

Murder Learning Strategy To Improve Student Understanding of PAI Materials at Diponegoro Ploso High School

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ABSTRACT

The research objectives to be achieved in this study are (1) to find out or implement a Murder strategy to improve students' understanding of PAI material at SMA Diponegoro Ploso. (2) To find out the mastery of students' understanding of PAI material at SMA Diponegoro Ploso through the application of Murder learning strategies. Which is based on the formulation of the problem, namely 1.How to implement the Murder strategy to improve students' understanding of the PAI material at SMA Diponegoro Ploso 2. How to master the Murder strategy to improve students' understanding of PAI material at SMA Diponegoro Ploso To achieve the above objectives, the researchers used qualitative research types . This research uses a descriptive approach and data collection by researchers in the form of observation methods, interview methods, and documentation methods. Then the technical analysis of data used by researchers is using data reduction, data presentation, and data withdrawal.From the results of data analysis regarding the Murder learning strategy to increase students' understanding of PAI material at SMA Diponegoro Ploso, namely: Learn to be confident in expressing opinions. While the shortcomings are difficult to condition students. However, the teacher has been able to create students with patience to teach and the teacher tries to motivate students to be more enthusiastic about learning.

Keywords: *Murder Strategy, Understanding, Islamic Religious Education.*

INTRODUCTION

Learning is an activity that is most fundamental in the educational process. The success or failure of educational goals depends on how the learning process is experienced by students. So it is in this relationship that teachers have the skills to choose and use teaching strategies to be applied in an effective learning system (Umardiyah, F., 2020).

Students often make noise, talk to friends, lack the courage to express opinions, rarely express, and are less active in learning. To overcome this, it is necessary to develop learning strategies to increase student activity, so that it also affects student learning outcomes. One of the interesting lessons that can trigger students to be brave in expressing their ideas and opinions is by using a Murder learning strategy .(Juleha et al., 2014)

According to Slameto suggests that strategy is a plan on ways to utilize and use existing potential and facilities to improve teaching effectiveness and efficiency. While Murder learning is a lesson adapted from Bob Nelson's book The Complete Problem Solver which is a combination of several words which include: Mood, Understanding, Recall, Digest, Review.), Expan (Development).(Wulandari & Surjono, 2013)

Learning strategies are important things to be considered and adapted to the learning objectives. This is done so that students are more active in learning, so as to achieve maximum results. Inappropriate learning strategies will cause students not to see positive activities in the learning process (Wulandari & Surjono, 2013)

Based on the description above, the problem of Murder. Murderis about ealerning strategies to improve students' understanding of PAI material at SMA DiponegoroPloso and control Murder strategies to improve students' understanding of PAI material at SMA Diponegoro Ploso.

METHOD

This research uses qualitative research methods, which means research methods based on the philosophy of postpositivism, which are used to examine natural objects. Where the researcher is the key instrument of data collection techniques carried out by trigulation (combined), inductive or qualitative data analysis and the results emphasize meaning rather than generalization. This study is intended to find out about Murder Learning Strategies to Improve Students' Understanding of Islamic Education Materials at Diponegoro High School. This research was conducted at SMA Diponegoro Ploso on March 26, 2021. To obtain data in this study using several data collection techniques as follows: Observation, Interview, Documentation.

While the data analysis in qualitative research is carried out before entering the field, while in the field, or after finishing in the field. The analysis starts from formulating and explaining the problem, before going into the field, and until the writing of research results. The techniques used are: Data Reduction, Data Presentation, Withdrawal of Conclusions / Verification. (Sugiyono, 2007)

RESULT AND DISCUSSION

Result

The process of learning the Murder strategy requires several steps, as explained by the teacher in the field of Islamic education. The teacher prepares good conditions for students to carry out learning and also a conducive classroom atmosphere. Then the teacher and students study the material on the Zakat chapter, for example, if at the point of zakat mal, students do not understand, the teacher must indicate that the material for zakat mal still has to be re-explained, if it is more understandable, students try to criticize the zakat in the community. according to or not in accordance with Islamic law studied in PAI learning. At the next meeting, the teacher can briefly repeat the material learned again by the students. However, during the COVID-19 period, the use of the murder strategy was inappropriate and could not be carried out optimally (Aisa, A., & Lisvita, L., 2020), because at SMA Diponegoro Ploso the assignment of material to students was only through the WA group, because if through the conference application many students whose handopnds were inadequate to install or used. However, in face-to-face learning at SMA Diponegoro Ploso, after being taught using the murder strategy, there has been little progress compared to using lecture model learning. The above process is one of the steps for learning the murder strategy at SMA Diponegoro Ploso that can be carried out in a conducive and orderly manner.

Indirectly what was conveyed by the teacher in charge of Islamic religious education material above is one step to carry out learning the Murder strategy at SMA Diponegoro Ploso can be carried out in a conducive and orderly manner. The next process in learning the Murder strategy has an effort to improve students' understanding, such as the teacher must patient and painstaking to always motivate and also re-explain the material that students do not understand. So that students are able to accept what the teacher conveys, they can actually understand it. So that students are able to create ideas or have materials to ask the teacher about Islamic religious education materials. Likewise, there are advantages and disadvantages to the Murder learning strategy at SMA Diponegoro Ploso, namely the weakness in conditioning students in class. Basically, the attitudes shown by students are different, some are busy being told to be quiet and obey, and some are not. Meanwhile, the advantages help improve students' critical thinking skills, conscientious attitude, and confidence in expressing their opinions.

From the explanation above, the application of the Murder strategy learning at SMA Diponegoro Ploso has differences in learning during Covid-19 and face-to-face, namely during the Covid-19 period, learning with the Murder strategy did not show significant progress, but during face-to-face learning there was little progress.

Discussion

Based on research that uses qualitative research methods based on data collection by using interview, observation, and documentation techniques and also using data analysis which uses several techniques, namely data reduction, data presentation, conclusion drawing / verification. Whereas the implementation of Murder learning that was carried out at the SMA Diponegoro Plososchool, the way PAI teachers taught used the Murder strategy to increase the understanding of class X students at SMA

Diponegoro Ploso on Islamic Religious Education materials, namely: The teacher prepared the conditions of the students and also the class atmosphere happily. Furthermore, the teacher sets several rules during the teaching process, namely the prohibition of asking for permission to leave when the learning process takes place. After that, the teacher explains about the rules that he made so that students can better understand or understand the purpose of these regulations. Then the teacher and students study the material on the Zakat chapter, for example, if at the point of zakat mal, students do not understand, the teacher must indicate that the material for zakat mal still has to be re-explained, if it is more understandable, students try to criticize the zakat in the community. according to or not in accordance with Islamic law studied in PAI learning. Then at the next meeting the teacher can briefly repeat the material that has been studied by the students so that students can better understand and remember it again, if they understand everything the teacher will explain what material will be studied again by students. And before the teacher explains the next material, the teacher tests the knowledge possessed by students related to the material explained by the teacher. Furthermore, at the end of the discussion the teacher gives the opportunity to return to students who do not understand to ask again the difficulties or material that has not been understood. Then if there are a few students who do not understand, the teacher provides motivation so that the students are more active in reading and repeating the material and reading it at home.

Based on the mastery of learning the Murder strategy at Diponegoro Ploso High School, it is known that it has succeeded in making students better understand the PAI material, and the value of PAI subjects for Diponegoro Ploso High School students is quite significant. So this Murder learning model has learning advantages that can create a pleasant atmosphere during the learning process, so that it can make it easier for students to understand the material. That this research has advantages, namely helping to improve students' critical thinking skills, conscientious attitude, and confidence in expressing their opinions. Previous research also has its own advantages, showing that the murder strategy has a positive impact on improving student learning to improve student understanding effectively and can grow students' thinking ability in the material (Lilawati & Rohmah, 2019).

CONCLUSION

From the data obtained by researchers in the field, through data collection techniques in the form of observation, interviews, and documentation of the murder learning strategy to improve students' understanding of pie material at SMA Diponegoro Ploso, it can be concluded that at SMA Diponegoro Ploso the Murder learning strategy is to improve understanding of pie material. it still has drawbacks and there are advantages among the disadvantages it is difficult to condition students and for the advantages it helps improve students' understanding in critical thinking, innovation, and makes students confident in expressing their opinions. Mastery of the Murder learning strategy to improve understanding of PAI material is also good because the teacher is able to create students with patience to teach and the teacher is able to motivate students to be more enthusiastic about learning. As for the results in learning the Murder strategy to improve understanding of pie material at Diponegoro Ploso High School, students at the time of face-to-face learning have made maximum progress, but during the covid-19 pandemic yesterday, learning via cellphone or online the results were less than optimal or there was no progress. significant.

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