



DRILL METHOD IMPLEMENTATION IN IMPROVING ACTIVITIES AND LEARNING OUTCOMES STUDENTS OF DARURRAHIM FAITH AND TAQWA VOCATIONAL SCHOOL, JAKARTA

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Abstracts

The quality and success of learning are also influenced by the competency and accuracy of the teacher in choosing and using learning methods. This study aims to determine the implementation of the Drill method in Islamic Religious Education lessons and the constraints faced at SMK Iman and Taqwa Darurrahim Jakarta. The research method used is qualitative with a descriptive approach by conducting interviews to gather information. The subjects of this study were students at the SMK level. This study's results indicate that applying the Drill method to PAI subjects can improve student learning outcomes at SMK Iman and Taqwa Darurrahim Jakarta. With the drill method, students do the same thing, repeatedly in earnest, to strengthen an association or perfect a skill so that it becomes permanent. The results showed that the average student learning outcomes had increased.

Keywords:

Implementation, Drill Method, Learning Outcomes, Islamic Religious Education

Introduction

Education. As an effort to meet the demands and challenges of the progress of the era, the expectation of the potential of Human Resources (HR) has the most important priori bag. According to M. Afandi, the potential of Human Resources (HR) is a national asset. As well as the main capital in building a nation (Afandi, 2021:1). Therefore, the Indonesian government held a National Education System as stated in Law No. 20 of 2003 Article 1, namely: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential".

The definition of education that has been explained and stated in the Law, it is hoped that through education a country can create, produce and nurture people who are able to compete with the times, and have the ability not only intellectual intelligence but also emotional and spiritual intelligence abilities that are beneficial for themselves, family, society and the country. Therefore, it is logical that we should pay more attention to the quality of education in order to

create quality human resources.

Education can be interpreted as a tool to transform knowledge, insight, experience and skills in building all children's intelligence and personality according to the planned goals. The implementation of education must run well in order to produce good quality education as well. One of the improvements in the quality of education is by improving the learning process that affects learning outcomes.

In the learning process there is close interaction between teachers and students. The interaction that occurs can be interpreted as an interaction of educational value directed at achieving predetermined goals. Education is inseparable from the learning and teaching process. Learning is a process of trying to obtain a new change in behavior as a whole, as one's own experience in interaction with the environment to achieve results in the form of knowledge, understanding, and skills (Slameto, 2003:2).

The quality and success of learning is also influenced by the competence and accuracy of teachers choosing and using learning methods. The learning method is a plan or a pattern that is used as a guideline in planning teaching and learning activities. Teachers can choose learning methods that suit student characteristics, learning materials, and available facilities and infrastructure. Each learning method that will be used has advantages and disadvantages, so teachers are required to have high creativity to be able to choose and apply learning methods that are in accordance with student circumstances and learning objectives to be achieved.

The reality is that there are still teachers who have not been able to choose and use the right and effective learning methods. Most of the learning methods used by teachers are conventional learning methods with lecture methods. There is nothing wrong with this method and learning, it's just that with this method students do not show active activities during the learning process.

The success of the learning process is also determined by students' mastery of the learning material delivered by the teacher (Soemanto, 2012:104). The success rate of students in mastering lessons is expressed by learning outcomes. Learning outcomes are the results shown by students after carrying out the teaching and learning process. Learning outcomes are usually shown with numbers and values as a report on student learning outcomes to their parents.

To achieve the desired learning results, student activity is needed in the learning process because without activity, the learning process will not be possible, in other words learning is doing, not learning if there is no activity. Activities that include learning have certain characteristics, namely occurring consciously, functionally, positively and actively, not temporary, purposeful and directed and covering all aspects of behavior as a whole.

Student activities in learning will be more visible if students take an active role in the process of learning activities. The active role of students in learning activities is greatly influenced by the learning methods used by teachers (Soemanto, 2012:104). A learning process is said to be successful if in this learning the teacher is able to use the learning method appropriately.

Learning outcomes are the final results achieved by children after following and doing activities during the learning process. Learning outcomes can be interpreted as "The results of an activity that has been done, created, both individually and in groups" (Hamdani, 2011:137). Learning outcomes have a very important role because they are one of the images of achieving the level of success that children have done in the learning process.

This condition is shown by the lack of visible student participation and rarely active interaction between teachers and students and students with students, so that student learning outcomes are also less than optimal. In order to improve student learning outcomes, teachers also need to evaluate, develop creativity and continue to innovate in arranging the learning methods carried out. With the innovation and improvements made, it is expected to provide progress in the mindset of students. The learning experience obtained by students after

following the learning process is expected to have an impact on students' thinking skills.

One of the educational institutions that tries to implement innovation efforts is SMK Iman and Taqwa Darurrahim Jakarta which already use the National curriculum, so that the learning has been adjusted to the curriculum. SMK Iman and Taqwa Darurrahim Jakarta teach several disciplines, including Islamic Religious Education (PAI) which is closely related to character education in building emotional intelligence and spiritual intelligence. The observations of researchers from SMK Iman and Taqwa Darurrahim Jakarta in the learning process of PAI subjects show that the ongoing learning process has used a scientific approach, but in its application teachers rarely use learning methods that shape students' thinking patterns but are only limited to instructing students to listen to what is conveyed by the teacher.

Based on the results of the pre-survey conducted by the author on June 19, 2023, it can be seen that student activity in PAI subjects is still relatively low, this is shown by the number of students who have very less critical thinking skills with an average achievement of critical thinking skills of only 48.50%. With very less critical thinking skills cause less optimal learning outcomes. Of the students' daily test scores, 57.67% of students in all classes (X, XI and XII) have scores that are still below the Minimum Completeness Criteria (KKM) where the KKM for PAI lessons is 3.00 (75). that the learning outcomes of students who have not been completed reach 60%, namely 9 people. While the students who completed reached 40%, namely 6 people. Based on the table, it can be said that student learning outcomes are still low and have not reached the Minimum Completeness Criteria (KKM).

Based on these problems, researchers argue that the cause of the unattainment of KKM scores is the lack of student activity during learning. Student activity in Islamic Religious Education Subjects is still relatively low, students' attention to ongoing learning is still lacking. This can be seen when learning begins, at the beginning of learning which begins by observing the material/pictures students feel bored, there are students who are not ready to follow the lesson, there are still chatting.

Thus the teacher plays a full role in raising the enthusiasm of his students to follow the PAI subjects he teaches. To obtain satisfactory student learning outcomes, qualified or competent teachers are needed in managing learning well. Research argues that improvements need to be made in the learning process for students of SMK Iman and Taqwa Darurrahim Jakarta using *drills*. The application of the *drill* method carried out at SMK Iman and Taqwa Darurrahim Jakarta has not been applied optimally. The *drill* method or also called the *training* method is a good way of teaching to instill certain habits. Also as a means to maintain good habits, this method can also be used to acquire dexterity, accuracy and skill (Djamarah, 2010:95).

One of the methods used by teachers in learning Islamic Religious Education (PAI) is the drill method. Drill or practice is a teaching method that can be used to activate students during the teaching and learning process, because the drill method requires students to always learn and evaluate the exercises given by the teacher (Rantini, 2010). The drill method is often referred to by people as ready exercises and this shows that a PAI teacher must pay attention to how to train students until they have high abilities. The exercises that must be prepared by PAI teachers in a method are not the same as the exercises that teachers often do at the end of learning. Because the exercises are done at the end of learning (Zukin, 2022).

Leads to the evaluation of learners' learning outcomes. This is an important thing that must be considered by PAI teachers in carrying out the drill method to achieve maximum learning. If PAI teachers want to use this drill method in learning the field of Islamic Religious Education (PAI), they must really pay attention to step by step in their design. Because not infrequently a teacher neglects to pay attention to the steps of using a learning method. PAI teachers should no longer teach using a method according to their taste, but start moving by exploring and paying attention to the steps of using a method, including in this case the drill

method.

Therefore, learning conditions are directed to encourage students to find out from various sources through observation, and not just told from the teacher.

The Drill Learning Method is a series of learning activities that involve the maximum of all students' abilities to search and investigate systematically, critically, logically, analytically so that they can formulate their own findings. Knowledge gained by learning discovery shows some goodness i.e., knowledge is long-lasting or easier to remember when compared to knowledge learned in other ways, discovery learning outcomes have a better transfer effect and overall discovery learning (Kalleney, 2020) can improve students' reasoning and ability to think critically.

Referring to other opinions, the *drill* method or also called the practice method is a good way of teaching to instill certain habits. Also, as a means to maintain good habits, this method can also be used to acquire dexterity, accuracy and skill (Djamarah, 2010:95).

The *choice of drill* learning method with a scientific approach because this method provides opportunities for students to think, find, argue, and cooperate with each other through scientific learning activities, so that they can train and improve critical thinking and problem-solving skills and gain knowledge of important concepts that will later have an impact on improving learning outcomes.

Method

Steven Dukeshire & Jennifer Thurlow state that "research is the systematic collection and presentation of information" (Sugiyono, 2021:2). Research is a systematic way to collect data and present the results. Hillway in a book called Introduction to Research suggests that research is a method of study carried out by a person through careful and perfect investigation of a problem so that the right solution to the problem is obtained.

In simple terms, it can be said that the purpose of qualitative research is to find answers to a phenomenon or question through the systematic application of scientific procedures using a qualitative approach (Yusuf, 2014:300). Denzin and Lincoln stated that qualitative research is research that uses a natural background, with the intention of interpreting phenomena that occur and is carried out by involving various methods that exist in qualitative research. The methods that are usually used are interviews, observations, and the use of documents (Moleong: 2013:5).

Results and Discussion

Findings

1. Implementation of the *Drill* Method in improving pie learning activities and outcomes at SMK Iman and Taqwa Darurrahim Jakarta

- a. Planning pie learning with the *Drill* method in improving pie learning activities and outcomes at SMK Iman and Taqwa Darurrahim Jakarta

Pie learning by applying the method *Drill* Teachers have gone through several preparations before carrying out PAI learning such as preparing the material to be taught, making lesson implementation plans, and arranging classes. Preparing the material to be taught is a very important subject that must be prepared by teachers in learning pie by applying memorization methods, because in this learning the teacher plays a full role in learning activities. In addition to the teacher reading, demonstrating movements, memorizing together, teachers are also required to be able to justify student memorization when memorizing back in front of the teacher. The design of the implementation of Tahfidz learning is listed in the Syllabus and RPP that has been prepared by the PAI program team.

- b. The implementation of pie learning with the Drill method in improving student activities and learning outcomes at SMK Iman and Taqwa Darurrahim Jakarta

Pie learning by applying the method *Drill* has a certain step. The learning activities applied are as follows:

a) Initial Activities

Learning activities are carried out starting with greetings and prayers. Then the teacher introduces himself first, after introducing himself the teacher gives perception, namely by asking questions and answers about Faith in the Books of Allah SWT. and the teacher provides motivation to students, namely by explaining the purpose of learning Faith in the Books of Allah SWT. and conveying the learning objectives to be achieved.

Before the learning process using the Drill Method begins, the teacher gives a pretest question about the material to be delivered, namely about Faith in the Books of Allah SWT.

b) Core Activities

After the pretest questions are completed, the teacher begins to apply the Drill Method with the following steps:

- 1) Teachers prepare questions or commands to do something and their answers for students.
- 2) The teacher tells the students to do something for the students to do.
- 3) Students listen carefully and do what the teacher instructs.
- 4) The teacher pays attention and checks the answers of the students both written and oral. Then have the students repeat again to do something that was commanded earlier.
- 5) Students repeat what the teacher tells them to do.

This activity lasts several times until the students answer or do what is instructed correctly in the next meeting, then the teacher encourages all students to study the next material. In order for the upcoming meeting students will more easily understand the material. The teacher closes the lesson by praying together and saying greetings.

c) Evaluation of pie learning with the Drill method in improving learning activities and outcomes at SMK Iman and Taqwa Darurrahim Jakarta

Evaluation is carried out after learning pie by applying the Drill method. To find out how big or is there a level of memorization of students after applying the Drill method. This evaluation is carried out by providing material that has been taught. To find out the memorization or movement of students there are several assessment components that focus on fluent, tartil, and fluent. The implementation of evaluations related to the quality of memorization and student movements is carried out regularly. The first evaluation is carried out every day in the pie learning hours. This evaluation is specialized in maintaining the quality of students' memorization on a daily basis (daily memorization deposit), at this stage the evaluation is carried out directly by the PAI teacher. The next evaluation is carried out midterm or semester evaluation. This evaluation is carried out by the pie coordinator with a predetermined schedule. The final evaluation is carried out at the end of each semester.

2. The Role of the Drill Method in Improving Pie Learning Activities and Outcomes at SMK Iman and Taqwa Darurrahim Jakarta.

(1) First Cycle Implementation

In the first cycle, learning is carried out in 3 meetings with each meeting 2 hours of lessons (2 x 30 minutes). The first meeting was on Monday, June 19, 2023 with the material Faith in Allah SWT. The second meeting was on Tuesday, June 20, 2023 with the material Faith in Allah SWT. The third meeting was on Wednesday, June 21, 2023 with the material Faith in Allah SWT. The stages in the first cycle of learning are:

a. Planning

At this stage, researchers plan the application of learning using the *drill* method as many as three meetings. The things done in planning are:

- 1) Determining the subject matter, in the first cycle the main subject matter is Faith in Allah SWT.
- 2) Create a learning design using the *drill method*. The learning design is depicted in the lesson plan.
- 3) Prepare learning resources such as the Islamic Religious Education package book for SMK.
- 4) Creating a data collection tool is an observation sheet format for teacher activities in learning and observation sheets for student learning activities, as well as posttest questions. Observation sheets for teacher and student activities can be seen in the appendix. The first cycle posttest questions can be seen in the appendix.

b. Implementation

At this stage the designed and planned learning plan is applied in classroom learning activities. In this study, the authors gave an initial test (pretest), measuring the initial ability before the application of the method. Furthermore, provide final tests (posttest) to determine the increase in student understanding after applying the *drill* method, which is at the end of each cycle at the second meeting at the end of learning.

(1) First Meeting

The second meeting in the first cycle will be held on Monday, June 19, 2023. Learning is carried out for two hours of lessons (2 x 30 minutes) at 10.00 - 11.00. The material studied is Faith in Allah Almighty.

The learning steps are as follows:

a) Initial Activities

Learning activities are carried out starting with greetings and prayers. Then continued by giving perception, namely by reviewing the previous material, namely about Faith in the Books of Allah SWT. and the teacher provides motivation to students, namely by explaining the purpose of learning Faith in Allah SWT. and conveying the learning objectives to be achieved.

b) Core Activities

- 1) Teachers prepare questions or commands to do something and their answers for students.
- 2) The teacher tells the students to do something for the students to do.
- 3) Students listen carefully and do what the teacher tells them to do.
- 4) The teacher pays attention and checks the answers of the students both written and oral. Then have the students repeat again to do something that was commanded earlier.
- 5) Students repeat what the teacher tells them to do.
- 6) This activity lasts several times until the student answers or does what is instructed correctly.

c) Final activities

The teacher and students make conclusions on the material that has been learned. The teacher assigns homework and informs the lesson activity plan for the next meeting, then the teacher encourages all students to study the next material. In order for the upcoming meeting students will more easily understand the material. The teacher closes the lesson by praying together and saying greetings.

(2) Second Meeting

The first cycle meeting will be held on Tuesday, June 20, 2023. Learning is carried out for two hours of lessons (2 x 30 minutes), namely at 10.00 – 11.00. The material studied is about Faith in Allah SWT. The learning steps are as

follows:

a. Initial Activities

Learning activities are carried out starting with greetings and prayers. Then continued by giving perception, namely by reviewing the previous material, namely about Faith in the Books of Allah SWT. then the teacher provides motivation to students, namely by explaining the purpose of learning the material, and conveying the learning goals to be achieved. Before entering the core activity, the teacher gives games to students to stimulate students' enthusiasm for learning.

b. Core Activities

1. Teachers prepare questions or commands to do something and their answers for students.
2. The teacher tells the students to do something for the students to do.
3. Students listen carefully and do what the teacher tells them to do.
4. The teacher pays attention and checks the answers of the students both written and oral. Then have the students repeat again to do something that was commanded earlier.
5. Students repeat what the teacher tells them to do.
6. This activity lasts several times until the student answers or does what is instructed correctly.

c. Final Activities

At the end of the lesson, the teacher and students conclude the material that has been learned together. Students are emphasized to ask questions so that students can better understand the material given by the teacher. The teacher asks students to do several questions related to the material that has been learned as the final evaluation of learning in Cycle I (posttest I). Then the teacher presents the activity plan at the upcoming meeting and encourages all students to study the next material. In order for the upcoming meeting students to be easier in understanding the material. The teacher closes the lesson by praying together and saying greetings.

(3) Third Meeting

The third meeting in the first cycle will be held on Friday, June 16, 2023. Learning is carried out for two hours of lessons (2 x 30 minutes), namely at 10.00 – 11.00. The material studied is about Faith in the Books of Allah SWT. The learning steps are as follows:

a. Initial Activities

Learning activities are carried out starting with greetings and prayers. Then continued by giving perception, namely by reviewing the previous material, namely about Faith in the Books of Allah SWT. then the teacher provides motivation to students, namely by explaining the purpose of learning the material, and conveying the learning goals to be achieved. Before entering the core activity, the teacher gives games to students to stimulate students' enthusiasm for learning.

b. Core Activities

1. Teachers prepare questions or commands to do something and their answers for students.
2. The teacher tells the students to do something for the students to do.
3. Students listen carefully and do what the teacher tells them to do.
4. The teacher pays attention and checks the answers of the students both written and oral. Then have the students repeat again to do something that

was commanded earlier.

5. Students repeat what the teacher tells them to do.

6. This activity lasts several times until the student answers or does what is instructed correctly.

c. Final Activities

At the end of the lesson, the teacher and students conclude the material that has been learned together. Students are emphasized to ask questions so that students can better understand the material given by the teacher. The teacher asks students to do several questions related to the material that has been learned as the final evaluation of learning in Cycle I (posttest I). Then the teacher presents the activity plan at the upcoming meeting and encourages all students to study the next material. In order for the upcoming meeting students to be easier in understanding the material. The teacher closes the lesson by praying together and saying greetings. It can be seen that teacher activity at each meeting has increased.

1. Student Activities Cycle I

After the action stage, the next stage is the observation or observation stage. At this stage, direct observation of student learning activities is carried out. Student activity in cycle 1 is observed when students follow learning activities in class by applying the Drill Method which is adjusted to the observation sheet that has been prepared by the researcher. Observers who act as research collaborators make observations and record developments and activities that occur. After applying the Drill Method, student data regarding student activities during the lesson are obtained as follows:

Table 1. Percentage of Student Learning Activities in the First Cycle of SMK Iman and Taqwa Darurrahim Jakarta Lessons 2022/2023

No	Activity indicators Observed students	Meeting			Average
		1	2	3	
1	Listen Material Explanation	53,33%	54,67%	54,67%	55,56%
2	Ask often if in distress	53,33%	56%	57,3%	55,55%
3	Answer questions	50,67%	53,33%	58,67%	54,22%
4	Each student thinks of the answer to a question that Awarded by teachers	53,33%	54,67%	60%	56,00%
5	Each student brings together answers to questions that they earn	53,33%	57,33%	58,67%	56,44%
6	Students convey information to each other using clear words and easy to understand	53,33%	53,33%	57,33%	54,66%
7	Respect for opinions Other friends	50,67%	57,33%	57,33%	55,11%
8	Students help each other if there are other students Don't understand yet	53,33%	54,67%	58,67%	55,56%
9	Results of group discussions Great presented	48%	52%	56%	52,00%
Average		52,15 %	54,81 %	58,07%	

In general, the activity of these students can be said to be still small, although there is an increase in each meeting. So it can be concluded that the learning process activities in cycle 1 have not been going well, it can be seen from the results that the percentage of the third meeting is still small. This is because during the implementation of the first cycle students are not accustomed to following learning with learning activities that have been applied in class by applying the Drill Method. For this reason, there needs to be improvements in the next cycle.

The method is applied, obtained student data regarding student activities during the lesson as follows.

Table 2. Percentage of Student Learning Activities in Cycle II

No	Student activity indicators What is observed	Achievement			Average
		1	2	3	
1	Listen Material Explanation	61 %	64 %	65,33 %	63,11%
2	Ask often if in distress	58,67 %	66,67 %	66,67 %	64,00%
3	Answer questions	58,67 %	62,67 %	65,33 %	62,22%
4	Each student thinks of the answer to a question that Awarded by teachers	60 %	64 %	70,67 %	64,89%
5	Each student brings together answers to questions that they earn	60 %	60 %	61,33 %	60,44%
6	Students convey information to each other using clear words and easy to understand	58,67 %	66,67 %	72 %	65,78%
7	Respect for opinions Other friends	60 %	62,67 %	66,67 %	63,11%
8	Students help each other if the other student is there who don't understand	58,67 %	64 %	68 %	63,56%
9	Results of group discussions Great presented	58,67 %	62,67 %	64 %	61,78%
Average		59,26%	63,71%	66,67%	

Above can be seen the indicators of students listening to the explanation of the material at meeting one which is 61%, the second meeting rises to 64% and the third meeting rises with a higher percentage of 65.33% with an average of 63.11%.

In general, from the four results of the stages of activities or student activities starting from the first to the third meeting, it can be concluded that the learning process activities in cycle II have been going well.

2) Learning Outcomes Cycle II

In addition to collecting data on student activities, the third meeting in Cycle II also conducted a learning evaluation (Posttest Cycle II).

The assessment of student learning outcomes is based on the ability of students to do posttest questions that have been given by the teacher to students of SMK Imtaq Darurrahim with a total of 15 students in cycle II.

The test results (Posttest) in Cycle II are as follows:

Table 3. Posttest Results on the Cycle of SMK Iman and Taqwa Darurrahim Jakarta for the 2023/2024 Academic Year

No	Student Name	Test Results	KKM	Information
1	Abdan	80	75	Complete
2	Abdurrohman	75	75	Complete
3	Amanda yoan	65	75	Complete

4	Ananda	75	75	Complete
5	Almiga	80	75	Complete
6	Lugianto	75	75	Unfinished
7	Isal Diva Jaya	80	75	Complete
8	Muhammad Musthof Fahri A	80	75	Complete
9	Nurvan Enggi Wijaya	75	75	Complete
10	Rahmad Deni Riski	75	75	Complete
11	Ratri Pramudita	60	75	Complete
12	Riezka Amelia	75	75	Complete
13	Princess Sandria	75	75	Unfinished
14	Princess Saskia	75	75	Complete
15	Syara Tussia	75	75	Complete
Sum		1125		
Average		75		
Lowest score		60		
Top marks		80		
Number of completed students		13		
The number of students has not been completed 2				
Completeness level		86,67 %		

From the results of observations by observers on cycle II activities, the following were found:

1. The highest score on the posttest is 80
2. The lowest score on the posttest was 60.
3. The pass rate of students on the posttest was 86.67%.
4. Students become enthusiastic and interested in paying attention to the subject matter delivered by applying the Drill Method, so that students understand more about the material about commendable morals in the association of adolescents that have been delivered.
5. Students are more active and excited because of the rewards (gifts) that will be given by the teacher.
6. There is an increase in the learning outcomes of Islamic Religious Education students who have met the target so that there is no need to carry out the next cycle.

From the results of the study, the level of completeness of student learning outcomes in cycle I was known to be 53.33%, and in cycle II the level of completeness of student learning outcomes was 86.67%. So the level of completeness of student learning outcomes from cycle I and cycle II increased by 33.34%. Then the desired target has been achieved for the completeness of student learning outcomes, because at the end of the cycle it has reached the specified target of 75%.

From the results of observations by observers in cycle II activities, the following

were found:

- 1) The highest score on the posttest is 80
- 2) The lowest score on the posttest was 60.
- 3) The pass rate of students on the posttest was 86.67%.
- 4) Students become enthusiastic and interested in paying attention to the subject matter delivered by applying the Drill Method, so that students understand more about the material about commendable morals in the association of adolescents that have been delivered.
- 5) Students are more active and excited because of the rewards (gifts) that will be given by the teacher.
- 6) There is an increase in the learning outcomes of Islamic Education students who have met the target so that there is no need to carry out the next cycle.

1. Analysis of Teacher Activity in cycles I and II

The results of observations on teacher activities obtained data that teachers have carried out all aspects observed, although there are still some aspects that have not been maximally carried out. To see a comparison of teacher activities during cycle I and cycle II learning can be seen in the following table:

Table 4. Increased Teacher Activity Cycle I and Cycle II

	Pert. 1	Pert. 2	Pert. 3	Average
Cycle I	70,18 %	73,09 %	75,18 %	72,82 %
Cycle II	73,6 %	74,3 %	76,8 %	74,9 %

Calculation of observations of teacher activities in teaching using each score on each criterion. Based on the table above, it can be seen that the results of teacher activities in cycle I and cycle II as a whole are said to be good.

2. Analysis of student learning activities in cycles I and II

In addition to teacher activities, the results of the study obtained an average percentage of student learning activities by applying the Drill method in cycle I and cycle II. From the results of the study, the average percentage of student learning activities using the Drill Method in cycle I and cycle II can be seen in the table below.

Table 5. Improving Learning Outcomes of Students of SMK Iman and Taqwa Darurrahim Cycle I and Cycle II

No.	Indicators	Test Scores			
		Cycle I		Cycle II	
		Pretest	Postes	Pretest	Postes
1	Average	66,67	67,67	67,67	75
2	Highest Score	75	80	80	80
3	Lowest Score	50	50	50	60
4	Completeness Rate	46,67 %	53,33 %	53,33 %	86,67 %

Based on the table above, it can be seen that student learning outcomes after being given action increase every cycle. Data on student learning outcomes obtained in the first cycle average pretest results 66.67 with a completeness rate of 46.67% and average postes results of 67.67 with a completeness rate of 53.33%. Thus the level of completeness has increased from pretest to postes. In cycle II the average pretest result was 67.67 with 53.33% completeness and the average postes result was 75 with a completeness rate of 86.67%. Thus the level of completeness has increased from pretest to postes.

Analysis

Based on the results of observations, interviews, and documentation that the researcher has carried out which the researcher then describes as follows:

1. Implementation of the Drill Method in Improving PAI activities and learning outcomes at SMK Iman and Taqwa Darurrahim Jakarta

- a. Islamic Religious Education Learning Planning with the *Drill* method in improving pie learning activities and outcomes at SMK Iman and Taqwa Darurrahim Jakarta.

Planning is one of the most important things and must be done in every activity, because planning is the beginning of an implementation and determines the goals to be achieved. Learning planning with the Drill method in improving Pai learning activities and outcomes at SMK Iman and Taqwa Darurrahim Jakarta uses references from the curriculum set by the government. Then the learning plan is adjusted to the needs of students, this is in accordance with what we found in the field that the Islamic Religious Education learning plan uses a combination of two curricula, namely the K13 Curriculum and the Merdeka Curriculum.

This planning is very important and must be present before implementing in teaching and learning activities. "The preparation of syllabus and lesson plans aims to facilitate teachers in teaching, so that the teaching and learning process is more focused" (Hudzaifah, 2023).

- b. Implementation of Islamic Religious Education Learning with the Drill method in improving activities and learning outcomes at SMK Iman and Taqwa Darurrahim Jakarta.

Implementation Islamic Religious Education learning with the method Drill In improving PAI learning activities and outcomes at SMK Iman and Taqwa Darurrahim Jakarta, coordination and cooperation from various parties are needed, both from school principals, homeroom teachers, Islamic religious education teachers, and all other general teachers and parents.

- c. Evaluation of Pai Learning with the Drill method in improving the activities and learning outcomes of SMK Iman and Taqwa Darurrahim Jakarta.

Evaluation is the main curriculum component in order to see the activity and effectiveness of whether the goals that have been set are achieved or not. This evaluation is also to see feedback not only related to learning outcomes or student success, but also implementation strategies and other information such as teacher success in the teaching and learning process. The evaluation starts from Input process and Output.

2. The Role of the Drill Method in Improving Pie Learning Activities and Outcomes at SMK Iman and Taqwa Darurrahim Jakarta.

When Pie Learning takes place, there will be criteria that need to be considered. Criteria here have the meaning of a measure that is the basis for the assessment or determination of something. This criterion will be used as a benchmark for whether a method used is effective or not. H.Sarwani said that "the program is said to be effective if the results achieved are in accordance with the target" (Sarwani, 2023). This can be seen from the results of the evaluation that has been carried out gradually.

The activity of the *Drill method* in improving the quality of student memorization can be measured using four indicators, namely (1) quality of learning, (2) suitability of learning levels, (3) incentives, and (4) time. The explanation of the four indicators is as follows:

- 1) The quality of learning is how much information is presented so that students can easily learn it easily or the smaller the error rate. The smaller the error rate means the more effective the learning.
- 2) Appropriateness of learning level, that is, the extent to which the teacher ensures the level of readiness of students to learn new material.
- 3) Incentive is how much effort the teacher has in motivating students to do tasks and

learn the material provided. The greater the motivation given, the greater the activity of students.

- 4) Time is the length of time given to students to learn the material given. Learning is effective when students can complete work in accordance with the specified time. In this case, the time set to complete the memorization of the Quran surah Al Mulk and surah Al Qalam is 16x meetings, which means that students are required to memorize within 16 hours of learning.

3. Neagative Impact and Positive Impact of the implementation of the Drill Method in improving pie learning activities and outcomes at SMK Iman and Taqwa Darurrahim Jakarta.

Referring to the results of an interview with Mr. Ahmad Hudzaifah as the Coordination of SMK Iman and Taqwa Darurrahim Jakarta, many factors affect the success of the implementation of the Drill method at SMK Iman and Taqwa Darurrahim Jakarta, such as student enthusiasm in learning, facilities that support the memorization process, methods used, and proportional learning time (Hudzaifah, 2023)

Conclusion

As we have seen in the previous chapter, data have been found from observations, and interviews and documentation on the Implementation of the *Drill Method* in improving pie learning activities and outcomes at SMK Iman and Taqwa Darurrahim Jakarta. In this chapter the researcher will present a description of the discussion in accordance with the formulation of the problem and research objectives, the researcher will also integrate the findings in the field then equate with existing theories.

The Negative and Positive Impact of the implementation of the *Drill Method* in Improving Pie Results at SMK Iman and Taqwa Darurrahim Jakarta.

a) Negative Impact

Here are some of the negative impacts of using the drill method in PAI learning:

1. Boredom and disinterest: Practice methods can be repetitive and monotonous, causing boredom and disinterest in the subject matter.
2. Lack of critical thinking: Drill methods focus on memorization rather than critical thinking, which can limit students' ability to apply knowledge in real-life situations.
3. Limited engagement: The drill method does not provide opportunities for students to engage with the material in a meaningful way, which can limit their understanding and retention of information.
4. Anxiety and stress: The pressure to recall information quickly and accurately can cause anxiety and stress in students, which can negatively impact their learning experience.

To overcome such negative impacts, teachers can incorporate interactive activities, use multimedia resources, vary the speed and level of difficulty, provide feedback, and use real-life examples, as mentioned in the previous answer. Thus, teachers can make the drill method more effective and interesting for students. The role of the institution, the principal and all teachers of SMK Iman and Taqwa Darurrahim Jakarta, good cooperation from all school residents, the support of student guardians also play a role in the progress of students.

b) Positive Impact

1. Improve students' ability to read the Quran and understand the material taught.
2. Improve student activities and learning outcomes on reading materials and prayer movements.
3. Improve student achievement at the PAI chapel at SMK Iman and Taqwa Darurrahim Jakarta.

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