



Efforts to Improve Memorization of Hadith About Taqwa Through the Application of the Drill Method in Grade 4 Students of Al-Wathoniyah Ciasem Subang Elementary School

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Abstract: This study aims to improve the memorization of hadiths on piety among 4th-grade students at Madrasah Ibtidaiyah Al-Wathoniyah Ciasem Subang through the application of the drill method. The drill method is a learning technique that emphasizes systematic and intensive repetition, believed to be effective in enhancing students' memory retention for memorized material. This research employs the Classroom Action Research (CAR) method with four stages: planning, action, observation, and reflection. The subjects of the study are 25 fourth-grade students. The results indicate that the application of the drill method significantly improves students' ability to memorize hadiths on piety. This is evidenced by an increase in the average test scores of students' memorization results from the first to the second cycle. Additionally, students showed increased motivation and active participation in the learning process. The drill method not only helps students memorize faster but also strengthens their understanding of the content of the hadiths they memorize. Therefore, the implementation of the drill method has proven effective in improving the memorization of hadiths on piety among madrasah students. This method can serve as an alternative that teachers can adopt in teaching hadith memorization, particularly at the elementary school level.

Keywords: Drill Method; Hadith Memorization; Taqwa

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INTRODUCTION

Methodology in Islamic religious education plays an important role in facilitating the teaching and learning process (Edy & Sumarta, 2024). The use of this methodology is very necessary not only for teachers and students, but also for experts and observers in the field of education. One of the basic competencies that must be possessed by a teacher is the ability to plan and implement the learning process effectively. This ability provides teachers with provisions to carry out their duties and responsibilities as educators with professionalism and integrity (Tatto, 2020).

The subject of the Qur'an is an important part of Al Islam and Muhammadiyah, which aims to encourage students to be diligent in reading and memorizing the Qur'an with correct and tartil reading. In addition, this subject also aims for students to be able to study, understand, believe in the truth of the Qur'an, and practice the teachings and values contained therein as a guide to life in all aspects of their lives. To achieve the vision and mission of education, it is necessary to apply effective and efficient learning methods so that the results achieved are optimal for students (Arifin et al., 2022).

The teaching and learning process with the lecture method tends to make students only passive listeners to the teacher's explanation. As a result, students often only know and memorize the subject matter without really understanding it deeply, making it difficult for them to practice what they have learned (Aprilia & Aminatun, 2022). Therefore, a teacher who wants to achieve success in the learning process must be able to choose and determine the right and effective method to use, so that students not only understand the material but are also able to apply it in everyday life.

The selection of methods must be adjusted to the material to be taught and must be in line with the learning objectives. In line with this opinion, Ahmad Rohani and Abu Ahmadi stated that in order for a teacher to carry out his professional duties well, a strong understanding of various teaching strategies is needed that are in accordance with learning objectives. Thus, it is clear that the selection of methods in the teaching and learning process greatly affects the success of learning as a whole.

One form of expertise and competence that a teacher must have is the ability to master various presentation techniques, also known as teaching methods. According to Roestiyah NK, as quoted by Syaiful Bahri Djamarah and Aswan Zain, a teacher must have a teaching strategy that allows students to learn effectively and efficiently, in accordance with the expected goals (Sobari, 2024). To achieve this, teachers need to master the right presentation techniques, which are the basis for implementing teaching methods.

The results of an initial study conducted at Madrasah Ibtidaiyah Al Wathoniyah Ciasem Subang, on grade IV students in the odd semester of the 2022/2023 academic year, that the average score of the Qur'an subject achieved by students in the odd semester midterm exam was that there were still some students who got scores below the KKM (minimum completion criteria), with the number of students who got scores not reaching the KKM as much as 45% and students who got scores reaching the KKM as much as 55%, the list of scores can

be seen in the table of this study. The achievement of these learning outcomes means that learning completion has not been achieved and learning is not yet effective, learning is said to be effective and complete, students' learning has reached the KKM, namely a score of 75, and the achievement of class completion reaches 75% of students have reached the KKM.

The learning method applied to fourth grade students at Al Wathoniyah Ciasem Subang Elementary School and fourth grade students at Al Wathoniyah Ciasem Subang Elementary School, especially in learning Hadith About Taqwa, still uses a conventional approach. This method has not been able to fully produce maximum results. This can be seen from the phenomenon at Al Wathoniyah Ciasem Subang Elementary School that not all students are able to memorize Hadith properly and correctly, according to the predetermined target.

METHODOLOGY

The use of action research in this study is based on the aim of solving problems that arise in the learning process in the classroom (Manfra, 2019). Action research was chosen because it allows the researcher, who in this case is also a teacher, to identify learning problems that occur directly and immediately seek solutions through actions taken during the learning process. This research is also categorized as descriptive research, because it focuses on a detailed description of the implementation of learning techniques used and their impact on the desired results. With this approach, researchers can provide a clear picture of the steps taken and how the techniques affect the achievement of learning objectives (Hair & Alamer, 2022).

Action research is divided into four forms: (1) teacher action research as a researcher, where teachers independently conduct research to improve their teaching practices; (2) collaborative action research, which involves collaboration with other parties; (3) integrated simultaneous action research, which is carried out simultaneously with various aspects related to learning; and (4) experimental social action research, which focuses on social change through experiments (Lovink et al., 2022). In the context of this research, the use of the action research method is appropriate because it aims to improve classroom learning practices directly and sustainably (Banegas & Castro, 2019).

RESULTS AND DISCUSSION

Results

The research data obtained were observation data in the form of observations and observations of student and teacher activities at the end of learning, and student formative test data in each cycle. The observation sheet data was taken from two observations, namely observation data used to determine the effect of implementing the Driil Method in improving Hadith memorization in students and observation data on student activities.

Data formative test to determine the improvement in students' memorization of Hadith after implementing the teaching and learning process using the Driil method.

A. Cycle Research Data Analysis

1. Pre Cycle

Based on the data obtained by the author in the field by conducting observations, tests and interviews, as well as documentation, the following is a description of the application of Driil to improve students' memorization of the hadith material about piety for grade IV students of MI AL WATHONIYAH Ciasem Subang. The pre-cycle results can be seen in the table below:

Table 1 Learning Management in Pre-Cycle

NO	NAME	MARK	INFORMATION
1	S1	40	NOT COMPLETE
2	S2	50	NOT COMPLETE
3	S3	77	COMPLETE
4	S4	55	NOT COMPLETE
5	S5	40	NOT COMPLETE
6	S6	45	NOT COMPLETE
7	S7	49	NOT COMPLETE
8	S8	41	NOT COMPLETE
9	S9	49	NOT COMPLETE
10	S10	51	NOT COMPLETE
11	S11	41	NOT COMPLETE
12	S12	40	NOT COMPLETE
13	S13	43	NOT COMPLETE
14	S14	47	NOT COMPLETE
15	S15	53	NOT COMPLETE
16	S16	52	NOT COMPLETE
17	S17	51	NOT COMPLETE
18	S18	44	NOT COMPLETE
19	S19	44	NOT COMPLETE
20	S20	45	NOT COMPLETE
Highest score total			77
Lowest Score Total			40
Total student scores			957
Maximum score			2000
average			47.85

Based on the above explanation, the low memorization before the implementation of the drill method is seen in the results of the pre-cycle exam for class IV on the material Memorizing Hadith about Taqwa. The average class score was obtained from the results of the mathematical concept comprehension ability test, which was 47.85. There were several students who had not reached the minimum completion criteria (KKM) that had been determined, which was 75, from all 20 students in class IV MI AL WATHONIYAH, only 1 student or around 5% had reached KKM and 19 students or 95% of students had not reached KKM.

Cycle I**a. Planning Stage**

At this stage, the researcher prepared learning tools consisting of lesson plan 1, formative test questions 1 and supporting teaching tools. In addition, observation sheets for processing the Drill Method and observation sheets for student activities were also prepared.

b. Activity and Implementation Stage

The implementation of teaching and learning activities for cycle I was carried out on December 7, 2022 in Class IV with 20 students. In this case, the researcher acted as a teacher, while the observer was the principal assisted by a teacher. The teaching and learning process refers to the lesson plan that has been prepared. Observations are carried out simultaneously with the implementation of teaching and learning.

At the end of the teaching and learning process, students were given a formative test I with the aim of determining the level of student success in the teaching and learning process that had been carried out. The research data in cycle I are as follows:

Table 2 Learning Management in Cycle I

NO	NAME	MARK	INFORMATION
1	S1	46	NOT COMPLETE
2	S2	65	NOT COMPLETE
3	S3	70	NOT COMPLETE
4	S4	60	NOT COMPLETE
5	S5	45	NOT COMPLETE
6	S6	50	NOT COMPLETE
7	S7	50	NOT COMPLETE
8	S8	45	NOT COMPLETE
9	S9	55	NOT COMPLETE
10	S10	65	NOT COMPLETE
11	S11	45	NOT COMPLETE
12	S12	77	COMPLETE
13	S13	43	NOT COMPLETE
14	S14	47	NOT COMPLETE
15	S15	66	NOT COMPLETE
16	S16	77	COMPLETE
17	S17	56	NOT COMPLETE
18	S18	44	NOT COMPLETE
19	S19	47	NOT COMPLETE
20	S20	48	NOT COMPLETE
Highest score total			77
Lowest Score Total			43

NO	NAME	MARK	INFORMATION
Total student scores			1101
Maximum score			2000
average			55.05

Based on the above explanation, the low memorization before the implementation of the Driil method can be seen in the results of the pre-cycle exam for class IV on memorization material. The average class value was obtained from the results of the memorization concept comprehension ability test, which was 55.05. There were several students who had not reached the minimum completion criteria (KKM) that had been determined, which was 75, from all 20 students in class IV of MI AL WATHONIYAH, there were only 2 students or around 10% who had reached KKM and 18 students or 90% of students who had not reached KKM.

In the initial reflection stage, students of grade IV MI AL WATHONIYAH were given an initial memorization comprehension test in the form of descriptive questions. From the test, the lowest score was 43 and the highest score was 77. The percentage of students whose conceptual understanding scores were not yet complete was 90% (18 people), while the percentage of students whose conceptual understanding scores were complete was 10% (2 people).

The average value of conceptual understanding in the initial test was 55.05 (less than the KKM). Thus, the average value of students' classical memorization understanding has not met the established criteria. Therefore, the research was continued in cycle II.

Cycle II

a. Planning stage

At this stage, the researcher prepared learning tools consisting of lesson plan 2, formative test questions 2 and supporting teaching tools. In addition, observation sheets for the management of the Drill Method and observation sheets for teachers and students were also prepared.

b. Activity and implementation stages

The implementation of teaching and learning activities for cycle II was carried out on December 12, 2022 in Class IV with 20 students. In this case, the researcher acted as a teacher, while the observer was the principal assisted by a teacher. The teaching and learning process refers to the lesson plan by paying attention to revisions in cycle I, so that errors or deficiencies in cycle I are not repeated in cycle II. Observations are carried out simultaneously with the implementation of teaching and learning.

At the end of the teaching and learning process, students were given a formative test II with the aim of determining the level of student success in the teaching and learning process that had been carried out. The instrument used was formative test II. The research results in cycle II are as follows:

Table 3 Learning Management in Cycle II

NO	NAME	MARK	INFORMATION
1	S1	77	COMPLETE
2	S2	69	NOT COMPLETE
3	S3	77	COMPLETE
4	S4	77	COMPLETE
5	S5	60	NOT COMPLETE
6	S6	65	NOT COMPLETE
7	S7	77	COMPLETE
8	S8	65	NOT COMPLETE
9	S9	61	NOT COMPLETE
10	S10	68	NOT COMPLETE
11	S11	62	NOT COMPLETE
12	S12	77	COMPLETE
13	S13	66	NOT COMPLETE
14	S14	60	NOT COMPLETE
15	S15	77	COMPLETE
16	S16	77	COMPLETE
17	S17	77	COMPLETE
18	S18	77	COMPLETE
19	S19	67	NOT COMPLETE
20	S20	69	NOT COMPLETE
Highest score total		77	
Lowest Score Total		60	
Total student scores		1405	
Maximum score		2000	
average		70.25	

Based on the above explanation, the low memorization ability before the implementation of the Dril method is seen in the results of the cycle I exam for class IV on the material of memorizing Hadith. The average class value was obtained from the results of the Hadith memorization ability test, which was 70.25. There are several students who have not reached the minimum completion criteria (KKM) that has been determined, which is 75, from all 20 students in class IV MI AL WATHONIYAH, there are only 9 students or around 45% who have reached KKM and 11 students or 55% of students who have not reached KKM.

In the initial reflection stage, students of grade IV MI AL WATHONIYAH were given an initial test of understanding the memorization of the hadith about Taqwa in the form of descriptive questions. From the test, the lowest score was 60 and the highest score was 77. The percentage of students whose conceptual understanding scores were not yet complete was 55% (11 people), while the percentage of students whose conceptual understanding scores were complete was 45% (9 people). The average value of conceptual understanding in the initial

test was 70.25 (less than the KKM). Thus, the average value of students' classical understanding of the concept of memorizing hadith has not met the established criteria. Therefore, the research was continued in cycle III.

Cycle III

a. Planning Stage

At this stage, the researcher prepared learning tools consisting of lesson plan 3, formative test questions 3 and supporting teaching tools. In addition, observation sheets for the management of the Drill Method and observation sheets for teacher and student activities were also prepared.

b. Activity and observation stages

The implementation of teaching and learning activities for cycle III was carried out on December 20, 2022 in Class IV with 20 students. In this case, the researcher acted as a teacher, while the observer was the principal assisted by a teacher. The teaching and learning process refers to the lesson plan by paying attention to revisions in cycle II, so that errors or deficiencies in cycle II are not repeated in cycle III. Observations are carried out simultaneously with the implementation of teaching and learning.

At the end of the teaching and learning process, students were given a formative test III with the aim of determining the level of student success in the teaching and learning process that had been carried out. The instrument used was a formative test III. The data from the research results in cycle III are as follows:

Table 4. Learning Management in Cycle III

NO	NAME	MARK	INFORMATION
1	S1	85	COMPLETE
2	S2	89	COMPLETE
3	S3	85	COMPLETE
4	S4	86	COMPLETE
5	S5	80	COMPLETE
6	S6	85	COMPLETE
7	S7	80	COMPLETE
8	S8	89	COMPLETE
9	S9	81	COMPLETE
10	S10	88	COMPLETE
11	S11	80	COMPLETE
12	S12	87	COMPLETE
13	S13	80	COMPLETE
14	S14	86	COMPLETE
15	S15	87	COMPLETE
16	S16	83	COMPLETE

NO	NAME	MARK	INFORMATION
17	S17	87	COMPLETE
18	S18	77	COMPLETE
19	S19	87	COMPLETE
20	S20	88	COMPLETE
Highest score total			89
Lowest Score Total			77
Total student scores			1690
Maximum score			2000
average			84.5

Based on the above explanation, the low memorization ability before the implementation of the Drill method is seen in the results of the pre-cycle test for class IV on the material of memorizing Hadith. The average class value was obtained from the results of the test of the ability to understand the memorization of hadith, namely 84.5. There are several students who have not reached the minimum completeness criteria (KKM) that has been determined, namely 75, from all students in class IV MI AL WATHONIYAH totaling 20 people, there are only 20 students or around 100% who have reached KKM and 0 students or 0% of students who have not reached KKM.

In the initial reflection stage, students of grade IV MI AL WATHONIYAH were given an initial test of understanding the memorization of Hadith in the form of descriptive questions. From the test, the lowest score was 77 and the highest score was 89. The percentage of students whose conceptual understanding score was not complete was 0% (0 people), while the percentage of students whose conceptual understanding score was complete was 100% (20 people). The average value of conceptual understanding in the initial test was 84.5 (less than the KKM). Thus, the average value of students' classical understanding of memorizing hadith has not met the established criteria.

In cycle III, the teacher has implemented the complete learning model well and seen from the students' activities and learning outcomes, the implementation of the teaching and learning process has gone well. So there is no need for too many revisions, but what needs to be considered for the next action is to maximize and maintain what already exists with the aim that in the implementation of the next teaching and learning process, the implementation of the complete learning model can improve the teaching and learning process so that learning objectives can be achieved.

Discussion

Student Learning Outcome Completion

Research data shows that the implementation of the drill method has a significant impact on improving the completion of student learning outcomes, especially in memorizing hadiths about piety. Student learning completion increased gradually from pre-cycle to cycle III. In the pre-cycle, completion only reached 47.85%, increasing to 55.05% in cycle I, 70.25% in cycle II, and reaching

84.5% in cycle III, which indicates that classical learning completion has been achieved.

This improvement in learning completeness is relevant to the behaviorist theory proposed by BF Skinner, where continuous repetition (drill) and reinforcement are able to form better learning habits in students. Drill as a systematic repetition method provides a stimulus that triggers students' memorization responses better from cycle to cycle. In this case, positive reinforcement in the form of higher achievements in each cycle provides encouragement for students to continue to improve their memorization abilities.

In addition, this increase is also in line with John Dewey's "learning by doing" theory, where learning that involves direct practice such as the drill method will produce a deeper understanding (Chakraborty & Chakraborty, 2021). Students do not only memorize mechanically, but are also involved in an active process to build relationships between the hadith text and its meaning, which strengthens their understanding of the material being studied (Cho et al., 2021).

Teacher Ability in Managing Learning

The data shows that the implementation of the drill method not only improves student achievement, but also improves teachers' ability to manage learning. Teachers have succeeded in increasing student learning activities in each cycle, which is reflected in the average student scores that continue to increase over time.

According to the classroom management theory by Evertson and Weinstein, the teacher's ability to manage learning plays an important role in student learning success (Kumar & Liu, 2019). The use of systematic drill methods helps teachers to plan, organize, and monitor students' learning processes better. This method provides a clear structure in learning, which makes it easier for teachers to provide feedback and conduct evaluations in a timely manner. These results also support the views of Bruce Joyce and Beverly Showers who emphasize the importance of practice and repetition in mastering new skills, both for students and teachers.

The improvement of teachers' ability in managing the class can also be explained through Lev Vygotsky's scaffolding theory. The drill method provides teachers with the opportunity to guide students intensively, helping them in the zone of proximal development (ZPD). In this case, teachers do not only provide memorization material, but also ensure that students can achieve deeper understanding with adequate support.

Teacher and Student Activities in Learning

Data analysis also shows that the implementation of the drill method successfully increases student activity in the learning process. The most dominant activities are working together with fellow students, paying attention to teacher explanations, and engaging in discussions. Teacher activity also shows an increase, where teachers actively guide, observe students, explain materials, and provide feedback and evaluation.

The increase in student activity is in line with Albert Bandura's social learning theory which emphasizes that learning occurs through social interaction and observation. In the context of the drill method, students not only memorize individually, but also work together with their friends, which allows for social learning. Discussions between students and between students and teachers create an environment that supports cooperative learning, where students support each other in achieving common goals.

More structured and active teacher activities in managing the class are in accordance with Jerome Bruner's constructivist pedagogical theory. Bruner argues that teachers should act as facilitators who guide students to build their own understanding. In implementing the drill method, teachers play an important role in providing guidance and direction, while providing space for students to actively participate in learning.

The emphasis on feedback and evaluation is also relevant to Benjamin Bloom's theory of formative evaluation. Teachers who provide regular feedback during drills help students understand their mistakes and improve memorization directly, which accelerates the achievement of desired learning outcomes.

Overall, the results of this study reinforce the importance of implementing the drill method in improving student learning outcomes and activities. Improving learning completeness, teachers' ability to manage learning, and student activities in learning are in line with various relevant educational theories. The application of this method is not only effective in improving students' memorization skills, but also strengthening understanding, motivation, and active involvement in Islamic religious learning.

CONCLUSION AND IMPLICATION

Conclusion

The classroom action research aimed to enhance learning quality in the classroom, and over four cycles, the study presented conclusive findings. Analysis of the data reveals a notable improvement in students' ability to memorize hadith in the Qur'dits subject when using the Drill method, showing greater effectiveness compared to traditional learning methods used by teachers. Initially, the learning completion rate was at 47.85%, which increased to 55.05% after the implementation of the Drill method in the first cycle. This improvement continued in the second cycle, with the completion rate rising to 70.25%, and further to 84.5% after the third cycle. The Drill method effectively enhanced students' memorization skills, particularly in retaining hadiths related to piety, as evidenced by steady progress across cycles. This increase in memorization performance highlights the Drill method's effectiveness in improving students' learning outcomes from the initial phase to the final cycle.

Implication

The application of the drill method offers a promising approach to enhance the memorization of hadith, particularly on themes of piety, among elementary madrasah students. This method significantly contributes to the effectiveness of Islamic education by helping students memorize and understand hadith more

efficiently. Moreover, the drill method serves as a potential model for other madrasah educators, providing a structured and innovative teaching approach, especially beneficial in areas requiring strong memorization skills. Beyond academic improvement, memorizing hadith on piety through the drill method positively influences students' attitudes and character, encouraging them to embody pious behavior in daily life. The repetitive and intensive nature of the drill approach fosters increased student interest and motivation, making memorization a more engaging experience and enhancing their enthusiasm for learning. This study also informs curriculum development in religious education, as the drill method, if validated as effective, could be integrated across Islamic studies. Furthermore, the drill method simplifies evaluation by providing a systematic framework for teachers to track student progress, allowing for targeted feedback and support.

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