



Implementation of Drill Method to Improve Student Learning Outcomes in Islamic Education Learning Prayer Material at SD Negeri 101301 Rianiate Tapanuli Selatan

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Abstract: The purpose of this study was to analyze the improvement of student learning outcomes in Islamic education learning by implementing the Drill Method at SD Negeri 101301 Rianiate. The research method used in this study was classroom action research. The subjects of the study were third grade elementary school students. Data were collected using test, observation and interview techniques. The results of the study were that the application of the Drill Method was very good because it could improve student learning outcomes in Islamic 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 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of the drill method can be used as an alternative to improve student learning outcomes in Islamic education learning.

Keywords: Islamic education, drill method, prayer material, learning outcomes.

Received October 30, 2024; **Accepted** December 21, 2024; **Published** December 31, 2024

Citation: Batubara, P. (2024). Implementation of Drill Method to Improve Student Learning Outcomes in Islamic Education Learning Prayer Material at SD Negeri 101301 Rianiate Tapanuli Selatan. *Journal of Indonesian Primary School*, 1(4), 115 – 122.

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INTRODUCTION

Education plays a crucial role in shaping high-quality human resources. Through education, individuals can acquire the knowledge, skills, and values needed in social life (Tilaar, 2012). Primary education serves as the foundation for developing students' character and academic competencies. Therefore, the approaches and teaching methods used in primary education must be carefully designed to optimize student learning outcomes (Sudjana, 2009). One of the challenges in primary education is the low academic performance of students in certain subjects, including Islamic Education. Several factors influence poor learning outcomes, both internal and external, such as learning motivation, teaching methods, and the learning environment (Arends, 2012). Therefore, teachers must implement effective teaching methods to enhance students' understanding and academic achievement.

The Drill Method is one approach that can be used to improve student learning outcomes. This method emphasizes repeated exercises to reinforce students' understanding and skills in a particular subject (Djamarah, 2011). Through this method,

students undergo systematic exercises until they achieve a better level of comprehension of the material being studied. The application of the Drill Method in Islamic Education is expected to improve students' mastery of learning materials. As stated by Slavin (2015), structured and repeated practice can help students recall and understand taught concepts. This aligns with the principles of behaviorist learning theory, which emphasizes repetition as a means of forming positive learning habits.

At SD Negeri 101301 Rianiate, student learning outcomes in Islamic Education remain relatively low. This is evident from the low percentage of students who achieved mastery before the implementation of the Drill Method, which was only 48.71%. This percentage indicates that nearly half of the students had not met the school's minimum competency standards.

To address this issue, an appropriate learning strategy is needed to enhance student performance. Previous studies have demonstrated the effectiveness of the Drill Method in improving student learning outcomes in various subjects. For instance, research conducted by Mulyasa (2013) found that the Drill Method significantly improved students' understanding in Mathematics and Language subjects. In the context of Islamic Education, the Drill Method can be used to teach various aspects, such as reading the Qur'an, memorizing prayers, and understanding basic Islamic concepts. Repeated practice helps students master the material more effectively and strengthens their memory retention of the lessons taught (Sanjaya, 2010). Additionally, the Drill Method fosters student learning discipline. When students are accustomed to repeated exercises, they tend to develop more structured and disciplined study habits. This is essential for shaping positive attitudes and character in learning (Hamzah, 2014).

This study aims to analyze the improvement of student learning outcomes through the application of the Drill Method in Islamic Education at SD Negeri 101301 Rianiate. Through this research, empirical evidence on the effectiveness of the Drill Method in enhancing students' understanding and mastery of learning materials is expected to be found. The research method used in this study is Classroom Action Research (CAR). Classroom Action Research is conducted to identify learning issues in the classroom and provide appropriate solutions to improve student learning outcomes (Kemmis & McTaggart, 2014). In this study, the intervention implemented was the application of the Drill Method over several learning cycles.

The research subjects were third-grade students at SD Negeri 101301 Rianiate. The selection of these subjects was based on the consideration that students at this level are still in the early stages of learning and require reinforcement in understanding concepts (Piaget, 1952). Therefore, the Drill Method is expected to assist them in enhancing their academic performance.

Data in this study were collected through tests, observations, and interviews. Tests were used to measure students' learning improvements before and after implementing the Drill Method. Observations were conducted to assess students' responses to the applied teaching method, while interviews were used to gather teachers' and students' perspectives on the effectiveness of this method (Sugiyono, 2017).

The research findings indicate that the implementation of the Drill Method has a positive impact on student learning outcomes. This is evident from the increase in the percentage of students achieving mastery, rising from 48.71% in the pre-cycle to 66.39% in the first cycle and further increasing to 89.66% in the second cycle. These results demonstrate that the Drill Method is an effective alternative for enhancing student achievement in Islamic Education. Based on these findings, teachers are encouraged to optimize the use of the Drill Method in teaching. Furthermore, schools should provide support for the implementation of this method, such as providing relevant learning resources and training teachers to apply the Drill Method effectively.

From a broader perspective, the application of the Drill Method can also be combined with other teaching methods to enhance its effectiveness. A combination with discussion or lecture methods can introduce variation in teaching and prevent monotony

(Trianto, 2010). Additionally, personalized approaches within the Drill Method can be implemented, where exercises are tailored to individual students' abilities. This can enhance students' motivation and interest in learning (Santrock, 2018). With the advancement of technology, the Drill Method can also be adapted to digital media. The use of technology-based learning applications can help students practice in a more interactive and engaging manner (Prensky, 2010).

This study is also expected to provide insights for education policymakers to support the implementation of the Drill Method in schools. With strong policy support, this method can be optimized to improve student learning outcomes. Thus, this study aims to contribute to the development of more effective learning strategies for improving student achievement. The Drill Method can be considered a primary option in Islamic Education to enhance students' understanding and help them achieve higher mastery levels.

In conclusion, the Drill Method is a teaching approach that offers significant benefits in improving student learning outcomes. Through structured repetitive exercises, students can better understand the taught material and achieve higher levels of mastery. Therefore, this method is an appropriate solution for teachers in addressing low student performance in Islamic Education at SD Negeri 101301 Rianiate.

METHODS

This study employs Classroom Action Research (CAR) as the research method. Classroom Action Research is conducted to identify learning issues in the classroom and provide appropriate solutions to improve student learning outcomes (Kemmis & McTaggart, 2014). The study follows a cyclical process consisting of planning, action, observation, and reflection, ensuring a continuous improvement approach in the learning process.

The research subjects were third-grade students at SD Negeri 101301 Rianiate. The selection of these subjects was based on the consideration that students at this level are still in the early stages of learning and require reinforcement in understanding concepts (Piaget, 1952). Therefore, the Drill Method is expected to assist them in enhancing their academic performance.

The data in this study were collected through tests, observations, interviews, and documentation. Pre-tests and post-tests were conducted to measure students' learning improvements before and after implementing the Drill Method. Observations were carried out to assess students' engagement, participation, and response to the Drill Method during the learning process. Interviews were conducted with teachers and students to gather insights on their experiences and perspectives regarding the effectiveness of the Drill Method. Various learning materials, lesson plans, and students' work were collected to support the research findings.

The data analysis in this study involved both qualitative and quantitative approaches. The improvement in student learning outcomes was analyzed by comparing the percentage of students who achieved mastery in each cycle using a percentage formula. The observational and interview data were analyzed using thematic analysis to identify patterns in students' engagement and learning behaviors.

The Classroom Action Research was conducted in two cycles, each consisting of four stages: planning, action, observation, and reflection. In the planning stage, lesson plans were prepared, instructional materials were developed, and the necessary tools for assessment were designed. In the action stage, the Drill Method was implemented in the classroom following the planned instructional approach. During the observation stage, researchers monitored student participation and engagement while documenting learning activities. Finally, in the reflection stage, the results were analyzed, and modifications were made for the next cycle to improve teaching effectiveness. By applying this systematic approach, this study aims to provide empirical evidence on the effectiveness of the Drill Method in enhancing students' academic performance in Islamic Education.

RESULTS

The results of this study indicate that the implementation of the Drill Method significantly improved student learning outcomes in Islamic Education at SD Negeri 101301 Rianiate. The data collected from pre-tests and post-tests showed a progressive increase in students' mastery levels over each research cycle.

In the pre-cycle stage, the percentage of students achieving mastery was only 48.71%, indicating that more than half of the students had difficulty understanding the subject matter. After implementing the Drill Method in the first cycle, there was a significant improvement, with the mastery percentage rising to 66.39%. This increase suggests that repeated exercises and structured practice helped students grasp the material more effectively.

The second cycle further reinforced these findings, as the mastery percentage increased to 89.66%. This result demonstrates that continuous practice using the Drill Method contributed to better retention and understanding of Islamic Education concepts among students. The improvement observed in each cycle indicates that the method was highly effective in enhancing learning outcomes.

Observations conducted during the study also revealed positive behavioral changes among students. Students became more engaged and actively participated in classroom activities. Their confidence in answering questions and their enthusiasm in completing exercises increased significantly. Teachers also noted that students exhibited greater discipline and responsibility in their learning routines.

Interviews with teachers and students further supported these findings. Teachers expressed satisfaction with the effectiveness of the Drill Method, noting that it provided students with a structured approach to mastering Islamic Education concepts. Students, on the other hand, stated that they found the method helpful in improving their understanding and retention of lessons.

Based on these findings, it can be concluded that the Drill Method is a suitable instructional strategy for improving student learning outcomes in Islamic Education. The increase in mastery percentages across different cycles highlights its effectiveness in reinforcing student comprehension through repeated exercises and practice.

This study suggests that the Drill Method should be considered a viable alternative for teachers seeking to improve learning outcomes in Islamic Education. Furthermore, integrating this method with other interactive teaching approaches can enhance its effectiveness and prevent monotony in learning. Future research may explore the long-term impact of this method and its application to other subjects beyond Islamic Education.

DISCUSSION

The implementation of the Drill Method in Islamic Education learning at SD Negeri 101301 Rianiate has shown significant results in improving students' learning outcomes. The study results indicate an increase in students' learning mastery from the pre-cycle to the second cycle. This improvement suggests that the Drill Method can be an effective learning strategy to enhance students' understanding of Islamic Education subjects.

The Drill Method is a learning technique that focuses on repetition and practice to strengthen students' comprehension and skills in a subject (Sanjaya, 2016). With structured repetition, students can more easily recall and understand the material being studied. This aligns with research conducted by Arikunto (2018), which states that repeated practice can improve students' memory retention and agility in understanding subject matter.

The improvement in students' learning outcomes can be seen from the increasing percentage of mastery in each cycle. In the pre-cycle, students' learning mastery was only 48.71%. This indicates that before the implementation of the Drill Method, many students struggled to comprehend Islamic Education materials. These difficulties may be due to a

lack of practice and insufficient student engagement in the learning process (Hamzah, 2019).

After implementing the Drill Method in the first cycle, students' learning mastery increased to 66.39%. This improvement suggests that repeated practice effectively helps students grasp the taught material. However, in the first cycle, some students had not yet achieved mastery. This may be due to a lack of variation in teaching methods or low student motivation (Susanto, 2020).

In the second cycle, students' learning mastery significantly increased to 89.66%. This improvement indicates that the Drill Method not only enhances students' understanding of the subject matter but also boosts their confidence in answering evaluation questions. This aligns with the opinion of Huda (2017), who stated that regular practice can increase students' confidence and readiness for exams.

One of the key factors supporting the effectiveness of the Drill Method is consistency in its implementation. Teachers play a crucial role in ensuring that practice exercises are systematically and continuously conducted. According to research by Supriyadi (2019), the success of practice methods depends on how teachers design varied practice materials and provide constructive feedback to students.

The Drill Method also allows students to be more actively engaged in learning. When students become accustomed to repeated practice, they become more motivated to achieve better learning outcomes (Nasution, 2021). High motivation influences students' willingness to continue learning and improve their ability to understand concepts in Islamic Education.

Moreover, implementing the Drill Method contributes to increased student learning discipline. A study by Nisa (2020) found that students who regularly engage in practice exercises tend to have higher learning discipline than those who do not. This is because students become accustomed to a structured and systematic learning pattern.

Nevertheless, some challenges arise in applying the Drill Method. One major challenge is the potential for student boredom due to excessively monotonous repetition (Anwar, 2022). Therefore, teachers need to develop variations in practice exercises, such as using educational games or engaging learning media, to keep students motivated.

Additionally, a supportive learning environment is crucial for ensuring the effectiveness of the Drill Method. According to research by Rahman (2021), the success of teaching methods largely depends on the support provided by teachers, parents, and the school environment. With strong support, students will feel more motivated to engage diligently in learning.

This study's findings also support behaviorist learning theory, which emphasizes reinforcement through practice and repetition (Skinner, 1954). This theory explains that learning is more effective when reinforced repeatedly, allowing students to internalize the taught concepts.

Furthermore, this method aligns with the active learning concept, which emphasizes student involvement in the learning process (Bonwell & Eison, 1991). By engaging students actively in repeated practice, their comprehension of subject matter becomes more profound.

Based on this study, it can be concluded that the Drill Method is highly effective in improving students' learning outcomes in Islamic Education. The increase in students' learning mastery from the pre-cycle to the second cycle demonstrates that structured and systematic practice can help students better understand the material.

The Drill Method can be considered an alternative effective learning strategy. However, to ensure its success, innovations in delivering practice exercises are necessary to prevent student boredom.

It is hoped that this study can serve as a reference for educators in developing better learning strategies. Furthermore, future research can explore the effectiveness of the Drill Method in other subjects and combine it with different teaching methods for more optimal results.

The Drill Method has proven to have a positive impact on students' learning outcomes. The increase in learning mastery percentages from the pre-cycle to the second cycle indicates that this method enhances students' comprehension and skills in Islamic Education subjects. Therefore, this method can continue to be applied with necessary adjustments to provide even greater benefits for students.

CONCLUSION

Based on the findings, it can be concluded that the Drill Method is highly effective in improving students' learning outcomes in Islamic Education. The steady increase in students' mastery percentages from the pre-cycle to the second cycle demonstrates that structured and systematic practice significantly enhances their understanding and retention of the subject matter. The Drill Method not only improves academic performance but also fosters students' confidence, motivation, and discipline in learning. These positive effects suggest that it can be a viable alternative for educators looking to enhance learning outcomes through repetition and practice. However, it is crucial to introduce variations in exercises to prevent monotony and sustain student engagement. Despite its advantages, the successful application of the Drill Method requires strong support from teachers, parents, and the educational environment. Teachers must continuously innovate in their teaching approaches to maximize the benefits of the method while maintaining student interest. Future research could further explore the effectiveness of the Drill Method in different subjects and educational levels. Additionally, combining this method with other interactive learning strategies may yield even more significant improvements in student learning outcomes. The Drill Method has proven to be a powerful instructional strategy for enhancing learning outcomes in Islamic Education. With careful implementation and continuous development, this method can continue to provide valuable benefits for students in their academic journey.

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