ISSN 2776-5229

Development of a Sociodrama Model of Akhlaqul Karimah Material for Grade VI Students Elementary School

Ali Akbar Ramadhan[1], Maulana Habibi Ramadhan[2], Aisyah Rahmawati[3]
[1]Universitas Islam Negeri Madura, Indonesia
[2]Universitas Muhammadiyah Malang, Indonesia
[3]MA Al-Mujtama' Al-Islamy, Pamekasan, Indonesia
*25315011004@student.uinmadura.ac.id

ARTICLE INFO

Article history
Received September 27, 2026
Revised October 29, 2026
Accepted November 15, 2026

Keywords: Sociodrama Learning Model, Akhlaqul Karimah, Islamic Religious Education, ADDIE, learning development.
.

ABSTRACT
This study seeks to create a sociodrama learning model for Akhlaqul Karimah material in Islamic Religious Education (PAI) for Grade VI students at SDN Jungcangcang 1 Pamekasan and to evaluate its viability, usefulness, and early learning results. The ADDIE model analysis, design, development, implementation, and evaluation was used in this study to conduct a Research and Development (R&D) approach. Fifteen sixth-grade students were chosen through purposive sampling to participate in the study. Expert validation sheets, tests of learning achievement, student response questionnaires, and observations in the classroom were used to gather data. Seven stages make up the model that was developed: Situation Analysis, Problem Orientation, Value Reinforcement, Sociodrama, Discussion and Reflection, Role Assignment, and Evaluation. According to the findings, the model received an expert validation score of 87.7% and had an implementation feasibility of 89.3%. The students responded positively, with an average score of 89.7%. Moreover, the students' mean learning scores rose from 65 in the pretest to 85 in the posttest, with a moderate N-Gain score of 0.57. In the research setting, the developed model is practicable and feasible, according to these findings. By integrating role-playing, social interaction, discussion, and reflection, the model presents an alternative method for promoting more contextual and participatory PAI learning, especially when it comes to comprehending Akhlaqul Karimah's principles. Nevertheless, the results are preliminary and cannot be extended to all elementary school settings since the research used a one-group pretest-posttest design without a control group and only included 15 students from one school. More investigation using bigger samples and many institutions is necessary to evaluate the model's wider applicability.

1. INTRODUCTION

Character education is a fundamental component of the educational system, particularly in Islamic Religious Education (PAI) at the elementary school level. PAI is not only concerned with students' mastery of religious knowledge but also with the development of attitudes, behaviors, and personalities that reflect Islamic values. In this context, Akhlaqul Karimah is an essential component of learning because it introduces students to moral principles such as responsibility, honesty, respect, and mutual assistance from an early age. Education, therefore, should not be limited to the transfer of knowledge but should also facilitate the development of attitudes and behaviors grounded in moral values (Syahfitra et al. 2019). Strengthening character education through moral values has become increasingly important amid contemporary challenges that influence students' character development (Idris dan Nurjanah 2024). Despite its importance, the implementation of character education in PAI learning still faces several challenges. Classroom activities often rely on conventional approaches, such as lectures, question-and-answer sessions, and memorization, which may limit students'

opportunities to participate actively in the learning process. Consequently, students may understand moral concepts theoretically without having sufficient opportunities to examine how these values are applied in everyday social situations. Previous research has highlighted the gap between the objectives of character education and the development of students' attitudes and behaviors in daily life (Yunina 2021). This situation indicates the need for learning approaches that provide meaningful experiences and encourage students to engage actively in understanding moral values. This condition was also identified in PAI learning at SDN Jungcangcang 1 Pamekasan. Based on preliminary observations conducted on February 15, 2024, involving Grade VI students, classroom activities were predominantly conducted through lectures, question-and-answer sessions, and demonstrations. Student activity during the preliminary observation reached an average of 52.40%. In particular, the indicators of expressing opinions and maintaining focus on the learning context reached 56.50% and 57.50%, respectively (Ramadhan 2024). Interviews with the PAI teacher also indicated that sociodrama had not previously been incorporated into the learning process. These initial findings suggest the need for an instructional approach that provides students with opportunities to participate in learning activities, explore moral situations, and reflect on the values of Akhlaqul Karimah.

Previous studies have examined character education through teacher role modeling, habituation, religious activities, and student-centered learning strategies. These approaches contribute to the development of students' moral awareness and behavior. However, the present study identifies an opportunity to develop sociodrama into a more structured instructional model specifically designed for Akhlaqul Karimah material in Grade VI PAI. Research on character education has also emphasized the importance of integrating moral values into learning activities rather than relying exclusively on habituation programs (Faiz and Soleh 2020). Furthermore, the development of instructional models requires clearly defined learning stages, teacher and student roles, and evaluation procedures to support the implementation of learning objectives (Amri et al. 2019). Accordingly, the research gap addressed in this study concerns the development of a systematic sociodrama learning model that integrates moral situations, student participation, discussion, reflection, and value reinforcement into a coherent instructional structure. An earlier study by (Ramadhan 2024) examined the implementation of the sociodrama method to improve learning outcomes in Akhlaqul Karimah material among Grade VI students at SDN Jungcangcang 1 Pamekasan. Building on the same educational context and learning focus, the present study extends the previous research from the implementation of a teaching method to the development of a structured sociodrama learning model. While the earlier study focused on applying sociodrama in classroom instruction, the current research employs the ADDIE framework to develop a model consisting of seven systematic stages, supported by expert validation, classroom implementation, student response assessment, and learning outcome evaluation. This development represents a further research contribution through the systematic design and evaluation of sociodrama as an instructional model for Akhlaqul Karimah learning. To address this gap, the present study develops sociodrama not merely as a teaching technique but as an instructional model with seven systematic stages: problem orientation, situation analysis, role assignment, sociodrama, discussion and reflection, value reinforcement, and evaluation. These stages are designed to connect students' understanding of moral concepts with contextual social situations through role-playing and collaborative learning activities. Students participate as role players and observers, while the teacher facilitates the learning process, guides reflection, and reinforces the moral messages conveyed through the activities. This structure provides opportunities for students to identify moral problems, examine different responses, and discuss the relevance of Akhlaqul Karimah values to their everyday experiences.

The contribution of this research lies in the development of a structured sociodrama learning model specifically tailored to Grade VI PAI learning on Akhlaqul Karimah material. Rather than claiming that sociodrama itself is entirely new, this study emphasizes its operational development

through seven learning stages that integrate problem identification, social simulation, discussion and reflection, teacher reinforcement, and evaluation. The model is designed to provide a systematic learning experience in which students actively engage with moral situations and articulate the values underlying them. Its feasibility and practical implementation are examined through expert validation and classroom trials, while preliminary learning outcomes are assessed through pretest and posttest scores. Based on these considerations, this study aims to develop a sociodrama learning model for Akhlaqul Karimah material among Grade VI students at SDN Jungcangcang 1 Pamekasan using the ADDIE development framework. Specifically, the study examines the validity and practicality of the developed model and investigates preliminary changes in students' learning outcomes following its implementation. The resulting model is expected to provide an alternative instructional structure for PAI learning by integrating active participation, contextual moral situations, role-playing, discussion, and reflection. Its potential contribution to students' long-term moral development, however, requires further investigation through sustained observation and follow-up studies.

2. METHODS

This study employed a Research and Development (R&D) approach to develop and examine the validity, practicality, and effectiveness of a sociodrama learning model for Akhlaqul Karimah material (Rahayu, 2025). The development process followed the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation, selected for its systematic and flexible structure in developing instructional products (Zamsiswaya, Syawaluddin, and Syahrizul 2024). The research was conducted at SDN Jungcangcang 1 Pamekasan, involving 15 sixth-grade students selected purposively based on the relevance of the material to the Grade VI Islamic Religious Education curriculum. The analysis stage identified students' characteristics, learning needs, curriculum requirements, and challenges in teaching Akhlaqul Karimah. The design stage involved formulating learning objectives, developing sociodrama syntax and role-playing scenarios, and preparing learning materials and research instruments. During the development stage, the initial product was constructed and validated by two validators with complementary expertise. Aisyah Rahmawati, whose expertise is in statistics and learning evaluation, assessed the evaluation aspects, while Maulana Habibi Ramadhan, an expert in instructional design and learning models, assessed the instructional design. Both provided assessments and suggestions for product improvement before implementation (Ainiyah et al. 2026; Hayati, Sabariah, and Suharti 2026). The implementation stage involved a limited trial and an effectiveness test with the same 15 students, while the evaluation stage examined the implementation results and student learning outcomes. The effectiveness test used a one-group pretest-posttest design (Ainiyah et al. 2026; Qomariah, Mardianto, and Mahariah 2025). The research instruments consisted of expert validation sheets, classroom observation sheets, student response questionnaires, and learning achievement tests. The validation sheets assessed material suitability, instructional design, and language clarity. Observation sheets measured model implementation and student activities, while questionnaires examined students' responses to the learning process. The achievement tests measured students' understanding of Akhlaqul Karimah, identification of exemplary behavior, analysis of moral situations, and application of moral values in everyday life. These instruments are commonly used in instructional product development research (Ainiyah et al. 2026; Hayati et al. 2026; Tegeh and Kirna 2013). Data were analyzed using descriptive quantitative techniques. Product validity, implementation, and student responses were calculated as percentages of obtained scores relative to maximum possible scores. Learning effectiveness was assessed using normalized gain (N-gain), calculated by dividing the difference between posttest and pretest scores by the maximum possible improvement (Hake 1998) Rumus:

$$P = \frac{\text{Acquisition score}}{\text{Maximum Score}} \times 100\%$$

Table 1. Table of N-Gain Value Categories

Nilai N-Gain (g)	Kategori
g ≥ 0,70	Tinggi
0,30 ≤ g < 0,70	Sedang
g < 0,30	Rendah

The N-Gain table uses the high, medium, and low categories. Make sure that the decimal writing uses a format that is consistent with the language of the article, i.e. 0.70, 0.30, and 0.57. The mean N-gain of 0.57 indicated a medium level of improvement in student learning outcomes (Hidayat and Agustina 2025)**.**

3. RESULTS AND DISCUSSION

Results

The results of the study show the main product in the form of a sociodrama learning model that has been developed systematically. This model generally includes the main structure such as syntax (learning steps), social system (teacher-student interaction), and reaction principle (how the teacher responds to student activities). The model syntax is the most important part because it describes the flow of learning activities starting from problem orientation, role division, sociodrama implementation, to reflection on moral values. In addition, the role of teachers as facilitators and supervisors, as well as students as active actors in the learning process, is also explained. In development research, the description of this product is important because it is a concrete representation of the results of innovations produced by researchers. Learning models developed with an R&D approach are usually arranged regularly so that they can be applied well in the classroom. In addition, this section needs to include product improvement based on expert input, because in R&D research, the development process takes place continuously and iteratively. This model is designed to overcome the problem of moral learning which tends to be cognitive to be more contextual and experience-based. The development of the model not only includes learning steps (syntax), but also integrates the role of teachers as facilitators and students as active subjects in learning. This approach is in line with the principle of active learning which emphasizes the direct involvement of students in the learning process (Putri and Rosy 2020).

Development of the Syntax of the Sociodrama Learning Model

Table 2. Sociodrama Model Syntax

Stage	Activity	Teacher's Role	Students' Role
1	Problem Orientation	Explaining the learning objectives	Listening
2	Situation Analysis	Presenting a case	Analyzing
3	Role Assignment	Assigning roles	Choosing roles
4	Sociodrama	Guiding the activity	Performing the roles
5	Discussion	Facilitating the discussion	Discussing
6	Value Reinforcement	Emphasizing the values	Drawing conclusions
7	Evaluation	Administering a test	Completing the test

Based on Table 2, the sociodrama model consists of seven stages that are designed sequentially to facilitate an active and meaningful learning process. The initial stage serves to build students' initial understanding, while the core stage in the form of sociodrama allows students to directly experience social situations related to moral values. The reflection and value strengthening stage is key in ensuring that the experience can be internalized by students. This model shows that experiential learning is able to improve conceptual and affective understanding simultaneously. The sociodrama learning model in this study was developed to help students understand the material of moral morality through learning experiences that involve the role of social situations, discussion, reflection, and strengthening moral values. This model consists of seven stages, namely problem

orientation, situation analysis, role assignment, sociodrama, discussion and reflection, value reinforcement, and evaluation. The seven stages are arranged sequentially so that learning is not only oriented to the delivery of material, but also provides opportunities for students to understand and identify the application of moral values in daily life. The first stage, problem orientation, is the initial activity to build students' readiness to learn. The teacher explains the learning objectives and connects the moral material with experiences that are close to the student's life. The teacher can ask sparking questions about honest behavior, trust, responsibility, and respect for others. Students listen to explanations, answer questions, and express experiences related to these behaviors. This activity aims to build an initial understanding and help students realize that moral values are directly related to their social life. The second stage, situation analysis, is carried out by presenting cases or social problems that contain moral problems. The teacher provides an overview of the situation that is relevant to the material, then guides students to identify problems, behaviors that arise, and possible consequences of these actions. For example, students are invited to analyze the situation when someone finds something belonging to their friend in class. Students then express their opinions about the actions that should be taken based on the values of honesty and trust. Through this stage, students get the opportunity to understand the problem before engaging in acting activities. The third stage, role assignment, is the process of dividing the characters or characters involved in the scenario. The teacher explains the character and duties of each character, then helps students determine the role according to the situation to be played. Students choose or accept roles, understand the character of the character, and prepare the actions to be performed. In the example of the case of finding a thing, students can play the person who finds the item, the owner of the item, and the friend who gives advice. This role division provides an opportunity for students to understand the problem from a different perspective.

The fourth stage, the implementation of sociodrama, is the core of learning activities. Students act out social situations according to predetermined scenarios and roles, while teachers act as guides as well as observers. In this activity, students describe behaviors that reflect moral values and behaviors that need to be avoided. For example, students act out the act of returning found goods to their owners as a form of applying the values of honesty and trust. Through this role-playing, the material that was previously presented conceptually becomes more concrete because students can observe and experience a picture of behavior in a social situation. The fifth stage, discussion and reflection, is carried out after the acting activities are completed. The teacher facilitates the discussion by asking questions about the actions of the characters, the reasons for making decisions, and the consequences of the behavior being played. Students are given the opportunity to express their opinions, evaluate the actions of the characters, and identify the moral message of the scenario. At this stage, the teacher directs students to connect the experience of acting with the values of akhlaqul karimah. Thus, sociodrama activities do not stop at role-playing activities, but continue with the process of interpreting the behavior displayed. The sixth stage, value reinforcement, aims to clarify and strengthen students' understanding of moral values that have been found during the acting and discussion. The teacher provides an explanation of the meaning of the values of honesty, trust, responsibility, and respect for others, along with examples of their application in the school and family environment. Students are then directed to draw conclusions about the behavior that should be done when facing similar situations. This stage connects the learning experience with the understanding of Islamic values and their application in daily life. The seventh stage, evaluation, is carried out to determine students' understanding of the moral material after participating in learning. The teacher gives tests based on learning objectives and indicators, while students work on the questions that have been prepared. The evaluation is directed to measure students' understanding of the values of honesty, trust, responsibility, and behavior of respect for others. The results of the evaluation are used as one of the bases to determine the achievement of learning objectives after the

application of the sociodrama model. Overall, the seven stages form a learning series that integrates problem recognition, social situation analysis, acting experience, reflection, value strengthening, and evaluation. This arrangement places students as active participants in the learning process, while teachers play the role of directors, facilitators, and reinforcements of the moral values learned.

Results of Expert Validation of the Sociodrama Learning Model

After the syntax design of the sociodrama learning model is prepared, the next stage is to conduct expert validation to determine the feasibility of the product before it is applied in the learning process. Validation is an important part of development research because it is used to assess the suitability of the product design with the learning objectives, the characteristics of the students, the materials developed, and the implementation instructions. The expert assessment also provides input to improve the product before entering the implementation stage. The procedure is in line with the research (Jalinus et al. 2023) that uses the ADDIE model and involves five expert validators to assess the feasibility of the developed product. In this study, the results of expert validation of the sociodrama learning model obtained an average percentage of 87.7%. Based on the feasibility criteria used in the study, the results are included in the very valid category. The percentage shows that the design of the developed learning model has met the feasibility criteria based on expert assessment so that it can proceed to the refinement and testing stage. The assessment of product validity in development research is also carried out by considering the suitability of the content, design, and characteristics of the product before being used in learning. This is in line with the research (Sidiq, Degeng, and Rusmawati 2023) who develop teaching materials using the ADDIE model and validate aspects of the material, media, and learning design before the product is tested (Sidiq et al. 2023). Validasi produk dari model pembelajaran sosiodrama Akhlaqul Karimah melibatkan dua orang validator yang memiliki keahlian berbeda tetapi saling melengkapi. Validator pertama adalah Aisyah Rahmawati, yang ahli dalam statistik dan evaluasi pembelajaran. Yang kedua adalah Maulana Habibi Ramadhan, yang mempunyai keahlian dalam desain dan model pembelajaran. Produk yang dikembangkan oleh peneliti, Ali Akbar Ramadhan, dinilai berdasarkan apakah semua komponen modelnya layak, sesuai dengan rancangan pembelajaran, dan bagaimana cara evaluasi yang digunakan. Dari penilaian para validator, produk tersebut mendapatkan nilai validitas sebesar 87,7% yang masuk ke dalam kategori sangat valid. Selain penilaian angka, masukan dari kedua validator juga digunakan untuk memperbaiki produk sebelum masuk ke tahap uji coba terbatas. Dengan cara ini, proses validasi membantu memberikan informasi tentang seberapa baik produk tersebut, dan juga menjadi dasar untuk memperbaiki desain model agar lebih cocok untuk kebutuhan belajar.

Product Enhancement Based on Validation Results

After obtaining expert validation results, the initial design of the sociodrama learning model was reviewed to produce a more systematic and operational product. Product improvement is directed at the clarity of learning objectives, the details of teacher and student activities, the suitability of the case with the moral material, and the relationship between acting activities, discussion, value reinforcement, and evaluation. The improvement aims to ensure that each stage of the syntax is not only a sequence of learning activities, but also provides implementation instructions that can be understood and applied by teachers. After obtaining expert validation results, the initial design of the sociodrama learning model was reviewed to produce a more systematic and operational product. Product improvement is directed at the clarity of learning objectives, the details of teacher and student activities, the suitability of the case with the moral material, and the relationship between acting activities, discussion, value reinforcement, and evaluation. The improvement aims to ensure that each stage of the syntax is not only a sequence of learning activities, but also provides implementation instructions that can be understood and applied by teachers. Improvement is also directed at the stage of strengthening values and evaluation. In the value strengthening stage, learning activities not only

place the teacher as the party who conveys conclusions, but also provide opportunities for students to express their understanding of the moral values of karimah. Furthermore, teachers provide reinforcement regarding the application of the values of honesty, trust, responsibility, and respect for others in daily life. At the evaluation stage, the assessment is adjusted to the learning indicators in order to measure students' understanding of the material that has been studied. The improvement process is in line with research that shows that product development through the ADDIE model involves expert validation and follow-up in the form of revisions based on validator input.

This study also provides an overview of the importance of needs analysis and the development of instruments that are in accordance with the context of elementary school learning. Both studies reinforce the importance of the process of assessing and improving products before being used in learning (Jalinus et al. 2023). Thus, the validation result was 87.7% and the product refinement process is an important part in producing a sociodrama learning model that is worthy of testing. The final product is prepared with seven interrelated stages, starting from problem introduction to learning evaluation. This arrangement is expected to help teachers carry out moral learning in a more targeted manner through acting experiences, discussions, reflections, and value reinforcement. The refined product is then used at the implementation stage to determine the implementation of the model, student response, and learning outcomes. The results of expert validation show the feasibility level of the developed learning model, both in terms of material and learning design. Validation is usually carried out by material experts and learning experts using instruments in the form of assessment sheets that produce a feasibility percentage score. Products are categorized into criteria such as "feasible" or "very feasible" based on these scores. In addition, this section must also contain product revisions based on expert advice, because in R&D research, the development process is iterative and ongoing. Validation and revision are important stages to ensure that the resulting product is truly in accordance with learning needs and academic standards. Previous research has shown that expert validation results are often in the very feasible category *(e.g. above 80%)*, which indicates that the product is ready for field testing.

Table 3. Model Validation Results

Aspect	Score (%)	Category
Material Suitability	90%	Highly Feasible
Learning Design	88%	Highly Feasible
Language & Clarity	85%	Highly Feasible
Average	87.7%	Highly Feasible

Its arithmetic average:

$$\frac{90 + 88 + 85}{3} = 87{,}6667\%$$

The expert validation results indicated that the developed sociodrama learning model achieved an average feasibility score of 87.7%. This score was obtained from three assessment aspects: material suitability (90%), instructional design (88%), and language and clarity (85%). These findings indicate that the model met the expert assessment criteria in terms of content relevance, instructional organization, and clarity of presentation. The validation process also provided a basis for reviewing the learning components before classroom implementation. Thus, the expert assessment supports the feasibility of the developed model for further implementation within the research setting. The validation results in Table 2 show that the sociodrama learning model obtained an average score of 87.7% with a very feasible category. This shows that the model has met the feasibility standards in terms of material, learning design, and language. This validation is an important step in R&D research because it ensures that the products made actually meet learning needs and can be used in daily life. In addition, input from experts is used to revise the product, so that the quality of the model becomes more optimal. In addition, the validation results also show that the design of the sociodrama learning model developed is in accordance with the foundation of the

learning theory used. This compatibility can be seen in the learning syntax that reflects the principles of constructivism, the stages of experience and reflection in experiential learning, as well as the active role of students in learning (Maisaroh et al. 2024) The role of teachers as facilitators and students as learning subjects also shows alignment with the principles of active learning. Thus, the developed model is not only valid in terms of content, but also has construct validity because the design is consistent with the underlying learning theory. Then in the limited trial stage, the aim is to determine the implementation of the learning model and the students' response to the use of the sociodrama model. Data at this stage are usually obtained through observation of student activities and student response questionnaires. The implementation of learning shows the extent to which the model syntax can be implemented as planned, while the students' response describes the level of interest, involvement, and ease of use of the model. In development research, the limited trial is the initial stage to see the practicality of the product before a broader effectiveness test is carried out. The results show that a good product generally receives a positive response from students and has a high level of implementation, which shows that the model can be used in the context of real learning.

Limited Trial Results

The limited trial was carried out on 15 students in grade VI of SDN Jungcangcang 1 Pamekasan. This stage aims to determine the implementation of the Akhlaqul Karimah sociodrama learning model and the students' responses to the application of the developed model. Data collection is carried out through learning implementation observation sheets and student response questionnaires. The implementation assessment includes three aspects, namely the suitability of learning syntax, student activities, and classroom management. The assessment of student responses includes interest, ease of understanding of the material, and involvement in learning.

Table 4. Results of Observation of the Implementation of the Learning Model

Assessment Aspects	Percentage	Category
Syntax compatibility	92%	Excellent
Student activities	89%	Excellent
Class management	87%	Excellent
Average	89,3%	Excellent

Based on Table 4, the results of observation of the implementation of the Akhlaqul Karimah sociodrama learning model obtained an average of 89.3% with the very good category. The percentage was obtained from an average of three aspects of assessment, namely syntax suitability, student activities, and class management. The syntax suitability aspect obtained the highest percentage of 92%. This result shows that the learning stages designed in the model can be carried out well according to the established procedures. The implementation shows that the model syntax has a clear stage so that it can be followed by teachers during the learning process. In the aspect of student activities, a percentage of 89% was obtained with the category of very good. The observation findings showed that students had the opportunity to be directly involved in learning activities through preparation, role-playing, and observation of sociodrama scenes. These activities provided space for students to understand Akhlaqul Karimah material through a more active and contextual learning experience. Meanwhile, the aspect of classroom management obtained a percentage of 87% with the category of excellent. These results show that teachers are able to condition students, regulate the course of activities, and direct the implementation of sociodrama to remain in accordance with learning objectives. Overall, the results of these observations show that the developed model can be applied well in learning activities in the classroom. Furthermore, the students' responses were analyzed to determine their acceptance of the application of the Akhlaqul Karimah sociodrama learning model. The results of the assessment of students' responses are presented in Table 5.

Tabel 5. Hasil Angket Respons Peserta Didik

Assessment Indicators	Percentage	Category

Ketertarikan	91%	Excellent
Ease of understanding material	88%	Excellent
Engagement in learning	90%	Excellent
Average	89,7%*	Excellent

Based on Table 5, students' responses to the application of the Akhlaqul Karimah sociodrama learning model showed a very good category. The interest indicator obtained a percentage of 91%, which is the highest score compared to other indicators. These results show that sociodrama activities are able to provide an interesting learning experience for students. The use of role-playing allows students to be involved in more concrete learning situations so that Akhlaqul Karimah material is not only accepted through verbal explanations by the teacher, but also demonstrated through actions and interactions between students. The involvement indicator obtained a percentage of 90%. These results show that students respond positively to learning activities that involve direct participation. Through sociodrama activities, students get the opportunity to role-play, observe the behavior of the characters, and understand the moral message of the scenes that are demonstrated. The indicator of ease of understanding the material obtained a percentage of 88%. Despite being the lowest percentage, the indicator is still in the very good category. This indicates that the delivery of material through role play can help students understand moral values through examples of behavior that are easier to observe and understand. The findings of this study are in line with the research (Junindra et al. 2023) which shows that the practicality of learning products can be analyzed through student responses. The study obtained 91.36% student responses in the very practical category. These similarities show that student responses are one of the important aspects in evaluating the acceptance of developed learning products. In addition, research on the application of sociodrama methods shows the relevance of the use of role-playing in encouraging learning activities of elementary school students. Both studies provide support for the finding that learning that actively involves students can create a more participatory learning experience. From the perspective of learning development, the implementation of the model and the response of students are two important aspects in assessing the practicality of the product. The implementation of 89.3% shows that the model can be applied according to the stages designed, while the response of the students shows a positive acceptance of the learning experience given. This finding is also relevant to the research on the development of LKPD based on Islamic character which uses aspects of learning implementation and student responses in assessing the practicality of the product.

Thus, the results of the limited trial indicate that the Akhlaqul Karimah sociodrama learning model meets the practicality aspect based on the implementation and acceptance of students. Overall, the results of the limited trial showed that the Akhlaqul Karimah sociodrama learning model obtained 89.3% implementation and the students' responses with averages that needed to be confirmed through raw scores. These results showed that the developed model could be applied in PAI learning in elementary school and obtain positive acceptance from students. The characteristic of this model lies in the use of role-playing activities as a means to connect the understanding of Akhlaqul Karimah material with behavioral experiences in daily life. Therefore, the developed sociodrama model not only provides space for learning activities, but also directs students to recognize and practice moral values through learning experiences. These results are relevant to the research (Junindra et al. 2023) which explains the importance of student responses in assessing the practicality of learning products in elementary schools. The research (Mahmud, Ashari, and Ngazizah 2022) also uses student responses and learning implementation as indicators of the practicality of Islamic character-based products. Both studies reinforce that student acceptance and ease of application are important aspects in assessing the practical feasibility of a development product. Overall, the results of the questionnaire were 89.7% and the results of learning observation showed that the sociodrama model

received a positive response from students. Thus, this model has a very good level of practicality based on student responses and can support the implementation of PAI learning on moral material.

Final Product of Akhlaqul Karimah Sociodrama Learning Model

The final product of this study is an Akhlaqul Karimah sociodrama learning model, developed using a Research and Development (R&D) approach with the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Arofah and Cahyadi 2019). The model is designed as an alternative approach to Islamic Religious Education (PAI) learning at the elementary school level by integrating Akhlaqul Karimah materials into role-playing activities. Previous research has demonstrated that sociodrama-based Islamic Education and character education can facilitate students' engagement with religious and moral values through structured role-playing, social interaction, and reflection (Yacob and Mardhatillah 2025). The development of the model is also grounded in the important role of Islamic Religious Education in cultivating *akhlak al-karimah* among elementary school students (Al-Bukhori, Daulai, and Haidir 2022). The main characteristic of the final product lies in its learning syntax, which consists of seven stages. These seven stages are designed to systematically guide teacher and student activities, beginning with the initial learning activities and continuing through the learning evaluation. In its implementation, the teacher serves as a facilitator who provides guidance, supervises the implementation of the sociodrama, and reinforces the values of Akhlaqul Karimah. Meanwhile, students actively participate in the learning activities by understanding the situations being enacted, engaging in interaction, and reflecting on the moral messages conveyed through the learning activities.

Effectiveness Test Results

The effectiveness test was carried out through a pre-test and post-test on 15 students.

Table 6. Student Learning Outcomes

Category	Pre-test	Post-test
Average	65	85
Highest Score	80	95
Lowest Score	50	70

Based on Table 6, there was an increase in the average student learning outcome from 65 in the pre-test to 85 in the post-test. This shows that the sociodrama learning model has a positive impact on student understanding. This increase shows that students not only understand the material theoretically, but are also able to apply the values of moral character in a real context through learning experiences. N-Gain calculation This formula corresponds to the concept of normalized gain which is defined as a comparison between the actual increase and the maximum possible increase (Coletta and Phillips 2005).

$$N\text{-}gain = \frac{85 - 65}{100 - 65} = \frac{20}{35} = 0.57$$

The analysis of N-Gain produced a result of 0.57, categorizing it as moderate. This finding signifies a reasonable enhancement in the academic performance of students following the introduction of the sociodrama teaching approach. The N-Gain analysis serves as an additional indicator of educational progress by evaluating the variance between initial and final test scores in relation to the highest achievable score. In this research, the outcome implies that the proposed teaching model may enhance students' grasp of Akhlaqul Karimah concepts through techniques such as role-playing, discussions, and reflective practices. Nevertheless, this enhancement must be viewed with caution, given that the research sample was limited to just 15 students from a single school and utilized a one-group pretest and posttest framework without a comparison group. Consequently, the

findings serve as initial evidence of educational advancement in this specific study environment rather than definitive proof of the model's overall effectiveness in wider educational settings.

Discussion

The findings indicate that the developed sociodrama learning model provides a structured and participatory approach to teaching Akhlaqul Karimah in Grade VI Islamic Religious Education (PAI). Through its seven stages, students have opportunities to identify moral problems, analyze social situations, enact relevant roles, and reflect on moral values in everyday contexts. Role-playing, discussion, and teacher reinforcement enable students to explore values such as honesty, responsibility, respect, and mutual assistance. These activities support students' understanding and awareness of moral values, although they do not directly demonstrate that such values have been fully internalized or consistently practiced in daily life. Students' mean learning scores increased from 65 in the pretest to 85 in the posttest, with an N-gain score of 0.57, indicating moderate improvement following the model's implementation. This finding suggests the potential of sociodrama to support students' understanding of Akhlaqul Karimah material in the research setting. However, because the study involved only 15 students at one school and used a one-group pretest–posttest design without a control group, the improvement cannot be attributed exclusively to the model or interpreted as evidence of superiority over conventional approaches. Further research involving larger samples, comparison groups, and sustained behavioral observation is needed to examine its effectiveness and contribution to the long-term internalization of moral values. The findings of this study indicate that the developed sociodrama learning model provides a structured and participatory approach to teaching Akhlaqul Karimah in Grade VI Islamic Religious Education (PAI). The model obtained an expert validation score of 87.7% and an implementation score of 89.3%, indicating that it was highly feasible and practically implemented in the research setting. Students' responses also indicated a positive reception of the learning activities. These findings suggest that the model can be implemented through systematic learning stages that involve problem identification, situation analysis, role assignment, dramatization, discussion and reflection, value reinforcement, and evaluation. Unlike the use of sociodrama merely as a classroom activity, this study develops it into a structured instructional model specifically designed for Akhlaqul Karimah material.

Its learning process is consistent with constructivist, active learning, and experiential learning principles because students participate in social simulations, examine moral situations, and reflect on the values represented. Through these activities, students have opportunities to understand and discuss values such as honesty, responsibility, respect, and mutual assistance in contexts relevant to their everyday lives. The students' mean learning scores increased from 65 in the pretest to 85 in the posttest, with an N-gain score of 0.57, indicating moderate improvement. This finding suggests that the model has potential to support students' understanding of Akhlaqul Karimah material. It is also consistent with previous research highlighting the use of role-playing and sociodrama in supporting student participation and learning. However, the contribution of this study lies in developing a systematic model with clearly defined stages, expert validation, and an implementation process tailored to Grade VI PAI learning. The improvement in test scores should not be interpreted as proof that the model is more effective than conventional approaches, because this study did not involve a control group. Similarly, student participation in dramatization and reflection provides opportunities to explore moral values, but does not establish that those values have been fully internalized or consistently practiced in daily behavior. Therefore, the findings demonstrate the model's feasibility, practical applicability, and potential to support learning outcomes in the research setting. Further studies involving comparison groups, larger samples, and sustained behavioral

observations are needed to examine its broader effectiveness and contribution to students' long-term moral development.

Table 7. Comparison of Previous Research and the Present Study

Researcher and year	Research focus	Research orientation	Difference from the present study
(Ramadhan 2024)	Implementation of the sociodrama method to improve learning outcomes in Akhlaqul Karimah material among Grade VI students at SDN Jungcangcang 1 Pamekasan.	Implementation of a learning method.	Develops the sociodrama method into a systematic instructional model using ADDIE.
(Yacob and Mardhatillah 2025)	Development of a sociodrama-based PAI-BP learning module for junior high school students.	Development of a learning module.	Focuses on developing a seven-stage sociodrama model for Grade VI Akhlaqul Karimah material.
(Parwanti, Junanah, and Husain 2023)	Application of role-playing to support elementary students' moral development.	Implementation of a learning strategy.	Focuses on the development and validation of a structured learning model.
(Ni'mah, Rahmawati, and Babo 2023)	Interactive media-based role-playing and its relationship with social attitudes and learning outcomes.	Quasi-experimental research.	Focuses on developing a sociodrama instructional model for PAI learning.
(Rafaiyah and Erfantinni 2025)	Folklore-based sociodrama to develop children's prosocial skills.	One-group pretest–posttest research.	Focuses on Grade VI PAI and Akhlaqul Karimah material through ADDIE development.
Present Study (2026)	Development of a sociodrama learning model for Akhlaqul Karimah material at SDN Jungcangcang 1 Pamekasan.	R&D using ADDIE.	Integrates seven learning stages, expert validation, implementation, student responses, and learning outcome assessment.

The comparison presented in Table 7 shows that previous studies have examined the use of role-playing and sociodrama in developing students' moral values, social attitudes, prosocial skills, and learning outcomes. (Parwanti et al. 2023), for instance, investigated the use of role-playing in fostering students' moral development, while (Ni'mah et al. 2023) focused on interactive media-based role-playing to improve students' social attitudes and learning outcomes. (Rafaiyah and Erfantinni 2025) examined folklore-based sociodrama to develop prosocial skills in early childhood. (Yacob and Mardhatillah 2025) developed a sociodrama-based learning module for Islamic Religious Education and Character Education using the ADDIE model. These studies demonstrate that role-playing and sociodrama have been applied in various educational contexts and learning objectives. The present study builds upon these previous findings by developing a structured seven-stage sociodrama learning model specifically designed for Grade VI students studying Akhlaqul Karimah in Islamic Religious Education. Unlike studies that primarily focus on implementing role-playing methods, developing learning modules, or examining specific learning outcomes, this research emphasizes the systematic development of a learning model through the ADDIE framework. The model integrates problem orientation, situation analysis, role assignment, sociodrama, discussion and reflection, value reinforcement, and evaluation. Furthermore, the inclusion of (Ramadhan 2024) previous study at the same school provides a relevant point of comparison: the earlier research examined the implementation of sociodrama, whereas the present study focuses on developing and evaluating a more structured learning model. Therefore, the contribution of this study lies in the development and preliminary evaluation of a context-specific sociodrama model for Akhlaqul Karimah learning, rather than claiming that the use of sociodrama itself is entirely new.

Research Implications and Limitations

Research shows that the sociodrama model has important implications for PAI learning practices. The high implementation (89.3%) shows that this model is easy to apply by teachers in the classroom without the need for complex technology. This makes this model a practical and innovative learning alternative. From the student side, the increase in learning outcomes and positive responses shows that this model is able to increase student motivation and involvement. Role-playing activities provide a fun and meaningful learning experience, making it easier for students to understand and internalize the values of morals. In the context of character education, the results of this study show that the sociodrama model can be an effective strategy in instilling moral values. This is supported by increased learning outcomes and high student involvement during learning. Overall, the implications of this study show that experiential learning innovations are indispensable in PAI education. Teachers need to develop a learning model that not only conveys material, but also shapes the character of students as a whole. The findings of this study indicate that the contribution of the sociodrama learning model lies not only in the use of role-playing activities but also in the learning process that connects moral concepts with contextual social situations. Through role distribution and dramatization activities, students are encouraged to translate the abstract concept of *akhlaqul karimah* into concrete actions and interpersonal interactions. For example, values such as honesty, responsibility, respect, and helping others become easier to understand when students encounter them through situations enacted in drama. This process provides students with opportunities to recognize the consequences of particular actions and to connect moral concepts with experiences in their daily lives. This finding is consistent with previous research showing that role-playing activities can contribute to students' moral development and provide concrete learning experiences in Islamic Religious Education at the elementary school level (Parwanti et al. 2023). The discussion and reflection stages further strengthen the learning process. After performing the roles, students have opportunities to identify the moral issues presented, evaluate the actions of the characters, and explain behaviors that reflect Islamic moral values. These activities encourage students not merely to memorize definitions but also to understand the reasons underlying morally appropriate actions. Teacher reinforcement also plays an important role in clarifying the relationship between the situations enacted and the Islamic teachings underlying the learning materials. The integration of role-playing into moral education is consistent with previous research demonstrating the relevance of role-playing activities in developing *akhlakul karimah* among students through learning experiences that involve active participation and the practice of moral values (Nusaibah et al. 2021).

The findings can also be compared with the study by (Yacob and Mardhatillah 2025), which developed a sociodrama-based Islamic Religious Education and character education module for junior high school students. That study also employed the ADDIE model and examined the validity, practicality, and effectiveness of the developed product. The similarity indicates that sociodrama can be systematically developed as a learning approach in Islamic Religious Education rather than being used merely as an additional classroom activity. However, the present study extends this approach to Grade VI elementary school students with a specific focus on *akhlaqul karimah* materials. The difference in educational level is important because learning scenarios, role assignments, classroom management, and teacher guidance need to be adapted to students' developmental characteristics. Therefore, this study provides additional evidence regarding the application of sociodrama-based Islamic Religious Education at the elementary school level. Nevertheless, the findings cannot be used to conclude that the sociodrama model is superior to other learning models (Yacob and Mardhatillah 2025). The improvement in students' test results and their positive responses to the learning activities also indicate that the developed model has practical potential to support classroom learning. Role-playing activities provide opportunities for students to participate actively, while the discussion stage helps clarify and reinforce their understanding of the learning materials. Previous research similarly

found that role-playing in Islamic Religious Education at the elementary school level can support students' moral development and increase their engagement in learning (Parwanti et al. 2023). Nevertheless, these findings should be interpreted according to the scope of the instruments used in the present study. Learning achievement tests primarily indicate changes in measured learning outcomes, while student response questionnaires reflect students' perceptions of their learning experiences. These two instruments alone are insufficient to demonstrate that students have internalized moral values or exhibited sustained behavioral changes in their daily lives. Therefore, the model can be considered supportive of moral understanding and value-oriented learning, while its contribution to long-term character formation requires further investigation through behavioral observation, interviews, and follow-up assessment.

From a practical perspective, the model provides teachers with an alternative for teaching *akhlaqul karimah* through structured social interaction without relying on complex digital technology. Its implementation requires careful scenario preparation, clear role distribution, effective classroom management, and reflective activities. Thus, the sociodrama model should not merely be viewed as a more interesting substitute for conventional learning; rather, its educational value depends on the teacher's ability to connect the enacted situations with the moral concepts being studied. Previous research on role-playing in Islamic Religious Education has likewise demonstrated the relevance of this approach to students' moral development, although its implementation remains dependent on appropriate teacher guidance and learning management (Nusaibah et al. 2021; Parwanti et al. 2023). Future research should involve larger numbers of students, comparison groups, and longer observation periods to examine the consistency of the model's implementation and determine the extent to which moral values learned through sociodrama are reflected in students' everyday interactions. This study has several limitations. First, it involved only 15 sixth-grade students at one elementary school, limiting the generalizability of the findings. Second, the relatively short implementation period did not allow the long-term impact of the sociodrama model to be examined. Although the N-gain score of 0.57 indicated a moderate improvement in learning outcomes, students' long-term internalization of Akhlaqul Karimah values was not directly measured. Third, the study focused only on Akhlaqul Karimah material, leaving the model's applicability to other Islamic Religious Education topics unexplored. Future research should involve larger and more diverse samples, longer implementation periods, behavioral assessments, and other PAI materials. Nevertheless, this study provides an initial contribution to the development of a value-based sociodrama learning model.

4. CONCLUSION

This study created a sociodrama learning model for Akhlaqul Karimah lessons in Islamic Religious Education for grade VI students at SDN Jungcangcang 1 Pamekasan. The main feature of this model is the existence of regular learning steps, namely seven stages which include Problem Orientation, Situation Analysis, Role Assignment, Sociodrama, Discussion and Reflection, Value Strengthening, and Evaluation. The seven stages are designed so that students can understand moral issues, play roles in everyday situations, discuss character behavior, and reflect on Akhlaqul Karimah's values. In this way, this learning model offers a more active and contextual PAI method, because moral values are not only taught in words, but also through role-playing experiences, discussions, and reflections. The results of the expert assessment showed that this model was feasible with a percentage of 87.7%, while the implementation results showed a success rate of 89.3%. The students' response reached 89.7%, which indicates that they received learning with this model well. In addition, the average student learning score increased from 65 in the initial test to 85 in the final test, with an N-Gain value of 0.57 which means a moderate improvement. These findings show that there has been progress in learning outcomes after this model was applied. However, these results

are not enough to conclude that this model has been proven to be effective in general, as this study only involved 15 students in one school class with a pre-test–posttest group design without a comparison group. Thus, this method can be seen as a promising PAI learning option, especially for the Akhlaqul Karimah material, but it still needs to be further tested in schools, student characteristics, and different learning circumstances with more subjects and better research design.

5. ACKNOWLEDGEMENTS

The author expresses his sincere gratitude to Allah Subhanahu wa Ta'ala for all His blessings and guidance, which has enabled the author to complete this research. Deep appreciation is extended to the State Islamic University of Madura, the University of Muhammadiyah Malang and the University of Airlangga Surabaya, Indonesia for their academic support. Special thanks are also addressed to SDN Jungcangcang 1 Pamekasan Regency for their willingness to participate in the scope of this research. In addition, the author also expresses his gratitude to the author's colleagues, academic advisors, and family for their continued encouragement, constructive input, and prayers, all of which greatly contributed to the successful completion of this study.

6. REFERENCES

Ainiyah, Fadhilatul, Linaria Arofatul, Ilmi Uswatun Khasanah, A. F. Suryaning, and Ati Mz. 2026. "Pengembangan Media Pembelajaran Game Educaplay Berbasis Model Addie Pada Materi Kalimat Tunggal Untuk Siswa Kelas Iii Sdn 4 Made Lamongan." Edutech : Jurnal Inovasi Pendidikan Berbantuan Teknologi 6(4):2918–28. https://doi.org/10.51878/EDUTECH.V6I4.13231.

Al-Bukhori, Afif, Afrahul Fadhila Daulai, and Haidir Haidir. 2022. "The Implementation of Islamic Religious Education in Building Akhlak Al-Karimah at Elementary School." Jurnal Basicedu 6(6):9598–9610. https://doi.org/10.31004/BASICEDU.V6I6.4146.

Amri, Fahimul, Ery Tri Djatmika, Hari Wahyono, and Sri Umi Mintarti Widjaja. 2019. "Pengembangan Sintaks Simulasi Dalam Pembelajaran Ekonomi Berorientasi Pada Pendidikan Karakter." Jurnal Pendidikan Ilmu Sosial 28(1):61–76. https://doi.org/10.17509/JPIS.V28I1.14368.

Arofah, Rahmat, and Hari Cahyadi. 2019. "Pengembangan Bahan Ajar Berbasis Addie Model: Addie Model-Based Teaching Material Development." Halaqa: Islamic Education Journal 3(1):35–42. https://doi.org/10.21070/HALAQA.V3I1.2124.

Coletta, Vincent P., and Jeffrey A. Phillips. 2005. "Interpreting FCI Scores: Normalized Gain, Preinstruction Scores, and Scientific Reasoning Ability." American Journal of Physics 73(12):1172–82. https://doi.org/10.1119/1.2117109.

Faiz, Aiman, and Bukhori Soleh. 2020. "Evaluasi Penguatan Pendidikan Karakter Melalui Program Pembiasaan Menyanyikan Lagu-Lagu Kebangsaan." Jurnal Education And Development 8(3):176–176. https://doi.org/10.37081/ED.V8I3.1905.

Hake, Richard R. 1998. "Interactive-Engagement versus Traditional Methods: A Six-Thousand-Student Survey of Mechanics Test Data for Introductory Physics Courses." American Journal of Physics 66(1):64–74. https://doi.org/10.1119/1.18809.

Hayati, Amanah Fitria, Sabariah Sabariah, and Suharti Suharti. 2026. "Pengembangan E-Modul Interaktif Berbasis Canva Dengan Pembelajaran Aktif Untuk Meningkatkan Motivasi Belajar Pai Siswa Sekolah Dasar." EDUTECH 25(3):3419–29. https://doi.org/10.17509/E.V25I3.107049.

Hidayat, Hidayat, and Dini Agustina. 2025. "Pengembangan Model Pembelajaran Mendalam Berbasis Addie Untuk Mencapai Profil Lulusan Dimensi Kesehatan Pada Siswa SD." Jurnal Lingkar Mutu Pendidikan 22(2):51–57. https://doi.org/10.54124/JLMP.V22I2.174.

Jalinus, Nizwardi, Ahmad Arif, Universitas Negeri Padang, Jl Hamka, and Air Tawar Barat. 2023. "Project-Based Module Development as Teaching Material for Light Vehicle Engine Maintenance: Validity Test." JINoP (Jurnal Inovasi Pembelajaran) 9(1):16–30. https://doi.org/10.22219/JINOP.V9I1.23442.

Junindra, Arespi Junindra Arespi, Yalvema Miaz, Yeni Karneli, and Elfia Sukma. 2023. "Practicality Of Developing Interactive Multimedia Based On Macromedia Flash 8 On Learning Integrated Thematic Elementary SCHOOL." Jurnal Cakrawala Pendas 9(1):98–107. https://doi.org/10.31949/JCP.V9I1.3846.

Mahmud, Agus Arba'i, Ashari Ashari, and Nur Ngazizah. 2022. "Pengembangan Lembar Kerja Peserta Didik Berbasis Karakter Islami Tema 1 Kelas V Sekolah Dasar." Jurnal Educatio FKIP UNMA 8(2):623–33. https://doi.org/10.31949/EDUCATIO.V8I2.2281.

Maisaroh, Siti, Nanda Octavia Ramadhani, Andika Adinanda Siswoyo, JL Raya Telang, Kec Kamal, Kabupaten Bangkalan, Jawa Timur, and Korespondensi Penulis. 2024. "Mengintegrasikan Model Pembelajaran Pbl Dengan Instrumen Non Tes (Sosiodrama) Pada Pembelajaran Bahasa Indonesia." Jurnal Media Akademik (JMA) 2(12):3031–5220. https://doi.org/10.62281/V2I12.1192.

Ni'mah, Ni'mah, Rahmawati Rahmawati, and Rosleni Babo. 2023. "The Effect of Interactive Media-Based Role-Playing on Elementary School Students' Social Attitudes and Learning Outcomes." Pedagogik Journal of Islamic Elementary School 6(1):1–10. https://doi.org/10.24256/PIJIES.V6I1.3784.

Nusaibah, Afaf Wafiqoh, Ahmad Dahlan Yogyakarta, Wahyu Ramadan, Yazida Ichsan, M. Sahrul, Qhodi Alam, and Imam Safi'. 2021. "Implementasi Metode Pembelajaran Role Playing Dalam Mata Pelajaran Akidah Akhlak Untuk Membentuk Akhlakul Karimah Peserta Didik Era Milenial." Tarlim : Jurnal Pendidikan Agama Islam 4(2):107–22. https://doi.org/10.32528/TARLIM.V4I2.5146.

Parwanti, Parwanti, Junanah Junanah, and Andi Musthafa Husain. 2023. "Metode Role Playing Dan Pengaruhnya Dalam Meningkatkan Akhlak Siswa SD Negeri Balecatur 2." HEUTAGOGIA: Journal of Islamic Education 3(1):71–83. https://doi.org/10.14421/HJIE.2023.31-06.

Putri, Yunitalia Sugiono, and Brillian Rosy. 2020. "Pengembangan Kemampuan Interaktif Dan Reaktif Siswa Dengan Metode Pembelajaran Sosiodrama." Jurnal Pendidikan Administrasi Perkantoran (JPAP) 8(2):273–84. https://doi.org/10.26740/JPAP.V8N2.P273-284.

Qomariah, Siti, Mardianto Mardianto, and Mahariah Mahariah. 2025. "Pengembangan E-Learning Berbasis Web Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Islam Di Unit Pelaksana Teknis Sekolah Dasar." Jurnal EDUCATIO: Jurnal Pendidikan Indonesia 11(1):359–67. https://doi.org/10.29210/1202526076.

Rafaiyah, Shabrina Adilah, and Imroatul Hayyu Erfantinni. 2025. "Meningkatkan Keterampilan Prososial Melalui Metode Sosiodrama Berbasis Cerita Rakyat." Jurnal Penelitian Anak Usia Dini 4(1):1–14. https://doi.org/10.18860/JPAUD.V4I1.14197.

Ramadhan, Ali Akbar. 2024. "Implementasi Metode Sosiodrama Untuk Meningkatkan Hasil Belajar Siswa Materi Akhlaqul Karimah Pada Mata Pelajaran Pendidikan Agama Dan Budi Pekerti Di Kelas VI SDN Jungcangcang 1 Kabupaten Pamekasan."

Sidiq, Ahmad Firman, I. Nyoman Sudana Degeng, and Retno Danu Rusmawati. 2023. "Pengembangan Modul Ajar Menggunakan Aplikasi Flipbook Dalam Membangun Pengetahuan Multikultural Model Addie Untuk Siswa Sekolah Dasar." Jurnal Pendidikan: Riset Dan Konseptual 7(4):736–50. https://doi.org/10.28926/RISET_KONSEPTUAL.V7I4.861.

Syahfitra, Aidil,) M Asro, Pendidikan Agama Islam, Fakultas Tarbiyah, Dan Keguruan, Sunan Gunung, and Djati Bandung. 2019. "Internalisasi Nilai-Nilai Akhlaqul Karimah Dalam Kehidupan Sehari-Hari Siswa SD Negeri 1 Cibugel." Al-Khidmat : Jurnal Ilmiah Pengabdian Kepada Masyarakat 2(2):58–66. https://doi.org/10.15575/JAK.V2I2.5984.

Tegeh, I. Made, and I. Made Kirna. 2013. "Pengembangan Bahan Ajar Metode Penelitian Pendidikan Dengan Addie Model." Jurnal IKA 11(1). https://doi.org/10.23887/IKA.V11I1.1145.

Yacob, Fakhri, and Liza Safira Mardhatillah. 2025. "Developing Sociodrama-Based Islamic Education and Character Education Learning Module for Junior High School Students." DAYAH: Journal of Islamic Education 8(2):202–24. https://doi.org/10.22373/JIE.V8I2.35006.

Yunina, Qurratu A. 2021. "Pembinaan Pendidikan Akhlakul Karimah Melalui Metode Keteladanan Di Sd Negeri 3 Lut Banjarbaru." DARRIS: Jurnal Pendidikan Madrasah Ibtidaiyah 4(2):85–103. https://doi.org/10.47732/DARRIS.V4I2.505.

Zamsiswaya, Zamsiswaya, Syawaluddin Syawaluddin, and Syahrizul Syahrizul. 2024. "Pengembangan Model ADDIE (Analisys, Design, Development, Implemetation, Evaluation)." Jurnal Pendidikan Tambusai 8(3):46363–69. https://jptam.org/index.php/jptam/article/view/22709.