EFFECTIVENESS OF THE APPLICATION OF THE DRILL METHOD IN ISLAMIC RELIGIOUS EDUCATION LEARNING

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ABSTRACT
Learning is a critical process in determining the effectiveness of educational outcomes. Enhancing educational quality, particularly within school settings, is significantly influenced by the teaching and learning processes. This process is shaped by several essential components, including the roles of teachers, student engagement, instructional methods, educational media, student activeness, and intrinsic motivation. These elements collectively play a crucial role in shaping the success of the learning process, ultimately impacting educational outcomes. This study is driven by recurring challenges encountered by educators and students in Islamic religious education, such as monotonous learning experiences and students' limited understanding and lack of interest in the subject matter. A descriptive qualitative approach is employed in this research to examine these issues. The drill method, utilised within this framework, is a structured approach that facilitates students in developing agility and proficiency in previously learned material. This method is particularly effective for Islamic religious education, as it enhances both cognitive and psychomotor skills, making it suitable for content that requires deep understanding and hands-on practice.
Keywords**: *Islamic religious education, learning effectiveness, drill method.***

INTRODUCTION

Education represents a deliberate and structured endeavour aimed at fostering an environment conducive to learning, thereby enabling students to actively cultivate their potential. This potential encompasses religious and spiritual strength, self-discipline, character, intelligence, moral integrity, and essential skills for personal and societal contribution (Ministry of Education, 2003). As society evolves, education is continually reshaped to meet the demands of each era. A notable hallmark of educational progress is the transformation across various system components, including instructional methods, teaching aids, learning media, and other resources. In the context of rapid technological advancement, the scope and methods of learning are expanding, emphasising the holistic development of students to equip them for future challenges and growth.

Learning methods are the core of learning activities to achieve learning goals. The use of learning methods helps teachers to evaluate themselves against their teaching ability. The use of learning methods must also be

adjusted to the circumstances of the classroom, learning modules, students' circumstances, and available facilities so that learning objectives can be achieved (Sudrajat, 2017). As a facilitator in the learning process, the teacher's ability to choose a learning method is very important so that students get good insight or knowledge. Each subject certainly has the goal of providing good knowledge for students, including Islamic religious education subjects.

Islamic religious education is important for students, not only in knowledge but also in the morals and personality of students until adulthood in daily life (Hakim, 2015). Islamic Religious Education is learning for students to be able to understand Islamic teachings comprehensively and then live the goal that ultimately can practice and make Islam a view of life (Wahidin, 2018). In addition, instilling tolerance in students is very necessary to build and strengthen social attachment in life. The learning process or outcome in Islamic religious education always combines with Islam, where Islam underlies learning activities, interpreting changes that occur and animating the next activity (Usman & Widyanto, 2019).

To realise this goal, a learning method is needed that is by the expected educational goals. One of the learning methods that can be used to achieve the goals of Islamic religious education is the Drill method. Drill itself means guidance, the Drill method is a way for teachers to provide guidance to students by providing exercises, memorisation, practice, and notes (Juniati, 2017). The Drill method is intended so that students have insight, proficiency and skills. The Drill Method is a way of teaching by instilling good habits while maintaining these habits (Erlinda, 2016). The drill method is a way of teaching by carrying out practice activities with practice that is carried out repeatedly to gain practical skills about the knowledge learned (Lestari et al., 2017).

By carrying out regular exercises given by teachers, it is hoped that learning objectives can be achieved, and students can be more skilled in learning and can improve understanding. For this reason, the researcher chose to use the Drill method, which was carried out at SMP Negeri 1 Dampit, in grade VII, as an efficient method to be applied to Islamic religious education. Because it requires a lot of practice and consistent habituation, as students do in several Islamic religious education modules, among others, the module of worship practice, the science of tajweed Al-Qur'an or materials related to adab require much memorisation and guidance that needs to be done consistently. In addition, the researcher also seeks to discuss the effectiveness of the application of drill procedures in the teaching of Islamic religious learning.

METHOD

This research method uses a descriptive qualitative method where the presentation is found from scientific sources and experts in their fields.

Qualitative data analysis techniques are efforts made by working with data, organising data, reducing data into manageable units, managing it, searching and finding what is important and what can be told to others (Aedi, 2010). The data collected in this study is in the form of words and not numbers.

This research involved grade VII students at SMP Negeri 1 Dampit. Researchers are observers and participate as teachers in teaching, reading, and observing the application of the drill method. This method is used in Islamic religious education subjects to find out the extent of the effectiveness of the drill method in improving students' practical skills and understanding of the material that has been presented.

RESULTS AND DISCUSSION

A. Discussion

a. Drill Method

The drill method is one of the approaches to learning that emphasises repetitive exercises to improve students' skills and agility in a subject matter. This drill method is a teaching technique that focuses on repetitive exercises to strengthen students' understanding and skills. This exercise aims to make the knowledge that has been learned more permanent and can be applied when needed. According to Ramayulis, this method is designed to acquire dexterity or skills through direct practice of the material learned.

The drill method is a good way of teaching to instil certain habits. Practice is a teaching technique that encourages students to carry out training activities to have agility or skills higher than what they learn. This means that the drill method is related to the formation of skills to solve a problem or the ability to solve a situation by oneself. (Zainal Aqib and Ali Murtadlo, 2022).

The principle of repetition or practice is based on the theory of power psychology, which states that learning is choosing the power that exists in humans, namely the power to remember, observe, respond, fantasise, feel, think and so on. Employing repetition, these forces will develop well. Thus, these forces will increase if trained repeatedly (Mohammad Muchlis Solichin, 2016)

Based on the explanation that has been exposed above, it can be concluded that the drill method is a method that prioritises exercises that are done repeatedly to gain certain skills and agility to the knowledge that has been learned. Thus, it is hoped that the knowledge that students have learned will be more permanent and can be used at any time when needed. Therefore, in the teaching and learning process, it is necessary to practice to master these

skills. So, the way is by providing the presentation of lessons with practice techniques called the drill method.

b. Islamic Religious Learning

Learning is a translation of the word "instruction", which in Greek is called instructus or "intruere", which means conveying thoughts. Thus, the instructional meaning is conveying thoughts or ideas that have been meaningfully processed through learning (Bambang Warsita, 2008). Learning activities are designed to provide learning experiences that involve mental and physical processes through interaction between students, students and teachers, the environment, and other learning resources to achieve basic competencies.

Learning is an activity where teachers perform certain roles so that students can learn to achieve the expected educational goals. Teaching strategies are all methods and procedures that focus on students' activities in the teaching and learning process to achieve certain goals (Oemar Hamalik, 2014).

Learning in the context of education is an educational activity in the form of providing guidance and spiritual assistance for those who still need it. In addition, learning is a process of learning students so that they can learn something relevant and meaningful for themselves, in addition, it is also to develop a learning experience where students can actively create what they already know with the experience obtained. This activity will result in students learning something more effectively and efficiently (Moehaimin, 1996).

Meanwhile, Islamic Religious Education is a conscious effort made by educators to prepare students to believe, understand and practice Islamic teachings through guidance, teaching or training activities that have been determined to achieve the goals that have been set (Abdul Majid. 1996). Zakiyah Darajat argues that Islamic religious education is an effort to foster and nurture students so that they can always understand the teachings of Islam comprehensively. Then, live the goal that, in the end, can practice and make Islam a view of life.

The function of learning Islamic religion includes development, namely increasing the faith and devotion of students to Allah SWT, which is instilled in the scope of family education. In addition, it is also a teaching, namely, to convey functional religious knowledge. Adjustment, namely to adjust to the environment, both the physical environment and the social environment and be able to socialise with the environment under the teachings of Islam.

As well as habituation to train students to always practice Islamic teachings, carry out worship and do good. In addition to these functions, it is very important to remember that Islamic Religious Education is a source of value, namely providing life

guidelines for students to achieve a happy life in this world and in the hereafter.

c. The Effectiveness of the Drill Method in Islamic Religious Learning

The drill method is an instructional approach that involves repetitive practice to cultivate practical skills related to the subject matter. By engaging in structured, repeated exercises, students can deepen their understanding and refine their abilities, allowing learning objectives to be met effectively. This method proves particularly effective in Islamic religious education, as it promotes consistent practice and skill development. In Qur'an studies, for example, mastery of reading and identifying tajweed rules demands sustained guidance and repeated practice. The drill method's emphasis on habituation and skill-building aligns well with the requirements of Islamic religious education, making it a highly suitable approach.

The quality and quantity of education are very important for the continuity of the learning process. To improve the quality and quantity, it is necessary to balance it by evaluating the problems that often occur in the learning process, there are many problems in the learning process, especially in Islamic religious education, both teachers and students have difficulties. A teacher certainly wants to improve his or her abilities, quality in teaching, and delivery of material so that it is easy for students to understand.

However, teachers face significant challenges in achieving learning objectives, particularly within Islamic religious education, on topics that require high levels of skill and comprehension. For instance, students often demonstrate limited engagement with Qur'anic reading and an insufficient grasp of tajweed rules, partly due to the tendency in Islamic studies to prioritise theoretical material over practical exercises. This approach, aimed at covering curriculum requirements, frequently results in an imbalance where students' cognitive skills are emphasised over practical competencies. Implementing the drill method offers a potential solution, as its structured repetition and active practice can enhance learning outcomes, fostering greater skill acquisition and effectiveness in Islamic education.

B. Research Results

1. Purpose of using the Drill Method This exercise teaching technique is usually used to make students (N.K, 2012).

a. Have motorist/motor skills, such as memorising words, writing, using tools/making objects, carry out movement in sports.

b. Develop intellectual skills, such as multiplying, dividing, adding, subtracting, and pulling roots in crooked calculations.

c. Have the ability to connect between things circumstances with other things, such as cause-and-effect relationships, a lot of rain-floods, Use of Emblems/Symbols Inside maps and others.

2. Requirements for the Drill Method

In running the drill method, several conditions must be met for optimal results, including:

a. The training period should be interesting and fun.
b. For the results of the exercise to be satisfactory, intrinsic interest is required.
c. Every step of progress achieved must be clear.
d. The best training results that use little emotion.
e. The exercises are only for automatic action skills.
f. Training is given by taking into account the ability or endurance of students, both in terms of soul and body.
g. There is a deployment and correction from the teacher who trains so that students do not need to repeat a wrong response.
h. The exercises are given systematically.
i. Exercises are better given to individuals because they make it easier to direct and correct.
j. Exercises must be given separately according to their field of knowledge.

The application of an effective drill method will provide good benefits for students, such as:

1. Students' thinking skills can be improved because consistent exercise can stimulate students' meticulousness and memory.
2. Students' knowledge and understanding can increase with Seeing the learning outcomes of students obtained after using the Drill method (Purnamasari et al., 2017).

3. Advantages and Disadvantages of the Drill Method
   a. Advantages of the Drill Method
      1. Learners acquire ingenuity and skills by doing something based on what they learn.
      2. It can raise students' confidence so that they are able and already have certain skills that will be useful in the future.
      3. Educators are easier to control and can distinguish which students are academically disciplined and which are less by paying attention to students' actions and work during instruction.
      4. In Islamic religious lessons with this drill method, students become more trained in applying religious attitudes.

b. Disadvantages of the Drill Method
   1. Causing static adaptation to the environment in learning conditions
   2. Forming rigid or unreal habits, meaning if students are doing something mechanically. (Ramayulis)
   3. It can give rise to verbalism (knowing words but not knowing the meaning), especially memorisation learning, where in this method, students are trained to be able to master the subject matter by rote and remind them if there are questions related to memorisation without time to think.
   4. It can reduce the student's initiative, where the student's initiative and interest are different from the educator's instructions, which is considered a mismatch and violation in the learning he provides.
   5. Exercises conducted under strict supervision and a serious atmosphere easily lead to boredom.
   6. Stronger pressure, which is created after a student feels bored or irritable, will not increase interest in learning and give rise to a psychological state in the form of a study or practice strike. (Ramayulis)
   7. In its implementation, this method takes a long time.
   8. Religious lessons require patience or perseverance and patience from educators and students

Erlinda (2016) asserts that the Drill method can be effectively implemented in Islamic religious education by adhering to structured stages as follows:

1. **Planning**: Before classroom application, the teacher carefully designs the learning steps to ensure alignment with educational objectives.
2. **Appropriate Content**: This method is particularly suitable for content that requires comprehension, memorisation, practical application, and repetition.
3. **Initial Steps**: To guide learning, essential steps include:
   a. **Content Overview**: The teacher introduces the material, highlighting its purpose and the benefits students will gain from mastery.
   b. **Competency Goals**: The teacher clarifies the competencies students are expected to achieve during the session.
4. **Engagement**: The learning process should be dynamic and innovative to maintain students' interest.
5. **Incorporating Breaks**: Icebreakers should be used periodically to reduce fatigue and help sustain student engagement.
6. **Skill Enhancement**: The method aims to stimulate, develop, and instil proficiency in students through consistent practice.

7. **Encouraging Consistency**: Regular exercises help students build routines and reinforce skills through habitual practice.

CONCLUSION

The learning method refers to a structured approach employed by educators to effectively and efficiently achieve instructional objectives in the classroom, integrating various activities that foster practice, guidance, and knowledge acquisition among students. The drill method, a specific instructional technique, emphasises repetitive practice alongside targeted guidance to cultivate proficiency and skill in the subject matter being taught. Selecting an instructional method aligned with the content in Islamic religious education not only enhances the efficiency of the learning process but also renders the experience more engaging for students. Evidence suggests that applying the drill method within Islamic religious education significantly improves the effectiveness of instruction, particularly by enhancing students' comprehension of Islamic teachings.

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