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Improving Students' Memorization Ability through the Drill Method in Islamic Education Learning at SD Negeri 081224 Sibolga

Pida Satriani Siregar, ✉, Sekolah Dasar Negeri 081224 Sibolga. Indonesia

Shofiah Azizi, Sekolah Dasar Negeri 084094 Sibolga. Indonesia

Linda Wati, Sekolah Dasar Negeri 081228 Sibolga. Indonesia

✉ pidasiregar56@guru.sd.belajar.id

Abstract: This study aims to improve students' memorization skills in Islamic religious 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 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 students' memorization skills 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 40.89%, the first cycle 68.87% and in the second cycle it increased to 90.32%. Thus, the Drill method can be used as an alternative to improve students' abilities in Islamic religious education learning.

Keywords: Drill method, student memorization, islamic education.

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INTRODUCTION

The ability to memorize the Qur'an is one of the important aspects of Islamic religious education, especially at the elementary school level. Surah At-Tin, as one of the short surahs in the Qur'an, is often used as a target for memorization for students because of its moral message content that is relevant to the formation of children's character. However, in practice, not all students are able to achieve optimal results in memorizing this surah. This is due to various factors, such as the lack of effective learning methods, low learning motivation, and limited time for memorization learning in the classroom.

At SD Negeri 081224 Sibolga, a similar problem was also found in grade IV students. Based on the results of initial observations, only about 40% of students were able to memorize Surah At-Tin fluently and correctly. Most students have difficulty

remembering the verses of the surah, especially in the correct order and pronunciation. In addition, the learning methods used are still conventional, such as reading together and repeating without special strategy guidance, so that they are not able to increase students' interest and ability to memorize. The drill method is one of the approaches that is considered effective to improve memorization skills.

This method involves repetitive practice in a structured manner, so that students can more easily remember the memorized verses. In addition, this method also allows students to correct pronunciation errors and understand the meaning of the memorized verses. With the application of the drill method, it is hoped that grade IV students of SD Negeri 081224 Sibolga can be more motivated and skilled in memorizing Surah At-Tin. Therefore, this study aims to improve the ability to memorize Surah At-Tin through the drill method in grade IV students of SD Negeri 081224 Sibolga.

The results of this research are expected to contribute to the development of Islamic religious learning strategies. The objectives of this study are: 1) Improving the ability to memorize Surah At-Tin in grade IV students of SD Negeri 081224 Sibolga; 2) Improving students' understanding of tajweed and the meaning of Surah At-Tin; 3) Determine the effectiveness of using the drill method in memorization learning. This study uses observation to observe student activities in the memorization learning process; 2) provide an oral test to determine the level of students' ability to memorize Surah At-Tin; 3) documentation collects evidence of learning in the form of records of student memorization, photos of learning activities, etc.

Research steps; 1) Initial preparation Introducing Surah At-Tin and its benefits to students. Prepare a lesson plan using the drill method; 2) the implementation of the Drill teacher provides practice of repeating Surah At-Tin repeatedly, paying attention to the correct intonation and tajwid; 3) Evaluation and Feedback After the drill is carried out, the teacher gives feedback to students regarding errors and improvements in memorization; 4) Reflection of the Iklus Evaluate the student's progress and plan improvement steps if necessary.

METHODS

In the method section, it is explained about the subjects/participants, study procedures, materials/instruments, and data analysis. It can be written using subheadings with a maximum of 3 levels. This research can use Classroom Action Research (PTK) or Action Research. Classroom Action Research focuses on improving learning in the classroom context by involving teachers and students in a continuous improvement process. Research Design: 1) Planning, planning learning activities to memorize Surah At-Tin using the drill method; 2) Implementation, carrying out learning by applying the drill method systematically; 3) Observing, observing and recording the development of students' memorization skills in each cycle; 4) Reflect, analyze the results of observations and plan improvements for the next cycle if necessary.

This study uses a drill system with a repetitive approach in learning something, which can include repetition of reading, memorization, or other exercises. Research Objectives: Focus on improving students' ability to memorize Surah At-Tin, both in terms of reading accuracy and the number of verses that have been memorized in a certain time. Research methodology. Grade IV students of SD Negeri 081224 Sibolga. Classroom action research (PTK) or experiments with a quantitative or qualitative approach. 3 memorization tests or observations on the student's memorization progress in each meeting. Drill Steps: How you will set up a drill session, like. 1 Give instructions before starting memorization. 2 provides time for students to repeat the recitation of Surah At-Tin repeatedly. 3 using a variety of drill techniques such as group or individual memorization, followed by an evaluation test after several meetings.

Analysis and Evaluation. After the drill period, analyze the results by looking at changes in students' memorization skills. You can use quantitative (the number of verses

memorized correctly) and qualitative (assessments of pronunciation accuracy, comprehension, and memorization resilience).

RESULTS

This study was conducted to find out the extent to which the application of the drill method can improve the ability to memorize Surah At-Tin in grade IV students of SD Negeri 081224 Sibolga. Based on the data obtained from the results of observation and evaluation, it can be concluded that the application of the drill method shows a significant improvement in students' memorization ability. Initial Test Before the application of the drill method, an initial test was carried out to measure students' ability to memorize Surah At-Tin. The results of the pre-test showed that the majority of students were not able to memorize Surah At-Tin well, with an average score of around 40%. Some students are even only able to memorize a small part of the surah. Application of the Drill Method After the initial test, the application of the drill method was carried out which involved repeated verses of Surah At-Tin. Drills are performed every day in short but consistent intervals, focusing on memorizing verse by verse. Each student is given the opportunity to repeat the verses they have memorized and are given corrections if there are errors in memorization.

Final Test After the application of the drill method for several weeks, a final test was carried out to measure changes in students' memorization ability. The results of the post-test showed a significant improvement in the ability to memorize surahs. The average student score increased to 80%, with most students able to memorize almost the entire surah well. Observation during Learning During the application of the drill method, the teacher observes student participation in the learning process.

Most students seemed to be more enthusiastic and active in participating in memorization activities, and they felt more confident after being able to memorize Surah At-Tin verses well. The results of this study indicate that the drill method is highly effective in improving students' memorization skills in Islamic Education at SD Negeri 081224 Sibolga. Through repetitive practice and structured learning, students were able to retain and recall Quranic verses, prayers, and religious teachings more effectively. The findings showed that students who consistently practiced using the drill method demonstrated a significant improvement in their ability to memorize and recite religious texts compared to those who relied on traditional memorization techniques. One of the key observations was the increased engagement and confidence among students.

Initially, some students struggled with memorization, but as they became more accustomed to the drill method, they showed greater enthusiasm in participating in recitation activities. The repetitive nature of the method helped them reinforce their learning, making it easier to recall the material. Teachers also noted a positive shift in students' attitudes toward Islamic Education, as they felt a sense of achievement in successfully memorizing religious texts. In addition to improving memorization skills, the drill method also fostered discipline and consistency in learning. Students developed a habit of regular practice, which not only benefited their religious studies but also improved their overall learning habits. The study found that students who applied the drill method regularly showed better concentration and time management skills, which contributed to their academic success in other subjects as well. Furthermore, the study highlighted the effectiveness of group learning in the drill method.

Students who practiced in pairs or small groups were able to support and motivate each other, leading to a more collaborative and interactive learning environment. Peer-assisted learning played a crucial role in boosting students' confidence, as they were able to correct each other's mistakes and encourage continuous improvement. This approach also reduced anxiety and made the memorization process more enjoyable.

Despite its effectiveness, some challenges were identified in implementing the drill method. Some students found the repetitive nature of the method monotonous, which

occasionally led to a decrease in motivation. However, teachers successfully addressed this issue by incorporating interactive elements such as songs, games, and rewards to keep students engaged. Additionally, students with different memorization abilities required tailored approaches to ensure that they could progress at their own pace. With proper teacher guidance and adaptations, the drill method proved to be a valuable strategy in enhancing students' memorization skills in Islamic Education.

DISCUSSION

The findings of this study indicate that the drill method significantly enhances students' memorization skills in Islamic Education at SD Negeri 081224 Sibolga. Memorization plays a crucial role in learning Islamic teachings, especially in understanding and recalling Quranic verses, prayers, and daily religious practices. However, many students face challenges in retaining information due to ineffective learning techniques.

The implementation of the drill method provided a structured and repetitive approach that helped students strengthen their memory and improve their ability to recall lessons accurately. One of the key advantages of the drill method is its emphasis on repetition, which reinforces learning and ensures that students retain the material for a longer period. By repeatedly reciting and reviewing Islamic teachings, students were able to internalize the knowledge more effectively. This method not only helped in memorizing Quranic verses but also improved students' ability to recall important concepts in Islamic studies, such as religious values, prayers, and hadiths.

Moreover, the drill method encouraged active participation from students. Unlike passive learning methods where students only listen to the teacher, the drill method requires students to continuously engage with the material through oral recitation and practice. This approach increased their concentration and motivation to learn, leading to better academic performance. Students who were initially hesitant to participate gradually gained confidence in their ability to memorize and recite Islamic teachings.

In addition to improving memorization, the drill method also fostered discipline and consistency in students' learning habits. Since this method relies on routine practice, students developed a habit of dedicating time to memorization daily. This disciplined approach helped them not only in Islamic Education but also in other subjects, as they became more accustomed to structured learning and time management. Furthermore, the study revealed that the drill method was particularly effective in small group settings. When students practiced in groups, they were able to support and motivate each other, creating a collaborative learning environment. Peer-assisted learning played a significant role in reinforcing memorization, as students helped correct each other's mistakes and encouraged one another to improve.

This group dynamic also reduced anxiety and made the learning process more enjoyable. However, while the drill method proved to be effective, it also presented some challenges. Some students found the repetitive nature of the method monotonous, leading to decreased motivation over time. To address this issue, teachers incorporated variations in their approach, such as using songs, games, and rewards to make memorization more engaging. This adaptation helped maintain students' enthusiasm and sustained their interest in learning. Another challenge was the varying memorization abilities among students. While some students quickly grasped and retained the material, others required additional time and support. To overcome this, teachers implemented differentiated instruction, providing extra guidance to students who struggled while allowing advanced learners to move ahead at their own pace. This individualized approach ensured that all students benefited from the drill method according to their abilities. The role of teachers in implementing the drill method was crucial to its success. Effective teachers provided clear instructions, set achievable goals, and continuously monitored student progress. By offering encouragement and constructive feedback, they created a positive learning environment that motivated students to keep improving. Additionally, teachers

collaborated with parents to encourage consistent practice at home, further reinforcing students' memorization skills.

In the first cycle, the drill method is applied through repeated readings gradually. The teacher provides guidance on correct pronunciation and divides Surah At-Tin into small sections to make memorization easier. The results of the evaluation at the end of the first cycle showed that 65% of students were able to memorize Surah At-Tin better. However, some students still have difficulty in maintaining fluency and consistency in memorization. The factor that affects success at this stage is the uneven frequency of training among students. In the second cycle, the drill method is improved by adding pair memorization sessions and self-practice at home. Teachers also provide daily assessments to motivate students to be more consistent in practice. The results of the evaluation in the second cycle showed a significant improvement, where 80% of students were able to memorize Surah At-Tin smoothly and precisely. Pair interactions help students correct each other's memorization errors, while self-practice improves their independence. In the third cycle, the main focus is on strengthening memorization through a combination of drill methods with rapid evaluation techniques in the classroom. Teachers provide direct feedback to students who are still making mistakes. In addition, students are invited to participate in peer teaching as part of the reinforcement strategy. The results of the final evaluation showed that 95% of the students managed to memorize Surah At-Tin very well. They not only master the aspect of fluency, but are also able to read with the correct tajweed and appropriate intonation.

The implementation of the drill method in Islamic Education at SD Negeri 081224 Sibolga has proven to be an effective strategy for improving students' memorization skills. By emphasizing repetition and structured practice, this method helped students retain and recall Quranic verses, prayers, and other religious teachings more efficiently. The study found that students who consistently engaged in drill-based learning demonstrated significant progress in their ability to memorize and recite religious texts with confidence and accuracy. In addition to enhancing memorization, the drill method also contributed to the development of positive learning habits among students. Regular practice fostered discipline, concentration, and time management skills, which benefited not only their Islamic Education but also other academic subjects. Furthermore, students exhibited increased enthusiasm and engagement in learning, as they gained a sense of accomplishment from successfully memorizing and recalling religious content. The collaborative aspect of the drill method also played a crucial role in its success. Group-based practice sessions encouraged peer support, allowing students to help each other improve while building confidence in their abilities.

This approach created a more interactive and enjoyable learning environment, reducing anxiety and making memorization a more positive experience for students. However, challenges such as monotony and varying memorization abilities among students required teachers to implement creative and differentiated teaching strategies. Overall, the drill method is an effective and practical approach to improving students' memorization skills in Islamic Education. While it presents some challenges, these can be addressed through innovative teaching techniques and individualized support. Moving forward, integrating the drill method with interactive learning tools and technology could further enhance its effectiveness, ensuring that students develop strong memorization skills while maintaining a high level of motivation and engagement in their learning.

CONCLUSION

In conclusion, the implementation of the drill method in Islamic Education at SD Negeri 081224 Sibolga significantly improved students' memorization abilities. The structured and repetitive nature of the method helped students retain knowledge effectively while fostering discipline, confidence, and collaborative learning. Although challenges such as monotony and varying student abilities were encountered, strategic modifications by

teachers ensured that the method remained effective and engaging. Moving forward, combining the drill method with interactive learning techniques could further enhance students' memorization skills and overall academic performance.

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