



Implementation of the Drill Method on Students' Local Islamic Religious Subject

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ABSTRACT

The researcher's concern about the decline in Quran reading among students in Junior High School has led to the application of the drill method through the Islamic Religious Local Content lesson, hoping to enhance Quran reading in schools and be applicable in the community and beyond. Therefore, this study aims to examine, analyze, and describe the Implementation of the Drill Method for Quran Reading in the Islamic Religious Local Content subject. This research is a quantitative study conducted at SMPN 1 Megaluh, located in Dusun Paritan, Sudimoro Village, Megaluh Subdistrict, Jombang Regency, East Java Province. The researcher implemented the study in class IX A, which used the drill method (experimental class) with 28 students, and class IX B (control class) with 28 students. The results indicate that the Implementation of the Drill Method is more effective in improving Quran reading learning outcomes compared to using the Tartil method. Most students at SMPN 1 Megaluh come from rural areas and are more suited to learning methods that involve repetition, such as the drill method. As evidence, after the research, the average score of students in class IX A using the drill method was 91.25, while class IX B using the tartil method had an average score of 75.7.

Keywords: *Implementation; Drill Method; Local Islamic Religious*

INTRODUCTION

Education has a crucial role in social life because, through education, society can create individuals who are intelligent, developed, and have good morals, which in turn will help in building and improving the fate of a nation and state. This is confirmed in Law of the Republic of Indonesia Number 20 of 2003 concerning the national education system, where national education aims to develop the potential of students to become individuals who have faith, noble character, health, knowledge, competence, creativity, independence, and responsibility. as citizens of a democratic country. The level of progress of a country can be measured by the quality of its human resources. Apart from that, education also has a positive impact on human welfare (Sa'diyah, 2022).

Islamic Religious Education subjects at the junior high school level contain various aspects of learning, including understanding the Al-Qur'an. One of the basic competencies is understanding the verses of the Al-Qur'an, including translation, recitation, understanding of words (mufradat), and the contents of the Al-Qur'an. However, some students often consider Al-Qur'an material difficult because of their poor ability to read the Qur'an. Therefore, teachers need to choose methods, models, or learning approaches that can arouse students' interest in studying the material (Nurfaida, 2023). This aims to ensure that students can learn happily, actively, and creatively to achieve learning objectives optimally.

The learning method is the method chosen to implement the learning plan concretely and practically to achieve the desired learning results. Learning in the educational context is a system that aims to support the student learning process, which consists of a series of events that are planned and arranged in various forms to influence and support the student's learning process from within themselves (Eni & Prayitno, 2020). The success of enjoyable and meaningful learning as well as achieving the learning objectives that have been planned in the Learning Implementation Plan (RPP) depends on choosing the right learning method. The choice of learning methods, models, strategies, and approaches must be adapted to the material to be taught, as well as paying attention to students' interests, abilities, and learning styles. Teachers have an important role in determining and adapting learning methods, models, and strategies according to student needs and characteristics (Nurfaida, 2023).

In the process of teaching the Al-Qur'an, Islamic Religious Education (PAI) teachers play an important role in guiding students so that they can read the *Al-Qur'an* correctly and well. This is because teachers' responsibilities are not only limited to transferring knowledge but also include fostering student development according to Islamic teachings, which includes developing all student potential, including attitudes, knowledge, and skills. Therefore, it is hoped that current teachers will have high professionalism in their field, including in selecting learning models that suit learning objectives.

Education experts and researchers have proposed various learning methods to increase students' interest, motivation, and dedication to learning, with the hope of achieving optimal results and high achievement. The core of educational activities in schools is the teaching and learning process, which requires learning strategies, methods, or skills in using learning resources to teach students. The core of educational activities in schools is the teaching and learning process, which requires learning strategies, methods, or skills to utilize learning resources to teach students (Arifuddin, 2022).

Discussion about the ability to read the Al-Qur'an includes a person's skill in reciting the *Al-Qur'an* according to the rules of *tajwid* and *Makharijul* letters. In more detail, students' ability to recite the *Al Qur'an* involves: a) Letter Identification; This means it is important for students to be able to recognize the *hijaiyah* letters and pronounce them clearly so they can read the *Al-Qur'an* fluently. b) *Makharijul* Letters; This refers to the student's ability to differentiate the sounds of similar *hijaiyah* letters, including knowledge of the *hijaiyah* place when pronouncing the letter, which includes 19 letters divided into five *makhray* places. c) *Tajweed*; This refers to students' knowledge about the location of *makhray* letters, their properties, as well as how to recite the *Al Qur'an* correctly based on *makhray*, short length, thickness, thinness, ringing or not, as well as the correct rhythm and tone. These include: 1) *makharijul* letter "jauf" which indicates the location of the *makhray* in the oral cavity, 2) *makharijul* letter "halq" (there are 6 places), 3) *makharijul* letter "lisan" (location on the tongue), 4) *makharijul* letter "syafatain" (location on the two lips), 5) *makharijul* letter "khaisyum" (location on the bridge of the nose). *Tajwid*, on the other hand, is knowledge about the location

METHOD

This research uses a quantitative approach in the form of an experiment by the determined research objectives and problems. This research will apply quantitative research methods because the data that will be collected in this research can be analyzed using various statistical techniques (Bungin, 2001). This approach comes from basic theories or concepts in scientific literature or from researchers' experiences, then processed into research questions and solutions. The aim is to test the truth (verification) or rejection with the support of empirical data obtained from the field (Zuhairi, 2015).

Based on the type of research previously explained, the researcher attempted to explain the impact of implementing the use of the Drill Method on learning outcomes in *Al-Qur'an* subjects by paying attention to specific indicators for each variable in a data group/class. This is then compared with other groups of data that use methods other than the Drill and Tartil Method. Furthermore, the data collected will be quantitative and will be analyzed using the ANAVA statistical analysis technique.

The population in this study were students of SMPN 1 Megaluh class IX. In this research, researchers used research samples and/or research subjects of 56 students. Consisting of 28 students from Class IX A as the Data Drill Group, and 28 students from Class IX B as the Data Tartil Group. Classes IX A and IX B were chosen by the researcher because these two classes are the classes taught by the researcher at SMPN 1 Megaluh in the 2022/2023 academic year.

Data collection techniques are the methods used by researchers to obtain the data studied. In this research, the following data collection techniques were used:

Observation

Observations are carried out by observing students and teachers during the learning process at the first meeting. So that the observation is directed, the researcher uses an observation sheet that contains the activities to be observed accompanied by columns indicating the level of each activity of the object of observation and will be marked with a checklist.

Test

The test used in this research is an Oral Test. Those that use assessment indicators by Learning Outcome Indicators (*Al-Qur'an* Reading Assessment) Q.S. Al-Anfal 41 - 46. which has been provided. And by the learning implementation plan that has been prepared by the researcher.

This research is quantitative research that analyzes data using statistics. There are two types of statistics, namely descriptive statistics and inferential statistics. In this research, researchers used inferential statistical techniques using analysis of variance (ANOVA). Like the t-test, ANOVA analysis of variance is a ratio of observed differences and is used to test hypotheses. This ratio is called Fratio using the variance of the group mean as a measure of the difference between the observed groups because it is based on the variance value so the results are better than the t-test which uses a mean measure.

ANOVA is used to determine whether there are differences between two or more groups of data. In this research, we compared the scores between Class IX A (using the Drill Method) and Class IX B (using the Tartil Method). To find out the most effective method between the Drill Method and the Tartil Method. So it can be seen from the largest mean value.

The stages in this research start from planning, action, reflection, evaluation, and follow-up, which are described as follows: The first stage is preparing a research plan as an initial step. This involves a series of steps, including conducting interviews with students to assess their level of motivation in

studying the Qur'an, observing the students' learning process and listening to their reading of the Qur'an, as well as carrying out pre-tests to evaluate students' ability to read the Qur'an. Furthermore, the formulation of the research problem is based on initial information about students' motivation in studying the Koran and their ability to read it. The second stage involves preparing the tools and media needed to implement the action. This includes preparing lesson plans for the material to be taught, observation sheets, assessment rubrics for practical tests, and questionnaires, as well as preparing presentation media in the form of PowerPoint. The third stage involves implementing actions in one cycle, where each cycle consists of two learning sessions. The fourth stage of evaluation is carried out by giving practical tests to assess students' ability to read the Koran. The fifth stage, reflection, involves the teacher in evaluating and exploring thoughts in depth. Therefore, reflection can be done after the action is taken.

RESULT AND DISCUSSION

Result

This research was carried out in two meetings. Each meeting is allocated 2 lesson hours (2 JP x 45 minutes), so the total research in the learning process is 180 minutes. In carrying out the learning, the researcher used a Learning Implementation Plan with 2 methods, namely the drill method for class IX A as a trial class (experiment) and the tartil method for class IX B as a regular class (conventional) shown in table 1 below.

Table 1. Learning Implementation Plan

Day / Date / Year	Class	The number of students	O'clock	Method
Tuesday, May 9, 2023	IX A	28	07.00 - 08.30	Drill (Test/experiment class)
Thursday, May 11, 2023	IX B	28	07.00 - 08.30	Tartil (Ordinary/conventional class)

The steps for the Drill method learning activity begin with preliminary activities, namely opening the lesson with an opening greeting and prayer. Followed by the main activity of the teacher delivering QS. Al - Anfal material verses 41 - 46 by reading repeatedly with the students imitating then the students study then the students move forward one by one. The teacher allows students to ask questions. Students can read QS. Al-Anfal verses 41 - 46 using the drill method. And it ends with a closing activity, the teacher concludes the lesson material studied and the teacher and students say a prayer and closing greetings.

The steps for Tartil method learning activities begin with preliminary activities, opening the lesson with an opening greeting and prayer. Followed by the main activity of the teacher delivering QS. Al-Anfal verses 41 - 46 by reading it once and imitating the students, then the students study it, then the students move forward one by one. The teacher allows students to ask questions. Students can read QS. Al-Anfal verses 41 - 46 using the Tartil method. It ends with a closing activity, namely the teacher concludes the lesson material studied, and the teacher and students say a prayer and closing greetings.

Efforts to improve student activity and learning outcomes are not as simple as turning the palm of your hand. One step to improve student activity and learning outcomes is to choose an appropriate method because implementing inappropriate learning methods can reduce student motivation and enthusiasm for learning so learning objectives are not achieved optimally. Therefore, teachers should use learning methods that suit student characteristics. The right learning model helps teachers present learning material that can be easily understood by students, and teacher performance in the classroom has an important role in organizing the class to create an interesting and not boring learning environment. Therefore, the best choice is to use the drill method as the right approach in teaching *Al-Qur'an* reading in a pleasant atmosphere.

Based on the application of these two methods, data obtained from Reading the *Al Qur'an Juzz 10* Surah *Al-Anfal* are presented in Table 2 below.

Table 2. Student Learning Outcome Data

Data	Drill/X	Tartil/Y
	Score 9A (X)	Score 9B (Y)
N	28	28
Total score	2555	2120
Mean	91,25	75,71

From the Mean calculation results above, it can be seen that the Mean of Data Group X / Drill Group is greater than Group Y / *Tartil* Group. This means the Drill Method is more effective than the *Tartil* Method. The data in table 2 shows a significant increase in the meaning of learning activities. This shows that the use of the drill method in learning the Koran has been proven to increase students' motivation and enthusiasm for learning, which in turn has an impact on increasing their learning activities.

Table 3. Results of Reading the *Al Qur'an* by Drill Method for Class IX A Students

No	Name	Score
1	Achmad Khoirul Azzam	90
2	Afzal Galang Putra	95
3	Agatha Ergia Prayoga	95
4	Ahmad Rhino Alzidan	85
5	Alya Annisa Febriana	95
6	Andika Setiawan	85
7	Andriyanto	85
8	Aprilia Putri Maharani	95
9	Arzyar Rahman Septa	95
10	Bayu Firdi Dwi Maulana	85
11	Bilqish Chayla Lovely	95
12	Charisa Dwi Ramadhani	95
13	Dwi Fitri Apriliya	95
14	Galih Cristiano Wahyu	85
15	Kirania Anisa Puspita	95
16	Maulia Apriani	95
17	Muhammad Daffa	95
18	Najwa Inayatu Naja	95
19	Nancy Eka Fauziah	95
20	Naura Azahratul	95
21	Novia Anggraeni	95
22	Nyoman Agung	85
23	Pedrosa Aditya P	85
24	Rara Galuh Anggraini	95
25	Selvi Romadhoni	85
26	Umi Syarifah Putri	95
27	Vio Given Zanuar	85
28	Wildan Dwi Fabianto	85

At the final stage of the learning cycle according to the plan, a practical test was carried out on reading verses 41-46 from Surah Al-Anfal by taking turns reading while the teacher assessed based on the assessment rubric that had been prepared previously and was listed in the Learning Implementation Plan (RPP). The results of the assessment of the practice of reading the *Al-Qur'an* by class IX A students were then recorded in Table 3 above.

The results in table 3 showed that students' ability to read verses 41-46 of Surah Al-Anfal is above the minimum completeness value as a result of using the drill method, which involves repeated repetition to strengthen knowledge. This drill method is based on Thorndike's connectionist theory, which states that one of the principles of learning is the law of practice. According to the law of training, the relationship between stimulus and response can become stronger with repeated practice and will weaken with less practice. Frequent practice will strengthen understanding of the material. This principle shows that repeated practice can improve mastery of the material. Students who practice regularly, especially those who have learning difficulties, will understand the material more quickly and remember the material better (Sa'adah & Harmanto, 2020).

At the final stage of the learning cycle according to plan, a practical test was carried out on the reading of verses 41-46 of Surah Al-Anfal by reading in turns while the teacher evaluated based on an assessment rubric that had been previously prepared and evaluated. listed in the Learning Implementation Plan (RPP). The results of the assessment of *Al-Qur'an* reading practice for class IX B students using the tartil method are then recorded in table 4 below.

Table 4. Results of Reading the *Al-Qur'an* by *Tartil* Method for Class IX B Students

No	Name	Score
1	Ade Yulia Rahmawati	75
2	Afriansyah Hidayat	75
3	Akbar Putra Afif	60
4	Anthonio Geosa	80
5	Anti Nur Fitriyah	85
6	Ardelin Chessa Rizdia	80
7	Berlya Wijaya Wati	85
8	Cecilia Amera Navalinni	75
9	Elfira Rahmatika N	80
10	Faizal Adiqta Larasati	75
11	Fandi Eka Hidayatulloh	85
12	Fauzi Ainurus Salam	70
13	Fito Zulian Saputra	60
14	Galih Rafif Afryansyah	70
15	Jelita Manda Natasya	75
16	Jesika Putri Maharani	85
17	Moh Risky	70
18	Mohamad Hafis	80
19	Mohammad Ardian B	75
20	Muhammad Denis	60
21	Nabila Lailatul	85
22	Novaldi Putra	70
23	Nur Afida	90
24	Okkik Wahyu Romadhon	75
25	Puguh Budi Prastyo	70
26	Raihan Irwansyah	90
27	Rama Ari Alamsyah	70
28	Salsabillah Cantika S	70

The results in Table 4 showed that students' ability to read verses 41-46 of Surah Al-Anfal is above the minimum completeness value as a result of using the tartil method, but the results are lower when compared to the drill method. Next, an Anava analysis of variance was carried out. ANAVA is used to determine whether there are differences between two or more groups of data. In this research, we compared the scores between Class IX A (using the Drill Method) and Class IX B (using the Tartil Method). The Anava equation used is shown in Equation. 1 below.

$$t = \frac{Mx - My}{\left(\frac{\sqrt{\Sigma x^2} - \sqrt{\Sigma y^2}}{(nk + ny) - 2}\right) \left(\frac{1}{nk} + \frac{1}{ny}\right)}$$

Figure 1. The Anava Equation

From the equation above, the t0 value is 1.6. Meanwhile, based on the test statistics table for 2 independent groups and N = 28, it is as follows: tt 0.50 = 0.683 and tt 0.20 = 1.313. So that t0 > tt. Which means Ho is rejected and Ha is accepted. This means that there is a significant difference between the learning outcomes for reading the *Al-Qur'an* between Class 9A which uses the Drill Method and Class 9B which uses the *Tartil* Method. So that the Drill Method is more effective in improving *Al-Qur'an* reciting Learning Results.

Discussion

Based on the results of learning to read the *Al-Qur'an* between class IX A which uses the drill method and class IX B which uses the *tartil* method, the drill method is more effective in improving learning outcomes to read the *Al-Qur'an*. The following is a comparison table of student learning outcomes as shown in table 3 below.

Table 3. Student Learning Outcomes

Class	Mean
IX A	91,25
IX B	75,71

Based on table 3 above, data is obtained that the average value for class IX A using the drill method is 91.25. Meanwhile, the average score for class IX B using the *tartil* method was 75.71. There is a significant difference in average learning outcomes between classes with two different methods.

This is caused by several factors, including the drill method which is based on intensive repetition of fragments of the *Al-Qur'an*. In the context of language learning, repetition is key to strengthening reading skills. By doing drills repeatedly, students have the opportunity to improve their pronunciation and increase their understanding of the *Al-Qur'an* reciting. This is in line with behaviorist learning theory, which emphasizes learning as changes in behavior influenced by the external environment, often related to the concept of repetition. This drill method is based on Thorndike's connectionist theory, which states that one of the principles of learning is the law of practice. According to the law of training, the relationship between stimulus and response can become stronger with repeated practice and will weaken with less practice. Frequent practice will strengthen understanding of the material. This principle shows that repeated practice can improve mastery of the material. Students who practice regularly, especially those who have learning difficulties, will understand the material more quickly and remember the material better (Sa'adah & Harmanto, 2020).

The next factor is that the drill method allows students to learn quickly because it focuses on structured repetition. This can help students to master reading the Al-Quran more efficiently in a relatively short time. In the drill method, students often focus on one verse or small section of the Qur'anic text at a time. This helps improve their concentration and allows them to more deeply understand the meaning and pronounce it correctly.

In addition, the drill method often includes direct teaching of *Tajweed*, which allows students to better understand and apply the rules of *Tajweed* correctly. The most important factor is that in the drill method, teachers often provide direct feedback to students. This allows students to quickly correct their mistakes and improve their reading skills effectively.

Based on several factors above, a comparison of student learning outcomes data using the drill and *tartil* methods was obtained as in Figure 1.

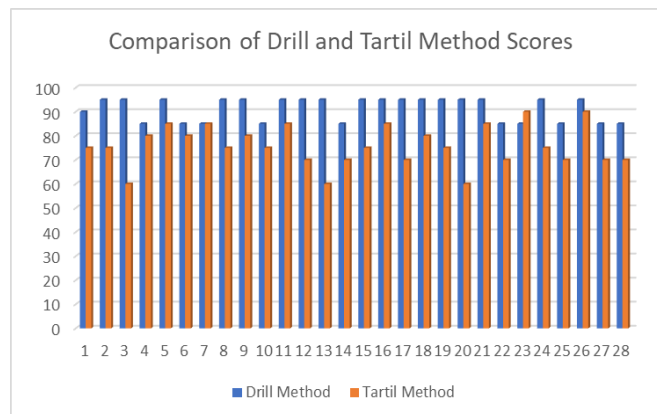


Figure 2. Comparison of Drill and *Tartil* Method Scores

From the picture above, it can be seen that student learning outcomes increase when using the drill method compared to *Tartil*. This is in line with research conducted by (Royani, 2020). Based on the results of the research, it was concluded that the application of this drill method could improve students' ability to read the *Al-Qur'an* at the school. Apart from that, research conducted by (Astuti, 2014) also shows that the application of the drill method can improve students' ability to read the *Al-Qur'an* at school.

Overall, there was a significant improvement in classroom reality during the implementation of the action. However, in the first cycle, several problems emerged, such as some students who were involved in learning but were distracted by conversations or stories that were not related to the learning material, thus preventing them from carrying out repeated exercises. However, at the second meeting, the teacher attempted to overcome this problem by increasing supervision and control over students in each group, as well as taking steps to separate students who tended to form new forums or dialogue with their friends. This step is carried out by moving them to separate groups so that they are no longer disturbed in carrying out learning activities. After thoroughly evaluating the results of the two action learning sessions, a significant increase in student learning activities was seen. This is due to their strong motivation to learn, both from internal and external factors, which is supported by the use of the drill method which involves repeated practice. With this approach, students can listen clearly and follow the material well, especially with the additional use of *murattal* with a clear voice from the teacher. This creates a fun and relaxed learning atmosphere for students, while still ensuring that learning has deep meaning and learning objectives are achieved.

So the research results obtained show that the implementation of the drill method is better for improving learning outcomes for reading the *Qur'an* than using the *Tartil* method because most of the students at SMPN 1 Megaluh come from rural areas and it is suitable to use a repeated learning method, namely the drill method. As evidence after conducting investigation, the results of class IX A students who used the drill method had an average score of 91.25, while class IX B who used the *Tartil* method had an average score of 75.7.

This research was done at SMPN 1 Megaluh. The population in this study were students of SMPN 1 Megaluh class IX. In this research, researchers used research samples and/or research subjects of 56 students. Consisting of 28 students from Class IX A as the Data Drill Group, and 28 students from Class IX B as the Data *Tartil* Group. Classes IX A and IX B were chosen by the researcher because these two classes are the classes taught by the researcher at SMPN 1 Megaluh in the 2022/2023 academic year. This research uses a quantitative approach in the form of an experiment by the determined research objectives and problems. This research will apply quantitative research methods because the data that will be collected in this research can be analyzed using various statistical techniques. Data collection techniques are the methods used by observation and testing. In this research, researchers used inferential statistical techniques using analysis of variance (ANAVA).

Based on the research results obtained, it can be concluded that the results of learning to read the *Al-Qur'an* between class IX A students who used the drill method and class IX B students who used the tartil method were different, with an average score for class IX A of 91.25 and class IX B is 75.7 so the drill method is more effective in improving reading results of the *Qur'an* Surah Al - Anfal verses 41 - 46. This is because the drill method has advantages including focusing on repetition, allowing students to learn quickly, increasing focus and concentration, better understanding of Tajweed, and the opportunity to get feedback from the teacher directly.

The suggestions from the author are as follows: (1) Teachers are expected to have the ability to organize subject matter using a variety of learning methods and models so that the learning process becomes interesting and meaningful to achieve learning goals, (2) PAI teachers are advised to consider using the drill method when teaching *Al-Qur'an* material, as well as utilizing digital *Al-Qur'an* applications to further increase students' interest in learning.

CONCLUSIONS

This research was done at SMPN 1 Megaluh. The population in this study were students of SMPN 1 Megaluh class IX. In this research, researchers used research samples and/or research subjects of 56 students. Consisting of 28 students from Class IX A as the Data Drill Group, and 28 students from Class IX B as the Data *Tartil* Group. Classes IX A and IX B were chosen by the researcher because these two classes are the classes taught by the researcher at SMPN 1 Megaluh in the 2022/2023 academic year. This research uses a quantitative approach in the form of an experiment by the determined research objectives and problems. This research will apply quantitative research methods because the data that will be collected in this research can be analyzed using various statistical techniques. Data collection techniques are the methods used by observation and testing. In this research, researchers used inferential statistical techniques using analysis of variance (ANOVA).

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