INCREASING STUDENT INTEREST IN ISLAMIC CULTURAL HISTORY THROUGH THE SOCIODRAMA METHOD AT MTSN 2 BUNGO

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Keywords:	ABSTRACTS
Sociodrama in Education; Student Engagement in Islamic Education; Classroom Action Research in Education	**Background:** The low level of student interest in learning Islamic Cultural History at MTsN 2 Rimbo Tengah District, due to monotonous and lecture-dominated teaching methods, is the focus of this study. **Purpose:** The study aims to increase student interest and engagement in learning through the application of the sociodrama method. **Method:** Using a two-cycle Classroom Action Research (CAR) design with 30 eighth-grade students as subjects, data were collected through observation, questionnaires, and documentation, then analyzed quantitatively and qualitatively. **Result:** The results showed an increase in learning interest from 67.78% (strong category) in cycle I to 83.09% (very strong category) in cycle II. Student activity in discussions, role-playing, and problem-solving also increased consistently. **Conclusion:** This study proves that sociodrama is effective in increasing student interest and engagement in learning, and has the potential to be applied to other subjects that require an interactive and participatory approach.

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A. INTRODUCTION

Educational institutions are facilities designed to prepare students through various means, such as mentoring, gradual development, and systematic guidance to face current and future challenges (Apriyanti et al; 2023). Education itself is understood as a process that takes place consciously, is planned, and is experienced in real life by individuals (Efendy et al; 2023). The main objective of this process is to develop high-quality, well-rounded, and sustainable human resources. In the context of the national education system, as stipulated in Law Number 20 of 2003 concerning the National Education System, education is directed at developing the comprehensive abilities of students. Thus, education can be interpreted as a conscious and systematic process that aims to create a conducive learning environment, so that students are encouraged to actively develop their spiritual, emotional, and social potential, as well as life skills as preparation for living in society, nation, and state. To achieve this goal, direct interaction between educators and students through guided learning activities is very important (Schweder et al; 2022).

The success of education cannot be separated from the teaching and learning process, as both are at the core of educational activities themselves (Amrona et al., 2023). The quality of learning is determined not only by teacher competence, but also influenced by student motivation, interest, and willingness to learn. In addition, parental support plays an important role in encouraging children to actively participate in educational activities (Rosyadi, R. 2024). Therefore, the teaching methods used need to be tailored to the needs of students and the conditions that arise during the learning process. In practice, there are two main components that play an important role, namely teaching strategies and learning media, which are the means of delivering material (Wulandari et al; 2023). Methods are basically ways or tools used to explore, analyze, and organize information so that they can support the development of science (Tracy, S. J. 2024). Zakiah Daradjat explains that teaching methods are techniques for delivering subject matter in a way that is easier, more efficient, and more effective so that students can understand, accept, and master the material well (Alfasri, A. 2023).

Teachers play a very strategic role because they are central figures in the learning process. A competent and professional teacher is able to overcome limitations in learning resources, while less skilled teachers are often unable to make optimal use of available facilities (Fitria, M., & Slamet, S. 2024). Every student basically has a different learning style. Some understand more easily through hearing (auditory), some rely on sight (visual), some combine both (audiovisual), and some need direct involvement through practice (kinesthetic) (Supit et al; 2023). Therefore, teachers are required to adjust their teaching strategies to the learning characteristics of students so that the learning process runs effectively and the objectives are achieved. Learning objectives and teacher creativity in stimulating interest in learning are very necessary. Learning activities do not stand alone but are a combination of various supporting elements. The success of learning is usually measured by the extent to which the objectives are achieved. To that end, teachers must be able to create a conducive and enjoyable classroom atmosphere so that students feel comfortable, enthusiastic, and motivated to participate actively (Juaini et al; 2024). In other words, teachers play an important role in fostering and developing students' interest in learning.

Interest is a psychological factor that plays a major role in motivating someone to do an activity (Rahman, S. 2022, January). According to Hadi, et al (2023), interest can

be defined as a person's involvement or attraction to an activity because they realize the importance of that activity. Meanwhile, Iswan, M. S. (2024) emphasizes that interest is a focus of attention that arises from an individual's will and is influenced by their talents and environment. Thus, interest can be understood as an internal drive that motivates a person to achieve certain goals. In the context of education, learning interest encompasses the intrinsic motivation process that encourages students to actively engage, pay attention, and energize learning activities (Zhang et al; 2024). The emergence of learning interest is influenced by various factors, such as the desire to improve quality of life, obtain better employment, or achieve greater prosperity. Students with high interest in learning tend to perform optimally, while low interest in learning often results in unsatisfactory academic achievement. Symptoms of low interest in learning can be seen in minimal participation, low motivation to ask questions, and below-standard academic achievement. Interest can also grow from enjoyable learning experiences and positive results from previous activities. In this case, the subject of Islamic Cultural History (SKI) plays an important role because it not only presents historical events but also instills the values of exemplary behavior, struggle, wisdom, and Islamic civilization. SKI serves to provide insight into the long journey of Muslims from the time of the Prophet Muhammad SAW to global development. In addition, SKI also shapes students' historical awareness, fosters pride in the legacy of Islamic civilization, and instills values of humanity, tolerance, and the spirit of building civilization (Thoyibah, F. A. 2024). Therefore, SKI learning should not be monotonous, but needs to be delivered in a way that is engaging and motivating. In addition, SKI also shapes students' historical awareness, fosters pride in Islamic civilization heritage, and instills values of humanity, tolerance, and the spirit of building civilization (Thoyibah, F. A. 2024). Therefore, SKI learning should not be monotonous, but needs to be delivered in a contextual, creative, and interactive manner so that students' interest in learning increases.

Based on preliminary research at Madrasah Tsanawiyah Negeri 2 in Rimbo Tengah District, Bungo Regency, Jambi Province, it was found that most students were not interested in SKI learning. Observations and interviews with the SKI subject teacher, Mrs. Hj. Maimunah, S.Pd.I, showed that the dominant learning method was lecturing, which made the classroom atmosphere monotonous and boring. Many students did not pay attention to the teacher's explanations, were reluctant to ask questions, and some even chose to chat with friends or were absent from class. An interview with one of the students, Muhammad Arif, reinforced this finding; he admitted that SKI lessons were not interesting because the teacher mostly talked without actively involving the students. This condition was also supported by data on students' daily scores, most of which were below the Minimum Passing Grade (KKM). This fact shows that low interest in learning SKI not only affects student participation in class, but also influences student learning outcomes. Therefore, more varied and participatory learning methods are needed so that students are more involved, motivated, and gain a deeper understanding of SKI material. The following is the data on the grades of eighth grade students:

Tabel 1. Data On The Grades Of Eighth Grade Students

No.	NAME	VALUE	Explanation
1	Afiqah Mutia	75	Complete
2	Afrillan Ibra Khairman	70	Not yet completed
3	Anindya Elysia Dzakiah Rahmah	80	Complete
4	Arifki Dian Saputra	70	Not yet completed
5	Azizah Rahma	81	Complete
6	Dirga Dwi Putra	69	Not yet completed
7	Faris Syafaqoh	72	Not yet completed
8	Fatimatu Azzahra Magribhi	85	Complete
9	Ficko Dinata	65	Not yet completed
10	Gibran Qiarya Pratama	70	Not yet completed
11	Hamira Jelita	88	Complete
12	Ibnu Wahidzul Parliansyah	70	Not yet completed
13	Indah Ananta Sari	81	Complete
14	Kartika Putri Risma	73	Complete
15	Khadijah As-syuhada	75	Complete
16	Lia Annisa Atom	85	Complete
17	M. Arif Akbar	70	Not yet completed
18	M. Hafidzul Assidiq	65	Not yet completed
19	Muhammad Haris Marcello	65	Not yet completed
20	Muhammad Irfan	70	Not yet completed
21	Muhammad Syafi Zaidan	77	Complete
22	Muhammad Tri Andra Pascal	63	Not yet completed
23	Nazilfa Khayrunnisa	80	Complete
24	Said Alfariz	69	Not yet completed
25	Sofia Syah Salisa	65	Not yet completed
26	Syafiqa Nadra Ridel	86	Complete

27	Taufiqurahman	76	Not yet completed
28	Vanya Salma Nurin	70	Not yet completed
29	Yafi'ah Septiani	67	Not yet completed
30	Zahra Almaira	80	Complete

Data Source: State Islamic Junior High School 2

Based on the data shown in the Table 1, it appears that some students have not yet achieved the learning standards set by the school. This phenomenon indicates a fundamental problem in the learning process, particularly in relation to low student interest in learning. Most students appear to be less enthusiastic about attending classes, and in some cases show almost no interest at all. In fact, teachers have tried to optimize the learning process through simple strategies, such as starting lessons on time, using lecture methods, and facilitating question and answer sessions. However, observations show that these measures have not been effective enough in fostering student motivation and active participation in class.

This low interest in learning is influenced by teaching methods that are not suited to the characteristics of the material and the learning styles of students (Maharani et al; 2024). Abstract and factual subject matter requires strategies that can enliven the classroom atmosphere and provide space for students to participate actively. If the methods used only focus on one-way delivery of information, students tend to be passive, find it difficult to understand concepts, and ultimately lose interest in learning. Thus, learning innovations are needed that can overcome these obstacles and provide a more contextual learning experience.

One alternative that can be applied to overcome low student interest in learning is the use of the sociodrama method. This method not only serves as a medium for understanding lesson material cognitively, but also connects it to the social experiences of students through the roles they play. Direct involvement in simulations of social and historical events allows students to learn in a more active, meaningful, and contextual way (Fatimah, F., & Sari, Y. I. 2025). This process is believed to improve memory, foster curiosity, and strengthen conceptual understanding through real and enjoyable learning experiences. In addition, sociodrama has the potential to build cooperation among students, hone communication skills, and foster empathy and social awareness. Sociodrama is a problem-solving technique that occurs in the context of relationships by dramatizing problems (Haida, H. 2023). Thus, the application of the sociodrama method can be a relevant learning strategy, especially in Islamic Cultural History (SKI) subjects that are rich in historical, moral, and social values. Furthermore, sociodrama provides opportunities for students to transform from mere passive recipients of information to active subjects involved in the process of searching for meaning. Through role-playing activities, students are challenged to interpret, construct, and even internalize the values contained in the subject matter. In the context of SKI, for example, students can play the roles of important figures in Islamic history or bring historical events back to life, so that learning does not only stop at the cognitive realm, but also touches on the affective and psychomotor dimensions. This is in line with the contextual learning approach, which emphasizes the connection between subject

matter and the reality of students' lives. The application of the sociodrama method is also relevant to constructivism theory, which asserts that knowledge is constructed through direct experience and interaction with the environment (Kusnadi et al., 2025). Through role-playing activities, students learn not only from the teacher's explanations but also through interaction with their peers. This view is in line with Vygotsky's theory of the zone of proximal development (ZPD), which states that students' abilities develop through collaboration and social support (Damanik et al., 2025). Thus, sociodrama can create a more lively learning dynamic, encourage the courage to express ideas, stimulate creativity, and strengthen social relationships in the classroom.

The sociodrama method has the potential to overcome various SKI learning problems, such as low participation, minimal interaction, and the tendency for students to be passive (Hunaidah, 2024). Through role-playing activities, students are encouraged to be more active, express their opinions, and engage openly in the learning process. This approach makes the learning atmosphere more dynamic and student-centered, in line with the student-centered learning paradigm in the Merdeka Curriculum (Amiruddin et al., 2023).

However, research on the application of sociodrama specifically in Islamic Cultural History subjects is still very limited. This limitation is influenced by several factors, such as the perception that sociodrama requires complex time and preparation, teachers' limited competence in applying role-playing techniques, and the tendency for SKI learning to still be dominated by the delivery of factual material through lecture methods. In addition, most research in the socio-religious field tends to focus on cognitive achievement rather than exploring students' emotional and social involvement and learning experiences. This gap highlights the importance of research that explicitly assesses the effectiveness of sociodrama in increasing students' interest and involvement in Islamic Cultural History learning.

The connection with broader educational trends also reinforces the relevance of this research. Currently, the world of education encourages the application of active, collaborative, and participatory learning methods that place students at the center of the learning process. Models such as sociodrama are in line with 21st-century demands that emphasize creativity, communication, collaboration, and authentic and meaningful learning experiences. Therefore, this research not only fills an academic void but also supports pedagogical transformation towards more humanistic and adaptive learning practices that cater to students' needs.

Based on these theoretical and practical foundations, this study aims to examine the effectiveness of the sociodrama method in increasing students' interest in learning SKI subjects in grade VIII MTsN 2 Rimbo Tengah District. The findings of this study are expected to contribute to teachers in choosing innovative, interactive learning strategies that are appropriate to the characteristics of students. Furthermore, the implications of this study can encourage the development of school policies that support creative and contextual learning, so that the quality of the teaching and learning process can be significantly improved. Ultimately, the application of the sociodrama method is expected to not only increase students' interest in learning, but also strengthen character building, social skills, and historical awareness that are relevant to the goals of holistic Islamic education. Semi-structured interviews were conducted to explore the experiences of students and teachers in depth, including obstacles, perceptions of the sociodrama method, and perceived changes in learning interest. Documentation in the

form of photos of activities, learning process notes, and school archives were used as supporting evidence.

Data was collected through questionnaires, direct observation during learning, interviews with teachers and several students as samples, and the collection of relevant documents. Data analysis was conducted qualitatively through data reduction, data presentation, and conclusion drawing, while still utilizing the questionnaire results as quantitative data reinforcement. To increase the credibility of the findings, data triangulation was carried out by comparing the results of the questionnaire, observation notes, and interviews, so that the interpretation of the results was more accurate and reliable.

The success of the action was determined by the indicator that at least 75% of students showed active participation in class, accompanied by an increase in learning interest reflected in enthusiasm, involvement, positive expressions, and a more interactive and enjoyable classroom atmosphere. Thus, the application of the sociodrama method is expected to make a real contribution to increasing students' interest in learning SKI subjects at MTsN 2 Bungo.

B. METHOD

This study used the Classroom Action Research (CAR) method because it aimed to improve and enhance the quality of learning through the application of the sociodrama method in the Islamic Cultural History (SKI) subject. The research design refers to the Kemmis and McTaggart model, which consists of two cycles with four stages: planning, implementation of action, observation, and reflection (Machali, 2022). The research subjects were 30 eighth-grade students at MTsN 2 Bungo, who generally had heterogeneous academic abilities, with initial interest in SKI subjects ranging from moderate to low. These varied classroom conditions provided a realistic picture of how the sociodrama method works in groups with diverse learner characteristics.

The object of this study was the application of the sociodrama method to increase student interest in learning. The study was conducted in the even semester of the 2024/2025 academic year. The research instruments included questionnaires, observation sheets, semi-structured interviews, and documentation. Questionnaires were used to obtain quantitative data on students' perceptions and interest in learning, which were compiled based on indicators of learning interest according to Islamic education theory and learning motivation theory. Observation sheets were specifically designed according to the research objectives, covering categories of teacher activities, student participation, quality of interaction, and students' emotional responses during role-playing.

C. RESULT AND DISCUSSION

This classroom action research was conducted in two cycles, namely Cycle I and Cycle II. Each cycle consisted of two meetings with the stages of planning, implementation, observation, and reflection. This study was designed to answer the question: Does the application of the sociodrama method increase the learning interest of eighth-grade students at Madrasah Tsanawiyah Negeri 2, Rimbo Tengah District, Bungo Regency, Jambi Province? Research data were collected through observation sheets, interviews, and documentation to obtain a qualitative picture of the students' activities, involvement, and responses during the learning process. The results of data

analysis show an increase in learning interest, active participation, and the creation of a more interactive and enjoyable learning atmosphere from the first cycle to the second cycle through the application of the sociodrama method. Based on the research results, the average percentage of student learning activity after using the sociodrama method in Cycles I and II with the SKI course can be seen in Table 1.

Table 1. Summary of analysis of Student Learning Activity
Percentage in Cycle I and Cycle II

No	Observed Aspects	Meeting I	Ket	Meeting II	Ket	Average	Ket
1	Understanding historical material (storyline & characters)	55%	D	82%	C	70%	C
2	Appreciation of historical figures	50%	D	75%	C	63%	C
3	Group work (preparation & performance)	60%	C	78%	C	69%	C
4	Communication skills (intonation, articulation, body language)	48%	D	75%	C	62%	D
5	Creativity and expression in performance	52%	D	74%	C	63%	C
6	Student participation and engagement	45%	E	77%	D	61%	D
7	Educational value & relevance to learning	50%	D	76%	C	63%	C
	Number	**360**		**539**		**450**	
	Percentage	**51,4%**		**77%**		**64,2%**	

Assessment Information
  A = Very Good (85–100%)
  B = Good (75–84%)
  C = Enough (65–74%)
  D = Less (55–64%)
  E = Very Poor (<55%)

Based on the learning activity table, it can be seen that in the first meeting, the level of student activity was still low, namely 51.4% (Poor category). However, in the second meeting, there was a significant increase to 77% (Good category), with an overall average of 64.2% (Fair category). These findings indicate that the application of the sociodrama method has begun to have a positive effect on student engagement in Islamic Cultural History (SKI) learning.

The increase in activity from the first meeting to the second meeting indicates that students are adapting to the role-based learning model. In the early stages, students were still passive because they were not used to expressing themselves in front of their peers. After gaining repeated experience in role-playing, student engagement increased significantly. This is in line with constructivism and social learning theories, which emphasize that active interaction and direct experience enable students to build more meaningful understanding. More specifically, there are several aspects of sociodrama that contribute most to increasing student activity:
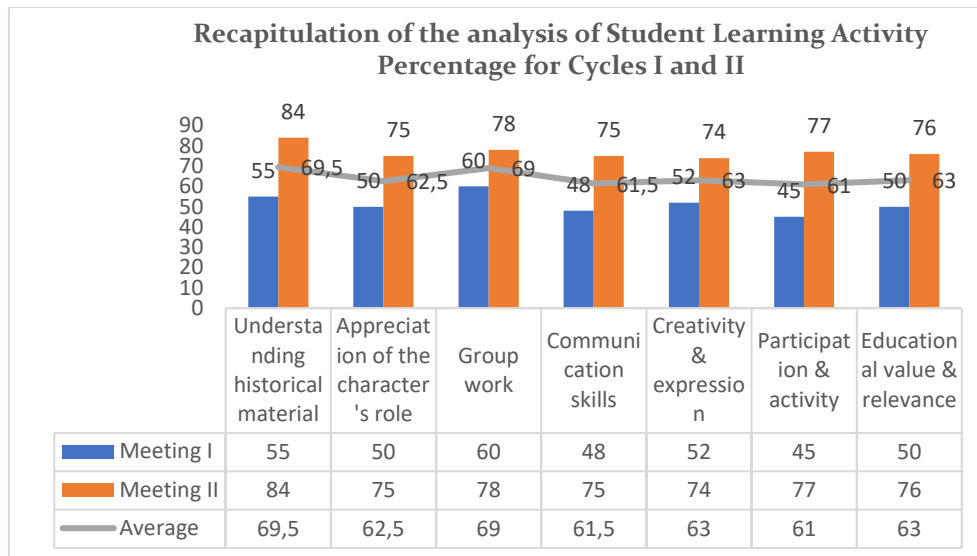
    1. Role enactment

Acting out historical figures makes students feel that they have an important role in learning. Dramatic action and role interpretation stimulate curiosity, courage to speak, and self-expression. This is the strongest factor in encouraging active participation.

2. Peer interaction Group discussions, role sharing, and cooperation in developing storylines make students more emotionally and socially involved. This interaction creates a social presence that motivates students to take part so that the group performs well.

3. Simulation of real situations (experiential engagement)
   Scenes depicting historical events help students understand the context and values of SKI material more concretely. This approach minimizes boredom and increases focus on learning.

Of the three aspects observed, interaction with peers and role-playing were the most dominant factors in encouraging increased student learning activity. These two aspects directly activate the dimensions of emotion, self-expression, communication, and collaboration, thereby encouraging students to engage more intensely in the learning process. In the role-playing stage, students are required to understand the storyline, empathize with the characters, and convey messages convincingly. This process creates learning immersion that makes students not only recipients of information, but active actors who construct meaning through direct experience. Interaction with peers also plays a crucial role because it provides space for negotiation of meaning, exchange of opinions, and teamwork. This activity strengthens self-confidence, communication skills, and social skills, which are essential in learning Islamic cultural history that emphasizes understanding values, social contexts, and the behavior of figures. This is in line with the findings of Amin & Safira (2025), which show that the smart board-assisted sociodrama method is effective in improving students' memorization of prayers because it creates a fun, collaborative learning atmosphere that encourages active involvement. Similarly, Rosadi's (2024) research confirms that sociodrama in Islamic cultural history learning can enhance students' creativity and requires adequate time allocation for practice to ensure the process is effective. Similarly, Rosadi's (2024) research confirms that sociodrama in Islamic Cultural History learning can enhance student creativity and requires adequate time allocation for practice so that the role-playing process can be optimized. The effectiveness of sociodrama lies not only in the variety of methods, but also in the emotional, social, and cognitive engagement created through interaction and role-playing experiences. This approach not only increases learning activities but also strengthens social skills, empathy, and critical thinking skills as a result of the process of role internalization and collaborative work among students. The percentage increase and decrease in learning activities in cycle I and cycle II are presented in Figure 1.

Recapitulation of the analysis of Student Learning Activity Percentage for Cycles I and II

	Understanding historical material	Appreciation of the character's role	Group work	Communication skills	Creativity & expression	Participation & activity	Educational value & relevance
Meeting I	55	50	60	48	52	45	50
Meeting II	84	75	78	75	74	77	76
Average	69,5	62,5	69	61,5	63	61	63

Based on the table of observation results of student activities in the application of the sociodrama method, there was a significant increase from the first meeting to the second meeting.

1. Understanding of Islamic Cultural History material (plot and characters) increased from 55% (category D) to 82% (category C), with an average of 70%. This shows that the application of the sociodrama method is able to help students understand the flow of events and the roles of historical figures more realistically through the appreciation of the roles played.

2. The ability to appreciate the roles of historical figures also experienced a significant increase, from 50% (category D) to 75% (category C), with an average of 63%. This means that students began to be able to embody the characters they played, making the learning process feel more lively and meaningful.

3. Group cooperation (preparation and performance) was in the fairly good category, with an increase from 60% to 78% (average of 69%). This shows that sociodrama can train students in building coordination and collaboration, although there are still obstacles in role assignment and task distribution.

4. Communication skills (intonation, articulation, body language) increased from 48% to 75% with an average of 62%. This achievement proves that role-based learning encourages students to develop communication skills, although some still appear to lack confidence in delivering dialogue.

5. Creativity and expression in performances also improved from 52% to 74%, with an average of 63%. This indicates that students are beginning to explore ways of expressing themselves in accordance with the characters they play, although the level of creativity is not yet fully optimal.

6. Student participation and activity, which was initially low (45%, category E), increased significantly to 77% (category D), with an average of 61%. This fact shows that the sociodrama method can encourage students who were previously passive to become more actively involved in learning activities.

7. The educational value and relevance of the performance to learning also increased from 50% to 76%, with an average of 63%. This shows that students are able to connect the results of the performance with educational messages and their relevance to Islamic Cultural History material.

Overall, the average student activity was 64% (Sufficient category). These findings indicate that the sociodrama method has a positive effect on various aspects of learning, especially in improving material comprehension, role appreciation, and active student participation. This improvement can be explained through constructivism theory, which emphasizes that knowledge is built through direct involvement, meaningful experiences, and social interaction. Sociodrama provides a space for students to experience this process in real life through role-playing and situation exploration.

In addition, this method is in line with the principles of collaborative learning. In role-playing activities, students are required to work together, communicate effectively, solve problems as a group, and express their creative ideas in a scenario. This process indirectly strengthens social skills, interpersonal intelligence, and self-confidence. These findings are in line with the results of research by Halik & Rakasiwi (2020), which states that sociodrama is effective in increasing student self-confidence.

However, the average activity level, which is still in the Fair category, indicates that the implementation of sociodrama needs to be more sustainable and structured, especially in terms of role guidance, time management, and guidance during the process. Intensive assistance will help passive students to become more confident in participating. With consistent implementation, the sociodrama method has the potential to improve critical thinking, communication, and cooperation skills, as well as deepen students' understanding of Islamic Cultural History material. Continuous improvement is also expected to encourage an increase in student activity to a higher category.

Analysis of Data from Learning Interest Questionnaires for Cycles I and II

Based on the results of research conducted during two cycles, the comparison of student learning interest in cycles I and II using the sociodrama method can be seen as follows:

Table. Comparison of student learning interest in Cycle I and Cycle II

No	Aspect	Cycle I	Description	Cycle II	Description
1	Feeling of joy	68,17 %	Strong	80,70%	Very Strong
2	Interested	65,38%	Strong	84,38%	Very Strong
3	Attention students	68,16 %	Strong t	81,50%	Very Strong
4	Student involvement	66,41%	Strong	85,77%	Very Strong
Number		266,15	Strong	332,38	Very Strong
Average		67,78%	Strong	83,09%	Very Strong
Improvement		15,31%			

Description: Interpretation Criteria Score
0% 20% = Very Weak
21% 40% = Weak
41% 60% = Enough
61% 80% = Strong
81% 100% = Very Strong

Based on the data in the table, there was a significant increase in student learning interest from Cycle I to Cycle II.

1. Student satisfaction increased from 68.17% (Strong category) to 80.70% (Very Strong category). This shows that the learning strategy implemented was able to create a more enjoyable learning atmosphere and made students feel comfortable in participating in learning activities.

2. Students' interest in learning also increased sharply, from 65.38% (Strong category) to 84.38% (Very Strong category). This increase indicates that the methods used are increasingly successful in attracting attention and making students more enthusiastic about learning.

3. Student attention increased from 68.16% to 81.50% (Very Strong category). This data indicates that students are more focused in following the learning process, so that they can understand the material better.

4. Student involvement in learning activities increased significantly from 66.41% (Strong category) to 85.77% (Very Strong category). This fact shows that the learning strategy encourages students to participate more actively, whether in discussions, assignments, or group activities.

Overall, students' learning interest scores showed a very significant increase, from 266.15 in the Strong category in Cycle I to 332.38 in the Very Strong category in Cycle II. The average percentage of learning interest also increased from 67.78% to 83.09%, or an increase of 15.31%. These findings confirm that the application of the sociodrama method in Islamic Cultural History (SKI) lessons at MTsN 2 Bungo was much more effective in Cycle II than in Cycle I. This increase not only reflects the success of the learning strategy but also shows that students began to engage emotionally and cognitively in the role-playing process. This is in line with the results of research by Mulinda & Conia (2020), which states that sociodrama can increase students' empathy and social sensitivity because students are trained to understand and feel the roles, feelings, and situations of others deeply. In the context of SKI, this ability to empathize is very relevant because historical material requires students to imagine the social situations, values, and struggles of Islamic figures in the past. When students play the roles of the Prophet's companions, scholars, or other historical figures, they not only understand factual information, but also experience emotionally the moral, cultural, and struggles contained in those events. It is this direct experience that increases students' intrinsic motivation, making learning more lively, enjoyable, and meaningful. On the other hand, extrinsic motivation also increases through a more interactive, collaborative, and supportive classroom atmosphere that encourages the involvement of every student. Thus, the increase in students' interest in learning Islamic Cultural History does not stand alone but is the result of a combination of role-playing, interaction with peers, and a participatory learning atmosphere created through the sociodrama method. These three aspects have been proven to contribute greatly to strengthening students' focus, curiosity, emotional involvement, and ability to reinterpret Islamic cultural values in a more contextual manner. This shows that the sociodrama method not only increases learning interest but also deepens students' understanding of Islamic history and cultural characteristics in a more holistic manner.

CONCLUSION

Classroom action research at MTsN 2 Bungo shows that the sociodrama method is effective in increasing students' interest in learning Islamic Cultural History. This can be seen from the increase in the average interest in learning from 67.78% in cycle I to 83.09% in cycle II, with an increase of 15.31%. These findings prove that the research objectives have been achieved. The increase in learning interest occurred because sociodrama provided opportunities for students to be directly involved through role-playing, communication, and cooperation activities. More varied and interactive learning was able to eliminate boredom from the lecture method, while strengthening students' understanding of the material. This method proved to be a viable alternative in SKI learning, mainly because it was able to enliven the classroom atmosphere and increase student engagement. Sociodrama can be optimized through good time management, focused guidance, and the assignment of roles evenly so that all students actively participate. Sociodrama also has the potential to be applied to other subjects such as Indonesian Language, Civics, Social Studies, Science, and Religious Education, given its characteristics that encourage interaction, collaboration, and experience-based learning. For future research, it is recommended to explore the long-term impact of using sociodrama, for example, on material retention, character development, and students' communication skills, as well as to test its application at different educational levels and in different school contexts. This approach is expected to enrich studies on the effectiveness of sociodrama as an innovative and sustainable learning strategy.

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