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DEVELOPMENT OF AN INTEGRATED DRILL-NHT METHOD FOR MAWARIS LEARNING AT SMA AL MINHAJ BOGOR

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Kata Kunci:	ABSTRAK
Metode Drill; Numbered Heads Together (NHT); Pembelajaran Mawaris; Pengembangan; SMA	Pembelajaran mawaris (ilmu waris Islam) di tingkat SMA seringkali menghadapi kendala berupa kesulitan siswa dalam memahami perhitungan pembagian waris yang kompleks serta metode pembelajaran yang masih bersifat hafalan tanpa latihan bermakna. Penelitian ini bertujuan untuk mengembangkan metode drill yang terintegrasi dengan model pembelajaran kooperatif tipe Numbered Heads Together (NHT) pada pembelajaran mawaris di SMA Al Minhaj Bogor. Penelitian menggunakan metode Research and Development (R&D) model Borg & Gall yang dibatasi pada tujuh tahap. Subjek penelitian adalah 46 siswa kelas XII SMA Al Minhaj Bogor. Instrumen pengumpulan data meliputi tes pemahaman mawaris (pretest-posttest), lembar observasi aktivitas siswa, dan angket respons. Hasil penelitian menunjukkan bahwa metode drill-NHT yang dikembangkan dengan sintaks enam langkah (penomoran, pemberian pemahaman dasar, pengajuan pertanyaan, berpikir bersama, pemanggilan nomor, dan pemberian umpan balik) dinyatakan layak berdasarkan validasi ahli materi (88%), ahli media (85%), dan ahli pembelajaran (87,5%). Uji coba lapangan menunjukkan peningkatan hasil belajar siswa dari rata-rata 70 (pretest) menjadi 82 (posttest) dengan N-gain sebesar 0,40 (kategori sedang). Partisipasi aktif siswa meningkat dari 45% menjadi 82% setelah penerapan metode. Respons siswa terhadap metode ini sangat positif (89,8% menyatakan terbantu). Penelitian ini menyimpulkan bahwa pengembangan metode drill dengan menggunakan model NHT menunjukkan potensi untuk meningkatkan hasil belajar siswa dan partisipasi aktif mereka.

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ABSTRACTS

Mawaris (Islamic inheritance law) learning at the senior high school level often encounters challenges, particularly students' difficulties in understanding complex inheritance distribution calculations and the continued reliance on memorization-based learning methods without meaningful practice. This study aims to develop a drill method integrated with the Numbered Heads Together (NHT) cooperative learning model in Mawaris learning at SMA Al Minhaj Bogor. The study employed the Research and Development (R&D) method based on the Borg and Gall model, which was limited to seven stages. The research subjects consisted of 46 twelfth-grade students at SMA Al Minhaj Bogor. Data collection instruments included a Mawaris comprehension test (pretest-posttest), student activity observation sheets, and response questionnaires. The findings indicate that the drill-NHT method, developed through a six-step syntax (numbering, providing basic understanding, posing questions, heads together, calling a number, and providing feedback), was deemed feasible based on validation results from subject-matter experts (88%), media experts (85%), and instructional experts (87.5%). Field testing revealed an improvement in students' learning outcomes, with the mean score increasing from 70 on the pretest to 82 on the posttest, yielding an N-gain score of 0.40 (moderate category). Active student participation increased from 45% to 82% following the implementation of the method. Students' responses to the method were highly positive, with 89.8% reporting that it helped them learn. This study concludes that the development of the drill method using the NHT model showed potential for improving students' learning outcomes and active participation.

A. INTRODUCTION

Islamic Religious Education (PAI) at the senior high school level encompasses various subjects, one of which is Mawaris (Islamic inheritance law). Mawaris is a branch of fiqh that regulates the transfer of assets from the deceased to heirs in accordance with Islamic law (Qatrunnada 2022). This material is very important for students to understand because it relates directly to community life and often becomes a source of conflict within families if not properly understood (Sandi et al. 2022).

However, Mawaris learning at the senior high school level often faces various obstacles. Based on initial observations at SMA Al Minhaj Bogor, it was found that most students experienced difficulties in understanding the concept of inheritance distribution, particularly those related to mathematical calculations such as determining the shares of heirs, solving cases of *'aul* (excess of shares) and *radd* (return of surplus). This difficulty aligns with previous research findings revealing that Mawaris material is among the topics considered complex by secondary school students. Contributing factors include: lack of understanding of fraction concepts, learning methods that are still lecture-based and rote, and limited instructional time (Pramesti 2020).

Another problem found at SMA Al Minhaj Bogor is the low active participation of students in Mawaris learning. Students tend to be passive, merely listening to the teacher's explanation without engaging in discussions or practice exercises. Consequently, students' understanding of Mawaris material becomes superficial and does not last long. In fact, effective learning should actively involve students in the learning process (Hasanah and Himami 2021).

To address these problems, a learning method is needed that can improve both understanding and active student participation. One method that can be used is the drill method. The drill method is a learning approach that emphasizes repeated practice to strengthen students' understanding and skills (Yasinta Mahendra and Lusi Wulandari 2024). Previous research has shown that the drill method is effective in improving Arabic vocabulary mastery (Hasan, Olsafrian Ihsanu Matswa 2024), beginning reading skills (Yasinta Mahendra and Lusi Wulandari 2024), and mathematics learning outcomes (Mustika Wati et al. 2025). However, the drill method has a potential weakness in the form of student boredom if applied monotonously (Triani 2025).

Therefore, a learning model is needed that can package the drill method to be more engaging and collaborative. The Numbered Heads Together (NHT) cooperative learning model is an appropriate alternative. NHT is a cooperative learning model developed by Spencer Kagan (1994) to involve all students in the learning process through a numbering system and group discussions (Hunter et al. 2015). Previous research has proven that NHT is effective in improving mathematics learning outcomes (Nourhasanah and Aslam 2022), biology (Katarina et al. 2021), and physical education (Purwanto 2023). To the best of the authors' knowledge, previous studies have not reported an integration of the drill method into NHT syntax specifically for Mawaris learning.

Based on the above description, this study aims to: (1) develop a drill method integrated with the NHT model in Mawaris learning at SMA Al Minhaj Bogor; (2) test the feasibility of the drill--NHT method based on expert validation;

(3) examine the association between the implementation of the drill--NHT method and students' understanding and active participation in Mawaris material. This research is expected to contribute to the development of PAI learning methodologies, particularly for Mawaris material that has been considered difficult by students.

B. METHOD

Research Type and Design

This study employed the Research and Development (R&D) method based on the Borg & Gall model (1983) limited to seven stages: (1) potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product testing, and (7) product revision (Sugiyono, 2022). The Borg & Gall model was chosen based on its clear systematic stages and its extensive use in the development of learning products (Ritonga, Andini, and Iklimah 2022).

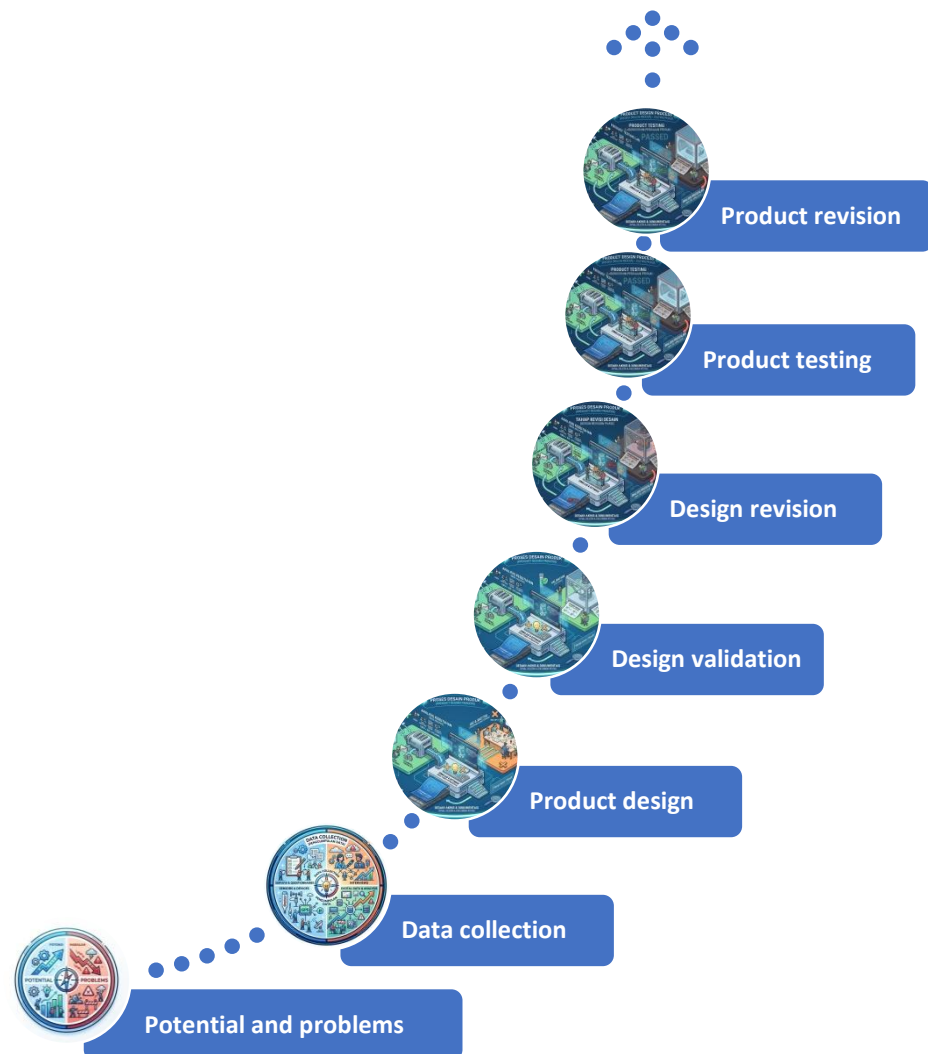


Figure 1. Development Procedure of the Drill--NHT Method Based on the Borg & Gall Model

The flowchart illustrates the seven stages of the Borg & Gall R&D model employed in this study: (1) potential and problems identification through observation and interviews; (2) data collection via needs analysis, literature review, and teacher interviews; (3) product design consisting of six-step drill-NHT syntax, teacher guidebook, student worksheets, and number cards; (4) expert validation by material, media, and learning experts; (5) product revision based on expert feedback; (6) field testing with 46 twelfth-grade students using one-group pretest-posttest design; and (7) final product revision based on field testing findings (Sugiyono 2022).

The research was conducted at SMA Al Minhaj Bogor in the odd semester of the 2025/2026 academic year. This location was chosen because initial observations revealed significant problems in Mawaris learning.

The research subjects were 46 twelfth-grade students of SMA Al Minhaj Bogor. The sampling technique used purposive sampling because all twelfth-grade students participated in the product trial (Ika Lenaini 2021).

Development Procedure

1. **Potential and Problems:** The initial stage involved observation and interviews with the PAI teacher to identify problems in Mawaris learning. It was found that students had difficulty with inheritance calculations and the learning methods used were still conventional (lecture and rote memorization).
2. **Data Collection:** Data were collected through student needs analysis questionnaires, teacher interviews, and literature studies on the drill method, NHT model, and Mawaris material.
3. **Product Design:** The product developed was a six-step drill--NHT method syntax.

Table 1. Syntax of the Developed Drill--NHT Method at SMA Al Minhaj Bogor

No	Step	Teacher Activities	Integration of Drill Method
1	Numbering	The teacher divides students into small heterogeneous groups (3-5 people). Each group member is given a different number (1, 2, 3, ...).	Building initial collaborative structure and individual accountability.
2	Providing Basic Understanding	The teacher provides a brief explanation of basic Mawaris concepts, such as terms (<i>ashhabul furudh</i> , <i>hijab</i> , <i>'aul</i> , <i>radd</i>), distribution principles, and simple examples.	First drill integration point. The drill method begins to be applied through simple and directed initial practice, e.g., calculating $\frac{1}{2}$ share for a single daughter.
3	Posing	The teacher poses problems or	The questions posed are

	Questions	questions to the entire class. Questions may include calculating inheritance shares, identifying heirs who are blocked (<i>mahjub</i>), or cases involving ' <i>aul</i> and <i>radd</i>).	designed to test understanding while serving as practice material (drill).
4	Heads Together	Each group discusses the answer together. Each member must contribute and ensure all members understand the answer.	Main drill integration point. Students perform drills collaboratively: checking each other's calculations, repeating key terms, or re-discussing solution steps.
5	Calling a Number	The teacher randomly calls one number from each group. The member with that number must represent their group in answering the question.	Ensuring individual accountability. Every student must be prepared because they have practiced within the group.
6	Providing Feedback	The teacher assesses the answer. If correct, praise/points are given. If incorrect, the teacher and other students help clarify.	Immediate feedback corrects calculation errors and reinforces correct understanding

ESource: Researcher development results, 2025; adapted from Kagan (1994), Hunter et al. (2015), and Nourhasanah & Aslam (2022)

In addition to the syntax, the product also includes a teacher guidebook, Student Worksheets (LKS) containing 50 graded Mawaris drill questions, and group member number cards.

4. *Design Validation*: The product was validated by three experts: a Mawaris material expert (Islamic Law lecturer), a media expert (Educational Technology lecturer), and a learning expert (senior PAI teacher). The validation instrument used a Likert scale of 1-4. The validation instrument consisted of 10 items for the material expert covering content accuracy, material completeness, contemporary case relevance, and alignment with Mawaris learning objectives; 8 items for the media expert covering visual design, layout, font readability, and table clarity; and 8 items for the learning expert covering syntax clarity, instructional alignment, practicality, and assessment suitability. Each item was rated on a 4-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree). The validation score was calculated using the formula: $\text{Percentage} = (\text{obtained score} / \text{maximum score}) \times 100\%$. The feasibility categories, adapted from (Riduwan 2018) and supported by (Sugiyono 2022), were as follows: 81–100% = very feasible, 61–80% = feasible, 41–60% = moderately feasible, 21–40% = less feasible, and 0–20% = not feasible. A product was deemed acceptable for field testing if it achieved at least a "feasible" category ($\geq 61\%$).

5. *Design Revision*: Based on expert feedback, revisions were made to the LKS layout, the addition of contemporary cases in the questions, and improvements to the teacher guidebook.
6. *Product Testing*: The trial was conducted using a one-group pretest-posttest design. All students ($n=46$) participated in learning with the drill--NHT method for 3 weeks (6 meetings). Before the treatment, students took a pretest; after the treatment, a posttest.
7. *Final Product Revision*: Final revisions were made based on findings during the trial, such as adding discussion time and varying the questions.

The instruments used include:

1. *Mawaris comprehension test*: The test consisted of 20 multiple-choice questions and 5 essay questions on inheritance calculations. The instrument development followed these procedures:
 - a. *Content Validity*: The test items were developed based on the Mawaris curriculum and learning objectives. Content validity was assessed by two material experts (Islamic Law lecturers) who evaluated the alignment between items and learning objectives, clarity of language, and relevance to Mawaris concepts. The experts rated each item using a 4-point scale (1 = not relevant, 2 = somewhat relevant, 3 = relevant, 4 = very relevant). The content validity index (CVI) was calculated, yielding a score of 0.89, indicating high content validity.
 - b. *Item Validity*: Item validity was tested using Pearson product-moment correlation (item-total correlation) on a pilot sample of 30 students who were not part of the actual trial sample. The criteria for item validity was $r > 0.30$ ($p < 0.05$). Based on this analysis, 17 out of 20 multiple-choice items were declared valid (r ranging from 0.32 to 0.78), while 3 items were revised and retested until valid. All 5 essay questions were validated through expert judgment and inter-rater reliability (see below).
 - c. *Reliability*: Reliability was tested using Cronbach's Alpha on the same pilot sample ($n=30$). The reliability coefficient obtained was $\alpha = 0.85$, indicating high reliability ($\alpha > 0.70$). For the essay questions, inter-rater reliability was assessed by calculating the percentage of agreement between two independent raters, yielding 89% agreement.
 - d. *Scoring Procedure for Essay Questions*: The essay questions were scored using a rubric comprising three criteria: (1) accuracy of the calculation (0-4 points), (2) completeness of the solution steps (0-3 points), and (3) clarity of the final answer (0-3 points), with a maximum score of 10 per essay question. Two raters independently scored the essay responses, and the final score was the average of the two scores.
2. *Student activity observation sheet*: Observing student participation during learning (visual, oral, listening, metrical, mental, emotional) (Purwanto 2023). Observations were conducted by two trained observers (the classroom teacher and a research assistant) with inter-rater reliability assessed through percentage of agreement (92%).
3. *Student response questionnaire*: Measuring student perceptions of the drill--NHT method (Likert scale 1-4).

4. Validation sheet: For material experts, media experts, and learning experts.

Data Analysis Techniques

Data were analyzed quantitatively and qualitatively:

- *Product feasibility* was calculated using the validation score percentage formula.
- *Effectiveness* was measured using N-gain (R. Hake 1998) and paired sample t-test using SPSS 25.
- *Activity and response data* were analyzed using descriptive percentage statistics.

C. RESULT AND DISCUSSION

Findings

1. Characteristics of the Drill--NHT Method Product

The resulting product is an integrated learning method between the drill method and the NHT model with six syntax steps as outlined in Table 1. The uniqueness of this product lies in the integration of the drill method at two key points:

- a. In step 2 (Providing Basic Understanding): Students are given simple initial practice to build a foundation of understanding before group discussion. This differs from the conventional drill method, which is typically only given after the explanation is complete.
- b. In step 4 (Heads Together): Drills are conducted collaboratively within groups, where students check each other's calculations, repeat key terms, and re-discuss solution steps. This overcomes the main weakness of the drill method, which tends to be boring if done individually (Triani 2025).

2. Product Feasibility Based on Expert Validation

The validation results from three experts are presented in Table 2.

Table 2. Product Validation Results by Experts

Validation Aspect	Validator	Score	Maximum Score	Percentage	Category
Mawaris Material	Material Expert (Islamic Law Lecturer)	44	50	88%	Very Feasible
Media & Display	Media Expert (Educational Technology Lecturer)	34	40	85%	Very Feasible
Learning	Learning Expert (Senior PAI Teacher)	35	40	87.5%	Very Feasible
Average				86.83%	Very

Validation Aspect	Validator	Score	Maximum Score	Percentage	Category
					Feasible

Note: Feasible category: 61-80%, Very feasible: 81-100% (Riduwan 2018)

Suggestions from validators included:

1. *Material expert*: Add contemporary cases (inheritance for transgender individuals, heirs of different religions) and increase the variety of *radd* and *'aul* questions.
2. *Media expert*: Improve the layout of the inheritance distribution table in the LKS, use a more readable font.
3. *Learning expert*: Strengthen the guided practice phase in the initial cycle and increase the duration of group discussions.

After revisions based on these suggestions, the product was declared feasible for trial.

3. Effectiveness of the Drill--NHT Method

a. Improvement in Learning Outcomes (Pretest-Posttest)

The pretest and posttest results of 46 students are presented in Table 3.

Table 3. Descriptive Statistics of Pretest and Posttest Results

Statistic	Pretest	Posttest
Highest Score	85	96
Lowest Score	55	70
Mean	70.2	82.4
Standard Deviation	7.8	6.5

Number of Students Passing (KKM 75)	18 (39.1%)	42 (91.3%)
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The paired sample t-test showed a calculated t-value of 8.742 > t-table of 2.015 (df=45, $\alpha=0.05$) and a significance value (2-tailed) of $p < .001$. This means there is a significant improvement between pretest and posttest results after the implementation of the drill--NHT method.

N-gain was calculated using Hake's formula (1998):

$$\text{N-gain} = (\text{posttest score} - \text{pretest score}) / (\text{maximum score} - \text{pretest score})$$

The average N-gain value obtained was 0.40 (moderate category).

Cohen's d for paired samples was calculated as $d = 1.29$ (95% CI: 0.83 to 1.75), indicating a large effect size ($d > 0.80$). This suggests that the observed

improvement represents a substantial educational effect, though causal attribution requires stronger experimental evidence.

b. Improvement in Active Student Participation

The results of the student activity observation are presented in Table 4.

Table 4. Improvement in Active Student Participation

Activity Indicator	Before (%)	After (%)	Improvement (%)
Visual (paying attention)	52%	85%	+33%
Oral (asking/answering)	38%	78%	+40%
Listening to discussions	45%	80%	+35%
Metrical (writing answers)	42%	84%	+42%
Mental (solving problems)	35%	75%	+40%
Emotional (enthusiasm)	40%	82%	+42%
Average	45%	82%	+37%

This improvement in active student participation aligns with the findings of Krisnawati & Satyawan (2023), who reported that NHT is effective in increasing student learning activities in vocational high schools.

c. Student Responses to the Method

The results of the student response questionnaire (n=46) are presented in Table 5.

Table 5. Student Responses to the Drill--NHT Method

Statement	SA (%)	A (%)	D (%)	SD (%)
This method helps me understand inheritance calculations	52%	41%	7%	0%
Group discussion makes me more confident	48%	43%	9%	0%
The NHT numbering system	46%	46%	8%	0%

Statement	SA (%)	A (%)	D (%)	SD (%)
makes me ready to answer				
Repeated practice (drill) questions help me remember	50%	44%	6%	0%
I enjoy learning Mawaris with this method	41%	48%	11%	0%
Average	47.4%	44.4%	8.2%	0%

Note: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree.
Overall, 89.8% of students gave positive responses (agree + strongly agree) to the drill--NHT method.

4. Additional Findings During the Trial

Based on observations and interviews with the teacher, several additional findings were discovered:

- The calling a number phase (step 5) created accountability so that even weaker students tried to understand the material because they did not know when their number would be called.
- The structured drill method (from easy to difficult questions) helped students build confidence gradually.
- Initial obstacles: in the first meeting, some students did not bring question cards and some dominated the discussion. These obstacles were overcome by providing backup worksheets and the teacher reinforcing the role of each group member.
- Sustainability: some students reported that they began practicing Mawaris questions at home independently because they had become accustomed to the drill pattern in class.

Analysis/Discussion

1. Advantages of Integrating the Drill Method at Two Points in the NHT Syntax

The research results show that the integration of the drill method into the NHT syntax at step 2 (Providing Basic Understanding) and step 4 (Heads Together) produced a positive synergy. The drill method provides reinforcement through repeated practice (Hasan, Olsafrian Ihsanu Matswa 2024), while the NHT model ensures that the practice is conducted collaboratively and accountably (Nourhasanah and Aslam 2022). This combination overcomes the main weakness of the drill method, which tends to be boring if applied individually (Triani 2025).

The uniqueness of the developed syntax lies in the integration of drills at two key points:

- *Initial Drill (Step 2)*: Functions as an advance organizer that prepares students' mental and cognitive faculties before entering group discussion. Students who have attempted initial practice are better prepared when discussing. This aligns with Ausubel's theory of advance organizers, which emphasizes the importance of providing a cognitive framework before core learning (Siregar 2021).
- *Collaborative Drill (Step 4)*: Unlike conventional drills that are individual, drills in this syntax are conducted in groups. Students correct each other's calculations, repeat terms, and ensure all members understand. This aligns with the principles of cooperative learning emphasizing positive interdependence (Zach, Shoal, and Shulruf 2023) and Vygotsky's theory of the Zone of Proximal Development (ZPD), which emphasizes the importance of peer assistance in the learning process (Nurwadani et al. 2021).

This finding reinforces Slavin's theory (2015) of cooperative learning, which emphasizes the importance of positive interdependence and individual accountability. In the drill--NHT method, students depend on each other to achieve shared understanding (positive interdependence), but each individual is also responsible for their own mastery of the material because they could be called at any time (individual accountability).

2. Improvement in Understanding of Mawaris Material

The increase in average scores from 70 to 82 ($N\text{-gain}=0.40$) indicates that the drill--NHT method is effective for procedural and calculative material such as Mawaris. This aligns with the research of Juhdi et al. (2017), which found that understanding fraction concepts and radd rules significantly contributes to students' ability to solve inheritance distribution problems.

This success is also supported by the use of graded drill questions (from simple to complex), which allows students to build cognitive schemas gradually. As explained in Bruner's cognitive theory (Siregar 2021), learning will be more effective if presented in the form of a spiral curriculum where concepts are introduced gradually and repeated with increasing levels of difficulty.

Furthermore, this success is also supported by the findings of Nugraha et al. (2023), who stated that mathematical connection skills are highly necessary in learning inheritance law because this material requires the ability to connect algebraic concepts with inheritance distribution calculations. The drill--NHT method developed in this research indirectly trains students' mathematical connection skills through varied practice questions.

3. Improvement in Active Student Participation

The increase in active participation from 45% to 82% is an important finding. Before implementing the method, students tended to be passive because learning was dominated by lectures. After implementing the drill--NHT method, each student had a role in the group and had to be ready to answer when their number was called. This aligns with the findings of Krisnawati & Satyawan (2023) that NHT is effective in increasing student learning activities (visual, oral, metrical, mental, emotional) in vocational high schools.

The heads together phase (step 4) provides space for shy or less confident students to learn from their group members before having to perform in answering. This aligns with the findings of Purba et al. (2024) that students with general education backgrounds (non-boarding school) experience difficulties in learning

Mawaris fiqh, but these difficulties can be overcome through discussion and learning together with peers who understand better.

4. Individual Accountability Through Random Number Calling

One of the main strengths of the NHT model is the random number calling system in step 5. The findings of this research indicate that this system creates positive pressure that encourages every student to truly master the material. Students cannot hide behind their groups because each number has an equal chance of being called.

This aligns with the principle of individual accountability proposed by Hunter et al. (2015) that NHT as a Tier 1 strategy in MTSS effectively ensures that every student is responsible for their own learning. This finding is also supported by the research of Nourhasanah & Aslam (2022) that NHT is effective in improving elementary school students' mathematics learning outcomes due to individual accountability.

5. Relevance to 21st Century Learning

The drill--NHT method provides opportunities for students to practice 21st-century skills, particularly collaboration, communication, and problem-solving. Students are trained to think critically in solving inheritance cases, collaborate in group discussions, and communicate when presenting answers. The teacher acts as a facilitator, not the sole source of learning (Panjaitan and Hafizzah 2025).

Additionally, this method also supports the development of student learning independence. As expressed in innovative TPACK-oriented learning, teachers need to provide autonomy for students to manage their own learning (Sheromova et al. 2020). In the drill--NHT method, students are encouraged to practice independently at home because they have become accustomed to the drill pattern in class.

6. Research Limitations

This research has several limitations. First, the one-group pretest-posttest design without a control group makes it difficult to ensure that the improvement is solely due to the drill--NHT method and not other factors such as student maturation or testing effects. Second, the trial duration was only 3 weeks (6 meetings), so long-term retention could not be measured. Third, the research was only conducted at one school (SMA Al Minhaj Bogor), so the generalization of results needs to be tested in broader contexts.

CONCLUSION

Based on the research results and discussion, it can be concluded that:

1. The drill--NHT method product for Mawaris learning at SMA Al Minhaj Bogor has been successfully developed with a six-step syntax: (1) numbering, (2) providing basic understanding (first drill integration point), (3) posing questions, (4) heads together (main drill integration point), (5) calling a number, and (6) providing feedback. The uniqueness of the product lies in the integration of the drill method at two key points within the NHT syntax.
2. The feasibility level of the drill--NHT method based on expert validation was very feasible, with an average percentage of 86.83% (material expert 88%, media expert 85%, learning expert 87.5%).
3. The implementation of the drill--NHT method was associated with improved student learning outcomes and participation, as indicated by:
 - a. An increase in the average score from 70 (pretest) to 82 (posttest) (statistically significant, $p < 0.05$)

- b. N-gain = 0.40 (moderate category)
- c. Classical mastery increased from 39.1% to 91.3%
- d. Improvement in active student participation from 45% to 82%
- e. Positive student responses of 89.8%

Suggestions

1. *For PAI teachers:* The drill--NHT method can be used as an alternative in Mawaris Slearning, especially for material involving calculations. It is recommended to apply this method for at least 3-4 consecutive meetings so that students become accustomed to the six-step syntax developed.
2. *For further researchers:* Research with a quasi-experimental design (control group) and longer duration is needed to test the effectiveness of this method more rigorously. A digital version (application) of the drill--NHT method also needs to be developed for online learning, such as that developed by Hidayatulloh et al. (2022) in the form of an Android-based E-Waris application.
3. *For schools:* This method can be socialized in the PAI MGMP at the district/city level as a good practice for Mawaris learning. Schools also need to provide supporting facilities such as group number cards and adequate worksheets.

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