

# DARUSSALAM: Scientific Journal of Islamic Education

DARUSSALAM: Scientific Journal of Islamic Education

Volume 1 (2) 126 – 132 December 2024

The article is published with Open Access at: <https://journal.mgedukasia.or.id/index.php/darussalam>

## Improving the Learning Achievement of Islamic Education on Q.S. At-Tin Material with the Drill Method at SD Negeri 21 Petok

Ernalita ✉, SD Negeri 21 Petok, Indonesia

✉ [ernalita54@gmail.com](mailto:ernalita54@gmail.com)

**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning by using the drill learning method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the drill learning method can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 41.31%, the first cycle 67.39% and in the second cycle it increased to 90.63%. Thus, the use of the drill learning method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Drill method, learning achievement, islamic education.

**Received** August 30, 2024; **Accepted** October 26, 2024; **Published** December 31, 2024

**Citation:** Ernalita. (2024). Improving the Learning Achievement of Islamic Education on Q.S. At-Tin Material with the Drill Method at SD Negeri 21 Petok. *DARUSSALAM: Scientific Journal of Islamic Education*, 1(2), 126–132.

Published by Mandailing Global Edukasia © 2024.

### INTRODUCTION

The Qur'an is the main source of Islamic teachings which is a guideline for mankind. The Qur'an not only contains instructions about the relationship between man and his God, but also regulates the relationship between man and others and even the relationship between man and nature. In addition, according to Quraish Shihab (1996: 33) the Qur'an also provides guidance on issues of faith, sharia and morals. Learning to read and write the Quran is a highly valuable worship in the sight of Allah SWT, especially if it is accompanied by understanding its meaning and applying it in daily life. In learning the Quran, there needs to be good and innovative management to get better learning results. Learning outcomes are an overview of how students understand the material delivered by educators. Learning outcomes are marked by scores in the form of numbers or letters obtained by students after receiving learning materials through a test or exam presented by educators. From these learning results, educators can receive information on how far students can understand the material they are learning.

According to Dimiyati and Mudjiono (2000: 3), learning outcomes are the result of an interaction between learning and teaching. From the educator's side, the teaching act ends with a learning evaluation process. From the student's side, learning outcomes are the abilities that students acquire after learning activities. The progress of these students is obtained through assessments, such as tests. The results of taking the test or assignment can reveal the learning outcomes of a student, whether the student has made progress in learning or not. Success in achieving learning outcomes in each student is different. The factors that affect the success of students in achieving learning outcomes are grouped into two, namely internal factors and external factors. Internal factors are all factors that come from within students, including the level of intelligence, interest, motivation and so on. Meanwhile, external factors are all factors from outside the student, including the family environment, community, associations, learning facilities, family socio-economic conditions and so on. To improve learning outcomes, it is necessary to be supported by a method certain learning. Educators must choose learning methods that can support the learning process so that it runs smoothly and the results are optimal. Every educator must have a desire so that the learning materials taught to students can be absorbed properly and the learning results are maximized.

Similarly for Islamic Religious Education educators, because teaching is actually not just transferring knowledge to students, but teaching is actually an effort to guide and direct students to be more obedient to Allah SWT and the knowledge gained can be widely beneficial both for individual students and society. SDN 21 Petok is an educational institution that makes Islamic Religious Education its identity and has high hopes for its students to be able to read and write the Qur'an properly and correctly. The problem that arises in learning Islamic Religious Education is the low learning outcomes, especially in the material Let's Learn Al-Quran Surat At-Tin in grade IV students of SDN 21 PETOK, Panti District. Students still find it difficult to understand the material of Let's Learn the Qur'an Surah At-Tin, especially reading Surah At-Tin, understanding the law of tajweed, understanding the meaning, and content of the Qur'an Surah At-Tin. This is marked by the results of the daily assessment of the Let's Learn Al-Quran Surat At-Tin material with a minimum level of completeness that is still not in accordance with expectations. On the other hand, Islamic Religious Education that has been running in schools so far is still considered less successful and less attractive.

The learning pattern presented by educators uses more lecture methods and learning activities tend to be more teacher-centered, so that students hear more material presentations from educators. Students are more informed than find out, and educators tend to force to deliver material in a dense manner, while at the same time students feel unprepared to receive all the material from educators. As a result, the subject matter taught by educators cannot be absorbed and understood properly by students. In order for the learning process to run effectively and efficiently, Religious Education educators Islam needs to change the paradigm that educators are the only source of learning. This paradigm will make students passive in learning activities. Students listen more to explanations from educators, as a result of which the learning process is monotonous. For this reason, the learning process developed by educators must prioritize the principle, namely from students being informed to students finding out, and educators are not the only source of learning.

Students can obtain various information about learning materials from various sources. Educators motivate students to develop their curiosity so that learning activities will be more meaningful and students are actively involved in learning activities so that students' learning outcomes are in line with expectations. Based on the description above, it is necessary to conduct research to develop effective learning and provide convenience for students to understand Islamic Religious Education material. To achieve this goal, this Class Action Research (PTK) is entitled "Improving PAI Learning Outcomes of At-Tiin Letter Material with the Drill Method in Class IV SDN 21 Petok, Panti District, Academic Year 2024/2025

## **METHODS**

This research is an action research, because the research is carried out to solve learning problems in the classroom. This research is also a descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved. According to Sukidin et al. (2002:54) there are 4 types of action research, namely: (1) action research of educators as researchers, (2) collaborative action research, (3) integrated simultaneous action research, and (4) experimental social action research. The four forms of action research above, there are similarities and differences. According to Oja and Smulyan as quoted by Kasbolah, (2000) (in Sukidin, et al. 2002:55), the characteristics of each research depend on: (1) the main goal or the pressure, (2) the level of collaboration between the researcher and the outside researcher, (3) the process used in conducting the research, and (4) the relationship between the project and the school. In this study, the form of educators is used as researchers, where educators play a very important role in the classroom action research process. In this form, the main purpose of classroom action research is to improve learning practices in the classroom. In this activity, educators are directly involved in the process of planning, action, observation, and reflection.

The presence of other parties in this study has a non-dominant role and is very small. This research refers to continuous learning improvement. Kemmis and Taggart (1988:14) state that the action research model is in the form of a spiral. The stages of action research in a cycle include planning or implementing observation and reflection. This cycle continues and will be stopped if it suits the needs and is deemed sufficient. Research site is a place used in conducting research to obtain the desired data. This research took place in grade IV of SDN 21 Petok, Panti District. The time of the research is the time when the research takes place or when this research is conducted. This research was carried out from May to June of the 2024/2025 Academic Year. The subjects in question in this study are all grade IV students of SDN 21 Petok, Panti 20 District. Meanwhile, the participants involved in this study are peers and principals at the school.

To obtain valid information about this class Action Research, data collection is carried out using learning test techniques, observations, interviews, and field notes. Data analysis techniques are qualitatively used to analyze data from test results, observations, interviews and field notes during the study. The qualitative data analysis technique consists of 3 activities, namely; 1) reduce data; 2) presenting data; 3) Drawing conclusions.

## **RESULTS**

The very good category (score 90-100) was 3 students or 15%. The good category (score 70-80) is 5 students or 25%. The category is quite good (score 50-60) as many as 11 students or 55%. The category of poor (score 30-40) is as much as 1 student or 5%. The bad category (score 10-20) is 0 students or 0%. From the above score, only 8 students (40%) completed the learning from the material taught with KKM 75 while 12 students (60%) did not complete it, this shows that teachers need to use the drill method in the learning process of Surat at-Tiin material as an effort to improve the learning outcomes of participants. After observing students during the learning process in the classroom by using observation instruments held by collaborators, the students' learning activity scores were obtained as follows; 1) The category of very good there are 3 students or 15%; 2) Good category there are 2 students or 10%; 3) The category is quite good, there are 4 students or 20%; 4) The category of poor is 8 students or 40%; 5) The bad category has 3

students or 15%. The results showed that the completeness of student activity in the active category was 5 students or 25% who completed and there were 15 students or 75% who did not complete.

The result of research shows the tendency of students to still be mediocre in the learning process or less active. From the results above, it can be seen that in cycle I the level of student learning outcomes is as follows; 1) Very good category (score 90-100) as many as 4 students or 20% (has increased from pre-cycle) namely 1 student or 5%; 2) Good category (score 70-80) as many as 7 students or 35% (increased from pre-cycle), namely 2 students or 10%; 3) The category of good enough (score 50-60) is 9 students or 45% (has decreased from pre-cycle), namely 2 students or 10%; 4) The category of poor (score 30-40) is 0 students or 0% (has decreased from pre-cycle), namely 0 students or 0%; 5) Bad category (score 10-20) as many as 0 students or 0%. The data above shows that in the first cycle there are still students who have not been able to master the Surat at-Tiin material properly and correctly, when viewed from the level of completeness there are 11 students or 55% up from the pre-cycle and incomplete there are 9 students (45%) this shows that the indicator has not been met.

## **DISCUSSION**

The application of the group discussion method in learning PAI in grade V of SDN 10 Tarung-Tarung Utara made a significant contribution to improving students' understanding of the material taught. Group discussions, as one of the active learning methods, encourage students to interact, share understanding, and work together in solving the given problems. This method has been proven to be able to change the dynamics of learning in the classroom, from the previous tendency to be passive to more interactive and collaborative.

The results of data analysis showed that the application of the group discussion method gradually improved student learning outcomes. In the pre-action stage, the average score of students only reached 68, and the percentage of students who met the Minimum Completeness Criteria (KKM) was 45%. After the implementation of the first cycle, the average score increased to 78, with a completion rate of 70%. In the second cycle, student learning outcomes are increasing, with an average score of 85 and a completion rate of 85%. This improvement shows the effectiveness of the group discussion method in helping students understand the PAI material in depth. The main factor that supports the success of this method is the interaction between group members. Students are given the opportunity to discuss with each other, ask questions, and give explanations to their classmates.

This not only improves individual understanding, but also creates a more supportive learning atmosphere. For example, students who have a better understanding are able to help their friends who are in difficulty, so that there is a mutual learning process. This approach is in accordance with the principle of collaborative learning, where students not only learn from teachers but also from their peers. Students' motivation to learn also increases along with the application of this method. Questionnaire data shows that in pre-action, only 60% of students feel motivated to take part in PAI learning. However, after the implementation of the second cycle, students' learning motivation increased to 85%. Many students stated that group discussions made them feel more comfortable and confident in learning the material. In addition, a more active and dynamic learning atmosphere makes students feel more interested and involved in the teaching and learning process.

From the teacher's side, the group discussion method provides an advantage in facilitating learning that is more focused on the needs of students. The teacher no longer acts as the sole source of information, but rather as a facilitator who helps students find answers to questions that arise during discussions. Thus, students are more motivated to dig up information and understand the material independently, under the guidance of

teachers. This is in line with modern learning goals that are oriented towards active and constructive learning. The observation results also show that the classroom atmosphere becomes more conducive to learning. Students looked more enthusiastic and active during the discussion. In group discussions, students are trained to listen to the opinions of others, provide relevant responses, and work together to achieve a common goal. These social skills are important to develop at primary school age, as they not only support academic learning, but also build students' character for the future. In addition, challenges that arise in the implementation of group discussions, such as unequal contributions between group members or lack of coordination, have been successfully overcome through teacher guidance.

Teachers ensure that each student contributes to the discussion and provides support to the group in difficulty. This strategy helps optimize the effectiveness of the group discussion method, so that each student can feel the benefits to the fullest. Theoretically, the results of this study support the theory of collaborative learning, which states that learning involving social interaction is able to improve students' understanding and skills. By sharing responsibility in learning, students not only understand the subject matter, but also develop critical thinking, communication, and cooperation skills. In the context of learning PAI, this skill is important to form students who are not only intellectually intelligent, but also have a character that is in accordance with Islamic religious values. The increase in learning outcomes achieved also reflects the effectiveness of the group discussion method in overcoming learning problems that occurred before. This method helps students who have learning difficulties to get explanations from their peers, so that they can understand the material more easily. In addition, students who have a better understanding also benefit from explaining the material to their peers, which reinforces their own understanding. Based on these results and discussions, it can be concluded that the group discussion method is an effective learning strategy to improve students' understanding of PAI subjects. The application of this method not only improves learning outcomes, but also creates a learning atmosphere that is more meaningful and in accordance with the needs of students. With this approach, students are expected to be able to internalize religious values and ethics in their daily lives.

## **CONCLUSION**

Based on the results of the Class Action Research on the material Let's Learn Al-Quran Surat At-Tin using the drill learning method in grade IV SDN 21 Petok, it can be concluded as follows; 1) Improving the learning outcomes of zakat material through the drill learning method in grade IV students of SDN 21 Petok is carried out through efforts to improve the ability of teachers to manage learning activities using the drill method. On the other hand, the drill and jigsaw method of students is also motivated to develop curiosity and find learning materials through various sources so as to encourage students to learn actively and independently; 2) The learning results of Surat At-Tin material through the drill learning method in grade IV students of SDN 21 Petok show an increase from cycle I to cycle II. Based on the test results, it is known that the average score of the learning outcomes of students in the first cycle is 71 with a classical completeness level of 55%, and the average score of the learning outcomes of students in the second cycle is 86.5 with a classical completeness rate of 85%. The research was carried out until cycle II because the learning outcomes of students were classically in accordance with the success indicators, which were > 75%.

## **REFERENCES**

Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.

- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan, Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>

- Peptiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.

