ABSTRAK

Nurulhusna Muhajir. 2024.101.005 *Pengaruh Penerapan Metode Drill terhadap Kemampuan Membaca dan Menghafal Al-Qur'an pada Mata Pelajaran Al-Qur'an Hadis Siswa Kelas XI di Madrasah Aliyah Al-Qur'an Kudang Kabupaten Garut*.

Pembelajaran Al-Qur'an Hadis memiliki peran strategis dalam membina kemampuan membaca dan menghafal Al-Qur'an peserta didik sebagai landasan karakter dan nilai spiritual. Namun, realittanya pada siswa kelas XI MA Al-Qur'an Kudang Kabupaten Garut menunjukkan terdapat kendala teknis pada ketepatan *makharijul huruf*, penerapan kaidah tajwid, serta lemahnya daya ingat hafalan siswa akibat latihan yang kurang terstruktur dan variatif. Masalah ini menuntut adanya strategi pembelajaran yang berkelanjutan melalui penerapan metode *drill* guna mengasah otomatisasi lisan dan memperkuat retensi memori siswa secara optimal.

Penelitian ini bertujuan untuk mendeskripsikan implementasi metode *drill* dan tingkat kemampuan membaca maupun menghafal Al-Qur'an siswa kelas XI di MA Al-Qur'an Kudang Kabupaten Garut.Penelitian ini bertujuan untuk menguji pengaruh penerapan metode *drill* terhadap kemampuan membaca Al-Qur'an secara parsial, pengaruh metode *drill* terhadap kemampuan menghafal Al-Qur'an secara parsial, pengaruh metode *drill* terhadap gabungan kedua kemampuan tersebut secara simultan, serta mengukur tingkat hubungan antara kemampuan membaca dan kemampuan menghafal Al-Qur'an siswa.

Penelitian ini menggunakan pendekatan kuantitatif asosiatif. Populasi penelitian mencakup seluruh siswa kelas XI MA Al-Qur'an Kudang Kabupaten Garut yang berjumlah 138 siswa, dengan sampel sebanyak 103 siswa yang ditentukan dengan teknik *simple random sampling* berdasarkan rumus Slovin pada tingkat kesalahan 5 %. Pengumpulan data dilakukan melalui instrumen angket skala Likert, observasi, wawancara, dan dokumentasi. Analisis data diolah menggunakan statistik deskriptif, uji regresi linear sederhana, uji regresi linear multivariat (MANOVA), serta uji korelasi *Pearson Product Moment*.

Hasil penelitian menunjukkan penerapan metode *drill* berada pada kategori tinggi (60,41 %), kemampuan membaca Al-Qur'an siswa kategori sedang (59,03 %), dan kemampuan menghafal kategori tinggi (60,38 &). Secara parsial, metode *drill* berpengaruh positif dan signifikan terhadap kemampuan membaca Al-Qur'an (t-hitung 2,369 dan signifikansi 0,020) dengan kontribusi 5,3 %. Sebaliknya, metode *drill* tidak berpengaruh signifikan terhadap kemampuan menghafal (t-hitung 0,780 dan signifikansi 0,437) maupun secara simultan terhadap kedua kemampuan (F-hitung 2,805 dan signifikansi 0,065). Meskipun demikian, terdapat hubungan positif dan signifikan dengan tingkat keeratan rendah antara kemampuan membaca dan menghafal Al-Qur'an siswa (koefisien korelasi 0,242 dan signifikansi 0,014).

Kata Kunci: METODE *DRILL*, KEMAMPUAN MEMBACA AL-QUR'AN, KEMAMPUAN MENGHAFAL AL-QUR'AN, AL-QUR'AN HADIS.

Abstract

Nurulhusna Muhajir. 2024.101.005. *The Influence of Implementing the Drill Method on the Ability to Read and Memorize the Qur'an within the Qur'an-Hadith Subject among Grade XI Students at Madrasah Aliyah Al-Qur'an Kudang, Garut.*

The study of the Qur'an and Hadith plays a strategic role in fostering students' abilities to read and memorize the Qur'an, serving as a foundation for character development and spiritual values. However, the reality among eleventh-grade students at MA Al-Qur'an Kudang, Garut Regency, reveals technical challenges specifically regarding the accurate articulation of Arabic letters (makharijul huruf) and the application of tajwid as well as difficulties in memorization, stemming from a lack of structured and varied practice. This situation necessitates a sustained instructional strategy, such as the "drill method," to refine oral proficiency and optimally strengthen students' memory retention.

This research aims to describe the implementation of the drill method and the proficiency levels in reading and memorizing the Qur'an among eleventh-grade students at MA Al-Qur'an Kudang, Garut Regency. Furthermore, it seeks to examine the impact of the drill method on Qur'anic reading skills (individually), on memorization skills (individually), and on both skills combined (simultaneously), while also measuring the correlation between the students' reading and memorization abilities.

The study employs a quantitative associative approach. The population consists of all 138 eleventh-grade students at MA Al-Qur'an Kudang, Garut Regency, with a sample of 103 students selected via simple random sampling using the Slovin formula (at a 5% margin of error). Data were collected through Likert-scale questionnaires, observation, interviews, and documentation. Data analysis was conducted using descriptive statistics, simple linear regression, multivariate analysis of variance (MANOVA), and Pearson Product-Moment correlation test.

The results indicate that the implementation of the drill method falls into the "high" category (60.41%), while students' Qur'anic reading proficiency is in the "moderate" category (59.03%), and their memorization proficiency is in the "high" category (60.38%). Individually, the drill method has a positive and significant effect on the ability to read the Quran (t-value of 2.369, significance of 0.020), contributing 5.3%. Conversely, the drill method does not have a significant effect on the ability to memorize the Quran (t-value of 0.780, significance of 0.437), nor does it have a significant simultaneous effect on both abilities (F-value of 2.805, significance of 0.065). Nevertheless, there is a positive and significant relationship—albeit with a low degree of correlation—between students' abilities to read and memorize the Quran (correlation coefficient of 0.242, significance of 0.014).

Keywords: *DRILL METHOD, QURAN READING ABILITY, QURAN MEMORIZATION ABILITY, QURAN AND HADITH.*