

THE DRILL METHOD FOR INCREASING MOTIVATION TO LEARN FIQH FOR MIDDLE SCHOOL STUDENTS

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ABSTRACT

This study discusses the application of the drill method in increasing learning motivation for Jurisprudence for Class VII students. 5 MTs. As'adiyah Puteri II, Sengkang Center, Wajo Regency The main problem studied is the application of the drill method to fiqh subjects and students' learning motivation. This study aims to determine the application of the drill method, how students learn, and how the application of the drill method increases student motivation in MTs. As'adiyah Puteri II, Sengkang Center, Wajo Regency To examine these problems, in this study the authors used descriptive qualitative methods. The approach used is an educational and psychological approach. Through library and field research as well as data collection techniques, the authors conducted observations, interviews, and documentation. The results of the study stated that learning fiqh using the drill-and-kill method can be seen from the way students learn, most of whom are enthusiastic in responding to each piece of the material taught when participating in the learning process. By using the drill-and-kill method, students can easily understand the subject matter presented. To increase students' learning motivation, subject teachers should often give praise or awards so that students are more enthusiastic about participating in the learning process.

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1. INTRODUCTION

Education is basically a conscious effort to develop human potential by encouraging and facilitating teaching and learning activities (Foley, 2020; Mansir & Karim, 2020). In detail, in RI Law No. 20 of 2003 concerning the National Education System, Chapter 1 Article (1) states that education is defined as a conscious and planned effort to create a learning atmosphere and process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morals, and noble character, as well as the skills needed by himself, the community, the nation, and the state. In this case, students are positioned as educational subjects, and teachers must adapt themselves to the potential of students.

Humans need education in their lives. Education is an effort so that humans can develop their potential through a learning process or other ways that are known and

recognized by society (Castro, 2019). The 1945 Constitution of the Republic of Indonesia Article 31 Paragraph (1) states that every citizen has the right to education, and paragraph (3) emphasizes that the government seeks and organizes a national education system that enhances faith and piety as well as a noble character in order to educate the life of the nation, which is regulated by law. For this reason, all components of the nation are obliged to educate the life of the nation, which is one of the objectives of the State of Indonesia.

The teaching and learning process involves interaction between educators and students (Zuhaeriah et al., 2020; Bahri et al., 2022). This relationship will achieve its goals if the teacher pays attention to the students he is dealing with while teaching. By knowing the conditions of students, teaching methods will be found that are in accordance with the conditions of students. If we teach students with hearing disabilities, of course, conversational methods (lectures) are not effective for them.

Quality education is marked by the quality of good school education as well (Madani, 2019). Improving the quality of education can be done by improving all school-supporting elements, including the methods used in education; learning methods are one of the methods used. In the learning process, there are several methods that are often used or are well known, for example, the lecture method, question and answer, discussion, group work, giving assignments, drill methods, and so on (Blegur & Lumba, 2019). Therefore, the use of appropriate learning methods is very necessary for cultivating learning activities for students.

Jurisprudence is a part of the study of the Islamic religion that discusses Syara's laws based on detailed Syara's propositions (Mu'adzah, 2022; Rohman et al., 2022). In addition, fiqh in terms is the science of sharia laws that are practical (practical), which are taken from their tafhily (detailed) arguments. Whereas Jurisprudence in the madrasah curriculum is one of the subjects of Islamic Religious Education that is directed at preparing students to know, understand, live, and practice Islamic law, which then becomes the basis of their outlook on life through guidance, teaching, training, and the use of experience.

Jurisprudence learning at Madrasah Tsanawiyah aims to equip students to be able to:

1. Know and understand the main points of Islamic law in regulating provisions and procedures for carrying out human relations with Allah, which are regulated in the fiqh of worship, and human relations with others, which are regulated in the fiqh of muamalah.
2. Carry out and practice the provisions of Islamic law correctly in carrying out worship to Allah and social worship. This experience is expected to foster adherence to Islamic law, discipline, and high social responsibility in personal and social life.

From some of these definitions, it can be concluded that the role of the fiqh teacher in increasing students' learning motivation in fiqh subjects is how or what steps will be taken by a teacher, in this case, the fiqh teacher, to foster the desire and enthusiasm of students to accept fiqh subjects delivered by the teacher with pleasure and have a conscious understanding to like the lesson because then the lesson will be easily absorbed and understood by the students themselves without any sense of compulsion.

Apart from that, fiqh teachers should also be close to and liked by students, so that the lessons conveyed by the teacher will be easily accepted and absorbed by students because they are happy to receive the lessons conveyed the teacher ([Hasanah, 2021](#); [Hidayah & Az-zafi, 2021](#)).

The formulation of the problem in this paper

1. How to Apply the Drill Method in Jurisprudence Learning in Class VII. 5 MTs As'adiyah Puteri II Sengkang Center, Wajo Regency
2. How to describe the motivation to learn Jurisprudence for students in class VII. 5 MTs. As'adiyah Peteri II Sengkang Center, Wajo Regency
3. How to Apply the Drill Method to Increasing Motivation to Study Jurisprudence for Class VII Students 5 MTs. As'adiyah Puteri II Sengkang Center for Wajo Regency

2. METHOD AND DISCUSSION

In this study, the authors used descriptive qualitative field research to describe natural or engineered phenomena at MTs. As'adiyah Puteri II, Sengkang, Wajo Regency The method of approach used by the author in this thesis is an educational and psychological approach.

a. Education is a process with certain methods so that people gain knowledge, understanding, and ways of behaving according to their needs. In this case, the author takes an educational approach that explores aspects of the problems related to the application of the drill method to Islamic Jurisprudence subjects in increasing the learning motivation of class VII students. 5 MTs As'adiyah Puteri II, Sengkang Center, Wajo Regency

b. The psychological approach is a science that investigates and discusses open and closed behavior in humans both as individuals and in groups in relation to the environment, in this case including all people, goods, circumstances, and events that exist around humans. This approach is intended to determine the psychological condition of students in Class VII. 5 MTs. As'adiyah Puteri II, Sengkang Center, Wajo Regency in behavior, getting along with enthusiasm in studying religion.

In collecting the data needed to compile this thesis, the author has used several methods, such as:

a. library research

Library research is research done by reading books or magazines and other sources related to scientific writing. In this library research, the writer took two approaches, namely:

1) Direct quotation; that is, the author cites a book or magazine without changing the editorial at all.

2) Indirect quotation, namely, when the author quotes the text of the book or other sources by changing the editorial, but the meaning and purpose remain the same.

b. field research

Field research is a research method used to obtain data in the field by exploring or visiting directly the object that is the target of research.

The following are some of the data collection techniques used by the author: Observation is the systematic observation or recording of the elements that appear in a phenomenon that is the object of research. In this case, the author made direct observations of the conditions of the students, the organizational structure, the activities carried out by the teacher, and the condition of the MTs teachers. As'adiyah Puteri II, Sengkang, Wajo Regency

An interview is a method of gathering data in which the interviewer asks questions directly to the respondent, who is then recorded. In this study, the authors used a type of guided-free interview. This means that the writer freely asks the main issues in accordance with the circumstances of the interviewees but sticks to the list of questions that have been made in the data collection instrument. With interviews, the writer can obtain data that is not disclosed in observation techniques and documentary studies but that can be accounted for because it comes from the source directly.

Documentation is one of the data collection techniques used in social research methodology to trace historical data. Most of the data available are in the form of letters, diaries, memorabilia, and reports.

Documentation-type data collection techniques are used by the author to obtain data on the history of the establishment and development of the school, the organizational structure of the school, the situation, and condition of the school, which includes the principal, teachers, employees, and students, along with various documents related to the application of the drill method in increasing learning motivation. Class VII students 5 MTs. As'adiyah Puteri II, Sengkang, Wajo Regency.

3. RESULTS AND DISCUSSION

3.1 Application of the Drill Method in Jurisprudence Learning in Class VII. 5 MTs. As'adiyah Puteri II Sengkang Center, Wajo Regency

In the teaching and learning process, the teacher must have a method or path that we must take in order to provide an understanding to students about the lessons they are learning (Falloon, 2019). The method is very important; it must be owned by a teacher before entering the classroom and must be used by a teacher. The method is very influential in teaching. With the value method, it can be good or bad; with learning methods, it can be successful or fail, and most teachers who master the material can fail in learning because they don't get the right method to understand students in the learning process so that students can learn effectively and efficiently and what is expected of these educational goals can be achieved. One of the steps to having that strategy is to master teaching methods. Methods occupy a role that is no less important than other components in teaching and learning activities. Based on the understanding of the teaching method, namely a way of delivering learning material to achieve the stated goals, the function of the teaching method cannot be ignored because the teaching method determines the success of the teaching and learning process and is an integral part of a teaching system.

As one component of education, the learning method is an instrument of learning activities that are used to achieve the goals that have been set (Numonjonov, 2020; Ismail et al., 2020). In the learning process, various methods are used according to the objectives to be achieved after the learning process ends. There is no single method that is considered the best among other methods because each method has certain characteristics with all its advantages and disadvantages. A teacher cannot carry out his duties properly if he is not supported by his mastery of a learning method that has been formulated and developed by psychologists and educational experts.

The teaching and learning process is carried out at MTs. As'adiyah Puteri II Sengkang Center is that most of the teachers use traditional learning methods, namely lecture, question and answer, dictation, and group discussion.

Various methods have been used by educators in carrying out the teaching and learning processes. Among them are the lecture method, question and answer, dictation, and discussion, and one of them is the method used by teachers of Islamic jurisprudence subjects at MTs. As'adiyah Puteri II Sengkang Center is the drill method. The drill-and-kill method is an orderly and systematic way of teaching. Acquiring dexterity requires the repeated practice of what has been learned, because only by doing it regularly can this knowledge be perfected.

The way to teach fiqh subjects is to give lots of assignments or exercises and have students memorize verses so that they can think independently. However, educators are still the main pillars of learning and provide constructive directions. The methods applied in learning are important so as not to violate school rules, and educators giving assignments or exercises is a good thing because it encourages students to learn creatively in solving their problems or difficulties.

Example of application in carrying out the drill method

- a) The teacher gives a brief explanation of the concepts, principles, or rules that form the basis for carrying out the work to be trained.
- b) The teacher shows how to do the job properly and correctly according to certain concepts and rules. In the form of the verbal learner that is shown, there is the speaking or writing of words and sentences.
- c) If learning is done in groups or classically, the teacher can order one of the students to imitate what the teacher has done while other students practice.
- d) Then individual training can be carried out with guidance from educators so that learning outcomes are achieved in accordance with the objectives.

Regarding the substance, the chronology of the application of the drill method begins by greeting and asking about the readiness of students to take part in fiqh lessons. Furthermore, the teacher usually repeats the material that has been studied before continuing the material. After that, what the teacher does is explain or continue the fiqh material according to what is being taught. Each student listens to his own book and takes notes according to what he thinks is important. Then, in the learning process, the teacher and students give questions and answers about prayer and also give an explanation of the pillars of prayer. Regarding learning, it is closed by reading a prayer and saying greetings.

As with the researcher's interview with the fiqh subject teacher, the drill-and-kill method was used in the learning process. The application of the drill method is provided to students by providing memorization and assignments to work on together with their friends. However, the application of the drill method is not often used because teachers who are proficient in Islamic subjects tend to apply traditional learning models such as lecture and dictation methods.

Selviana Riski Walinono is a class VII student. 5 MTs. As'adiyah Puteri II Sengkang Center: In participating in fiqh learning using the drill method, most of the students responded well (liked the drill learning method) for reasons that were easy to understand and interesting. Because students feel that they have their rights in learning and also foster a good sense of cooperation between groups and with other friends, there are also students who do not like the drill-and-kill method.

Nur Aisyah Khairunnisa Ruslan, MTs student As'adiyah Puteri II Sengkang Center According to her, in presenting material using the drill method, it is very good, easy to understand, and clear. In presenting the material in learning activities, namely by distributing groups to students, students are very happy if given group assignments because they can do assignments with their friends so that the assignments given are completed quickly and get a plus, and students are motivated to do the assignments or exercises given to the teacher.

Through the explanation above, the authors conclude that in MTs. As'adiyah Puteri II Sengkang Center, the drill learning method was effective because it was well implemented, and students answered that they were often given assignments. But it does not rule out the possibility of teachers in the teaching and learning process using other methods or methods.

3.2 Description of Increasing Motivation to Learn Jurisprudence for Students in Class VII. 5 MTs. As'adiyah Puteri II Sengkang Center, Wajo Regency

Motivation is the basic impetus that moves a person to behave ([Widiatma et al., 2022](#)). This urge is in a person who moves to do something that is in accordance with his inner urge. Therefore, someone's actions based on certain motivations contain a theme according to the underlying motivation.

The essence of motivation to learn jurisprudence is internal and external encouragement to students who are learning to make changes in behavior, generally with several indicators or supporting elements. This has a big role in one's success in learning. Indicators of learning motivation can be classified as follows ([Lee et al., 2019](#)):

1. There is passion and a desire to succeed.
2. There is encouragement and a need for learning.
3. There are hopes and aspirations for the future.
4. There is an appreciation for learning.
5. There are interesting activities in learning.
6. There is a conducive learning environment, enabling students to study well.

Based on interviews conducted by researchers with Dra. Rukasmin MM, head of the Madrasah MTs, the As'adiyah Puteri II Sengkang Center says that there are ways for

educators to arouse student learning motivation. The first is a spiritual approach: at the beginning of the lesson before moving on to the subject matter, the educator tells about exemplary stories, the Prophet's exams, issues raised from students' daily lives, negative impacts, pros, and cons if they violate, and from their students will pay attention. The second is the physical approach: students are given prizes, which can be in the form of material, grades, or speeches. Students will be happy if they are given a good word, for example, "Yes, your answer is correct; you are smart". With words like that, students become motivated.

As for the factors that support and inhibit the increase in learning motivation of students at MTs, the As'adiyah Puteri II Sengkang Center is as follows:

1. Supporting Factors

There are several factors that can support the increase in students' motivation to learn fiqh using the drill method, as follows:

a. There are adequate facilities and infrastructure.

The availability of facilities and infrastructure is a very important and useful supporting factor because, with sufficient facilities and infrastructure, fiqh teachers can carry out activities related to worship. For example, there is the Koran, the prayer room, the place of ablution, and others.

b. There is full support from the principal.

Full support from the madrasah principal is very important as a full policy for teachers, both religious teachers and general teachers, in carrying out activities within the school environment. This support is in the form of psychological support, such as the head of the madrasah helping the fiqh teacher motivate students.

c. There is awareness among students

The most important and main of the supporting factors is student awareness, which grows from within students to increase learning motivation; without awareness, students will not be motivated.

d. There is motivation or support from both people.

According to the fiqh teacher, the supporting factors in increasing students' learning motivation were adequate or capable of reflecting their socioeconomic background. so that students who have sufficient background can calmly follow the teaching and learning process.

2. Inhibiting Factors

Furthermore, the inhibiting factors for increasing students' learning motivation by participating in drill learning are as follows:

a. The students' interest in learning is lacking; some students are lazy, so they are less disciplined in participating in drill lessons; they are also playing games and are not serious about paying attention when the teacher delivers ongoing explanations.

b. Learning Inhibiting Factors

Factors that influence the learning process of students are divided into internal and external factors. Both of these factors affect student learning outcomes.

c. Constitution

The physical condition greatly influences the learning activities of students. Healthy and fit physical conditions will have a positive influence on the learning process. Meanwhile, a weak or sick physical condition will hinder the achievement of learning outcomes.

3.3 Application of the Drill Method in Increasing Motivation to Study Jurisprudence for Class VII Students 5 MTs. As'adiyah Puteri II, Sengkang Center, Wajo Regency

As has been stated, the drill-and-practice method is an exercise with a practice that is carried out repeatedly and continuously to gain practical skills and dexterity regarding the knowledge learned (Kurniawan et al., 2019; Prikken et al., 2019). When it comes to fiqh, what must be conveyed to students at school is limited to the methods that are suitable for use.

Based on interviews conducted by researchers, it can be concluded that the method is a way to achieve the goals that have been set. In teaching and learning activities, effectiveness depends very much on the selection of methods and the use of teaching methods that are in harmony with the purpose of teaching. Choosing and using the right teaching method, according to the material and the right situation and conditions will affect the pleasure of following the lesson and the student's understanding of the material taught by the fiqh teacher.

In a teaching and learning activity, not all students are able to concentrate for a relatively long time. Likewise, the absorption of the lessons that have been given also varies; some are fast, some are medium, and some are slow. Intelligence factors influence students' absorption of the lessons given by the teacher (Trigueros et al., 2020).

The method is actually one way for teachers to channel their knowledge toward their students. That way, they will be proud if their students succeed. They are always considered unsung heroes. It is not only students who want to succeed; teachers also expect them to be successful in carrying out the teaching and learning process. The right method will make students comfortable and make it easy for them to receive lessons (Shatri, 2020). One of the methods applied to involve students actively in order to support the smooth teaching and learning process, especially in fiqh subjects, is to use of the drill-and-kill method. The drill-and-kill method is expected to be able to stimulate the activeness of students in the teaching and learning process in certain subjects.

4. CONCLUSION

4.1. Implementation of the drill method in fiqh learning at MTs As'adiyah Puteri II Sengkang Center is used but varied with various other methods, such as lectures, discussions, and questions and answers. With a variety of methods, the presentation of teaching comes alive, will arouse the enthusiasm of students, and will not cause boredom in participating in the teaching and learning process. Learning objectives can be achieved.

4.2. There are many forms of motivation that are usually given by fiqh teachers at MTs. As'adiyah Puteri II Sengkang Center Among them is giving numbers, praise, awards,

group work, and fostering students' enthusiasm about the importance of assignments. So that it has a strong and positive effect on students' learning.

4.3. The application of the drill method in fiqh learning greatly influences students' learning motivation. Choosing and using the right teaching method, according to the material and the right situation and conditions, it will affect the pleasure of following the lesson and the student's understanding of the material taught by the fiqh teacher. Invites various methods, including the drill method.

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