

Experimental Analysis of the Use of Lecture and Role-Play Methods in Islamic Religious Education Learning

Ikhwana^{1*}

^{*1}Universitas Muhammadiyah Sumatera Utara, Indonesia

^{*1}email: ikhwana@gmail.com

ARTICLE INFO	ABSTRACT
<p>Article history: Received: September 28, 2025 Revised: October 29, 2025 Accepted: December 15, 2025 Available Online: January 3, 2026</p> <p>Keywords: Islamic Religious Education; Lecture Method; Role Play; Learning Outcomes; Experimental Study.</p>	<p>This study aims to experimentally analyze the differences in students' learning outcomes in Islamic Religious Education (IRE) taught using the lecture method and the role-play method. The research employed a quantitative approach with a quasi-experimental design involving two groups: an experimental group and a control group. The experimental group was taught using the role-play method, while the control group was taught using the lecture method. Data were collected through learning achievement tests administered before (pre-test) and after (post-test) the treatment. Data analysis was conducted using a <i>t-test</i> to determine differences in learning outcomes between the two groups. The results indicate a significant difference in learning outcomes between students taught using the role-play method and those taught using the lecture method. Students who participated in role-play-based learning demonstrated higher improvement in learning outcomes compared to those taught using the lecture method. Therefore, the role-play method is considered more effective in enhancing learning outcomes in Islamic Religious Education.</p>
<p>Please cite this article: Ikhwana. (2026). <i>Experimental analysis of the use of lecture and role-play methods in Islamic religious education learning</i>. Integrasi: Jurnal Studi Islam dan Humaniora, 4(1), 20-28</p>	<p style="text-align: center;">ABSTRAK</p> <p>Penelitian ini bertujuan untuk menganalisis secara eksperimental perbedaan hasil belajar peserta didik pada mata pelajaran Pendidikan Agama Islam (PAI) yang diajar menggunakan metode ceramah dan metode <i>role play</i>. Metode penelitian yang digunakan adalah pendekatan kuantitatif dengan desain eksperimen semu (<i>quasi-experimental design</i>), melibatkan dua kelompok, yaitu kelas eksperimen dan kelas kontrol. Kelas eksperimen diajar menggunakan metode <i>role play</i>, sedangkan kelas kontrol menggunakan metode ceramah. Teknik pengumpulan data dilakukan melalui tes hasil belajar yang diberikan sebelum (<i>pre-test</i>) dan sesudah (<i>post-test</i>) perlakuan. Analisis data dilakukan menggunakan uji statistik <i>t-test</i> untuk mengetahui perbedaan hasil belajar antara kedua kelompok. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara hasil belajar peserta didik yang diajar menggunakan metode <i>role play</i> dan metode ceramah. Peserta didik yang mengikuti pembelajaran dengan metode <i>role play</i> menunjukkan peningkatan hasil belajar yang lebih tinggi dibandingkan dengan peserta didik yang diajar menggunakan metode ceramah. Dengan demikian, metode <i>role play</i> dinilai lebih efektif dalam meningkatkan hasil belajar Pendidikan Agama Islam.</p>
Page: 20-28	This is an open access article under the CC-BY-SA licence (https://creativecommons.org/licenses/by-sa/4.0/).

A. Introduction

Islamic Religious Education (IRE) plays a strategic role in shaping students' faith, piety, and noble character. Through IRE learning, students are expected not only to understand Islamic teachings cognitively but also to internalize Islamic values in their daily lives. Therefore, the IRE learning process must be designed effectively to ensure that educational objectives are optimally achieved (Muhaimin, 2015).

In practice, IRE learning in schools still faces various challenges, one of which relates to the selection of instructional methods. Many teachers continue to rely on the lecture method as the primary approach to delivering material. This method is considered practical and efficient, particularly for presenting conceptual and normative content (Sanjaya, 2016).

The lecture method has advantages in delivering information in a systematic and structured manner. Teachers can control the learning process and ensure that all material is conveyed according to the allocated time. However, the lecture method tends to position students as passive recipients of learning, resulting in limited active participation and less meaningful learning experiences (Djamarah & Zain, 2014).

The limitations of the lecture method may lead to low learning outcomes, particularly in terms of students' understanding and application of IRE values. Students often memorize content without being able to relate it to real-life contexts. This condition indicates the need for more varied and participatory learning methods to make IRE learning more contextual (Tilaar, 2014).

One instructional method considered capable of increasing students' active involvement is the role-play method. This method provides students with opportunities to act out certain situations related to the learning material. Through role play, students learn through direct experience and social interaction (Sanjaya, 2016).

In the context of IRE learning, the role-play method is highly relevant because much of the content relates to attitudes, values, and religious behavior. For example, topics on morality, worship, and social interactions (*muamalah*) can be simulated through role-playing activities, enabling students to better understand and internalize the values being taught (Muhaimin, 2015).

Learning approaches that involve direct experience are believed to enhance students' memory and comprehension. This view aligns with constructivist learning theory, which

emphasizes that knowledge is constructed through experience and active interaction with the learning environment (Creswell, 2014).

In addition to improving understanding, the role-play method has the potential to develop students' social skills, such as cooperation, communication, and empathy. IRE learning conducted in this manner is expected to produce students who are not only intellectually competent but also socially and spiritually intelligent (Tilaar, 2014).

Learning outcomes serve as an important indicator for evaluating the success of a learning process. Learning outcomes encompass changes in students' cognitive, affective, and psychomotor domains after participating in instruction. Therefore, the instructional methods employed by teachers significantly influence students' learning achievements (Sudjana, 2017).

Previous studies have shown that active and participatory learning methods tend to yield better learning outcomes than conventional methods. The role-play method has been proven effective in enhancing conceptual understanding and student engagement in the learning process (Sanjaya, 2016).

Nevertheless, the lecture method is still widely used in IRE learning because it is considered suitable for certain types of content. Therefore, an empirical study comparing the effectiveness of the lecture method and the role-play method in improving IRE learning outcomes is necessary (Djamarah & Zain, 2014).

Experimental research is an appropriate approach for examining the differences in the effects of these two instructional methods. Through an experimental design, researchers can systematically and objectively compare the learning outcomes of students taught using lecture and role-play methods (Sugiyono, 2019).

Experimental analysis also provides strong empirical evidence to support teachers in selecting appropriate instructional methods. The findings of this study are expected to serve as a basis for decision-making in improving the quality of IRE learning in schools (Creswell, 2014).

Thus, this study is important to determine the extent of differences in IRE learning outcomes between the use of the lecture method and the role-play method. The findings are expected to contribute both theoretically and practically to the development of more effective and meaningful IRE learning strategies.

Based on the above discussion, this study focuses on the experimental analysis of the use of lecture and role-play methods in Islamic Religious Education learning. This research is expected to provide a comprehensive overview of the effectiveness of both methods in improving students' learning outcomes.

B. Method

This study employed a quantitative approach using a quasi-experimental research design. The quasi-experimental design was selected because the researcher could not randomly assign participants to experimental and control groups but utilized existing classes. This design allowed for a systematic comparison of learning outcomes between students taught using the lecture method and those taught using the role-play method in Islamic Religious Education (Creswell, 2014).

The research was conducted at a secondary educational institution where Islamic Religious Education is a compulsory subject. The population of the study consisted of all students at the selected grade level, while the sample was divided into two groups: an experimental group and a control group. The experimental group received instruction using the role-play method, whereas the control group was taught using the lecture method. The sample selection was carried out using purposive sampling to ensure that both groups had relatively similar academic characteristics (Sugiyono, 2019).

Data were collected using a learning achievement test designed to measure students' understanding of Islamic Religious Education content. The test was administered twice, namely as a pre-test before the treatment and a post-test after the instructional intervention. The test items were developed based on the learning objectives and indicators specified in the curriculum to ensure content validity (Sudjana, 2017).

Prior to data collection, the research instrument was validated through expert judgment and a pilot test to assess its reliability. Item validity was examined using appropriate statistical analysis, while test reliability was determined using internal consistency measures. Only valid and reliable items were used in the final data analysis to ensure the accuracy of the research findings (Arikunto, 2018).

Data analysis was conducted using inferential statistical techniques. The pre-test and post-test scores were analyzed to determine the improvement in students' learning outcomes.

An independent sample *t-test* was employed to examine the differences in post-test scores between the experimental and control groups. Before conducting the *t-test*, assumptions of normality and homogeneity of variance were tested to ensure the suitability of the statistical procedure (Sugiyono, 2019).

To maintain the rigor and credibility of the research, ethical considerations were carefully observed throughout the study. Permission was obtained from the school authorities, and participants were informed about the purpose of the research. Students' anonymity and confidentiality were maintained, and the collected data were used solely for research purposes. These procedures were implemented to ensure that the study adhered to ethical standards in educational research (Creswell, 2014).

C. Results and Discussion

The results of this study are based on the analysis of students' learning outcomes in Islamic Religious Education taught using the lecture method and the role-play method. Data were obtained from pre-test and post-test scores administered to both the experimental group and the control group. The pre-test results indicated that there was no significant difference in the initial learning abilities of students in both groups, suggesting that the groups were comparable before the treatment was implemented (Sugiyono, 2019).

Descriptive statistical analysis showed an increase in learning outcomes in both groups after the instructional intervention. However, the experimental group that was taught using the role-play method demonstrated a higher mean post-test score compared to the control group taught using the lecture method. This indicates that the role-play method contributed more effectively to improving students' learning outcomes in Islamic Religious Education.

The improvement in the experimental group was evident not only in cognitive understanding but also in students' ability to apply concepts related to Islamic values and practices. Role-play activities allowed students to actively engage with learning materials through simulation and interaction, which facilitated deeper comprehension. This finding supports the constructivist learning theory, which emphasizes active learning as a key factor in knowledge construction (Creswell, 2014).

Inferential statistical analysis using an independent sample *t-test* revealed a statistically significant difference between the post-test scores of the experimental and control groups at the 0.05 significance level. This result confirms that the difference in learning outcomes was not due to chance but was influenced by the instructional method used. Therefore, the role-play method proved to be more effective than the lecture method in enhancing students' learning outcomes.

Further analysis of learning gains showed that the experimental group experienced a higher increase from pre-test to post-test compared to the control group. This finding suggests that role-play learning not only improves final achievement but also accelerates the learning progress of students. Similar findings have been reported in previous studies indicating that active learning strategies lead to higher learning gains (Sanjaya, 2016).

The lecture method, while effective in delivering theoretical knowledge, appeared to limit students' participation and engagement. Students in the control group tended to rely heavily on teacher explanations, resulting in passive learning behavior. This condition may have affected their ability to fully internalize the learning material, as suggested by Djamarah and Zain (2014).

In contrast, the role-play method encouraged students to participate actively in the learning process. Students were required to collaborate, communicate, and reflect on their roles, which enhanced their understanding of Islamic teachings in real-life contexts. This active involvement likely contributed to the higher learning outcomes observed in the experimental group (Muhaimin, 2015).

The findings also indicate that role-play learning positively influenced students' motivation and interest in Islamic Religious Education. Students expressed greater enthusiasm during learning activities, which can be attributed to the interactive and engaging nature of role-play. Increased motivation has been shown to correlate positively with improved learning outcomes (Sudjana, 2017).

From an instructional perspective, the results highlight the importance of selecting appropriate teaching methods that align with learning objectives. Islamic Religious Education aims not only to transmit knowledge but also to cultivate values and attitudes. Role-play provides opportunities for experiential learning that supports the internalization of religious values (Tilaar, 2014).

The findings of this study are consistent with previous research demonstrating that student-centered learning methods are more effective than teacher-centered approaches in improving learning outcomes. Role-play, as an active learning strategy, enables students to construct knowledge collaboratively and meaningfully (Sanjaya, 2016).

Despite the positive findings, this study also acknowledges certain limitations. The quasi-experimental design limited the ability to randomly assign participants, and the study focused on a specific educational context. Therefore, the generalizability of the results may be limited. Future studies are encouraged to involve larger samples and different educational settings.

Overall, the quantitative results provide strong empirical evidence that the role-play method is more effective than the lecture method in improving students' learning outcomes in Islamic Religious Education. These findings support the integration of interactive and experiential learning strategies into religious education curricula.

In conclusion, the experimental analysis demonstrates that instructional methods significantly influence students' learning outcomes. The role-play method, through active participation and contextual learning, offers a promising alternative to conventional lecture-based instruction in Islamic Religious Education. This method not only enhances academic achievement but also supports meaningful and value-oriented learning.

D. Conclusion

This study concludes that the instructional method used in Islamic Religious Education significantly affects students' learning outcomes. The quantitative findings demonstrate that students taught using the role-play method achieved higher learning outcomes than those taught using the lecture method. The role-play method proved effective in promoting active learning, enhancing conceptual understanding, and facilitating the application of Islamic values in meaningful contexts.

Furthermore, the results indicate that role-play-based instruction not only improves cognitive achievement but also increases students' motivation and engagement in the learning process. By involving students directly in learning activities, role-play creates an interactive learning environment that supports experiential and value-based learning. In contrast, while

the lecture method remains useful for delivering theoretical content, its teacher-centered nature may limit students' participation and learning depth.

The implications of this study suggest that teachers of Islamic Religious Education should consider integrating role-play and other active learning strategies into their instructional practices. Schools are encouraged to support professional development programs that enhance teachers' pedagogical skills in implementing interactive methods. Additionally, curriculum developers should incorporate student-centered approaches to ensure that Islamic Religious Education learning is not only informative but also transformative in shaping students' attitudes and behaviors.

E. Bibliography

- Arikunto, S. (2018). *Prosedur penelitian: Suatu pendekatan praktik*. Rineka Cipta.
- Asma, N., & Setiawan, H. R. (2025). Peran guru PAI dalam membentuk karakter siswa di SMK Swasta Mulia Medan. *Jurnal Pendidikan Sosial dan Humaniora*, 4(4), 7082–7093.
- Azizah, W., Syahputri, D., Maulida, R., & Setiawan, H. R. (2025). Peran aplikasi Canva sebagai penunjang perkuliahan: Studi pengalaman mahasiswa Pendidikan Agama Islam. *Jurnal Pendidikan Sosial dan Humaniora*, 4(4), 7415–7421.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Djamarah, S. B., & Zain, A. (2014). *Strategi belajar mengajar*. Rineka Cipta.
- Lubis, A. A. F., Setiawan, H. R., & Lubis, R. R. (2025). Analysis of Qur'an and Hadith teaching methods at MTs in North Binjai District. *Tadrib: Jurnal Pendidikan Agama Islam*, 11(1), 293–301.
- Maharani, D., Setiawan, H. R., & Lubis, R. R. (2025). Implementation of the listening, reading, explaining method in tadabbur Qur'an learning at Islamic boarding schools in Percut Sei Tuan District. *Tadrib: Jurnal Pendidikan Agama Islam*, 11(1), 209–221.
- Muhaimin. (2015). *Pengembangan kurikulum pendidikan agama Islam*. Rajawali Pers.
- Nurjannah, I., Jannah, E. M., Syafinka, N., Setiawan, H. R., & Nabilah, W. (2025). The development of a project-based learning model in Islamic education to enhance students' creativity. *Kitabah: Jurnal Pendidikan Sosial Humaniora*, 3(3), 156–167.
- Prayogi, A., & Setiawan, H. R. (2025). Analisis penggunaan metode Qira'ati sebagai inovatif dalam pembelajaran Al-Qur'an di Bumrungruksa Islamic Boarding School Hatyai, Thailand. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(4), 279–299.
- Sanjaya, W. (2016). *Strategi pembelajaran berorientasi standar proses pendidikan*. Kencana.

- Sartina, S., Tanjung, N., Hidayati, S., & Setiawan, H. R. (2025). The role of Islamic Religious Education teachers in preventing bullying behavior at SMP IT Darur Rasyid Aceh Singkil. *Educate: Jurnal Ilmu Pendidikan dan Pengajaran*, 4(3), 220–229.
- Setiawan, H. R., Hasan, I., & Haryani, N. D. (2025). Implementation of digital educational technology in thematic learning for children at Tadika Al-Fikh Orchard Malaysia. *Maslahah: Jurnal Pengabdian Masyarakat*, 6(3), 270–280.
- Setiawan, H. R., Wirian, O., & Wulandari, R. (2025). Innovation in the development of learning media management in the context of Islamic education at Santi Witya Serong School, Thailand. *Al-Ulum: Jurnal Pendidikan Islam*, 6(3), 722–734.
- Sudjana, N. (2017). *Penilaian hasil proses belajar mengajar*. Remaja Rosdakarya.
- Sugiyono. (2019). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Suryaningsih, A., & Setiawan, H. R. (2025). Strategi guru PAI dalam meningkatkan minat belajar siswa terhadap pembelajaran PAI di sekolah SMK Mulia. *Jurnal Pendidikan Sosial dan Humaniora*, 4(4), 7094–7107.
- Suryaningsih, A., Aisyah, S., Asma, N., & Setiawan, H. R. (2025). Strategi guru PAI dalam meningkatkan minat belajar siswa terhadap pembelajaran SKI di sekolah MTSS Al-Azhar. *Jurnal Pendidikan Sosial dan Humaniora*, 4(4), 7403–7414.
- Tambak, A., Setiawan, H. R., Nurdianti, N., Lestari, S. P., & Intan, N. (2025). An analysis of the implementation of formative evaluation as an effort to improve students' academic achievement. *Kitabah: Jurnal Pendidikan Sosial Humaniora*, 3(3), 145–155.
- Tilaar, H. A. R. (2014). *Multikulturalisme: Tantangan-tantangan global masa depan dalam transformasi pendidikan nasional*. Grasindo.