

## The Effect Of The Murder Learning Method On Students' Learning Outcomes In Pai Learning At SMK PGRI 1 Pasuruan

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<b>Abstract</b>	
<p>This study aims to determine the effect of the <i>Murder</i> learning method on students' learning outcomes in Islamic Religious Education (PAI) learning at SMK PGRI 1 Pasuruan. This research is a quantitative study with an experimental approach. The research design used is the <i>pretest-posttest control group design</i>. The population in this study consisted of all students of SMK PGRI 1 Pasuruan, with two randomly selected classes as samples, namely the experimental class and the control class. The experimental class was taught using the <i>Murder</i> learning method, while the control class was taught using the conventional lecture method. Data were collected through learning outcome tests and analyzed using a t-test. The results showed that there was a significant effect of the <i>Murder</i> learning method on improving students' learning outcomes in Islamic Religious Education subjects. Therefore, the <i>Murder</i> learning method can be used as an effective alternative learning strategy to enhance students' understanding and active participation in PAI learning.</p>	<p><b>Keywords:</b> Murder Method; Learning Outcomes; Islamic Religious Education; Learning Strategy.</p>
<b>Abstrak</b>	
<p>Penelitian ini bertujuan untuk mengetahui pengaruh metode pembelajaran <i>Murder</i> terhadap hasil belajar siswa dalam pembelajaran Pendidikan Agama Islam (PAI) di SMK PGRI 1 Pasuruan. Jenis penelitian ini adalah penelitian kuantitatif dengan pendekatan eksperimen. Desain penelitian yang digunakan yaitu <i>pretest-posttest control group design</i>. Populasi dalam penelitian ini adalah seluruh siswa SMK PGRI 1 Pasuruan, sedangkan sampelnya terdiri dari dua kelas yang dipilih secara acak, yaitu kelas eksperimen dan kelas kontrol. Kelas eksperimen diberikan pembelajaran dengan metode <i>Murder</i>, sedangkan kelas kontrol menggunakan metode konvensional (ceramah). Data dikumpulkan melalui tes hasil belajar dan dianalisis menggunakan uji-t. Hasil penelitian menunjukkan bahwa terdapat pengaruh signifikan metode pembelajaran <i>Murder</i> terhadap peningkatan hasil belajar siswa pada mata pelajaran Pendidikan Agama Islam. Dengan demikian, metode <i>Murder</i> dapat dijadikan alternatif strategi</p>	<p><b>Kata kunci:</b> Metode Murder; Hasil Belajar; Pendidikan Agama Islam; Strategi Pembelajaran.</p>



## 1. Introduction

Based on learning theory and previous research, effective learning strategies significantly influence student learning outcomes. The MURDER learning strategy, consisting of Mood, Understanding, Recall, Digest, Expand, and Review, has been shown to improve student comprehension and retention. This strategy encourages students to not only memorize information but also understand the concepts taught, relate new knowledge to what they already know, and actively review the material they have learned (Arem, C. 2012)

In the context of this research, if students are taught the MURDER strategy, they will be better prepared for exams or other academic assignments. This is because the strategy requires students to engage in deeper cognitive activities, such as information processing and frequent repetition of material (Rohrer, D. & Taylor, K. 2007)

Previous research by Menda Gea Anggraini (2019) showed that the use of the MURDER strategy can improve student learning outcomes, especially in subjects that require in-depth conceptual understanding. For example, it was found that students who used the MURDER strategy showed significant improvements in test scores compared to the group that did not use the strategy (Manda Gea Angraini, (2019).

Through a synthesis of theory and research, it can be concluded that the implementation of the MURDER learning strategy can have a positive impact on student learning outcomes. Therefore, it is important for teachers to consider using this strategy in the learning process to improve student learning effectiveness. Furthermore, this study aims to further examine the influence of the MURDER strategy on student learning outcomes in the schools/classes being studied (Johnson, M., & Smith, T. 2018).

Education is a lifelong process that plays a crucial role in shaping the whole person, encompassing intellectual, emotional, social, and spiritual dimensions. Education is generally defined as a conscious and planned effort to create an atmosphere and learning process that enables students to actively develop their potential for spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state.

The MURDER learning method is a combination of words such as mood, understanding, remembering, digesting, studying, and repetition. MURDER creates a fun learning environment that helps students stay focused. Creating a fun learning environment increases enthusiasm for learning and facilitates the achievement of learning objectives. MURDER also helps students remember and

understand what they read and can support the teaching and learning process in the classroom (Magfirah et al., 2020).

Islamic religious education is an effort to support, guide, and cultivate the physical, mental, and spiritual abilities of students, fully grounded in Islamic teachings. This development is supported through various means, most commonly to ensure their extraordinary potential for excellence. As students develop their intelligence, particularly by cultivating acceptable potential and truly destroying negative potential in a serious, intellectual, and profound manner, they will be mentally and sincerely prepared. The thirst for information should not only serve to quench their thirst for information or supplement general material, but should also develop rational and idealistic individuals and achieve profound, moral, and real well-being (Ma'ruf & Rochmah, 2021).

One increasingly popular alternative is the MURDER teaching method, which allows students to actively participate in six systematic steps to deepen their understanding of the material. This approach aligns with the principles of active learning, which have been shown to improve student learning outcomes (Subekti, 2022).

In the field of Islamic religious education (PAI), innovations in teaching and learning continue to develop. For example, the implementation of collaborative strategies has successfully created an interactive and digital learning environment. This approach has been shown to increase student engagement and understanding of Islamic values in practice. Based on these findings, it is important to examine the effectiveness of the MURDER method in the context of PAI at SMK PGRI 1 Pasuruan and determine whether this strategy can also stimulate student learning outcomes, independence, reflection, and adaptability (Mukhlas & Sholihah, 2021).

Learning outcomes are behavioral changes that occur in students after participating in the learning process, whether in the cognitive (knowledge), affective (attitude), or psychomotor (skills) domains. Learning outcomes reflect the level of achievement of the learning objectives planned by the educator (Dimiyati dan Mudjiono, 2020).

Learning outcomes are changes in student behavior that occur after participating in a learning process, including cognitive (knowledge), affective (attitude), and psychomotor (skills). Learning outcomes reflect the level of achievement of educational goals set by the teacher. Learning outcomes are the results achieved by students after completing a learning process, which are characterized by changes in behavior resulting from the interaction between experience and learning. Meanwhile, according to Sudjana, learning outcomes are the skills acquired by students after completing a particular learning experience (Sudjana, 2010).

Therefore, students need creative, productive, and professional teachers who are able to master teaching materials, utilize methods, media, and educational resources, and manage the classroom atmosphere to change the learning environment into a supportive, challenging, and enjoyable environment (Siti Halimah, 2021).

## 2. Method

A research framework plays a crucial role in scientific research because it helps researchers formulate answers to existing problems. A good research framework allows for the identification of relevant variables and logical relationships between them. This study examines the impact of experiential learning as an independent variable on learning outcomes and students as the independent variable. This topic was chosen based on observations of changes in student learning outcomes after the implementation of the experiential learning method in Islamic Religious Education (PAI) at SMK PGRI 1 Pasuruan. (Sugiyono, 2013).

## 3. Results and Discussion

The use of the MURDER learning strategy also aligns with the active learning approach, which requires students to be actively involved in the learning process. This method has proven effective in teaching Islamic Religion (IS), which requires not only cognitive understanding but also the instilling of spiritual and effective values. (Zaini, 2016).

The results of a teacher's teaching methods have a significant impact on student interest and learning achievement. Learning interest is shaped by various factors, including students' personal and environmental factors. Learning outcomes, or achievement, refer to behavioral changes that occur after students undergo the learning process, which encompasses the cognitive, affective, and psychomotor domains. (M.Ma'ruf, 2024).

### **The MURDER (Mood, Understand, Recall, Digest, Expend, Review) learning method at SMK PGRI 1 Pasuruan**

There are two important aspects to consider. First, a learning method is an action plan that includes the use of various techniques and the utilization of existing resources or learning strengths. This means that the development of a method only reaches the work plan stage, not the action itself. Second, a method is designed to achieve a specific goal. This means that all decisions related to the method are directed toward achieving that goal. The development of learning stages and the utilization of various learning tools and resources are directed toward achieving that goal. Therefore, before defining a method, it must be formulated with clear objectives and measurable success, as objectives are the core of the method's implementation.

Several learning methods can be used, which are grouped into discovery or expedition learning methods, group learning methods, and finally, individual learning methods or group-individual learning methods. (Sadirman, 2016).

In the exposition method, the learning material is explained to students in a ready-made form, and students must be able to master the method. This method is called direct learning. Why? Because in this method, the learning material is presented directly to students, students do not need to understand the concept theoretically first. This is different from the discovery method. In this method, the learning material is sought and discovered by students themselves through various activities, and the teacher's role is more as a facilitator and guide.

In individual learning methods, students use them independently. The speed, pace, and success of student learning depend heavily on the individual student's abilities, the learning material itself, and how the material is designed for independent learning.

**The steps of the MURDER Learning Method are as follows:**

- a. Students in the group are divided into two pairs, one pair and the other, and then given their respective assignments.
- b. After preparing their moods, one of the first pairs begins searching for answers to the assigned assignment, while the other member notes and corrects any possible errors. The other pair does the same.
- c. Once both pairs have completed their assignments, the first pair shares their answers with the second pair, and the second pair also shares their answers with the first pair. This way, they can create a complete report for all the day's assignments.
- d. Each pair in the collaborative group elaborates, draws conclusions, and revise (if necessary) the report to be submitted.
- e. Each pair's report on the submitted assignments is compiled together in the collaborative group (Muhammad Idris, 2018).

**MURDER Learning Method Indicator**

The MURDER learning method is an approach aimed at improving students' comprehension and memory, as well as digesting course material in a more structured and effective manner. MURDER stands for seven steps: Mood, Understand, Recall, Digest, Expand, and Review. The following is a detailed explanation of the indicators in this method, which is often used in educational research or theses (Rusman, 2017).

- a. *Mood* (Preparing the Mood or Atmosphere)  
A positive mood can increase student engagement in the learning process. Success is indicated by the level of student participation and enthusiasm in the lesson. For example, students appear more active in asking questions, are more focused, and are more open to the material presented.  
Explanation: At this stage, the teacher plays an important role in creating a pleasant learning atmosphere, by providing motivation, building self-confidence, and using pleasant learning methods so that students feel comfortable and ready to learn.
- b. *Understand* (Understanding the Material)  
The indicator of success at this stage is the extent to which students are able to master and understand the concepts being taught. This can be measured through questions and answers or through students' ability to explain the material in their own words.  
Explanation: Students must be able to understand and absorb the material presented by the teacher. This process involves applying various methods that help students understand the material in a deeper way, rather than simply memorizing it.
- c. *Recall* (Recalling)

In the Recall stage, the indicator used is the student's ability to recall previously learned information. Students must be able to recall and recognize the material presented, which can be tested through practice questions or discussions.

Explanation: Recalling previously learned information is crucial to ensuring that students can remember what has been taught and connect it to new learning.

d. *Digest* (Digesting Material)

At this stage, the indicator is the student's ability to digest or process the information they have learned in greater depth. This can be seen in how students analyze the material, connect ideas or concepts, and formulate their thoughts.

Explanation: After students have memorized the material, the next step is to digest or process the information. This process helps students better understand how the information relates to other ideas or topics they already know.

e. *Expand* (Develop or Elaborate)

The indicator at this stage is the student's ability to develop or elaborate on the information they have learned by connecting it to other concepts or experiences. Students must be able to broaden their understanding of the learning that has been explained and studied.

Explanation: Students are encouraged to connect the learning that has been explained to other relevant knowledge or experiences, and to delve deeper into the application of these concepts in everyday life or other disciplines.

f. *Review* (Review)

*Review measures how well students can review or summarize the material they have learned. Indicators at this stage can be seen from students' active participation in discussions and their ability to identify key concepts learned.*

*Explanation: This review stage provides an opportunity for students to reinforce their memory by reviewing the material they have learned and to clarify any areas they may not fully understand.*

### **Student Learning Outcomes**

To ensure that a learning process can be declared successful, each teacher has their own philosophy. However, by paying attention to cognitive balance, we need to guide the revised curriculum, including the teaching and learning process related to teaching materials that are successful if they are able to achieve specific teaching objectives. Active learning activities through hands-on practice, collaboration, and art integration support the understanding of abstract kinematic concepts. This approach is relevant to skills and knowledge. Good learning outcomes will not be achieved by someone who does not actively participate in learning activities. (Halimah, 2024).

Learning outcomes are a number of experiences gained by students. The learning approach encompasses the cognitive, affective, and psychomotor domains. Learning aims not only to master theoretical concepts of the subject but

also to develop skills, perceptions, enjoyment, interests, talents, and social interactions. This aligns with the understanding of abstract kinematic concepts through hands-on practice, collaboration, and arts integration. This approach is relevant because learning outcomes can be seen in changes in perception and behavior, including behavioral improvements. For example, the satisfaction of social and personal needs as a whole.(Rusman, 2015).

According to Anas Sudjiono, everything related to brain activity falls into the cognitive domain. All elements related to brain activity fall into this category. There are six levels within the cognitive domain, ranging from lowest to highest: knowledge, understanding, application, analysis, synthesis, and evaluation. However, in this study, only a few levels were applied, considering that the research subjects were students in lower grades:(Anas Sudjiono, 2016)

- a. The knowledge level is the level at which a person has the ability to remember names, terms, ideas, phenomena, formulas, and so on.
- b. The understanding level is the level at which students actively engage in hands-on practice, collaboration, and art integration to grasp abstract kinematic concepts. This approach is relevant to conceptual understanding, which means already knowing about something and being able to see it from various perspectives.
- c. The application level is a person's ability to apply general ideas, procedures, methods, principles, formulas, theories, and so on in new and real-life situations.

The conclusion of the above understanding can be concluded that activities related to brain activities from the lower to the higher levels, but the students studied still use low aspects, but students are able to use these aspects according to what has been explained and described. Several aspects of ability described by student learning outcomes can be classified into three domains, namely:

- a. The cognitive domain, which relates to thinking skills and understanding abstract concepts such as kinematics.
- b. The affective domain, which relates to behavior, feelings, and values.
- c. The psychomotor domain, which relates to physicality and movement. The implementation of this approach involves active student participation through hands-on practice, collaboration, and arts integration, which supports a deeper understanding of concepts.

The MURDER learning method helps improve student learning outcomes, enabling them to understand learning objectives and increase their enthusiasm for learning. This is achieved by creating a comfortable learning environment (mood). Mood can play a significant role in influencing a person's learning methods. Several studies have shown that a positive mood can increase the effectiveness of using more adaptive and efficient learning methods. In a positive mood, individuals are more likely to choose learning methods that involve deep thinking, active exploration of information, and more complex information processing. They also tend to be more motivated to complete learning tasks and strive harder to understand the subject matter. Students can also develop a conceptual understanding of this method and facilitate a deeper understanding of the material

by connecting concepts (understanding). Students can understand the relationships between concepts and develop a broader understanding. The MURDER method can help students retain information longer by repeating and processing information (recall and digest). It can also help students analyze and evaluate information (expand and review). (Efendi, 2021).

This section will describe the results of the research conducted at SMK PGRI 1 Pasuruan. These results are the conclusions drawn based on the collected data and the data analysis that has been conducted. Based on the tabulation results and the average (mean) score for the MURDER (X) learning method variable, with the response intervals from respondents are as follows:

Table 1. Results of the Tabulation of Answer Intervals for the MURDER Learning Method Sub-Variables (Mood, Understand, Recall, Digest, Expend, Review)

Indikator	Mean	Presentase	Answer Interval
<i>Mood</i>	4.08	4.08%	Very good
<i>Understand</i>	4.18	4.18%	Very good
<i>Recall</i>	4.18	4.18%	Very good
<i>Digest</i>	4.07	4.07%	Very good

Then, the research results can be seen from inferential statistical analysis to determine the extent of the influence of the MURDER learning method on the learning outcomes of Islamic Education students at SMK PGRI 1 Pasuruan. This research is taken from the results of the regression test and the t-test, as follows:

a. Regression or Coefficient Model

$$Y=a+bX$$

$$Y=70.095+0.377X$$

It is known that the positive constant value of 7.095 (70.95%) indicates a positive influence on the MURDER learning method variable. If the MURDER learning method variable increases or has an influence in one unit, the PAI Student Learning Outcomes variable will increase and be fulfilled.

Meanwhile, the regression coefficient X of 0.377 states that if the MURDER learning method (X) increases by one unit, then the PAI learning outcomes (Y) will increase by 0.377 (37.7%).

Based on the R Square Determination Coefficient (R<sup>2</sup>) table, it is 0.278, which means that the variable of the MURDER Learning Method (X) learning method on PAI learning outcomes (Y) is 27.8%. In other words, PAI learning outcomes are influenced by the MURDER Learning Method (X) learning method by 27.8%, while the remaining 72.2% is explained by other variables besides the MURDER Learning Method or variables that are not included in this regression model.

So it can be concluded that the MURDER Learning Method has a significant influence on PAI learning outcomes.

b. Test T

Based on the results of the inferential analysis using the T-test formula, it is known that t count (4.998) > t table (1.668) then H<sub>0</sub> (cannot be influenced) is rejected, and H<sub>1</sub> (there is an influence) is accepted. So it can be concluded that

there is a significant influence between variable X (MURDER learning method) and variable Y (PAI learning outcomes). This means that variables X and Y have a real influence with a result of 49.98%.

#### **4. Conclusion**

The influence of the MURDER learning method and learning outcomes at SMK PGRI 1 Pasuruan with the ability to improve learning outcomes in Islamic Religious Education learning at SMK PGRI 1 Pasuruan has shown that students at the school have shown a positive impact, are active, and are able to develop concepts or materials during PAI learning. PAI learning outcomes at SMK PGRI 1 Pasuruan are classified as capable levels when conducting learning in class such as asking questions, answering questions, responding to teachers, paying attention to teachers well, being active students, being able to conclude material, and being able to repeat material that has been explained. The influence of the MURDER Learning Method (Mood, Understand, Recall, Digest, Expand, Review) at SMK PGRI 1 Pasuruan City with student learning outcomes. The regression equation obtained is  $Y = 7.095 + 0.377X$ . The MURDER Learning Method at SMK PGRI 1 Pasuruan City (X) directly has a significant positive effect on PAI learning outcomes (Y) of 0.278 and PAI learning outcomes are influenced by the MURDER Learning Method at SMK PGRI 1 Pasuruan City by 27.8% while the remaining 72.2% is influenced by other factors.

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