

The Implementation of Drill Method to Improve Student Skills on *Wudu* and *Salat*

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ABSTRACT

Fiqh learning with various materials contained in it is faced with a real problem; namely, students find it challenging to have the ability to apply the subject matter they get. They understand cognitively but are not able to affectively and psychomotor. Therefore, teachers must make a breakthrough by trying new things in the learning process. This study aims to describe the use of the drill method in improving the ability of students in the field of fiqh, especially *wudu* and *salat* materials. Research is carried out in the form of Classroom Action Research, which is research based on real conditions in the classroom. Data is collected through observations and documentation studies. This research was conducted in the form of Classroom Action Research based on real conditions in the classroom. Based on the results, in the first cycle, 10 students were unable properly perform Wudu and salat. Based on these conditions, the researcher re-planned using the drill method in teaching Wudu and salat. Observations in cycle II showed that it is necessary to continue in cycle III because, in cycle II, 4 students were not yet skilled in *wudu* and *salat*. After cycle III, 17 IV-graders have skills in carrying out practical worship. The results showed that the drill method effectively improved skills in carrying out practical worship.

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1. INTRODUCTION

Fiqh learning in madrasas aims to help students understand how to implement Islamic law, both worship and *muamalah* in accordance with Islamic teachings. Fiqh learning does not have significant obstacles related to cognitive abilities because students are able to exceed the passing grade. Sandra explained that fiqh learning requires comprehensive planning, implementation and evaluation, not only limited to cognitive aspects but also affective and psychomotor aspects (Sandra, 2021). There are several influencing aspects to meet learning goals, such as learning methods, where the right method

will have a major impact and influence on learning outcomes (Munawaroh, 2017); (Aprianto et al., 2020). Learning methods make it easier for teachers to deliver learning materials (Debele & Kelbisa, 2017). Learning methods will also make it easier for students to understand learning materials (Hung, 2012). The suitable method will also shorten the time and improve the quality of learning outcomes (Masino & Niño-Zarazúa, 2016; Zaenudim, 2015; Dunlosky et al., 2013; Biwer et al., 2020).

Based on the learning outcomes of fiqh for III-graders of a state Madrasah Ibtidaiyah in Padang Pariaman, all students reached the passing grade as in the report book, but some students were unable to perform *wudu* and *salat*. These two worships are related to each other, and *salat* will not be valid without being clean from *hadas*, both minor and major *hadas*. Related to this condition, researchers are interested in conducting research on the implementation of a learning method, namely the drill method. The drilling method is seen as part of the right method to teach learning materials to improve practical skills. Based on the literature review, learning with the drill method can make students skilled in and practising the material taught (Pramesti, 2020). Purwati proved that implementing the drill method significantly influenced the improvement of student interest (Purwati, 2010). The drilling method is not only implemented in fiqh. Fauzi and Darmawan proved that the drill method could improve Arabic learning outcomes (Fauzi & Darmawan, 2019).

The drill method, as tested by observers and education practitioners, is able to make students skilled in the material being studied. As explained by the experts, the drill method is very effective in utilizing the time where improving skills does not take long (Rathakrishnan et al., 2018). In addition, by implementing the drill method, students are skilled in and practising the material studied (Kani & Sa'ad, 2015) independently (Padalia & Yatim, 2020).

The primary distinction between this study and others is in the data used. Pramesti investigated the drill technique associated with *mawaris* (Pramesti, 2020). Purwati, meantime, looked into how the drill method could affect students' motivation to study fiqh (Purwati, 2010). In the meantime, Dewi et al. studied the efficacy of the drill method in boosting statistics students' ability to understand the subject (Dewi et al., 2020). Huproni looked into how the drill approach was used to teach Islamic science (Huproni, 2020). Based on their research, Widiastuti et al., who examined the use of media in teaching *wudu* and prayer, concluded that multimedia aids in the retention of *wudu* and prayer materials, particularly at the kindergarten level (Widiastuti et al., 2020). A major focus of the Chomariyah et al. study was the creation of instructional materials for performing *wudu* and performing *salat*. They've developed a set of interactive resources for teaching *wudu* and prayer. (Chomariyah et al., 2019)

There is a gap in the study on the usage of drill techniques for *wudu* and *salat*, which has been identified from a number of different studies. There are also variations between this study and others like it in terms of the formal object of research, specifically the study's focus and the research object's level of education. Using the same learning strategy on several objects will provide varying outcomes. The foregoing explains why this study should help raise education standards, particularly in applied fields. In addition, by taking into account the material and aims, this study will be able to bring new innovations in the field of fiqh learning, particularly in the area of experimentation with different approaches.

2. METHODS

Madrasah Ibtidaiyah Negeri 3 Padang Pariaman is part of an educational institution under the Padang Pariaman Regency Religious Affairs Office. This madrasa was selected because of the intention to improve fiqh learning outcomes through innovative learning methods. Researchers are responsible and have an obligation because they have great attention to implementing fiqh and worship learning in every Islamic educational institution.

In line with that intention, this research was conducted in the form of Classroom Action Research based on real conditions in the classroom (Susilowati, 2018; Ritonga et al., 2020). This research aims to improve skills in practical worship due to the failure to achieve fiqh learning goals of

III-graders. This classroom action research was conducted on IV-graders of Madrasah Ibtidaiyah Negeri 3 Padang Pariaman. Based on observations and document studies, this class was chosen because the ability to perform Wudu and salat has not met expectations.

As with classroom action research, the steps used in this research are planning, implementation, observation, and reflection. These four activities will be carried out continuously until skills in practising Wudu and salat are improved. For more details, Figure 1 describes the activities in each cycle.

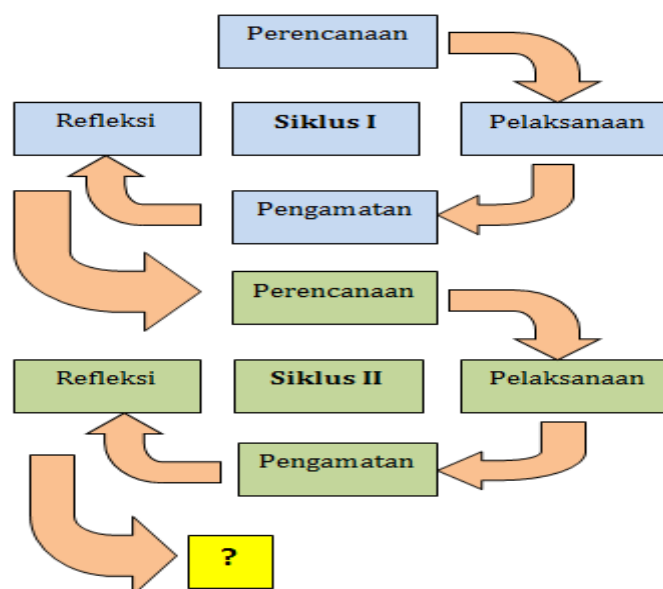


Figure 1. Activities in Each Cycle

Based on Figure 1, researchers conducted planning, implementation, observation, and reflection in each cycle. Researchers also conducted planning based on the problems found in each cycle so that the desired changes occurred. This research was stopped in the third cycle because the goal had been achieved, where 100% of IV-graders had the skills for performing Wudu and salat. The data were collected based on careful observation of every fact that occurred to students and documents related to the stages in action.

Research data is collected based on the results of observations and documents, observations the meaning here is that researchers make careful observations of every fact that occurs in students. Any facts that have to do with the content of the study are recorded, and the aspects observed include learners' cognitive abilities and affectives related to the wudu and salat materials taught by the teacher. Meanwhile, a document study was carried out to obtain data related to the daily learning outcomes of students as found in the records of fiqh teachers. The data obtained through observation are then analyzed in a qualitative description, while the learning outcomes are analyzed by deciphering the percentages in each cycle according to the aspects of the abilities possessed by students.

3. FINDINGS AND DISCUSSION

Fiqh is one of the five subjects incorporated into the Islamic Religious Education curriculum in Madrasah. Fiqh learning, as found in Madrasah has various problems so it requires new innovations from teachers. This is because, without innovation from teachers, it will cause non-achievement of targeted results.

Based on the document of fiqh learning outcomes, all III-graders have exceeded the passing grade. However, out of 17 students, 12 students are not yet skilled in performing Wudu and salat according to the conditions and pillars. In the first cycle, 10 students were unable properly perform Wudu and salat. Based on these conditions, the researcher re-planned using the drill method in teaching Wudu and salat. Observations in cycle II showed that it is necessary to continue in cycle III because, in cycle II, 4 students were not yet skilled in Wudu and salat. After cycle III, 17 IV-graders have skills in carrying out practical worship. The results showed that the drill method was effectively used in improving skills to carry out practical worship.

Data related to learning outcomes on *wudu* and *salat* using the drill method in each cycle can be described in the following diagram:

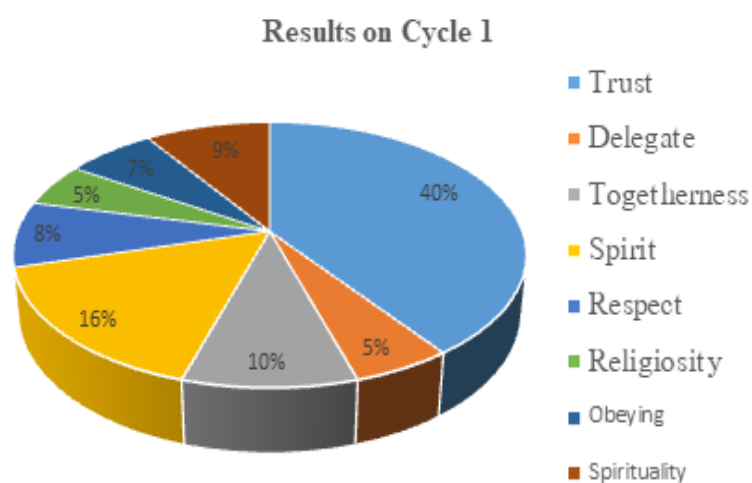


Diagram 1: Skills on Wudu and Salat in Cycle 1

Diagram 1 shows that implementing the drill method in the first cycle has not impacted learning outcomes on Wudu and salat. This shows the need for further action based on various factors inhibiting the achievement of learning outcomes. The factor causing low learning outcomes with the drill method is the low understanding of teachers of the drill method. This is in line with several studies showing that the ability of teachers to use methods has an impact on learning outcomes (Bourner, 1997; Kintu et al., 2017). Each method that will be used by teachers requires prior understanding, because without a correct understanding, both theoretically and practically, the method to be used will have a negative impact on the quality of the process and the quality of learning outcomes (Keiler, 2018; Azer, 2005; Ribeiro-Silva et al., 2022). Based on the findings in the first cycle, as well as the opinions and conclusions of experts, the researcher replanned fiqh learning with a drilling method focusing on categorizing student skills. This is expected to improve cognitive, psychomotor, and affective aspects of performing Wudu and salat.

In accordance with the planning and implementation results in the second cycle, the ability of students in Wudu and salat has increased compared to the results found in the first cycle. This increase can be seen from the classification results, where 47% of students were in the excellent category, 29% were in a good category, 12% were in enough category, and 12% were in the incomplete category. The data can be described in diagram 2 below:

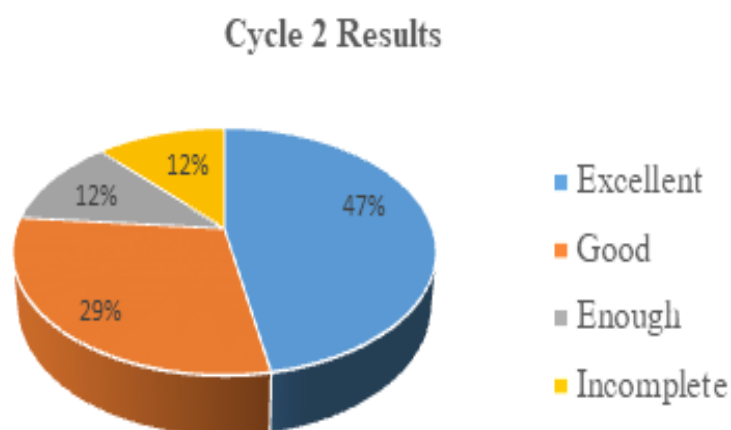


Diagram 2. Fiqh Learning Outcomes using Drill Method in Cycle II

Diagram 2 shows the improvement of learning outcomes in Wudu and salat using drill method. Fiqh teachers in cycle II are more skilled at using the drill method. This condition becomes an integral part of the improvement of learning outcomes. The improvement of learning outcomes in cycle II is also closely related to students' attention and active participation in learning. The data found from the informants showed that they were more enthusiastic due to the ability of the teachers to teach using the drill method. This finding is relevant to the theory, and research results prove that students' attention and active participation in the learning process have an impact on increasing learning outcomes (Sezer et al., 2017; Ritonga et al., 2022; Coman et al., 2020).

The improvement of learning outcomes on Wudu and salat, as in cycle II, proves that the drill method positively impacts learning outcomes. The effectiveness of the drill method in improving learning outcomes has also been proven by previous researchers and academics. Yohaidah explained that the implementation of the drill method improves learning outcomes (Yohaidah, 2022). Dewi et al. also proved that learning using the drill method influences learning outcomes (Dewi et al., 2020).

The improvement of learning outcomes on Wudu and salat increases the motivation for researchers to look further by taking action in cycle III. Cycle III aims to determine the improvement in cognitive, affective, and psychomotor aspects. Planning and implementation were based on weaknesses in cycle II. The results of cycle III can be described in diagram 3:

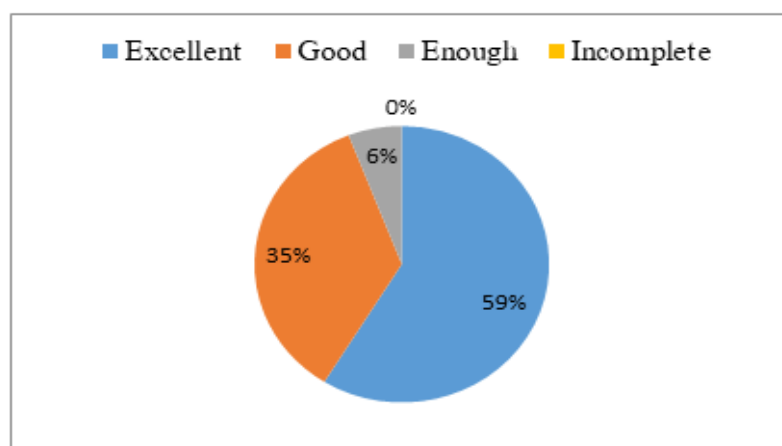


Diagram 3. Improvement of Learning Outcomes using Drill Method on Wudu and Salat

The wudu and salat material contained in the fiqh subject in addition to containing theoretical material, also requires learning that has an impact on the ability of students applicatively. In this case, it is understood that the drill method used in madrasah Ibtidaiyah Negeri 3 Pariaman conforms with fiqh material, especially applicative ones. Students can practice directly the correct way of wudu and how to carry out salat in accordance with the procedures of worship in Islam. These findings are in line with the teacher's skill in using the drill method in teaching ablution and prayer materials.

In accordance with the data described above, it can be emphasized that the drill method has a good impact on the achievement of student learning outcomes. The impact is made clearer when the material taught to learners leads to applicative material. This finding corroborates the conclusions of previous studies (Yohaidah, 2022; Kani & Sa'ad, 2015; Padalia & Yatim, 2020), which suggest that the drill method makes it easier for teachers to realize students who have the ability in accordance with learning objectives.

4. CONCLUSION

In accordance with the actions that have been carried out, namely the drill method, it can be concluded that the drill method has an impact on the improvement of learning outcomes, especially practical materials such as Wudu and salat. This statement is based on the occurrence of changes in the form of improvement of learning outcomes in each cycle. In addition, the implementation of the learning method is in accordance with the teachers' ability to improve the students' attention and participation. The suitability and implementation of the method must also consider the learning material, and it is proven that the suitability of the drill method with Wudu and salat has an impact on the improvement of learning outcomes. The results of this study do not mean scientific justification in general but rather are based on a specific place and time. Academics are likely to find different results when conducting research in the future. However, at least these results can be used as a basic reference for researchers in the future, especially for academics and researchers who want to research matters related to the drill method and its application or wudu and prayer learning from various points of view.

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