

Implementation of the Drill Method to Easy Students Reminder Juz Amma at MI Walisongo Salakbrojo Academic Year 2021/2022

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Abstract

The drill method is used in tahfidz learning in MI Walisongo Salakbrojo, Kedungwuni District. The teacher reads the reading over and over then the students imitate it several times, then the students read without looking at the writing and do it repeatedly and finally the students advance one by one. The aim of the research is to find out the implementation of the drill method in making it easier for students to memorize juz amma and to find out some of the driving and inhibiting factors. This type of research is field research and descriptive qualitative approach. The research subjects were tahfidz teachers and third grade students. The results showed that the drill method applies three stages: (1) Preparation Stage, (2) Implementation Stage, and (3) Closing Stage. Supporting factors in memorizing juz amma are (1) ideal age, (2) time management, and (3) place to memorize.

Keywords: memorizing, juz amma, drill method.

A. Introduction

Once the importance of an Islamic education, especially students who are studying at madrasas. This is in line with the word of Allah SWT in QS Al-A'la verses 6-7 (2008: 6-7), which reads:

سَنُفِّرُكَ فَلَا تَنْسَىٰ ۗ إِلَّا مَا شَاءَ اللَّهُ إِنَّهُ يَعْلَمُ الْجَهْرَ وَمَا يَخْفَىٰ

Meaning: “We will recite (the Quran) to you (Muhammad) so you will not forget, unless Allah wills. Verily, He knows the light and the hidden (QS.al-A’la: 6-7)”.

According to Mia (2018: 7), based on the verse above, there are several main ideas: 1) After studying the Qur’an by practicing regularly, it is hoped that he will be happy to read the Qur’an and will slowly be able to memorize it, 2) Maintaining the memorization of the Qur’an is important, by the will of Allah SWT it is not impossible for someone to lose their memorization, therefore memorization needs to be maintained and continued to practice. 3) Therefore by practicing reading and memorizing the Al-Quran, the memory will get stronger.

Train children in good ways to memorize, and always maintain their memorization by keeping their words and actions.

Hesti Puji Rastuti's opinion (2020: 5) that to minimize this problem can be overcome by applying appropriate learning methods, one of which is the drill method. The purpose of the drill method is to acquire dexterity, skills about something a child learns by doing practically the knowledge that the child has learned. The knowledge in question is knowledge related to tahfidz learning. The drill method is used in tahfidz learning at MI Walisongo Salakbrojo. The teacher reads the reading over and over then the students imitate it several times, then the students read without looking at the writing and do it repeatedly and finally the students advance one by one. The drill method is considered an appropriate and effective method in learning tahfidz.

This research is very important to do because it is to find out and explore the implementation of the drill method in facilitating students' memorization of the Qur'an or juz amma, especially in class III. But in the implementation of this drill method apart from the driving factors, there are also inhibiting factors. With the problems above, the authors are encouraged to discuss it into research with the title "Implementation Of The Drill Method In Easy Students To Memorize Juz Amma In Mi Walisongo Salakbrojo In Academic Year 2020/2021". Research that is relevant to this research includes journals compiled by Bahroin Budiya, Nuruddin Muzakki, and Ainun Naafillah. With the title Implementation of the Drill Learning Method in Al-Quran Learning at TPQ Darul Ihsaan in the Pandemic Era. Journal compiled by Heny Ika Trisdiana and Widya Nusantara.

B. Discussion

Implementation of the Drill Method in Facilitating Students to Memorize Juz Amma at MI Walisongo Salakbrojo

According to Abri Harahap, et al (2017: 1) there are several stages in using the drill method, including:

a. Preparation phase

The tahfidz teacher starts by formulating the goals that will be used in carrying out drill activities, which must determine a series of actions that need to be taken to prevent errors from occurring. Strengthened by the explanation from Ramayulis (2010: 349), this is in line with the theory presented by Ramayulis in his book entitled Methodology of Islamic Religious Education which says that the drill method emphasizes how to teach teachers in carrying out exercises on students to acquire more knowledge. higher than before by preparing the material to be delivered.

b. Implementation Stage

1) opening step

In this step, the assignment is carried out. As for the assignments in question are letters that will be memorized by students every week. Among the assignments that will be given each week are Ad-Duha, As-syarh, At-Tin, Alalaq, Al-Qadr, Al-Bayyinah, Al-Zalزالah, Al-Adiyat, and

finally the letter Al-Qori'ah. In giving assignments, there are rules, namely every single letter will be given at the end of the week and then it will be deposited to the tahfidz teacher to be memorized the following week.

This is in line with the theory presented by Zaidi Abdad (2016: 11) in his book entitled Success in Reading the Qur'an which says that every learning must be done face-to-face so that later it will build comfort between the teacher and students to learn, especially in memorizing.

2) Implementation Step

Students who have received assignments when they are about to deposit their memorization, the tahfidz teacher always provides guidance and mentally prepares students to accept their assignments so that they are not burdensome or feel that they are pressured by this assignment.

This is in accordance with the theory presented by Ridwan (2016: 102) in his book entitled Learning Al-Qur'an Hadith at Madrasah Ibtidaiyah which says that it is necessary to provide the necessary explanation about an activity that needs to be carried out using the training method.

3) Final Step

In this step, motivation is given to students so that they can increase the enthusiasm of students in depositing their memorization, besides that, giving more motivation to students who are lacking in memorizing so that they continue to have the will to memorize juz amma.

This is in accordance with the theory presented by Mulyasa (2010: 78) in his book entitled School-Based Management: Concepts, Strategies, and Implementation which states that motivation is a driving or pulling force that causes behavior towards a certain goal. Students will be serious because they have high motivation.

c. Closing Stage

In the closing stage, the tahfidz teacher at MI Walisongo Salakbrojo evaluates the assignments that each grade 3 student receives, namely memorizing letters that are deposited each week. In this closing stage, if there are students who have not completed their memorization, it is necessary to make improvements or deposit the memorization in the following week. This is in accordance with the theory presented by Ramayulis (2010: 353) in his book entitled Methodology of Islamic Religious Education which says that evaluation is a process of collecting, analyzing and interpreting information systematically to determine the extent to which learning objectives have been achieved.

Factors driving and inhibiting the implementation of the drill method in making it easier for students to memorize juz amma at MI Walisongo Salakbrojo

According to Majdi Ubaid Al-Hafidz (20014: 169-184) there are several supporting factors and inhibiting factors in the ability to memorize the Al-Quran which will be explained as follows:

a. Supporting factors

1) Ideal Age

There are some students who quickly memorize where the age of grade 3 children around 8 years is easy to absorb the tahfidz learning process by listening, seeing or memorizing. This is in accordance with the theoretical statement of Majdi Ubaid Al-Hafidz in his book entitled 9 Easy Steps to Memorize the Al-Quran which states that an early age has a stronger recording power of something seen, heard or memorized.

2) Time Management

The tahfidz teacher tries to take advantage of the time available and chooses the time that is considered appropriate and appropriate for him to memorize. Like when before starting the first hour of learning, after praying an activity was held to read the verses of juz amma to make it easier for students to memorize because they are used to reading it every day.

This is in accordance with the theory presented by Marsudianto (2014: 13) in his book entitled 40 Days with the Al-Quran (Efforts to Cultivate Recitations of the Al-Quran) says that for those who memorize the Al-Quran in addition to other activities, such as school, work and other activities, he must make good use of the time you have.

3) Memorization Place

The location of the tahfidz program is not always in the classroom, the location of MI Walisongo Salakbrojo, which is close to the mosque, is a convenient place for depositing students' memorization because in general the places where quiet and lonely is very appropriate to use when memorizing.

The above statement is in accordance with the theory presented by Marsudianto (2014: 14) in his book entitled 40 Days with the Al-Quran (Efforts to Cultivate Recitations of the Al-Quran) which states that there are memorizers who tend to take places in nature, or open places, where large areas such as in mosques or in other spacious, quiet and quiet places because it is easy to concentrate.

b. Obstacle factor

1) Lack of Focus on Goals

There are grade 3 students who are not serious about their memorization, such as excessive joking, lack of awareness to improve their memorization skills. In this case when the lack of focus on memorizing can slow down the memorization process of students.

This is in accordance with the theory presented by Dimiyati and Mudjiono (2009: 7) in their book entitled Learning and learning which states that focusing on learning objectives is the ability to focus on the lesson. The focus of attention is on the content of learning materials and the process of obtaining them.

2) No intention of memorizing

There are 3rd grade students who do not have a target for perfect memorization, lack of motivation causes students to lack the intention to memorize.

This is in accordance with the theory presented by Abu Yahya (2012: 99) in his book entitled Intentions to Determine Amal, which says that the obligation of a student of knowledge is to strive to make his intentions sincere in studying knowledge, that is, to only hope for the pleasure of Allah.

3) Laziness Arises

There are still students who stop in the middle of their memorization, because they already feel unable or have not memorized to continue their memorization. In addition, laziness arises due to excessive sleepiness due to overeating when memorizing.

This is in accordance with the theory presented by Khalid (2010: 167) in his book entitled This is how to practice the Koran says that satiety will make a person lazy in worship and can trigger drowsiness so that when full the brain is difficult to concentrate.

Results of the Implementation of the Drill Method in Facilitating Students to Memorize Juz Amma at MI Walisongo Salakbrojo

There are several indicators in the application of the drill method including the following:

a. Memorization Fluency

One of the rote assessments carried out is fluency in memorizing by not looking at juz amma, but still paying attention to the meaning of the reading being recited so that there are no mistakes in reciting the verse. This is in accordance with the theory presented by Rakhmat Jalaluddin (2014: 63) in his book entitled Modern Rhetoric Practical Approach which says that the process of memorizing the Al-Qur'an can be said to be correct if the person who is doing the memorization can recite the verses of the Al-Qur'an correctly. by not looking at the book and not making fatal mistakes in memorizing it.

b. Correct Tajweed

There are students who do not understand about recitation where only 60% of the 19 grade 3 students can already understand recitation, given the different abilities of students. In this case the tahfidz teacher always guides students who do not understand the science of recitation by giving an example of how to recite the juz amma verse with the appropriate reading law before the memorization process begins.

This is in accordance with the theory presented by Imam Al Hakim Wicaksono (2005: 5) in his book entitled Understanding the Science of Tajweed (Guidelines for Reading the Al-Quran Properly and Correctly) which says that Tajweed is a science that describes and learns how to read Al-Quran properly and correctly.

c. Makharij al letters

Pronunciation or pronunciation of hijaiyah letters is very important in the process of memorizing students, because if it is wrong, the meaning will change. Here, the tahfidz teacher continues to provide guidance to all

students in the class regarding how to pronounce, pronounce the verse juz amma appropriately so that it doesn't violate its meaning.

This is in accordance with the theory presented by Syarbini (2005: 7) in his book entitled *Fluent reading of the Koran* which says that the most common mistake when reading the Koran is pronouncing letters or makhraj letters that are not in accordance with the place, so that it can cause differences. meaning or meaning in reading.

d. Tartil

Not all grade 3 students are able to understand tartil in the process of memorizing it, only a few students are able to use tartil correctly. Here, the tahfidz teacher continues to provide guidance to all students in the class regarding the use of tartil in reading juz amma, so that students achieve perfection in the process of memorizing it. the use of tartil in reading and memorizing is very important, where when reading all the letters by fulfilling or reading according to the makhraj and tajwid it means that they have reached perfection in their memorization.

This is in accordance with the theory presented by Siti Pramitha (2018: 9) in her book entitled *Step by Step Success in Reading the Al-Quran with Tartil* which says that in order to be able to read the Qur'an tartil, you should understand the makhraj (the place where the letters come out) correctly.

C. Conclusion

Based on the results of the research that has been conducted and analyzed, the following conclusions can be drawn:

1. The implementation of the Drill Method in order to make it easier for students to memorize juz amma at MI Walisongo Salakbrojo applies three stages, namely: (1) The preparatory stage is to prepare objectives that will be used in carrying out learning. (2) The implementation stage is carried out in three steps, namely the opening step by giving memorization assignments to students, the implementation step, namely the stage of depositing the memorization of students who have received their assignments, and the ending step, namely delivering motivation to students on a regular basis so that students continue to be encouraged to be active in memorizing juz amma. (3) Closing Stage, namely by evaluating the assignments received by each grade 3 student, namely memorizing letters that are deposited each week.
2. Factors that affect the ability to memorize Juz Amma grade 3 students at MI Walisongo Salakbrojo include supporting factors and inhibiting factors. Supporting factors in memorizing juz amma are (1) ideal age, (2) time management, (3) place to memorize. The inhibiting factors in memorizing juz amma are (1) Lack of focus on goals, (2) No intention to memorize (3) Laziness arises.
3. The results of implementing the drill method in making it easier for students to memorize juz amma at MI Walisongo Salakbrojo can be seen from 4 indicators, namely (1) fluency in memorizing by not looking at juz

amma, but still paying attention to the meaning of the reading being recited, (2) recitation ability, (3) perfecting Makharij al letters in pronunciation, (4) tartil ability in the process of reading and memorizing juz amma.

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