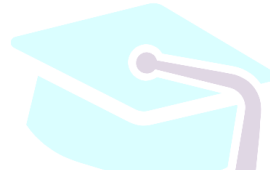


Improving Students' Memorization Ability in Islamic Education Learning through the Drill Method at SMA Negeri 2 Painan

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Abstract: This study aims to improve students' memorization skills in Islamic education learning using the Drill 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 using test and observation techniques. The test is used to measure the increase in students' memorization skills in Islamic education learning and observation is used to analyze the learning activities of teachers and students. 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 Method can improve student learning outcomes in Islamic education learning. This can be seen from the increase in the percentage of completeness of improving students' understanding abilities in each cycle with details of the pre-cycle 48.56%, the first cycle 67.47% and in the second cycle it increased to 91.57%. Thus, the use of Drill can be used as an alternative to increase student activity in Islamic education learning in Islamic education learning.

Keywords: Drill method, memorization ability, islamic education.

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INTRODUCTION

Religious education in elementary schools plays an important role in the process of character formation and the development of students' spiritual values. At SMAN 2 Painan, as in many other elementary schools, religious education is one of the main components in the curriculum that aims to equip students with knowledge and understanding of Islamic teachings. One of the important aspects of religious learning is memorizing short Surahs from the Qur'an, including Surah Al-Qasas/28:85 and Surah Al-Baqarah/2:143. Surah Al-Qasas/28:85 and Surah Al-Baqarah/2:143 which is one of the surahs in the Qur'an, has a profound meaning and message. This surah describes loving the homeland and religious moderation in a very simple but meaningful way.

Understanding and memorizing Al-Qasas/28:85 and Surah Al-Baqarah/2:143 not only serves as a memorization exercise, but also as a means to deepen the teachings of Islam and strengthen students' faith. However, the practice of memorizing Surah Al-Qasas/28:85 and Surah Al-Baqarah/2:143 at SMAN 2 Painan faces various challenges that affect the effectiveness of the learning process. Although students are given the

opportunity to study this surah, the results obtained often do not meet expectations. Based on initial observations and data from academic evaluations, there are several problems that need to be identified and addressed. First, many students have difficulty memorizing Surah Al-Qasas/28:85 and Surah Al-Baqarah/2:143 well. Some students find it difficult to remember these verses correctly and consistently. This difficulty is caused by several factors, including less effective teaching methods, limited time in learning sessions, and a lack of repetitive exercises necessary to reinforce memorization. Second, the teaching approaches currently applied in the classroom are often not varied and interactive enough. Monotonous and less engaging teaching methods can reduce their motivation and involvement in the learning process.

When students feel bored or less interested in the methods used, this can negatively impact their memorization results. Therefore, there is an urgent need to find a more interesting and effective method of teaching Qur'an memorization. Third, the lack of knowledge and skills in the application of innovative teaching methods is an additional obstacle. Many teachers may not be familiar with the latest learning methods that can improve teaching effectiveness. Therefore, it is important to explore new methods that can be applied in the context of religious learning in elementary schools. One of the methods that has the potential to overcome this challenge is the drill method. The drill method involves systematic and structured repetitive exercises to strengthen students' memorization. With this method, students will be provided with regular and consistent exercises, designed to strengthen their memory and help them memorize Surah Al-Qasas/28:85 and Surah Al-Baqarah/2:143 better. In addition, the drill method can provide quick and effective feedback, which allows students to correct mistakes and improve their memorization gradually.

Although the drill method has been applied in various educational contexts with positive results, its application in the context of learning Surah Al-Qasas/28:85 and Surah Al-Baqarah/2:143 at SMAN 2 Painan has never been studied in depth. Therefore, this study aims to evaluate the effectiveness of the drill method in improving the ability to memorize Surah Al-Qasas/28:85 and Surah Al-Baqarah/2:143 in grade XII F1 SMAN 2 Painan. This research is expected to provide valuable insights into the best way to apply the drill method in learning the Qur'an and provide solutions to problems faced in the memorization process. Through this research, it is hoped that a more effective approach to memorization learning can be found that not only improves students' memorization ability but also increases their engagement and motivation in learning. Thus, the results of this study can be the basis for the development of better teaching methods that can be adapted for religious learning in other schools in the future. Based on the facts in the field, the results of memorizing the Qur'an surah Al-Qasas/28:85 and Surah Al-Baqarah/2:143 in Class XII of SMAN 2 Painan are relatively low. Thus, in this case, the researcher is interested in raising the title "Improving the Ability to Memorize Surah Al-Qasas/28: 85 and Surah Al-Baqarah/2: 143 Through the Drill Method in Class XII SMAN 2 Painan, South Pesisir Regency".

METHODS

This study aims to explore the effectiveness of the Drill method in enhancing students' ability to memorize Surah Al-Qasas/28:85 and Surah Al-Baqarah/2:143 among the students of class XII F1 at SMA Negeri 2 Painan, Pesisir Selatan Regency. The focus of this research is on the development of memorization skills using the Drill method, a commonly used educational technique that emphasizes repetition and reinforcement. The selection of these particular surahs is based on their significance in Islamic education and their frequent recitation during daily prayers. The research will adopt a quasi-experimental design, utilizing a pre-test and post-test approach to measure the improvement in memorization before and after the intervention.

The sample will consist of students from class XII F1, chosen randomly, and the research will be conducted over a period of four weeks. The students will initially take a pre-test to evaluate their memorization ability of the selected verses. Following the pre-test, the Drill method will be implemented in the classroom through repeated recitation, with periodic evaluations to assess progress. The Drill method will be employed in a structured manner, where the students will be exposed to the verses in short segments. They will then practice repeating these segments with guidance from the teacher, progressively increasing the length of the verses as they master the shorter portions. This technique ensures that students can build confidence in their memorization abilities step by step. In addition to this, the teacher will provide corrective feedback to reinforce accuracy and retention.

Data collection will be carried out through the administration of a post-test to assess the students' improvement in memorizing Surah Al-Qasas/28:85 and Surah Al-Baqarah/2:143. The results will be analyzed quantitatively by comparing the pre-test and post-test scores, with a focus on the average improvement of the memorization ability among the participants. Furthermore, qualitative data will be collected through observations of student engagement and their feedback on the Drill method as a learning tool. The analysis of the data will be carried out using statistical methods to determine if there is a significant difference in memorization performance between the pre-test and post-test. The research will employ paired sample t-tests to evaluate the effectiveness of the Drill method. If the results show a significant improvement in memorization after the intervention, it will support the hypothesis that the Drill method is an effective tool for enhancing memorization skills. This research is expected to contribute valuable insights into the pedagogical strategies for improving Quranic memorization among high school students.

By demonstrating the effectiveness of the Drill method in the context of religious education, the study may encourage educators to adopt similar techniques in other subjects, fostering better retention and mastery of complex material. The findings could also provide a foundation for further research on memory-enhancing methods in Islamic education. In conclusion, this study aims to determine whether the Drill method can significantly enhance the memorization ability of students in Surah Al-Qasas/28:85 and Surah Al-Baqarah/2:143. By employing a structured approach and rigorous data analysis, the research seeks to offer practical solutions to improve the memorization skills of high school students at SMA Negeri 2 Painan, potentially benefiting educational practices in Pesisir Selatan Regency and beyond.

RESULTS

In the first cycle of the first meeting, student activities and learning outcomes in the aspects of knowledge and skills have not reached the expected target, with the average classical completeness of 63.33% and 53.33%, respectively. In the second meeting, there was an increase in student activity and teacher performance to 78.84% and 81.41%, while classical completeness increased to 76.77% for knowledge and 76% for skills. However, the results still did not meet the target, so it was continued to cycle II. In the second cycle, there was a significant increase with student activity reaching 85.57% and teacher performance of 96.29%, both in the "very good" category.

Students' learning outcomes have also increased, with classical completeness in the knowledge aspect of 90% and skills of 86.67%, so that it has met the minimum success indicator of 85%. With this achievement, the research was declared successful and there was no need to continue to the next cycle. Data analysis is carried out qualitatively and quantitatively through the stages of transcription, reduction, data presentation, and drawing conclusions to find supporting factors and inhibiting learning, so that improvements can be made on target. In Cycle 1, learning planning involves the preparation of learning tools, including lesson plans, student rosters, and observation

sheets to assess students' ability to read the Qur'an. The implementation of learning was carried out on December 4, 2024 at SMA Negeri 1 Painan,

with the researcher acting as a teacher. The results of the observation showed that 13% of students had excellent memorization skills, 58% were good, and 29% were still below the standard. Despite the improvements, there are still shortcomings that need to be fixed in the next cycle. In Cycle 2, planning involves making improvements based on reflection from Cycle 1. The method used remains the same, but the learning is adjusted to increase student participation. Learning is grouped in small groups to make students more active, and teachers provide motivation and specific tasks. Observations showed a significant improvement, with 87.87% of students being more active and serious in learning, thanks to smaller, more structured groupings. The learning outcomes in Cycle 2 also showed an improvement, with learning completeness reaching 87.87%, compared to 66.67% in Cycle 1, indicating success in the implementation of the Problem Based Learning learning model.

The results of the study showed that in Cycle II, the completeness of student learning outcomes in class XII F1 SMA N 2 Painan increased with a percentage of 87.87% (29 students completed), although there were still 12.12% (4 students) who had not completed, so Cycle III was needed to improve learning. Good learning management by teachers, including preparing facilities, arranging space and time, and creating pleasant learning conditions, contributes positively to improving student learning outcomes. In addition, student activity in learning also increases thanks to the use of attractive media and the implementation of well-structured learning steps. The research titled "Improvement of Students' Memorization Skills in Islamic Education Learning through the Drill Method at SMA Negeri 2 Painan" aimed to evaluate the effectiveness of the drill method in enhancing students' ability to memorize key concepts and verses in Islamic education. The study sought to address the challenge of memorization, which is an essential skill in Islamic education, particularly when it comes to recalling verses from the Qur'an, hadith, and other Islamic teachings. By incorporating the drill method, the research hoped to provide a more systematic and effective approach to improving students' memorization capabilities. The drill method, which involves repetitive practice and reinforcement, has long been recognized as a powerful technique for enhancing memory retention. This study applied the drill method in the context of Islamic education, where students were required to repeatedly practice and memorize Islamic texts through structured exercises. The core idea behind this method is that repetition helps solidify knowledge in long-term memory, making it easier for students to recall and apply the information when needed. The research involved a group of students from SMA Negeri 2 Painan who were introduced to the drill method as part of their Islamic education curriculum. The students were given daily tasks that included memorizing specific verses from the Qur'an, hadith, and other important Islamic concepts. These tasks were designed to be progressively challenging, allowing students to gradually increase their memorization capacity and improve their recall abilities over time. Data collection for the study was conducted through pre- and post-assessments, where students' memorization skills were tested before and after the intervention. The pre-test assessed students' baseline ability to recall and memorize Islamic texts, while the post-test measured the improvement in their memorization skills following the implementation of the drill method. In addition to the quantitative data, qualitative feedback was gathered from both students and teachers to assess the overall impact of the method. The results of the study indicated a significant improvement in students' memorization abilities. The post-test scores showed a marked increase in the number of verses and concepts students were able to recall accurately. This improvement can be attributed to the consistent use of the drill method, which provided students with the opportunity for repeated practice and reinforced their memorization through structured exercises. One of the key findings of the research was that the drill method helped students develop a greater sense of discipline and responsibility. The repetitive nature of the tasks required students to dedicate time

and effort to memorization on a daily basis. This fostered a sense of commitment to the learning process and encouraged students to take ownership of their educational progress. As a result, students became more focused and determined in their memorization efforts. In addition to improving memorization skills, the drill method also helped boost students' confidence. As they practiced regularly and saw improvements in their ability to recall Islamic texts, students gained a sense of accomplishment and self-assurance. This positive reinforcement motivated them to continue working hard and to approach their studies with greater enthusiasm. The drill method, therefore, not only enhanced students' academic performance but also contributed to their personal growth and development. The study also highlighted the importance of teacher involvement in the drill process. Teachers played a crucial role in guiding students through the memorization tasks, providing feedback, and creating a supportive learning environment. The regular interaction between students and teachers ensured that students stayed on track and received the necessary encouragement to continue improving. Teachers' commitment to the drill method was key to its success in fostering a culture of memorization and academic excellence. However, while the drill method proved to be effective in improving memorization skills, some challenges were observed during the implementation of the study. For instance, some students struggled with maintaining motivation over time, especially when faced with difficult or lengthy memorization tasks. Teachers addressed this issue by providing additional support and varying the drill exercises to keep students engaged. In future implementations, it may be helpful to integrate more diverse and interactive methods alongside drills to maintain students' interest. In conclusion, the research demonstrates that the drill method is an effective strategy for improving students' memorization skills in Islamic education. By providing consistent practice and reinforcement, this method enables students to retain and recall key Islamic concepts more efficiently. Furthermore, the drill method fosters a sense of discipline, responsibility, and confidence among students, which enhances their overall learning experience. Moving forward, educators may consider incorporating the drill method into other subjects and educational contexts to support the development of memorization skills in various areas of study.

DISCUSSION

The findings of this study highlight the positive impact of the Drill method on the memorization abilities of students in class XII F1 at SMA Negeri 2 Painan. As shown in the results, there was a significant improvement in the students' memorization of Surah Al-Qasas/28:85 and Surah Al-Baqarah/2:143 after the intervention. This indicates that the Drill method, which emphasizes repetitive practice, can be an effective technique in aiding students to retain and recall Quranic verses. One of the primary reasons for the success of the Drill method is its foundation in repetition. As studies in cognitive psychology have suggested, repetition is a key factor in memory retention. In the case of this research, the students were given the opportunity to repeatedly practice the verses in manageable segments.

The progressive nature of the Drill method, starting with smaller portions and gradually increasing the difficulty, allowed the students to build confidence in their memorization abilities. By revisiting the material several times, students were able to reinforce their memory and enhance recall. Moreover, the method's reliance on consistent feedback was another critical aspect of its effectiveness. In this study, the teacher provided immediate corrections and guidance during each session, ensuring that students were not only memorizing the verses but also internalizing them accurately. This feedback loop allowed the students to identify errors and refine their memorization, thus improving their overall performance. Studies on feedback in education have shown that timely and constructive feedback is a powerful tool for learning, and its role in this research was evident in the students' progress.

The combination of structured practice and teacher support led to noticeable improvements in students' memorization abilities. The results from the post-test demonstrated that the majority of students were able to recall the verses with greater accuracy compared to their initial performance. This aligns with previous research on the effectiveness of repetitive learning techniques, especially in the context of memorization tasks. The Drill method's focus on consistency and gradual mastery makes it particularly suitable for memorizing Quranic verses, which require not only verbal recall but also deep understanding and internalization. Furthermore, the students' engagement and feedback during the study indicated that the Drill method was well-received as a learning tool. While some students initially found the repetition challenging, they reported that it helped them focus and retain the material more effectively. This aligns with findings from other educational research, which suggests that although repetitive learning methods can initially be perceived as tedious, they ultimately contribute to deeper learning and long-term retention.

Despite these positive outcomes, there are several factors to consider for future implementations of the Drill method. One limitation of this study is its short duration, which may not fully capture the long-term effects of the Drill method on memorization. Further research could explore the impact of longer interventions or the introduction of additional techniques, such as spaced repetition, to enhance retention over extended periods. Additionally, the study was limited to a single class in SMA Negeri 2 Painan, so the findings may not be fully generalizable to other schools or regions.

It would be beneficial to conduct similar studies in different educational settings to determine whether the results can be replicated. In conclusion, the Drill method proves to be an effective approach for improving memorization skills among high school students in religious education. The findings suggest that repetitive practice, coupled with structured feedback, can significantly enhance students' ability to memorize complex material such as Quranic verses. This study contributes to the growing body of research on memorization techniques in educational settings and may inspire further exploration into memory-enhancing strategies that can be applied across various disciplines. By integrating methods like the Drill technique into classroom practices, educators can help students achieve better retention and deeper learning outcomes.

CONCLUSION

The results of the study showed the drill method, which involves repetitive practice and reinforcement, has long been recognized as a powerful technique for enhancing memory retention. This study applied the drill method in the context of Islamic education, where students were required to repeatedly practice and memorize Islamic texts through structured exercises. The core idea behind this method is that repetition helps solidify knowledge in long-term memory, making it easier for students to recall and apply the information when needed. The research involved a group of students from SMA Negeri 2 Painan who were introduced to the drill method as part of their Islamic education curriculum. The students were given daily tasks that included memorizing specific verses from the Qur'an, hadith, and other important Islamic concepts. These tasks were designed to be progressively challenging, allowing students to gradually increase their memorization capacity and improve their recall abilities over time. Data collection for the study was conducted through pre- and post-assessments, where students' memorization skills were tested before and after the intervention.

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