



Drill Method: Creating Student Imitation Patterns In Prayer Practices

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ABSTRAK

Penelitian ini bertujuan untuk fokus pada penerapan metode drill dalam membentuk pola imitasi siswa dalam praktek sholat. Penelitian ini menggunakan pendekatan kualitatif dengan jenis Penelitian Tindakan Kelas (PTK). Subjek penelitian ini yakni siswa kelas III MI Durrun Nafis dengan jumlah siswa sebanyak 18 siswa. Validasi data penelitian dilakukan dengan cara triangulasi data, yaitu dengan menggunakan berbagai data perolehan baik melalui angket, hasil tes, dan hasil pengamatan. bahwasanya dari metode drill yang digunakan guru untuk pola imitasi praktek sholat siswa kelas III MI Durrun Nafis bisa meningkatkan keterampilan siswa secara signifikan. Terbukti dari aspek ketepatan gerakan mengalami peningkatan yang signifikan dari siklus I yang memperoleh 76 menjadi 97 pada siklus II. Sementara pada aspek ketepatan bacaan, pada siklus I mendapat 75 meningkat menjadi 93 pada siklus II. Selanjutnya pada siklus II untuk aspek keaktifan siswa sholat berjamaah menjadi 95 yang sebelumnya memperoleh 92. Maka, dengan metode drill ini siswa dilatih untuk terlibat aktif dalam proses menyimak, merespon, dan memperagakan gerakan yang benar sesuai intruksi guru.

ABSTRACT

This study aims to focus on the application of the drill method in forming students' imitation patterns in prayer practice. This research uses qualitative approach with Classroom Action Research. The subjects of this study were class III students MI Durrun Nafis. Validation of the research data was carried out through data triangulation, namely by using various data obtained through questionnaires, test results, and observation results. That from the drill method used by the teacher for the imitation pattern of prayer practice in class III MI Durrun Nafis students can significantly improve student skills. It is evident from movement accuracy that it experienced a increase from cycle I which obtained 76 to 97 in cycle II. While on the aspect of reading accuracy, I got 75 increased to 93 in cycle II. Furthermore, in cycle II, for student activity in praying in congregation, it became 95, which previously obtained 92. So, with this drilling method, students are trained to be actively involved in listening, responding, and demonstrating the correct movements.

INTRODUCTION

Education becomes a conscious and planned effort to create an atmosphere and learning process so that students actively develop their potential to have spiritual strength, religion, self-control, personality, intelligence, noble character, and the skills needed by themselves, the community, the nation and the State (Widat et al., 2022). The teacher, the driving force of education, has the most critical role in achieving educational goals (Rahmawati & Suryadi, 2019). At the same time, students become a teacher's main character or goal to launch the

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learning process, which must always be considered. Students who are used as educational objects must be skilled at every opportunity and multitalented in all fields (Rizam et al., 2021).

In Islamic religious education, many studies must be instructed to students in writing and contextual practice. No exception religious education for elementary school students (Hasbullah et al., 2019). They must recognize the basis of belief and obligatory worship early in the Islamic religion. The prayer, the primary and first worship, must be convinced students to make it an absolute obligation in their life as prayer will be the first deed that will be counted later in the hereafter for every ummah (Kadir, 2021).

A teacher can only do so much as a learning demonstrator for the potential of elementary school students' prayer skills, but rather by acting as a role model in practice and leading them to repeat habituation in practice (Umasugi, 2020). The Muslim ummah knows that prayer is a collection of movements with praise, prayer, or dhikr to Allah as a form of servitude for the ummah (Aslan & Aybek, 2019). To realize the movements and readings in it, the teacher must be able to apply learning patterns that can demonstrate and illustrate the movements and readings perfectly and are easy for students to understand. So, a method that can be used to facilitate teachers and students in the process of practicing a lesson is the drill method (Rosi et al., 2022).

The drilling method is widely used in learning activities that require repeated learning practices to make it easier for students to understand and remember each particular movement or expression (Fransiska et al., 2019). Of course if the material taught by a teacher is done repeatedly, it will make students' understanding more broad and precise. Students will also practice remembering things more quickly and relatively briefly (Umiarso et al., 2022). The pattern in this drilling method makes students imitate the teacher's movements or expressions regarding specific material. This drilling method is also a demonstrator pattern suitable for elementary-age children (Diva & Purwaningrum, 2022).

However, there are many cases of elementary school students who are still having difficulties practicing their prayers. Either the student is in an inappropriate position so that he forgets specific movements or readings. Grade III MI Durrun Nafis students in Seboro Village, Krejengan District, have experienced this. MI Durrun Nafis conceptualizes prayer practice learning starting in grade II so that students are expected to get used to performing obligatory prayers, such as praying properly, correctly, and consistently from an early age. This class III student has learned the practice the previous year until the practice is continued in class III by participating in congregational activities with high grades (4-6). However, students often need to be corrected, joking, and so neglect to practice movement or reading prayers.

Students usually joke when they want to or during their prayer movements, forget to pronounce prayer intentions, and use wrong and inappropriate student prayer movements or readings, to students who are careless in carrying out their movements and readings. This makes MI Durrun Nafis concerned about the condition and behavior of students. Even though prayer is the first worship that students must be able to apply properly and correctly in their lives from now on. So, the decision taken by MI Durrun Nafis was to take the initiative of the drill method as a form of providing a good and correct imitation of prayer movements and recitations. This method becomes an activity of doing the same thing repeatedly and thoughtfully to strengthen an association or perfect a skill so that it becomes permanent. The method used by MI Durrun Nafis also trains accuracy and skills in absorbing information carefully.

According to Purwati (2020), the drill method is called ready training, which is intended to gain dexterity or practice skills on what is learned because only by doing practical knowledge can it be perfected and prepared. Paputungan & Lapian (2020) say the learning that takes place for this method where the material to be taught requires students to master the skills of students so that they have the dexterity that is directly obtained from their knowledge and experience. According to Faishol & Hidayah (2021), the drill method is a training method or a training method that is a good way of teaching to instill certain habits. Also, as a means to obtain dexterity, accuracy, opportunities, and skills. The distinctive feature of this method is the activity in the form of repeated repetition so that the stimulus and response association becomes very strong and not easy to forget.

This research is not strange in the world of education, which has apparently been done before. Research by Tambak (2017) explains that the drill method can be used both when teaching motor skills and mental skills. Other research conducted by Purwati (2020) shows the goal to be achieved by using this drill/practice method as inculcating good habits so that students like to do charity and also worship without having to be forced, for example, praying, giving zakat, giving alms, helping people who are afflicted. There is also research Faishol & Hidayah (2021) explaining that the effectiveness of the drill method in PAI learning can make students motivated, feel happy, active, and able to increase the effectiveness of students' learning during the learning process.

From the several studies that have been done before, the researcher believes that this research will be a differentiator from some of these studies. This can be seen from the objects and research problems where the practice of prayer for elementary-age students is their most significant obstacle in showing their religious attitude and belief in the Creator. Another point of difference is that this research will show the success side of a method that is right for

practicum activities. If the learning method conveyed by the teacher in the practicum process tends to be monotonous or in a traditional style, then only some students can develop. This is because the characteristics of students' cognitive abilities are different, and the teacher must balance their actions and decisions. So, this study is a conscious effort made by educators to prepare students to believe, understand, and practice Islamic teachings through guidance, teaching, or training activities to achieve predetermined goals. So this study aims to focus on applying the drill method as a pattern of student imitation in prayer practice.

RESEARCH METHOD

This research uses a qualitative approach with the type of Classroom Action Research (CAR). By the problems found and felt by researchers, this study aims to provide a description/illustration of the application of the drill method as a pattern of imitation of students in learning prayer practices for class III students. Researchers use the Classroom Action Research (PTK) method because, in its implementation, it provides an activity that guides students to carry out more active learning. The subjects in this study were class III students at MI Durrun Nafis in the odd semester of the 2022/2023 school year, with a total of 18 students consisting of 9 male and 9 female students.

This research was conducted for 2 months to implement learning improvement to increase the effectiveness of student prayer practice learning outcomes. So the researcher developed a class action research plan in the form of work procedures in the classroom. This study consisted of two cycles in which each cycle was given 3 meetings, and each cycle consisted of planning, implementing, acting, observing, and reflecting. The research instruments used were RPP (Learning Implementation Plan), test questions, and observation sheets. The data was carried out using a test (the process of implementing learning took place) and a non-test (observation test of the implementation of learning by providing methods). Research data was validated using data triangulation, namely by using various acquisition data through questionnaires, test results, and observation results. Data analysis used descriptive statistical analysis. This research was said to be successful and obtained by students with a minimum KKM of 70.

RESULT NAD DISCUSSION

The drill method is a teaching method that providing repetitive skill training activities to students so that students have higher skills related to the material being studied. The Drill

method aims to give birth to the skills to do something and form automatic habits or patterns in students (Sandiko et al., 2022). Several principles need to be considered in applying the Drill Method (1) Starting from the simple, (2) The teacher first gives an example, (3) Students do the exercises repeatedly, (4) During practice, pay attention to the problematic parts felt by some students, (5) Repeat the complex parts until they master them, and (6) Pay attention to student differences (Pennazio, 2017).

Researchers apply the drill method in prayer practice learning activities. Learning activities are carried out in 2 cycles. Each cycle conducts 3 meetings with a time allocation of 1x45 minutes for each meeting. The goal is to have stages (cycles) in learning as material to expand and open opportunities for students to develop their potential and skills. The initial problem was that there were still Grade III students at MI Durrun Nafis who had not mastered the movements and reading prayers properly and correctly. So this drilling method was chosen as an assimilation exercise for students in prayer practice. Aspects that serve as benchmarks in assessing the results of students' prayer skills include the accuracy of prayer movements, the accuracy of prayer readings, and the liveliness of prayer activities at school. Research makes criteria and indicators of achievement of prayer practice as follows.

Table 1. Achievement Criteria and Indicators

Criteria	Score
Very Good	81-100
Good	61-80
Not Good	41-60
Bad	21-40
Very Bad	1-20

The following table presents the skills scores of class III MI Durrun Nafis students in the pre-cycle.

No	Student's Name	Movement Accuracy Aspects	Aspects of Accuracy of Reading	Aspects of Congregational Prayer Activeness in Schools
1	Maahira Fiqhi	42	45	80
2	Siti Masning Ayuni	40	50	80
3	Zafirah Kamilia M	45	55	80
4	Sab'atul Maula D A	50	54	80
5	Mushfiroh Izza B	52	49	80
6	Aulia Fitri S A	55	52	85
7	Nur Syafa Afifah	45	48	80
8	Indi Najmil Kamila	60	62	90
9	Kasyafani Lubbi	62	65	90

10	Ach. Ardliyan F.N.R	54	59	80
11	Ageng Prayogo	47	55	85
12	Moh. Sonu B	49	59	80
13	Ahmad Rizal R	45	58	75
14	Deny Eka Putra A K	39	47	80
15	Moh. Wildan I	54	60	75
16	Ihwan Tubagus R	61	67	90
17	Vito Firman Ghani	43	56	57
18	Sabdo Langgeng S	56	61	80
Total		899	1002	1447
Average		50	56	80

It is known that the number of students is 18, with 9 male and 9 female students. From the table above, the score movement aspect gets an average score of 50, the reading aspect gets a score of 56, and the prayer activity aspect of students gets an 80. The lowest score of the three aspects is in movement accuracy, which only gets an average score of 50. The condition evidences that the students' prayer movements are still inappropriate and inappropriate, such as when raising their hands in the takbiratul ihram movement, which is not lifted straight with the earlobes, bowing movements that place the palms of the hands under the knees, to the wrong position of the feet when making prostrations. So, from the conditions and abilities of students like this, it is the weakness of students practicing prayers that are not perfect in their movements.

Implementation of Cycle I Learning

In implementing learning improvements to increase the effectiveness of student prayer practicums, the researchers developed a class action research plan in the form of work procedures in the classroom. This study consisted of two cycles: planning, implementing, observing, and reflecting on the last meeting. *First (planning)*, (1) the teacher identifies the problems experienced by students. (2) The teacher collaborates with colleagues, class teachers, and PAI teachers to reveal and clarify the problems and find the right solution until satisfactory results are obtained. (3) The teacher plans to improve learning practices through learning scenarios or learning steps, emphasizing using the drill method. (4) The teacher prepares himself as a visual aid needed in practical prayer activities, which supports the subject matter. The learning material in cycle I am material regarding prayer readings only. So that student are expected to be able to focus on reciting the prayer readings first. (5) The teacher arranges an observation tool to guide observers in observing the implementation of the learning improvement process. (6) The teacher designs an evaluation tool in the form of a formative test.

Second (implementation), at this stage, the teacher carries out learning improvements according to the learning scenarios that have been made: (1) focuses attention and motivates

students. (2) presenting apperception, basic competency information, material benefits, and learning activity plans. (3) The teacher prepares himself to demonstrate prayer movements and readings. (4) The teacher adjusts his position so students can see, listen to, and imitate the teacher's prayer reading. (5) The teacher starts the movement and prayer reading from the beginning of takbiratul ihram to the final tahiyyat loudly and clearly. The teacher's reading is repeated twice. (6) Furthermore, given the opportunity for students to read together twice and repeat independently one by one without demonstrating movements. (6) The teacher asks students to ask about readings that are considered difficult or that have not been memorized.

With direction from the teacher, students are guided to recite the reading by writing the pronunciation on the blackboard so that it can be read more clearly and carefully. Repeatedly the teacher and students ask and answer this prayer reading material. (7) The teacher allows students to take turns reciting prayer readings. (8) The teacher closes the lesson by giving statements that motivate and build students' confidence.

Third (observation), the researcher collaborates with colleagues, class teachers, and Islamic education teachers to examine all findings, both the deficiencies and the advantages of the cycle 1 learning improvement process. The teacher has implemented the use of the drill method. The teacher has not demonstrated learning according to movement, so the teacher's explanation is still verbalism. The material used twice in each meeting in cycle I was prayer reading only, making it easier for students to learn prayer readings over a long time and with strict and directed teacher directions. *The fourth (reflection)* this stage is carried out in the third meeting by providing opportunities for students to demonstrate the prayer with as much movement as they know with the readings taught in the two previous meetings. The teacher's role is still too dominant in the learning process, but students are already actively involved in the learning process. Most students have had changes in their learning outcomes regarding the accuracy of reading prayers. Furthermore, the results of the reflection in cycle 1 were used by researchers to develop steps to improve learning in cycle 2.

The results of the reflection of this study indicate that it is true that there has been an increase in the aspect of student improvement. It is proven by the ability of students who have memorized the order of the names of the movements in prayer and can distinguish bowing from prostration but have yet to be able to memorize iftitah and tahiyyat readings, which are relatively longer than other prayer readings. Then concluded, the average score of student learning outcomes is presented in the following table.

Table 2. Gain Score from Pre-Cycle and Cycle I

Cycle	Movement Accuracy Aspects	Aspects of Accuracy of Reading	Aspects of Congregational Prayer Activeness in Schools
Per-Cycle	50	56	80
Cycle I	76	75	92

By the table above, students experienced an increase in achievement in imitation of the teacher's prayer movements. It is proven by the score on the aspect of the accuracy of the movement, which was initiated in the pre-cycle, only obtained an average score of 50, which increased in cycle I with a score of 76. Likewise, the aspect of reading accuracy also increased by 19 from the initial score of 56 to 75 in cycle I. Then on the aspect of liveliness, students praying in congregation at school initially scored 80 to 92 in cycle I. The teacher must study and pay attention to this so that his guidance is emphasized again in cycle II.

Implementation of Cycle II Learning

The implementation of actions and activities in cycle II is the same as the series of activities in cycle I. The difference lies in the material taught by the teacher. The material in cycle II is more complex, namely studying the movements and prayer readings. So a teacher must prepare to be the best visual aid for students. The teacher must be able to explain the movement along with the reading with apparent synchronization and ease for students to understand. Of course, the teacher will be a demonstrator for students to see a picture of the correct prayer movement. At the implementation stage, the teacher adjusts the position of the teacher and each student in a strategic and dynamic position that all students can reach. Students are required to be able to listen, listen to practice the movements according to the instructions from the teacher. Then in the last 15 minutes of each meeting, the teacher will give time for students to practice the prayer movements, and they are read together twice.

The results of observations showed that the progress of increasing students' understanding of prayer movements while reciting their readings was quite good. Judging from the students being able to perform the prayer movements sequentially and correctly, starting from the takbir movement to tahiyyat, students can position their hands during takbir, bowing, prostration, to tahiyyat, and students can recite the reading according to the prayer movement quite well and correctly. At the same time, the reflections obtained from the implementation of the second cycle showed a better score than the first cycle.

Table 3. Obtained scores from Pre-cycle to Cycle II

Cycle	Movement Accuracy Aspects	Aspects of Accuracy of Reading	Aspects of Congregational Prayer Activeness in Schools
Per-Cycle	50	56	80
Cycle I	76	75	92
Cycle II	97	93	95

The table concludes that there has been an increase in the imitation pattern of students' prayer movements from teacher teaching through the drill method.

Discussion

The graph is presented below to see the increase in the average score of the prayer skills of class III MI Durrun Nafis students.

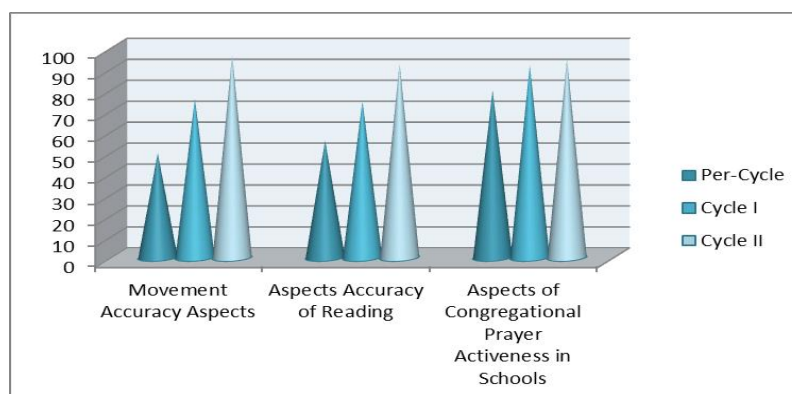


Figure 1. Graph of Increasing Students' Prayer Imitation Patterns

The graph above concludes that movement accuracy experienced a significant increase from cycle I which obtained 76 to 97 in cycle II. While on the aspect of reading accuracy, in cycle I got 75 increased to 93 in cycle II. Furthermore, in cycle II, for student activity in praying in congregation, it became 95, which previously obtained 92. So, you could say that the drill method can and is effective as a form of imitation of students in prayer practice activities at school. With this drilling method, students are trained to be actively involved in listening, responding, and demonstrating the correct movements according to the teacher's instructions.

Specifically, there are several essential things to note from this drilling method in learning Islamic religious education (PAI): First, the method of presenting Islamic religious education learning materials by training students repeatedly and seriously. The exercises carried out by the teacher repeatedly show a process in which the material being taught can be understood by students through repeated exercises. Second, in the form of oral, written, and physical activity. The repetitive exercises mentioned above carried out by the teacher can be

carried out in the form of oral, written, or physical activity. The teacher can carry out repeated oral exercises by raising his voice to say a word or whatever it is in front of the class. Students follow it until they can understand and associate with the material being taught. Third, students have high dexterity or skills in mastering subject matter, strengthening an association, or perfecting a skill so that it becomes permanent. This third thing is the purpose of using the drill method, where students have dexterity, skills, and associations so that this knowledge can be known permanently by students (Okada & Ishibashi, 2017). Here it means that a teacher must use the drill method in the final result so that the material being taught can be understood and mastered by students so that it becomes a science they can master (Guo et al., 2018).

In the learning process, especially PAI, the drill method is directed to train physical and mental skills because only with practice can a skill be mastered. Exercise relates to developing skills (Sutrisno & Sugiyono, 2017). The drilling method aims to acquire dexterity, a skill about something a child learns by practically doing the knowledge that the child has learned (Ulumudin, 2020). Specifically, the drill method (prepared exercise) is usually used to make students: *First* have movement skills, such as memorizing words, writing, using tools or making objects, exercise in sports. *Second*, develop intellectual skills, such as multiplying, dividing, adding, subtracting, and taking roots in a straight line. Recognize objects/shapes in mathematics, exact sciences, chemistry, punctuation, etc. *Third*, the ability to relate one situation to another, such as the cause and effect of rain-floods, letters and sounds, and so on; the use of symbols in maps and others (Konyushkova et al., 2019).

The drill method (practice) is one of the methods used by educators in delivering material, including the Fiqh teacher in giving Fiqh material. The goal to be achieved by using this drill/practice method is to inculcate good habits, so that students like to do good deeds, and also worship without having to be forced, for example, praying, giving zakat, giving alms, helping people who have been struck by misfortune. Theoretically, the drill/practice method used by the teacher in delivering subject matter will influence students.

In addition to the advantages described above, there are also several weaknesses, and at the same time, this is a concern that teachers must avoid in the learning process. *First*, students tend to learn mechanically. Students only follow learning from existing theories and form rigid habits. *Second*, it can lead to boredom. *Third*, it can turn off student creations. *Fourth*, giving rise to verbs. Being verbal means that students know words verbally but do not know the meaning or meaning of the lessons they receive. *Fifth*, causing static adjustment to the environment. The tasks carried out only follow the rules of the teacher's orders, where students complete tasks statically according to what the teacher wants (Ahyat, 2017).

However, apart from these weaknesses, it is not always the case that the drill method is applied. The teacher, from the innovation of the delivery style of the material, may create a harmonious and dynamic atmosphere. So it is essential for a teacher not to be able to equate all learning activities and learning materials to student characteristics into one unit that cannot be changed. The teacher must combine all patterns and learning styles according to the student's character.

CONCLUSION

According to the results and discussion above, it can be concluded that from the drill method used by the teacher for the imitation pattern of prayer practice, class III MI Durrun Nafis students can improve students skills significantly. It is evident from movement accuracy that it experienced a significant increase from cycle I which obtained 76 to 97 in cycle II. While on the aspect of reading accuracy, in cycle I got 75 increased to 93 in cycle II. Furthermore, in cycle II for the aspect of student activity in praying in congregation, it became 95, which previously obtained 92. So, the drill method can and is effective as a form of imitation of students in prayer practice activities at school. With this drilling method, students are trained to be actively involved in listening, responding, and demonstrating the correct movements according to the teacher's instructions.

RECOMMENDATIONS

This research is certainly not the only research regarding the drill method which can train the teacher's role as a demonstrator of learning materials for students. So it is hoped that further similar research will examine more deeply the perceptions of students based on the professionalism of a teacher. This is because this study only examines student learning outcomes from the application of the drill method by the teacher. However, it was not studied what their perceptions and responses were to the teacher's decision to apply the drill method in learning.

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