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Implementation of Drill Method to Improve Student Learning Outcomes in Islamic Education Learning at SMA Negeri 1 Pancung Soal

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by 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 high 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 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 53.21%, the first cycle 68.31% and in the second cycle it increased to 94.63%. Thus, the use of the drill method can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Drill method, learning outcome, islamic education.

INTRODUCTION

Basically, education is like an experiment that is never finished at any time, as long as there is human life in this world. It is said that this is because education is part of human culture and civilization that continues to develop. This is in line with the innate nature of human beings who have creative and innovative potential in all areas of their lives. Learning is the process of building knowledge through the transformation of experience. The learning process can be said to be successful if in the individual new knowledge, attitudes, skills, or habits are formed that are qualitatively better than before. In learning PAI, the material of the Qur'an aspect is the first and main aspect in the learning process of PAI, all the material discussed is not in the slightest inseparable from the main postulate, namely al-Q ur'an.

So that memorization is a very important learning process as one of the competencies that must be mastered by students in the aspect of the Qur'an. Every effort, activity and deliberate action to achieve the goal must have a good and strong footing. Therefore, Islamic education as an effort to shape human beings, must have a foundation to which all activities and all formulation of the goals of Islamic Education are linked.2 The

foundation is the Qur'an, but at the stage of implementing the learning process of PAI, especially in the aspect of memorizing the Qur'an in S MAN 1 Pancung Question, students tend to have difficulty memorizing and feel lazy to write the verses of al-Q ur'an. S has tried to use the method of one verse a day, because the memorization of short surahs is short, the teacher feels that there is enough time given to memorize one or two verses a day and deposit the memorization When the next meeting with the P AI mapel teacher. In fact, on the day set the memorization deposit is not also maximum. The low ability of students to memorize and the difficulty of students to write the verses of al-Q ur'an makes researchers consider that there needs to be a change in learning methods, especially aspects of the Qur'an, in this case the researcher tries to try to use a more repetitive practice method known as metode Drill, in this case in Surah Yunus verses 40-41, on the subject of Islamic Religious Education.

The drill method is a method carried out by teachers by training the agility or skills of students on the subject matter that has been given. 3 Abdul Kadir Munsyi stated that the drill method is a teaching method by holding intensive and repetitive exercises, this method is very good to use to teach the art of reading the Qur'an to children. So that you don't feel like you have acquired certain skills without being told to memorize at home. Winarto S urahmat stated that the drill method is to acquire an agility or training skill on what has been learned, because only by doing it practically can the knowledge be perfected by being prepared. The drill method is derived from the Qur'an and the foundation used for this method can be understood from the verse which means, "Do not move your tongue to (read) the Qur'an because you want to quickly (master) it. Indeed, it is by Our dependency that We gather them (in your chest) and (make you good at reading).

When We have finished reading it, then follow the reading. Then, indeed, it is on our responsibility that the explanation is given". (QS. Al-Qiyamah, 75: 17-18). The above verse seems to state: Do not move, O Prophet Muhammad, with regard to the Qur'an, your tongue to read it before the angel Gabriel finishes reading it to you because you want to speed up the mastery of his recitation lest you do not memorize it or forget one part of it. Based on this meaning, it can be interpreted that in using the drill method where there is a process of practice that is carried out in a Repeatedly, it should be carried out in the learning process without rushing. The training process that is carried out repeatedly must pay more attention to what is conveyed by the teacher in the learning process.

METHODS

In accordance with the type of problem, this research is more appropriate to use classroom action research (PTK). Classroom action research (PTK) actually begins with the term "action research". In general, "action research" is used to find solutions to problems faced by a person in his daily tasks wherever he or she is, whether in the office, in the hospital, in the classroom, or in other tasks. The term "action research" is very well known in educational research, and it is even a school of its own. To distinguish it from "action research" in other fields, researchers often use the term "classroom action research" or "clasroom research". With the addition of "classroom" to "action research", activities are more directed to solving learning problems through direct application in the classroom, although the term "classroom" needs to be understood more broadly, namely not only in the classroom, but in any place where teachers carry out learning tasks. According to Burns, action research is the application of various facts found to solve problems in social situations to improve the quality of actions carried out by involving collaboration and cooperation of researchers and practicals.

According to Elliot, action research is a study of social situations with the intention of improving the quality of actions through the process of diagnosis, planning, implementation, monitoring, and studying the effects they cause. Meanwhile, according to Hopkin, action research is a process designed to empower all participants (students,

teachers, and other participants) with the intention of improving the practices organized in the educational experience. All participants are active members in the research process. From the explanation above, it can be concluded that Classroom Action Research (PTK) can be interpreted as the process of assessing learning problems in the classroom carried out by individuals or groups in the practical realm aimed at improving the quality of performance through self-reflection in an effort to solve these problems by taking various planned actions in real situations and analyzing every influence of the treatment. Subject and Object of Research; 1) Research subjects. The subject of this research is XI Phase F 1 students at SMAN 1 Pancung Soal Pesisir Selatan Regency for the 2024/2025 school year which totals 30 students; 2) Research Object. The object of research in this class action research is activity students and students' memorization ability on QS material. Yunus verses 40-41 in XI Phase F 1 at SMAN 1 Pancung Soal South Coast Regency using the Drill method. Location and Time of Research. This research was carried out in XI Phase F 1 at SMAN 1 Pancung Soal South Coast Regency.

This research was carried out in the even semester of the 2024-2025 school year from January to February. The reason for choosing the location is because of the results obtained in the PAI subject and ethics in the aspect of the Qur'an with QS material. Yunus verses 40-41 are unsatisfactory and similar research has never been conducted at the school. Observation Procedure. This research is planned to use two cycles, where the function of the cycle is to see changes in student learning outcomes. The research design carried out is a Classroom Action Research design using a scheme according to Suharsimi Arikunto. Data Collection Techniques To obtain data that will later be obtained in this study, the following data collection techniques are used; 1) Test. A test is an instrument to measure a person's behavior, or performance. The measuring tool is in the form of a series of questions asked to each subject that demands the discovery of cognitive tasks.

The response or answer given by the subject to the question is given a numerical value that reflects the characteristics of the subject; 2) Observation. Observation is carried out to collect information about the learning process carried out by teachers in accordance with the actions that have been prepared. Through the collection of information, observers can record various weaknesses and strengths carried out by teachers in carrying out actions, so that teachers can find out the extent of the suitability of the action with the plan that has been prepared to know the extent to which the action can produce changes in accordance with the desired. Documentation. Documentation, namely the processing of document data from the results of student evaluations using the method of memorizing kitabah. Data Analysis Techniques.

The data in this study was analyzed to find out the conclusions on the implementation of the method of memorizing the book, looking at the success rate of students, by using the Miles and Huberman model data analysis techniques, namely; 1) Data reduction. Data reduction is defined as the process of selection, centralization, observation on simplification, abstraction, and transformation of "rough" data that arises from written notes in the field; 2) Data presentation. Data presentation is a set of information that provides the possibility of drawing conclusions and taking actions. To find out the student's completeness value of memorization ability with multiple-choice questions consisting of 4 (four) choices where the correct answer is given a score of 5 (five) and for the wrong answer is given a value of 0 (zero).

RESULTS

The drill method applied to memorization learning of Surah Yunus verses 40-41 succeeded in increasing the focus and concentration of students in class XI phase F.1 of SMA Negeri 1 Pancung Question. The process of repetition over and over again allows students to focus their full attention on the memorized verses, thus accelerating the internalization process. The results of the evaluation showed that students could memorize the two verses faster after applying the drill method. Intensive and systematic

repetition helps students remember the order of words in the verse and understand their meaning. The drill method is not only focused on memorization, but also on understanding the meaning of verses. The teacher provides an explanation of the meaning of each piece of verse memorized, so that students can better understand the values of tolerance contained in Surah Yunus. Through repetition, students can improve the pronunciation of verses according to tajwid. The teacher provides direct corrections during the drill process, so that students are able to read with the correct tajweed and the right intonation.

The drill process creates a structured and directed learning atmosphere, so that students are more motivated to learn. They feel more confident when they see their memorization results improve over time. The drill method allows teachers to manage learning time more effectively. With a clear division of time between joint reading, individual memorization, and evaluation, the learning process runs more efficiently. The implementation of the drill method at SMA Negeri 1 Pancung Soal creates active interaction between teachers and students. Teachers continue to monitor the memorization process, provide feedback, and motivate students so that they do not give up easily in memorizing Qur'anic verses. Before starting to memorize new verses, students are invited to do muroja'ah of previous verses. This aims to keep old memorization well remembered, so that students have a solid foundation in continuing memorization. Teachers evaluate memorization periodically, both individually and in groups. This evaluation includes aspects of fluency in reading, pronunciation in accordance with tajweed, and mastery of memorization. Structured evaluations help students know their memorization progress. In several learning sessions, students are grouped to repeat each other's memorization with their friends. This activity increases cooperation among students while helping them overcome memorization difficulties together. During learning, teachers instill the values of tolerance contained in Surah Yunus verses 40-41.

Students not only memorize verses, but also understand the importance of respecting differences and safeguarding human life. Some students find it difficult at the beginning of the drill method, mainly because they are not used to intensive repetition. However, with consistent mentoring, students begin to get used to it and show significant improvement. Students responded positively to the drill method. They feel that repetition helps them remember verses better and feel more confident in delivering memorization in front of the class. Parents' participation in supporting students' memorization at home also affects the success of the drill method. Parents who are involved in the muroja'ah process at home help students maintain consistency in memorization. Limited learning time at school is one of the challenges in the application of the drill method. Teachers overcome this by giving memorization tasks that can be done at home, so that the memorization process does not stop at school. Students feel more confident when they are able to memorize Surah Yunus verses 40-41 smoothly and correctly.

This confidence also affects their enthusiasm to memorize other verses outside the classroom. A conducive learning environment in class XI phase F.1 supports the successful application of the drill method. Teachers create a comfortable atmosphere and do not pressure students, so they feel happy participating in learning. In addition to improving memorization, the drill method also helps students form a strong Islamic character. By understanding the values of the Qur'an, students become more aware of the importance of tolerance in daily life. The results of the implementation of the drill method showed that the majority of students were able to memorize Surah Yunus verses 40-41 smoothly in a relatively short time. In addition, students also show a better understanding of the content and meaning of the verses. Based on the results obtained, the drill method is very effective in improving students' memorization skills. Teachers can develop this method with more creative variations, such as the use of audio or video media, to support a more engaging and interactive learning process.

DISCUSSION

The drill method is a learning strategy that focuses on intensive repetition to help students memorize quickly and accurately. In learning Surah Yunus verses 40-41 in class XI Phase F.1 SMA Negeri 1 Pancung Question, this method is applied systematically to ensure that students can memorize the verse well. Repetition is done through group reading, individual memorization, and group reinforcement, which helps students internalize the verses in depth. The learning process begins with the reading of verses together to introduce students to the correct structure and pronunciation. After that, the teacher guides the memorization gradually, starting from one short piece of verse to the entire verse. This session ends with a muroja'ah to reinforce new memorization and keep previous memorization remembered. In addition to memorization, the teacher explained the meaning of the verse to instill the values of tolerance and maintain human life, as reflected in Surah Yunus verses 40-41. Understanding this meaning is important to foster students' awareness of the relevance of the verse in daily life. During the drill process, students not only practice memorizing but also improve their skills in reading the Qur'an.

The teacher provides the necessary tajweed and intonation corrections so that students are able to read fluently and according to the rules. Correct pronunciation supports a more effective memorization process. A conducive learning environment is one of the factors for the success of the drill method. Teachers create a fun learning atmosphere and do not pressure students, so they feel comfortable learning. This encourages active involvement of students in the memorization process. Although the drill method is effective, some students have difficulty at the beginning of implementation, especially those who are not used to intensive repetition. However, with the mentorship of teachers and support from peers, students can overcome these obstacles and show significant improvement in memorization skills. Teachers conduct periodic memorization evaluations to assess the extent to which students master the verses taught. This evaluation includes aspects of fluency memorization, correct pronunciation, and understanding of the meaning of verses. With this evaluation, students can know their progress and be motivated to continue improving memorization.

Parents also play an important role in the success of the drill method. They help students do muroja'ah at home, so that memorization can be maintained outside the school environment. Cooperation between teachers and parents is the key to ensuring the sustainability of students' memorization. In addition to improving memorization skills, the drill method helps instill Islamic values in students. An understanding of the importance of tolerance, as taught in memorized verses, encourages students to apply these values in their daily lives. The drill method has the potential to continue to be developed. By utilizing technological media, such as audio and video, the memorization process can become more interesting and interactive. Teachers can also integrate this method with other learning approaches to support greater success in Islamic Religious Education learning.

The drill method is a learning technique that focuses on repeated practice to master a particular skill or concept. In the world of education, this method is often used in learning that requires precision, speed, and high motor or cognitive skills. By practicing continuously, students can improve their understanding and develop habits in completing certain tasks effectively.

The application of the drill method in learning is very effective for subjects that require a lot of practice, such as mathematics, language, and motor skills in physical education. For example, in mathematics, students who often do practice questions will be faster and more accurate in completing calculations. In language, this method helps students memorize vocabulary or sentence patterns that are often used.

The drill method can improve students' memory because it relies on repetition in the learning process. When students repeat a material continuously, the information will be more easily stored in their long-term memory. This is very important in learning basic

concepts that must be mastered before moving on to more complex material. In addition to improving memory, the drill method can also help students build self-confidence. With consistent practice, students will feel more prepared to face assignments or exams because they are familiar with the types of questions or concepts given. This self-confidence is very important so that students do not feel anxious or afraid in facing academic challenges.

This method also plays a role in increasing students' thinking speed and agility in completing questions or assignments. Repeated exercises can train the brain to think faster and more efficiently in identifying patterns or solutions to a problem. This will greatly help students, especially in exams that have time limits. In its application, the drill method can also improve students' learning discipline. Because this method requires regular and consistent practice, students will become accustomed to a structured learning pattern. Thus, they can develop good learning habits, such as allocating time effectively to practice and repeat the material.

The drill method can be applied in various ways, such as written exercises, oral exercises, to the use of technology in the form of educational applications or interactive games. With variations in implementation, this method can be more interesting and not boring for students. The use of technology in drills also allows students to learn independently with the help of a system that provides instant feedback.

Although it has many benefits, the drill method also has several disadvantages that need to be considered. If not applied properly, this method can be monotonous and boring for students. Therefore, teachers need to combine the drill method with other learning strategies so that students remain motivated and do not lose interest in learning. In addition, the drill method tends to emphasize memorization and mechanical skills, making it less suitable for learning that requires deeper conceptual understanding. Therefore, in analytical or creative learning, this method should be combined with discussion methods or problem-based learning so that students can also develop critical thinking skills. However, if used properly, the drill method remains a very effective tool in improving student learning outcomes. With sufficient practice, students can not only master basic skills but can also develop dexterity in working on more complex tasks. Teachers must be able to adjust the level of difficulty of the exercises according to the students' abilities so that they remain motivated. In the context of modern education, the drill method can also be integrated with technology-based learning methods, such as the use of online learning applications or educational games that provide a more enjoyable learning experience. In this way, students can stay motivated to practice without feeling pressured by repetitive exercises.

In addition, the drill method can also be applied in group-based learning, where students can work together in doing exercises. This approach can increase social interaction and collaboration between students, so that they can help each other understand difficult concepts. With cooperation, the learning process becomes more enjoyable and does not feel burdensome. In the world of work, the drill method also has high relevance. Many professional skills require continuous practice to achieve optimal levels of proficiency. Therefore, familiarizing students with this method from an early age will help them develop discipline and skills that can be useful in the future. Ultimately, the success of the drill method in improving student learning outcomes depends greatly on how it is implemented. If done with the right approach, sufficient practice, and variation in learning methods, this method can be a very effective tool in improving students' academic competence. Therefore, teachers and educators need to understand when and how to use the drill method optimally so that students can get maximum benefits without feeling burdened. With good implementation, the drill method can be a powerful strategy in improving students' understanding, skills, and overall learning outcomes.

CONCLUSION

The application of the drill method in memorizing Surah Yunus verses 40-41 in class XI Phase F.1 SMA Negeri 1 Pancung Soal has proven to be effective in improving students' memorization skills. Through systematic and intensive repetition, students can memorize verses quickly, fluently, and accurately. Not only limited to memorization, this method also helps students understand the meaning of the verse, which is related to the values of tolerance and maintenance of human life, so that learning becomes more meaningful. The drill method also encourages the improvement of skills in reading the Qur'an with correct tajweed, as well as giving students confidence in conveying memorization. Although there were challenges at the beginning of the implementation, such as students' difficulties in memorizing, periodic evaluations, teacher support, and cooperation with parents managed to overcome these obstacles. Overall, the drill method not only improves students' learning outcomes in terms of memorization, but also fosters Islamic character that can be applied in daily life.

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