The Effect of Drill Method on the Achievement of Memorisation of Qs An Naba Qur'an Subjects at Ashqaf Millennial Tahfidz Pondok and Maryam College

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ARTICLE INFO	ABSTRACT
	This study aims to determine (1) the achievement of memorising Quran surah An-Naba in Al-Quran subjects in the control class; (2) the achievement of memorising Quran surah An-naba in Al-Quran subjects in the experimental class; (3) the effect of the drill method on the achievement of Quran surah an-naba in Al-Qur'an subjects (4) the effectiveness of the drill method on the achievement of Quran surah an-naba in Al-Qur'an subjects. This type of research is qualitative research with an experimental approach. This research design uses quasi-experiment with nonequivalent type (Pretest and posttest) Control Group Design. The population of this study was the 6th batch of female students at Pondok Tahfidz Millenial Ashqaf and Maryam College. The sampling technique was Probabillity sampling in the form of simple random sampling. Data collection methods using tests and observations. Data analysis using descriptive statistics and t test. The results of this study show: (1) the achievement of memorisation of the control class is known, as many as 50% of the santriwati have not been completed, while 50% of the santriwati who are complete with an average of 76; (2) the achievement of memorisation of the experimental class is known, there are no santriwati who have not been completed, and as many as 100% of the santriwati have been completed with an average of 86.8; (3) there is an effect of using the drill method on the achievement of memorisation of the Quran Surah An-Naba', this is evidenced by the results of the independent sample t-test known significance 0. 060a < 0.05, then H0 is rejected and Ha is accepted, so it can be concluded that there is no significant effect of using the drill method on the achievement of memorising the Quran Surah An-Naba'; (4) the drill method is effectively used on the achievement of memorising the Quran Surah An-Naba', this is evidenced by the number of completed santriwati in the experimental class as much as 100%, and the average of the experimental class is higher than the control class, which is 86.8 while the control class is 76.

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INTRODUCTION

Memorising the Quran must be based on knowledge and awareness that reading and memorising the Quran has great virtues (Fauzi, Andriani, & Syarnubi, 2023). Readers and memorisers of the Quran have a high position and degree in the side of Allah SWT and receive great

rewards (Alimron, Syarnubi, & Maryamah, 2023). In addition, the Al-Quran will also intercede for him in the afterlife (Isnani, 2019) Memorising the Qur'an is an activity that has various benefits and virtues, and it needs to be a big concern that memorising the Qur'an requires the right method so that the Qur'an can be memorised properly, quickly and easily (Ballanie, Dewi, & Syarnubi Syarnubi, 2023). Because by choosing and using a good and appropriate memorisation method, it will make it easier for memorisers to achieve the final result, namely 30 juz mutqin

The problem faced by students who memorise the Qur'an is that some students make memorising the Qur'an a burden that is quite burdensome. The role and function of musyrif is one of the most important teaching qualifications (Syarnubi, 2019b). With their creativity and competence, in addition to mastering methods and being able to process mutqin memorisation techniques, musyrifs are also required to be able to provide methods and techniques that can be mastered well by all students (Syarnubi, Alimron, & Sukirman, 2023). This is a challenge faced by musyrif in making memorisation methods and techniques acceptable to all students (Syarnubi, Alimron, & Muhammad, 2022). Creating interesting methods and techniques that can be liked by students (Syarnubi Syarnubi, 2023). Creating a happy atmosphere and a spacious heart when memorising can affect the quality of memorisation (Sutarmizi & Syarnubi, 2022). Someone who memorises without a sense of burden or pressure will find it easier to absorb the verses being memorised (Martina, Khodijah, & Syarnubi, 2019).

The reality that occurs is that when the musyrifs provide memorisation methods and techniques that are less interesting or monotonous, the impact that occurs is that the students do not have high enthusiasm in memorising (Harto & Syarnubi Syarnubi, 2018). According to Jamil Putrihati Ningrum said that learning outcomes are closely related to a learning process. In this case it is closely related to the process of memorising the Koran. In general, the memorisation process is a process of interaction between santriwati and musyrif/musyrifah in memorising the Qur'an (Fitriyani, Dwi, Mansur, & Syarnubi, 2020). In order for the interaction to run well, there are several components that are interrelated and support the process of memorising the Quran (Syarnubi, Fuazi, et al., 2023). These components include relating to the surah to be memorised, methods and media in memorising the Qur'an (Syarnubi, 2019).

The drill method is one of the methods in memorising the Qur'an (Ali & Syarnubi, 2020). In the context of education in general, the drill method is often defined as a learning approach that involves intensive practice and repetition (Arisca, Karoma, Syarnubi, & Ahmad Syarifuddin, 2020). Educators such as B.F. Skinner have highlighted the importance of drill as a way to reinforce responses and form learning habits (Nurahman, Oviyanti, & Syarnubi Syarnubi, 2021). The drill approach can involve repetition of tasks or exercises designed to help santriwati gain specific skills or necessary knowledge (Sukirman, Baiti, Syarnubi, & Fauzi, 2023). According to Roestiyah the drill method is a way of teaching where santriwati can carry out training activities in order to have better dexterity or skills from what has been learnt (Syarnubi, 2022).

In the context of teaching the Qur'an, the drill method is also often adopted to strengthen the memorisation of verses in a structured and intensive manner (Yanti, Hawi, & Syarnubi, 2021). The drill method in memorising the Qur'an is often based on the principle of intensive repetition (Syarnubi Syarnubi, 2016). The drill method helps form the habit of repeating verses at regular intervals to strengthen memorisation (Sukirman, Masnun Baiti, & Syarnubi, 2023). In addition, the focus on repetition is also thought to improve concentration and accelerate learning (Hartati, Achadi, Syarnubi, & Muhammad, 2022). There are approaches that combine drill with understanding the meaning of the verse to improve memorisation with deeper understanding (Malta, Malta, Syarnubi Syarnubi, 2022). Based on the reality that occurs during the process of memorising the Qur'an, the Musyrifs provide memorisation methods and techniques that are less interesting or monotonous so that the students are less motivated in memorising the Qur'an and the achievements in memorising the Qur'an are also not significant (Wulandari, Misdar, & Syarnubi, 2021).

Based on this explanation, the researcher assesses that the use of this drill method will be very appropriate if applied to the practice of memorising Al-Qur'an surah An-Naba, because the more repetitions guided by the musyrif / musyirah, the more attached and stronger recorded in the

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memory so that it becomes more effective (Syarnubi, 2020). According to Dejemari Mardafi learning is said to be effective if the number of students (santriwati) who reach the minimum kkm completeness is more than 80%. The low achievement of Quran memorisation in Quran subjects is influenced by several factors including uninteresting methods, interaction between musyrif and musyrifah and santriwati, lack of motivation in memorising (Febriyanti, Ismail, & Syarnubi, 2022).

Based on the description above, there is a need for new innovations that make it easier for santriwati to memorise the Koran. Thus, based on the problems described above, the theme of this discussion is "The Effect of Drill Method on Al-Qur'an Learning Subjects Memorising Surah An-Naba'".

RESEARCH METHODS

1. Type Of Research

This type of research is a quantitative research with an experimental approach. The research design used quasi experimente type monekuifalente (pretest-t posttest) control group desigen. The research type can be seen in table 1.

Tabel 1. Design Nonequivalent (Pretest Posttest) Control-Group Design

Posttest Control-Group Design

	Pretest	Treatment	Posttest
Kelas Eksperimen	O_1	X	O_2
Kelas Kontrol	O_1	-	O_2

(John W. Creswell, 2014:172)

2. Time and Place of Research

The research time was conducted in January on 1-8 January 2024, the place of this research was located at Pondok Thfidz Millenial Ashqaf and Maryam College.

3. Population and Sample

The population in this study were 30 female students of batch 6. The sampling technique uses probabilistic sampling in the form of simple random sampling with the consideration that the population has the same characteristics so that they have the same opportunity to be selected (Hawi & Syarnubi, 2018). Based on this, a sample of 20 female students divided into 2 classes was obtained.

4. Experiment Procedure

The experimental procedure in this study was

1. Creating and validating assessment instruments, namely direct memorisation practice test instruments and predetermined assessment sheets.
2. Make preparations in memorising the Quran, namely memorising Qs An-Naba 5 verses per day, memorising implementation plans and data collection instruments.
3. Conducting pretest on control class and experimental class.
4. Performing memorisation practice using conventional methods in control classes and drill methods in experimental classes.
5. conducting posttests on control classes and experimental classes.
6. Conducting hypothesis testing to determine the effect of the drill method on the achievement of memorisation of Qs An-Naba at Pondok Tahfidz Millenial Ashqaf and Maryam College.

5. Data, Instruments, and Data Collection Techniques

The data used in this study are the pretest and posttest scores of santriwati in memorising the Koran with an assessment range.

No	Range	Value
1.	Smooth Can be tested	100-90
2.	Fluent	89-81
3.	Makhroj compliant	80-70
4.	Fluent with guidance	69-50

5.	Less fluent	49-30
6.	Stammering	29-10

The research instrument used in this study is a memorisation practice test instrument in accordance with the predetermined assessment sheet test. The assessment instrument is used to determine the effect of the drill method on the achievement of memorising Qs An-Naba in the Al-Quran subject at Ashqaf Millennial Tahfidz Pondok and Maryam College. The validity of memorisation practice shows the extent to which the instrument reflects the content of the desired achievement. The reliability of the memorisation practice instrument uses inter-rater reliability with the calculation of the percentage of agreement as follows:

6. Data Analysis Technique

The data obtained were analysed using descriptive analysis and inferential statistics through t-test (Sari, Sukardi, & Syarnubi, 2020). The t-test was conducted after the prerequisite analysis test. The analysis prerequisite test includes Test of Normality (Shapiro-Wilk) and Test of Equality of Variances (Brown-Forsythe). After the prerequisite test is fulfilled, namely normally distributed and homogeneous data, then hypothesis testing is carried out to determine whether the hypothesis is accepted or rejected. The t-test uses an independent sample t-test which functions to determine whether or not there is an effect of memorising the Quran Surah An-Naba' in the Al-Quran Subjects at Ashqaf Millennial Tahfidz Pondok and Maryam College.

RESEARCH RESULTS AND DISCUSSION

1. Data Description

The results of data collection and analysis in the control class and experimental class obtained pretest-posttest value data. Description of pretestposttest value data between control and experimental classes presented in Table 2

Data Description of Pretest-Posttest Values of Control and Experimental Classes

Descriptive Statistics

	Value Pretest		**Value Posttest**	
	eksperimen	**kontrol**	**eksperimen**	**kontrol**
Valid	10	10	10	10
Missing	0	0	0	0
Mean	70.500	76.000	86.800	76.000
Std. Deviation	10.003	15.832	6.250	15.832
Minimum	55.000	50.000	80.000	50.000
Maximum	88.000	95.000	95.000	95.000

a. Achievement of Learning Outcomes of Control Class
Data on the achievement of learning competence of control class santriwati is divided into two, namely the achievement of learning outcomes in terms of pretest and posttest results. Based on the pretest results, the average score was 76, the median was 76, and there was no mode value. The results of competency achievement (pretest) of the control class can be seen in Table 3.

Table 3. Memorisation Achievement Results (pretest) Control Class

Category	Amount	Percentage
Completed	5	50%
Not Completed	5	50%
Total	10	100%

Meanwhile, the posttest results of the control class obtained a mean of 76, a median of 76, and no mode value. The results of the memorisation achievement (posttest) of the control class can be seen in Table 4.

Table 4. Memorisation Achievement Results (Posttest) of Control Class

Category	Amount	Percentage
Completed	5	50%
Not Completed	5	50%
Total	10	100%

b. Experimental Class Learning Outcome Data

Data on the achievement of memorising Quran Surah An-Naba' in the experimental class is divided into two, namely the achievement of memorising in terms of pretest and posttest results. Based on the pretest results, the average score was 70.5, median 69, and mode 65. The results of memorisation achievement (pretest) of the experimental class can be seen in Table 5.

Table 5. Experimental Class Memorisation Achievement Results (Pretest)

Category	Amount	Percentage
Completed	2	20%
Not Completed	8	80%
Total	10	100%

Meanwhile, the experimental class posttest results obtained a mean of 86.8, median 86, and modes 80 and 95. The results of memorisation achievement (posttest) of the experimental class can be seen in Table 6.

Table 6. Memorisation Achievement Results (Posttest) Experimental Class

Category	Amount	Percentage
Completed	10	100%
Not Completed	0	0%
Total	10	100%

But before testing the hypothesis, it is necessary to analysis requirements, namely normality test and homogeneity test.The normality test results for each research data are presented in Table 7 while the homogeneity test results are presented in Table 8.

Table 7. Summary of Normality Test Results

Test of Normality (Shapiro-Wilk)

		W	P
VBNilai Pretest	eksperimen	0.981	0.973
	kontrol	0.924	0.394
Nilai Posttest	eksperimen	0.855	0.066
	kontrol	0.924	0.394

Note. Significant results suggest a deviation from normality.

Table 8. Summary of Homogeneity Test Results

Test of Equality of Variances (Brown-Forsythe)

	F	df_1	df_2	p
Value Pretest	3.112	1	18	0.095
Value Posttest	9.316	1	18	0.007

Based on Table 7, it can be concluded that all data are normally distributed, while based on Table 8, it can be concluded that the variance of pretest-posttest data in the control class and experimental class is the same.

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2. Hypothesis testing

Hypothesis testing in this study used an independent sample t-test with the help of the JASP computer programme. The test criteria are based on significance, if the significance> 0.05 then H0 is accepted and if the significance <0.05 then H0 is rejected.

a. Testing Pretest Result Data

The first test was conducted to see the initial ability of santriwati. Testing the control class pretest data with the experimental class pretest aims to determine whether there is a difference in pretest scores. The research hypothesis on pretest data testing is as follows.

H0: There is no significant difference in pretest scores between control and experimental classes

Ha: There is a significant difference in the pretest scores between the control class and the experimental class

Table 9: Summary of Independent Sample T-Test of Santriwati Pretest Score

Independent Samples T-Test

	t	df	p		Mean Difference	SE Difference	95% CI for Mean Difference		Cohen's d	SE Cohen's d
							Lower	Upper		
Value Pretest	-0.929	18	0.365		-5.500	5.922	-17.942	6.942	-0.415	0.457
Value Posttest	2.006	18	0.060	[a]	10.800	5.383	-0.509	22.109	0.897	0.490

Note. Student's t-test.

[a] Brown-Forsythe test is significant (p < .05), suggesting a violation of the equal variance assumption

Significance in the pretest table shows the value of p> (0.365> 0.05) this indicates H0 is accepted. The conclusion is that there is no significant difference in pretest scores between the control class and the experimental class.

b. Testing Posttest Results

The second test was conducted to see the final ability of the santriwati. This test aims to determine whether or not there is a difference in posttest scores between control class santriwati and experimental class santriwati. The research hypothesis in testing posttest data is as follows.

H0: There is no significant difference in posttest scores between the control class and the experimental class.

Ha: There is a significant difference in posttest scores between the control class and the experimental class.

Table 10: Summary of Independent Sample T-Test of Santriwati Posttest Score

Independent Samples T-Test

	t	df	p		Mean Difference	SE Difference	95% CI for Mean Difference		Cohen's d	SE Cohen's d
							Lower	Upper		
Value Pretest	-0.929	18	0.365		-5.500	5.922	-17.942	6.942	-0.415	0.457
Value Posttest	2.006	18	0.060	[a]	10.800	5.383	-0.509	22.109	0.897	0.490

Independent Samples T-Test

	t	df	p	Mean Difference	SE Difference	95% CI for Mean Difference		Cohen's d	SE Cohen's d
						Lower	Upper		

Note. Student's t-test.

[a] Brown-Forsythe test is significant (p < .05), suggesting a violation of the equal variance assumption

Significance in the posttest table above shows a value of p = 0.060a. The value of a indicates that there is a violation which results in H0 being rejected and Ha being accepted. The conclusion is that there is a significant difference in pretest scores between the control class and the experimental class.

This study aims to determine the effect of memorising Quran Surah An-Naba' Al-Quran Subjects. This study also aims to determine the effectiveness of memorising Quran Surah An-Naba' Al-Quran Subjects.

1. Achievement of Memorisation Results of Quran Surah An-Naba' Al-Quran Subjects at Ashqaf Millennial Tahfidz Pondok and Maryam College

The results of data analysis in the control class reviewed from the posttest results obtained an average score of 76. Based on the theory of learning completeness, it is known that 5 santriwati (50%) have not reached the KKM, while 5 santriwati (50%) have reached the KKM. Based on the posttest results, it can be concluded that the achievement of memorising Quran Surah An-Naba' in the control class at Pondok Tahfidz Millenial Ashqaf and Maryam College was not achieved, because only 50% of the santri who fell into the complete category. The low memorisation of santriwati occurs because the learning process still uses conventional methods such as personal memorisation which does not provide maximum results in memorisation. As a result, the santri become passive in memorising, feel bored, lack enthusiasm, and the verses delivered by the teacher cannot be received properly by the santri as a whole.

2. Achievement of Memorisation of Surah An-Naba' in Al-Quran Subjects for Experimental Class Students Using Drill Method at SMK Negeri 9 Surakarta.

The results of data analysis in the experimental class with memorisation using the drill method in terms of posttest results, obtained an average value of 86.8, and it is known that there are no santriwati who have not reached the KKM, while 10 (100%) santriwati have reached the KKM. Based on the posttest results, it can be stated that the achievement of memorising Quran Surah An-Naba' in the experimental class with the implementation of the drill method at Pondok Tahfidz Millenial Ashqaf and Maryam College has been achieved, because the students who are declared complete are more than 80%, namely 100%. The experimental class has a high achievement of learning outcomes because it uses the drill method in its memorisation activities. This is in line with the opinion of Nana Sudjana (2010: 86) who says that the drill method is a learning method in which santriwati are taught to memorise repeatedly with the aim of perfecting the results of memorisation so that they become permanent.

3. The Effect of the Use of the Drill Method on the Achievement of Memorisation of Surah An-Naba' in Quranic Subjects at Ashqaf Millennial Tahfidz Pondok and Maryam College

Analysis of pretest-posttest data in the experimental class and control class of santriwati at Pondok Tahfidz Millenial Ashqaf and Maryam College, it is known that the data is normally distributed and homogeneous. Data analysis was continued by conducting an equality test of two means using the independent sample t-test statistical test.

Independent sample t-test statistical test of pretest results on significance 0.365> 0.05, then H0 is accepted, so there is no difference in pretest scores between the control class and the experimental

class. The posttest scores of the two samples used as research samples had an average value of 86.8 experimental class and an average value of 76 control class with a difference in value of 10.8. The independent sample t test statistical test on the posttest results obtained a significance of 0.060a <0.05. Based on data analysis with the independent sample t test statistical test, it shows that there is a significant difference in memorising results between the control class and the experimental class, so it can be concluded that the two classes have different final abilities after treatment.

 Based on this test, it can be stated that there is a difference in the achievement of memorising the Quran Surah An-Naba' between classes that use conventional learning and classes that use the drill method at Pondok Tahfidz Millenial Ashqaf and Maryam College. The application of the drill method in this study can make the students' memorisation results become more improved than usual.

4. The Effectiveness of the Use of the Drill Method on the Achievement of Memorisation of Quran Surah An-Naba' Al-Quran Subjects at Ashqaf Millennial Tahfidz Pondok and Maryam College

Measurement of the effectiveness of the use of the drill method on the achievement of memorising the Quran Surah An-Naba', by comparing the final posttest scores of the control and experimental classes based on the minimum completeness criteria. The results of memorisation are said to be effective if the number of santriwati who reach the Minimum Completeness Criteria (KKM) is more than 80% (Djemari Mardapi, 2008: 61) The following will present the results of the comparison of memorisation completeness of the pretest-posttest scores between the control and experimental classes on the achievement of memorisation of the Quran Surah An-Naba', can be seen in Figure 1.
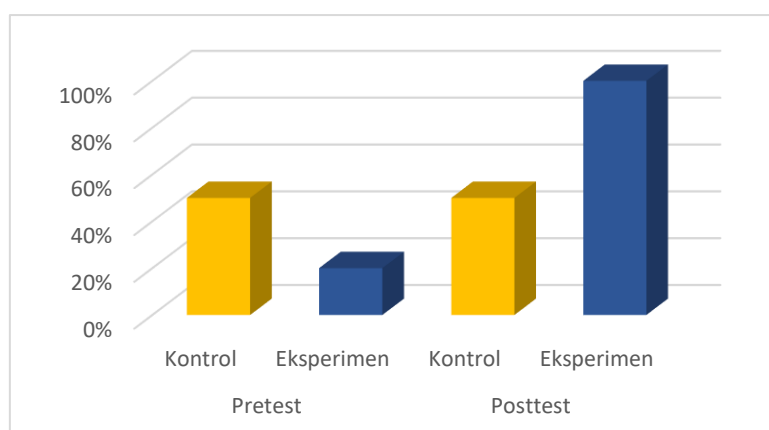

Figure 1. Completion of Pretest-Posttest Scores for Control Class and Experimental Class

Based on the theory of learning completeness, it can be stated that the experimental class learning process that uses the drill method achieves memorization of the Koran Surah An-Naba' in Al-Quran subjects, because as many as 100% of female students in the experimental class have reached the KKM. Meanwhile, in the control class, it was stated that the learning process in the control class which used conventional learning was not effective, because only 50% of female students reached the KKM. This is reinforced by the high average score of female students in the experimental class compared to the average value of female students in the control class, namely 76 for the experimental class and 86.8 for the control class. So it can be concluded that the drill method is effective for achieving memorization of the Quran Surah An-Naba' in Al-Quran subjects at Pondok Tahfidz Millennial Ashqaf and Maryam College.

CONCLUSION

The achievement of the results of memorising Surah An-Naba' Quran in the Ashqaf Millennial Tahfidz Pondok and Maryam College control class based on the pretest results is still low, namely 76, while in terms of the posttest results it is also still low, namely 76. The achievement of the results of memorising Quran Surah An-Naba' Al-Quran Subjects in the experimental class based

on the pretest results is still low, which is 70.5, while in terms of posttest results, it is 86.8. There is a significant influence on the achievement of memorising Quran Surah An-Naba' Al-Quran Subjects by using the drill method. This is evidenced by the statistical test of independent sample t test obtained significance 0.365 <0.05 means there is no significant difference. This is reinforced by comparing the posttest of the control class and the experimental class based on the minimum completeness criteria (KKM). The results of the completeness of the experimental class, as many as 10 santriwati or 100% were declared complete, there were no santriwati who were declared incomplete.

The effectiveness of the use of the drill method for the achievement of memorisation of Surah An-Naba' of Al-Quran Subjects shows that there is a difference in the achievement of memorisation of pretest and posttest values with a significance level of 0.05, namely with these results it can be explained that the achievement of santriwati competence is seen from the number of santriwati who reach the KKM (Completion) through the use of the drill method with the achievement of memorisation that is more improved than the achievement of memorisation using conventional learning methods. Based on this, it can be concluded that the use of the drill method in memorising Quran Surah An-Naba' is more effective than the use of conventional learning methods.

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