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial*, *6*(1), 109–114. https://doi.org/10.30596/edutech.v6i1.4403

Priatna, A., & Setyarini, G. (2019). Pengaruh Model Pembelajaran Role Playing Terhadap Keterampilan Berbicara Siswa Kelas Iv Sd Pada Pembelajaran Bahasa Indonesia. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, *4*(2), 147–159. https://doi.org/10.23969/jp.v4i2.2139

Purwantoro, F. (2021). Implementasi Model Pembelajaran Role Playing Dalam Meningkatkan Minat Belajar Siswa Kelas V Pada Pelajaran Akidah Akhlak. *Al-Fikru: Jurnal Pendidikan Dan Sains*, *2*(1), 1–18. https://doi.org/10.55210/al-fikru.v2i1.579

Rahman, I., Nisa, K., & Saputri, R. E. (2020). Seven Students' Activities: A Case Study on Rumah Tahfidz An-Nur Daily Routine and Memorization Levels. *International Journal of …*, *3*(3), 110–120. https://doi.org/10.24036/ijmurhica.v3i3.184

Sanga, L. D., & Wangdra, Y. (2023). Pendidikan Adalah Faktor Penentu Daya Saing Bangsa. In *Prosiding Seminar Nasional Ilmu Sosial dan Teknologi (SNISTEK)* (Vol. 5, pp. 84–90). https://doi.org/10.33884/psnistek.v5i.8067

Saputri, R., & Yamin, Y. (2022). Pengaruh Model Pembelajaran Role Playing terhadap Hasil Belajar Dongeng pada Siswa Sekolah Dasar. *Jurnal Basicedu*, *6*(4), 7275–7280. https://doi.org/10.31004/basicedu.v6i4.3472

Sugiarta, I. M., Mardana, I. B. P., Adiarta, A., & Artanayasa, W. (2019). Filsafat Pendidikan Ki Hajar Dewantara (Tokoh Timur). *Jurnal Filsafat Indonesia*, *2*(3), 124–136. https://doi.org/10.23887/jfi.v2i3.22187

Sukandar, W., & Rifmasari, Y. (2022). Bimbingan dan Konseling Islam : Analisis Metode Bimbingan dan Konseling Islam dalam Qur`an Surat An-Nahl ayat 125. *Jurnal Kajian Dan Pengembangan Umat*, *5*(1). https://doi.org/10.31869/jkpu.v5i1.3302

Tulak, H., Tadius, & Lebo, A. (2023). Meningkatkan Keterampilan Berbicara melalui Model Pembelajaran Role Playing berbantuan Media Audio Visual pada Siswa Sekolah Dasar. *Elementary Journal : Jurnal Pendidikan Guru Sekolah Dasar*, *6*(2), 94–98. https://doi.org/10.47178/y3j0dx55

Wahyuni, Y. S., Istiqomah, D., & … (2024). Questions Students Have: A Solution for Improving the Islamic Education Learning Outcomes of Primary School

Learners. *International Journal of …*, *7*(4), 243–252. https://doi.org/10.24036/ijmurhica.v7i4.256

Wati, A., Asril, Z., & Guspita, R. (2025). The Role of Akhlak Mahmudah in Counteracting the Moral Crisis of the Digital Age: A Review of Contemporary Islamic Literature. *Journal of Islamic Thought, Research and Practice*, *1*(1), 27–34. https://doi.org/10.70588/jitera.v1i1.325

Wulandari, R., Timara, A., Sulistri, E., & Sumarli, S. (2021). Pengaruh Model Pembelajaran Role Playing Berbantuan Media Video Terhadap Hasil Belajar Kognitif Siswa Sd. *ORBITA: Jurnal Pendidikan Dan Ilmu Fisika*, *7*(2), 283. https://doi.org/10.31764/orbita.v7i2.5173

Wulandari, W., Millah, S. E., Lubis, T., & Arifin, Z. (2024). Seven Challenges for Arabic Department Students in Memorizing Hadith. *Journal of Arabic Literature, Teaching and Learning*, *1*(2), 1–13.