

## Implementation of the Role Playing Learning Method in Improving Islamic Religious Education Learning Outcomes on Marriage Material for Vocational High School Students



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**ABSTRACT:** The aim of the research is to evaluate the success of the role playing learning method in improving learning about the Islamic religion, more specifically about marriage, in class XI students at State Vocational High School 6 Surakarta. This research involved a class majoring in Visual Communication Design with 26 students. The research process was carried out through two cycles, each cycle consisting of planning, implementation, observation and reflection stages. The research results show that the role playing learning method influences Islamic learning outcomes better, as can be seen from the results of knowledge tests via pretest and posttest. Students experienced increased learning outcomes with the analysis of the 2 cycles carried out. In the first cycle, only 5 students (19.23%) got a complete score. However, in the second cycle, student completion rose to 22 out of 26 students (84.6%). Thus, the role playing method can be considered to have high criteria for increasing student understanding.

**KEYWORDS:** Learning Outcomes, Marriage Material, Role Playing Method

### INTRODUCTION

The success of a learning process at each level of education is influenced by various factors. Some of the factors referred to include teachers, students, curriculum, school environment, and so on (Pembinaan Kelembagaan Agama Islam, 2001). However, the main factors that influence the success of a learning process are teachers and students. The importance of these two factors is because learning is a process of student interaction with education and learning resources in a learning environment (Direktorat Umum Madrasah, 2004).

Teachers must have a leadership spirit. Besides that, teachers must be competent because their involvement in learning has a big influence on the learning process and achievement of students (Hamalik, 2008). Apart from that, teachers, as the main element responsible for the implementation and development of the teaching and learning process, are expected to improve the quality of the teaching and learning process, the teaching and learning process is the core of knowledge transformation activities from teachers to students. To achieve this effectiveness and efficiency, it is necessary to have appropriate methods to achieve the expected teaching and learning objectives (Fitriyah & Wardani, 2022). Based on the information above, it can be said that the learning process in school is essentially an effort made by teachers to make students learn.

The success of teaching Islamic Religious Education also depends on the success of students in following the teaching and learning process. In this case, teachers have a very important position in improving student achievement in using appropriate learning methods (Fitriyah & Wardani, 2022). Apart from that, learning effectiveness is also influenced by the approach or strategy and learning methods that have been chosen and designed philosophically. Post-learning activities can take the form of enrichment or provide remedial teaching services for students who have learning difficulties (Sartika, 2022). Along with the development of innovation in learning, a Role Playing learning method was discovered which is expected to improve the quality of learning in Islamic Religious Education subjects (Mahisarani et al., 2023).

The various learning methods available, one that is interesting to implement in the learning process is the Role Playing method. Through this method, students will be actively involved in developing their potential, including the process of thinking, asking, discussing, and others. Students will be directly involved in the process of discovering new information. The application of the role playing method in learning is considered capable of making students more enthusiastic in participating in learning and increasing their understanding of the subject matter. The role playing method also aims to build students' knowledge in systematic learning as a technique for increasing students' understanding of subject matter. Apart from that, this method also strengthens students' skills, both those acquired in learning and in life (Rofiq & Mashuri, 2021).

## **Implementation of the Role Playing Learning Method in Improving Islamic Religious Education Learning Outcomes on Marriage Material for Vocational High School Students**

The role playing learning model has been applied to various variables, such as motivation, interest in learning, learning achievement, critical thinking skills, learning outcomes, and other variables. From literature research conducted by Mahisarani (2021) regarding role playing learning methods on historical material, this method is believed to be able to improve student learning outcomes (Mahisarani, Putra Daulay & Dahlan, 2021). However, for fiqh material, the results are not yet clear. Therefore, teachers who have never implemented a role playing learning model in learning this material.

Various studies show that the role playing method has a significant impact in increasing students' knowledge, skills, motivation and learning. Sri Hartini's research results (2012) show that role playing influences increasing student learning motivation (Sri Hartini, 2012). This can also be seen in Faizah's research (2017) which explains that this method can improve student learning achievement at elementary school level (Faizah, 2023). Then, Hernaningsih, (2020) revealed that the role playing method can increase students' emotional intelligence (Hernaningsih, 2020). Students feel that learning using the role playing method is more fun and not boring, because they can learn creatively and not monotonously (Haerudin & Helmanto, 2019). In general, learning using the role playing method has succeeded in improving student learning outcomes.

This learning method has not been widely applied in the process of learning fiqh material, especially in marriage material. Besides that this model is relatively new and not yet widely known by students of Islamic religious education, most teachers prefer to teach using the conventional model, namely a teacher-centred learning model, while the latest curriculum innovations lead to a student-centred learning model (Fitriyah & Wardani, 2022).

Teachers who dominate their role as learning resources will present lessons using lecture methods, practice questions or drills, with little or no supporting media. Teachers tend to be authoritarian, the learning atmosphere seems stiff, serious and dead. Only the teacher actively speaks, but the students are passive. If students cannot grasp the lesson material, mistakes tend to be placed on the students.

The classroom walls are left blank or if there are only pictures of heroes. There are no icons that inspire students' enthusiasm and self-confidence. In short, the learning process is disempowering and boring. In this way the learning process becomes ineffective, and therefore learning objectives cannot be achieved optimally. Therefore, from the results of this research, researchers are interested in implementing the role playing method in the learning process of Islamic religious education subjects on marriage material.

### **RESEARCH METHODS**

The type of research carried out is research with a qualitative descriptive approach. This research consists of two cycles, with each cycle consisting of planning, implementation, observation and reflection (Wiriaatmadja, 2005). The research subjects were 26 students of class XI at State Vocational High School 6 Surakarta. Data was collected from the teaching and learning process of Islamic Religious Education subjects, namely by using observation, interviews and documentation.

Observation instruments are used to collect data about the learning process in the classroom during initial observations, the first cycle and the second cycle. Observations use student observation sheets and teacher observation sheets in the learning process. Interviews were used to collect data regarding the use of the initial interview learning method, in the first and second cycles.

This research data collection technique uses documentation, which is used to collect information in the form of documents related to the research carried out, such as the results of knowledge tests. To determine the increase in knowledge concepts, test instruments were used through pretest and posttest to compare the results before and after the action. The performance indicator in this study was 90% with a minimum threshold of 80.

### **RESULTS AND DISCUSSION**

Role playing is a way of presenting learning material or subject matter by demonstrating, displaying, or showing a situation or event experienced by people, methods or behavior in social relationships. So in other words, role playing is a teaching method in which students receive an assignment from the teacher to dramatize a social situation that contains a problem or issue, so that students can solve a problem that arises from that social situation (Rofiq & Mashuri, 2021).

The Role Playing Learning Method is also a type of Service Learning method. This learning method takes the form of mastering learning materials through developing students' imagination and appreciation. Students develop imagination and appreciation by acting as living characters or inanimate objects. This game is generally played by more than one person, this depends on what is being played (Sugiyanto, 2011).

Role Playing is an action carried out consciously by a group of students in briefly demonstrating the learning material by acting as a character. Joyce and Weil (2000) in Eko Yuliyanto (2016) explain that role-playing is a teaching method that is included in the group of social learning models (socialmodels). This method emphasizes the social nature of learning, and views that cooperative behavior can stimulate students both socially and intellectually (Eko Yuliyanto, 2016).

Besides that, role playing is a teaching model that originates from the individual and social dimensions of education (Ismail, 2011). This model helps each student to find personal meaning in their social world and helps solve personal dilemmas with the

## Implementation of the Role Playing Learning Method in Improving Islamic Religious Education Learning Outcomes on Marriage Material for Vocational High School Students

help of the group (Uno, 2007). In the social dimension, this model makes it easier for individuals to work together in analyzing social conditions, especially humanitarian issues. This model also supports several ways in the process of developing a polite and democratic attitude in dealing with problems.

From these several definitions, it can be concluded that the role playing method is an effective method in learning in the form of delivering material to students with movement games which contain a system, objectives and also involve elements of fun during the learning process.

The initial stage in this research is a pretest (pre-cycle) to determine the level of mastery of the material by students. From the researcher's observations, it is known that students have not been able to master the marriage material well. This is caused by the teacher's monotonous way of teaching and makes students less enthusiastic. The following are the results of the pre-cycle assessment:

No	Name	Result	Information
1	Abu Bakar Ridho	80	Passed
2	Anindita Az-Zahrah Setiahati	40	Not Pass
3	Ardianty Ivana Putri	30	Not Pass
4	Daffa Arya Sandi Pamungkas	50	Not Pass
5	Defayu Ajeng Syifa Ahnafi	70	Not Pass
6	Diana Ayu Wulandari	60	Not Pass
7	Duhita Galuh Kinanti	70	Not Pass
8	Faaiz Haidar Kholis	60	Not Pass
9	Fathih Muzzakky Nur Yahya	60	Not Pass
10	Fauza Azka Hafiiyyan	70	Not Pass
11	Grafira Eka Mardiana	30	Not Pass
12	Hapsari Yuly Tri Utami	50	Not Pass
13	Husna Michoyan Raditya Putra	40	Not Pass
14	Ikhsan Maulana Akbar	60	Not Pass
15	Jihan Ayu Taqiyatusholihah	50	Not Pass
16	Kristiyan Yanuarta	70	Not Pass
17	Lailia Dwi Adhani	30	Not Pass
18	Mahendra Sakti Raharja	50	Not Pass
19	Marvins Adi Permana	40	Not Pass
20	Muhammad Ryuichi Nabil Ramadhana	30	Not Pass
21	Najla'A Rameyza Chalisa	60	Not Pass
22	Naswa Auliya Dawiyah	40	Not Pass
23	Nayla Arfiana Putri	30	Not Pass
24	Reynald Ramadhan Ferdianto	50	Not Pass
25	Salsabila Faida Hasya	70	Not Pass
26	Sang Asri Rizqia Putri Brilliant	30	Not Pass
<b>Nilai Tertinggi</b>		<b>80</b>	
<b>Nilai Terendah</b>		<b>30</b>	
<b>Rata-Rata</b>		<b>50,77</b>	

Number of students	: 26
Number of Passed students	: 1
Number of Not Passed	: 25
Student completion percentage	: 3.84%
Percentage of student incompleteness	: 96.15%

## Implementation of the Role Playing Learning Method in Improving Islamic Religious Education Learning Outcomes on Marriage Material for Vocational High School Students

From the pretest results and the percentage of students' completeness according to the aspects assessed, it shows that almost all class XI students are still unable to understand the material about marriage in Islam. Therefore, creativity is needed in teaching, with appropriate and varied methods. The results of initial observations and interviews show that students do not understand the material about marriage in Islam in depth. Next, researchers took collaborative action to improve learning research using the role playing method. Next, the researcher started the lesson by giving instructions to students to read and understand material about marriage in Islam. The teacher explains the stages of learning using the role playing method.

The learning process was carried out through workshop modules in three meetings. This classroom action research was divided into two cycles, namely cycles I and II, where each cycle contained the same treatment (the same flow of activities) and discussed the subject matter of marriage which ended with a test at the end of each round. From the evaluation of these students, the following results were obtained:

No	Name	Result	Information
1	Abu Bakar Ridho	80	Passed
2	Anindita Az-Zahrah Setiahati	40	Not Pass
3	Ardianty Ivana Putri	30	Not Pass
4	Daffa Arya Sandi Pamungkas	50	Not Pass
5	Defayu Ajeng Syifa Ahnafi	80	Passed
6	Diana Ayu Wulandari	60	Not Pass
7	Duhita Galuh Kinanti	70	Not Pass
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12	Hapsari Yuly Tri Utami	50	Not Pass
13	Husna Michoyan Raditya Putra	40	Not Pass
14	Ikhsan Maulana Akbar	80	Passed
15	Jihan Ayu Taqiyatusholihah	50	Not Pass
16	Kristiyan Yanuarta	70	Not Pass
17	Lailia Dwi Adhani	30	Not Pass
18	Mahendra Sakti Raharja	50	Not Pass
19	Marvins Adi Permana	40	Not Pass
20	Muhammad Ryuichi Nabil Ramadhana	30	Not Pass
21	Najla'A Rameyza Chalisa	80	Passed
22	Naswa Auliya Dawiyah	40	Not Pass
23	Nayla Arfiana Putri	30	Not Pass
24	Reynald Ramadhan Ferdianto	50	Not Pass
25	Salsabila Faida Hasya	70	Not Pass
26	Sang Asri Rizqia Putri Brilliant	30	Not Pass
<b>Nilai Tertinggi</b>		<b>80</b>	
<b>Nilai Terendah</b>		<b>30</b>	
<b>Rata-Rata</b>		<b>53.46</b>	

Based on the table above, to calculate the average class score, you need to add up all the students' scores and divide by the number of students. From the calculations above, it can be seen that the average student score in cycle I was 53.46 with the following percentage of completeness:

## Implementation of the Role Playing Learning Method in Improving Islamic Religious Education Learning Outcomes on Marriage Material for Vocational High School Students

No	Passing Grade	1st Cycle	
		Student	Presentage
1	Passed	5	19,23%
2	Not Pass	21	80,76%

Based on the table above, it can be concluded that the understanding of class This is proven by the percentage of student completeness in learning evaluations of only 19.23% of the total class members. Apart from that, the average class score is still low, namely 53.46. Teacher activity in cycle I only reached 57.5%. And student activity in cycle I was 55.19%.

The researcher carried out reflection at the end of cycle I together with the teacher of the same subject. The results of this reflection are used as a reference in order to improve the quality of the implementation of the learning process regarding the terms and conditions of marriage to improve student learning outcomes. Based on the results of evaluations, observations and discussions with colleagues, who are also collaborators in cycle I, there are several important things that can be reflected in future actions. Based on the results of student evaluations, it can be concluded that the understanding of class This is proven by the percentage of student completeness in learning evaluations of only 19.23% of the total class members. Apart from that, the average class score is still low, namely 53.46.

From the results of the reflection on cycle I, it is hoped that solutions to solve the problems found can be implemented well in cycle II in order to improve student learning evaluation results in accordance with the objectives of conducting this classroom action research. From the calculations for Cycle I, it can be seen that the average student score is 53.46. Analysis of the results of student evaluations in cycle I still shows that there are problems, namely, students find it difficult to memorize and understand verses about marriage which are included in certain tajwid laws. This is because students have not been able to read the Koran properly and correctly, and understand its content.

Apart from that, students are also not able to understand and memorize the terms and conditions of marriage properly. To get around this, in cycle II learning, the learning material is equipped with ways to pronounce the hijaiyah letters according to the correct and correct makharijul letters, and confirmation of the stages and pillars of marriage. Apart from that, students are also trained to recite verses about marriage over and over until they understand their meaning perfectly (Gade, 2014).

From the results of the reflection on cycle I, all alternative solutions to solve the problems found can be implemented well in cycle II in order to improve student learning evaluation results in accordance with the aim of conducting this classroom action research, namely the percentage of student learning completeness reaching 80% in material learning. marriage defecation terms and conditions of marriage using the role playing method. From the evaluation of these students, the following results were obtained:

No	Name	Result Cycle	1st Result Cycle	2nd Result Cycle	Information
1	Abu Bakar Ridho	80	100		Passed
2	Anindita Az-Zahrah Setiahati	40	80		Passed
3	Ardianty Ivana Putri	30	80		Passed
4	Daffa Arya Sandi Pamungkas	50	80		Passed
5	Defayu Ajeng Syifa Ahnafi	80	90		Passed
6	Diana Ayu Wulandari	60	90		Passed
7	Duhita Galuh Kinanti	70	80		Passed
8	Faaiz Haidar Kholis	80	90		Passed
9	Fathih Muzzakky Nur Yahya	60	70		Not Pass
10	Fauza Azka Hafiyyan	70	80		Passed
11	Grafira Eka Mardiana	30	70		Not Pass
12	Hapsari Yuly Tri Utami	50	80		Passed
13	Husna Michoyan Raditya Putra	40	80		Passed
14	Ikhsan Maulana Akbar	80	90		Passed
15	Jihan Ayu Taqiyatusholihah	50	80		Passed
16	Kristiyan Yanuarta	70	80		Passed
17	Lailia Dwi Adhani	30	80		Passed

## Implementation of the Role Playing Learning Method in Improving Islamic Religious Education Learning Outcomes on Marriage Material for Vocational High School Students

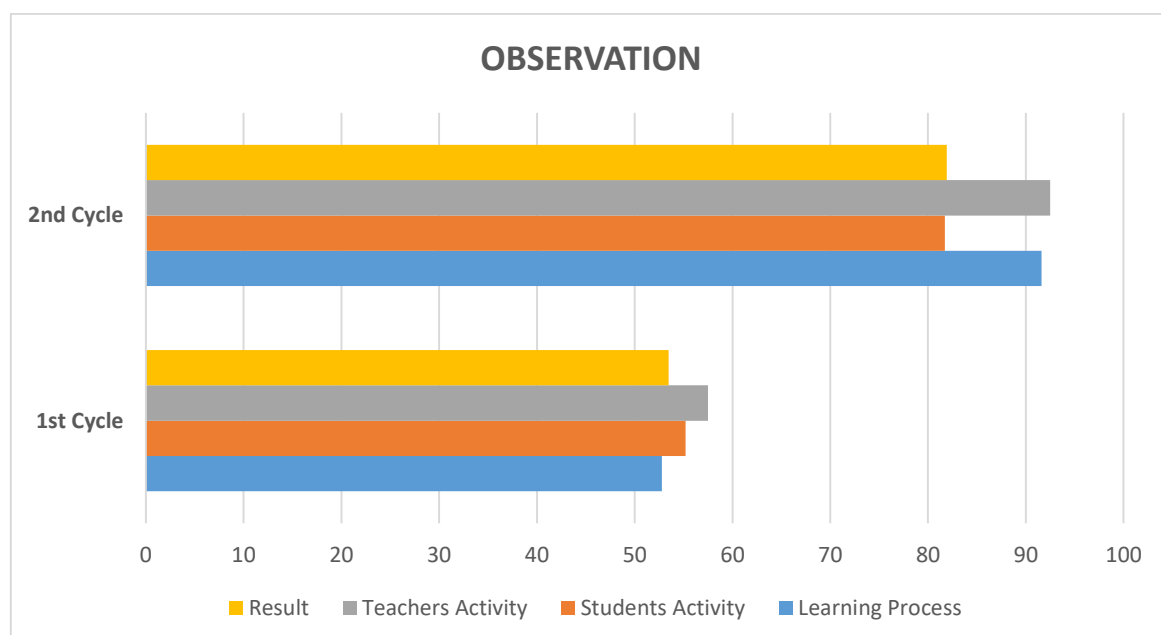
18	Mahendra Sakti Raharja	50	80	Passed
19	Marvins Adi Permana	40	80	Passed
20	Muhammad Ryuichi Nabil Ramadhana	30	80	Passed
21	Najla'A Rameyza Chalisa	80	90	Passed
22	Naswa Auliya Dawiyah	40	80	Passed
23	Nayla Arfiana Putri	30	90	Passed
24	Reynald Ramadhan Ferdiyanto	50	70	Not Pass
25	Salsabila Faida Hasya	70	70	Not Pass
26	Sang Asri Rizqia Putri Brilliant	30	90	Passed
<b>Nilai Tertinggi</b>		<b>80</b>	<b>100</b>	
<b>Nilai Terendah</b>		<b>30</b>	<b>70</b>	
<b>Rata-Rata</b>		<b>53,46</b>	<b>81,92</b>	

Based on the table above, to calculate the average class score, you need to add up all the students' scores and divide by the number of students. From the calculation above, it can be seen that the average score of students in cycle II is 81.92 with the percentage of completeness as follows:

No	Passing Grade	1st Cycle	
		Students	Presentage
1	Passed	5	19,23%
2	Not Pass	21	80,76%
No	Passing Grade	2nd Cycle	
		Students	Presentage
1	Passed	22	84,61%
2	Not Pass	4	15,38

Based on the table above, it can be concluded that the understanding of class This is proven by the percentage of student completeness in the learning evaluation of 84.61% of all class members. Apart from that, the average class score is above the KKM, namely 81.92. The percentage of teacher activity in cycle II was 92.5%. The percentage of student activity in cycle II was 81.73%. And the percentage of the learning process in the district increased until in cycle II it reached 91.6%.

From the results of observations of teacher activities, student activities and the learning process above, it can be depicted with the following diagram:



## Implementation of the Role Playing Learning Method in Improving Islamic Religious Education Learning Outcomes on Marriage Material for Vocational High School Students

The researcher carried out reflection at the end of cycle II together with the teacher. The results of this reflection are used as a reference in order to improve the quality of the implementation of the learning process regarding the material on marriage terms and conditions to improve student learning outcomes. Based on the results of evaluations, observations and discussions with teachers who are also collaborators in this second cycle, it was concluded that the understanding of class significant and succeeded in achieving the expected target of completion so that this research was said to have been successful. This is proven by the percentage of student completeness in learning evaluation in cycle II reaching 84.61% of all class members.

To ensure the effectiveness of applying the role playing method in teaching PAI about the terms and conditions of marriage, the researchers compared it with the results of previous research. Mahisarani, (2021) has conducted similar research regarding the role playing method in history subjects with results showing that this method is very appropriate to apply in the learning process to improve student learning outcomes (Mahisarani, Putra Daulay & Dahlan, 2021). Apart from that, Kartini, (2007) also found research results that the role playing method can also increase students' enthusiasm or interest in learning (Kartini, 2007). From several research results, researchers concluded that the role playing method can improve student learning outcomes.

### CONCLUSION

The application of the role playing method really helps students understand Islamic religious education material, especially marriage material regarding harmony and marriage conditions. Several improvements occurred in individual students and the learning process after planning, implementation, observation and follow-up reflection on everything that happened during learning related to problems that arose which could hinder the smooth running of student learning activities.

In the first cycle of classroom action research, students showed learning outcomes even though they had not been able to achieve the minimum target score obtained. In cycle II, almost all students were able to improve their learning evaluation results with a minimum score of 75. Learning completeness in this classroom action research was indicated by the students' completeness in the class studied reaching 80%, while the second cycle showed that students' learning completeness reached 84.61%. so this research can be said to have been successful. Therefore, the role playing method is an effective method for studying Islamic religious education material, especially marriage material regarding harmony and marriage conditions.

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## Implementation of the Role Playing Learning Method in Improving Islamic Religious Education Learning Outcomes on Marriage Material for Vocational High School Students

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