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## Implementation of Drill Method in Learning to BTQ (*Baca Tulis al-Qur'an*) in TPQ (*Taman Pendidikan al-Qur'an*)

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### KEYWORDS

Drill method, BTQ, Al-Qur'an, TPQ

### ABSTRACT

The purpose of this research is to describe the ways to teach reading the Qur'an and understand basics, and knowledge of recitation of the Qur'an from an early age, as well as how to write *hijaiyah* letters in TPQ (*Taman Pendidikan al-Qur'an* (qur'an learning center)) through assistance using the drill method. This is based on the problems found that many students can recite the Qur'an, but still cannot understand the tajwid and how to write *hijaiyah* letters correctly. For this reason, researchers conducted further research using the PAR (Participatory Action Research) method. The PAR method is a research method that is carried out in a participatory manner between people in a community that encourages transformative actions to make changes to have better living conditions. The result of this study showed that the implementation of BTQ (*Baca Tulis al-Qur'an* (writing and reading the qur'an)) assistance with the drill method was found to have better than before. Students can understand the recitation lessons that are drilled and can apply them when reading the Qur'an.

### INTRODUCTION

Community Service is an activity to apply knowledge possessed by students as an effort to develop society. In this case, it is expected to be able to find solutions to problems that arise

in the community<sup>1</sup>. Community service in academia is an activity of implementing academic results to a wider scope including the community, industry, or in policy making in both regional and central government<sup>2</sup>.

<sup>1</sup> Rolly Yesputra, "Pengabdian Kepada Masyarakat," 2015, <https://lppm.stmikroyal.ac.id/pengabdian-kepada-masyarakat/>.

<sup>2</sup> Ika Suryaningsih et al., "Meningkatkan Kemampuan Berinteraksi Dan Menumbuhkan Rasa Gotong Royong Mahasiswa PGSD Melalui Pengabdian Masyarakat," 2015.

The Qur'an is the first source of Islamic teachings, containing a collection of revelations from Allah SWT, which was conveyed to the Prophet Muhammad SAW. Among its contents are the rules of life to regulate human life, and its relationship with nature and its creatures. Given the importance of studying the Qur'an, the introduction of the Qur'an is not only known in terms of physical and historical aspects, but what is more important is how to be able to read and at the same time understand the meaning contained in verse by verse in the Qur'an. 'an Reading the Qur'an should be read tartil (slowly) and fluently. Aspects of the ability to read the Qur'an is the main thing that should be known by every Muslim, both humans in general and also among students in particular. As for the wisdom of studying the Qur'an, it is in the hadith of the Prophet <sup>3</sup>.

Baca Tulis al-Qur'an (BTQ) is an Indonesian term, in English is "writing and reading the Quran", is a word read or recitation which contains the meaning of following (reading) as it is either physically or reading as it is in accordance with the rules of good and correct reading<sup>4</sup>. Reading activities it will involve many aspects including to think (think), to feel (feel), and also to act (act to do good and useful things) as recommended <sup>5</sup>. While the word writing means stone, meaning stone where to write. Al-Qur'an is *kalamullah*, or the word of Allah. Al-Qur'an is that the word of God is a miracle that was revealed or revealed to the Prophet Muhammad SAW and written in manuscripts, narrated mutawatir and reading it is worship<sup>6</sup>.

Based on the explanation above, it can be concluded that the BTQ program is a series of activities to educate, teach, guide and train students to read and write the Qur'an properly and correctly in accordance with recitation

which is carried out regularly. continuous process involving more than one person to carry it out.

Taman Pendidikan al-Qur'an (TPQ) is also a term in Indonesian, in English is "Qur'an learning center", is an institution or community group that organizes non-formal education of the type of Islamic education which aims to provide teaching reading of the Qur'an from an early age, as well as understanding the basics of Islam in Kindergarten age children. Elementary School and/or Madrasah Ibtidaiyah (MI) or even higher. TPQ is equivalent to kindergarten, where the curriculum is emphasized on the basics of reading the Qur'an and helping children's spiritual growth and development so that they are ready to enter further education <sup>7 8</sup>.

TPQ has a mission to make students have Qur'anic characters and become a generation who loves the Qur'an in their lives which is not only used as reading, but also practiced in their daily lives. In addition, the purpose of TPQ is to equip students with procedures for reading the Qur'an in accordance with the science of recitation, as well as instilling Islamic and religious values in students <sup>9</sup>.

Panglungan Village has 6 TPQ, including Sabilul Muttaqin, Al-Jabbar, Walisongo, Hasyim Ashari, Miftakhul Huda, and Mrs. Uswatun Khasanah, each of which is managed by different administrators. The average number of students is 15 in each TPQ. After observing for 6 meetings, each of the 6 TPQ assistants found the same problem, namely that many students had reached the Qur'an class but still could not understand tajwid correctly and how to write hijaiyah letters properly. Based on this premise, the strengthening of integrative TPQ management

<sup>3</sup> Miftakhul Muniroh, "Penerapan Metode Drill Dalam Pembelajaran Baca Tulis Al- Qur'an Di TPQ Aswaja Sidorejo Karangawen Demak," in *KONFERENSI ILMIAH MAHASISWA UNISSULA* (Universitas Islam Sultan Agung Semarang, 2020).

<sup>4</sup> Muhaimin, *Arah Baru Pengembangan Pendidikan Islam: Pemberdayaan, Pengembangan Kurikulum Hingga Redefinisi Islamisasi Pengetahuan* (Bandung: Nuansa, 2003).

<sup>5</sup> Hernowo, *Quantum Reading: Cara Cepat Nan Bermanfaat Untuk Merangsang Munculnya Potensi Membaca* (Bandung: Kaifa, 2015).

<sup>6</sup> Abdul Chaer, *Perkenalan Awal Dengan Al-Quran* (Jakarta: Rineka Cipta, 2014).

<sup>7</sup> St. Rodliyah, "Implikasi Penanaman Nilai-Nilai Dasar Agama Islam Terhadap Perilaku Anak Di Taman Kanak-Kanak (TK) 'Al-Amien' Kabupaten Jember," *An-Nisa' : Jurnal Kajian Perempuan & Keislaman* 13, no. 2 (2020).

<sup>8</sup> "Taman Pendidikan Al-Qur'an," n.d., [https://id.wikipedia.org/wiki/Taman\\_Pendidikan\\_Al-Qur%27an](https://id.wikipedia.org/wiki/Taman_Pendidikan_Al-Qur%27an).

<sup>9</sup> Yuanda Kusuma, "Model-Model Perkembangan Pembelajaran BTQ Di TPQ/TPA Di Indonesia," *Jurnal Pendidikan Agama Islam* 5, no. 1 (2018).

is very important in order to present a superior TPQ generation.

The problems faced in TPQ Panglungan Village are that there are still students who cannot write Hijaiyah letters properly and correctly and there are students who are already at the level of the Qur'an, but still cannot read the Qur'an in accordance with the tajwid that is used.

Some research on the drill method with positive results in learning has been carried out by several previous researchers, such as Natalia, Putri, Jauhariyah, Fransiska, and Jaelani, whose results were able to overcome learning in the classroom<sup>10</sup>. The novelty of this research is that it is applied in non-formal education, but it is very important to be taught, namely learning to read and write the Al-Qur'an, which is the holy book of Muslims around the world.

The advantages of applying the drill method include developing motor skills in students in terms of writing, as well as in pronouncing letters, which can foster mental skills. For example, in certain reading laws or in the science of recitation, it can develop skills in terms of association, for example how to read hijaiyah letters in succession<sup>11</sup>. In Nana Sudjana's opinion, the use of the drill method can also help students to remember it because in its implementation it concentrates on the material being taught, students are trained to use their thinking power well. They are also

trained to be thorough, orderly, and use their memory, and teachers can provide direct guidance, correction and supervision to students during the learning process<sup>12</sup>.

## RESEARCH METHODS

This research was conducted using the PAR (Participatory Action Research) method. PAR is a research method that is carried out in a participatory manner between people in a community that encourages transformative actions to make changes in living conditions for the better. The Participatory Action Research (PAR) method can also be interpreted as an approach whose process is aimed at learning in solving problems and meeting the practical needs of the community as well as the production of knowledge and the process of socio-religious change<sup>13</sup>.

The PAR approach is a means to raise collective critical awareness of the shackles of neoliberal globalization ideology and the shackles of normative religious paradigms that hinder the process of socio-religious transformation<sup>14</sup>. This research was conducted in TPQ located in Panglungan Village, Wonosalam District, Jombang Regency, East Java, Indonesia. Panglungan Village has 6 TPQ, including Sabilul Muttaqin, Al-Jabbar, Walisongo, Hasyim Ashari, Miftakhul Huda, and Mrs. Uswatun Khasanah, each of which is managed by different

<sup>10</sup> R. K. Natalita, N. Situngkir, and S. Rabbani, "Meningkatkan Keterampilan Menulis Tegak Bersambung Dengan Menggunakan Metode Drill Pada Siswa Kelas 1 SD," *Journal of Elementary Education* 2, no. 1 (2019): 18–25; F. W. Putri, T. Hartati, and E. Mulyasari, "Penerapan Metode Drill Untuk Meningkatkan Keterampilan Menulis Permulaan Siswa Kelas Ii SD," *Jurnal Pendidikan Guru Sekolah Dasar* 4, no. 3 (2019): 155–166, <https://doi.org/10.17509/jpgsd.v4i3.22916>; D. Jauhariyah and Dardiri, "Pengaruh Penggunaan Metode Drill Pada Materi Kalor Terhadap Hasil Belajar Fisika Siswa," *Jurnal Ilmiah Pendidikan Fisika Al-Biruni* 6, no. 1 (2017): 37 – 45; C. Fransiska, R. Masykur, and F. G. Putra, "Analisis Kemampuan Pemecahan Masalah Matematis: Dampak Metode Drill Ditinjau Dari Gaya Belajar," *Desimal* 2, no. 2 (2019): 131 – 140, <https://doi.org/10.24042/djm.v2i2.4147>; A. Jaelani and S. Aisyah, "Pengaruh Metode Drill Terhadap Hasil Belajar Matematika Materi Perkalian Pada Siswa Kelas III MIN Kota Cirebon", *Al Ibtida:*

*Jurnal Pendidikan Guru MI* 4, no. 1 (2017): 87 – 96,

<https://doi.org/10.24235/al.ibtida.snj.v4i1.1472>.

<sup>11</sup> Noviyana Sari and Maryatun, "Pengaruh Penggunaan Metode Drill Terhadap Hasil Belajar Akuntansi Kelas X Semester Genap SMK Negeri 1 Metro Tahun Pelajaran 2015/2016," *Jurnal Promosi :Jurnal Pendidikan Ekonomi Um Metro* 4, no. 2 (2016).

<sup>12</sup> Pera Purwati, "Pengaruh Penerapan Metode Drill/Latihan Terhadap Minat Belajar Siswa Pada Mata Pelajaran Fiqih (Penelitian Di MTS Attarbiyyah Bayongbong Garut)," *Jurnal Pendidikan Universitas Garut* 4, no. 1 (2010).

<sup>13</sup> Norman K. Denzin and Yvonnas S. Lincoln, *Handbook of Qualitative Research* (Yogyakarta: Pustaka Pelajar, 2009).

<sup>14</sup> Budhy Munawar Rachman, *Islam Pluralis: Wacana Kesetaraan Kaum Beriman* (Jakarta: Paramadina, 2001).

administrators. The average number of students is 15 children in each TPQ, so that the number of students is approximately 90.

In this study, the PAR method was implemented through 3 pillars. The first is research, where the researcher finds the problems that exist in each TPQ by direct observation and continued by reducing the data. The second action, the researcher arranges the learning method that will be used in accordance with the problems that the researcher finds. The third is participation, where researchers participate in realizing learning methods that have been prepared previously. The purpose of this activity is as a solution to the limitations of students in the ability to read and write the Qur'an.

## RESULTS AND DISCUSSION

### 1. Understanding the Drill Method

In learning to read and write the Qur'an there are many methods that can be applied. The choice of this method is directly related to the efforts of the Qur'an teachers in presenting teaching that is in accordance with the situation and conditions so that the teaching objectives can be achieved optimally<sup>15</sup>. Therefore, one of the most basic things to understand is how to understand the method as one component for the success of teaching and learning as important as other components in the overall components of learning the Qur'an.

By using the right method in teaching reading and writing the Qur'an, it will further increase the effectiveness of learning activities. One of the methods that can be applied in the reading and writing activities of the Qur'an is the drill method. The drill method itself is a method that can be applied to students to improve their ability to read or write the Qur'an.



**Figure 1.** Learning the Drill Method

The drill method itself is a teaching method in which students can carry out training activities on an ongoing basis to improve their abilities. From this understanding illustrates that the drill method or exercise is a way of teaching teachers by carrying out exercises on students to obtain higher dexterity than before. Here it appears that the drill method wants a learning process where what happens during learning exercises carried out by students is to achieve the level of understanding of students<sup>16</sup>.

Through the drill method in learning to read and write the Qur'an, students can do exercises in groups or individually by practicing reading Iqra or the Qur'an continuously by using the correct recitation. In addition, it can be done by doing exercises to write hijaiyah letters or writing lafadz-lafadz Al-Qur'an.

In the early stages it will feel complicated and difficult, but if you get used to it will be embedded reflex movements that are harmonious and spontaneous and are no longer an ongoing difficulty. This means that studying the reading and writing of the Qur'an using the drill method is expected that students can practice writing and reciting the verses of the Qur'an which contain the reading law, so that students can apply it while reading the Qur'an well and Correct. According to the observations that have been made for several weeks at several TPQs mentioned earlier, the drill method greatly influences the way students learn to write and read the Qur'an.

These changes are quite visible in the way students read the Qur'an, where previously the Qur'an students only read repeatedly once or twice, now they read again and again until they remember how to read in accordance

<sup>15</sup> Siti Mu'awiyah Roni, "Implementasi Metode Drill Dalam Meningkatkan Kelancaran Membaca Al-Quran Melalui Pembelajaran Baca Tulis Al-Quran Siswa Kelas XI Di Madrasah Aliyah Babul Futuh

Tudan Pandaan," *VICRATINA: Jurnal Pendidikan Islam* 6, no. 1 (2021).

<sup>16</sup> Syahraini Tambak, "Metode Drill Dalam Pembelajaran Pendidikan Agama Islam," *Jurnal Al-Hikmah* 13, no. 2 (2016).



with tajwid, the writing ability of students reading and writing the Qur'an has also increased, where these students are able to write hijayah letters correctly, both connected and unconnected letters.

## 2. Stages of Application of the Drill Method in Learning to Read and Write Al-Quran

When the learning process is needed a learning method<sup>17</sup>. The learning method becomes a tool in explaining a material to students. One of the methods used in the learning process is the drill method. In its application in learning to read and write the Qur'an, the drill method is carried out by providing continuous practice both in reading and writing Hijayah letters.

In the application of the drill method there are several stages or steps that need to be done. These stages need to be carried out so that the objectives of learning to read and write the Qur'an can be achieved<sup>18</sup>. The technique used is the inquiry technique (group work)<sup>19</sup>, carried out by teaching a group of students to work together and solve problems by doing the assignments given. The drill method can assist teachers in overcoming learning difficulties encountered in class<sup>20</sup>. The stages applied in the implementation of the drill method include: 1. The teacher conveys the learning objectives. 2. The teacher explains the subject matter. 3. The teacher provides exercises with multilevel questions. 4. The teacher creates a pleasant atmosphere during learning. 5. The teacher attracts students' attention to learning. 6. The teacher encourages students to take an active part in working on the questions. 7. The teacher provides opportunities for students to continue practicing<sup>21</sup>.



Figure 2. Ustadzah gives an example

Learning in several TPQs is carried out in the same stages, namely with the drill method, which is adapted to learning the Qur'an. The stages of learning are:

- a) BTQ learning begins with reading the prayer first and will end with the reading of the prayer. The opening prayer that is recited is a prayer that is usually recited together, namely Surah Al-Fatihah, a heart-opening prayer (*robbisy rohli shodri...*), and a prayer before studying. As for the closing prayer, recite the closing prayer of the majlis and the khotmil Qur'an prayer (*Allahum-marhamna bilqur'an ...*).
- b) Iqra and Al-Qur'an students are first equipped with theoretical knowledge, in accordance with the teaching materials that will be applied using the drill learning method. In this process the teacher needs to explain about learning recitation so that students can read Iqra and the Qur'an correctly. The recitation of the tajwid delivered is not complete, starting from the names, meanings, and examples, but only conveys the correct way of reading based on the reading being studied. For the complete delivery of tajwid

<sup>17</sup> Agus Miftakus Surur et al., "Management of Developing Mathematics Learning Modules to Reduce Students' Academic Stress," in *AIP Conference Proceedings* (AIP Publishing, 2023), <https://doi.org/10.1063/5.0123808>.

<sup>18</sup> Muniroh, "Penerapan Metode Drill Dalam Pembelajaran Baca Tulis Al- Qur'an Di TPQ Aswaja Sidorejo Karangawen Demak."

<sup>19</sup> Isih Suminarsih, "Penerapan Metode Drill Untuk Meningkatkan Hasil Belajar Peserta Didik Pada Mata Pelajaran Bahasa Arab Materi Menyusun Teks Sederhana Terkait Topik Albayaanat As-Syakhshiyah (Penelitian Tindakan Kelas Di Kelas XII MIA MA Al-Istiqomah Tanjungsiang)," *Jurnal Penelitian Guru* 1, no. 2 (2018).

<sup>20</sup> I Made Suardiana, "Metode Drill Untuk Meningkatkan Hasil Belajar Matematika Pada Siswa Kelas IV SD," *Journal of Education Action Research* 5, no. 4 (2021), <https://ejournal.undiksha.ac.id/index.php/JEAR/index>.

<sup>21</sup> Kezia Irene Astuningtias and Oce Datu Appulembang, "The Implementation of Drill Method to Improve Cognitive Learning Outcomes of Grade IX in Statistics at Christian Junior High School Rantepao," *JOHME: Journal of Holistic Mathematics Education* 1, no. 1 (2017), <https://doi.org/10.19166/johme.v1i1.718>.

knowledge, it is delivered when it reaches the Al-Qur'an class.

- c) The teacher gives examples of practice questions before being given an exercise on the learning material that has been given. At this stage the teacher will give an example in advance of how to read the pronunciation of the Qur'an correctly according to recitation so that the students of the Qur'an can imitate what has been exemplified by the BTQ teacher. This is done in Al-Qur'an class. While the questions given are to provide limits for finding examples of readings, for example, in Juz 30 or certain letters, so that students are more focused on finding examples and not looking for them for too long. Previously, educators had prepared assignments so they could predict their duration.
- d) The teacher allows students to imitate how to read the pronunciation of the Qur'an that has been exemplified. At this stage the teacher will provide opportunities for students of the Qur'an to imitate the examples that have been given by the teacher. The process of imitating begins with the teacher giving an example, and then the students imitate it. Then, ask some students to read first, which is then imitated by their friends.
- e) The teacher corrects and corrects practice mistakes made by students. At this stage the teacher will make corrections to the students' reading.
- f) Students are required to repeat the exercise to achieve appropriate reading and writing. At this stage the student will repeat the reading of the Qur'an pronunciation of the Qur'an in accordance with the corrections given by the teacher.
- g) For the third or final time, the teacher evaluates the learning outcomes of Iqra and Al-Qur'an students. Evaluation is carried out at the time of carrying out the activity for the third time.
- h) After learning to read the Qur'an, it is continued with learning to write the Qur'an. This material adapts to the class of students. Starting from

learning to write hijaiyah letters, cursive letters, to writing verses from the Koran. For the Al-Qur'an class, they have also started learning about the science of tajwid as a whole.

The results of the application of the drill method in learning to BTQ at TPQ Panglungan Village can be seen from the changes in increasing the ability of students to read and write the Qur'an. The application of the drill method in learning to read and write the Qur'an can have a positive impact and help students learn to read and write the Qur'an.

After 23 days of implementing the BTQ mentoring with the drill method, we were able to find changes that were slightly better than before. Students quite understand the tajwid lessons that we provide and can apply them when reading the Qur'an. In addition, students have started to be able to write hijaiyah letters well and are currently at the stage of writing a combination of several hijaiyah letters. Considering that there are some children who still have difficulty implementing it, continuous assistance is needed so that each child's abilities can be maximized.

With the application of the Drill method in learning to read and write the Qur'an, it is hoped that there will be developments in the ability of students to read and write the Qur'an.

### 3. Barriers and Solutions to Learning

In every learning, there are certainly problems that hinder the improvement of students' abilities in terms of knowledge and skills. The inhibition of the learning process can occur due to many things, The obstacles found in the TPQ learning process that have been carried out are as follows:

- a) From the number of TPQ students, there are still many children who are not fluent and cannot even read the Qur'an or Iqro'. On average, they cannot recognize hijaiyah letters, cannot distinguish between hijaiyah letters from one another, and cannot recognize punctuation marks. The solution to this problem is by repeating the learning of hijaiyah letters and punctuation marks, and also asking questions before the

children go home, so that each child is able to remember the learning that has been done.



**Picture 3.** Questions and answers before going home

- b) There are still many children who still cannot write the connected hijaiyah letters. The solution to this problem is to provide writing exercises once a week to TPQ children.
- c) In learning, there are many students who do not listen to the lesson, and many students make excessive jokes, chat with other friends, so that the class atmosphere is noisy and not conducive. The solution to this problem is that the teacher separates the seats of the students who both make noise in class, and in facilitating the class the educator often invites children to interact using language that is easy to understand, so that children seem to listen to a teacher.
- d) There are still some children who are already at the level of the Qur'an and still cannot read with recitation. The solution to this problem is to give children an understanding of recitation through material or directly when reading the Qur'an.
- e) Lack of motivation in learning in children. The solution to this problem before going home, educators provide motivation to children.

## CONCLUSION

Panglungan Village has 6 TPQ, each of which is managed by different administrators. The average number of students is 15 children in each TPQ. In every learning, there are certainly problems that hinder the improvement of students' abilities in terms of knowledge and skills. The application of the

drill method in learning to read and write the Qur'an is an effort to help develop the ability of each student to be able to read and write the Qur'an well. The results of this study indicate that after 23 days of the implementation of the BTQ mentoring with the drill method, changes were found that were slightly better than before. Students quite understand the tajwid lessons that we provide and can apply them when reading the Qur'an. In addition, students have also started to be able to write hijaiyah letters well. Considering that there are some children who still have difficulty implementing it, continuous assistance is needed so that each child's abilities can be maximized.

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