

Effectiveness of Drill Method in Madrasah Diniyah Ketapangtelu Lamongan (New Normal Era)

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Accepted: Jan 3 th 2021	Reviewed: March 5 th 2021	Published: May 30 th 2021
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Abstract : The Drill method is a learning method that emphasizes training activities that are carried out repeatedly to master certain abilities or skills. Skills that can be developed through drills include motor skills through Arabic writing. Through the repetition given, students will increasingly master the skills learned step by step until the skills can be mastered thoroughly. The drill method in Islam is a way of presenting Islamic Religious Education lesson materials by training students repeatedly and seriously in the form of oral, written, or physical activity so that students have high dexterity or skills in mastering the subject matter, strengthening a association or perfecting a skill to make it permanent. For almost a year, education around the world has been paralyzed due to the Covid-19 pandemic, the strengthening of Islamic education in the New Normal Era in Ketapangtelu Lamongan Village is re-applied into the religious-based learning process, namely by starting students re-entering Madrasah Diniyah in Ketapangtelu Lamongan Village. During the Covid pandemic, many subject matter was forgotten by students, especially lessons that were rote in nature such as Al-Qur'an hadith, Nahwu Shorof and so on, so the Drill Method was considered very appropriate to start again learning that had been suspended for a long time. In March 2021, Madrasah Diniyah Ketapangtelu officially reopened the learning process while still adhering to the health protocol.

Keywords: Drill Method, Madrasah Diniyah, New Normal Era

INTRODUCTION

Education cannot be separated from its 3 constituent elements, namely the individual, society, and all components of reality, both material and spiritual. One of the factors in determining the success of an education lies in good cooperation between educational actors and the surrounding environment. The environment plays a role in assisting an education towards the desired goal. The division of the environment in the perspective of education is divided into three types, namely the family environment, school environment, and community environment. Where the community functions as a guard in the continuity of Islamic education.¹

The meaning of informal diniyyah education is contained in the fourth part of PMA RI No. 13 of 2014 CHAPTER III on diniyah education article 52 Paragraph 1, explains that informal diniyyah

¹ Dyah Fifin Fatimah, and Nur Rohmah, "Patterns of Early Childhood Education Management in PAUD Ceria Gondangsari Central Java", Journal of Islamic Education Management, Vol. 1, No. 2, (November 2016), 250

education as referred to in article 20 letter c is an effort made by the community in order to improve the understanding and experience of Islamic teachings. In paragraph 2, it is also mentioned related to informal education as referred to in paragraph 1, which is held in the form of Islamic religious - based educational activities in the family environment.²

In the Law of the Republic of Indonesia Number 20 of 2003 on the National Education System it is stated that:

"Teachers are professionals who are responsible for planning and implementing the learning process, evaluating learning outcomes, conducting guidance and training, as well as conducting research and service to the community, especially for educators in universities."

The teaching method is the way the teacher gives the lesson and the way the student receives the lesson during the lesson, either in the form of informing or evoking. Therefore, the role of teaching methods is as a tool to create a conducive teaching and learning process. With this method, it is expected to grow a variety of student learning activities in connection with teaching teachers, in other words, an educational interaction is created between teachers and students. In this interaction, the teacher plays a role as a motivator or mentor, while the student plays a role as a recipient or who is guided. Therefore, a good teaching method is a method that can grow students' learning activities and in accordance with the learning conditions.³

Teaching methods that is, a way of delivering lesson materials to achieve the set goals, then the function of teaching methods can not be ignored. Because the teaching method also determines the success of a teaching and learning process and is an integral part of a teaching system.

The ready practice method (drill) is a way of teaching that is carried out by the teacher by training the dexterity or skills of the students on the subject matter that has been given.¹ Abdul Kadir Munsyi stated that the drill method is a teaching by conducting intensive and repeated exercises, 'This is very good to be used to teach the art of reading the Koran to children. So that it doesn't feel like getting certain skills without being asked to memorize it home.

Winarno Surachmad stated that the drill method is to obtain an dexterity or skill exercise against what has been learned, because only by doing it practically can this knowledge be refined and alerted. The term teaching method consists of two words, namely method and teaching. Method or method comes from the Greek (Grek) namely Metha and Hodos, Metha means through or through and Hodos means the way or the way to go to present lessons in order to achieve goals.

For example, in this case, a teacher at Madrasah Diniyah will teach material about the Qur'an where students will memorize a verse complete with its meaning. So the drill method is very appropriate given by the way the teacher pronounces the verses first and students follow it either individually, in groups or classically, done repeatedly until students have associations and skills. The

² Farah Muthia, "Public Perception of Islamic Educational Institutions in Pengkok Kedawung Village, Sragen, Central Java", *al-Bahtsu Journal*, Vol. 3, No. 2, (December 2018), 178

³ Abdul Ghofur, *Methodic Religious Education* (Surabaya : Usana Offset Printing) 1983,35

repetition of the passage of the verse can be done more than 3 times and is followed by students until the PAI teacher considers that they students have mastered the material. After the students have mastered the passage of the verse, the meaning of the verse is then continued to the fragment of the verse, and so it is done repeatedly.

In its development in the New Normal era, this madrasa still survives until now without disturbing the existing general learning, because the implementation time begins after the end of the learning process in elementary school, namely at 14.00-16.00. The curriculum is still using KTSP. The subjects given at this madrasa are in the form of Islamic basics including the Qur'an, hadith, nahwu, shorof, moral aqeedah, fiqh, Arabic, Islamic cultural history with the addition of nahwu shorof and aswaja. The books used in the form of worksheets and yellow books for beginners such as aqidatul lay for aqidah and mabadi 'fiqhi for fiqh subjects.

RESULT AND DISCUSSION

Effectiveness of Drill Method

The drill method is widely used in skills learning, due to various considerations of the advantages of the method. Based on the opinion of Syaiful Sagala (2006: 217), the advantage of the drill method lies in the speed of mastering the material as a result of repeated exercises. In line with the opinion above, other advantages of the drill method are described by the opinion of Muchlisin Riadi (2013), which describes the advantages of the drill method, including the following:

In a relatively short time, the expected mastery and skills can be obtained. This happens because the intensity of the exercise is sufficient and the repetitions that occur so that students can master the skills or abilities being taught. It will be embedded in every student's personal habit of studying regularly and disciplined. This is thanks to the habits of students in the process of learning skills. Then the teacher also has a role in disciplining students because the drill method will not work successfully without the role of a teacher who has authority and expertise.⁴

The use of the Drill method at Madrasah Diniyah Ketapangtelu is very effective for several subjects there, for example Al-Qur'an Hadith, Nahwu-Shorof to several books such as Memorizing Aqidatul Awwam and Tajweed Syifaul Jinan. In terms of applying the Drill method, several principles must be adhered to, including:

- a. Students are given sufficient understanding before they carry out the exercise. So in learning, the material for example reading the Koran, the teacher should not be monotonous using the drill method alone, but the teacher must use other methods, such as the lecture method. This lecture method is used to provide direction or understanding to students before they carry out the exercises given by the teacher.

⁴ Armai, Arief, *Introduction to Islamic Educational Science and Methodology* (Jakarta: Intermedia, 2002), 175

- b. Exercise is carried out continuously, so that it becomes a habit. In the drill method, students are not required to practice for a long time, but students are encouraged to practice continuously so that it becomes a habit.
- c. Adapted to the level of development of students. Each student has a different level of development, so the teacher should not impose his own will, but must pay attention to the condition of the students.
- d. Practice starts from easy material to difficult material. To expedite or achieve the goals to be achieved in learning the teacher must use several strategies, including providing easy material first then difficult material.
- e. In accordance with the learning material. The teacher is one of the most dominant facilitators in the learning process. However, the teacher should not arbitrarily order students to do an exercise, but the teacher must adjust the exercise with the appropriate material.⁵

And the next is how to maximize the Drill method is as follows:

1. The teacher greets and checks the attendance of students.
2. The teacher gives apperception.
3. The teacher conveys the indicators and learning objectives.
4. The teacher gives an explanation related to drill learning.
5. The teacher provides opportunities for students to understand the explanation from the teacher related to the material provided, namely rewriting the Arabic reading that was read by the teacher and then rewritten by the student
6. The teacher assigns students to write examples of Arabic pronunciation with the help of the examples (models) that have been given by the teacher.
7. Aims to train his memory.

Nahwu-Shorof Learning Using Drill Method at Madrasah Diniyah Ketapangtelu.

Drill is a method that requires quite high skill and mastery, so teachers at Madrasah Diniyah Ketapangtelu must be better prepared in advance both in terms of materials and teaching materials to be trained, not just giving exercises spontaneously. In training students, teachers should pay attention to the way of teaching and the following factors:

- a) Explain in advance the purpose of the exercise (for example, after the exercise is finished students will be able to say certain sentences, do the next task and so on.
- b) Determine and explain the habits, written speech, certain movement skills and so on that will be trained so that students know clearly what they have to do.
- c) Focus their attention on the material that they know they are practicing.
- d) Intersperse the exercises so that they are not boring and tiring.
- e) Teachers should note common mistakes and diagnose difficulties experienced by students.

⁵ Purwati, The Influence of the Application of Drill or Exercise Methods on Students' Interest in Learning in Fiqh Subjects, *Journal of Education*, University of Garut. Vol.04. No.01 2010

Grammar in Arabic is known as Qowa'id in which there are two interrelated elements, namely Nahwu and Sharaf. Nahwu science is one of the branches of Arabic language that is commonly used as a means to read syakal texts. While Sharaf Science is used to change word forms according to the desired meaning, thus the relationship between Nahwu Science and Sharaf Science cannot be separated like Mother and Father who need each other and complement each other as some scholars say.⁶In learning Nahwu using the Drill method, it is grouped into three halaqoh, namely halaqoh ula, halaqoh staniyah and halaqoh stalistah.

In halaqah ula covering grades one and two, in this class children are not taught qowa'id specifically, certain exercises are not made from special sentence structures or sentence structures with certain forms because children at this level of halaqoh are still limited in information. What children need is breadth of information, developing language acquisition so that children can express their needs without being limited.

At Halaqoh Staniyah covering third and fourth grades, children are given training in two ways, namely: first, practice speaking the language directly and continuously as following the previous halaqoh, and secondly practicing certain rules one by one according to the child's language development and avoiding children's language errors. Exercise in the form of questions and answers, about as a pronoun (dhamir), ism isyaroh, ism ism maushul. With these examples the teacher is able to educate children's language.

As for the third halaqoh covering fifth and sixth grades, it is possible to concentrate and develop his mind, the ability to understand qowa'id according to the specified goals. The method used is in the form of examples, discussions, asking for opinions and their application. In this halaqoh there is no specific prohibition on teaching qowa'id and its applications by providing convenience to children after mastering many diverse qowa'id.

Indicators of the effectiveness of the Drill method in Nahwu and Sharaf learning at Madrasah Diniyah are marked by the following:

- a) Madrasah diniyah students actively follow what the teacher instructs during the learning process
- b) Madrasah diniyah students are able to distinguish sentences that are in accordance with nahwu rules.
- c) Madrasah diniyah students are able to translate sentence patterns properly and correctly.

Learning Facilities to Implement the Drill Method at Madrasah Diniyah Ketapangtelu

Learning is a process of gaining experience and knowledge in realizing individual self-actualization. Among the factors that determine the success of the teaching and learning process lies in the existing educational instrument factors, namely facilities or learning support tools. Mauling stated that facilities are infrastructure or vehicles used to facilitate a job. According to Dwi Siswoyo,

⁶ Busro, Muhtarom, Practical Sorof "Krapyak Method" (Yogyakarta: Menara Kudus, 2010),22

what is called a learning facility is anything that helps in achieving educational goals. The same thing was also stated by Binti Maimunah who quoted from the opinion of several education experts in interpreting facilities as a tool or learning media in an effort to achieve educational goals. Meanwhile, according to Daryanto, the definition of learning facilities in terms of etymology is divided into two important elements, namely facilities and infrastructure. Facilities are the availability of tools or media in the form of objects that function in achieving educational goals, such as locations or places, buildings, etc.

Based on several definitions above, it can be concluded that educational facilities are everything (tools or media) that are used to facilitate the learning process either directly or indirectly as an effort to achieve educational goals. Educational facilities include situations, actions, facilities and infrastructure needed in the learning process either at school or at home. Considering the importance of a learning facility, Government Regulation No. 19 of 2005 concerning National Education Standards was made in CHAPTER VII related to Article 42 of Facilities and Infrastructure Standards which contains the following:⁷

- a. It is the obligation of each educational institution to provide educational facilities which include educational media in the form of consumable educational furniture or equipment as well as books and other learning resources used to support an orderly and continuous learning process.
- b. The demands for each educational institution in providing educational infrastructure include building land consisting of several rooms including classrooms, leadership rooms, educators' rooms, administrative rooms, library rooms, places of worship, sports places, places to play and be creative, canteen rooms, installations. resources and services, with the addition of laboratory space or workshop space or production unit space adapted to the needs of the institution in supporting an orderly and continuous learning process.

In achieving educational goals, it is necessary to optimize media/learning aids as an effort to channel messages, stimulate students' thoughts, feelings, concerns, and safety, thus encouraging the success of the learning process. The benchmark for the feasibility of learning facilities can be measured by five indicators, namely the condition of the school building that is suitable for use, the quality of adequate classrooms, operational optimization of the library, the functioning of classroom facilities and laboratories that support learning, the availability of textbooks.⁸

To support the learning process at the madrasah diniyyah, Ketapangtelu village uses its own infrastructure in the form of a very suitable building equipped with several learning support facilities such as tables, chairs, fans and several other learning media such as blackboards, markers, erasers.

⁷ Muzdalifatuz Zahrotul Jannah, "The Influence of Learning Facilities and Learning Motivation on Learning Achievement of Class V Students in Mathematics at MI Bustanul Ulum Brudu Sumobito Jombang", (Thesis--UIN Maulana Malik Ibrahim Malang, 2017), 20

⁸ Putri Siti Febriani and Alit Sarino, "Impact of Learning Methods and Learning Facilities in Improving Learning Achievement of Vocational High School Students", *Managerial Journal*, Vol. 2, No. 2 (January 2017), 165-166.

Also Human Resources there it is also very sufficient with the existence of the Board of Teachers who graduated from Strata-1 and some even received Madin Teacher scholarships by the East Java Provincial Government to continue to Strata-2, so that with sufficient human resources in Madrasah Diniyah this can increase creativity and innovation in developing models, methods and learning media in this Madrasah Diniyah Ketapangtelu village.

Furthermore, the supporting facilities for carrying out learning using the Drill method at Madrasah Diniyah Ketapangtelu are projectors and LCD. So that the implementation of the drill method can be carried out easily and teachers will be able to create creativity in learning with these media tools. Based on the data obtained in the 2021 New Normal Era, it can be concluded that the condition of the Madrasah Diniyah learning process in the village of Ketapangtelu is very feasible, and it is our great hope that this Madrasah Diniyah can develop rapidly every year as a strengthening of the Islamic Education sector after the Covid-19 pandemic. , where Madrasah Diniyah students have started to return to normal

Previously in 2020 when the Covid-19 Pandemic was still warm, Madrasah Diniyah in Ketapangtelu Village was practically suspended for almost a year because there were no children studying there, also the online learning process did not run optimally due to limited wifi or credit facilities. which is owned by the children of the Ketapangtelu Village community which is allocated more primarily for public schools in the morning. So that the Madrasah Diniyah Teacher Council of Ketapangtelu Village does not impose the will to be obliged to carry out learning activities during the Covid-19 Pandemic.

Table 1 : Number of classes, students and subjects that use the Drill Method

Below is a table that describes the atmosphere of the Ketapangtelu Madrasah Diniyah class :

Class	Total Students	Subjects Using the Drill Method	Teacher
I	10	Al-Qur'an, Nahwu, Shorof	Wachid
II	12	Al-Qur'an, Nahwu, Shorof	Imam Mudakir
III	11	Al-Qur'an, Nahwu, Shorof	Mashadi
IV	10	Al-Qur'an, Nahwu, Shorof	Stummariyah, S.PdI
V	12	Al-Qur'an, Tajwid, Nahwu, Shorof	Uzlifatun., S.PdI
VI	10	Al-Qur'an, Tajwid, Nahwu, Shorof	Siti Syafa'a., S.PdI

The description of the table above is that Madrasah diniyah is divided into 6 classes with a total number of students only reaching 65 with details in class 1 there are 10 students, class 2 has 12 students, class 3 has 11 students, class 4 has 10 students, class 5 has 12 students and the last 6th grade there are 10 students who are assisted by 6 educators. For administrative problems, the madrasah is not subject to a monthly spp, it's just that each family head of the fertilizer hamlet is

asked to pay 25,000 rupiah per month for learning purposes at the madrasa. And in one week this madrasa is off on Saturday and Sunday. Below is the schedule of subjects at Madrasah Ketapang Telu grade one to grade six:

Monday	Tuesday	Wednesday	Thursday	Friday
Nahwu	Al-Qur'an	Islam History	Aqidah	Fiqih
Shorof	Tajwid	Prophet story	Akhlaq	

While the effectiveness of the drill method in the Nahwu Shorof lesson can be seen in the table below:

Class	Theory	Learning material	Effective (Yes/Not)
I	Halaqoh Ula	Nahwu (Ism,Fi'il, Huruf)	Y
		Shorof (Fi'il Madhi,Mudhari',Masdar)	
II	Halaqoh Ula	Nahwu (Ism,Fi'il, Huruf)	Y
		Shorof (Fi'il Madhi,Mudhari',Masdar)	
III	Halaqoh Staniyah	Nahwu (,Fa'il,Naibul Fa'il,,Dhamir,ism isyaroh, ism maushul)	Y
		Shorof (Tashrif)	
IV	Halaqoh Staniyah	Nahwu (,Fa'il,Naibul Fa'il,,Dhamir,ism isyaroh, ism maushul)	Y
		Shorof (Tashrif)	
V	Halaqoh Tsalistah	Nahwu (I'rab,Mubtada' Khobar) Shorof (Tashrif)	Y
VI	Halaqoh Tsalistah	Nahwu (I'rab,Mubtada' Khobar)	Y
		Shorof (Tashrif)	

These are the materials taught using the Drill Method at Madrasah Diniyah Ketapangtelu Lamongan.

CONCLUSION

The effectiveness of the application of teaching methods is as a tool to create a conducive teaching and learning process. With the Drill method, it is hoped that an educational interaction will be created between the teacher and the students so that the learning objectives are made by habituation and repetition by the teacher to the students. In this interaction the teacher acts as a driver or mentor, while students act as recipients or those who are guided. Therefore, a good teaching method is a method that can foster student learning activities and in accordance with learning conditions, In this case the drill method is also a way of teaching where students carry out training activities, so that students have dexterity or skills that are higher than what is learned.

In this new normal era, every educational institution, both formal and non-formal, is trying to make learning come alive and can be implemented properly. Likewise, Madrasah Diniyah Ketapangtelu in Lamongan has reopened the KBM process since March 2021 with one of them being the Drill method which is considered capable of accelerating students' memorization and memory during the pandemic holiday at their respective homes.

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