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THE INFLUENCE OF HORRAY'S COURSE REVIEW LEARNING MODEL ON SCIENCE LEARNING OUTCOMES AT ISLAMIC ELEMENTARY SCHOOL

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Abstract

This study aims to determine the learning outcomes of students using the Course Review Horay learning model on the science subject for fourth-grade students at MI Nashrul Fajar Meteseh, Tembalang Subdistrict, Semarang. The study aims to investigate whether there are differences in learning outcomes between students using conventional teaching methods and those using the Course Review Horay model. This research is an experimental study with a quantitative approach. Data collection techniques include observations, interviews, tests, and documentation. The population of this study consists of all fourth-grade classes (A, B, C, D) at MI Nashrul Fajar Meteseh, with a total of 129 students. The sampling technique used in this study was purposive sampling, resulting in a sample of 63 students from fourth-grade classes A and B. The researchers employed field research methods, obtaining sources from official documents related to ecological spirituality and interviews with informants. Additionally, secondary sources such as books, journals, articles, and relevant literature reviews were utilized. The research design employed qualitative research, with data collected in the form of written or spoken language and observed behaviors. Due to the non-normal distribution of class data for normality and homogeneity tests, the non-parametric Wilcoxon formula was used to assess the impact of the Course Review Horay model on the study. The research findings indicate a significant difference in the learning outcomes of students using the Course Review Horay learning model compared to those using conventional teaching methods for science in the fourth grade at MI Nashrul Fajar. Based on the Wilcoxon test results, a significant value of 0.000 was obtained, which was smaller than 0.05. This implies that the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. Therefore, it can be concluded that the use of the Course Review Horay learning model has an influence on the science learning outcomes of fourth-grade students at MI Nashrul Fajar.

Keywords Course Review Horay, Learning model, MI Nashrul Fajar

INTRODUCTION

Education, in a broad sense, is everything that is done to influence other people, both in groups and individually, so that they are able to do it in accordance with predetermined goals. Education is a process of learning, knowledge, skills, and habits of a person that is inherited through the form of teaching, training, or research. According to Mudyahardjo (2014), education is broadly defined as all experiences that are lifelong learning or take place in the entire environment. The national education system that has been regulated in Law No. 20 of 2013 states that education is an effort that is carried out consciously or planned in order to realize a learning process where students can be active and grow the potential that exists within themselves and others (Hasan et al., 2021). The definition of education, according to expert MJ Langevelt (1962), says that "Education is the process of bringing children to adulthood. He further explained that the maturity in question is when the child is able to act on his own responsibility. Education is a planned and structured long-term learning process that aims to develop knowledge and insight (Accounting et al., 2020).

The learning model is one of the important elements of learning. Based on Permendikbud Number 103 of 2014 concerning "Learning is a conceptual and operational learning framework that has a name, characteristics, logical sequence, arrangement and culture" (Asyafah, 2019). Huda (2014) states that "the learning model is a plan or pattern that can be used to shape the curriculum, design instructional materials, and guide the teaching process in different classrooms or settings". Based on this description, it can be concluded that the learning model is a conceptual framework that describes a systematic procedure for organizing learning experiences to achieve certain learning goals (Harefa et al., 2022).

Based on the observations that have been made at MI Nashrul Fajar Meteseh Semarang, the results obtained are that the learning used still uses conventional learning. In the conventional learning model, student participation in learning is not optimal or is still dominated by the teacher. Therefore the learning that takes place becomes less interesting and less fun for students. To create an interesting and fun learning atmosphere, it is necessary to make changes in the learning process that are creative, innovative, and can attract students' attention.

In elementary school, character education is also very important for student development. Character education is needed because education not only makes students smart but also has a polite and polite character. The simplest character education is when students are still in elementary school. The role of the teacher in building the character of elementary school students can be seen

from the learning process developed, and a teacher is required to be creative in managing learning, especially in science learning. Learning Science in Elementary Schools aims to instill the basic concepts of learning Science in order to solve problems later (Prananda et al., 2020). Natural science is a human effort to understand the universe through observation that is right on target and using the right procedures and explained with valid reasoning so that the right conclusions are drawn. The science learning process should place more emphasis on providing direct experience by students in order to be able to develop competencies in order to explore and understand the natural surroundings which, in the end, they find for themselves the concept of the subject matter being studied (Fahrezi et al., 2020).

Learning outcomes is a sentence consisting of two words, namely results, and learning, between the words results and learning have two different meanings. Learning is a word that is familiar to all levels of society. According to psychological understanding, learning is a process of change, namely changes in behavior as a result of interaction with the environment in meeting needs. Learning is a process of changing behavior that does not only include changes in cognition or knowledge but also includes attitudes and psychomotor (Bagja Sulfemi & Supriyadi, 2018).

After seeing the explanation above, it can be seen that the problem that occurs at MI Nashrul Fajar, especially in class IV, is the lack of interest and enthusiasm for student learning in science subjects with learning methods that still use old methods that are still teacher-centered. In this problem, the solution that the writer got was to change the still classical learning method to a more interesting learning method so that students could understand the material presented by the teacher. The learning method is very influential on the interests and learning outcomes of students, especially in science subjects, which require creativity and activeness of students who are more dominant in the learning process.

Appropriate learning methods will help students to better understand the material and increase their interest in learning. Learning methods that can be used for science subjects in MI Nashrul Fajar Semarang include demonstration methods, group discussions, experiments, and others. The demonstration method can help students to understand concepts better through direct demonstrations. The group discussion method can help students to discuss the topics being discussed and improve their critical thinking skills. The experimental method can help students to understand concepts better through direct experimentation. Other methods that can be used are game methods, problem-solving methods, and project-based learning methods. However, in this

study, the learning outcomes that will be examined are only in the positive part. How is the development of MI Nashrul Fajar students' knowledge of the material being taught using a different learning model than before? Is there an increase in knowledge of student learning outcomes after applying the learning model used? In science learning, it is better to use a learning model that is not boring so that the applied material can be clearly understood by students.

Cooperative learning of the Course Review Horay (CRH) type is a learning test of students' understanding of concepts by using checkered answer sheets that are able to foster students' enthusiasm for learning to work together and be responsible in groups so that students will get maximum results. According to Huda, Course Review Roray is a learning method that can make the class atmosphere interesting and fun because students who can answer correctly are required to shout 'Hooray!' or their favorite yells. The CRH learning model is learning that is done by playing using a box filled with question numbers, and students work according to the number of questions they get. Students who can solve the problem first will shout hooray or yells what they like (Arsani et al., 2018). So, it can be concluded that the Course Review Hooray method is used to measure students' abilities to what extent students understand the material and make it easier for students to understand difficult material.

Several related studies; First, the effect of using the Hooray method is very significant in improving student learning outcomes in PAI subjects at Prabumulih Middle School, with students obtaining KKM scores of 70 and 29 students completing their studies or 90% of the 30 students in the sample (Heni Fransiska, 2007). Then the Hooray method is a learning test of students' understanding of concepts using boxes filled with questions and numbered to write down the answers. The student who was the first to get the correct sign immediately shouted hooray or other yells (Eka Rani Wiajayanti, 2006). Third, the hooray method is a learning method that can encourage students to actively participate in learning. This method is a teaching-learning method that places more emphasis on understanding the material taught by the teacher by solving questions (Zulkifli Sanusi, 2008). Fourth, there is a very significant difference between the VA learning outcomes that do not use the Course Review Hooray Learning Model in PAI subjects at SD Negeri 234 Palembang and the VB class that uses the Course Review Hooray Learning Model in PAI subjects at SD Negeri 234 Palembang. It implies that the application of the Course Review Hooray Learning Model is successful in improving learning outcomes (Ersa, 2013). Fifth, there is an average difference between the experimental class and the control class, which means that there is an influence of the Course

Review Hooray type cooperative learning model on the understanding of mathematical concepts in class VII MTs Darul Hikmah Pekanbaru. This can be seen from the difference in the average experimental class, which is 80.9167, which is higher than the average control class, which is 71.3542 (Rismayanti, 2013). When compared to several related studies, at this stage, the researcher focused on science subjects in class IV MI Nashrul Fajar Semarang. Researchers are looking for the influence of the Review Horary Course Learning Model on student learning outcomes in science subjects. This is the difference between this study and several related studies.

Thus, the researcher is interested in researching more about the Course Review Hooray method that occurs in science lessons for class IV MI Nashrul Fajar students. The purpose of this study was to determine the effect of the Course Review Horary learning method on the learning outcomes of science subjects in class IV MI Nashrul Fajar.

METHOD

This type of research is experimental research with a quantitative approach. The quantitative approach is an approach in the form of numbers starting from data collection and interpretation of the data used up to the stage of presenting the results of the data used in the research (Veronica et al., 2022). The quantitative approach always tries to generalize the research results obtained. Therefore, quantitative research always tries to take samples that are getting closer to the population. If a lot of samples are taken, the data that will be obtained will also be very large. Therefore quantitative research always uses statistical calculations to process the data (Jannah & Prasetyo, 2011). Experimental research with a quantitative approach in this study was used to determine the effect of the Course Review Horray model on the learning outcomes of grade IV science subjects at MI Nashrul Fajar.

This research was conducted at MI Nashrul FajarMeteseh, Tembalang District, Semarang City. From 10 to 28 February 2023. Data collection techniques using observation techniques, interviews, and documentation. The population in this study were all fourth-grade students of MI Nashrul Fajar Meteseh, with a total of 129 students. The sampling technique used purposive sampling so that the researcher determined the sample for class IV A, totaling 31 students as the experimental class, and class IV B, totaling 32 students as the control class.

The research hypothesis implementation of a project-based learning approach (Project-Based Learning) significantly improves student learning outcomes in Mathematics in class IV MI Nashrul

Fajar Meteseh. This hypothesis is based on the assumption that the application of a project-based learning approach can provide a more active, interactive, and challenging learning experience for students so as to increase students' motivation and understanding in learning Mathematics. The research will test whether there are significant differences in student learning outcomes between classes that apply a project-based learning approach (experimental class) and a class that does not apply it (control class). During the research period, class IV A, with a total of 31 students, will become an experimental group that applies a project-based learning approach, while class IV B with a total of 32 students, will be the control group using conventional learning methods. Data on student learning outcomes will be collected through observation, interviews, and documentation during the research period.

In the observation method, the researcher observes an event that is taking place. This observation uses a structured observation technique, that is, with security carried out based on the instruments that have been compiled. The compiled format contains items containing events or behaviors that occur. Observations in this study focused on the learning process of science subject class IV at MI Nashrul Fajar. Then to collect data from an individual or group, interviews are also needed. The interviews in this study were used to collect data related to the learning patterns of science subjects in class IV at MI Nashrul Fajar. While the documentation can be used as a guide and to obtain data that can be accounted for. Therefore, the documents reviewed and analyzed must show their validity.

In this study, the data analysis techniques used were as follows: 1) Observational Data Analysis: Data obtained from observations of the learning process of grade IV science subjects at MI Nashrul Fajar will be analyzed using descriptive analysis techniques. The researcher will analyze and describe the observed events or behavior based on the format of the observation instrument that has been prepared. Data will be organized and presented in the form of tables or graphs to provide a clear picture of the learning process that occurs. 2) Analysis of Interview Data: Data obtained from interviews with teachers and students related to learning patterns in science class IV at MI Nashrul Fajar will be analyzed using qualitative analysis techniques. The researcher will identify the main themes that emerge from the interviews and analyze the answers and opinions of the respondents to gain an in-depth understanding of these learning patterns. The results of the analysis will be presented in the form of direct quotations or a summary of relevant findings. 3) Documentation Data Analysis: Data obtained from documents related to learning patterns for science subjects in grade

IV at MI Nashrul Fajar will be analyzed using content analysis techniques. Researchers will identify relevant and significant information in documents, such as lesson plans, teaching materials, or notes on learning activities. Relevant data will be grouped, categorized, and interpreted to obtain a comprehensive understanding of existing learning patterns.

By using a combination of descriptive analysis techniques, qualitative analysis, and content analysis, this research will produce an in-depth and comprehensive understanding of the pattern of learning in science class IV at MI Nashrul Fajar. Data analysis will provide an overview of the actual situation and enable researchers to compile relevant findings in research.

FINDINGS AND DISCUSSION

Findings

Normality test

The normality test in the analysis is used to determine whether the results of the data are normally distributed or not, with a significant level of 0.05. The Normality test is carried out by comparing the results of the control class using conventional learning with the results of the experimental class using the learning model *Course Review Horray.*

Table 1. Normality Test

Tests of Normality							
	class	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistics	Df	Sig.	Statistics	df	Sig.
learning outcomes	experimental post-test	,200	32	,002	,912	32	,013
	post-test control	, 194	31	,004	,896	31	,006

In the final data normality test for the control class and the experimental class, the normality test used SPSS software. Based on the results of the final data normality test, the results obtained were that in the experimental class, the data were normally distributed with a significance value of 0.013. While the control class is not normally distributed with a significance value of 0.006. So a non-parametric analysis was carried out using the Wilcoxon test.

Homogeneity Test

The homogeneity test is used to find out whether some population variants are the same or not. The two-variance similarity test is used to test whether the distribution of the data is homogeneous or not, namely by comparing the two variances. If two or more groups of data have

the same variance, then the homogeneity test is not necessary because the data is considered homogeneous (Usmadi, 2020).

Table 2. Homogeneity Test

		Levane Statistics	**df1**	**df2**	**Sig.**
learning outcomes	Based on Means	11.416	1	61	,001
	Based on Median	8,673	1	61	,005
	Based on the Median and with adjusted df	8,673	1	40,163	,005
	Based on trimmed mean	9,409	1	61	,003

A homogeneity test was carried out using SPSS software to see whether the sample had a homogeneous variance or not. In this study, the homogeneity test aims to determine whether the data sets have the same characteristics or not. Based on the results of the homogeneity test using SPSS software, it can be concluded that the results of the final data for classes A and B are not homogeneous because the significance value obtained is 0.001, which means less than 0.05. So a non-parametric analysis was carried out using the Wilcoxon test.

Wilcoxon Test

The Wilcoxon test aims to determine whether there is a difference in the mean of two paired samples. Because the data were not normally distributed, the Wilcoxon test was used as an alternative to the paired sample t-test.

Table 3. Difference Test of Two Means (Wilcoxon)

		N	**Mean Ranking**	**Sum of Ranks**
post-test experiment - pre-test experiment	Negative Ranks	8a	8.56	68.50
	Positive Ranks	24b	19.15	459.50
	ties	0c		
	Total	32		
post-test control - pre-test control	Negative Ranks	31d	16.00	496.00
	Positive Ranks	0e	,00	,00
	ties	0f		
	Total	31		

a. experimental post-test < experimental pre-test

"Experimental post-test" is always more important or more valuable than "experimental pre-test" in general. The two stages have different purposes and important values in the context of experimentation. An experimental pre-test (pre-experimental test) is conducted before the actual

experiment as part of the preparation process. The aim is to collect initial data, identify relevant variables, measure baseline or initial conditions, and ensure that the planned experiment can be carried out effectively. Pre-test experiments also help in determining and improving the measurement methods and instruments to be used during the experiment. The results of the experimental pre-test help researchers to organize experiments better and avoid mistakes or problems that may arise.

An experimental post-test (post-experimental exam), on the other hand, is conducted after the experiment is completed. The aim is to collect the final data and analyze the results of the experiments that have been carried out. Post-test experiments allow researchers to evaluate the impact or effect of the variables studied, test hypotheses, and conclude research results. The data obtained from the experimental post-test can be used to draw conclusions and draw generalizations about the effects of the variables studied. Both have an important role in research methodology. The experimental pre-test assists in the preparation and planning of the experiment, while the experimental post-test assists in the analysis and drawing of conclusions.

b. experimental post-test > experimental pre-test

"Experimental post-test is more important than experimental pre-test" may depend on the context and type of research being conducted. In some cases, the experimental post-test does have greater weight than the experimental pre-test, especially if the research aims to evaluate the effect or impact of an intervention or treatment. In experimental research with a pretest-posttest design, an experimental pre-test is usually carried out to measure the relevant variables before the treatment or intervention is given. This aims to obtain a baseline or initial conditions from the participants or objects studied.

After that, the treatment or intervention is given to the relevant subject group. After the treatment period, an experimental post-test was carried out to measure the changes that occurred after the treatment was given. The difference between the results of the pre-test and post-test is used to evaluate the effect of the treatment or intervention. In this context, the experimental post-test can indeed be considered more important because it provides information about changes that occur as a result of treatment or intervention. However, it should be remembered that both pre-test and post-test experiments play an important role in research methodology, and they complement each other to provide a complete understanding of the effect of the treatment or intervention being studied. Preferably, in an experimental research design,

c. experimental post-test = experimental pre-test

"Experimental post-tests are as important as experimental pre-tests" is a debatable opinion depending on the context of the research and the purpose of the experiment. Pre-test experiments are carried out before giving treatment or intervention to measure the baseline or initial conditions of the variables studied. An experimental pre-test helps in determining comparisons with conditions after treatment is given and can provide an initial understanding of the characteristics of the subject or research object. Experimental post-tests, on the other hand, are carried out after the treatment or intervention is finished to measure the effects or changes that have occurred. The experimental post-test provides information about the impact of the treatment or intervention on the variables studied.

These two stages have an important role in experimental research. The experimental pre-test provides an initial description, while the experimental post-test provides a final description of the effect of the treatment or intervention. These two stages are used to compare the results before and after treatment, thus enabling researchers to evaluate the impact of the treatment or intervention. The importance of each stage depends on the research objectives and the research questions to be answered. In some studies, the experimental pre-test may be more important for understanding initial conditions, whereas in other studies, the experimental post-test may be more important for measuring treatment effects. Therefore,

d. post-test control < pre-test control

"Post-test control is more important than pre-test control" in the research context. Pre-test control and post-test control have an important role in the experimental research design with the control group. Pre-test control is carried out before treatment or intervention is given to the control group. The aim is to measure the baseline or initial conditions of the variables studied in the control group. The control pre-test helps in evaluating the initial similarity between the control group and the treatment group, thus ensuring that the control group does not have significant differences before the treatment is carried out. The control post-test was carried out after the treatment or intervention was completed in the control group. The aim is to measure the change or effect of the treatment in the control group.

Both stages have an important role in experimental research with a control group. The pre-test control provides an initial description of the condition of the control group, while the post-test control provides an understanding of the effect of treatment on the control group. The importance of each stage depends on the research objectives and the research questions to be answered. The

control pre-test assists in evaluating the initial similarity between the control and treatment groups, while the control post-test assists in measuring the effect of the treatment on the control group. Therefore, both stages must be carefully designed and implemented to ensure the reliability and validity of research findings.

e. post-test control > pre-test control

Post-test control and pre-test control have an important role in experimental research with the control group. The control pre-test was used to measure the baseline or initial conditions of the variables studied in the control group, while the control post-test was used to measure the effectiveness of the treatment or intervention given to the treatment group and compare it with the control group. These two stages are complementary and necessary to understand the impact of treatment or intervention on the control group. The relative importance of pre-test control and post-test control depends on the research focus, research questions, and the research context itself. Both pre-test control and post-test control must be considered seriously and carefully designed to ensure the validity and reliability of the research results.

f. conpre-testre test control

In experimental research with a control group, both pre-test control and post-test control have an important role. The cpre-testre test was used to measure the initial condition of the control group before treatment or intervention, while the cpost-testst test was used to evaluate the effect of treatment on the control group after the treatment was carried out. The two stages are complementary and provide a complete understanding of the effects of treatment or intervention. The relative importance of the two stages depends on the research objectives and the research questions to be answered. It is important to pay equal attention to pre-test controls and post-test controls in research planning, implementation, and analysis to ensure the validity and reliability of research results.

Table 4. Statistic Test

	post-test experiment - pre-test experiment	post-test control - pre-test control
Z	-3,669b	-4,862c
asp. Sig. (2-tailed)	,000	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

c. Based on positive ranks.

The Wilcoxon test is used to test conditions (variables) in paired samples or can also be used for studies. In this test, we want to know which one is bigger between the pairs. This method is called the Wilcoxon test or the Wilcoxon signed ranking test (Rudianto et al., 2020). In the Wilcoxon test that has been carried out, it can be seen that there is a significant difference in the data of the control class and the experimental class. Research hypothesis:

Ha: There is a significant influence of the use of instructional media on the science learning outcomes of class IV MI Nashrul Fajar students

Ho: There is no significant effect of the use of instructional media on the science learning outcomes of class IV MI Nashrul Fajar students basis for decision making of Wilcoxon test:

If the value of Sig. (2-tailed) > 0.05, then Ho is accepted, and Ha is rejected.

If the value of Sig. (2-tailed) < 0.05, then Ha is accepted, and Ho is rejected.

Based on the Wilcoxon test output, it was found that the Asymp.Sig. (2-tailed) is 0.000. Because this value is less than 0.05, it can be concluded that Ha is accepted and Ho is rejected. This means that there is a significant influence between the use of instructional media on the science learning outcomes of class IV MI Nashrul Fajar students.

Discussion

Thus, these findings support the research hypothesis, which states that the use of instructional media has a significant influence on the learning outcomes of fourth-grade students in MI Nashrul Fajar. This interpretation is based on statistical analysis, which shows that the difference in learning outcomes between groups that use instructional media and groups that do not use instructional media may not occur randomly but rather due to the influence of the use of learning media itself. This means that there are differences between science learning outcomes between students in the control class and in the experimental class. So it can be concluded that the use of the Course Review Horray model has an effect on the science learning outcomes of class 4 MI Nashrul Fajar students.

CONCLUSION

Based on the results of the discussion above, it can be concluded that the normality test results show that the control class is not normally distributed while the experimental class is normally distributed. Because the data is not normally distributed, the non-Parametric formula is

used, namely the Wilcoxon test, to test the difference between the two means and get the result of whether the CRH model has an effect or not on student learning outcomes. In this study, data homogeneity tests can be performed using statistical tests such as Levine's test or Bartlett's test. If the results of the homogeneity test show that the variance between the control group and the experimental group is not significant (Sig. value > 0.05), then it can be concluded that the two groups have similar variability. Therefore, based on the results of the Wilcoxon test, which showed a significant difference between the control group and the experimental group, and the results of the homogeneity test, which showed similar variability between the two groups, it can be concluded that the use of instructional media has a significant effect on science learning outcomes for fourth-grade students at MI Nashrul Fajar. From the results of the Wilcoxon test, it was found that Ha was accepted because the significance value was less than 0.05. Based on these data, the significant value is less than 0.05, meaning that Ha is accepted, so there is an influence from the Course Review Hooray method on student learning outcomes in science subjects in class IV MI Nashrul Fajar. It can be concluded that the use of instructional media has a significant influence on the science learning outcomes of fourth-grade students at MI Nashrul Fajar. From the results of the Wilcoxon test, it was found that Ha was accepted because the significance value was less than 0.05. Based on these data, the significant value is less than 0.05, meaning that Ha is accepted, so there is an influence from the Course Review Hooray method on student learning outcomes in science subjects in class IV MI Nashrul Fajar. It can be concluded that the use of instructional media has a significant influence on the science learning outcomes of fourth-grade students at MI Nashrul Fajar. From the results of the Wilcoxon test, it was found that Ha was accepted because the significance value was less than 0.05. Based on these data, the significant value is less than 0.05, meaning that Ha is accepted, so there is an influence from the Course Review Hooray method on student learning outcomes in science subjects in class IV MI Nashrul Fajar.

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