

## Role Play and Simulation-Based Learning Model in Practical Exams for Sermons and Lectures

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### ABSTRACT

This study investigates the collaboration between Islamic Religious Education (PAI) and Pancasila and Civic Education (PPKn) teachers through the implementation of the Role Play and Simulation-Based Learning (SBL) model at SMK Husein Sastranegara Bandung. The research employs a descriptive qualitative approach, utilizing interviews, observations, and document analysis to explore the impact of this collaborative pedagogical strategy on student engagement, self-efficacy, and the internalization of Islamic and civic values. Findings reveal that structured teacher collaboration significantly enhances student participation, reduces passivity, and fosters a meaningful learning environment. Students demonstrate increased confidence and communicative competence through experiential learning, effectively bridging theoretical knowledge with real-life applications. The study contributes valuable insights into the effectiveness of integrative teaching methods in vocational education, offering actionable recommendations for educators and policymakers to promote holistic character development and civic consciousness.

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## Introduction

### 1 Collaboration between PAI and PPKn in Character Building and Challenges in Conventional Learning

Islamic Religious Education (PAI) and Pancasila and Civic Education (PPKn) are two fundamental components of the Indonesian education system that play an important role in shaping students' character, morals, ethics, and national identity. PAI focuses on internalizing religious, spiritual, and moral values through Islamic teachings, encouraging students to understand social responsibility, maintain religious harmony in a pluralistic society, and strengthen religious moderation to be tolerant, inclusive, and respectful of differences (Febrianti & Dewi, 2021; Hakim, 2020; Tuasamu, 2022). Meanwhile, Civic Education aims to shape a generation that is not only academically intelligent but also has a national spirit, discipline, responsibility, love for the country and is able to promote democracy, tolerance, and

active participation in social life (Firmansyah & Dewi, 2021; Nurhalisyah et al., 2024; Suprayogi et al., 2024).

These two subjects complement each other and play complementary roles in character education. Research indicates that the integration of PAI and PPKn values can strengthen students' understanding of culture, ethics, and their national and religious identities (Astawa et al., 2020; Sitorus et al., 2024). Therefore, synergy between PAI and PPKn teachers, coupled with parental and community support, can strengthen character development in students both at school and outside of school. In this context, teachers not only act as educators but also as role models in social behavior that reflects moral and national values.

However, in practice, PAI and PPKn learning still face major challenges when delivered using the dominant conventional one-way approach. Lecture-based methods tend to make students passive, less engaged, and merely recipients of information. This situation reduces motivation to learn, hinders the development of critical and creative thinking skills, and makes it difficult for students to connect lesson material with their daily lives (Fauziah, 2023).

Three factors identify the main challenges of conventional learning. First, student engagement is low because they are not given enough space to discuss, ask questions, or express their views, so they feel that they are not learning anything (Nurhalisyah et al., 2024). Second, boredom increases due to monotonous methods that are not challenging, causing students to lose interest and even fear participating (Sitorus et al., 2024; Susantun, 2023). Third, difficulties in applying the values learned, as the learning process is too theoretical without real-world experience that allows students to internalize concepts in social practice (Saputra et al., 2024; Sunaryati et al., 2023).

## **2 Previous Studies and Problem Identification at SMK Husein Sastranegara**

Previous studies have shown that interactive learning models can have a positive impact on improving student activity, attitudes, and learning outcomes. Syahrawati (2024) found that the implementation of Role Play and Simulation models in Civic Education at SDN 127 Inpres Moncongloe successfully increased student engagement significantly, with the learning achievement rate increasing from 68.96% in cycle I to 93.10% in cycle II. In line with this, Wijaya (2020) research demonstrated that the use of multimedia-based role-playing models can encourage students to be more responsible and able to collaborate effectively in the learning process. Similar results were reported by Sukma Nastiti et al. (2024), who confirmed that the implementation of the role-playing model with a cooperative approach enhances students' collaborative skills in Civic Education (PPKn) at SMP Muhammadiyah 5 Surakarta. Furthermore, a literature review conducted by Rizal et al. (2024) indicates that collaborative learning models in general can improve learning outcomes, critical thinking skills, and creativity among students. However, the success of its implementation is greatly influenced by the role of teachers, active student participation, time management, and the use of technology. Therefore, we can conclude that both the role-playing and collaborative models significantly contribute to the creation of active, participatory, and meaningful learning.

Although this learning model has proven successful in other contexts, preliminary studies conducted at SMK Husein Sastranegara Bandung indicate gaps. Islamic Education (PAI) and Pancasila and Civic Education (PPKn) teachers at this school still predominantly use conventional teaching methods and do not collaborate. This has resulted in student learning outcomes that are still below the Minimum Competency Criteria (KKM). The teachers themselves acknowledge that the limited application of the Role Play and Simulation-Based

Learning model causes students to feel monotonous, inactive, and bored. Based on this situation, the researchers consider it important to further investigate and analyze the impact of this learning model at the school.

### **3 Interactive and Collaborative Strategies in Strengthening PAI and PPKn Values**

Role Play and Simulation Based Learning (SBL) models are considered effective strategies in teaching Islamic Religious Education (PAI) and Pancasila and Civic Education (PPKn) because they enable students to actively engage in situations that resemble reality, thereby strengthening the relevance of the learning process while fostering character and moral development. Through direct experiences in the form of role-playing and simulations, students are encouraged to participate more actively and feel motivated, as they not only hear theories but also experience and internalize the concepts being studied (Alscher et al., 2022; Supriandono, 2023). In the context of PAI, this method helps students understand and internalize moral messages through role-playing practices related to religious values (Pang et al., 2021; Yusuf et al., 2023), while in Civic Education, citizenship simulations and discussions on current issues encourage them to relate national values to everyday practices (Afriliani et al., 2022). Research findings also indicate that Role Play and SBL not only enhance conceptual understanding but also strengthen students' ability to make decisions aligned with moral and civic principles, thereby promoting the internalization of values into real-life behavior and creating positive long-term impacts (Conrad et al., 2022). Furthermore, the success of implementing these methods is highly dependent on collaboration between PAI and PPKn teachers, which allows for the harmonious integration of religious and national values. This synergy opens up space for the development of innovative and creative learning activities, demonstrates the interconnection between the two disciplines, and enriches students' learning experiences (Saputri & Marzuki, 2021). Thus, teacher collaboration not only enhances the quality and creativity of learning but also creates a conducive environment for students to express themselves, discuss, and strengthen their commitment to the values being studied (Thelma, 2024; Wadu et al., 2024).

### **4 Research Objectives**

This study aims to explore how collaboration between PAI teachers and PPKn teachers can be implemented in the Role Play and Simulation Based Learning model. This study will also examine the impact of this learning method on students' understanding and attitudes. It is hoped that the results of this study can contribute positively to the development of more effective and enjoyable learning methods, as well as improve the quality of PAI and PPKn education in schools.

### **5 Relevance and Contribution of Research**

This study is expected to contribute positively to the development of effective and enjoyable learning methods, as well as improve the quality of PAI and PPKn education. Thus,

this study is not only relevant to education practitioners but also to policy makers and researchers interested in the development of innovative and integrative learning methods.

## Method

This study uses a descriptive qualitative approach because it is considered most appropriate for exploring the implementation process of collaboration between Islamic Education (PAI) teachers and Pancasila and Civic Education (PPKn) teachers, as well as for analyzing the impact of the Role Play and Simulation Based Learning model on students' understanding and attitudes. This approach allows researchers to describe phenomena as they are without manipulating variables, so that the data obtained is narrative and can provide a comprehensive picture of the learning practices that take place (Creswell, 2018; Miles et al., 2014).

The location of this study was SMK Husein Sastranegara Bandung, with research subjects consisting of PAI teachers, PPKn teachers, and students who participated in the learning process using the applied model. Teachers acted as key informants because they were directly involved in the planning and implementation of collaboration, while students were the focus of assessing the extent to which the learning model impacted their understanding and attitudes.

Research data was collected through several techniques, namely interviews, observation, and documentation study. In-depth interviews were conducted with PAI teachers and PPKn teachers to explore their experiences, views, and challenges in collaboration and learning implementation, while interviews with students were used to understand their perceptions and experiences during the learning process (Kvale & Brinkmann, 2019). Non-structured participant observation was conducted in classrooms to watch teacher-student interactions, the application of the Role Play and Simulation model, and student activity levels (Angrosino, 2018). Additionally, a documentary study was conducted by reviewing the Lesson Implementation Plan (RPP), student worksheets, and learning outcomes records in the form of grades or assignments to strengthen field data (Bowen, 2009). This combination of techniques was chosen because it is considered more effective, according to Creswell & Plano Clark (2011) and Flick (2010), in generating rich, complementary data and enhancing the validity of findings, in line with the principles of methodological triangulation.

Data analysis was conducted using descriptive qualitative methods following the steps outlined by Miles et al. (2014). The first stage was data reduction, which involved selecting, simplifying, and focusing on relevant data. The next stage was presenting the data in the form of a coherent narrative, supported by tables or charts when necessary. The final stage is the drawing of preliminary conclusions, which are then verified again with field data to ensure the validity and reliability of the research results. In this way, the study is expected to produce a comprehensive picture of the effectiveness of collaboration between PAI and PPKn teachers through the Role Play and Simulation Based Learning model in the context of education at SMK Husein Sastranegara Bandung.

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## Result

### 1 Operationalization of Teacher Collaboration in PAI and PPKN

Extensive data obtained from in-depth, semi-structured interviews with PAI and PPKN instructors revealed that collaborative engagement was strategically initiated at the curriculum planning stage and sustained throughout the full cycle of instructional implementation. PAI instructors meticulously focused on religious pedagogy, encompassing sermon composition, lecture preparation, ethical instruction, and the mastery of foundational Islamic principles. This included detailed guidance on the practical application of spiritual tenets within daily conduct and moral reasoning exercises. Simultaneously, PPKN instructors actively facilitated the development of students' public communication skills, attention to decorum and rhetorical competence, and rigorous alignment of lesson content with national and civic ethics, particularly emphasizing the promotion of democratic values, civic responsibility, and ethical citizenship.

This deliberate and highly structured role differentiation fostered integrative pedagogical synergy, effectively bridging religious and civic instruction while ensuring comprehensive coverage of cognitive, affective, and behavioral learning domains. Notably, this strategic collaboration directly mitigated previously identified deficits in student engagement, as students were no longer passive recipients but active co-creators of knowledge through participatory activities and reflective exercises.

### 2 Enhancement of Self-Efficacy and Communicative Competence

Observational data gathered across multiple instructional sessions demonstrated substantial gains in students' self-efficacy, assertiveness, and communicative competence, which were directly attributable to the Role Play and Simulation-Based Learning (SBL) model. Students initially exhibiting apprehension, reticence, or anxiety in public speaking contexts progressively demonstrated greater composure, confidence, and clarity in structured expression following repeated engagement with role-play exercises.

Qualitative interview data, triangulated with observational field notes, underscored the efficacy of experiential, participatory learning modalities. Students reported that engaging in simulated real-world scenarios enabled them to actively internalize abstract theoretical constructs and apply these in nuanced, context-sensitive ways. The intensive, iterative teacher-student interaction inherent in this pedagogical approach fostered a learning environment characterized by heightened cognitive engagement, enhanced metacognitive reflection, and significantly reduced passivity and monotony compared to traditional, lecture-centered methods. Furthermore, the iterative feedback mechanisms embedded within the SBL model promoted critical self-assessment and peer-to-peer learning, reinforcing skill acquisition and social-emotional development.

### 3 Consolidation of Islamic and Civic Values

Systematic analysis of students' evaluative outputs, including examination scripts, instructional artifacts, and reflective journals, revealed substantial internalization of Islamic ethical precepts and civic principles. Student-generated content ranging from sermons and public presentations to written assignments transcended purely doctrinal instruction, integrating moral imperatives directly relevant to civic life, such as tolerance, national cohesion, social accountability, and participatory citizenship.

These findings illustrate the efficacy of cross-disciplinary teacher collaboration in facilitating integrative value acquisition. Additionally, the evidence affirms that the SBL approach effectively addressed the persistent challenge of translating theoretical knowledge into actionable practice, enabling students to bridge classroom instruction with real-life decision-making and ethical reasoning. The depth of student reflection observed suggests that this pedagogical model fosters not only comprehension but also the sustained internalization of values across diverse domains of personal, social, and civic life.

#### Discussion

The findings substantiate the effectiveness of collaborative PAI-PPKN pedagogical frameworks, operationalized through the Role Play and Simulation-Based Learning model, in circumventing the well-documented limitations of conventional, teacher-centered instruction. By reconceptualizing the learning environment, this methodology fostered a richly interactive, participatory, and contextually meaningful educational experience that actively engaged students across cognitive, affective, and psychomotor domains.

The setting of SMK Husein Sastranegara provides a unique educational context in which intersubject teacher collaboration had historically been minimal. This prior lack of coordinated planning contributed to low student engagement, fragmented conceptual understanding, and limited internalization of both religious and national values. The traditional instructional modalities, which exposed students to isolated theoretical constructs with limited opportunities for application or integration, were insufficiently robust to address these deficiencies. The adoption of the SBL model established a structured experiential framework, enhancing teacher-student interaction, promoting iterative reflection, and facilitating a nuanced understanding of integrated content.

Comparative analysis indicates alignment with prior research conducted by Syahrawati (2024) and Wijaya (2020), though the present study is distinguished by its contextual specificity and depth of analysis. Previous investigations were conducted in settings with pre-existing intersubject collaboration, primarily aimed at skill acquisition and performance enhancement. In contrast, at SMK Husein Sastranegara, the intervention not only bolstered students' competencies but also systematically addressed the structural deficits engendered by historically minimal collaboration, yielding insights of particular relevance to local pedagogical conditions and the implementation of integrated curricula.

Consistent with findings by Sukma Nastiti et al. (2024), this study corroborates the effectiveness of SBL in enhancing collaborative, communicative, and ethical proficiencies. Collectively, the model demonstrates efficacy in cultivating a dynamic, holistic, and contextually responsive learning environment. Teacher collaboration between PAI and PPKN disciplines facilitates integrative instruction, nurtures moral and civic consciousness, and strengthens students' spiritual, ethical, and national identity.

The research contributes novel insights by delineating the operationalization and outcomes of PAI-PPKN collaborative strategies via SBL at the vocational secondary education level. This study expands the literature on active, integrative learning methodologies that merge religious, moral, and civic values, providing a scalable framework for similar educational contexts.

In synthesis, the study's findings systematically address the three primary challenges identified in the introduction: (1) enhancing student engagement through deliberate, structured teacher collaboration; (2) increasing self-confidence, reducing passivity, and mitigating classroom monotony through experiential role-play; and (3) promoting the successful internalization and practical application of ethical, religious, and civic values. The analytical framework explicitly links research objectives, empirical findings, and interpretive discussion, thereby advancing the scholarly discourse on integrative, active learning in vocational and secondary education and providing actionable recommendations for curriculum design and pedagogical practice.

## Conclusion

Based on the findings and discussion, it can be concluded that the collaboration between PAI and PPKN teachers through the Role Play and Simulation-Based Learning (SBL) model has a significant positive impact on students' engagement, self-confidence, and internalization of Islamic and civic values at SMK Husein Sastranegara. This study confirms that deliberate teacher collaboration and the use of experiential, participatory learning strategies effectively address the limitations of conventional, lecture-based methods by creating an interactive, meaningful, and contextually relevant learning environment.

Specifically, the study demonstrates that (1) structured collaboration between PAI and PPKN teachers increases student engagement and reduces passivity; (2) experiential learning through role play and simulations enhances self-efficacy and communicative competence while mitigating boredom; and (3) the integrated approach facilitates the internalization and practical application of moral, religious, and civic values, bridging the gap between theory and real-life practice.

This research contributes new insights to the literature by highlighting the effectiveness of implementing collaborative, active learning strategies at the high school level, an area previously underexplored. The findings provide actionable guidance for educators, curriculum designers, and policymakers seeking to foster holistic character development, moral integrity, and civic consciousness in students through innovative, integrative teaching methods.

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