

Influence of MURDER Strategy to Improve Students' Understanding of Islamic Religious Education Subjects

Emi Lilawati^{1*}, Dian Kusuma Wardani², Yudithia Adi Wicansa²

^{1,2,3} Islamic Education, Universitas KH. A. Wahab Hasbullah

*Email: emililawati@unwaha.ac.id

ABSTRACT

This study aims to determine the influence of MURDER learning strategy with daily replay of grade XI students at SMK Islam Al-Qomar. The type of research used is quasy experiment. The population in this study was all students of grade XI SMK Islam Al-Qomar Nganjuk. The technique used for sampling is Random Sampling. The sample of this study was grade XI MM students as experimental class and XI TKR as control class. The research instrument in this study is a Daily Deuteronomy test consisting of 20 Multiple Choice Questions and the results to see differences in students' comprehension skills in PAI material from control classes and experimental classes. The data obtained was analyzed using t sample independent test. Based on the findings of the study, it was concluded that there were differences in students' comprehension skills between experimental and control classes, and the results showed that in classes taught using MURDER strategies were more effective than unedentative classes using MURDER strategies.

Keywords: MURDER Method; Influence of PAI; Material Understanding.

INTRODUCTION

Man needs education in his life. Education is a conscious effort so that people can develop their potential through the learning process or other means known and recognized by the community. Certainly not escape from education and the need for how a teacher gives or transfers knowledge to students.

To develop an effective and efficient learning system, then in learning used learning strategy "MURDER". MURDER type cooperative learning strategy (*Mood, Understand, Recall, Digest, Expand, Review*) is a cognitive psychology learning that emphasizes students' ability to reconstruct information and ideas received, understand it and communicate verbally and in writing. (Jacobs et al., 1997)

MURDER learning is one of the cooperative models resulting from the perspective of cognitive psychology. MURDER is a combination of several words that include: 1) *Mood* : Create always a positive mood (mood) to learn. 2) *Understand* (Understanding) : if the information is not understood. 3) *Recall* (Repetition) : After studying one material in one subject immediately stop then repeated with the words of students. 4) *Digest* (Study) : Find information from other sources. 5) *Expand* (Development) : Ask yourself again about the problem that is not understood. 6) *Review* : Relearned the material. (Susanti, 2020)

It is expected that this strategy can improve the quality of understanding of learners, especially in terms or categories of cognitive spheres in the perspective of cognitive psychological is the source as well as control of other psychological spheres, namely the affective realm (taste) and the psychomotor realm (initiative). One of the duties and responsibilities of teachers is the transfer of knowledge, namely the process of transferring knowledge, information, experience and lessons from various sources to the recipient (Meishanti et al, 2020). In the world of education transfer of knowledge is very useful to achieve the educational goal that is to improve the ability and skills of students. The knowledge transfer process will run well if there is good communication between teachers and students. Teachers in delivering lessons need to observe the condition of students, the needs of students and the learning style

of each student so as to be able to determine the right learning model and create fun learning according to the needs of students. (Lilawati & Rohmah, 2019).

Islamic religious education subjects as a whole within the scope of the Qur'an and Al-hadith, faith, morality, fiqh / worship, and history, as well as describing the scope of Islamic religious education includes the realization of harmony, harmony and balance of human relations with Allah SWT, himself, fellow human beings, other beings and the environment (*hablumminallah wa hablumminannas*).

In an effort to minimize the problems found and to know the response of students, one type of cooperative learning model is applied, namely the MURDER (Mood, Understand, Recall, Digest, Expand, Review) learning model (Ma'arif & Agustina, 2018). The reason why this model was chosen is because it corresponds to heterogeneous student conditions, and in learning activities a group system is rarely used. This model aims to improve students' ability to properly pour their ideas, thoughts, experiences, and opinions. Through this process, students will indirectly construct their knowledge by studying together with their friends. Students need to learn to think, solve problems, and integrate and apply their skills and knowledge in groups.

The objectives of this study are: (1) To know the meaning of MURDER strategy. (2) To find out how to use MURDER strategy in PAI learning. (3) To find out how the influence of the use of MURDER strategy on students smk Islam Al-Qomar Nganjuk.

METHOD

In this study, the research method that the authors used is a type of quantitative research. Where the influence of MURDER strategy in the study of Islamic Religious Education Subjects in Smk Islam Al-Qomar. The design of the research conducted by the researchers is to observe the application of MURDER strategy and then examine the influence, whether by applying the strategy increases the ability of students' understanding. While quantitative is a process of finding knowledge using data in the form of numbers as a tool to find information about what we want to know Quantitative Research data withdrawal based on the results of learning from posttest in the form of Daily Deuteronomy using *Quasi Experiment* involving two classes, namely control classes and experimental classes by taking samples of two classes directly from the population. One of the classes used as a treatment class (experiment) namely in class XI Multimedia (MM) and class XI Light Vehicle Technology (TKR) which is used as a class without treatment (control class)..

The population in this study is all students of class XI in SMK Islam Al-Qomar Nganjuk with a total of 36 students from 2 classes, with the division of class XI Multimedia amounted to 16 students and Class XI Light vehicle technology a total of 20 students.

Before all data collected the use of MURDER strategy in the eyes of PAI students will look effective, when the data will be analyzed with the condition that the test should be done as follows: (1) Normality Test, this normality test is to be conducted to determine if the sample being studied is normally distributed. The normality test used is with Kolmogorov Smirnov and *Shapiro Wilk*. The hypotheses are as follows: H_0 : Data comes from normally distributed populations. H_a : Data comes from an abnormally distributed population. (2) Homogeneity Test, populations with the same large variance are called homogeneous populations. This homogeneity test uses the Levene test. The hypotheses are as follows: H_0 : both groups come from homogeneous populations, H_a : both groups come from an un homogeneous population. (3) Independent sample t test, if the data is Homogeneous then use the formula pooled varian. (Sugiyono, 2011)

with

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} \quad s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

Statistik student distribution theory with $dk=n_1+n_2-2$. The test criteria are: received H_0 if $-t_{1-1/2a} < t < t_{1-1/2a}$, where $t_{1-1/2a}$ is obtained from the distribution list t with $dk=(n_1+n_2-2)$ and odds $(1-1/2a)$. For other t-price H_0 rejected.

RESULTS AND DISCUSSION

Results

Based on the results and analysis of research data that has been conducted in SMK Islam Al-Qomar Nganjuk. Based on the graph created from Microsoft excel, it can be seen in chart 1 below.

Table 1. Daily Replay Value Frequency Distribution Of Experiments And Controls

Uh Results	Frequency Of Experiment Classes	Frequency Control Class
65	0	1
70	0	3
75	2	5
80	2	2
85	5	3
90	3	4
95	2	2
100	2	0
sum	16	20

Value Data Description

Table 2. Value Data

EXPERIMEN CLASS		CONTROL CLASS	
Parameters	value	Parameters	value
Number of Samples	16	Number of Samples	20
Maximum Value	100	Maximum Value	95
Minimum Value	75	Minimum Value	65
Average	87,1875	Average	80,75
Standard Deviation	7,73924	Standard Deviation	9,07208
Variance	59,89583	Variance	82,30263
Variance Coefficient	9%	Variance Coefficient	11%

Data Normality Test

Table 3. Normality Test

Tests of Normality							
	class	A Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistics	Df	Sig.	Statistics	Df	Sig.
UH Learning Outcomes	Experiments	.174	16	.200*	.941	16	.365
	control	.187	20	.065	.934	20	.181

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

A significant value of $0.200 > 0.05$ so it can be said that the data spread follows the normal spread. Assumptions of data normality are met.

Homogeneity Test

Table 4. Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
UH Results	Based on Mean	1.269	1	34	.268
	Based on Median	1.265	1	34	.269
	Based on Median and with adjusted df	1.265	1	33.086	.269
	Based on trimmed mean	1.292	1	34	.264

Based on the data above can be seen from significant values by using the method Test Of Homogeneity Of Variances, obtained significant value. This indicates that the data obtained is distributed homogeneously. Test t sample independent

Table 5. Independent Samples Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F.	Sig.	T.	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Value Result	Equal variances assumed	1,269	0,268	2,255	34	0,031	6,4375	2,85429	0,63689	12,23811
	Equal variances not assumed			2,296	33,83	0,028	6,4375	2,80332	0,73941	12,13559

Testing Hypothesis test t sample Independent.

Ho : no influence on the use of *MURDER* strategy in SMK Islam AL-Qomar

H1 : there is an influence on the use of *MURDER* strategy in SMK Islam AL-Qomar

Based on table 3 known asymp values. Sig (2-tailed) amounted to $0.031 < 0.05$ so it can be said that there is a significant influence on the use of *MURDER* in the study of Islamic Religious Education in Smk Islam Al-Qomar.

Discussion

Based on table 1 of the study results using normality tests in the experimental class showed that significant values of $0.200 > 0.05$ and in the control class showed a significant value of $0.065 > 0.05$ so it can be said that the data spread following the normal spread. Assumptions of data normality are met. then, on homogeneous tests showed that the obtained data was distributed homogeneously. And on the hypothesis test test t independent sample based on table 3 known value of Asymp. Sig (2-tailed) of $0.031 < 0.05$ so it can be said that there is a significant influence on the use of *MURDER* strategy in islamic education subjects in Smk Islam Al-Qomar.

CONCLUSIONS

Based on the results of research that has been conducted by researchers, it can be concluded that the use of *MURDER* strategy in islamic education subjects in Smk Islam Al-Qomar Nganjuk has a very effective impact, then researchers obtained some conclusions as follows: (1) The ability to understand learners who are taught using *MURDER* learning strategies in class XI Multimedia is very high. Where, there are 12 students who have a high score with an average score of 87,187 and a standard deviation of 7,739. (2) The ability to understand students who are not taught using *MURDER* learning strategies in grade XI TKR is categorized as high, with an average score of 80.75 and a standard deviation of 9,072. (2) *MURDER* learning strategy shows that there is an understanding of learners who are taught to use *MURDER* learning strategies and who do not use *MURDER* learning strategies. Data on the ability to understand learners in experimental classes and control classes have differences, obtained price $t=2,255$, $df=34$ sig (2 tailed) or $p\text{-value}=0.031/= 0.000 < 0.05$, or $t_{\text{calculated}}$ value = 2,296 of degrees of freedom (df)= 33.83. so that the ability to understand learners who are taught by using *MURDER* learning strategies is higher than that of students who are not taught by using *MURDER* learning strategies.

REFERENCES

- Jacobs, G., Lee, G., & Ball, J. (1997). Cooperative Learning: A sourcebook of lesson plans for teacher education. *Kagan Cooperative Learning*.
- Lilawati, E., & Rohmah, H. (2019, November). Tanggapan Siswa SMA Kelas X Terhadap Pembelajaran Fiqih Berbasis Murder. In *Prosiding Seminar Nasional Multidisiplin* (Vol. 2, No. 1, pp. 106-109).
- Ma'arif, I. B., & Agustina, U. W. (2018). Designing King Al Post As English Teaching Media For Beginner Students. *JoEMS (Journal of Education and Management Studies)*, 1(1), 7-14.
- Meishanti, O. P. Y., Sholihah, F. N., & Septi, N. (2020). Implementasi Discovery Learning Dengan Praktikum Kingdom Plantae Untuk Melatih Keterampilan Proses Di MA Unggulan Kh. Abd. Wahab Hasbulloh Tambakberas Jombang. *Jurnal Biologi Dan Pembelajarannya (JB&P)*, 7(2), 68-75.
- Sugiyono. (2011). *Metode penelitian kuantitatif kualitatif dan R&D*. Bandung: Alfabeta.
- Susanti, Y. (2020). Penggunaan strategi murder dalam pembelajaran matematika di sekolah dasar. *Jurnal Pendidikan dan Sains*, 2(2), 180–191.