

## Utilization of the Drill Method to Overcome the Difficulty of Reading the Qur'an in Learning Qur'an Hadith at MDA Miftahul Huda Cilamaya Wetan Karawang

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### Abstract

The low ability of students to read the Koran fluently and accurately, in the subjects of the Koran and Hadith. One of the causes of low reading ability is the lack of variety of methods used in learning. The purpose of this study is to use the drill method to overcome difficulties in reading the Koran in learning the Koran and hadith at MDA Miftahul Huda Cilamaya Wetan Karawang. This research uses descriptive qualitative research, and the type of research used is library research, which collects data or scientific papers related to research objects or data collection that is of a literary nature or study carried out to solve a problem that is basically based on a critical and in-depth study of the relevant library materials. Data collection techniques using observation, interviews and documentation. The results of this study found that by utilizing the drill method students could overcome difficulties in reading the Koran in learning the Koran and hadith at MDA Miftahul Huda Cilamaya Wetan Karawang, this can be seen from the planning and implementation of learning the Koran and hadith well planned and implemented, and seen from the assessment that most students using the drill method can overcome difficulties in reading the Koran.

**Keywords:** Reading Ability, Al-Qur'an Hadith, Drill Method



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### INTRODUCTION

One of them is to become a professional teacher who has a mature learning strategy. Because learning strategies are still conceptual, therefore learning methods are needed to implement plans that have been prepared in real activities to achieve learning objectives. With the learning method will make it easier for students to achieve certain competencies. So that in the learning process the method plays a very important role. The better the method used the more the results. The learning method is also the implementation of learning strategies and is conceptual. So the strategy and method must go hand in hand.

Al-Qur'an is a holy book revealed by Allah to the Prophet Muhammad SAW through the intermediary of the angel Gabriel as a guide and guide for humans and was sent down mutawatir. Reading and understanding the Qur'an is an obligation for every Muslim. Al-Qur'an sent down by Allah SWT to be read and practiced. Without being able to read the Qur'an, Muslims cannot understand its contents, if they cannot understand its contents, then Muslims cannot practice its contents and may not be able to feel the goodness and primacy of guidance from Allah SWT in Q.S. Al-Isra'[17]19 is:

إِنَّ هَذَا الْقُرْآنَ يَهْدِي لِلَّتِي هِيَ أَقْوَمُ وَيُبَشِّرُ الْمُؤْمِنِينَ الَّذِينَ يَعْمَلُونَ الصَّالِحَاتِ أَنَّ لَهُمْ أَجْرًا كَبِيرًا ۙ (الاسراء/17: 9)

Meaning: "Indeed this Al-Qur'an guides to the straightest (path) and gives glad tidings to the believers who do good deeds that for them there is a very great reward" (Q.S Al-Isra'/17:9)

Education in Indonesia is divided into three channels, namely informal, non-formal and formal education. Formal education is carried out in schools in stages starting from elementary education to tertiary education. In the overall process of education in schools, teaching and learning activities are the most important activities, namely the success or failure of achieving educational goals depends on the learning process experienced by students. (Susilowati, 2013). As stated in Q.S. Al-Mujadalah is verse 11:

قِيلَ ائْتَشِرُوا فَاَنْتَشِرُوا يَرْفَعِ اللهُ الَّذِيْنَ اٰمَنُوْا مِنْكُمْ وَالَّذِيْنَ يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوْا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِى الْمَجْلِسِ فَاَفْسَحُوْا يَفْسَحِ اللهُ لَكُمْ وَاِذَا  
اُوْتُوا الْعِلْمَ دَرَجٰتٍ وَاللّٰهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ ۙ (المجادلة/58: 11)

Meaning: O people of faith, when it is said to you, "Give room in the assemblies," make room, surely God will give you room. When it is said, "Stand up," (you) stand up. Allah will certainly raise up those who believe among you and those who are given knowledge of several degrees. God is very careful about what you do. (Al-Mujadalah/58:11)

Al-Qur'an Hadith learning is one of the elements of PAI subjects in Madrasas and also several other integrated Islamic schools. As well as providing education and motivation to students to study, understand, practice the teachings and values contained in the Al-Qur'an and love the Al-Qur'an Hadith as a source of Islamic teachings and at the same time become a guideline and guide and be able to practice the contents in everyday life. The importance of learning the Al-Qur'an Hadith so that students enjoy reading the Al-Qur'an and Hadith properly and correctly, and learn, understand, believe in their truth and can practice the teachings contained therein to become instructions and guidelines for human life. One of the scope of Al-Qur'an Hadith subjects at MDA is basic knowledge of reading and writing Al-Qur'an properly and correctly according to the rules of tajwid science. However, the complaint of Al-Qur'an Hadith teachers is that there are still many children who still have difficulty reading the Qur'an, do not understand the science of recitation, the short length is still wrong and the pronunciation of the letters makhorijul is not quite right. There were even students who could not read the Al-Qur'an at all. Even though in Al-Qur'an Hadith lessons, almost all the topics discussed are contained in Al-Qur'an verses. In addition, the time allocation for Al-Qur'an Hadith lessons is minimal, which is only 90 minutes a week.

The learning process of Al-Qur'an Hadith is different from the general learning process. Learning the Qur'an requires teachers who are experts and understand all areas in the Qur'an, such as the law of tajwid, makhorijul letters, shifatul letters and especially how to read the Koran according to what was taught by Rasulullah SAW. Learning the Al-Qur'an Hadith at MDA Miftahul Huda, some of the students can already read the Al-Qur'an, but the teacher often encounters and finds students who have difficulty reading the Al-Qur'an. In fact, there are often obstacles in reading it, especially in that the makhroj is not in accordance with the science of recitation, so the length is not correct. Students who are not fluent or have difficulty reading the Qur'an at MDA Miftahul Huda are due to several factors including family factors, unsupportive community environment, school factors. While one of the supporting factors is a teacher, the technique the teacher uses is a success in the teaching and learning process.

In essence, studying the Qur'an is something that is very important for a Muslim. But it is not easy for children aged 6-15 years to learn the Qur'an. At such an age, children still have a great desire to play. Therefore, in the process of learning Al-Qur'an Hadith, the teacher must have a good strategy, so that students can learn the Al-Qur'an easily and master the theory correctly, one of which is mastering teaching techniques and presenting material which is usually called the method. The method is a method used by the teacher to utilize plans that have

been prepared in the form of real and practical activities to achieve learning objectives. Based on the description above, the method is a way that is applied by the teacher in the learning process of the Al-Qur'an Hadith in order to achieve learning goals. The existence of this method will make it easier for students to achieve fluency when reading the Qur'an.

In the learning process, the use of effective methods is very important to be applied by the teacher. The better the method used the better the results obtained. There are various teaching methods and techniques used, one of which is the drill method which is very effectively applied to the process of reading the Qur'an. Madrasah Diniyah Awaliyah Miftahul Huda still has many teachers who don't use many methods, the method used is only the lecture method. Meanwhile, in learning the Al-Qur'an Hadith students are required to be able to read the Al-Qur'an, memorize and understand the verses of the Al-Qur'an. Not many students were able to read the Al-Qur'an in the classroom environment observed by the researcher, therefore to overcome the difficulties in reading the Al-Qur'an a strategy must be carried out by a teacher. In the learning process, an effective learning method is needed. There are various methods and strategies that can be used to create effective learning. One way is to use the drill method (exercise/assignment).

The drill method is a teaching method by providing exercises to students to obtain learning achievements. The drill method is also called Tadribat in Arabic, which is a good way to instill certain habits. In training his students an educator must be careful because the results of an exercise will usually be ingrained and then will become a habit. In addition to instilling the habit of this method, it also increases speed, certainty, a way of repeating the material that has been provided. Using the drill method in teaching Al-Qur'an Hadith is very important, because this method emphasizes tajwid and makhroj in reading the Qur'an which is very appropriate. In carrying out this drill method, the researcher uses the overall technique and then repeats the important parts in which there are tajwid and makhroj which students cannot understand so that students will be able to read correctly.

That way the teacher must have more expertise when teaching. With the facts in the field, researchers interviewed Al-Qur'an Hadith teachers regarding their learning process. The Al-Qur'an Hadith teacher explained that teaching at Madrasah Diniyah to teach material about Al-Qur'an Hadith takes a very long time and teaches it slowly because at Madrasah Diniyah Miftahul Huda the students do not all understand quickly but some are also slow in understanding the lessons of Al-Qur'an Hadith. Therefore, by applying the drill method in the Al-Qur'an Hadith learning process at MDA Miftahul Huda, it is hoped that students can more quickly accept the material being taught and that each student is able to read the Al-Qur'an properly and correctly. Using the right drill method will affect how quickly students read the Qur'an correctly. The more often they are trained in reading the Qur'an, the faster they can read the Al-Qur'an obtained through the use of the drill method.

Based on the description above, with the rise of schools in Cilamaya Wetan Karawang, we are still optimistic about producing students with high potential and becoming the nation's next generation. However, there are drawbacks that are not visible to students, namely difficulty reading the Qur'an. Therefore the researcher is interested in conducting research to achieve a goal with the title "Utilization of the Drill Method to Overcome Difficulties in Reading the Qur'an in Learning Al-Qur'an Hadith at MDA Miftahul Huda Cilamaya Wetan Karawang."

## **RESEARCH METHODS**

Place This research was carried out at Madrasah Diniyah Awaliyah Miftahu Huda Cilamaya Wetan Karawang, the school as the focus raised in the research title. In this study a qualitative descriptive approach was used, which put forward data research based on disclosing what was expressed by respondents from the words collected in the form of words,

images and not numbers (Sugiyono, 2020). Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior and motivation in a descriptive way in the form of words and language, in a special natural context by utilizing various natural methods. Whereas according to the qualitative research method is a research method that is based on postpositivism or enterpretive philosophy, used to research on natural object conditions, where the researcher is an instrument, data collection techniques are carried out in triangulation (observation, interview, documentation), the data obtained tends to be qualitative data, data analysis and qualitative research results are to understand meaning. (Sugiyono, 2020:9)

The type of research used in this study is included in field research). Field research is a research that goes directly to the field to obtain data that is truly reliable for data study material (Mathematics, 2016: 48). In this study the authors conducted a direct field study to obtain clear data regarding "Utilization of the Drill Method to Overcome Difficulties in Reading the Qur'an in Learning Al-Qur'an Hadith at MDA Miftahul Huda Cilamaya Wetan Karawang."

Primary data sources are data sources that directly provide data to data collectors. This primary data is in the form of data from direct interviews, survey results, observations of researchers with research subjects. Those directly related to the primary data sources here are school principals, Al-Qur'an Hadith teachers and students at Madrasah Diniyah Awaliyah Miftahul Huda Cilamaya Wetan Karawang. Secondary data sources are data sources that indirectly provide data to data collectors. The data obtained from problems in the field found at the research location are in the form of readings, library materials, Islamic religious books, one of which is the Al-Qur'an Hadith and research reports. Data collection techniques are the most strategic steps in research, because the main goal of research is to obtain data, without knowing data collection techniques, researchers will not obtain data that meets the established data standards (Sugiyono, 2020: 104).

Data collection techniques are largely determined by the type of data to be collected. Usually researchers do not only use one type of data collection technique, because the data sought is not only one type but a variety of data. Because each technique has advantages and disadvantages of each, therefore using a technique will overcome the problem of the weakness of the technique. In data collection techniques, there are several kinds of data collection techniques namely:

1. An interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. Interviews are also used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be studied. (Sugiyono, 2020, p. 114). In essence, interviews are activities to obtain in-depth information about an issue or theme raised in research or the process of proving information. In this study, the authors interviewed several informants, namely, the school consisting of the principal, Al-Qur'an Hadith teacher and students of Madrasah Diniyah Awaliyah Miftahul Huda Cilamaya Wetan Karawang.
2. Observation is called observation, including the activity of paying attention to an object using all the senses. So, observations can be made through sight, smell, hearing, touch and taste. What this means is actually direct observation. In the sense that observation researchers can do with tests, questionnaires, recorded images and sound recordings (Arikunto, 2013). In this case, the writer made observations to get a true picture of learning Al-Qur'an Hadith at Madrasah Diniyah Awaliyah Miftahul Huda Cilamaya Wetan Karawang.
3. Documentation is a qualitative data collection method. A large number of facts and data are stored in material in the form of documentation. Documentation is also in the form of writing, for example diaries, meeting results, activity journals and so on. Documents in the form of

images such as photographs, live images and sketches. Documents in the form of works, for example works of art, which can be in the form of pictures, films and so on. This type of data has the main characteristic that it is not limited to space and time so that it can be used to dig up information about what happened. (Sugiyono, 2020:124)

In this case using this method to obtain data regarding the effectiveness of Al-Qur'an Hadith teachers at Madrasah Diniyah Awaliyah Miftahu Huda Cilamaya Wetan Karawang. Also equipped with data regarding Madrasah Diniyah Awaliyah Miftahu Huda Cilamaya Wetan Karawang, the school's vision and mission, teacher and student data.

## **RESEARCH RESULTS AND DISCUSSION**

### **Stage I**

#### **1. Planning the Drill Method in Learning Al-Qur'an Hadith**

The panelists conducted a curriculum analysis to find out the basic competencies to be conveyed to students using the drill method, made lesson plans, made student worksheets, made instruments used in the PTK cycle, developed learning evaluation tools. Supported by the opinion (Suciati, R, & Astuti, Y, 2016) that a good lesson plan is a complete planning description that can help teachers to teach. The main components in lesson plans include specific learning objectives, subject matter, learning activities, and process assessment tools (Usman, 2005).

#### **2. Implementation of the application of the drill method in learning the Al-Qur'an Hadith**

In the process of implementing the learning, it was attended by students of Madrasah Diniyah Awaliyah Miftahu Huda Cilamaya Wetan Karawang. Implementation of learning is carried out according to the syllabus and lesson plans (RPP) that have been prepared. The steps for implementing this action consist of three stages, namely: initial activities, core activities, final activities. First, the initial activity. In order to be clearer about the implementation steps, the researcher describes them as follows: Implementation of the initial activities of the learning process is carried out for approximately 15 minutes. The researcher starts the early learning activities by saying greetings and prayers first, then checking student attendance or attendance. Followed by conditioning the class including student seats and so on so that it remains organized so that the learning process runs smoothly, comfortably and pleasantly. After that, the researcher gave an apperception about the material to be studied by students.

Second, core activities. The learning process in the core activities is carried out for about 100 minutes. The researcher started this activity by providing an explanation of the core material of learning the Qur'an and Hadith, providing an understanding of the laws of reading contained in reading the Qur'an, playing learning videos related to the legal rules of Tajwid, especially those related to makharij letters, and other reading laws that exist in reading the Koran. Next read the verses of the Koran, asking students to repeat it classically, read the verses of the Koran and ask students to repeat it in groups, read the verses of the Koran and ask students to repeat it individually and finally the researcher asks students to read the verses of the Koran to students according to the predetermined time.

Third, the final activity / closing. The final learning activity was carried out for about 15 minutes, then as a form of reflection for all class members, the researcher again gave the opportunity for students to ask questions about material that had not been understood, concluded the learning outcomes, then closed the lesson while praying together and greeting. In addition to the steps above, in stage I the researcher gave an evaluation with an oral test to students as an instrument to determine the level of ability to read the Koran by



asking students both classically, groups and individually to read verses of the Koran to look for 2 aspects which are indicators of ability to read the Koran. Based on the final results in stage I, this is still not optimal. This can be seen from the results of observations that there are still many incomplete values.

3. Observation of the Application of the Drill Method in Learning Al-Qur'an Hadith

At this stage the researcher made observations and recorded everything that was needed that happened during the implementation of the action to see efforts to improve students' reading skills using the instruments provided and documentation, in order to obtain empirical data in the implementation of learning. The results of learning research in stage I, the use of the drill method to overcome difficulties in reading the Koran in learning the Koran hadith at MDA Miftahul Huda Cilamaya Wetan Karawang has not yet achieved maximum results and has not been fully understood by students. Some of the things that cause include: a. Students are less motivated to read the Koran b. The method applied by the teacher is still not able to make students active during learning. c. Some students are still embarrassed in reading the Koran and students also have not fully paid attention to the explanation when given reinforcement.

## **Stage II**

1. Planning the Drill Method in Learning Al-Qur'an Hadith. The researcher conducted a curriculum analysis to find out the basic competencies to be conveyed to students with a drill strategy, made lesson plans, made student worksheets, made instruments used in the PTK cycle, developed learning evaluation tools. Supported by the opinion (Suciati, R, & Astuti, Y, 2016) that a good lesson plan is a complete planning description that can help teachers to teach.
2. Implementation of the application of the drill method in learning the Al-Qur'an Hadith. Implementation of learning using the same learning stages in stage I consisting of preliminary activities, core activities and closing activities.
3. Observation of the Application of the Drill Method in Learning Al-Qur'an Hadith. The results of learning research in stage II, the data obtained are:
  - a. The enthusiasm of students to take part in learning is increasing, because learning with the drill method is more focused.
  - b. Interactions between teachers and students also often occur because teachers pay attention to and respect students' opinions.
  - c. The final results of stage II increased compared to stage I from an average value of 58 to 77 with a percentage of 30% increasing to 90%. Thus, classically the ability to read the Koran in learning the Koran and hadith increases.

The researcher concluded that using the drill method could improve the ability to read surah al-fil, having completed the KKM achievement targets set.

## **CONCLUSION**

Based on the results of the learning activities that have been carried out in two stages and all the discussion and analysis that has been carried out, it can be concluded that the drill method can improve the ability to read the Koran in students at MDA Miftahul Huda Cilamaya Wetan Karawang. This increase can be seen from the results of the research in stage I which reached KKM as many as 30% of students out of 100% of students with an average of 58. While in stage II students who achieved KKM were 90% of 100% of students, the average value produced in stage II was 77 indicating that they had reached KKM, namely 70, from stage I and stage II there was an increase in the ability to read the Koran.

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