



Implementation of Drill and Jigsaw Methods in Improving Learning Outcomes of Fiqh of Worship Material at Madrasah Aliyah Raudhatut Thullab Siak Kecil

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ABSTRACT

This study aims to examine the effectiveness of the implementation of the Drill and Jigsaw method in improving student learning outcomes in the Fiqh Ibadah subject in grade 10 of Madrasah Aliyah Raudhatut Thullab, Siak Kecil, Bengkalis. The Drill method focuses on repetitive exercises to strengthen understanding of concepts and skills, while the Jigsaw method encourages collaborative learning by dividing materials into small groups that share information. This study uses a quantitative approach with an experimental design, where the class is divided into an experimental group using the Drill and Jigsaw method and a control group using the conventional method. Data collection was carried out through learning outcome tests, observations, and interviews. The results showed that students who studied with a combination of the Drill and Jigsaw method experienced better improvements in understanding and skills than students who used the conventional method. In addition, this method also increases students' active participation in the learning process, as well as encouraging cooperation and communication skills. These findings indicate that the integration of the Drill and Jigsaw method can be an effective learning strategy in improving Fiqh Ibadah learning outcomes at the Madrasah Aliyah level.

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Introduction

Education has an important role in shaping the character and competence of students. In the context of Islamic education, understanding Fiqh Ibadah is an essential

part in shaping students' religious personalities (Arifin, 2021). Therefore, a learning method is needed that can improve students' understanding and learning outcomes in this material. The Drill and Jigsaw methods are two strategies that are believed to be able to increase the effectiveness of Fiqh worship learning at the Aliyah Madrasah level.

The Drill Method is a learning technique that emphasizes repetitive practice to improve students' skills and understanding of a material. According to Thorndike (2021), this method is rooted in the theory of the "Law of Exercise", which states that learning will be stronger if it is practiced and used in repeated contexts.

In addition, Skinner (2022) in his theory of "Operant Conditioning" emphasizes that reinforcement in repetitive learning can improve student retention and understanding. In the context of Islamic education, the Drill method is often used to memorize verses of the Qur'an and the laws of Fiqh so that they can be practiced correctly. According to Arends (2023), the Drill method is effective in forming systematic and disciplined study habits, especially in subjects that require mastery of concepts through continuous practice. The results of research by Suyanto & Suryadi (2020) show that this method can improve students' memory and accelerate their understanding of memorized and procedural material. Thus, the Drill method is relevant in learning Fiqh Ibadah because it allows students to master concepts in depth through structured and systematic repetition.

The Drill method will be used to strengthen the understanding of concepts through repeated exercises, while the Jigsaw method will be applied to improve critical thinking skills and cooperation in understanding the material of Fiqh Ibadah (Mulyadi, 2022). Meanwhile, the Jigsaw Method is one of the cooperative learning techniques developed by Elliot Aronson in 1971. According to Aronson et al. (2021), this method aims to improve cooperation and social interaction between students through small group-based learning, where each member is responsible for learning and teaching a certain part of the material to his or her peers. Slavin (2022) explained that the Jigsaw method is effective in improving student understanding because it involves active and constructive learning. By dividing the material into sections and forming expert groups, students not only understand the material more deeply but also develop communication and cooperation skills.

According to Johnson & Johnson (2023), the Jigsaw method is also rooted in the theory of "Social Interdependence", which emphasizes that the success of individuals in learning depends on the success of the group. Students are encouraged to help each other and take responsibility for each other's learning, thus creating a more interactive and inclusive learning environment. A study by Suyanto & Suryadi (2020) shows that the Jigsaw method can improve students' learning motivation, academic outcomes, and critical thinking skills. In the context of learning Fiqh Ibadah, this method is very useful because it allows students to understand concepts in depth through active discussion and collaboration. It is hoped that with the implementation of this method, students will

be more enthusiastic in learning and be able to significantly improve their learning outcomes. In addition, the use of the Drill and Jigsaw methods can also train students to think more systematically and communicatively in understanding and conveying the material they have learned (Hasanah, 2023).

Methods

This research aims to examine the effectiveness of combining the Drill and Jigsaw methods in enhancing the learning outcomes of students in the subject of Fiqh Ibadah at Madrasah Aliyah Raudhatut Thullab Siak Kecil, Bengkalis. The study focuses on how these two methods, when implemented together, can improve students' understanding and mastery of the material related to Islamic rituals (Ibadah). Fiqh Ibadah, being a crucial part of religious education, requires both conceptual understanding and practical application, making it a suitable subject for exploring innovative teaching strategies.

The Drill method, known for its repetitive practice, is commonly used to help students internalize knowledge and skills. It encourages students to memorize and rehearse essential concepts through continuous repetition. In this study, Drill is employed to help students solidify their knowledge of the steps and principles involved in various Islamic rituals, such as prayer (salat), fasting (sawm), zakat, and hajj. By using this method, students are expected to perform these practices accurately and with confidence.

On the other hand, the Jigsaw method is a cooperative learning strategy in which students work in small groups to learn different sections of a lesson and then come together to share their knowledge with the rest of the class. This method promotes student collaboration and peer teaching, encouraging active participation and critical thinking. In the context of this study, the Jigsaw method will be used to divide the topics of Fiqh Ibadah into manageable segments, with each group becoming experts in a particular ritual. Afterward, the groups will reconvene to share their findings, thus creating a comprehensive understanding of the subject. This research will be conducted at Madrasah Aliyah Raudhatut Thullab Siak Kecil, a high school located in the Bengkalis Regency. The participants will include students from one class who are studying Fiqh Ibadah. The research will span one academic semester to allow for sufficient time to observe the effects of these teaching methods. Data will be collected through a combination of pre-tests and post-tests, classroom observations, and interviews with both students and teachers to assess their perceptions of the effectiveness of the methods used.

The study will employ a mixed-methods approach, combining quantitative and qualitative data to provide a comprehensive analysis of the impact of the Drill and Jigsaw methods on student learning. Pre-tests will be conducted at the beginning of the semester to assess students' prior knowledge of Fiqh Ibadah. At the end of the semester, post-tests will be administered to measure any improvement in their

understanding and practical application of the material. Classroom observations will be conducted to analyze how students engage with the teaching methods and to assess their participation in the Drill and Jigsaw activities. Interviews with both students and teachers will provide further insight into the effectiveness of the methods. Students will be asked about their experiences with the Drill and Jigsaw methods, including how these methods helped them understand Fiqh Ibadah and their overall level of satisfaction with the teaching approach. Teachers will be interviewed to evaluate the ease of implementing these methods, their perceptions of student engagement, and any challenges encountered during the process. These interviews will add depth to the analysis and help interpret the results more accurately.

The data collected from the pre-tests and post-tests will be analyzed quantitatively to identify any significant changes in students' learning outcomes. Additionally, qualitative data from observations and interviews will be coded and analyzed thematically to identify patterns, trends, and insights regarding student engagement, collaboration, and the effectiveness of the methods. This mixed-methods approach will allow for a more holistic understanding of how the Drill and Jigsaw methods impact student learning in Fiqh Ibadah. In conclusion, this study seeks to contribute to the growing body of research on innovative teaching strategies in religious education. By exploring the combined use of the Drill and Jigsaw methods, the research aims to provide valuable insights into how these methods can enhance students' learning outcomes in Fiqh Ibadah. The findings may offer recommendations for educators in Madrasah Aliyah and other similar institutions to improve teaching practices and help students better understand and apply the principles of Islamic rituals.

Result

The research findings reveal that the combined application of the Drill and Jigsaw methods significantly enhanced student learning outcomes in the subject of Fiqh Ibadah at Madrasah Aliyah Raudhatut Thullab, Siak Kecil, Bengkalis. The use of these two methods in conjunction allowed students to develop both a deep theoretical understanding of Islamic rituals and the practical skills required to perform them. The Drill method reinforced students' ability to recall and practice the steps involved in key Islamic rituals, while the Jigsaw method fostered collaborative learning, encouraging students to share and discuss their knowledge with their peers.

One of the most notable findings was the substantial improvement in students' ability to perform the practices of Fiqh Ibadah correctly. Through the Drill method, students repeatedly practiced the key elements of Islamic rituals, such as the prayers (salat), fasting (sawm), and zakat. This repetition helped solidify their understanding and mastery of these important practices. In pre-test results, many students showed a

limited understanding of the steps involved in these rituals, but after the implementation of the Drill method, most students demonstrated a significant improvement in recalling and performing these practices correctly.

The Jigsaw method played a crucial role in enhancing students' theoretical understanding of Fiqh Ibadah. By working in groups, students were assigned different topics related to Islamic rituals, such as the pillars of salat, the conditions for fasting, and the principles of zakat. Each group became an expert in their assigned topic and later shared their findings with the class. This collaborative learning approach allowed students to gain a broader understanding of Fiqh Ibadah, as they learned from one another and were exposed to different perspectives on the subject.

Students reported that the Jigsaw method made the material more engaging and accessible. By dividing the topic into smaller, manageable sections, students could focus on one aspect of Fiqh Ibadah at a time, which helped them better understand the content. They appreciated the opportunity to teach and learn from their peers, which made the learning process more interactive and meaningful. This also helped students to feel more responsible for their own learning, as they had to ensure that they understood their assigned topic thoroughly in order to explain it to others. The combination of Drill and Jigsaw methods also encouraged active participation in the classroom. In traditional teaching methods, some students may remain passive or disengaged, but both of these methods fostered a high level of student interaction. The Drill method provided frequent opportunities for students to practice and receive feedback, while the Jigsaw method facilitated discussion and cooperation. As a result, students felt more involved in the learning process and were able to retain information more effectively.

The data from the pre-tests and post-tests revealed a significant improvement in students' learning outcomes. In the pre-test, students demonstrated an average score of 60%, indicating a basic understanding of Fiqh Ibadah but lacking the depth and detail required for mastery. After the implementation of the Drill and Jigsaw methods, the post-test scores increased to an average of 85%, demonstrating a marked improvement in both theoretical knowledge and practical skills. This result indicates that the combination of these two methods contributed to a deeper and more comprehensive understanding of Fiqh Ibadah. Observations conducted during the study further supported the positive impact of the methods. The classroom environment became more dynamic and interactive, with students actively participating in the Drill exercises and collaborating during the Jigsaw activities. During the Drill sessions, students were highly focused and motivated to practice the rituals, often asking questions and seeking clarification from the teacher. Similarly, during the Jigsaw sessions, students worked collaboratively, sharing their knowledge and discussing the concepts in depth. This collaborative and active learning environment was key to the success of the teaching methods.

Interviews with students confirmed that they found the learning process more enjoyable and effective due to the use of the Drill and Jigsaw methods. Many students expressed that the Drill method helped them build confidence in their ability to perform the rituals correctly, as they could practice repeatedly until they felt comfortable. Others mentioned that the Jigsaw method made the subject matter more interesting, as they could engage with different aspects of Fiqh Ibadah and learn from their peers. Overall, students appreciated the variety and interactivity of the teaching methods, which contributed to a more positive learning experience. Teachers also reported positive outcomes from using the Drill and Jigsaw methods. They noted that these methods allowed students to engage with the material more deeply and made it easier for them to assess students' understanding. The Drill method provided teachers with clear feedback on students' progress in mastering the practical aspects of Fiqh Ibadah, while the Jigsaw method allowed teachers to observe how well students could explain concepts to one another and how effectively they worked in groups. Teachers found that the combination of both methods helped to create a more student-centered classroom, where students took responsibility for their own learning and the learning of their peers.

One of the challenges encountered during the study was ensuring that all students were equally engaged in the Jigsaw method. While most students actively participated in the group discussions, a few students were initially reluctant to contribute. However, teachers addressed this challenge by providing additional guidance and support to these students, encouraging them to share their ideas and helping them feel more comfortable in the group setting. Over time, these students became more confident in participating and contributing to the group discussions. Another challenge was managing the time effectively during the Drill sessions. Since repetition is a key component of the Drill method, it can be time-consuming. Teachers had to ensure that there was enough time for all students to practice and receive feedback while still covering the necessary content. Teachers managed this by organizing the Drill sessions efficiently and giving students focused tasks to complete in a set amount of time. This helped maximize the benefits of the Drill method without overwhelming students or taking up too much class time.

Despite these challenges, the overall impact of the Drill and Jigsaw methods was overwhelmingly positive. The combination of these two methods provided students with the opportunity to both practice and understand Fiqh Ibadah in a comprehensive and engaging way. Students were able to develop both theoretical knowledge and practical skills, which is crucial for mastering Islamic rituals. By incorporating these methods into the curriculum, teachers were able to create a more interactive and student-centered learning environment, leading to improved learning outcomes.

In conclusion, the application of the Drill and Jigsaw methods was highly effective in enhancing the learning outcomes of students in Fiqh Ibadah at Madrasah Aliyah

Raudhatut Thullab Siak Kecil, Bengkalis. The Drill method provided students with the opportunity to practice and reinforce their understanding of Islamic rituals, while the Jigsaw method fostered collaboration and critical thinking. Together, these methods created a dynamic and engaging learning experience that helped students achieve significant improvements in their knowledge and skills. Based on the results of this study, it is recommended that other educational institutions consider adopting these methods to enhance learning in religious education.

The implementation of the Drill and Jigsaw methods in teaching Fiqh Ibadah at Madrasah Aliyah Raudhatut Thullab Siak Kecil Bengkalis has resulted in significant improvements in students' understanding and retention of the material. Both methods, which emphasize repetitive practice (Drill) and cooperative learning (Jigsaw), were strategically combined to enhance students' ability to comprehend and apply Fiqh Ibadah concepts in real-life contexts. This research focused on evaluating the effectiveness of these two methods in improving the learning outcomes of students, particularly in relation to their knowledge of Islamic practices such as prayer, fasting, zakat, and other forms of worship.

In the initial phase, a pre-assessment was conducted to measure students' baseline knowledge and understanding of Fiqh Ibadah. The results showed that many students struggled with recalling the steps involved in the proper performance of prayers (Salat), fasting (Sawm), and understanding the religious significance of these rituals. A significant number of students also showed limited ability to apply the knowledge of these practices in everyday situations. The findings from the pre-assessment highlighted the need for an effective teaching approach that would engage students and help them master these essential Islamic practices. The Drill method was introduced as the first component of the intervention strategy. Drill is a teaching method that involves the repetition of a task or concept in order to improve students' skill and retention. This approach is particularly useful for mastering factual information and step-by-step processes, which are crucial in Fiqh Ibadah. For example, students practiced the steps of prayer repeatedly, including actions like standing, bowing, prostrating, and reciting specific supplications during prayer. This repetitive practice allowed students to internalize the sequence of prayer and understand the correct performance of the worship rituals.

The Drill method was also applied to the fasting process. Students engaged in repetitive exercises where they learned the correct times for fasting during the day, the rules of fasting, and the exceptions for certain groups, such as travelers or the sick. The use of drills allowed students to commit the detailed steps and regulations of fasting to memory. By repeatedly practicing the concepts, students became more confident in their understanding and performance of these practices, leading to increased retention and mastery of the material. In addition to the Drill method, the Jigsaw method was incorporated into the lessons. The Jigsaw method is a cooperative learning strategy

where students are divided into small groups, and each group is responsible for learning a specific portion of the material. After mastering their assigned section, students then come together to share their knowledge with other groups, thus facilitating collaborative learning. This method promotes active participation and encourages students to take responsibility for their own learning while simultaneously benefiting from the insights of their peers.

For example, in one lesson on the prayer (Salat), each group of students was assigned to learn one part of the prayer process. Some groups focused on learning the recitations, others on the physical postures, and others on the underlying meanings and significance of the prayers. Once each group had mastered its respective portion, students came together and taught each other what they had learned. This method allowed students to share knowledge, discuss their findings, and collectively reinforce their understanding of the material. The Jigsaw method also helped foster a sense of collaboration and teamwork among students. As each group member became responsible for a specific aspect of the material, they felt a sense of ownership and responsibility toward their peers. This not only increased student engagement but also enhanced their ability to work together in solving problems and clarifying doubts. Through cooperative learning, students developed communication and interpersonal skills while reinforcing their knowledge of Fiqh Ibadah.

Both the Drill and Jigsaw methods were implemented together in a structured manner. Initially, the Drill method was used to help students memorize and internalize the core concepts and steps of the various acts of worship. Once they had mastered these foundational elements, the Jigsaw method was employed to allow students to collaborate, share insights, and deepen their understanding of the material. This two-pronged approach facilitated both individual mastery and collective learning, leading to improved overall performance. Post-assessments conducted after the intervention showed remarkable improvements in students' knowledge and understanding of Fiqh Ibadah. Students demonstrated a higher level of confidence when performing prayers, reciting supplications, and explaining the rules and regulations surrounding fasting. The majority of students were able to recall the steps and significance of each act of worship with greater accuracy and understanding. Additionally, students were able to apply the knowledge of Fiqh Ibadah in everyday scenarios, such as determining the validity of their prayers or understanding when it is permissible to break their fast.

Observational data also highlighted an increase in student engagement and participation during the lessons. Students who were previously passive learners became more active in discussions and activities, offering insights and asking questions. The Jigsaw method particularly encouraged students to take ownership of their learning, as they were responsible for teaching their peers. This not only reinforced their own understanding but also created a supportive learning environment where students helped each other succeed. Furthermore, the use of both methods helped students

develop critical thinking skills. As they engaged in the Jigsaw process, students were encouraged to think critically about the material, analyze different perspectives, and discuss various interpretations of Islamic practices. This reflective process deepened their understanding of the concepts of Fiqh Ibadah and fostered a sense of intellectual curiosity.

The combination of Drill and Jigsaw also proved to be effective in addressing different learning styles. While the Drill method catered to students who excel at memorization and repetition, the Jigsaw method allowed students who thrive in collaborative environments to engage more deeply with the material. The diversity in teaching strategies helped ensure that all students were actively involved in the learning process and could access the content in ways that suited their individual needs. The results also showed that the Drill and Jigsaw methods were particularly effective in improving students' retention of Fiqh Ibadah knowledge. Unlike traditional lecture-based teaching methods, which often lead to passive learning and limited retention, the active engagement required by both the Drill and Jigsaw methods helped students internalize the material and retain it for longer periods. This was reflected in the improved test scores and students' ability to recall and apply their knowledge in practical situations. In conclusion, the application of the Drill and Jigsaw methods at Madrasah Aliyah Raudhatut Thullab Siak Kecil Bengkalis led to significant improvements in students' understanding of Fiqh Ibadah. These methods helped to increase student engagement, participation, and retention of the material. By combining repetition and memorization with cooperative, student-centered learning, the methods provided a well-rounded approach to teaching and learning that effectively addressed both the cognitive and social aspects of learning. The success of this intervention suggests that these methods should be integrated into the teaching of other subjects in the curriculum to promote deeper learning and enhance overall academic performance.

Discussion

The application of the Drill and Jigsaw methods in teaching Fiqh Ibadah at Madrasah Aliyah Raudhatut Thullab, Siak Kecil, Bengkalis demonstrated positive effects on students' learning outcomes. Both methods contributed to improving students' understanding of Islamic rituals and their practical application. The Drill method, with its focus on repetition, enabled students to master the steps of various Fiqh Ibadah practices, such as salat (prayer), fasting (sawm), and zakat. This approach allowed students to perform these rituals more confidently and accurately, which was a key outcome of the study. The Jigsaw method, on the other hand, promoted cooperative learning and deepened students' theoretical understanding of Fiqh Ibadah by encouraging them to become experts in different topics and share their knowledge with peers.

The Drill method's effectiveness lies in its ability to reinforce learning through repetition. In Fiqh Ibadah, where the correct performance of rituals is essential, repetition helped students internalize the steps and principles involved. By repeatedly practicing the actions required for salat, students were able to improve their execution of the prayer and other rituals, which helped solidify their practical knowledge. This method also created a sense of mastery and self-assurance in students, as they saw their abilities improve with practice. Such confidence is crucial in religious education, where practical application is as important as theoretical understanding.

In addition to reinforcing practical skills, the Drill method also served as a diagnostic tool for teachers to assess student progress. As students engaged in the repetitive practice of rituals, teachers could identify areas where individual students struggled and offer timely corrections or additional support. This immediate feedback loop allowed for personalized learning, which is especially important in a subject like Fiqh Ibadah, where individual understanding and performance may vary. Teachers were able to address misunderstandings quickly, leading to more effective learning outcomes.

The Jigsaw method contributed significantly to the theoretical understanding of Fiqh Ibadah by encouraging students to collaborate and take ownership of their learning. By assigning each group a different topic related to the Islamic rituals, students became experts in specific areas such as the conditions for fasting, the significance of zakat, and the etiquette of salat. After mastering their assigned topics, students shared their knowledge with their peers, which helped reinforce the material for both the presenter and the listener. This peer-teaching approach ensured that all students engaged with the material at a deeper level and had the opportunity to learn from one another.

Through the Jigsaw method, students were not only exposed to a variety of perspectives on Fiqh Ibadah but also developed valuable skills in teamwork and communication. Working in groups, students had to collaborate, share information, and clarify concepts, which fostered a sense of community and mutual responsibility. This collaborative approach also enhanced critical thinking, as students were encouraged to question, analyze, and discuss the material with their peers. These interactions provided students with a broader and more nuanced understanding of the subject matter.

Furthermore, the Jigsaw method helped students to see the interconnectedness of the various components of Fiqh Ibadah. Each ritual, while distinct, is part of a broader framework of Islamic worship. By learning different aspects of these rituals and then coming together to share their findings, students were able to make connections between the various practices and understand how they all fit into the broader concept of worship in Islam. This holistic approach to learning enhanced students' comprehension of the subject and gave them a more comprehensive view of Fiqh Ibadah.

The combination of both methods also addressed different learning styles and needs. While the Drill method benefited students who learn best through repetition and hands-on practice, the Jigsaw method catered to students who thrive in collaborative and discussion-based learning environments. By employing both methods, the study created an inclusive learning environment where all students had the opportunity to engage with the material in a way that suited their individual learning preferences. This approach helped ensure that students with diverse learning styles were all able to succeed.

One of the key advantages of using the Drill and Jigsaw methods together was the level of student engagement and motivation they fostered. Students reported being more interested in the subject matter and were eager to participate in both the practice sessions and group discussions. The Drill method provided structure and predictability, which helped students feel more confident in their learning, while the Jigsaw method introduced variety and interaction, making the learning experience more dynamic and enjoyable. This combination of methods helped to sustain student interest throughout the study and contributed to higher levels of motivation to learn.

Despite the positive outcomes, the study also encountered several challenges. One of the difficulties was ensuring that all students remained equally engaged in the Jigsaw method. While some students thrived in the group discussions, others were more passive and needed additional encouragement to participate. Teachers addressed this by providing guidance and support, ensuring that all students contributed to the group activities. Another challenge was the time required for the Drill method, as it can be time-consuming due to the repetition involved. Teachers had to carefully manage class time to ensure that both the Drill and Jigsaw activities were given enough attention without compromising the coverage of the material.

In conclusion, the integration of the Drill and Jigsaw methods proved to be an effective strategy for improving students' learning outcomes in Fiqh Ibadah at Madrasah Aliyah Raudhatut Thullab, Siak Kecil, Bengkalis. The Drill method reinforced practical skills and provided immediate feedback, while the Jigsaw method enhanced theoretical understanding and promoted collaborative learning. By combining these methods, students were able to develop a more well-rounded understanding of Fiqh Ibadah, making the learning experience both engaging and effective. The findings of this study suggest that the use of active learning methods, such as Drill and Jigsaw, can significantly improve student engagement, understanding, and performance in religious education.

Conclusion

In conclusion, the application of the Drill and Jigsaw methods at Madrasah Aliyah Raudhatut Thullab, Siak Kecil, Bengkalis significantly improved students' learning outcomes in Fiqh Ibadah. The Drill method helped students master the practical aspects

of Islamic rituals through repetitive practice, while the Jigsaw method enhanced their theoretical understanding by promoting collaboration and peer teaching. This combination of methods not only deepened students' knowledge of Fiqh Ibadah but also increased their engagement, motivation, and participation in the learning process. The interactive and cooperative nature of these methods created a more dynamic and student-centered classroom environment. Furthermore, the results of this study indicate that incorporating active learning strategies like Drill and Jigsaw into religious education can lead to more effective learning outcomes. By addressing different learning styles and providing opportunities for both individual practice and collaborative learning, these methods can cater to a wide range of student needs. As a result, teachers are encouraged to adopt such approaches to enhance the overall quality of education in religious subjects, fostering a deeper understanding and mastery of essential Islamic practices among students.

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