

**Implementation of Storyboard-Based Role Playing in Islamic
Education to Improve Student Activeness**

ARTIKEL JURNAL



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**PROGRAM STUDI PENDIDIKAN AGAMA ISLAM
FAKULTAS STUDI ISLAM DAN PERADABAN
UNIVERSITAS MUHAMMADIYAH SURABAYA
2026**

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Diajukan kepada Universitas Muhammadiyah Surabaya
Untuk Memenuhi Salah Satu Persyaratan Dalam Memperoleh Gelar
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2026**

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Adalah Mahasiswa Program Studi Pendidikan Agama Islam Fakultas Studi Islam dan Peradaban Universitas Muhammadiyah Surabaya, Menyatakan dengan sebenar-benarnya bahwa jurnal saya dengan judul "IMPLEMENTATION OF STORYBOARD-BASED ROLE PLAYING IN ISLAMIC EDUCATION TO IMPROVE STUDENT ACTIVENESS " adalah hasil karya sendiri.

Dan apabila di kemudian hari terdapat penyimpangan dan ketidakbenaran dalam pernyataan ini maka saya bersedia menerima sanksi akademik sesuai dengan peraturan yang berlaku.

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Surabaya, 14 September 2026

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Surabaya, Tanggal 2 Juli 2026

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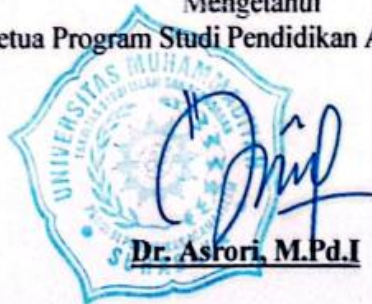
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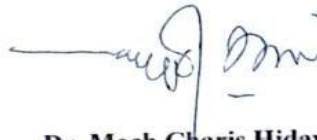
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Implementation of Storyboard-Based Role Playing in Islamic Education to Improve Student Activeness

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Abstrak

Perkembangan pembelajaran abad ke-21 menuntut perubahan paradigma dari pembelajaran yang berpusat pada guru menuju pembelajaran yang berpusat pada peserta didik melalui pendekatan aktif dan reflektif. Dalam konteks Pendidikan Agama Islam (PAI), pembelajaran tidak hanya berorientasi pada penguasaan materi, tetapi juga pada internalisasi nilai dan pembentukan akhlak peserta didik. Penelitian ini bertujuan untuk menganalisis implementasi metode *role playing* berbasis papan cerita dalam meningkatkan keaktifan peserta didik pada pembelajaran PAI di SMP Mujahidin Surabaya. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Subjek penelitian terdiri atas guru PAI dan peserta didik kelas VIII yang dipilih secara purposive. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis secara interaktif melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa metode *role playing* berbasis papan cerita mampu meningkatkan keaktifan peserta didik, memperkuat pemahaman konsep, mengembangkan kemampuan reflektif, serta membentuk kompetensi sosial dan kolaboratif. Media papan cerita juga membantu peserta didik memahami alur peran secara sistematis dan mempermudah guru dalam mengelola pembelajaran. Dengan demikian, pembelajaran aktif dan reflektif melalui metode ini terbukti efektif dalam menciptakan pembelajaran PAI yang lebih kontekstual, partisipatif, dan bermakna.

Kata kunci : Keaktifan Peserta Didik; Pembelajaran Aktif; Pembelajaran Reflektif; Pendidikan Agama Islam; Role Playing.

Abstrack

The development of 21st-century learning demands a paradigm shift from teacher-centered learning to student-centered learning through active and reflective approaches. In the context of Islamic education, learning is not only oriented toward mastering subject matter but also toward the internalization of values and the formation of students' moral character. This study aims to analyze the implementation of the storyboard-based role-playing method in improving student activeness in Islamic education learning at SMP Mujahidin Surabaya. The study employed a qualitative approach with a case study design. The research subjects consisted of Islamic education teachers and eighth-grade students selected purposively. Data were collected through observation, interviews, and documentation, and then analyzed interactively through data reduction, data display, and conclusion drawing. The results showed that the storyboard-based role-playing method was able to increase student activeness, strengthen conceptual understanding, develop reflective abilities, and build social and collaborative competencies. Storyboard media also helped students understand the flow of roles systematically and made it easier for teachers to manage the learning process. Therefore, active and reflective learning through this method proved effective in creating Islamic education learning that is more contextual, participatory, and meaningful.

Keywords : Student Activeness; Active Learning; Reflective Learning; Islamic Education; Role Playing.

INTRODUCTION

Developments in learning in the 21st century have shown a significant shift in the way education is implemented, moving from a teacher-centered model to a student-centered learning approach that places students as the main focus of learning activities. This transformation emphasizes not only the mastery of subject matter but also the importance of students' active participation in cognitive, emotional, and social aspects to create deeper and more meaningful understanding. In this context, active learning has emerged as a strategic approach with the potential to enhance student engagement, motivation, and conceptual understanding through collaborative and relevant learning experiences (Maldonado-Trapp & Bruna, 2024). Furthermore, the implementation of reflective learning contributes to strengthening the effectiveness of this approach by encouraging students to evaluate their learning experiences, develop self-awareness, and continuously improve their critical thinking skills (Pammer et al., 2017; Uswahzulhasanah & Arofiati, 2021).

Empirically, many recent studies have shown that the integration of active and reflective learning has been widely implemented across various fields, such as health education, engineering, and social sciences. The results of these studies indicate improvements in students' competence, motivation, and higher-order thinking skills. In this framework, role playing has emerged as one of the most effective experiential learning approaches because it provides students with opportunities to become directly involved in simulations of real-life situations (Rizki et al., 2026; Kurniawati et al., 2026). Such engagement not only increases active participation but also strengthens empathy, communication skills, and understanding of social and ethical values. In addition, role playing contributes to the development of collaborative and interpersonal skills, which are considered key competencies in 21st-century learning.

However, research developments also indicate that the implementation of role playing has not yet been fully optimized. Several studies have identified various challenges, such as limitations in designing learning scenarios, teachers' pedagogical readiness, and difficulties in classroom management. Moreover, many studies still position role playing as a simulation technique that is primarily performance-oriented, so its integration as a comprehensive and systematic reflective learning approach has received limited attention (Hidalgo, M., Astudillo, H., & Castro, 2024; Otemaier et al., 2024). On the other hand, studies on reflective learning itself tend to develop separately and are more dominant in higher education contexts, making its integration with experiential active learning at the secondary education level still relatively limited

In the context of Islamic education, the urgency of developing active and reflective learning methods has become increasingly relevant. This is due to the nature of Islamic education, which emphasizes not only cognitive aspects but also the formation of students' character, values, and moral behavior. Islamic education requires a process of value internalization that cannot be optimally achieved through one-way instructional approaches, but rather through meaningful and contextual learning experiences (Ridlwan & Asrori, 2022; Firmansyah et al., 2026). However, in practice, Islamic education learning at the junior secondary school level is still predominantly dominated by lecture-based methods, which result in limited opportunities for students to be actively engaged and fully involved in the learning process (Suhid et al., 2021).

Based on the analysis of these research developments, a research gap can be identified, indicating the need for the development of a learning model that contextually integrates active, reflective, and experiential learning within Islamic education at the secondary education level. This study focuses on the development and analysis of an Islamic education learning model using a storyboard-based role-playing method to improve student activeness at SMP Mujahidin Surabaya. This study is expected to provide empirical contributions to the development of innovative Islamic education learning methods while also enriching scholarly discussions related to Islamic education at the junior secondary school level, which remains relatively underexplored in the existing literature.

One approach commonly used in Islamic Religious Education (PAI) is *role playing*. Previous studies have shown that this method can enhance student participation, deepen understanding of Islamic values, and improve communication, empathy, collaboration, and social competencies through experiential learning. Gómez Poyato et al. (2025) found that *role playing* effectively develops students' social and ethical competencies, while Hidalgo et al. (2024) reported that it promotes a more active and collaborative learning environment, despite challenges related to scenario design and classroom management.

Although role playing has been widely recognized as an effective experiential learning strategy, previous studies have shown that its implementation often encounters several pedagogical limitations, particularly at the secondary school level. Conventional role playing tends to rely heavily on students' spontaneity and verbal performance, which frequently leads to unclear role distribution, confusion in understanding scenarios, uneven student participation, and difficulties in classroom management (Hidalgo et al., 2024; Otemaier et al., 2024). As a result, the reflective and contextual dimensions of learning are often not optimally achieved because students focus more on performing roles than on understanding the meaning and values

embedded in the learning process. In the context of Islamic education, this challenge becomes more significant because learning is expected not only to encourage participation but also to facilitate the internalization of moral and social values through structured and meaningful experiences.

Although role playing is widely recognized as an effective active and experiential learning strategy, its success is strongly influenced by the availability of supporting media. Previous studies have shown that visual and structured tools such as storyboards can help students understand role sequences, improve interaction with learning materials, and facilitate role-play implementation (Otemaier et al., 2024). Storyboards also support teachers in managing collaborative and reflective learning activities while addressing challenges related to scenario planning and classroom management (Hidalgo et al., 2024). Furthermore, well-designed learning resources contribute to greater student engagement in active learning processes (Asrori et al., 2026). Despite these advantages, research on the integration of storyboards in Islamic education remains limited, indicating the need for further investigation into their effectiveness in supporting active and reflective learning.

Although role playing has been widely applied in Islamic education, few studies have examined the use of storyboards as a pedagogical tool to support its systematic implementation. Storyboards provide visual and sequential guidance that helps students understand scenarios, reduces anxiety and confusion, promotes participation, and supports teachers in managing collaborative and reflective learning activities. Despite these benefits, empirical research on storyboard-based role playing in Islamic education, particularly at the junior secondary school level, remains limited. Therefore, this study addresses this gap by investigating the use of storyboard-based role playing to enhance active and reflective learning and improve student activeness at SMP Mujahidin Surabaya.

METHOD

This study employed a qualitative method with a case study approach to investigate in depth the implementation of storyboard-based role-playing techniques in Islamic education learning and their impact on student participation. The qualitative method was chosen because it is capable of revealing learning experiences contextually and comprehensively in a natural setting, while also providing opportunities to understand learning experiences, processes, and interactions more deeply (Aspers et al., 2019; Almeida et al., 2016; Lim, 2025). The case study design was used to generate an in-depth description of learning practices within a specific

context (Gustafsson, 2024; Nair, 2023; Taylor et al., 2015).

This study was conducted at SMP Mujahidin Surabaya and involved one Islamic education teacher and 32 eighth-grade students who directly participated in the learning activities. Interviews were conducted with the Islamic education teacher, Mr. Hanif, who teaches Class VIIIA. The participants were selected purposively based on their level of involvement and relevance to the focus of the study. This approach is consistent with the characteristics of qualitative research, which emphasizes the selective selection of participants in order to obtain rich and meaningful data (Kemparaj et al., 2013; Morris et al, 2014).

Data were collected through observation, interviews, and documentation. Participatory observation was used to directly examine learning activities, particularly those related to indicators of student activeness such as participation, interaction, and collaboration during role-playing activities. This observational approach was important for capturing the dynamics of classroom learning activities (Nguyen et al., 2022; Tymoshchuk et al., 2023). In this study, student activeness was operationally defined through four indicators: (1) participation, reflected in students' willingness to engage in discussions, ask and answer questions, and contribute ideas during the learning process; (2) verbal interaction, reflected in students' ability to express opinions, explain ideas, and communicate according to their assigned roles; (3) collaboration, reflected in students' involvement in group activities, task distribution, and collective problem-solving during role-playing activities; and (4) reflective engagement, reflected in students' ability to evaluate their learning experiences and relate Islamic education concepts to real-life situations.

To make sure the data is valid, reliable, and trustworthy, this study used a thorough triangulation method that included both technique and source triangulation. The technique of triangulation was done by checking and comparing information gathered from three different ways of collecting data: observing classes in a participatory way, having semi-structured interviews, and reviewing written records like storyboards and teaching materials. This step was meant to reduce any personal opinions or unfair views that might come from using just one way to gather information, and to make sure the classroom activities were recorded accurately. At the same time, source triangulation was done by checking the views and information from several important people, including the Islamic education teacher, Mr. Hanif and eighth-grade students. Including both the teacher's and students' viewpoints allowed the researcher to get a complete understanding of what happens in the classroom. It also helped check if the increase in student engagement was really felt by the students and clearly noticed by the teacher. This

method of using two different triangulation approaches made sure that the real-world data collected about how active students were and how learning happened was consistent, dependable, accurate, and helped each other out.

The implementation stage was carried out by integrating role-playing activities and reflection into Islamic education learning. The reflection-evaluation stage was conducted to assess the level of student activeness and the effectiveness of the learning process. The role-playing method in this study was developed based on the principles of experiential learning, which emphasize students' active involvement in real-life situation simulations and reflective processes as inseparable parts of learning. Various studies have shown that role playing is effective in improving student engagement, motivation, competence, and social skills (Maghsoodi et al., 2025; Gómez Poyato et al., 2025; Leon et al., 2025).

Data analysis was done step by step and kept going on using the Miles and Huberman model, which has three stages that happen one after another. During the data reduction process, unnecessary information was removed. Data from observations, interviews, and written records were chosen, grouped, and made simpler to keep the focus on what students did, their thinking during learning, and using storyboards for role-playing activities. Next, the data display stage arranged the simplified data into stories, quotes from interviews, and groups based on themes to spot patterns in how people participated, interacted in class, and worked together. The process ended with making conclusions and checking them again, where the results were regularly compared using different methods to make sure the data was trustworthy and consistent in showing how this method helps with Islamic education at SMP Mujahidin Surabaya.

Concurrently, the research procedure was carried out through three structured stages grounded in experiential learning principles, which aim to enhance student engagement, motivation, competence, and social skills. The planning stage focused on preparing instructional materials and storyboards to facilitate role-playing activities. The implementation stage integrated role playing and reflective activities directly into Islamic education instruction. Finally, the reflection-evaluation stage served to assess overall student activeness and evaluate the effectiveness of the learning model. (Gómez et al., 2025)

RESULT AND DISCUSSION

The findings regarding the impact of the storyboard-based role-playing method on student activeness are presented in Table 1. The table provides a comparison of students' conditions before and after the implementation of the intervention. This comparison is based

on several indicators of student activeness, including participation in discussions, self-confidence in expressing opinions, verbal interaction, understanding of learning materials, collaboration and social interaction, the learning environment, and reflective engagement.

Table 1. Comparison of Students' Conditions Before and After the Implementation of Storyboard-Based Role Playing

Aspect of Student Activeness	Baseline Condition	Post-Intervention Condition Following the Implementation of Storyboard-Based Role Playing
Increased Participation in Discussions	Students tended to be passive and demonstrated limited participation in classroom discussions.	Students actively participated in discussions and demonstrated greater engagement in classroom interactions.
Self-Confidence in Expressing Opinions	Many students were hesitant and demonstrated low levels of confidence when expressing their ideas verbally.	Students exhibited higher levels of confidence in expressing their opinions and explaining the learning content.
Verbal Interaction	Classroom interaction was limited, with only a small number of students actively responding during the learning activities.	Students demonstrated greater engagement in dialogue, questioning, and responding during the role-playing activities.
Understanding of Course Content	Students primarily memorized concepts without connecting them to real-world situations.	Students demonstrated the ability to explain concepts in a contextual manner and connect Islamic values to their daily life experiences.
Collaboration and Social Interaction.	Collaboration among group members was limited and lacked effective organization.	Students exhibited improved teamwork, collaborative skills, and greater respect for diverse opinions.
Learning Environment.	The learning process was predominantly teacher-centered and provided limited opportunities for student participation.	The classroom environment became more dynamic, interactive, inclusive, and focused on student-centered learning.
Reflective Engagement.	Students rarely engaged in reflection on the meaning and values embedded in the learning materials.	Students demonstrated greater reflective engagement and were able to internalize moral and social values through role-playing activities.

The findings showed that the implementation of the storyboard-based role-playing method

made a positive contribution to improving students' active participation, self-confidence, collaborative skills, conceptual understanding, and reflective abilities. In addition, the learning atmosphere shifted from a previously teacher-centered approach to a more interactive, inclusive, and student-centered learning environment.

Increased Student Activeness as an Indicator of Active Learning

The findings of the study conducted at SMP Mujahidin Surabaya indicate a significant increase in student activeness following the implementation of the storyboard-based role-playing method. This change was clearly observed in various aspects, such as increased student participation in discussions, greater confidence in expressing opinions, and active involvement in performing roles according to the prepared scenarios. Prior to the implementation of this method, many students demonstrated low levels of activeness, particularly in verbal interaction and conceptual understanding. However, after the application of the role-playing method, students showed a noticeable improvement in their level of participation, both verbally and nonverbally.



Figure 1. Students Explaining Learning Materials through Storyboard-Based Role-Playing

This image illustrates the implementation of the storyboard-based role-playing method in Islamic education learning for Grade VIII students at SMP Mujahidin Surabaya. In this learning activity, the students performed simulations related to various ideologies existing in Indonesia, one of which was democracy. Using storyboards that had been prepared beforehand, each student played a role according to the assigned scenario and explained the material based on the character they portrayed. The students appeared actively engaged in expressing their opinions, participating in dialogues, and explaining democratic values such as deliberation, freedom of expression, cooperation, and respect for differing opinions. This activity

demonstrates that the storyboard-based role-playing method can create a more dynamic, contextual, and participatory learning environment, enabling students not only to understand the material conceptually but also to internalize social and moral values through direct learning experiences.

Theoretically, active learning emphasizes the importance of students' direct involvement in the learning process through meaningful, collaborative, and contextually relevant activities. Active learning is not only focused on mastering subject content but also on students' experiences in participating and reflecting on their learning process. The findings of this study are consistent with the views, who argue that active learning can enhance student engagement and motivation. also emphasize that active learning, which involves students in real-life situations, can improve conceptual understanding and critical thinking skills (Hu et al., 2025; Hamid et al., 2022).

The results of this study further support the findings of Swaminathan (2018), who found that active participation in the learning process, especially through experiential learning methods, can improve students' understanding and skills. At SMP Mujahidin Surabaya, the increased student engagement in Islamic education learning can be used as an indicator of the successful implementation of active learning methods in Islamic education. In addition, the use of storyboards as part of the role-playing method proved effective in helping students understand the flow of roles and the learning context, making them better prepared to participate actively. This finding is consistent with the study by Otemaier (2024), which showed that the use of supporting tools such as storyboards can simplify the implementation of role playing and improve the quality of interaction between students and learning materials.

The increased engagement observed at SMP Mujahidin Surabaya during the implementation of the storyboard-based role-playing method indicates that experiential learning approaches involving students directly and reflectively can transform the classroom atmosphere into a more inclusive and participatory environment. However, during group discussions, some students appeared more inclined to observe and listen rather than actively contribute to the discussion. This tendency may be explained by individual differences in energy levels, communication preferences, and rates of cognitive processing (Maldonado-Trapp & Bruna, 2024). In the context of Islamic education, this transformation is highly significant because Islamic education emphasizes not only the mastery of knowledge but also the development of attitudes, values, and morality. Islamic education learning based on real-life experiences and reflection enables students not only to understand theories but also to apply

Islamic values in their daily lives (Abd, 2024). This finding reinforces the importance of shifting the Islamic education learning paradigm toward a more student-oriented approach in line with the demands of 21st-century education.

Underline that the main challenge in Islamic education learning is how to encourage students to become more active and engaged in the learning process, especially at the junior secondary school level (Suhid et al., 2021). In this regard, the implementation of the role-playing method supported by storyboards offers an innovative solution for creating more dynamic and contextually relevant learning experiences. Overall, the increase in student participation at SMP Mujahidin Surabaya through storyboard-based role playing reflects the successful integration of active and reflective learning in Islamic education. This provides empirical evidence that innovation in teaching methods within Islamic education learning can enhance student engagement and help them develop a deeper understanding of Islamic values that are relevant to current social and cultural challenges.

The Development of Reflective Ability as a Characteristic of Reflective Learning

The results of this study indicate that reflection activities after the implementation of storyboard-based role playing became a highly crucial component in Islamic education at SMP Mujahidin Surabaya. Students were not only actively involved in role-play simulations, but they also demonstrated significant abilities to evaluate their learning experiences, identify the moral values embedded in the lesson, and connect the concepts they had learned with real-life situations. This confirms that the learning process does not stop at physical activity alone, but continues to the stage of meaning-making, where students are expected to relate the knowledge they gain to their personal experiences and the situations they encounter in daily life.

This reflective process encouraged students to examine more deeply the behaviors they displayed during role playing, question the decisions they made, and become aware of their impact on the values taught in Islamic teachings. In addition, reflection provided students with opportunities to recognize and understand moral values such as honesty, responsibility, and empathy that were internalized through role-playing activities. Therefore, reflection functioned as a tool to enhance students' self-awareness while also sharpening their critical thinking skills, which are essential in modern learning environments (Goy et al., 2022).

Theoretically, reflective learning has long been recognized as an effective approach to improving the quality of education. Explain that reflection provides students with opportunities to think critically about and understand their experiences more deeply (Pammer et al., 2017;

Asrori et al., 2026). Therefore, reflection does not merely serve as an evaluation of what has been done, but also as a means of developing a more complex understanding of learning materials. The findings of this study support this perspective, where reflection activities after role playing not only improved students' understanding of Islamic education materials but also strengthened their metacognitive skills (Thomson et al., 2023).

Metacognition, which refers to the ability to recognize and regulate one's own thinking processes, is an essential skill that should be developed in 21st-century learning. The findings of this study confirm that integrating reflection into the role-playing method at SMP Mujahidin Surabaya effectively supported the development of students' metacognitive abilities. Students who participated in post-role-playing reflection were able to identify what they had learned, how they learned it, and how they could apply that knowledge in broader contexts. This process provided them with the skills to evaluate their understanding, improve their learning strategies, and apply the concepts they had learned in their daily lives.

Although student reflective and metacognitive abilities improved, critical analysis highlights inherent limitations in this qualitative case study. Conducted exclusively at SMP Mujahidin Surabaya, the single-case design prevents statistical generalizability to schools with different socio-cultural backgrounds or institutional readiness. Evaluating reflection through self-reported responses and short-term observations creates potential social desirability bias, where students provide expected moral answers rather than authentic internalized reflections. Moreover, the brief intervention limits assessing whether these skills and Islamic values persist in long-term decision-making. Future research should utilize longitudinal designs, quantitative rubrics, and multi-school comparisons to evaluate sustained impact and broader applicability.

The Role of Storyboard Media in Facilitating Learning

The use of storyboards in the implementation of experiential role-playing methods proved to be a key factor in the success of learning at SMP Mujahidin Surabaya. This medium played an important role in supporting students' understanding of the role scenarios they performed during simulations introduced by the teacher. By providing clear and structured visual guidance, storyboards helped students more easily understand the context and the steps they needed to follow during role-playing activities. This reduced the confusion that often arose when students were faced with new situations requiring role improvisation.

As a result, the learning process became more systematic and well-directed, allowing students to focus more on learning without being hindered by unclear scenarios. In addition,

the use of storyboards as visual aids not only supported students' understanding but also provided a clear framework for implementing the learning process. Teachers were able to plan and organize the stages of learning more effectively by dividing scenarios into visual sequences that were easy for students to follow. This helped teachers create more effective learning experiences and reduced difficulties in classroom management. Therefore, storyboards contributed to creating a more efficient and impactful learning experience.

Pedagogically, the use of visual media such as storyboards in active learning has proven effective in increasing student participation and understanding. Explain that media support in active learning functions to clarify the concepts being taught, making it easier for students to connect abstract ideas with their real-life experiences. In this context, storyboards acted as a bridge between theoretical concepts and the concrete experiences students encountered. Through images and illustrations presented in the storyboard, students were able to better imagine and visualize the roles they would perform and relate them to the values learned in the context of Islamic Religious Education (Huseynli et al., 2024).

This study also supports the finding that the use of visual media can increase students' interest and motivation. Storyboards helped present information in a more engaging and understandable way, encouraging students to participate more actively in the learning process. This is consistent with the view of Huseynli (2024), who state that the use of appropriate media can improve the effectiveness of active learning by providing visual representations that help students understand and remember the material. Therefore, storyboards functioned not only as supporting tools but also as essential components in creating learning experiences that were more dynamic, enjoyable, and meaningful.

In the context of Islamic education, where many concepts are abstract and require the interpretation of moral values, storyboards were highly effective in illustrating religious principles in everyday life situations. Through this approach, students were not only required to memorize moral values but were also able to connect those values with real actions in their social environment. Therefore, storyboards played an important role in strengthening Islamic education instruction, making it more contextual and easier for students to understand and accept.

Thus, storyboards functioned as learning media that not only supported conceptual understanding but also strengthened students' learning experiences. They became a means of connecting abstract concepts in Islamic education with concrete experiences relevant to students' daily lives. As a result, students were able to internalize the values they learned and

apply them in their lives, which aligns with the goal of Islamic education in shaping good character.

Even though storyboard media clearly helps with active and reflective learning, there are important shortcomings in both the medium itself and the way the qualitative case study was designed that need to be recognized. From a methodological point of view, the single-case study done only at SMP Mujahidin Surabaya makes it hard to apply the results to other schools with different groups of people, cultures, or types of institutions. Second, from an instructional point of view, using very structured storyboards can lead to over-scripting how students interact. If the story is too strict, it might stop students from being creative, limit their ability to improvise, and make their emotional involvement during role-play less real.

Third, creating detailed and clear storyboards requires a lot of time and mental effort from teachers, which could make it difficult to scale and keep going in schools that have limited resources and already busy teachers. Finally, even though storyboards can make complicated moral situations easier to understand by turning them into simple visual steps, there's a chance they might oversimplify complex Islamic ethics. This could mean that deep religious ideas get reduced to straightforward, strict actions that don't capture their full meaning. So, even though storyboards are a strong tool for teaching, using them properly needs a good balance in how they're taught to prevent them from being too strict and to keep them flexible for different situations.

The Development of Social and Collaborative Competencies in Islamic education Learning

The role-playing method supported by storyboards was not only focused on improving students' understanding of learning materials and participation, but it also proved highly effective in developing their social skills and collaborative abilities. During the learning process, students were encouraged to work together in groups, communicate effectively, and respect the opinions of others, all of which are essential components of character building and moral development in line with the values of Islamic education. This type of learning, which involves social simulation, provided students with opportunities to practice interpersonal skills such as negotiation, empathy, and conflict resolution, all of which are highly relevant to daily life and character formation.

The findings of this study conducted in Class VIII A at SMP Mujahidin Surabaya further demonstrate that role playing serves as a method that integrates academic learning with the development of social competencies. During the role-playing sessions, students were given

opportunities to participate in various social situations at the individual, group, and community levels. This allowed them to understand social dynamics, appreciate different perspectives, and develop empathy, especially regarding the values taught in Islamic education. For instance, in simulations related to the learning material about the various ideologies existing in Indonesia, students not only learned the concepts theoretically but also internalized them through the experience of exchanging opinions and discussing choices with their group members. However, some students continued to exhibit passive participation and engaged less frequently with their peers during group discussions. This suggests that students may differ in their levels of social interaction, communication styles, and readiness to participate in collaborative learning environments.



Figure 2. Students Exchanging Opinions and Discussing Choices with Group Members

Theoretically, role-playing-based learning has long been recognized as an effective tool for developing social competencies. State that role playing is a highly effective method for improving social and ethical competencies, including effective communication, collaboration, and empathy (Gómez Poyato et al., 2025; Tambak et al., 2025). In a broader educational context, this is consistent with the findings, who emphasize that role playing can help students improve their interpersonal skills in both academic and social settings. Both studies show that role simulation in the learning process is not only useful for deepening understanding of subject matter but also serves as a medium for training social skills that are essential in everyday life.

In the context of Islamic education, the development of students' social competencies becomes highly important because it is directly related to the main objective of Islamic education, namely the formation of good character and moral behavior. Islamic education is not merely about teaching religious knowledge, but also about emphasizing the internalization of moral and ethical values that govern relationships among individuals and within society (Hendawi et al., 2024). In other words, the development of social skills through role playing

becomes an effective means of producing a generation that is not only intellectually capable but also morally grounded, which is the primary goal of Islamic education (Abd et al., 2024; Hidayat, 2020).

In addition, the role-playing method gave students opportunities to directly experience the consequences of their social actions. Through role simulation, they were able to participate in situations that required group collaboration, such as charity activities, resolving disagreements, or addressing social problems. This made them better prepared to interact positively with others in real life, which ultimately shaped more empathetic and understanding social attitudes.

In the learning process concerning the various ideologies that exist in Indonesia, the development of social skills not only contributes to achieving academic objectives but also strengthens students' character formation. Students who participate in role-playing activities are better able to internalize values that emphasize peace, collaboration, and respect for differences, all of which are part of Islamic teachings. Therefore, learning through storyboard-based role playing not only increases students' active participation in the classroom but also fosters essential social skills needed to live harmoniously within society.

These findings highlight the importance of the role-playing method in Islamic education learning as an effective tool for strengthening students' social and collaborative competencies. This opens opportunities for implementing a more holistic learning approach that focuses not only on knowledge transfer but also on character and moral development, which will provide long-term benefits for students in both their personal and social lives.

Implementation Challenges and Their Implications for Learning Practices

Although the storyboard-based role-playing method has proven to contribute positively to improving student participation and understanding, its implementation still faces several challenges. This study identified a number of obstacles that hinder the effective application of this method, including low self-confidence among some students, limited instructional time, and the need for more complex preparation. These challenges not only affect students' learning experiences but also indicate that instructional innovation requires teacher readiness and stronger classroom management in order to be implemented effectively (Baral et al., 2020).

One of the main challenges identified was the low level of self-confidence among some students participating in role-playing activities. Some students felt anxious and hesitant to perform in front of the class, especially when they were asked to play roles that required improvisation or spontaneous decision-making. This discomfort prevented them from fully

engaging in the learning process, which reduced the effectiveness of the role-playing method in developing their social skills and moral understanding. This finding indicates that students' self-confidence is a key factor in the success of role-playing-based learning, and efforts are needed to help them build confidence so that they can participate more actively in the learning process (Lees & Woods, 2025).

Another challenge was the limited amount of time available during classroom instruction. Role-playing-based learning requires sufficient time to design scenarios, conduct simulations, and carry out reflection sessions afterward. In addition, role-playing activities require time for discussing reflection results and providing feedback to students. Within the context of limited class schedules, this often becomes a major challenge, especially at the secondary school level, where a large amount of material must be delivered within a short period of time. This time limitation forces teachers to be more careful in planning the learning process and ensuring that each session maximizes the available time to achieve the intended learning objectives.

Furthermore, the implementation of storyboard-based role playing also requires more complex preparation compared to traditional teaching methods. Teachers need to prepare relevant and engaging role-play scenarios and ensure that the storyboard clearly illustrates the situations so that students can easily understand them. This planning process requires more time and effort, especially for teachers who are not yet experienced with this method. This highlights the importance of teachers' pedagogical readiness, both in terms of knowledge of the role-playing method and classroom management skills that support the smooth implementation of learning activities.

These findings are consistent with the studies conducted, which reveal that the success of the role-playing method depends greatly on careful planning and teachers' pedagogical readiness. As explained by both studies, role playing requires not only teaching skills but also the ability to design and manage activities that actively involve students. Therefore, the successful implementation of this method is highly dependent on the teacher's ability to facilitate interactive and reflective learning (Hidalgo et al, 2024; Otemaier et al., 2024).

To address these challenges, professional training and development for teachers are necessary to ensure that they can implement the role-playing method effectively. This training should not only introduce the concept of role playing as a teaching strategy but also provide guidance on how to overcome potential difficulties, such as building students' confidence, managing time efficiently, and designing relevant and engaging scenarios. In addition, teachers should be equipped with classroom management skills that support active and reflective

learning so that every student feels comfortable and motivated to participate.

Therefore, although the storyboard-based role-playing method has proven effective in increasing student engagement and understanding, its successful implementation depends greatly on teacher preparedness and effective classroom management. For this reason, it is essential for schools to provide sufficient training for teachers so that they can overcome existing challenges and maximize the learning potential offered by this method. Continuous professional training and development will play a crucial role in ensuring that this method can be implemented optimally and provide maximum benefits for students.

A critical analysis of the case study approach reveals that, beyond practical implementation challenges, inherent methodological limitations exist within this qualitative case study design. Specifically, by focusing exclusively on SMP Mujahidin Surabaya through a single-case design, the findings naturally lack statistical generalizability to broader educational contexts with different institutional, socio-economic, or cultural dynamics. Furthermore, because data collection relied on classroom observations, interviews, and qualitative document analysis, the assessment of student participation and reflection remains susceptible to subjective interpretation and social desirability bias wherein participants may exhibit heightened involvement merely due to awareness of being observed by the researcher (the Hawthorne effect). Additionally, the short-term observational framework limits the ability to evaluate the long-term retention of internalized Islamic moral values and the sustained impact of storyboard-based role playing on student character development. Acknowledging these methodological boundaries highlights the necessity for future research to employ longitudinal designs, mixed-methods approaches, and cross-institutional comparisons to establish stronger empirical generalizations regarding the efficacy of storyboard-based active learning in Islamic education.

The success of the storyboard-based role-playing method in Islamic education learning heavily relies on teachers' pedagogical readiness, specifically their ability to design contextual scenarios and facilitate reflective discussions that enable students to deeply understand religious and moral values. This success is also contingent upon the diversity of student characteristics, where differences in confidence levels, performance anxiety, and communication styles influence their degree of active participation during group interactions and collaboration. Concurrently, the clarity and structure of storyboard media play a crucial role as visual scaffolding, helping students grasp role sequences and minimizing confusion during simulations. Furthermore, adequate time allocation is essential to ensure that all stages ranging from preparation and simulation to the final reflection session proceed smoothly without feeling

rushed. Ultimately, this entire process can only be realized effectively within an inclusive, student-centered classroom environment that provides a safe space for students to express their ideas and meaningfully internalize Islamic values.

CONCLUSION

This study demonstrates that the storyboard-based role-playing method successfully enhances student activeness in Islamic Education (PAI), as evidenced by increased discussion participation, greater confidence, direct simulation involvement, and a deeper, contextual understanding of Islamic values. Methodologically and pedagogically, this research contributes to shifting PAI instruction from mere knowledge transfer to meaningful value internalization, which simultaneously strengthens character development, critical thinking skills, empathy, and collaborative competencies. However, a primary limitation identified is that certain students required extended time to adapt, understand, and internalize their assigned characters.

As actionable steps, schools are encouraged to organize professional development training for teachers focusing on storyboard design and scenario development. Additionally, schools should mandate a minimum allocation of 10 to 15 minutes at the end of each lesson for structured reflection activities and establish standardized instructional modules containing storyboard templates and assessment rubrics. Future research should employ quantitative or mixed-methods approaches across broader school contexts with larger sample sizes to evaluate long-term impacts and achieve more comprehensive empirical generalizations.

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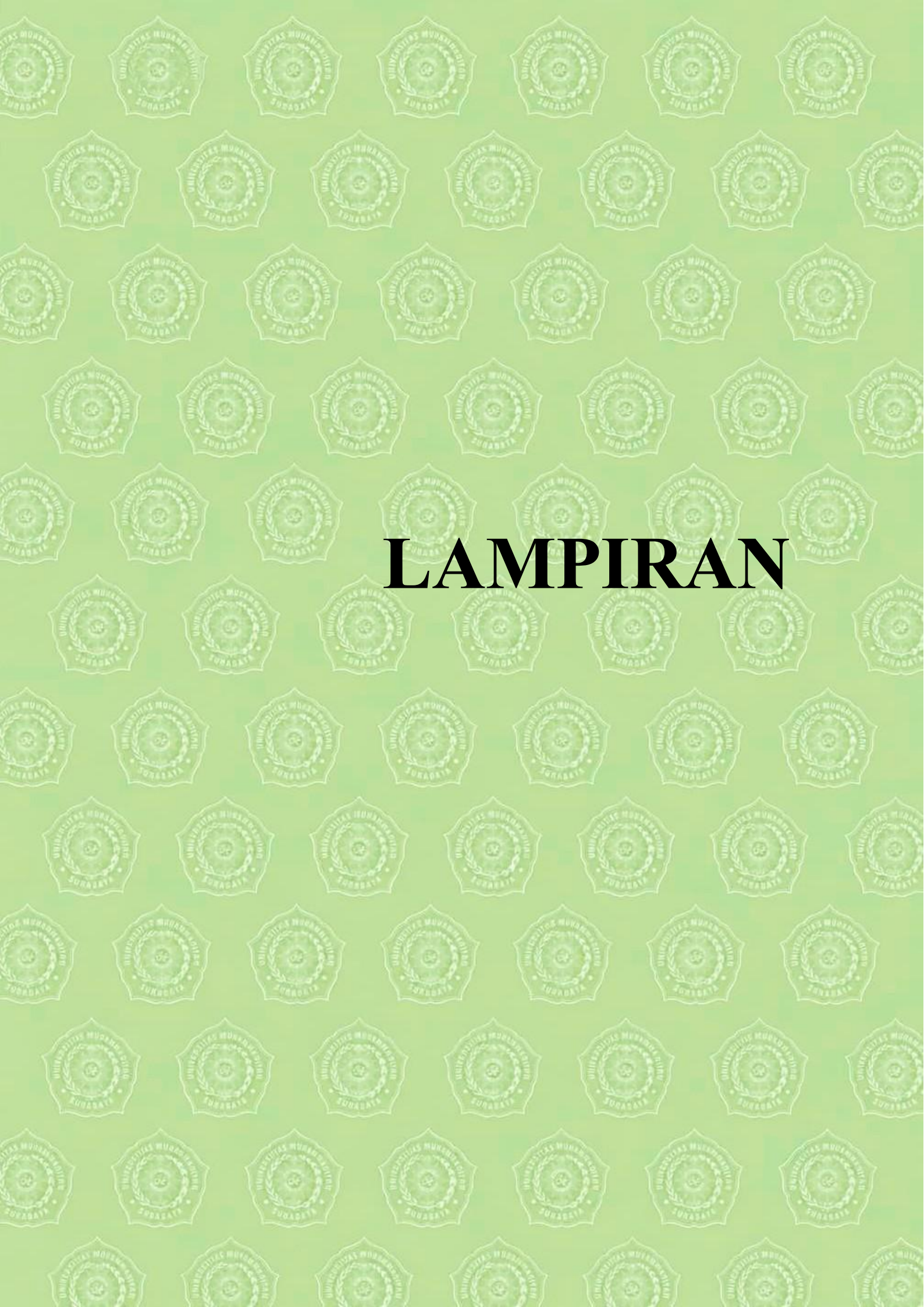
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LAMPIRAN



No : 012/LoA/Al-Ulya/VI/2026

Bojonegoro, 28 Juni 2026

Hal : Letter of Acceptance

Kepada

M. Dwi Prasetya¹, Asrori², Moch Charis Hidayat³

^{1,2,3}Pendidikan Agama Islam, Fakultas Agama Islam, Universitas Muhammadiyah Surabaya, Surabaya, Indonesia

Terima kasih telah mengirimkan artikel ilmiah untuk diterbitkan di jurnal AL-Ulya dengan judul:

“Implementation of Storyboard-Based Role Playing in Islamic Education to Improve Student Activeness”

Setelah melalui tahap review serta rekomendasi editorial team, maka artikel tersebut dinyatakan DITERIMA untuk dipublikasikan di Jurnal AL-Ulya Vol 11 No 2 Oktober 2026

Demikian informasi ini disampaikan dan atas perhatiannya diucapkan terima kasih.

Editor in Chief

Gati Anisah, M.Pd.
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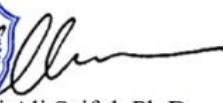
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Segala puji bagi Allah SWT, Shalawat dan salam semoga selalu tercurah kepada Rasulullah Muhammad SAW. Semoga keberkahan mengiringi aktifitas kita, amin.

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Demikian, atas perhatian dan kerjasamanya kami sampaikan terimakasih.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh.

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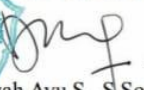
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Ardi Surya H. K., S.Sos.



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Menerangkan Bahwa :

Nama	: M. Dwi Prasetya
NIM	: 20221550045
Program Studi	: S1 Pendidikan Agama Islam
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