

The Use of The Drill Method In Overcoming Students' Learning Difficulties In Class IX Islamic Religious Education Materials of SMPN 17 Kendari

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ABSTRACT

This study aims to: 1) obtain confirmation is drill method can overcome difficulty Study material Islamic religious education student class IX SMPN 17 Kendari. Method of collecting the data start method observation, measurement test results learning. Method of data collecting was using the data from the results of students' test, the state of the teacher, the situation participant students, PAI curriculum, and so on. Test is something thenik or the method used in framework carry out activity measurement, which is from various question, question or series task to be done or answered by participants educate for measure aspect behavior participant educate. Test implemented in class IX Senior High School 17 Kendari. Collected research data then analyzed, and results analysis the showed that there is enhancement ability read student from before applying drill method and after applied drilling method.

Keywords : Drill Method, Overcoming Students' Learning Difficulties, SMPN 17 Kendari

I. INTRODUCTION

Presumably No foreign Again if heard religious teachers say complaints about teaching material religious education, especially in schools general. this caused Because exists factor afraid from student That consider themselves material religious education is material current religious education it's also a student feel not enough interested, less motivated for learn or for accept it. As a result, got reduce the effectiveness of the learning process teach. Another factor is because the basic (base) of student. Majority students studying in school's general own minimal basis about religious education. Or they Can said orientation to less religious education. Consequently, when student confronted with religious matters in particular read the Koran, students will experience difficulties in the learning process.

So is allocation given time for eye PAI lessons in schools public (1 x meeting in a week / 2 x 45 minutes). How Possible student can read with fluent, write with precise and correct, memorize with fast. With background minimal religious background temporary given time for material very little religious education. It is this which became barrier achievement satisfactory results. will be very with madrasah students in general who have own background religious education. Easier for reading, easy in write and memorize so no there is difficulties for learn material religious education.

II. LITERATURE REVIEW

2.1 Drill method

1. Definition Drill Method

Before define about drill method first formerly know about method jail That alone. Method of teach is the way the teacher gives lessons and how students receive them lessons on time Study going on, fine in form notify or raise. Oekeh Because That role method teaching is as tool for create a learning process conducive teaching. With method This expected plant various activity learna student connection with teaching teachers, in other words created interaction educative between the teacher and student. In interaction this is the role of the teacher as mover or mentor, send student role as recipient or guided. Interaction process This will walk with Good If student more active in comparison with the teacher . By curry method good teaching is method that can grow activity Study student and fit with condition learning.

One unsuccessful effort can abandoned by the teacher is how do teachers understand position method as one influencing components in the learning process teach. Framework think so no something strange thing but real and true true, true thought by the teacher. From definition method teach, then drill method is something method teach Where

student carry out activities exercise, so that students own dexterity or more skills tall from what is learned. In Nana Sudjana's book, the drill method is something activity do the same thing, over and over in a manner seriously objective for strengthen something association or perfect something skills to be characteristic permanent. Distinctive feature from method This is activity form repeated repetition of something same thing. With thereby formed knowledge-ready or skills ready that any moment Ready for use by the person concerned.

2.2 Difficulty Study student

1. definition Difficulty Study

Definition of difficulty Study was first put forward by the united state of office of education (USEOU) in 1997 which was introduced with public law, that is something disturbance in something or more of psychological processes covering base understanding and use Language description or writing. while the national joint committee for learning disabilities (NJCLD) stated that difficulty Study is showing to bunch manifested difficulties in form real trouble in proficiency and use ability listened to by the board of the association for children and adults with learning disabilities (ACALD), namely:

- Something conditions used sourced severe neurologist selective bother development, integration and or verbal or nonverbal abilities.
- Something condition, no real ability in people who have sufficient sensory systems and opportunities for learn enough too.

2. Reason difficulty Study

Performance Study influenced by two factors, namely internal and external. Reason main difficulty study is internal factors, i.e., possibility exists dysfunction neurological. Send reason main Study is factor external. Various factors that cause dysfunction the neurologist in turn can cause difficulty learn;

- Factor genetics
- Brain injury due to physical trauma.
- Missing biochemistry
- Destructive biochemistry brain
- Pollution environment
- Adequate nutrition
- Influences psychological and social

III. RESEARCH METHODS

3.1 Research settings

In study This researcher choose approach qualitative. Approach qualitative is yielding approach discoveries that do not can be obtained with use statistical procedures or another way of measurement. Send type research used is study action target class for repair or increase right activity learning in overcome difficulty student in learning

According to T. Raka Joni in FX Soedarsono research action class is something form characteristic study reflective by the actor the action taken for increase right ability rational from the actions taken That as well as repair the conditions under which the practices learning the done.

Study this is carried out in. which is located at SMPN 17 Kendari is one school medium common in the city drive under shade Education Department. Study It is focused on the participants educate class IX in. totaling 26 students (25 students Muslim and 1 student non-Muslims) at the time follow learning process activities teach Islamic religious education.

3.2 Stages Study

Study action class This is a review process through a cyclical system or shaped cycle like in the picture following:

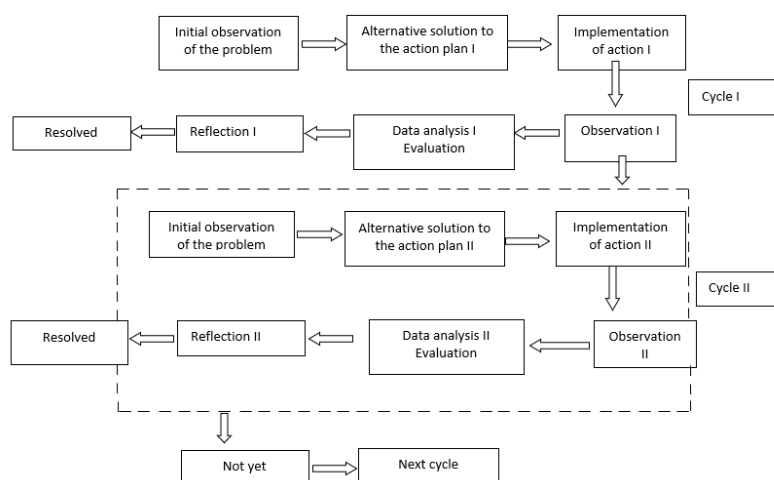


Figure 3.1 Design and Model of Classroom Action Research (PTK) (PGSM Project Team, 1999:27)

With refers to the image, then procedure study action This include; 1) plan action, 2) implementation action, 3) observation and evaluation, 4) data analysis and 5) reflection in cycle. kindly detail activities at each stage. This outlined as following:

1. Planning action

In study action class This be expected We can know effectiveness from use deep drill method overcome difficulty Study special students' material Islamic religious education for student class IX. As effort for reach maximum and optimal results accordingly with desire together, then scenario needs to be formulated. As for the scenario planning are:

- a. Discussion with tutor for choose class to be researched
- b. Observation condition class IX.
- c. Identification problem in the learning process teach.
- d. Arrange steps systematic learning.
- e. Develop material to be delivered.
- f. Formulate suitable method.
- g. Make tool uobservation, for know activity and level creativity in the process of teaching learning
- h. Use method used that is drilling method
- i. Assembling tools evaluation.

Study This held for 5 (five) weeks starting on the day Monday January 24, 2021 and ends on February 17, 2021.

2. Implementation action

In study action from 2 meetings. As for implementation action / activities planned in class _ for 5 (five) meetings as following:

a. Stage beginning

1. During opener
2. Read verses that choice by research
3. In the learning process teaching / competency that must be possessed by students.
4. In the learning process teaching (Teaching lesrning process) apply drilling method

b. Core stages

1. Research stage test for rote student.
2. Study provides material stimulus to be discussed
3. Study share student become a number of part group
4. Study share task to each group
5. Study arranges the way discussion
6. Each group must present results the discussion.
7. Study give chance to student for submit in his opinion, fine in form refute or something else.
8. Study evaluates results performance student during the learning process teach going on

c. Stage end

1. Study straighten problem and deliver proper feedback on the issues discussed,
2. study give task for learn chapter next and memorize tasks that have been determined.
3. Study close meeting / during closing

3. Observation Dan interpretation

During the teaching and learning process going on, researcher do take and form results observations and results Study student. Observation results recorded on the sheet observed and documented. Things to note among others:

- a. Activity student during the teaching and learning process going on
- b. Out put Study acquired students _ from mark task discussion in class, liveliness students, and grades test test daily.

4. Analysis and reflection

Data analysis is the process of organizing and sorting data into patterns, categories, and units' description base so can be found theme and can be formulated hypothesis Work as suggested by the data. According to Mies and Hubberman, engineering data analysis consists of 3 stages principal, namely: 1) data editing, 2) data exposure, and 3) withdrawal conclusion.

Data reduction is the process of selecting data that is relevant, important, meaningful and data that is not useful for explain about what to be target analysis. Steps used is simplify with make focus path, the data has been reduction furthermore served with method describe in form possible data exposure for pulled conclusion. Conclusion is essence from analysis that provides statement about impact from study action class. Results data observation and learning outcomes student, after analyzed can used for compile reflection. Reflection is activity synthesis-analysis, integration, interpretation and explanation to all the information obtained from implementation action.

Related with study this, then the data obtained through inside observation class is analyzed for ensure that with apply drill method can overcome difficulty Study student in learn material Islamic religious education. In analyze data will used procedures and techniques with existing goals or what to achieve. Namely give chance to student for new knowledge he got more valuable, because That is results findings, they itself, so in the end will can overcome difficulty Study student.

3.3 Cycle study

In study action class this, research share into 2 cycles. Each cycle consisting of 2 meetings. this after with 2 trees discussion, that is chapter sunnah prayer (4 X 45 minutes with 2 meetings), and chapters Salat sunnah (4 X 45 minutes with 2 meetings).

3.4 Research instruments

In study This position study in study qualitative Enough complicated. He at a time is planner, executor data collection, analysis, interpretation of data, and what Finally He become pioneer results his research. Definition of instrument or tool study early right Because He become everything from the entire research process. However, the research instrument here meant as tool collect data like test on research qualitative. As for the instruments that can made as support other is observation with sheet guidelines observation behavior students inside class during the teaching-learning process, grades task from every cycle and value test daily.

3.5 Data collection techniques

Accurate data will obtained during the data collection process be prepared with ripe , deep study this , author use a number of technique data collection , namely :

1. Method observation

a. Observation participatory

Observation can be classified on observation through method role as well as and not role as well as. On observation without role as well as observation only do One function, that is stage observation. Observation role as well as performs two roles at a time that is as observation and once gosh become member official from the group being observed. observation can also be divided on observation open and observing closed. Which is open or closed is observation and background research. Observation in a manner open known by the subject, meanwhile otherwise the subjects with volunteer give chance to observer for observe events that occurred, and them realize that someone is watching thing to do them. On the other hand, on observation closed, observation operate and operate observation without known by the subjects. Related with study this, then observation here It means is observation participate.

b. Observation Active Class

Something observation direct to student with notice Act he did in the teaching-learning process nor in the learning model whatever. So, researcher obtain description atmosphere class and researcher can see in a manner direct Act in demand students, work the same as well as communication between student in the teaching-learning process. Related with study this, then observation here It means is observation activity classes conducted by researchers and students studied when researcher teach in that class use drilling method. Observation in a manner done immediately researcher this is in order to obtain useful data for his research.

2. Outcome test measurement Study

Data that has been obtained in the field will be compared by research with use sheet observation behavior students, out put from evaluation data assignments, grades test daily, anyway see from liveliness the object. For make it easy researcher in collect data, and the data obtained No is lost so researcher do recording with method make notes from results that have been obtained during the research process. Recording technique performed is with make notes on sheets guidelines observation behavior student based on development student every cycle, that is cycle I and cycle II.

3.6 Check Data Validity

For checking inside data validity study action class This researcher use triangulation. Triangulation is technique inspection the validity of the data used something else beyond that data for necessity checking or as comparison against that data.

Related with study this, then the data is made comparison is sheet guidelines observation behavior students, results from mark task (cycle I and cycle II), liveliness students, and grades test daily.

3.7 Performance Indicator

As reject measure, research this is implemented during 5 meetings during the teaching-learning process with inside observation class Already Enough For evaluate is use deep drill method learning Islamic religious education at SMPN 17 Kendari overcome difficulty study student. It gets we look from notes on sheets observation behavior students at the time following the activity process teaching and learning, nili assignments and tests test daily.

IV. RESEARCH RESULT

4.1 Research Locations

Study This implemented at SMPN 17 Kendari which located on Jl. Mekar Jaya I, Kadia sub-district, Kadia District, Kendari City, SMPN 17 Kendari is one of them school medium the first to be in town K end that shade Dikmudra., have 48 Teacher fixed, and 3 educators who don't stay.

For develop source Power quality manus , SMPN 17 Kendari provides various type facilities that support the educational process , including _ room number of learning (classes). 20 class , that is 7 room class one . 6 room For grade two, and 7 room For class three . SMPN 17 Kendari too be equipped with laboratory computer, science laboratory, library, prayer room, teacher 's room, administration room, room head school, BP room, room art, organization student such as OSIS, UKS, cooperative school, scout, PMR, space sports and bath rooms.

Study This will be focused on the participants educate class IX SMPN 17 Kendari which totaling 26 students (25 students Muslim and 1 student non-Muslims) at the time follow teaching and learning process activities eye lesson

Islamic religious education. study This carried out by the practice teacher as writer report. Researcher try apply considered method capable for overcome problem in overcome difficulty learn. S a la One method his teaching is with apply drilling method. Study This also meant for changing the teaching system lasting Islamic religious education. This watch become interesting and attractive to students.

4.2 Results Study

Describe following is one _ effort For describe results study action class that has carried out . With thereby We will know that use deep drill method learning Islamic religious education can overcome difficulty Study student class IX. Study This held start January 24, 2021 until with February 21, 2021 for 5 meetings, each Friday 1-2 o'clock in class IX. With thereby silverware for teaching done study only 5 meetings (1 meeting, observation class, and 4 meetings for silverware teach) with tree discussion pray sunnah. Results data study about activity student during in group can be seen in the table following.

Table 4.1 frequency activity student during in group cycle I meeting I

No	Group	Student activation unit assessed					
		Be on duty	Take turns and various tasks	Encourage participation	Active listening	Ask	Check accuracy
		Score	Score	Score	Score	Score	Score
1	I	7	5	5	6	3	4
2	II	8	8	4	6	4	5
3	III	8	4	4	7	3	6
4	IV	9	5	3	6	4	4
5	V	7	6	5	8	4	5
Amount		39	28	21	33	18	24
Average		7,8	5,6	4,2	6,6	3,5	4,8

Table 4.2 frequency _ activity student during in group cycle I meeting 2

No	Group	Student activation unit assessed					
		Be on duty	Take turns and various tasks	Encourage participation	Active listening	Ask	Check accuracy
		Score	Score	Score	Score	Score	Score
1	I	9	6	4	6	3	4
2	II	9	6	4	7	5	7
3	III	7	6	4	6	3	4
4	IV	7	5	4	6	2	5
5	V	8	7	4	6	4	6
Amount		40	30	20	31	17	26
Average		8.0	6.0	4.0	6,2	3,4	5,2

Table 4.3 frequency activity student during in group cycle II meeting 1

No	Group	Student activation unit assessed					
		Be on duty	Take turns and various tasks	Encourage participation	Active listening	Ask	Check accuracy
		Score	Score	Score	Score	Score	Score
1	I	10	7	6	6	4	6
2	II	9	7	6	8	5	5
3	III	9	7	6	7	5	6
4	IV	9	6	5	6	4	5
5	V	7	7	5	8	5	6
Amount		44	34	27	35	23	28
Average		8,8	6,8	5,4	7.0	4,6	5,6

Table 4.4 frequency activity student during in group cycle II meeting 2

No	Group	Student activation unit assessed					
		Be on duty	Take turns and various tasks	Encourage participation	Active listening	Ask	Check accuracy
		Score	Score	Score	Score	Score	Score
1	I	10	8	8	5	5	6
2	II	10	8	7	6	6	8

3	III	10	4	7	3	3	6
4	IV	8	7	6	5	5	5
5	V	10	8	5	5	5	7
Amount		48	35	33	24	24	32
Average		9,8	7.0	4,8	4,8	4,8	6,4

Based on table above seen that the average frequency activity student during in group for see picture frequency activity student during in group for every meeting can seen in Figure 4.1 as following.

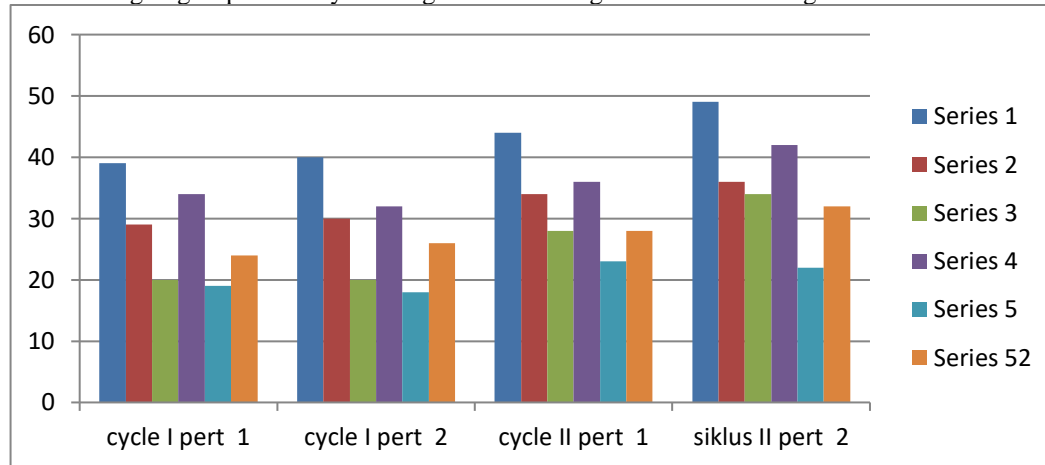


Figure 4.1 graph frequency activity student during in group description :

- Is at in task
- Take turn and variety task
- Push participation
- Listen with active
- Ask
- Inspect accuracy
- Study results

Based on data analysis performed in study that is analysis statistics descriptive, then mark results Study students obtained in study. This summarized in table following this.

Table 4.5 values results Study student material sunnah prayers in cycle I and cycle II

Klp	No	Student code name	Cycle I		Cycle II	
			Score	Mark	Score	Mark
I	1	ABD	3	30	10	100
	2	AHU	7	70	8	80
	3	AHD	7	70	10	100
	4	BHS	4	40	8	80
	5	JAIL	6	60	7	70
II	1	BMJ	6	60	9	90
	2	BHI	4	40	7	70
	3	DRY	5	50	10	100
	4	DBH	3	30	9	90
	5	ELY	4	40	7	70
III	1	ERN	3	30	9	90
	2	GBH	3	30	9	90
	3	GRA	6	60	8	80
	4	HIK	7	70	5	50
	5	HAM	4	40	9	90
IV	1	HBM	3	30	8	80
	2	ILN	4	40	5	50
	3	JKL	3	30	5	50
	4	KLR	4	40	7	70
	5	KNM	5	50	7	70
V	1	STG	6	60	7	70

	2	TNH	5	50	7	70
	3	KML	4	40	7	70
	4	WDR	5	50	7	70
	5	WDB	7	70	9	90
Amount			118	1,180	194	1940
Average			4.72	47,20	7,76	77,60

For see picture mark results Study students in cycle I and cycle II, can seen in Figure 4.2 below.

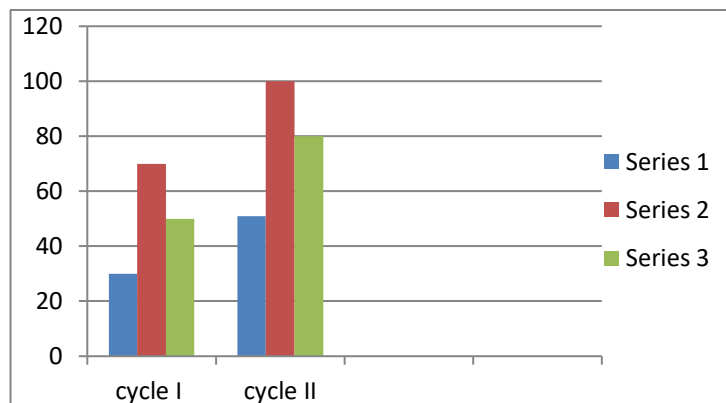


Figure 4.2 learning hail chart student cycle I and II

For see picture results Study student from every cycle For every student can seen in the picture following this.

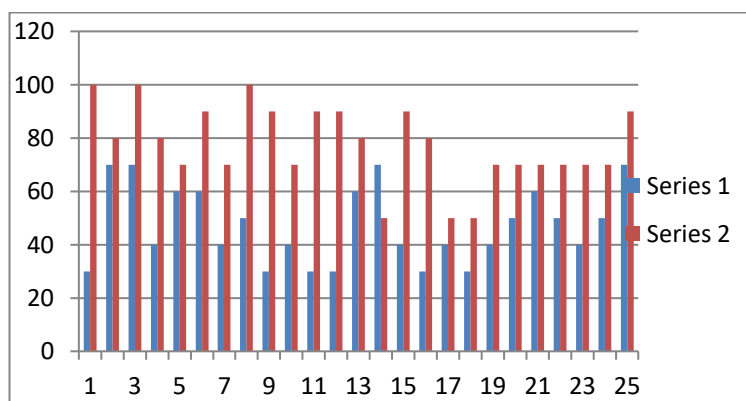


Figure 4.3 chart mark results Study each student percycle

2. Provision Study student

From result data analysis i.e., analysis statistics descriptive, then provision Study student after learning material Salat sunnah summarized in table following this.

Table 4.6 completeness Study student after learning on the material Salat sunnah

No	Student Name Code	Cycle I		Cycle II	
		Mark	Ket	Mark	Ket
1	ABD	30	BT	100	st
2	AHU	70	st	80	st
3	AHD	70	st	100	st
4	BHS	40	BT	80	st
5	JAIL	60	BT	70	st
6	BMJ	60	BT	90	st
7	BHI	40	BT	70	st
8	DRY	50	BT	100	st
9	DBH	30	BT	90	st
10	ELY	40	BT	70	st
11	ERN	30	BT	90	st
12	GBH	30	BT	90	st

13	GRA	60	BT	80	st
14	HIK	70	st	50	BT
15	HAM	40	BT	90	st
16	HBM	30	BT	80	BT
17	ILN	40	BT	50	BT
18	JKL	30	BT	50	st
19	KLR	40	BT	70	st
20	KNM	50	BT	70	st
21	STG	60	BT	70	st
22	TNH	50	BT	70	st
23	KML	40	BT	70	st
24	WDR	50	BT	70	st
25	WDB	70	st	90	st
Amount		1,180		1940	
Average		47,20		77,60	
BT			84%		12%
st			16%		88%

Note: BT = Not Completed ST = Completed

For see picture percentage completeness Study student in a manner overall in cycle I and cycle II, can seen in Figure 4.4 below this.

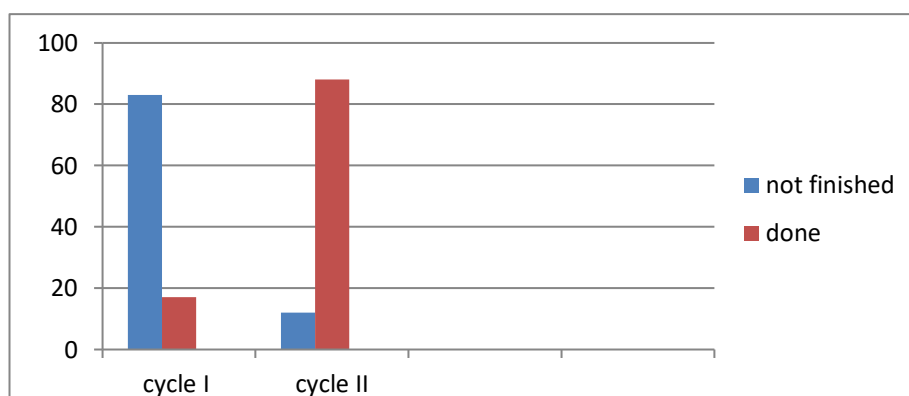


Figure 4.4 graph percentage of students who achieve completeness study > 85 %

3. Enhancement results Study student

Based on results data analysis performed, then enhancement results Study student from cycle I cycle II can summarized in table following this.

Table 4.7 increase Study students on the material Salat sunnah

No	Student Name Code	Cycle I to Cycle II		
		Cycle I	Cycle II	PNBH
1	ABD	30	100	70
2	AHU	70	80	10
3	AHD	70	100	30
4	BHS	40	80	40
5	JAIL	60	70	10
6	BMJ	60	90	30
7	BHI	40	70	30
8	DRY	50	100	50
9	DBH	30	90	60
10	ELY	40	70	30
11	ERN	30	90	60
12	GBH	30	90	60
13	GRA	60	80	20

14	HIK	70	50	0
15	HAM	40	90	50
16	HBM	30	80	50
17	ILN	40	50	10
18	JKL	30	50	20
19	KLR	40	70	30
20	KNM	50	70	20
21	STG	60	70	10
22	TNH	50	70	20
23	KML	40	70	30
24	WDR	50	70	20
25	WDB	70	90	20
Amount		1,180	1,180	1940
Average		47,20	47,20	77,60

Description: PNBH = Increasing the value of learning outcomes

From the data analysis performed, then percentage enhancement results Study student in a manner whole that is from cycle I to cycle II 30.40%

1. Cycle First

a. Plan action cycle I

As effort for get maximum and optimal results, researchers apply drill method as method that can involve between teachers and students and can role active in the activity process teaching and learning. Because if only use methods classic like method lecture or something else felt not enough appropriate If applied in learning Islamic religious education in class IX.

Cycle This consists from tree discussion, that is chapter Salat sunnah (4 X 45 minutes with 2 meetings). Before implementation drill method in cycle I, researcher do plan through a number of stage preparation namely:

- a. Make plan learning
- b. Share material (prayers Sunnah) into 5 parts, namely:
 1. Salat duha
 2. Salat istikharah
 3. Salat wishes
 4. Salat istisqa '
 5. Salat superstitious
- c. Researcher share student class IX into 5 groups very gosh give task of each group
- d. After shaper group, then researcher take tool observation to use know enthusiasm and activity student in the learning process going on.

b. Implementation cycle I

After breaking up right use student drill method class IX, so stages learning in accordance with stages in drilling method. As for research This start held on January 24th 2021 the process learning going on for 2 X 45 minutes, which includes:

Meeting I: 2 X 45 minutes (24 January 2021)

1. Stage beginning

- a. Greetings (assalamu'alaikum wr. wb)
- b. Read the Qur'an accordingly with topic Language
- c. Presentation student.

2. Core stage

Pre-Activity

- a. The researcher /teacher provides stimulus material for Sunnah prayers
- b. Researchers/teachers divide student into 5 groups.
- c. Researchers/teachers give task to each group.

Willst Activity

- a. Researchers/teachers provide instructions for read and memorize prayer pray duha as well as wrote it in time a number of minutes. Then next with appropriate discussion with material as well present it.
- b. Researcher/teacher arranges the way discussion.
- c. Researchers/teachers provide chance to student for submit in his opinion, fine in form refute or something else.

Post Activity

- a. The researcher/teacher evaluates results performance student during discussion.
- b. Researchers/teachers straighten problem and give proper feedback on existing problems.

3. Final Stage

- a. Researchers/teachers provide chance to student for ask.

- b. Researchers/teachers provide motivations so that students can be more biased increase learn it.
- c. The teacher researcher gives information about Language next.
- d. Researchers/teachers provide task for write return prayer Salat duha
- e. The researcher/teacher closes meeting/greeting cover.

Meeting II: 2 X 45 minutes (January 31 2021)

1. Initial Stage

- a. Leader's greeting (assalamu'alaikum wr.wb.)
- b. Read the Qur'an accordingly with language topics
- c. Read prayer Salat duha.
- d. percentage student.
- e. Researchers/teachers held test for rote student
- f. The researcher/teacher explains in a manner short required competencies owned by students as results learn.

2. Core stage

Pre-Activity

Researchers/teachers provide questions around material before.

Whilst Activity

- a. Researchers/teachers provide chance to group that hasn't presentation '
- b. Researchers/teachers provide chance to student for submit income, fine in form refute or something else.
- c. The researcher/teacher opened the session for questions and answers with students.
- d. The researcher/teacher agrees the way discussion.

Post Activity

- a. Researchers/teachers straighten problem and deliver proper feedback on existing disputes.
- b. Researchers/teachers evaluate results performance students teaching-learning process
- c. The researcher/teacher explains in detail the material.

3. Stage end

- a. Researcher/teacher gives chance to student for ask
- b. Researcher/teacher told to student for learn material furthermore
- c. Researcher/teacher gives motivations aar the students are biased more increase learning.
- d. Researcher/ closes friendship/greetings cover

c. Observation cycle

As long as activity Study going on, researcher here besides act as teachers, researchers also act as a note-taking observer sheet observation on the sheet observation behavior student . Observation results in stage I, activities student Already Enough nice, student seen more enthusiastic in pay attention lesson, because lessons learned will more pleasant self usually. Entering stage II, students more enthusiastic and more active in lesson, This seen from activity student in the learning process. Majority student can read prayer pray duha as well as enthusiastic in demonstrate it. However, there is partly small student A little can read prayer pray Duha and students are very active for ask.

After student get right drill method, students given question posttest for know level understanding student in accept lessons that have been taught. (Attachment value)

d. Reflection cycle I

Objective researcher applies re -drill method is for say difficulty learn students, order methods study Islamic religious education can be felt effective by students. Especially in class IX, which is p This No regardless from habit student in learn what happened during this. For address reality above, then taken steps:

- 1. Notice enhancement students who interested write pronunciations anything (AL-Qur'an, AL- Hadith) as well rote the reading, then need given more drill methods effective and efficient, that is d start from drill stages for read more first.
- 2. Partly small poor students memorize readings pray sunnah still feel difficulty for read, write, then must be given time alone for do drilling method

2. cycle second

a. Plan action cycle II

For reach maximum results in learning, researcher choose use future drill method will involve student in the learning process Islamic religious education.

Before implementation drill method in cycle II, researcher do plan through a number of stage preparation namely:

- a. Make plan learning
- b. Share material (prayers Sunnah) into 5 parts, namely:
 - 1. Meaning, and function pray Sunnah.
 - 2. Adab, and pronunciation Salat Sunnah.
 - 3. position pray sunnah
 - 4. Excellence Salat sunnah
- c. Researchers/teachers divide student class IX into 5 groups at a time give lever each group.
- d. After formation, group, then researcher take a tool observation to use know enthusiasm and activity student in the learning process going on.

b. Implementation cycle II

With still use drill method then stages learning done is as following:

Meeting First I: 2 X 45 Minutes (February 7 2021)**1. Stage beginning**

- a. Greetings (assalamu'alaikum wr. wb)
- b. Read the Qur'an accordingly with language.
- c. Read prayer pray duha
- d. Presentation student
- e. Researchers/teachers held test for rote student
- f. Teacher researcher explain in a manner short required competencies owned by students as results Study

2. Core stage**Pre-Activity**

- a. Researchers/teachers provide stimulus material (Salat Sunnah)
- b. Researchers/teachers share them student into 5 groups
- c. Researchers/teachers provide task to each group

Whilst Activity

- a. Researchers/teachers provide instructions for read and memorize pronunciation Salat sunnah in time a number of minutes.
- b. Researchers /teachers set the way discussion
- c. Researchers / teachers provide chance to student for submit in his opinion, fine in form refute or anything else.

Post Activity

- a. Researchers/teachers evaluate results performance student during the process Study teach.
- b. Researcher/teacher straighten problem and deliver proper feedback on existing problems.

3. Final Stage

- a. Researchers/teachers provide chance to student for ask.
- b. Researchers/teachers provide motivations so that students can be more biased increase learn it.
- c. Researchers/teachers provide information about Language next.
- d. Researchers/teachers provide task for write return readings Salat sunnah in the book package.
- e. The researcher /teacher closes meeting / regards closing

Meeting II: 2 X 45 minutes (February 14 2021)**1. Stage beginning**

- a. Greetings (assalamu'alakum wr. wb)
- b. Read the Qur'an accordingly with language topics.
- c. Read prayer Salat duha
- d. Presentation student
- e. Researchers/teachers held test for rote student
- f. Researcher/teacher explains in a manner short required competencies owned by students as learn.

2. Core stage**Pre-Activity**

Researchers/teachers provide questions around material before.

Whilst Activity

- a. Researchers/teachers provide chance to group that hasn't presentation.
- b. Researchers/teachers provide chance to student for submit in his opinion, fine in form refute or something else.
- c. The researcher/teacher opened the session for questions and answers with students.

Post Activity

- a. Researchers/teachers straighten problem and deliver proper feedback on existing problems
- b. Researchers/teachers evaluate results performance student during the teaching and learning process
- c. Researcher/teacher explains in detail about material

3. Stage end

- a. Researchers/teachers provide chance to student for ask.
- b. Researcher/teacher gives motivation so that students can be more increase right learn
- c. The researcher/teacher closes meeting/greeting closing

c. Observation cycle s

After held improvements to the results obtained in cycle I. activities student in the teaching-learning process Better again, because There is progress for group Not yet presentation. From the results observation, obtained that student Enough enthusiastic in follow activity teaching and learning, and students increase active for ask and also, students experience enhancement in accuracy and speed memorize recitations of the Qur'an/AL- hadith.

In nature increase performance Study students who are results end from learning drill method , ie can look at the results mark end test daily student

d. Reflection cycle II

From activity learning that has going on with use drill method, then objective learning that is For can overcome difficulty Study students and students For more active in the teaching-learning process. From the results observation in cycle II, then rare that will take:

- a. Understanding and obedience student show that drill method must continue to apply to student for more understand in a manner deep contained meaning in the material conveyed.
- b. Keeping quality learn already walk develop fine and still maintained

A. Discussion

I. Activity Study student

Based on problem, "whether application of learning models use drill method can increase right results PAI learning students on the material tree Salat sunnah students IX., carried out analysis on activity Study student. From the results analysis activity Study student during the first group that is is at in task, got seen that meeting first (cycle II) of 48. Improvement frequency activity student in do learning use drilling method. At a meeting fourth frequency activity student the more increased, where almost all student is at in group for do given task _ etc discuss together friends the group.

From the results analysis activity student during in group that is take turn and variety can seen that at the meeting the first (cycle I) frequency by 28, meeting second increase to be 30, meeting third to be 34 and at confluence to four increases become by 35. This also shows exists increaseb activity For take turn and variety task , where at the meeting first and cycle I students in group try take turn in assignments , but at meetings This student Still Confused to what are they will do , so the division process should Where tasks more dominated by students who have ability more . But at the meeting next can seen exists enhancement activity student in take turn and various task Already start understand each task .

From analysis descriptive activity student during in group that is push pastis can seen that at the meeting First the frequency by 21. It is show that at the meeting First cycle I students Still Not yet capable bring his friends or push participation his friends For Work together in group . At a meeting second cycle I activity student For push participation the more increase the frequency become by 20 , likewise In cycle II for meeting third and fourth the frequency increase become by 27 and 33.

From the results analysis to activity student in group that is refreshing with active, fine that is explained by the teacher and explained by friends in group to be group expert, can seen in cycle I meeting First the frequency by 33, but at the confluence second cycle I frequency decrease to be 31. It is show that meeting first and second student Not yet carry out learning use method dri . At the meeting third and fourth student try For more understand learning with method Work The same more active and more collaborative so that ability student in explain settlement masalah and sebaian other students become listener active the more increase with frequency by 35 and 41.

From the results analysis descriptive to activity student during in group that is activity ask, not yet fully reflect group use drilling method. this _ can seen on each meeting, activities student for ask very little. At a meeting First cycle I, frequency activity ask student only by 18, and only experience A little meeting improvement _ furthermore become by 17 at the meeting second (cycle I), 23 at the meeting first and second (cycle II). this caused by the doubt of the average student For Ask something problem Good Friend group as well as the teacher.

Temporary analysis activity student in check precision answers that have they do before being presented at the meeting First cycle I frequency by 24. But at the meeting First cycle I frequency by 24. But at the meeting second increase become at 26, friends third and fourth in cycle II increased to 28 and 32.

Amount frequency activity student during bye group after poured in graphs are also inclined experience improvement . tendency This show exists enhancement understanding student learning model stage use drill method from meeting First until meeting fourth .

II. Results Study student

About results Study student class IX SMPN 17 Kendari in 20 21 before and after learning pray sunnah with apply learning models use drill method , can explained that mark results Study student before learning with implementing learning models use drill method really low and yet reach completeness learn . this _ can seen from the average value of the results Study student in a manner total in odd semesters year lesson 20 21 of 46 where only 3 students reached completeness learn. After learning draft pray suah with using learning models using drilling models. The average value of the results study student literally whole of 72.56 with minimum value of 44 and value maximum of 87 results Study students can too seen from mark yes obtained student every end cycle . Study results student the can seen in table 4.5 where in a manner whole the average value of students obtained in the first cycle of 47.20 with mark your mas of 70 and a minimum value of 30. On the cycle student's average score in a manner whole increase compared to cycle I the average value of students in a manner whole increased in comparison with cycle I i.e., of 77.60 denan mark maximum equal to 100 and a minimum value of 50.

Cycle I

In cycle I, students seen still foreign with learning models use drill method because of the learning model This is matter new for them . Previously they only deep study of PAI common group. Matter This look when student in

group, sir partly small able students convey his opinion and the brave ask when meet trouble. Just a few student active in group especially students who have ability tall while other students only listen and wait answer from friend. In this cycle I also students Not yet understand the learning model using drilling method. And at the moment after formation group expert, some student in group origin not enough understand with what Explained / taught by members group expert. They seem confused in some way explain / teach settlement member 's problem group according expert they are very different with the way the teacher gives explanation. this _ cause value obtained student after test is given at the end very low cycle, with with an average value of 47.20 value maximum of 70 and a minimum value of 30. Total students who have complete as many as 4 students with percentage mastery 16 %, while students who haven't complete Study as many as 21 students with percentage by 84%. Because of the amount or percentage achieving students' completeness Study Not yet achieve the specified criteria, then researcher continued learning in cycle II.

Cycle II

In cycle II, students Already start interested with the learning model that is carried out and the teacher also tries give motivation to student agar still passion and enthusiasm in follow learning. Student thata Not yet complete learning in cycle I is given attention and guidance _ _ more main in activity experiment, so also in presenting results Work groups and discussions between group, students who have not finish directed For more brave ask and tell his opinion. Students who haven't completion is also given task for do it at home, besides That Student in group more experts too guided mainly in matter give explanation to member group origin.

The model teacher is also trying fix quality teach him among others in convey information lessons, guiding and directing student No too four especially in learning example related matter calculation. Besides That, gift motivation, reinforcement and rewards to student or group origins left by members _ group expert no confused. They too try answer problem in LKS and after member group expert come back and explain settlement problem them the more understand and enthusiastic in learning. And when given _ test at the end cycle, the value obtained student increase also that is values maximum of 100 and the minimum value of 50. The average value is overall also improves where to cycle I the average value is 47.20, in cycle II it increases become of 77.60. Amount achieving students _ completeness study as many as 22 students with percentage completeness as big as 88%. Amount or percentage completeness achieved in the cycle This seen has fulfil standard completeness maximum as expected.

III.Completeness Study Student

Based on results analysis descriptive for completeness Study student i.e., > 85%, completeness Study student after learning with Applying learning models use drill method using visible drill method experience enhancement from cycle I to cycle II. Completeness Study student literally whole can be seen in table 4.6. in a manner whole amount students who don't reach completeness learning in the first cycle as many as 4 students and achieve completeness Study as many as 21 students with percentage completeness Study student by 16%. On this first cycle, percentage student Which Not yet reach completeness very high learning. Matter This caused Because student it seems Still foreign with learning models use drill method. They Not yet Once carry out model learning like before, moreover _ with exists experiment. Besides That, they Still clumsy in discuss so that Teacher model must Work extra in guide and direct student.

On cycle II, percentage completeness Study student in a manner whole increase when compared to with cycle I Where student Which reach completeness Study as much 22 student And who haven't reach completeness Study as much 3 student with percentage completeness Study as big 88% and percentage student Which Not yet reach completeness Study by 12%. This show that model learning use drill method can increase results Study student. Trend enhancement percentage completeness Study student with apply learning model I use Drill method is shown in table 4.6 were looked that enhancement percentage completeness Study student in a manner whole from cycle I to cycle II i.e., by 72%. Enhancement This happen Because increasing understanding and knowledge student to material given with use model learn use drill method.

IV.Enhancement Results Learn Student

From data Which has obtained, average achievement results Study physics student on material Salat Sunnah experience enhancement from cycle I to cycle II. From results analysis descriptive about enhancement results Study looked that application of learning models use method Drills increase results Study student in a manner whole on material Salat Sunnah on cycle I and cycle II. Enhancement results Study student the look on table 4.7 that shows that learning use drill method on every cycle support increasing results Study student.

Viewed from test on cycle I to cycle II happen enhancement results Study student Where average enhancement results Study student in a manner whole of 31.20 with an average mark results Study student in a manner overall in cycle I of 47.20 and the average mark results Study student in a manner whole on cycle II of 77,60. Matter This show application model learning use method Drills can increase results study and help increase understanding student to material a Enhancement This show that application learning models use method Very drills effective used in learner a ran. Where are students discuss, Study And taught sesame friends also help increase understanding student to material Which taught.

Percentage enhancement results Study student in a manner whole can seen on image a r 4.7, Where on cycle I to cycle II happen enhancement as big 30,40 %.

Based on results analysis descriptive to results Study physics student after implement models learning use method Drills obtained influence very good in mastery material with create atmosphere Study effective teaching and

interactive Which can increase results Study in relationship with mastery material, skills social create connection Which harmony with each other students and create atmosphere Study Which effective and interactive.

V. CONCLUSION

5.1 Conclusion

In chapter this, writer try conclude a number of matters from exposure that data there is, among them are:

1. Based on results research method drill with various shape can help student for more come Study eye lesson Islamic Religious Education Specifically For material that related with Al-Qur'an. Matter This proven with fluency, fluency student read lafadz-lafadz such, wrote and memorize it. Even process activity Study student clap at more efficient.
2. Implementation method deep drill framework for face difficulty Study student done every time process activity Study teach. No depend on discussion material education religion course, but on tree discussion Which anything else done gift drill with displays postulates Which related with discussion the Form drill Which they get is with read lafadz-lafadz Arab And wrote it, even for more effective given to they task House like copy lafadz-lafadz the in-book other with writing Which more ok. Then For rote done practice in front of class on meeting furthermore so so on

5.2 Suggestion

Based on conclusion in top, so There is a number of suggestions Which need writer convey, between other:

1. For teachers Which function as teacher at a time educator or for parties other Which do process learning, preferably drilling method in a manner continuous still applied in activity specifically For Educational material Islam that is, in discussion material religious education a, remember method the san g at relevant for galvanize student so that capable read a, write, and memorize pronunciation arabic. But also, no close possibility, for Teacher For use methods teach Which considered in accordance with situation and conditions Study teach in class.
2. Professionality from a in teach and educate become factor supporters' success student a. So let capable for master teacher material too all technique teaches so that when experience constraint will can searched road discharge as other alternative.

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