

Effectiveness of MURDER Learning Strategy on Analytical Thinking Ability of SMK DARMA Plus Solokuro Lamongan Students

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ABSTRACT

The purpose of this study is to know the effectiveness of MURDER learning strategy on students' analytical thinking skills and to know the difference between students who are taught and those who are not taught using MURDER learning strategies in Jawahirul Kalamiyah class X smk DARMA Plus Solokuro Lamongan subjects. This research is an experimental study using the design form of One-Group Pretest-Posttest Design. The population in this study was grade X students consisting of two classes, namely class X TKJ and class X Automotive. Sampling techniques in this study using saturated sampling techniques that are all members of the population sampled by 38 students. Based on the results of statistical analysis can be known that, the application of murder learning strategies can improve the thinking ability of students' analysis. The results of spss output version 26 using the Mann-Whitney U test showed a significant value of $0.000 < 0.05$ so it can be said that there is an influence of murder learning strategy on students' analytical thinking ability. Then H_0 was rejected and H_1 was accepted.

Keywords: Effectiveness; MURDER Learning Strategy; Thinking Ability

INTRODUCTION

Education is a conscious and planned effort to realize the atmosphere of learning and learning process, so that learners actively develop the potential that exists in him to have religious spiritual power, control, personality, intelligence, noble morals, as well as the necessary skills himself, society, nation, and country (Abdul, 2012). Success in a particular learning is inseparable from the learning strategy used by teachers (Khotimah & Wardani, 2014). Teachers are required to master and understand deeply about learning strategies that include, methods, characteristics of students, characteristics of the lesson, learning objectives to be achieved, so that in the final process students will master the lesson materials presented (Rohanah *et al.*, 2020). Learning strategies are very important because in addition to providing guidance for teachers in learning, learning strategies can also help accelerate the achievement of goals in a learning (Neolaka & Neolaka, A. Amialia, 2017).

In learning Jawahirul Kalamiyah at SMK DARMA Plus Solokuro Lamongan, the learning method still uses lecture methods, no strategies or other methods are used in the learning process, so students become less excited and quickly bored. In the lecture method used, students do not have the opportunity to develop analytical thinking skills and do not have the opportunity to explore themselves, so that the ability to think analysis is less developed (Lilawati & Rohmah, 2019).

Based on the results of information obtained by the author of grade X students SMK DARMA Plus said that, the lack of students in paying attention to explanations from teachers during the learning process and even doing activities outside the learning process that resulted in students not focusing on the lesson because the method used is the lecture method (Meishanti & Maknun, 2022; Agustina & Amala, 2021). One of the efforts to overcome the problem is by applying the right learning strategy Murder learning strategy is one of the ways that can be used to develop an effective and efficient learning system, by stimulating the thinking ability of students' analysis (Husna, 2018).

MURDER learning strategy has a role to improve students' analytical thinking skills for example by *digesting* activities conducted by means of discussion. Dividing students in discussion groups is one of the effective and efficient ways, because in group discussions students are required to actively find their

own solutions in a problem that has been given by exchanging opinions with other students, so that students discuss each other's problems, criticize, interview and also analyze a problem contained in the subjects Jawahirul Kalamiyah (Asani, 2012).

Based on the description of the above problems, then in this study the author wants to examine (1) Is murder learning strategy effective in improving students' analytical thinking skills in Jawahirul Kalamiyah class X smk DARMA Plus Solokuro Lamongan? (2) Is there a difference between students who are taught and those who are not taught using MURDER learning strategies against students' analytical thinking skills in Jawahirul Kalamiyah class X smk DARMA Plus Solokuro Lamongan subjects?. The purpose of this study is to know the effectiveness of MURDER learning strategy on students' analytical thinking skills and to know the difference between students who are taught and students who are not taught using murder learning skills in Jawahirul Kalamiyah class X smk DARMA Plus Solokuro Lamongan subjects.

METHOD

This study uses experimental research method with *one-group pretest-posttest design form*. The population in this study was grade X students consisting of two classes, namely class X TKJ and class X Automotive. Sampling techniques in this study using saturated sampling techniques that are all members of the population sampled (Sugiyono, 2016). The subjects in this study were students of grade X SMK Darma Plus Solokuro Lamongan. The number of grade X students is 38 people consisting of 10 women and 28 men. Data collection techniques used to retrieve data from students, namely by using tests in the form of *pre-test* and *post-test* as many as 10 questions in the form of descriptions. The division of question tests is given to each class group, namely experimental classes and control classes, to measure the ability of each student both applied and not applied murder learning strategies.

The data collection method used in this study is a test used to measure students' knowledge and abilities. In this test contains questions to know the extent of the ability to think analysis of students in the subjects Jawahirul Kalamiyah. The results of this study were obtained from *the post-test*. The analysis used is descriptive statistical analysis to describe the test results of the control class and the experimental class. In this study, we used normality and homogeneity tests. Because the assumption of normality is not met, a non-parametric test is performed using the *Mann-Whitney U Test*.

RESULT AND DISCUSSION

Result

Descriptive analysis is used to give an idea of the score to the analytical thinking abilities of control class students and experimental classes. The results of descriptive analysis were obtained from the average score, highest score, lowest score and standard deviation to compare *post-test* results from the control class and experimental class. The results of descriptive analysis can be seen in the following diagram.

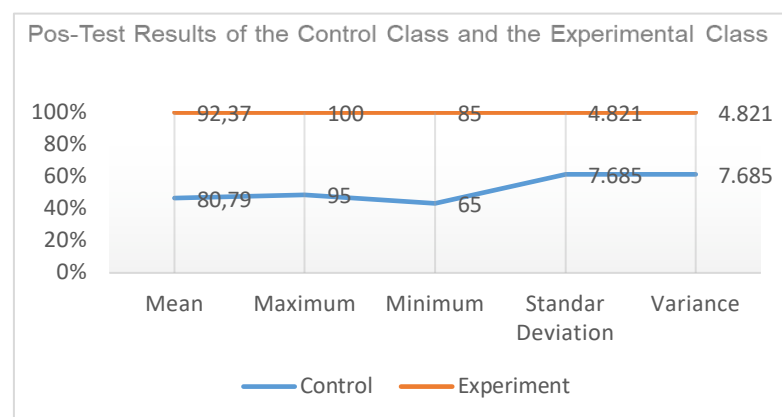


Figure 1. Control Class and Experiment Class *Post-test* result Chart

Seen in the diagram above shows that, the results of descriptive analysis of students' analytical thinking ability values, namely experimental classes (X TKJ) by applying murder learning strategies

obtained an average score of 92.37, a high score of 100, a low score of 85, and a standard deviation of 4,821. Meanwhile, murder learning strategy is not applied in the control class (X Automotive) obtained an average score of 80.79, the highest score of 95, the lowest score of 65, and the standard deviation of 7,685. Results of normality test against *post-test* scores of students' analytical thinking ability in experimental classes and control classes. The normality test using *Kolmogrov-Smirnov*, can be seen in the following table.

Table 1.Normality Test Results Thinking Ability Analysis Students Control Class and Experimental Class

Class	Kolmogrov-Smirnov		
	Statistics	Df	Sig
Control	.182	19	.099
Experiment	.215	19	.021

Based on the spss output results it appears that, the significant value for the control class is $0.099 > 0.05$ so it can be said that the data spreads following the normal spread. As for the experimental class a significant value of $0.021 < 0.05$ so it can be said that the spread data does not follow the normal spread.

The results of homogeneity test on the ability to think analysis of students using the basis of decision making ie (1) If the value of significance on Based on Mean > 0.05 , then homogeneous data, (2) If the value of significance on Based on Mean < 0.05 , then the data is not homogeneous.

Table 2. Student Analysis Thinking Ability Homogeneity Test Results

	Levene Statistic.	df1	df2	Sig.
value Based on Mean	3.034	1	36	.090
Based on Median	2.494	1	36	.123
Based on Median and with adjusted df	2.494	1	33.934	.124
Based on trimmed mean	3.056	1	36	.089

Judging from the table above shows that, spss output results from homogeneity test seen that, significant value of $0.090 > 0.05$ so it can be said that the data has a homogeneous variant. After knowing that the distribution of data on the value of students' analytical thinking ability on normality test is not met and homogeneity test is fulfilled so that the independent comparative test can not be used then, *Mann-Whitney U Test* is used. The basis of decision making is (1) If the value of *Asymp.Sig.* < 0.05 , then the hypothesis is accepted, (2) If the value is *Asymp.Sig.* > 0.05 , the hypothesis was rejected.

Table 3. Mann-Whitney U Test Results

	Value
Mann-Whitney U	35.000
Wilcoxon W	225.000
Z	-4.323
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000

From the results of the *Mann-Whitney U Test* using spss program it appears that the value of *Asymp.Sig.* (2-tailed) i.e. $0.000 < 0.05$, it can be concluded that "Hypothesis accepted". So it can be said that there is an influence of MURDER learning strategy on students' analytical thinking ability.

Discussion

Based on the results of research on class X Automotive and class X TKJ. Data obtained from the test results in the form of a description of 10 questions used to know the ability to think analysis of students in the subjects Jawahirul Kalamiyah, by calculating *the post-test* results of experimental classes and control classes, then conducted descriptive analysis testing so that from the experimental class obtained an average score of 92.37, the highest score of 100, the lowest score of 85, the standard deviation of 4,821 While the results of the value of the control class that was not applied murder learning strategy obtained an average

score of 80.79, the highest value of 95, the lowest value of 65, the standard deviation of 7,685, the variance of 59,064. Based on the results of each control class and experiments can be seen that the average score in the experimental class is 92.37 and the standard deviation is 4,821 while the control class averages 80.79 grades and the standard deviation of 7,685, descriptively the thinking ability of the analysis of students applied murder learning strategies higher than students who are not applied MURDER learning strategies.

The results of the study of students' analytical thinking ability in Jawahirul Kalamiyah subjects on the material Faith in the books of God. After testing the results of data obtained from experimental classes and control classes using *the Mann-Whitney U Test* that a significant score of $0.000 < 0.05$ so that it can be said that there is an influence of learning strategies murder on the thinking ability of students analysis. From the results of the data that has been presented above, it can be concluded that the analytical thinking ability of students who are taught using MURDER learning strategies is higher than in students who are not taught using MURDER learning strategies. So it can be said that there are differences in the ability to think high levels that are taught using murder learning strategies and that are not taught using murder learning strategies on the material Faith in the book of God class X SMK DARMA Plus Solokuro Lamongan can be said that H_0 rejected and H_1 accepted.

CONCLUSION

Based on the results of research and discussion in this study can be concluded that, the ability to think analysis of students in subjects Jawahirul Kalamiyah by applying murder learning strategy in experimental class (X TKJ) is classified as very high with an average score of 85 with a standard deviation of 4,821 while the control class (X Automotive) that is not applied murder learning strategy is classified as high with an average score of 65 with a standard deviation of 7,685. so it can be concluded that MURDER learning strategy is effective against students' analytical thinking ability, because there are differences in students' analytical thinking skills applied MURDER learning strategy with not applied MURDER learning strategy. Then H_0 is rejected and H_1 is accepted.

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