

Improving Student Learning Outcomes with the Drill Method in PAI Subjects at SDN 04 Bukit Malintang Elementary School



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Abstrac

This study aims to improve the learning outcomes of Islamic Religious Education (PAI) for fourth-grade students at SD Negeri 04 Bukit Malintang through the application of the Drill method. This classroom action research (CAR) was conducted in two cycles, each consisting of planning, implementation, observation, and reflection stages. In the first cycle, student learning outcomes showed improvement, with six out of ten students achieving the minimum competency criteria (KKM). However, some students still struggled to grasp the material and were not actively engaged in learning. The second cycle involved enhancements to the explanation of the Drill method, the development of more systematic teaching modules, and the management of group discussions. As a result, all students (100%) met the KKM with an average score above 75. Both student and teacher activities during learning also showed significant improvement based on observations. This study concludes that the Drill method is effective in enhancing students' learning outcomes, both cognitively and in terms of active participation. The study recommends using the Drill method as an active learning strategy for PAI subjects.

Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar Pendidikan Agama Islam (PAI) siswa kelas IV SD Negeri 04 Bukit Malintang melalui penerapan metode Drill. Penelitian tindakan kelas (PTK) ini dilaksanakan dalam dua siklus yang masing-masing terdiri dari tahap perencanaan, pelaksanaan, observasi, dan refleksi. Pada siklus I, hasil belajar siswa menunjukkan adanya peningkatan dengan enam orang siswa yang mencapai kriteria ketuntasan minimal (KKM) dari total sepuluh orang siswa. Namun, beberapa siswa masih mengalami kesulitan dalam memahami materi dan belum terlibat aktif dalam pembelajaran. Siklus II dilakukan dengan perbaikan pada penjelasan metode Drill, pembuatan modul pembelajaran yang lebih sistematis, dan pengelolaan kelompok diskusi. Hasilnya, seluruh siswa (100%) mencapai KKM dengan nilai rata-rata di atas 75. Aktivitas siswa dan guru selama pembelajaran juga menunjukkan peningkatan yang signifikan berdasarkan hasil observasi. Berdasarkan hasil penelitian, metode Drill terbukti efektif dalam meningkatkan hasil belajar siswa, baik secara kognitif maupun partisipasi aktif dalam pembelajaran. Penelitian ini merekomendasikan penggunaan metode Drill sebagai salah satu strategi pembelajaran aktif untuk mata pelajaran PAI.

INTRODUCTION

The Qur'an is the main source of Islamic teachings that guide human life in various aspects of life. It contains instructions that cover human relationships with Allah SWT, human relationships with others, and human relationships with nature. In addition, the Qur'an also provides guidance in matters of creed, sharia, and morals, so that it becomes an important foundation in building a harmonious and meaningful life. Understanding the Qur'an and hadith is not only important individually, but also the foundation of character building for the younger generation through education.

The learning process is a complex interaction involving an individual and their environment, aimed at producing changes in behavior, knowledge, skills, or attitudes. In the



context of formal education, the learning process requires an effective approach to ensure optimal results. This demands a learning method that not only provides knowledge but also motivates students to be active, creative and participate fully in the learning process.

Islamic Religious Education (PAI) has a strategic role in shaping the religious, noble, and responsible character of students. As an integral part of the national curriculum, PAI not only emphasizes the transfer of knowledge, but also the formation of Islamic values that are relevant to everyday life. However, reality shows that the learning outcomes of PAI at various levels of education still have not reached a satisfactory level, including at the elementary school level.

The results of observations at SD Negeri 04 Bukit Malintang show that student learning outcomes in PAI subjects in class IV are still relatively low. Of the 10 students in the class, only 30% reached the Minimum Completion Criteria (KKM), while 70% of students were not complete. The class average score of 63.35 is also far from the set KKM, which is 75. This low learning outcome is a challenge that needs to be addressed immediately in order to achieve the expected learning objectives.

Some factors that are thought to be the cause of low student learning outcomes in PAI subjects are the use of less varied learning methods and limited learning media. Teachers tend to use the lecture method, which makes students easily feel bored and less motivated. As a result, students' active participation is low, and they tend to be passive during the learning process.

To overcome this problem, innovation is needed in learning methods that can increase student activeness and help them understand the material better. One method that can be applied is the Drill Method. This method emphasizes repeated practice to master certain skills or materials. In the context of PAI, this method can be used to train students to read, memorize, and understand Qur'anic verses, such as Surah At-Tin.

The Drill Method has great potential in improving student learning outcomes in PAI subjects, especially in the material of let's recite and study Surah At-Tin and the hadith of friendship. Through structured and repetitive exercises, students can not only memorize the verses with correct tajweed but also understand the moral messages contained therein. This will strengthen the values of faith and morals in students.

The application of the Drill Method in PAI learning also provides an opportunity to create a more interactive and enjoyable learning atmosphere. By actively involving students, this method can increase students' learning motivation, participation, and confidence in understanding the subject matter. In addition, this method can also help teachers in identifying students' learning needs more specifically.

Based on these problems, this study aims to examine the effectiveness of the Drill Method in improving student learning outcomes in PAI subjects in class IV SD Negeri 04 Bukit Malintang. With a class action approach, this research is expected to provide a concrete solution in improving the quality of PAI learning, especially on the subject of let's recite and study Surah At-Tin and the hadith of friendship.

Through this research, it is expected that the application of the Drill Method can be one of the innovative alternatives in PAI learning that can significantly improve student learning outcomes. In addition, this research is also expected to make a positive contribution in the development of learning strategies that are relevant to the needs of students and the challenges of education in the modern era.

METHODS

This study uses a Classroom Action Research (PTK) approach which aims to improve student learning outcomes through the application of the Drill method in Islamic Religious Education (PAI) subjects. PTK is a form of reflective research conducted by teachers to improve and enhance the quality of learning in the classroom. This research was carried out systematically by following the steps in the action cycle, namely planning, implementation, observation, and reflection.

The subjects of the study were fourth grade students of SD Negeri 04 Bukit Malintang totaling 10 students, consisting of 4 male students and 6 female students. The focus of this research is to improve students' understanding and skills in reading, memorizing, and understanding Surah At-Tin by applying the Drill method. The subject was chosen based on the problems found in student learning outcomes, namely the low average score that has not reached the Minimum Completion Criteria (KKM).

This research was conducted in four cycles, where each cycle consisted of four meetings. In each cycle, a series of actions were implemented which included planning, action implementation, observation, and reflection stages. The cycles were repeated with the aim of improving and increasing student learning outcomes in the next cycle based on the evaluation of the previous cycle.

The research instruments used include observation sheets, evaluation tests, and field notes. The observation sheet was used to record student activities during the learning process, while the evaluation test was used to measure student learning outcomes. Field notes were used to record findings during the implementation of the action that were not covered by the observation sheet. The data obtained from these instruments were analyzed qualitatively and quantitatively.

Data collection techniques in this study include observation, tests, and documentation. Observations were made to monitor student activity during the learning process. Tests were given at the end of each cycle to determine the improvement of student learning outcomes. Documentation was used to support the observation results, such as photos of activities, student work, and recordings of the learning process.

Data analysis was done descriptively by comparing student learning outcomes from each cycle. Qualitative data was analyzed based on observation results and field notes to see changes in behavior, active participation, and student activeness during the learning process. Quantitative data was analyzed by calculating the average test scores in each cycle to measure the improvement of student learning outcomes.

The success of this research is determined based on the achievement of success indicators, namely the increase in the number of students who reach the KKM score of 75 as well as the increase in student activeness and participation during learning. With this research design, it is expected that the application of the Drill method can significantly improve student learning outcomes in PAI subjects, especially in reading and understanding the letter At-Tin.

RESULT AND DISCUSSION

RESULT

The implementation of cycle I of this study aims to improve the learning outcomes of fourth grade students of SD Negeri 04 Bukit Malintang in learning Islamic Religious Education (PAI) with the subtheme "Let's Recite and Study Surah At-Tin and Hadith Silaturahmi." Learning using the Drill method is carried out for one meeting with a duration of three hours of lessons (3×35 minutes). This method was chosen to provide repeated practice so that

students can read Surat At-Tin tampil and according to the rules of tajweed. This cycle includes planning, implementation, observation, and reflection stages.

In the planning stage, the researcher develops a lesson plan that includes objectives, activity steps, and assessment instruments. This plan was designed to optimally utilize the Drill method. The researcher also involved an observer to help observe the implementation of learning and student activities. Teaching modules, learning videos, and learning outcome evaluation tests were prepared as tools in this process.

During the implementation of learning, the Drill method was applied by giving repeated practice to students in reading Surat At-Tin. The researcher opened the lesson with greetings, prayers, and the delivery of learning objectives. However, at the beginning of the lesson, most students seemed less motivated and tended to be passive. The researcher explained the importance of reading the Qur'an and provided gradual practice with clear instructions. Despite this, some students still had difficulty in reading Surat At-Tin according to the laws of tajweed.

The observation results showed that teacher and student activities during cycle I were already quite good. Based on observations of eight aspects of teacher activities, the score obtained was 27 with a percentage of 84.38%. Meanwhile, observation of six aspects of student activities resulted in a score of 20 with a percentage of 83.33%. Although these results show positive developments, the targeted performance indicators ($\geq 85\%$) have not been achieved, so improvements are needed in cycle II.

Analysis of the test results showed that there were still many students who had not reached the Minimum Completion Criteria (KKM) of 75. Out of a total of 10 students, only 4 students (40%) reached the KKM, while 6 students (60%) were not complete. The highest score achieved by students was 85, while the lowest score was 50. These results show an improvement compared to the initial conditions, but have not yet met the research success target.

Reflection in cycle I identified several obstacles faced by students, such as difficulty reading Surat At-Tin in tampil and low motivation to learn. These difficulties were caused by the lack of previous practice and the minimal use of interactive methods in previous learning. In addition, the classroom atmosphere that was not conducive at the beginning of learning also affected the effectiveness of the Drill method.

To overcome these obstacles, researchers designed several improvements in cycle II. The focus of improvement includes optimizing exercise time, using more interesting interactive media, and providing additional motivation to students. In addition, researchers will be more intensive in guiding students during repeated exercises so that they better understand the material and are motivated to learn.

The Drill Method proved to be able to improve students' learning activities, although learning outcomes have not yet reached the expected performance indicators. During the implementation of cycle I, students began to show progress in reading Surat At-Tin, although there were still some students who needed more intensive guidance. Strengthening motivation and variations in material delivery are the main focus of improvement for the next cycle.

In cycle II, learning outcomes showed significant improvement compared to cycle I. Based on the reflection and test results of cycle I, the Drill method used previously was not fully effective in improving students' learning outcomes. Therefore, in cycle II, the researcher tried to improve the approach by providing a more detailed explanation of the steps of applying the Drill method, so that students could understand it better.

The implementation of cycle II took place on Thursday, January 2, 2025, with an allocation of three lesson hours in class IV SD Negeri 04 Bukit Malintang. Learning is focused on writing and memorizing Surah At-Tin and understanding hadith about friendship. Before starting, the

researcher clearly conveyed the learning objectives and motivated students to be more enthusiastic. The researcher also divided students into three groups to complete a learning project designed based on collaboration.

The highest score achieved by students was 95, while the lowest score was 75. This data shows a significant improvement compared to cycle I, where only six students achieved mastery. This increase indicates that improvements in the application of the Drill method have had a positive impact on student learning outcomes.

In addition, observations of student and researcher activities during learning also showed an increase in quality. Researcher activities reached the maximum score with a percentage of 100%, covering aspects such as opening the lesson with prayer, conveying learning objectives clearly, and involving students in group discussions. Students also showed readiness and active participation in learning, with an average score of 100% in the six aspects observed.

The success of cycle II was also influenced by a more conducive learning atmosphere. The researcher gave appreciation in the form of praise and motivation, which increased students' enthusiasm. The division of study groups allows students to support each other in understanding the material, so that learning outcomes become more optimal.

Based on the results of reflection, learning in cycle II met the indicators of success, with all students achieving mastery. This shows that the Drill method can be implemented effectively if done with careful planning and a systematic approach. Thus, the research was declared successful, and no further cycles were needed.

DISCUSSION

The results showed a significant improvement in student learning outcomes between cycle I and cycle II. In cycle I, only six students (60%) achieved the KKM (75), while in cycle II, all students (100%) achieved the KKM. This improvement is in line with behaviorism learning theory which emphasizes the importance of repetition and drill to strengthen students' basic skills and knowledge. Skinner (1954) stated that reinforcement through systematic practice and feedback can significantly improve students' learning performance.

In cycle I, students' lack of understanding of the Drill method was caused by the researchers' insufficiently detailed explanation. This refers to the theory of communication in learning, where the success of information transfer is influenced by the clarity of the message and the way it is delivered (Shannon & Weaver, 1949). In cycle II, the researcher improved the way of delivery by explaining the Drill method in more detail and systematically, which had a positive impact on students' understanding.

The improvement in cycle II was also supported by the application of group-based learning. According to Bandura's (1986) social learning theory, students learn through observation, discussion and interaction with peers. The group division in cycle II provided opportunities for students to support each other and share understanding, thus improving engagement and learning outcomes.

The aspect of student motivation is also an important factor in the success of cycle II. Maslow's (1943) theory of motivation states that the need for esteem can motivate individuals to achieve better results. In this study, the provision of appreciation and praise by researchers encouraged students to be more enthusiastic in learning, as seen from the increase in student participation in group discussions.

Observations during both cycles showed that learning activities also improved. In cycle I, student and researcher activities were still less than optimal, with several aspects that had not been implemented optimally. However, in cycle II, the observation scores of researchers and students reached 100%. This supports Piaget's (1971) theory of constructivism which states

that effective learning occurs when students actively construct their knowledge through direct experience.

The results also show the relevance of the Drill method to competency-based learning. Drill as a learning method is oriented towards mastery of measurable basic skills. Bloom (1956) in his taxonomy of learning mentions that the cognitive domain, such as memorization and writing, can be improved through a systematic and structured approach such as Drill.

Students' involvement in group learning in cycle II reflected the application of cooperative learning. Slavin (1995) states that cooperative learning can improve learning outcomes because students are mutually responsible for the success of the group. This strategy was successfully applied to the research, where students were more active and enthusiastic in working on shared tasks.

Careful planning in cycle II was also the key to the success of this study. According to Gagné's (1985) learning management theory, the planning phase which includes goal setting, strategy design and material preparation is crucial to creating effective learning. In cycle II, improvements in planning helped optimize the learning process.

From a learning evaluation perspective, the test results that showed significant improvement from cycle I to cycle II reflected that the learning was conducted in accordance with the principles of formative assessment. Black and Wiliam (1998) state that continuous formative assessment can provide feedback for improvement and encourage the achievement of better learning outcomes.

CONCLUSION

Based on the results of classroom action research conducted in two cycles, it can be concluded that the Drill method in a structured and systematic manner is proven effective in improving the learning outcomes of fourth grade students of SD Negeri 04 Bukit Malintang. In cycle I, only 60% of students reached the KKM, while in cycle II, all students managed to reach the KKM with an average score that increased significantly. This increase shows that the Drill method is able to strengthen students' understanding and skills, especially in the material of Surah At-Tin.

The effectiveness of the Drill method was seen in the implementation of cycle II, where the researcher provided more detailed and systematic explanations, and increased student motivation through appreciation and reinforcement. In addition, the cooperative approach applied, such as group discussions, contributed greatly to improving student engagement. Cooperation among students helped them understand the material in depth and complete the task more effectively.

Observation of learning activities showed significant improvement from cycle I to cycle II. Teacher and student activities in learning reached the maximum score in cycle II, reflecting the success of the teaching strategies applied. In addition, the reflection from cycle I became the basis for improving the planning and implementation in cycle II, which ensured that students' needs could be met optimally.

This research shows that the Drill method, if implemented with careful planning, deep reflection, and a learning approach that actively involves students, can improve learning outcomes and overall learning quality. This method can be used as an effective learning strategy to improve students' achievement of basic competencies, especially in learning Islamic Religious Education.

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