



## Application of MURDER Learning Strategy to Improve Students' Understanding Ability on Islamic Education Lesson

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### ABSTRACT

*This study uses quantitative methods. The purpose of this study is to reveal the phenomena that exist in schools at Plandaan Jombang State Senior High School, so this research is entitled Application of MURDER Learning Strategies to Improve Students' Understanding Ability on PAI Materials at Plandaan State Senior High School Jombang. The population of this research is the students of class XI IPA 2 SMA Plandaan Jombang. as a research class, as many as 35 students as an experimental class used the post-test and pre-test validation test methods that there were differences in the pretest and posttest scores in class XI IPA 2 visually this shows that the use of the MURDER strategy in PAI material in class XI IPA 2 is sufficient. successful can be seen from the posttest score which is higher than the pretest and student learning outcomes.*

**Keywords :** MURDER Strategy; Students' Understanding; PAI Material .

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### INTRODUCTION

The MURDER type of cooperative quantitative 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 communicated it orally and in writing. In the steps of the MURDER learning strategy, the teacher presents information and phenomena related to learning activities and to stimulate students' curiosity. As one of the learning strategies that can activate students in learning seen from its effect on critical thinking skills, metacognition and achievement of student learning outcomes in PAI subjects (Mayangsari et al., 2015).

In the learning process, to motivate students, teachers should use learning methods that can activate students as a whole so that they can build learning concepts that are easier to solve problems in PAI material. Realizing a reality like this, experts seek to find and formulate strategies that can embrace all the differences that students have (Wiliawanto et al., 2019).

MURDER learning is a learning adapted from Bob Nelson's work "The Complete Problem Solver" which is a combination of several words which include: Mood, Understand, Recall, Digest, Expand, and Review (Hakim in Sari, 2014). Murder learning directs students to a cognitive activity that develops students to intellectual intelligence (Putri et al., 2016).

Understanding is a process of thinking and learning. It is said so because to go towards understanding it needs to be followed by learning and thinking. Understanding is a process, action and how to understand. Meanwhile, according to WSWinkel, what is meant by understanding is the ability to capture the meaning and significance of the material being studied (Waqfin & Rojab, 2022). The existence of this ability is expressed in outlining the main content of a reading, changing the data presented in certain forms to other forms, such as mathematical formulas into words, making estimates about trends that appear in certain data, such as graphs. can only memorize something that is learned,

In addition to developing students' metacognitive skills, this strategy can also train students' thinking skills contained in the Expand step of the MURDER learning strategy. Expand is a step where students can elaborate their initial knowledge with new knowledge so that the development of thinking skills will appear with the "why" questions themselves to answer questions that will be seen when students practice to develop critical thinking skills (Husna, 2018).

Islamic religious education is essentially an education that aims to develop aspects of character, character, morals, personality and internal aspects in humans optimally. In the realm of spiritual and moral growth, Islamic religious education is expected to be able to direct students to strengthen their faith, aqidah, and knowledge of Allah SWT with the teachings, laws and morals of the Islamic religion. So that students are formed into individuals who have morality and are able to apply Islamic teachings and laws in everyday life and in all forms of behavior and their relationship with the Creator with fellow humans and even with all other creatures (Mulyani, 2020).

## METHOD

The research subjects were 35 students of class XI IPA 2 SMA Plandaan Jombang for the academic year 2021/2022, consisting of 14 male students and 21 female students. The data collection technique used is test (pre-test and post-test), Observation. In this study, quantitative descriptive analysis techniques are used, namely research methods that describe reality in accordance with the data obtained to determine the learning process by applying MURDER learning strategies with understanding students on PAI material in class XI IPA 2 became the object of research (Putri et al.,2016).

## RESULTS AND DISCUSSION

Based on the results of interviews, observations, and documentation that have been carried out, some results will be explained in the form of descriptions accompanied by statements that are completed in order of problems. The following is a description of the results of interviews and observations that researchers did at SMA Negeri Plandaan Jombang. As with Mokh's statement. Fakhruddin Siswo Pranoto, M.Pd.I, a powerful teacher in PAI. Class XI IPA 2 revealed about the MURDER learning strategy at SMA Negeri Plandaan Jombang. (Interview Results March 31, 2021)

## RESULT

### How is Student Understanding Using the MURDER Strategy at Plandaan Jombang State High School

This research was conducted at SMA Negeri Plandaan Jombang with the title. Implementation of strategies with learning strategies MURDER can help and guide students to learn to understand the material well. Murder learning is very good and relevant for students in participating in online learning at school. This learning is also very effective and can improve students' abilities. Make students responsible, confident, and understand PAI material well. By using the MURDER learning strategy, it is highly recommended to use it in class selection. (results of interview 31 March 2021). For class selection, the researcher chose class XI IPA 2

To become the object of research. Pretse or preliminary tests are carried out to find out whether the class has the ability or not, namely class XI IPA 2 questions used in the form of multiple choices, to describe and clarify the data obtained from the research results. The results of the initial learning and final results (pretest and posttest) for Science Class 2 are as follows:

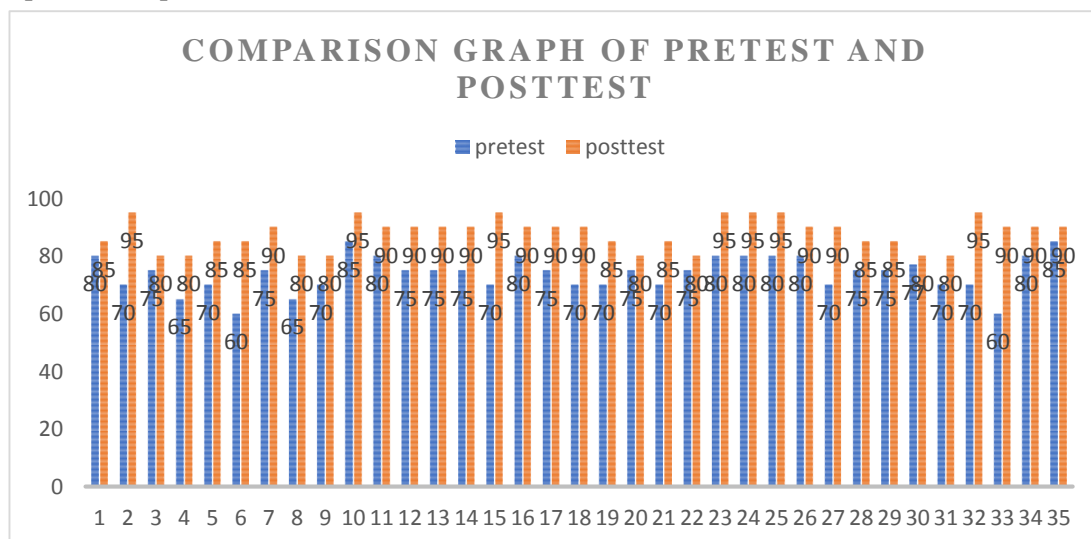


Figure 1. Comparison of Pretest and Posttest

Based on the graph above 4.1, it can be seen that there are differences in the pretest and posttest scores in class XI IPA 2 . Visually, this shows that the understanding of the MURDER strategy in PAI material in class XI IPA 2 is quite successful, as can be seen from the posttest score which is higher than the pretest.

**The Effect of the MURDER Strategy on PAI Materials at SMAN Plandaan**

- Data Normality Test

**Table 1.** Data Normality Test One-Sample Kolmogorov-Smirnov Test

|                        | Pretest | Posttest |
|------------------------|---------|----------|
| N                      | 35      | 35       |
| Normal Parameters Mean | 73.91   | 87.71    |
| Std. Deviation         | 6.094   | 5,333    |
| Most Extreme Absolute  | 171     | .237     |
| Differences Positive   | .140    | .155     |
| negative               | -171    | -.237    |
| Kolmogorov-Smirnov Z   | 1.010   | 1,404    |
| asymp. Sig. (2-tailed) | .260    | .039     |

Table 4.3 shows that the significance value in the pretest is  $0.260 > 0.01$  and the posttest is  $0.039 > 0.01$  so it can be said that the data spread follows a normal distribution. The assumption of normality of the data is met so that the paired (dependent) t-test can be used.

- Paired t-test (Dependent)

**Table 2.** Paired t-test Paired Sample Statistics

|                | mean  | N  | Std. Deviation | Std. Error Mean |
|----------------|-------|----|----------------|-----------------|
| Pair 1 Pretest | 73.91 | 35 | 6.094          | 1.030           |
| Posttest       | 87.71 | 35 | 5,333          | .902            |

**Table 3.** Paired Samples Correlations

|                           |    | Correlation | Sig. |
|---------------------------|----|-------------|------|
| Pair 1 Pretest & Posttest | 35 | .333        | .051 |

**Table 4.** Paired Sample Test

|         |                    | Paired Differences |                |                 |   |         | T       | df | Sig. (2-Tailed) |
|---------|--------------------|--------------------|----------------|-----------------|---|---------|---------|----|-----------------|
|         |                    | mean               | Std. Deviation | Std. Error Mean | 99% Confidence Interval of the Difference |         |         |    |                 |
|         |                    |                    |                |                 | Lower                                     | Upper   |         |    |                 |
| Pairs 1 | Pretest - Posttest | -13,800            | 6.628          | 1,120           | -16,077                                   | -11,523 | -12,318 | 34 | .000            |

In table 4 the average pretest and posttest scores show that the posttest average is 88 while the pretest score is 74, there is an increase in the student's average score. It uses the MURDER strategy on PAI material in class XI IPA 2. It has a fairly good and significant influence on students' understanding. While the results of the analysis using paired t-tests get a significant value of  $0.000 > 0.051$  so it can be said that there is an influence on students' understanding with the MURDER strategy in learning PAI material more effectively, on learning outcomes.

**DISCUSSION**

Student learning outcomes in class XI IPA 2, the pretest score received an average score of 88 for the posttest score of 74. Based on this data it can be concluded that using this MURDER strategy in PAI material can improve student learning outcomes.

First, students in class XI IPA 2 can be well directed to follow the learning steps using the MURDER strategy to deliver learning materials. This strategy aims to encourage students to learn to think critically by solving problems.

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The results of the calculation of the average value of the pretest and posttest showed that the average posttest was 88 while the pretest score was 74, there was an increase in the average score of students. This indicates that the use of the MURDER strategy can have a fairly good and significant effect on students' understanding of PAI material. While the results of the analysis using paired t-tests get a significant value of  $0.000 > 0.051$  so it can be said that there is an effect of the MURDER learning strategy on PAI material on students' understanding to improve learning outcomes on PAI material.

So the results of  $H_a > H_o$  so that it can be interpreted that there is an influence on students' understanding of the MURDER learning strategy at SMA Negeri Plandaan Jombang.

## CONCLUSION

With this MURDER learning strategy, it can help and guide students to learn to understand the material well. Murder learning is very good and relevant for students in participating in online learning at school. This research is the students of class XI IPA 2 SMA Plandaan Jombang. Class XI IPA 2 as a research class, as many as 35 students as an experimental class data collection used is test and observation. Metode validation test pots-test and pret-test and student learning outcomes, while the results of the analysis using a paired t-test to get the significant value of  $0.000 > 0.051$  so that it can be said that there is an influence in students' understanding on strategies Murder in Learning PAI is more effective, the results student learning.

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