



The Relationship Between The Drill Method And Education Learning Outcomes Among Grade X1 Students At Islamic Senior High School 1 Surakarta

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ABSTRACT

The Drill Method is an instructional approach that involves repeated exercises, memorization, practice, and note-taking to support students' learning processes. This study aims to examine the implementation of the Drill Method, describe students' learning outcomes in Islamic Religious Education (IRE), and determine whether there is a statistically significant relationship between the Drill Method and the learning outcomes of Grade X1 students at Islamic Senior High School 1 Surakarta. This study employed a quantitative research design with a correlational approach. Data were collected from 29 students using a Likert-scale questionnaire measuring the implementation of the Drill Method, while students' IRE learning outcomes were obtained from their report-card scores. The data were analyzed using descriptive statistics and simple linear regression with the assistance of SPSS. The results showed that the implementation of the Drill Method was categorized as good, with the largest proportion of students (34.5%) falling into the good category. Students' learning outcomes were predominantly distributed across the good and fair categories, each accounting for 27.6%, with a mean score of 79.07. However, the simple linear regression analysis indicated that the relationship between the Drill Method and students' IRE learning outcomes was not statistically significant ($p = 0.314 > 0.05$; $t = 1.025$). Therefore, the findings do not provide sufficient statistical evidence to support the hypothesis that the Drill Method is significantly associated with students' learning outcomes. The finding suggests that although the Drill Method was implemented at a good level, its use alone may not be sufficient to account for differences in students' IRE learning outcomes. This implies that PAI teachers may need to combine repeated practice with other instructional strategies that promote students' engagement, understanding, motivation, and active participation.

Keywords: Drill Method; Learning Outcomes; Islamic Religious Education

1. INTRODUCTION

Education is an important factor in the development of individuals and society. The quality of education is influenced by various factors, one of which is the learning process that takes place in the classroom. Learning can be considered effective when students are actively involved in understanding and applying the material presented by teachers. However, students have different abilities, characteristics, and levels of understanding. These differences present challenges for teachers in selecting appropriate learning methods that can support students' participation and achievement. Therefore, teachers need to apply learning methods that are consistent with the learning objectives, characteristics of the students, learning materials, classroom conditions, and available facilities.

Learning methods are an important component of the teaching and learning process because they provide teachers with systematic approaches to delivering learning materials. A learning method can be understood as knowledge of teaching methods used by teachers. It can also refer to presentation techniques mastered by teachers to deliver or present learning materials to students in the classroom (Majid, 2008). The selection of an appropriate learning method can help teachers organize learning activities and evaluate the extent to which learning objectives have been achieved. Recent international research also indicates that instructional methods are important components in shaping students' learning outcomes, although their effectiveness may vary depending on the instructional context, learner



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characteristics, and type of learning outcome being examined (Mukagihana et al., 2022). Therefore, the selection of learning methods should take into account the specific needs and characteristics of students rather than assuming that a particular method will produce similar outcomes across different educational contexts.

From the perspective of educational psychology, learning outcomes are also associated with students' motivational and engagement characteristics as well as the instructional environment. Motivation is a multidimensional psychological construct that is closely related to students' learning behavior and academic achievement (Urhahne & Wijnia, 2023). Similarly, the relationship between motivation and instruction suggests that students' learning cannot be understood separately from the instructional practices and learning environment in which the learning process occurs (Martin, 2023). These perspectives indicate that learning outcomes may reflect the interaction of instructional methods with students' psychological characteristics and classroom conditions. Consequently, the use of an instructional method should be examined within its specific learning context rather than considered independently from other factors influencing students' learning.

Islamic Religious Education (IRE) is one of the subjects that requires appropriate learning methods because its objectives encompass cognitive, affective, and practical aspects. Islamic Religious Education is a conscious and planned effort to prepare students to recognize, understand, appreciate, believe in, practice piety, develop noble character, and practice Islamic teachings based on the Qur'an and Hadith through guidance, instruction, training, and experience (Ramayulis, 2015). IRE is therefore not limited to the transfer of theoretical knowledge but also involves the formation of students' attitudes, character, skills, and ability to practice Islamic teachings in everyday life. Islamic Religious Education also plays an important role in shaping students' morals and personalities as they develop and apply Islamic values in their daily lives (Hakim, 2015). Thus, learning activities in IRE need to provide opportunities for students to understand learning materials and repeatedly practice relevant knowledge and skills.

One learning method that can be applied to learning activities requiring practice and repetition is the Drill Method. The Drill Method is a teaching approach in which teachers provide guidance through exercises, memorization, practice, and note-taking (Saparwadi, 2016). The method emphasizes repeated practice so that students can develop knowledge, abilities, and skills. Through continuous exercises, students are given opportunities to reinforce their understanding, improve their performance, and become accustomed to applying the material they have learned. This characteristic makes the Drill Method relevant to several areas of Islamic Religious Education that require consistent practice and habituation, including practical worship, Qur'anic tajwid, memorization, and materials related to manners and ethics.

The educational literature also suggests that repeated practice can support learning under particular conditions. Research on retrieval practice, for example, has found consistent benefits for student learning across school and classroom settings (Agarwal et al., 2021). However, evidence regarding practice-based learning should not be interpreted to mean that repetition alone is sufficient for all learning outcomes. The effectiveness of instructional practice may depend on how activities are designed and integrated with opportunities for students to understand, apply, and actively engage with learning materials. Thus, the potential contribution of the Drill Method needs to be considered in relation to the broader instructional process.

The application of appropriate learning methods is particularly important because learning activities that are monotonous may reduce students' interest and participation. Teachers are expected to use learning methods and approaches that can actively involve students, encourage them to express ideas, develop their skills, and support the achievement of learning objectives. Active learning approaches emphasize students' direct involvement in learning activities and can provide opportunities for meaningful participation rather than passive reception of information. A systematic literature review on active learning implementation highlights the importance of instructional strategies that facilitate students' behavioral and affective engagement during learning (Nguyen et al., 2021). In this context, the Drill Method provides students with repeated learning activities rather than relying solely on verbal explanations. However, repeated exercises

should be viewed as one instructional component rather than as a universal solution for improving learning outcomes.

The relevance of this issue can be seen from the learning conditions observed by the researcher during the Field Experience Practice (Praktik Pengalaman Lapangan/PPL) at Islamic Senior High School 1 Surakarta from July 31 to September 2, 2023. During the PPL, the researcher observed that Islamic Religious Education learning that relied primarily on the lecture method provided students with limited opportunities to develop creativity and actively participate in the learning process. Students tended to become listeners to the teacher's explanations, which could make classroom activities passive and monotonous. The teacher of Islamic Religious Education, Mrs. Eva Muslimah Mutiarawati, S.Pd., also stated that students tended to be less enthusiastic when learning activities consisted mainly of listening to explanations. In addition, the absence of sufficient exercises, practice, memorization, and repetition could make it more difficult for students to prepare for final examinations and potentially affect their learning outcomes. Therefore, the Drill Method was considered relevant to investigate in this context because several IRE materials require repeated practice, memorization, and habituation.

Previous research has examined the use of the Drill Method in Islamic Religious Education and other learning contexts. One study conducted by Afifah Muayadah, entitled "The Effect of the Drill Method on Students' Learning Attention in Islamic Religious Education at SMA Negeri 5 Tualang, Siak Regency," employed a quantitative research design with a correlational approach. The study reported a relationship between the Drill Method and students' learning attention in Islamic Religious Education. Although this finding demonstrates the relevance of the Drill Method to students' learning processes, the outcome examined in that study was students' learning attention rather than their academic learning outcomes. The difference in the dependent variable indicates that findings concerning learning attention cannot directly establish whether the Drill Method also has a statistically significant relationship with students' learning outcomes. Therefore, further empirical examination is needed to investigate the relationship between the Drill Method and students' learning outcomes, particularly in Islamic Religious Education.

In addition, previous findings obtained in one educational institution cannot automatically be generalized to other educational contexts because schools may differ in terms of student characteristics, teaching practices, learning environments, and classroom conditions. This limitation creates a need for research conducted in specific educational settings to provide contextual evidence regarding the relationship between the Drill Method and learning outcomes. Islamic Senior High School 1 Surakarta provides a relevant research context because the researcher identified learning conditions in which students had limited opportunities for practice and repetition during the initial observation. At the same time, the school provides a context in which the Drill Method can be examined in relation to students' actual Islamic Religious Education learning outcomes. Thus, investigating the Drill Method in this setting can provide empirical evidence concerning whether a method that is considered appropriate for repetitive practice is statistically associated with students' learning outcomes.

The scientific problem addressed in this study is therefore not simply whether the Drill Method can be implemented in Islamic Religious Education, but whether its implementation is accompanied by a statistically significant relationship with students' learning outcomes. This distinction is important because the theoretical suitability or perceived quality of a teaching method does not necessarily demonstrate that the method is statistically associated with improved learning outcomes. A method may be implemented appropriately while other factors, such as students' motivation and engagement, differences in learning needs, classroom conditions, or the use of other teaching methods, may also contribute to students' learning outcomes. Consequently, empirical statistical testing is necessary to determine whether a statistically significant relationship exists between the Drill Method and learning outcomes rather than assuming its effectiveness based solely on its theoretical characteristics.

Based on this research gap, the present study examines three related aspects: the implementation of the Drill Method in Islamic Religious Education, the learning outcomes of Grade X1 students, and the statistical relationship between the Drill Method and those learning outcomes at Islamic Senior High School 1 Surakarta. The study employs a quantitative correlational approach and uses simple linear

regression to examine the relationship between the Drill Method as the independent variable and students' Islamic Religious Education learning outcomes as the dependent variable. The contribution of this study is to provide empirical evidence regarding the relationship between the Drill Method and learning outcomes in a specific Islamic senior high school context. Furthermore, this study distinguishes between the implementation of the Drill Method and whether that implementation is statistically associated with students' learning outcomes. In this way, the study does not assume that the Drill Method is effective but tests the statistical evidence obtained from the research participants.

Accordingly, the purpose of this study is to determine the implementation of the Drill Method in Islamic Religious Education, describe the learning outcomes of Grade X1 students, and examine whether the Drill Method has a statistically significant relationship with the Islamic Religious Education learning outcomes of Grade X1 students at Islamic Senior High School 1 Surakarta.

2. METHOD

2.1 Research Design

This study employed a quantitative research design with a correlational approach. A correlational design was selected because the study aimed to examine the relationship between the Drill Method and students' learning outcomes in Islamic Religious Education (IRE) without manipulating the variables or assigning students to experimental and control groups. Correlational research is used to examine the extent to which variations in one variable are associated with variations in another variable based on statistical analysis (Sugiyono, 2017).

In this study, the Drill Method was treated as the independent variable (X), while students' Islamic Religious Education learning outcomes were treated as the dependent variable (Y). The study did not aim to establish a causal relationship between the Drill Method on learning outcomes. Instead, it examined whether there was a statistically significant relationship between the implementation of the Drill Method and students' Islamic Religious Education learning outcomes.

2.2 Research Setting and Participants

The research was conducted at Islamic Senior High School 1 Surakarta, located at Jalan Brigjen Sudiarto No. 151, Joyosuran, Pasar Kliwon District, Surakarta City, Central Java. The research focused on Grade X1 students. The population consisted of Grade X1 students from three classes, with a total of 85 students.

The sample consisted of 29 Grade X1 students selected using purposive sampling. The selection of participants was based on the research requirements and the relevance of the students to the research variables. The participants provided data regarding the implementation of the Drill Method and their Islamic Religious Education learning outcomes.

2.3 Research Variables and Data Sources

This study involved two variables. The first variable was the Drill Method (X), which refers to the implementation of learning activities involving exercises, memorization, practice, and repetition under teacher guidance. The second variable was students' Islamic Religious Education learning outcomes (Y), which were represented by students' report-card scores in the subject.

Data for the Drill Method variable were collected using a Likert-scale questionnaire. The questionnaire initially consisted of items designed to measure students' perceptions of the implementation of the Drill Method during the learning process. Following instrument testing, 14 items were identified as valid and reliable and were used in the data analysis. Students' Islamic Religious Education learning outcomes were obtained from their report-card scores.

2.4 Data Collection Technique

The primary data collection technique was a questionnaire. The questionnaire was administered to the 29 research participants to obtain information about the implementation of the Drill Method. The questionnaire used a Likert scale to measure students' responses to statements related to exercises, practice, memorization, repetition, and other activities associated with the Drill Method.

In addition to questionnaire data, students' Islamic Religious Education report-card scores were used as data for the learning outcomes variable. The use of these two sources allowed the researchers to examine the statistical relationship between the implementation of the Drill Method and students' learning outcomes.

2.5 Instrument Validity and Reliability

Before the questionnaire data were analyzed, an instrument validity test was conducted to determine whether each questionnaire item appropriately measured the intended variable. The validity test employed the product-moment correlation technique. An item was considered valid when its significance value was less than 0.05.

The questionnaire was also subjected to a reliability test to determine the consistency of the instrument in measuring the Drill Method variable. The results of the instrument testing showed that 14 questionnaire items were valid and reliable and were therefore used in the subsequent analysis.

2.6 Data Analysis Technique

The data were analyzed using descriptive and inferential statistical techniques with the assistance of SPSS. Descriptive statistics were used to describe the implementation of the Drill Method and students' Islamic Religious Education learning outcomes. The descriptive analysis included the number of respondents, minimum and maximum scores, mean, standard deviation, frequency, and percentage.

The implementation of the Drill Method was categorized into four levels: Very Good, Good, Fair, and Poor. Similarly, students' Islamic Religious Education learning outcomes were classified into four categories to describe the distribution of students' achievement.

To examine the relationship between the Drill Method and students' Islamic Religious Education learning outcomes, a simple linear regression analysis was conducted. The analysis was used to determine whether variation in the Drill Method variable was statistically associated with variation in students' learning outcomes. The statistical significance was evaluated at the 0.05 significance level.

The hypotheses were formulated as follows:

H₀: There is no statistically significant relationship between the Drill Method and Islamic Religious Education learning outcomes among Grade X1 students at Islamic Senior High School 1 Surakarta.

H_a: There is a statistically significant relationship between the Drill Method and Islamic Religious Education learning outcomes among Grade X1 students at Islamic Senior High School 1 Surakarta.

The decision rule was based on the significance value. If the significance value was less than 0.05, H₀ was rejected and H_a was supported. Conversely, if the significance value was greater than 0.05, there was insufficient statistical evidence to reject H₀.

2.7 Participants and Sampling

The population of this study comprised 85 Grade X1 students at SMA Islam 1 Surakarta, distributed across three classes. Purposive sampling was used to select the research participants. The sampling was based on predetermined criteria, namely that the students were members of the Grade X1 class selected for the study, were actively participating in PAI learning, and had complete data required to measure both the Drill method and PAI learning outcomes.

Based on these criteria, one class consisting of 29 students was selected as the research sample. The selection of this class was based on its suitability with the research requirements and the availability of complete data for both research variables. Consequently, although the total population consisted of 85 students, only 29 students were included in the final analysis.

The sample of 29 students was considered adequate for the purpose of this correlational study because all selected participants met the inclusion criteria and provided complete paired data for the two variables under investigation. Variable X, the Drill method, was measured using a 14-item questionnaire that had undergone validity and reliability testing, while Variable Y, PAI learning outcomes, was measured using students' PAI report-card scores. Only students with complete data for both variables were included in the statistical analysis. The collected data were analyzed using SPSS.

3. RESULTS AND DISCUSSION

3.1 Instrument Validity and Reliability

The validity test was conducted to determine whether the items in the Drill Method questionnaire were able to measure the intended construct. The questionnaire initially consisted of 20 items. The product-moment validity test used a significance level of 0.05, with items considered valid when $p < .05$. Based on the reported results, 14 items were retained for the subsequent reliability analysis. The reliability test of these 14 items produced a Cronbach's alpha coefficient of .828, indicating good internal consistency.

Tabel 1
Instrument Validity and Reliability

Test	Result	Interpretation
<i>Validity</i>	14 items retained (as reported)	Items meeting $p < .05$ were retained
<i>Reliability</i>	Cronbach's Alpha = .828; 14 items	Good internal consistency

A consistency check is required before the manuscript is finalized. In the original validity table, item 10 is reported with $p = .041$ but is classified as invalid. Because .041 is below .05, this item would meet the stated validity criterion. If $p = .041$ is confirmed in the original SPSS output, the number of valid items would become 15 rather than 14, and the reliability analysis should be rechecked accordingly. If the original SPSS output shows a different value for item 10, the validity table should be corrected to match the original output. This correction is important for consistency between the validity and reliability sections.

Descriptive Results

Drill Method

The Drill Method variable was obtained from 29 respondents. Scores ranged from 33 to 52, with a mean of 43.79 and a standard deviation of 5.493. Based on the predetermined classification, 6 students (20.7%) were categorized as very good, 10 (34.5%) as good, 8 (27.6%) as fair, and 5 (17.2%) as poor. The largest proportion was therefore in the good category.

Tabel 2
Drill Method

Category	Score Interval	Frequency	Percentage
<i>Very Good</i>	$X \geq 49.283$	6	20.7%
<i>Good</i>	$43.790 \leq X < 49.283$	10	34.5%
<i>Fair</i>	$38.297 \leq X < 43.790$	8	27.6%
<i>Poor</i>	$X < 38.297$	5	17.2%

These descriptive results indicate that students' scores on the Drill Method variable were not uniform. The distribution provides a contextual basis for examining whether differences in Drill Method scores were associated with differences in PAI learning outcomes.

PAI Learning Outcomes

The PAI learning outcome scores ranged from 70 to 90, with a mean of 79.07 and a standard deviation of 6.094. Seven students (24.1%) were categorized as very good, 8 (27.6%) as good, 8 (27.6%) as fair, and 6 (20.7%) as poor. The distribution demonstrates variation in learning outcomes among the respondents.

Tabel 3

PAI Learning Outcomes

Category	Score Interval	Frequency	Percentage
<i>Very Good</i>	$Y \geq 85.164$	7	24.1%
<i>Good</i>	$79.070 \leq Y < 85.164$	8	27.6%
<i>Fair</i>	$72.976 \leq Y < 79.070$	8	27.6%
<i>Poor</i>	$Y < 72.976$	6	20.7%

Regression Assumption Testing

Prior to interpreting the simple linear regression model, assumption testing was conducted. The Shapiro-Wilk test for the Drill Method variable yielded $p = .088$, while the PAI learning outcome variable yielded $p = .109$. Both values exceed .05, indicating no statistically significant departure from normality. In addition, the Shapiro-Wilk test of the regression residuals yielded $p = .260$, providing no evidence of non-normal residuals.

Tabel 4

Regression Assumption Testing

The linearity test produced a Deviation from Linearity significance value of .884. Because this value is greater than .05, there was no statistically significant evidence of deviation from a linear relationship between the Drill Method variable and PAI learning outcomes.

Assumption	Test	p-value	Interpretation
<i>Normality – Drill</i>	Shapiro-Wilk	.088	No significant departure from normality
<i>Normality – PAI outcomes</i>	Shapiro-Wilk	.109	No significant departure from normality
<i>Normality – residuals</i>	Shapiro-Wilk	.260	No significant departure from normality
<i>Linearity</i>	Deviation from Linearity	.884	Linearity supported
<i>Homoscedasticity</i>	Breusch-Pagan	.906	No significant heteroscedasticity detected

Homoscedasticity was assessed using a Breusch-Pagan test on the regression residuals calculated from the 29 paired observations. The test produced $p = .906$. Since this value is greater than .05, there was no statistically significant evidence of heteroscedasticity. Thus, the residual variance can be considered sufficiently constant for the purposes of the regression model.

Simple Linear Regression and Hypothesis Testing

Simple linear regression was used to examine the statistical relationship between the Drill Method score (X) and PAI learning outcomes (Y). The regression coefficient for the Drill Method variable was positive ($B = .215$), but it was not statistically significant ($t = 1.025$, $p = .314$). Thus, the data do not provide sufficient statistical evidence of a significant linear relationship between the Drill Method score and PAI learning outcomes in the sample.

$$Y = 69.664 + 0.215X$$

The regression equation indicates that, within the fitted model, a one-point increase in the Drill Method score is associated with an estimated 0.215-point increase in the predicted PAI learning outcome.

score. Because the study uses a correlational design, this coefficient should be interpreted as an estimated statistical association rather than evidence of causation.

The coefficient of determination was $R^2 = 0.0375$, or approximately 3.75%. This means that about 3.75% of the observed variation in PAI learning outcomes was accounted for by the Drill Method variable in the single-predictor regression model. The remaining approximately 96.25% was not explained by this model. The small R^2 therefore indicates that the Drill Method variable alone explains only a limited proportion of the variation in students' PAI learning outcomes.

Tabel 5
Simple Linear Regression and Hypothesis Testing

Statistic	Value	Interpretation
R	0.194	Small positive correlation
R^2	0.0375	3.75% of variance explained
<i>Adjusted R²</i>	0.0018	Adjusted explained variance
F	1.051	Overall regression test
<i>Sig. F</i>	0.314	Not statistically significant
<i>Constant</i>	69.664	Intercept
<i>B (Drill Method)</i>	0.215	Positive fitted slope
<i>SE B</i>	0.209	Standard error of slope
<i>Standardized Beta</i>	0.194	Standardized coefficient
<i>t</i>	1.025	Test of regression coefficient
<i>Sig.</i>	0.314	Not significant at $\alpha = .05$

Discussion

The findings show a small positive but statistically non-significant relationship between the Drill Method score and PAI learning outcomes ($r = .194$, $p = .314$). Although drill-based learning is commonly associated with repetition, reinforcement, and practice, the present result indicates that differences in the reported Drill Method scores were not sufficiently associated with differences in the overall PAI achievement scores measured in this sample. Therefore, the result should be interpreted as a finding about the observed relationship under the conditions of this study, not as evidence that drill-based learning is generally ineffective.

One possible explanation is that the Drill Method may be more directly related to the development of specific skills than to overall academic achievement. Repeated exercises can support recall, accuracy, fluency, and procedural performance. In PAI learning, drill activities may be particularly relevant to memorization, recall of concepts, practice of procedures, or reinforcement of previously taught material. However, the outcome measure in this study represents students' overall PAI achievement. A method that strengthens a particular skill may not necessarily produce a statistically detectable relationship with a broader achievement measure. The mismatch between the specific skills practiced and the overall outcome measure may therefore partly explain the non-significant finding.

A second possible explanation is that learning outcomes are influenced by multiple variables. Students' prior knowledge, learning motivation, interest, individual learning ability, classroom conditions, teacher-related factors, learning resources, family support, and other instructional activities may all contribute to academic achievement. These variables were not included in the present regression model. The R^2 of 3.75% indicates that the single-predictor model accounts for only a small proportion of the observed variation in PAI learning outcomes. Consequently, the remaining variation should not be attributed to the Drill Method because it lies outside the variables examined in this study.

A third consideration is the frequency and quality of Drill implementation. Repetition alone does not guarantee effective learning. The educational value of drill activities may depend on how frequently and consistently they are implemented, whether exercises are aligned with learning objectives, whether the level of difficulty is appropriate, whether sufficient variation is provided, and whether students receive timely feedback. If practice is conducted with limited frequency or feedback, repetition may reinforce short-term recall without sufficiently supporting broader conceptual understanding. This is particularly relevant when learning outcomes are measured through an overall achievement score rather than a direct assessment of the specific skills practiced.

Student engagement may also contribute to the observed result. Students may respond differently to repetitive activities depending on their motivation, interest, and learning preferences. A Drill Method that is experienced as repetitive without meaningful variation may not generate the same level of engagement as practice that includes feedback, progressively challenging tasks, and opportunities to apply knowledge. Thus, the presence of drill activities alone does not provide sufficient information about the quality of students' learning experiences.

The descriptive findings support this cautious interpretation. Drill Method scores varied from 33 to 52, while PAI learning outcomes varied from 70 to 90. Nevertheless, the regression analysis showed that the observed variation in the Drill Method variable explained only 3.75% of the variation in learning outcomes. This indicates that the two variables varied within the sample but did not exhibit a sufficiently strong linear relationship to produce a statistically significant regression coefficient.

These findings do not rule out the potential usefulness of drill activities for particular instructional purposes. Instead, they suggest that Drill should be viewed as one component of instruction, especially when repeated practice and reinforcement are required. It may be complemented by instructional activities that promote conceptual understanding, active participation, discussion, application, and feedback. Future research could use a larger sample, measure the frequency and quality of Drill implementation directly, examine learning outcomes that correspond more closely to the skills practiced through Drill, and include additional predictors of PAI achievement.

4. CONCLUSION

In conclusion, the study identified a small positive relationship between the Drill Method score and PAI learning outcomes, but the relationship was not statistically significant ($r = .194$, $p = .314$). The regression model explained 3.75% of the variance in PAI learning outcomes. Therefore, the null hypothesis is not rejected at the .05 significance level. The findings should be interpreted within the limitations of the correlational design, the sample size of 29 respondents, the use of a single predictor, and the specific outcome measure used in the study.

Based on the results of the data analysis, the Drill Method did not have a statistically significant effect on students' learning outcomes in Islamic Religious Education (PAI) at SMA Islam 1 Surakarta. The regression analysis showed a significance value of 0.314 (> 0.05), with a t -value of 1.025, indicating that the proposed effect of the Drill Method on PAI learning outcomes was not statistically supported. Therefore, the alternative hypothesis was not accepted.

Scientifically, this non-significant finding indicates that the use of the Drill Method alone cannot be considered a sufficient determinant of students' PAI learning outcomes in the context of this study. The finding suggests that students' achievement in PAI may be influenced by other instructional and contextual factors, such as students' learning motivation, teacher instructional strategies, learning materials, classroom interaction, learning environment, and the integration of other learning methods. Thus, the absence of a significant effect should not be interpreted as evidence that the Drill Method is ineffective in all learning contexts, but rather as an indication that its contribution to learning outcomes may depend on how it is combined with other pedagogical approaches and contextual factors.

For PAI teaching practice, the findings imply that teachers should not rely exclusively on repetitive exercises as the primary strategy for improving learning outcomes. The Drill Method may still be used to strengthen students' mastery, repetition, and practice of particular PAI materials, but it can be complemented with more varied and interactive approaches that encourage students' understanding, participation, critical thinking, and application of Islamic knowledge in real-life situations. Further research involving larger samples, different learning contexts, and additional variables is recommended to identify the factors that more strongly contribute to students' PAI learning outcomes.

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