

Implementation of the Drill Method in Learning to Read and Write Javanese Script Class V MI Ma'arif NU Banteran

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Abstract

This research was motivated by a response to educators' efforts to implement innovative learning methods, namely the drill method in learning to read and write Javanese script. The drill method is applied to overcome the difficulties experienced by high class MI students in mastering the skills of reading and writing Javanese script. The aim of this research is to describe the implementation process of learning to read and write Javanese script using the drill method at madrasah ibtidaiyah. This research is based on behavioristic learning theory. The method used in this research is a descriptive qualitative field research method. This research uses observation, interviews and documentation in data collection. The research was conducted on students in the VC MI Ma'arif NU Banteran class for the 2023/2024 academic year. To check the validity of the data in this research, source triangulation and technical triangulation were used. The results of the research reveal that the implementation of the drill method in learning to read and write Javanese script is divided into three stages, namely the planning stage including preparation of lesson plans, preparing students before learning, having complete learning facilities and selecting appropriate methods and evaluation techniques; the implementation stage includes preliminary activities in the form of learning apperception; The core activities consist of introducing Javanese script, practicing writing Javanese script repeatedly, reading simple texts, and composing simple sentences using various techniques or strategies, such as opening or closing books, using interesting learning media, group games, and a student pointing system.; closing activities in the form of drawing conclusions about the material; then the evaluation stage includes written tests and oral test.

Keywords: implementation, drill method, learning to read and write, javanese script.

1. Introduction

In fact, the progress of human life is closely related to the importance of the role of education. Education is a relationship of dependence that is carried out consciously and planned between humans and the environment, so as to bring positive changes in various aspects of life. In the National Education System Law No. 20 of 2003, it is stated that the education system is applied by expanding the understanding of reading, writing, and arithmetic.

As in Javanese language learning, the culture of reading and writing has been implemented. Javanese is a regional language established on the island of Java. The Javanese language has been applied in schools to improve language skills and appreciate their culture.

Based on the Regional Regulation of Central Java Province Number 9 of 2012 concerning Javanese Language, Literature, and Script article 1 Paragraph 11, the Javanese language is a means of communication and cultural manifestation inherited by the local community. In the curriculum structure of the education level, SD/MI, SMP/MTS, and SMA/MA/SMK, Javanese is one of the local content curricula held in schools that use the 2013 curriculum or the independent curriculum.

The objectives of the Javanese local content curriculum are (1) preserving Javanese language culture which includes script, literature, and language as regional identity, (2) optimizing Javanese cultural values such as artistic, moral, ethical, and religious values, (3) Javanese cultural factors that function as a means of forming character and character. Based on the Decree of the Governor of Central Java Number 423.5/5/2010 in the curriculum of local Javanese language teaching materials for the education level of SD/SDLB/MI, there are four competency standards, namely listening, speaking, reading, and writing. Based on these competency standards, the ability to read and write Javanese script is a basic competency that must be mastered by students.

Learning the Javanese script is expected to motivate students to have reading and writing skills in the Javanese script. To meet these expectations. Teachers should be able to deliver material that is easy for students to understand, one of the strategies implemented is to apply the drill method.

Based on the results of preliminary observations at MI Ma'arif NU Banteran, that the Javanese script has been introduced since grade III. In accordance with the information conveyed by the head of the madrasah that for grades IV, V, and VI, there is indeed Javanese script material, but the assumption of class V teachers is even more difficult when teaching students about reading and writing Javanese script. Because in addition to students reading and writing Javanese script, students are also required to make complex sentences using pairs and sandhangan.

The uniqueness of this drill method lies in its application which is carried out before learning begins, students practice reading and writing Javanese letters with the technique of opening or closing the book according to the material given, so when learning the Javanese script begins, students can understand the material faster. In addition, the drill method is carried out during learning evaluation, before returning home, the teacher tests students both in groups and individually. With the help of learning media, teachers write and mention Javanese letters until all students can answer. This is done to train students in terms of memory, skills, and agility. For this reason, based on the results of the researcher's initial findings and various problems that have been presented, the author is interested in conducting research with the title "Implementation of the Drill Method in Learning to Read and Write Javanese Script Class V MI Ma'arif NU Banteran".

2. Theoretical Studies

This study uses behavioristic learning theory, which states that learning is a dynamic process in which a person's behavior continues to develop in response to various stimuli he or she faces. One of the most influential figures in behavioristic theory is Burrhus Frederic Skinner. The relationship between stimulus and response to behavioristic theory puts students in a position to learn. Certain responses or behaviors can be obtained through the drill or habituation method.

In the Great Dictionary of the Indonesian Language (KBBI) implementation is implementation, implementation, the meaning is to apply something to real things. Wheleen and Hunger in Bukhari (2019:2) define implementation as a process that involves the practical application of information and knowledge in carrying out operational activities. Leithwood in Umar (2016:268) reveals that implementation is a process of changing behavior or an effort to improve achievement in accordance with harapan yang tercantum dalam kurikulum yang take place gradually and continuously.

According to Djamaluddin and Abdullah Aly in Darmadi (2017:175), the method is formed from the word "meta" which is synonymous with "through" and "hodos" means "way". The learning method is a technique mastered by teachers, both individually and in the community by providing teaching materials in the classroom to students so that they can be understood and useful.

According to Syaiful Bahri (2014:95) "the drill method is a good guiding technique to make students get used to something or maintain good and positive habits". According to Sudjana in Suci Aminatul (2020:247), "the practice method is the repetition of something that is similar in depth to achieve maximum and constant mastery of skills". Then according to Dewa Putu Yudhi (2021:35) "The drill method is a teaching method that aims to perfect skills through exercises that are carried out many times so as to form a certain pattern of habits". It can be concluded that the drill method is a way of guiding that includes providing regular practice on the material learned in forming certain habits so that students can acquire physical skills and mental skills.

According to Muhaimin Abdul Mujib in Adhis Ubaidillah (2021:4), the drill method is divided into several types, including (1) inquiry techniques (group work), (2) discovery techniques, (3) micro teaching techniques, (4) learning module techniques, and (5) independent learning techniques. The purpose of the drill method in learning is (1) mastering physical skills, such as writing, memorizing words, applying tools, (2) developing intellectual abilities, (3) mastering the ability to associate logical relationships between various things, such as the relationship between weather and natural disasters, between symbols and meanings, letter characters and sounds -ny, -ng, and so on.

Reading and writing are interconnected jobs. Reading at the elementary level taught to elementary school students in the lower grades is characterized by literacy, which is a reading activity that involves distinguishing symbols of writing symbols. Meanwhile, in high grade elementary school students, reading ability is characterized by discourse literacy, that is, they can already know the meaning of the content of the reading read. Children's initial writing skills are trained through the recognition and imitation of graphic symbols that form meaningful sentences. Meanwhile, in high grade elementary school students, writing skills are able to compose texts effectively, using language rules and the right word choices.

Based on Regional Regulation Number 9 of 2012 article 1 concerning Javanese Language, Literature, and Script states that "Javanese script is a character or letter that has a form, sign, graphic, system, and writing rules used for the Javanese language and literature in its historical development".

The Javanese script is composed into six types of letters with different functions, namely carakan as a basic letter, swara as a vowel, fictitious as an additional letter, murda as a capital letter, wilangan as a number, and clothing as a punctuation. According to Suwardi in Rina (2015:115) there are principles for learning the Javanese script, namely (1) imitating, which is learning the Javanese script without understanding the meaning, (2) remembering, which is applying memorization techniques in learning the Javanese script, (3) reformulating, which is practicing writing the Javanese script repeatedly, (4) creating, which is the step of writing a beautiful and neat Javanese script according to the rules, (5) justifying, is the stage of checking the correct and incorrect Javanese writing results.

Generally, learning Javanese script has been introduced at the elementary school level, starting from grades 3 to 6. At the elementary level, students master the Javanese Nglegena script to couples and clothes. The Nglegena script is a Javanese script consisting of 20 syllables and does not yet have a partner and clothing. Clothes are punctuation, vowels, consonants that are commonly applied in daily life, for example: wulu (i), taling (é), pepet (e), suku (u), taling tarung (o).

3. Research Methods

This research was carried out at MI Ma'arif NU Banteran, Sumbang District, Banyumas Regency, Central Java Province, which was carried out in the even semester of the 2023/2024 Academic Year. The research took place in the VC MI Ma'arif NU Banteran class. The implementation of the research began on May 3, 2024-May 21, 2024. The number of students involved in this study was 25 people consisting of 11 male students and 14 female students.

This type of research is using field research which is qualitative descriptive. The purpose of this study is to describe the implementation of the drill method in learning to read and write Javanese script in grade V at MI Ma'arif NU Banteran.

The object of this study is the implementation of the drill method in learning to read and write Javanese script class V at MI Ma'arif NU Banteran with the focus of the study, namely the implementation of the drill method which includes planning, implementation, and evaluation stages. The subjects in this study are the head of the madrasah MI Ma'arif NU Banteran, the homeroom teacher VC MI Ma'arif NU Banteran, and class students of VC MI Ma'arif NU Banteran which totaled 25 students.

The data collection techniques used in this study are observation techniques (non-participant observation), interviews (semi-structured interviews), and documentation. The instruments used in this study are in the form of observation instruments on the activities of teachers and students in implementing the drill method in learning to read and write the Javanese script and interviews (semi-structured interviews) with informants of the madrasah head, VC homeroom teachers, and students as many as 5 students/i who were selected spontaneously and randomly by the consideration of the homeroom teacher.

The data analysis technique used in this study uses a descriptive narrative analysis technique that aims to describe the data that has been collected as it is.

4. Results and Discussion

4.1. Research Results

MI Ma'arif NU Banteran is one of the madrasas that has implemented interesting learning methods by teachers to facilitate the learning process, especially in high grades, namely class V. Based on this research, it can be seen that the learning process takes place in the VC class carried out by homeroom teachers in the process of implementing the drill method in learning to read and write the Javanese script.

The implementation of the drill method in learning to read and write the Javanese script in this study emphasizes repetitive practice activities regarding the Javanese Nglegena script, clothes, pairs, and making Javanese script sentences. So the purpose of teachers applying it in reading and writing Javanese script for grade V is to help students learn and strengthen the memory of Javanese script material so that they do not forget it easily.

The implementation of the drill method in learning to read and write Javanese script in grade V at MI Ma'arif NU Banteran includes three stages, namely the planning stage, the implementation stage, and the evaluation stage. In the planning stage, VC class teachers prepare lesson plans 2 times for four observations, prepare students to always bring stationery, such as pencils, supporting books to carry out drill activities, complete and adequate learning facilities, selection of suitable and appropriate teaching methods, and conduct evaluations in the form of written tests and oral tests.

The researcher conducted 4 observations. The implementation of the drill method in learning to read and write Javanese script in grade V at MI Ma'arif NU Banteran is divided into three stages, namely preliminary activities, core activities, and closing activities. The first observation (May 3, 2024) obtained the result that the VC class teacher in the preliminary activity made an impression, such as conveying the material and learning objectives, as well as questions and answers. The drill method carried out by the teacher is in the form of reading the Origin of the Javanese Script in turn, imitating the reading of the Javanese script until proficient, for example "Mas Arya tuku motor", appointing students to read the Javanese script text, and the activity of compiling Javanese script cards in groups. On the first observation that the learning went well, as evidenced by the enthusiasm shown by the students in participating in learning activities, students were able to give correct answers and responses, even though it was a little rowdy, but the VC MI Ma'arif NU Banteran class teacher was able to give attention and patience so that it could be completed well.

The second observation (May 7, 2024) obtained the result that the drill method carried out by the teacher was that individually students were asked to observe the Javanese script and their partners in the LKS book, practice in the form of writing Javanese script texts, and evaluation activities for reading Javanese script texts which were carried out in a conducive and alternating manner. The second meeting went well, as evidenced by the enthusiasm of students in writing and reading Javanese script, on average students can write and read Javanese script correctly, only a small number of students are not fluent and still forget Javanese script.

The third observation (May 17, 2024) obtained the results that the drill method carried out by the teacher was in the form of providing examples of easy Javanese script sentences, training students to be creative in making sentences using pairs, pointing students forward to practice learning outcomes, and conducting group games using Javanese script card media. The third observation went smoothly, as can be seen from the students' enthusiasm for creative activities to make sentences, Javanese letter guessing activities, and group games. Through various activities, it is hoped that students can maximize learning the Javanese script and get good results.

The fourth observation (May 21, 2024) obtained the result that the drill method carried out by teachers is to learn Javanese letters by opening or closing the book, then practicing the material by working on practice questions in the LKS book. The technique of opening or closing a book at the fourth meeting makes students look serious in learning, especially developing their Javanese writing skills.

The supporting factors in the implementation of the drill method in learning the Javanese script of the VC class at MI Ma'arif NU Banteran are seen from the full attention and patience carried out by the VC class teachers in guiding students to learn the Javanese script, the enthusiastic and enthusiastic student response in learning, the familiarity of teachers and students in learning makes communication go well. There are inhibiting factors that can affect students learning Javanese script, such as not all grade V students can read and write Javanese script, they consider Javanese script material difficult, different student backgrounds, such as low parental education, lack of direct parental figures, and economic and environmental factors are also factors that affect student learning activities.

The results of data analysis on the implementation of the drill method in learning to read and write the Javanese script were processed and presented in the form of narrative texts instead of numbers.

4.2. Discussion

The implementation of the drill method is important to be applied in learning to read and write the Javanese script for upper-class students, because through the process of habituation and exercises that are carried out regularly, certain skills will be formed. According to Sudjana (2020:247), the drill method involves a series of activities, ranging from repeating simple materials, practices to exercises designed to deepen students' proficiency. According to Skinner, behavioristic theory prioritizes the formation of behaviors that are seen as learning achievements. Therefore, both the material delivered by the teacher and the students' understanding need to be measured and measured carefully.

The implementation of the drill method in learning to read and write Javanese script for VC class students at MI Ma'arif NU Banteran, is related to the indicators of the implementation of the drill method which is integrated through preliminary activities, core activities, and closing activities during the learning process. Javanese script is part of the local content subjects of the Javanese language where there is a syllabus, lesson plan and learning activities that are in harmony with Javanese script learning activities. The results obtained based on these indicators are the implementation of the drill method in accordance with the learning objectives.

By applying the drill method, students are more active and able to read and write Javanese script. When students are asked to work on practice questions, respond to the teacher's questions correctly, follow the learning activities well, and present their learning results. Through group activities, students understand concepts and are able to explain what they are doing.

In Skinner's opinion, there are concepts developed in behavioristic theory: (1) behavioristics prioritize the formation of behavior as a learning outcome, (2) a person is seen as having learned if it can show changes in behavior, (3) the behaviorist approach is to observe people's behavior in response to the stimuli they face. Behavioristic theory contains the view that there is a deep connection between behavioral responses in learning and stimuli or stimuli received by certain individuals.

The implementation of the drill method in reading and writing learning carried out by the VC MI Ma'arif NU Banteran class teacher starts from the most basic level, namely the recognition of Javanese letters, punctuation marks or clothing, pairs, composing words to simple sentences. This is in accordance with the level of development of students in learning to read and write the Javanese script, according to Eileen and Lynn in Safri (2016:638) that elementary school age children have acquired reading and writing skills. Grade V students in the age range of 8-12 years have acquired vocabulary of around 4000-5000 words from daily speech. Related to the implementation of the drill method in learning Javanese script, there is also the relevance of Javanese script material to students' daily lives, this shows contextual learning. This can be seen in learning to write down daily activities, such as eating, studying, and going to school in Javanese script.

The application of various drill methods, such as at the first meeting students do activities to imitate the reading of Javanese script texts until they are proficient and the teacher instructs students to advance to the front of the class. It can be seen that students have done good imitation activities, the enthusiasm of students in reading Javanese script texts, where most students can read Javanese script texts with clothes. Nurlina (2022:9) said that learning activities by imitating movements are part of psychomotor skills, so that they can help students remember information longer.

In line with the implementation of the drill method outlined in group activities using Javanese script card media, each group is given the task of compiling sentences using Javanese script cards that have been randomized according to the given questions. After successfully arranging the card media, each group presented the results of their discussion in front of the class. From the above data, it can be concluded that the teacher of the VC MI Ma'arif NU Banteran class has applied one of the techniques in the drill method, namely the inquiry technique (work group). Through inquiry techniques, teachers create a learning environment that fosters students to think critically and collaboratively. This can be seen from the enthusiasm of students in discussing and sharing ideas with a group of friends when compiling Javanese script sentences using card media.

The implementation of the drill method is also applied in writing 10 Javanese letters and punctuation, such as "ha, na, ca, ra, ka" etc along with their spouses and sandhangan penyigeg wanda, layar(r), wignyan(h), dan pangkon(ng). The learning in the VC MI Ma'arif NU Banteran class is a good form, because students get used to writing Javanese script so that it is hoped that their writing skills will continue to develop. By getting used to writing Javanese script, students are encouraged to better appreciate the cultural diversity of the nation and increase students' appreciation of local scripts as part of the nation's identity. In accordance with behavioristic theory, student behavior is the result of learning through experience and environment. The more often students practice, the stronger their motor memory will be in writing Javanese script.

Teachers also provide evaluations such as written tests and oral tests. The written test was obtained from the practice of writing Javanese script which was carried out individually or in groups as well as the results of student assignments from assignments distributed by the teacher or in the form of homework, while the oral test was obtained from the exchange of ideas and student participation in group discussions and the system of directing students to take turns reading in front of the class.

Researchers in observing the implementation of the drill method in learning to read and write the Javanese script in the VC MI Ma'arif NU Banteran class also held tests or trials for students during the observation activity. This is to determine the positive impact of the drill method applied to learning to read and write Javanese script. The researcher took a sample of 5 students according to the teacher's considerations from the beginning who were randomly selected. The form of the test tested is in the form of a written assessment of the Javanese script and an assessment of reading the Javanese script with or without utilizing the media of the Javanese script card. From 5 students, 2 students were less able to write Javanese script and 2 students were less able to read Javanese script.

So it can be stated that the drill method applied by teachers in the VC class to learning to read and write Javanese script runs in accordance with the learning objectives and is successfully applied which provides optimal learning results and makes students feel enthusiastic and excited during learning.

5. Conclusion

Based on the results of the research and discussion, the researcher can conclude that the implementation of the drill method in learning to read and write Javanese script in grade V at MI Ma'arif NU Banteran runs in accordance with the learning objectives. The drill method applied in learning the Javanese script is to guide students to learn the Javanese script well through learning activities that are carried out repeatedly. Students play an active role during learning, this is evidenced by students being able to respond well to questions posed by teachers, students are able to discuss and solve problems through group game activities with the help of Javanese script card media, students can write and read Javanese script through guessing games and make Javanese script sentences creatively, and students are able to provide optimal learning results. Although in the implementation process, not all students when the teacher implements the drill method are able to master the material well, but the drill method carried out by the teacher in the VC MI Ma'arif NU Banteran class is able to make students enthusiastic and feel enthusiastic about the material that is carried out repeatedly and can make students' memory run well.

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