

# The Use of the Drill Method in Improving Students' Memory in Al-Quran Hadith Class

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## Abstract

This research was driven by the need for effective teaching methods to enhance students' memory retention of Al-Qur'an Hadith material. The study aimed to analyze the effectiveness of the drill method in improving the memory retention of grade X students at MAN 1 Sukabumi City. A qualitative approach was employed, with data collected through in-depth interviews with teachers and students, classroom observations, and document studies of students' learning outcomes. The findings indicated that the drill method, which emphasizes systematic and structured repetition, significantly improved students' ability to memorize and recall Al-Qur'an Hadith material. Students demonstrated better retention and comprehension after repeated practice sessions. Teachers also noted increased student confidence and motivation in learning. Additionally, the structured nature of the drill method helps students internalize the material more effectively, reinforcing their long-term memory. The method was particularly beneficial in subjects requiring memorization, such as Al-Qur'an Hadith. Furthermore, students showed greater engagement in the learning process, as the repetitive exercises helped them track their progress. In conclusion, the drill method has been proven to be an effective learning strategy for enhancing students' memory retention, making it a valuable approach in religious education and other memory-based subjects.

**Keywords:** Al-Qur'an Hadith, Drill Method, Memory Retention.

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## Introduction

Effective learning is one of the important factors in improving the quality of education. In the context of Islamic religious learning, especially the Qur'an and Hadith, the ability to memorize and remember material is very essential. The right learning method can help students improve their memory of learning materials. One method that is often used is the drill method, which involves repeating material systematically and in a structured manner to strengthen students' memory (Susanto, 2020).

Previous studies have shown that the drill method is effective in improving students' memory. For example, a previous study found that the use of the drill method in memorization-based subjects can improve students' ability to remember material by up to 85% (Hidayat et al,



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2021). The drill method can improve students' cognitive skills, especially in the context of memorizing the Qur'an and Hadith. These findings show the relevance of the drill method in supporting memorization-based learning (Fatimah, 2022).

The drill method not only improves students' memory but also strengthens their understanding of the context of the memorized material (Rahman; Lestari, 2019). With continuous repetition, students become more familiar with the structure of the verses of the Qur'an and the meaning of the hadiths being studied. This is in line with cognitive theory which states that repetition and regular practice can strengthen memory pathways in the brain, so that information can last longer in long-term memory (Anderson, 2020). Therefore, the drill method not only plays a role in the memorization aspect but also in improving understanding of the meaning of the sacred text being studied.

Furthermore, previous studies have highlighted that the effectiveness of the drill method in learning the Qur'an and Hadith can be more optimal if combined with other learning strategies, such as the use of digital media and gamification. They found that students who learned with the drill method supported by interactive applications had a higher level of material retention compared to students who only used the conventional drill method (Maulana & Sari, 2023). This shows that adapting the drill method with technology can help overcome student boredom and make the learning process more interesting and effective in improving their memory.

In addition to technology, learning environment factors also affect the success of the drill method. According to research conducted by Setiawan and Utami (2021), a conducive classroom atmosphere, free from distractions, and motivation from teachers and peers can strengthen the effectiveness of the drill method. In a supportive environment, students find it easier to concentrate when repeating the material, so that their memory of the verses of the Qur'an and hadith becomes more optimal. This study confirms that the drill method cannot stand alone, but needs to be supported by a good learning environment so that the results are more optimal.

Highlighting the importance of the teacher's role in the successful implementation of the drill method. Teachers who are able to manage time well, provide a variety of exercises, and use effective evaluation methods will be more successful in improving students' memory (Zainuddin, 2024). Zainuddin also emphasized that the use of the drill method must be adjusted to the characteristics of students, because not all students have the same learning speed. Therefore, the application of a flexible drill method that is adjusted to the needs of each student will have a more positive impact on learning the Al-Qur'an Hadith. However, globally, there are still many problems related to the low ability of students' memory in memorization-based lessons, including the Al-Qur'an Hadith. One of the biggest challenges in Islamic religious education is the lack of application of effective learning methods. This results in students' low ability to memorize and understand the contents of the Al-Qur'an Hadith in depth. This condition is an important concern for educators in various countries (UNESCO, 2020).

Specifically, in MAN 1 Kota Sukabumi, there are indications that students' memory of the Al-Qur'an Hadith material is still low, as revealed by the results of initial observations and interviews with teachers. Teachers complained that students tend to forget the material that has been taught in a short time. This is due to the lack of application of appropriate learning methods, including the drill method which has not been fully optimized. This problem encourages the need for further efforts to improve the quality of Al-Qur'an Hadith learning in the school.

One of the main factors causing low student memory of the Al-Qur'an Hadith material at MAN 1 Sukabumi City is the lack of variation in the use of the drill method. The drill method that is applied monotonously without variation tends to make students quickly bored and lose motivation to memorize (Rahman & Lestari, 2019). At MAN 1 Sukabumi City, the drill method applied is still conventional, namely simply repeating readings without any innovative approach. This causes students to be less interested in participating in learning, so that the

material that has been taught is forgotten more quickly. The use of drill methods that are not varied can reduce the effectiveness of learning due to the lack of active involvement of students in the memorization process (Sari & Nugroho, 2020).

In addition to the lack of variation in the drill method, limited learning time is also a major obstacle in improving students' memory of the Al-Qur'an Hadith material. Limited time allocation in memorization-based learning makes it difficult for students to repeat the material intensively (Maulana & Sari, 2023). At MAN 1 Sukabumi City, the short lesson duration means that teachers do not have enough time to provide optimal repetition. As a result, students only get a few opportunities to memorize and repeat the material in class. The lack of repeated practice over a sufficient period of time contributes to students' low memory in memorization-based subjects (Hidayat et al., 2021). In addition to method and time factors, the lack of support for learning facilities is also a challenge in implementing the drill method at MAN 1 Sukabumi City. Limited learning facilities, such as the lack of audio and digital media, can hinder the effectiveness of the drill method in improving students' memory (Zainuddin, 2024). In this school, there are not yet adequate learning devices to support the drill method optimally, such as technology-based applications or audio devices that can help students repeat memorization outside of class hours. An uncondusive learning environment, including a lack of supporting learning resources, can reduce the effectiveness of memorization-based learning (Setiawan & Utami, 2021). Therefore, the limited learning facilities at MAN 1 Sukabumi City are one of the main problems that need to be overcome to increase the effectiveness of the drill method in learning the Al-Qur'an Hadith.

Based on these problems, this study was conducted to analyze the effectiveness of the drill method in improving students' memory in the Al-Qur'an Hadith subject for class X at MAN 1 Sukabumi City. By referring to previous theories and research, it is hoped that this study can provide real contributions in overcoming students' memory problems, especially in memorization-based learning such as the Al-Qur'an Hadith.

## Methodology

This study uses a qualitative approach with a field study method to dig up in-depth information about the use of the drill method in improving students' memory. The study was conducted at MAN 1 Sukabumi City, focusing on grade X students who are taking the Al-Qur'an Hadith subject. The selection of this location is based on the identification of problems that have been explained previously. Data collection techniques in this study include in-depth interviews with Islamic Religious Education (PAI) teachers and grade X students, observations of the learning process in the classroom, and documentation studies of student learning outcomes. Data analysis was carried out using qualitative data analysis techniques including data reduction, data presentation, and drawing conclusions. Data obtained from interviews, observations, and documentation were analyzed systematically to provide a comprehensive picture of the effectiveness of the drill method in improving students' memory.

## Results and Discussion

### 1. The Effectiveness of the Drill Method in Learning the Qur'an and Hadith

The drill method has proven to be effective in improving students' memory, especially in memorization-based learning such as the Qur'an and Hadith. Observation results show that students who are taught using the drill method are able to remember verses and hadiths better than before this method was applied. Teachers also noted an increase in student engagement during the learning process, because the drill method encourages repetition which helps students understand the material in depth.

One of the advantages of the drill method is that it provides students with a clear structure in the memorization process. The interviewed teachers revealed that directed repetition helps

students overcome the fear of mistakes in memorization. With teacher guidance, students can correct their mistakes directly and practice their abilities to perfection.

The drill method has a significant impact on improving students' memory in memorization-based learning. Students who are trained with the drill method show an increase in material retention of up to 85% compared to students who only rely on conventional methods (Hidayat et al., 2021). This is due to the nature of the drill method which relies on systematic repetition, so that the information received by students is more easily stored in long-term memory. In addition, the drill method not only helps in memorizing verses of the Qur'an and hadith, but also improves students' understanding of the context and meaning of the texts they study (Hidayat et al., 2021).

The advantages of the drill method can also be associated with cognitive theories of learning and memory. Repetition in the learning process strengthens synaptic pathways in the brain, which contributes to improved long-term memory and understanding (Anderson, 2020). By consistently applying the drill method, students benefit from memory strengthening through continuous practice. Repeated practice in the drill method helps students reduce anxiety in memorizing and increases their confidence in remembering the material that has been learned (Maulana & Sari, 2023). Thus, the drill method not only plays a role in improving memory but also forming a positive mindset in learning.

In addition, the success of the drill method also depends on the active involvement of teachers in guiding students. Teachers who provide direct feedback during drill sessions are able to help students identify and correct memorization errors more quickly (Zainuddin, 2024). Students who receive intensive guidance from teachers in the drill method experience an increase in memorization accuracy of up to 90% compared to students who practice independently (Zainuddin, 2024). Therefore, the success of the drill method lies not only in repeating the material, but also in the role of the teacher in providing clear direction and motivation to students during the learning process.

The drill method also has a positive impact on students' learning discipline. They become more regular in repeating the material because of the structured schedule. Teachers note that students who follow drills regularly show increased learning motivation, especially in facing memorization evaluations.

Overall, the drill method not only improves memory but also strengthens students' understanding of the material. This proves that the drill method can be an effective strategy for learning the Qur'an and Hadith, especially in the context of religious schools such as MAN 1 Kota Sukabumi.

## 2. Memory Challenges in Memorization-Based Learning

The drill method is a learning technique that focuses on repeating material so that information can be stored in long-term memory. Although proven effective in improving memory, memorization-based learning still faces various challenges that need to be overcome so that the learning process runs optimally. One of the main challenges is the difference in memory capacity between students. Information processing theory (Atkinson & Shiffrin, 1968) explains that individuals have different working memory capacities, which affect the speed and effectiveness of memorization. The results of interviews with students showed that some of them could memorize quickly, while others took longer to absorb information. This difference can be explained through the concept of cognitive load theory (Sweller, 1988), which states that individuals with high cognitive loads will have more difficulty processing complex information. Therefore, teachers need to apply differential strategies, such as the use of

chunking techniques (dividing information into small groups) or mnemonics (association methods with images or keywords), to help students with lower memory.

Another challenge faced in rote-based learning is the limited time available in the classroom. Based on the principle of spaced repetition (Ebbinghaus, 1885), periodic repetition of material is very important to strengthen memory. However, with a dense curriculum and demands to complete various topics in a limited time, adequate repetition often cannot be done optimally in class. Observations show that students who do not continue repetition at home tend to forget the material more quickly. This is in line with the forgetting curve theory proposed by Ebbinghaus, where without repetition, information stored in short-term memory will be lost in a relatively short time. To overcome this challenge, the integration of technology in learning can be a solution, for example by using spaced repetition system (SRS)-based learning applications such as Anki or Quizlet, which allow students to continue practicing outside of class hours.

In addition to time constraints, the lack of variation in the application of the drill method is also an obstacle in memorization-based learning. Some students expressed that the drill method applied monotonously tends to make them feel bored, which can ultimately reduce the effectiveness of learning. Based on the theory of learning motivation (Ryan & Deci, 2000), diversity in learning strategies can increase students' intrinsic motivation. Active recall and gamification-based approaches can be alternatives to increase the effectiveness of the drill method. For example, teachers can apply interactive quiz techniques, group discussions, or the use of interesting visual media. Research by Urba et al (2024) shows that a combination of text, images, and sound can strengthen students' understanding and retention of the material being studied.

Although the above challenges can hinder the effectiveness of rote-based learning, these obstacles can be minimized with careful planning and collaboration between teachers, students, and parents. Support from parents in creating a conducive learning environment at home is an important factor in improving students' memory. In addition, teachers can design more flexible and differentiation-based learning strategies to suit students' needs. With a comprehensive approach, the drill method can still be an effective learning technique in improving students' memory.

### 3. Results and Impact of Implementing the Drill Method

The implementation of the drill method at MAN 1 Kota Sukabumi resulted in a significant positive impact on students' memory. Based on the documentation of learning outcomes, there was an increase in the average score of students in the memorization test by 30% after this method was implemented. Teachers also noted that students were more confident in conveying their memorization in front of the class.

From the interview results, students revealed that the drill method helped them remember the material more easily and systematically. They felt more prepared to face memorization evaluations because they were accustomed to structured repetition. In addition, students also appreciated the direct guidance from the teacher during the drill process, which helped them correct mistakes quickly.

The application of the drill method in rote learning has been shown to significantly improve students' memory. The use of the drill method in memorization-based learning can increase students' test scores by up to 35% compared to conventional methods (Rahman & Fitri, 2022). This is in line with the findings at MAN 1 Sukabumi City, where there was an increase in students' average scores by 30% after the application of the drill method. Structured repetition helps students strengthen their memory of the material that has been studied, so that their learning outcomes increase significantly (Rahman & Fitri, 2022).



In addition to improving memory, the drill method also contributes to increasing students' confidence in conveying memorization. Students who are accustomed to the drill method are more confident in conveying their memorization in front of the class compared to students who do not use this method (Lestari et al., 2023). This is due to repeated practice that helps students feel more prepared and reduces nervousness when tested. In addition, direct guidance from the teacher in the drill session allows students to get direct correction, so they can correct mistakes faster and improve the accuracy of their memorization (Lestari et al., 2023).

From a cognitive theory perspective, the drill method plays an important role in strengthening long-term memory. Structured repetition exercises can strengthen memory pathways in the brain, allowing information to be stored longer and accessed more easily when needed (Baddeley, 2019). This is in accordance with the experience of students at MAN 1 Kota Sukabumi who felt more prepared to face memorization evaluations after undergoing training with the drill method. Thus, the application of this method not only has an impact on academic improvement, but also on students' mental readiness and motivation in learning (Baddeley, 2019).

Islamic Religious Education (PAI) teachers stated that the drill method also has a positive impact on the learning atmosphere in the classroom. Students become more active and enthusiastic in following the lessons. They do not only focus on memorization, but also begin to understand the meaning of the verses and hadiths they study.

Overall, the results of the study indicate that the drill method is able to improve students' memory, motivation, and understanding of the Al-Qur'an Hadith material. Thus, this method can be used as one of the main learning strategies for memorization-based subjects, especially in religious schools.

## Conclusion

The conclusion of this study shows that the drill method is an effective learning strategy in improving students' memory in the Al-Qur'an Hadith subject, especially in class X MAN 1 Sukabumi City. This method has a significant influence on improving students' ability to memorize and understand the material, especially through a structured repetition process. The results of the study showed that students who were accustomed to the drill method had better memory compared to those who only used conventional methods. This proves that repeated practice in the drill method can strengthen students' long-term memory of the material being studied, so that they are better prepared to face memorization evaluations in class. Although the drill method has proven to be effective, its implementation is not free from various challenges, such as differences in student abilities, limited learning time, and the need for a variety of methods to keep learning interesting. Some students need more time to adjust to the intensity of repetition, while others may feel bored if there is no combination with other learning strategies. Therefore, careful planning is needed so that this method can be implemented optimally. The results of the study also showed that with good time management and a flexible approach, the drill method can provide maximum results, such as a 30% increase in memorization test scores and a significant increase in student learning motivation. In addition to improving memory, the application of the drill method also contributes to creating a more interactive and focused learning atmosphere. Students are not only trained to memorize, but also guided to understand the meaning of the verses and hadiths they study. Teachers have an important role in ensuring that this method is not just a memorization exercise, but also a tool to deepen students' understanding of the material. Therefore, the drill method deserves to be integrated more widely as the main approach in learning the Qur'an and Hadith, while still considering variations in strategies to make learning more effective and enjoyable for students.

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