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The Effect of the Course Review Horay Learning Model on Students' Motivation and Learning Outcomes

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ABSTRAK

Model yang digunakan masih dengan pendekatan konvensional, ditemukan siswa masih sering keluar masuk kelas pada saat pembelajaran masih berlangsung karena motivasi belajar siswa relatif rendah, sering bercakap-cakap dengan teman saat pembelajaran dimulai, dan sering mengganggu teman. Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran Course Review Horay terhadap motivasi dan hasil belajar siswa kelas V. Penelitian ini menggunakan pendekatan kuantitatif dengan metode Quasi Experimental. Penelitian ini menggunakan Nonequivalent Control Group Design. Penelitian ini memiliki sampel yang dipilih dengan menggunakan Non-Probability Sampling. Sampel kelas eksperimen dan kelas kelas kontrol berjumlah 14 siswa. Hasil penelitian menunjukkan bahwan perolehan uji t motivasi belajar tinggi diperoleh t-hitung lebih dari t-tabel yaitu 12,89152 lebih dari 2,056, maka h0 ditolak dan h1 diterima. Kemudian, penerapan model CRH juga berpengaruh terhadap hasil belajar siswa yang juga dibuktikan dengan uji t. Hasil perhitungannya adalah t-hitung lebih dari ttabel yaitu 9,926846 lebih dari 2,056, sehingga dapat disimpulkan bahwa Model pembelajaran Course Review Horay ini mempunyai pengaruh terhadap hasil belajar siswa kelas V.

ABSTRACT

The model used is still a conventional approach, it is found that students are still often in and out of class while learning is still ongoing because students' learning motivation is relatively low, often conversing with friends when learning begins, and often disturbing friends. This study aims to analyze the effect of the Course Review Hooray (CRH) learning model on the motivation and learning outcomes of fifth grade students. This research uses a quantitative approach with the Quasi Experimental method. This research uses Nonequivalent Control Group Design. This study has a sample selected by using Non-Probability Sampling. The sample for the experimental class and control class consisted of 14 students. The results showed that the acquisition of the t test of high learning motivation obtained t-count more than t-table, namely 12.89152 more than 2.056, then h0 was rejected and h1 was accepted. Then, the application of the CRH model also affects student learning outcomes which is also proven by the t test. The result of the calculation is t-count more than t-table, which is 9.926846 more than 2.056, so it can be concluded that the CRH learning model has an influence on the learning outcomes of fifth grade students.

1. INTRODUCTION

Learning is an interaction that occurs between the teacher and the students which contains all the elements involved in the learning process in order to achieve the goals of the learning. Innovative learning is a way that is applied so that the quality of education in Indonesia can produce quality human resources and can compete well wherever they are (Mazid et al., 2021; Yao et al., 2022). Learning is a series of events that are created and arranged for a learning process to occur. The learning process in elementary schools uses the 2013 curriculum. In Indonesian elementary schools, since 2013, the 2013 curriculum has been implemented which uses a system that is integrated with other subjects called integrated thematic learning (Setiadi, 2016; Wachidi et al., 2020). The learning approach is learning using integrated thematic in which there are themes consisting of several sub-themes and several lessons. Learning that uses integrated thematics allows students to explore, study and process the information they get in learning which is called

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the *student center,* so that they are active during the learning process (Aperta et al., 2021; Krissandi & Rusmawan, 2015; Rilianti, 2019).

Motivation has a lot to do with one's interests, where students who have a great interest in something, then they will be serious and interested in learning about it (Maulidin et al., 2020; Rahmatih et al., 2020; Sekarwangi et al., 2021). Vice versa, if a student is not interested in something, then he will be lazy and there is no motivation to achieve it. Motivation can determine whether it is good or bad to achieve a goal, if the motivation is great then he will be enthusiastic about achieving success in learning, studying hard and trying, achieving proud achievements. Then if someone has low motivation, he will be indifferent and not enthusiastic in following his learning (Surur & Tartilla, 2019; Wahyuni et al., 2020). According to previous study learning outcomes are indicated as competencies that students acquire after getting through various activities regarding their learning activities (Kim et al., 2021). Learning outcomes are the acquisition that students get after they take part in learning. The amount of motivation that a person has in terms of learning will have an impact on learning outcomes. Learning outcomes are abilities that students acquire after participating in learning activities at school. Learning outcomes have an impact on learning achievement or learning outcomes (Irawaty et al., 2021; Nurlaela et al., 2018).

Motivation and interest have a high relationship, where if students have a great interest in something then their attention will be attracted and their motivation will appear to learn what they want. Participating learning activities involve mental, feeling and thinking abilities actively. In the learning process, students will feel a change in behavior and obtain learning outcomes that can be used as a measuring tool for students' abilities (Adams et al., 2022; Darmaji et al., 2020; Ernata, 2017). Based on the results of observations made by the author in class V SD N Gugus III, Tanjung Raya District, found a problem, namely the model used was still with a conventional approach, students were still found to have frequent permission to go in and out of class while learning was still ongoing because student learning motivation was relatively low, often conversing with friends when learning begins, often disturbing friends, the *student center* is not visible, does not want to ask questions about material he does not understand which makes his learning outcomes low.

In order to achieve high motivation and learning outcomes, the learning atmosphere must be fun, so that students who will take part in learning will be happy in the learning process, one of the ways the teacher applies learning models that are varied, fun and makes them active (In'am & Sutrisno, 2020; Taştan et al., 2018; Wahyuni et al., 2020). The learning model is a model that is applied for the continuity of learning activities, the method is to apply the *Course Review Horay* (CRH) learning model. This CRH learning model makes the classroom atmosphere fun so that students can understand learning material quickly and perfectly (Aksiwi & Sagoro, 2014; Kusfabianto et al., 2019; Marhadi et al., 2018). A learning can be said to be successful if it achieves the desired goals, both in terms of its objectives in learning, student motivation, and significant learning outcomes. So, the level of success applied to learning using the CRH model is expected to significantly achieve student motivation and learning outcomes. Teachers must be able to attract students' attention so that they always pay attention to material explanations and follow lessons optimally and obtain the desired learning outcomes (Rahmawati, F., & Prasetyo, 2019; Wahyudi & Tripuspitaningrum, 2018).

According to previous study CRH learning model focuses on learning whose purpose is to test students' understanding of the material through the help of boxes containing various questions for students to answer (Faheem et al., 2021). If a group answers the question posed by the teacher correctly, the students immediately shout "Horay" or can use the yells they like. By applying the CRH learning type students can be trained in solving a problem in groups. Based on other study the CRH learning model is a learning model whose purpose is to test whether or not students understand the subject matter by giving questions to students whose answers will then be written on a card that has been numbered then for the group that answered correctly and fast direct that immediately shouted "hurray" (Ufie et al., 2020). It is highly prioritized that learning models are applied to learning so that learning motivation grows, students' enthusiasm is high and they are active in ongoing learning (Suitriani et al., 2016; Wahyudi & Tripuspitaningrum, 2018).

Base on those problem and description from previous study the researchers interested and hope to provide relief to educators to apply this learning model in their classes. So that students have significant motivation and learning outcomes. Educators must be able to make the classroom atmosphere fun so that their students feel happy participating in the lesson. By applying this model students will be interested because this model has advantages, namely the teacher provides words of motivation to learn, supports students to want to learn better and provides rewards if these students experience a significant increase in motivation and learning outcomes.

2. METHOD

This researcher apply quantitative research which is research where the data set is in the form of numbers which will then be processed and analyzed to find scientific information. Where the type of research used is quantitative. Quantitative research is a method in research whose aim is to seek influence over a given application to a phenomenon that has conditions that can be controlled (Sugiyono, 2017). This study applies *the Quasi experimental design*. The writer uses *Quasi experiment The design* aims so that research can take place naturally without students feeling that they are being experimented on, so that it is expected to contribute to the validity of this research.

The *quasi-experimental design* used in this study was a *non-equivalent control group design.* In this design, the experimental sample and the control sample were randomly selected. In this design there are two groups, namely the experimental sample as the group that was given the treatment and the control sample as the group that was not given the treatment. *The non-equivalent control group design* uses a *pretest* before being given treatment and a *posttest* after being given treatment. In the initial situation, the two groups were first given a *pretest* to find out whether there was a difference between the control group and the experimental group. Measurements were taken before and after the treatment were given, then the difference between the initial measurement and the final measurement was seen. The experimental class was given the *Course Review Horay* with a total of 14 students and the control class uses a conventional approach with a total of 14 students. An overview of *non-equivalent control group* design can be seen in the Table 1.

Table 1. Research Design Nonequivalent Control Group Design

Class	Pretest	Treatment	Posttest
Experiment	O_1	X	O_2
Control	O_3	-	O_4

Base on Table 1, there are two samples, namely experimental and control samples. Before the research was carried out, O1 and O3 were given *pretest*, so that researchers would know how they were at first. Furthermore, the experimental sample obtained application using the experimental model, namely *Course Review Horay* this which is marked with the symbol X. Meanwhile, the control group which did not receive treatment was marked with -, because it did not receive treatment with *Course Review Horay* , meaning that learning was carried out conventionally. Then at the end of the study, O2 and O4 were given *posttest*, so that researchers would know the results of the treatment that had been given. In this study, scores from the *pretest* and *posttest* will be analyzed using statistical methods. A treatment is said to be influential if it has a high difference from the experimental and control sample groups.

The data analysis technique applied in this research is descriptive statistics. There are two tests that have been carried out namely the test on the prerequisite analysis and the test on the hypothesis. Prerequisite analysis consists of two types, namely the normality test and homogeneity test. The normality test used in this study is the lilifors test. The criterion for acceptance that is said to be normal is that if the significance value of the calculation results is greater than $\alpha = 0.05$ it is concluded that the distribution is normal. Vice versa. Then a homogeneity test is carried out with the Levene test, which requires that if the significance is greater than 0.05 or Fcount <Ftable, then the data is homogeneous. Then a t-test is carried out to prove whether there is an effect of the CRH model on motivation and outcomes in participants students in class V SD. The criterion that can be accepted in the t test at 5% significance is, if tcount>ttable then h1 is accepted and h0 is rejected.

3. RESULT AND DISCUSSION

Result

The researcher obtained research findings on the learning model that had been implemented, namely *Course Review Horay* on motivation and learning outcomes in integrated thematic learning in class V. The experimental class was SDN 10 Kotobaru in Class V and the control class was class V SDN 36 Sawah Rang Salayan uses a conventional approach. The initial situation before the researcher conducted the research was that students' grades were below the KKM, because the way of learning made students inactive because the educators were more dominant and learning was less enjoyable, students often disturbed their friends, did not focus on the concepts conveyed by the teacher.

Normality Test

Test Normality test is a test that is carried out with the aim of whether the data has a normal distribution or not. Tested by applying the Lilliefors test at a significant level α = 0.05. The results can be seen in the Table 2.

Table 2. Normality Pretest Result

Pretest Normality Test Low Learning Motivation Results						
No	**Group**	**N**	**A**	**L_0**	**L_t**	**Description**
1	Experiment	14	0.05	0.1656	0.227	Normal
2	Control	14	0.05	0.1592	0.227	Normal
Pretest Normality Test High Learning Motivation Results						
No	**Group**	**N**	**A**	**L_0**	**L_t**	**Description**
1	Experiment	14	0.05	0.1542	0.227	Normal
2	Control	14	0.05	0.1351	0.227	Normal
Pretest Normality Test Pretest Learning Outcomes						
No	**Group**	**N**	**A**	**L_0**	**L_t**	**Description**
1	Experiment	14	0.05	0.00845	0.227	Normal
2	Control	14	0.05	0.00643	0.227	Normal

Based on the Table 2, it can be concluded that the two classes of each variable (low learning motivation, high learning motivation, and learning outcomes) are normally distributed. Then for the post test result is show in Table 3.

Table 3. Normality Posttest Result

Posttest Normality Test Learning Outcomes						
No	**Group**	**N**	**A**	**L_0**	**L_t**	**Description**
1	Experiment	14	0.05	0.1421	0.227	Normal
2	Control	14	0.05	0.1372	0.227	Normal
Posttest Normality Test Results of Defense Motivation jar Height						
No	**Group**	**N**	**A**	**L0**	**Lt**	**Description**
1	Experiment	14	0.05	0.1883	0.227	Normal
2	Control	14	0.05	0.1661	0.227	Normal
Posttest Normality Test Results of Learning Motivation Low						
No	**Group**	**N**	**A**	**L0**	**Lt**	**Description**
1	Experiment	14	0.05	1.7791	0.227	Normal
2	Control	14	0.05	0.1621	0.227	Normal

Based on the Table 3, it can be concluded that the two classes of each variable (low learning motivation, high learning motivation, and learning outcomes) are normally distributed.

Homogeneity Test

Test The homogeneity test was carried out aiming to find out whether the data from the two classes was homogeneous or not, so it was carried out through the F test. The result of F test is show in Table 4.

Table 4. Homogenity Pretest Result

Pretest Homogenity Learning Outcomes				
Group	**A**	**Fcount**	**Ftable**	**Conclusion**
Experiment Control	0.05	1.785	2,548	Homogen
Pretest Homogeneity Test High Motivation Results				
Group	**Group**	**Group**	**Group**	**Group**

Experiment Control	0.05	1.641	2.548	Homogen
Pretest Homogeneity Test Low Learning Motivation Results				
Group	**A**	**Fcount**	**Ftable**	**Conclusion**
Experiment Control	0.05	1.561	2.548	Homogen

Base on Table 4 it show learning outcomes it can be seen that Fcount <Ftable, 1.785 <2.548 the two classes have a homogeneous variance. Then, variable of high motivation above it can be seen that Fcount < Ftable, 1.641 < 2.548, the two classes have a homogeneous variance. And variable of low learning motivation it can be seen that Fcount<Ftable, 1,561 <2.548, the two classes have a homogeneous variance.

Table 5. Postest homogenity Result

Postest Homogenity Learning Outcomes Results				
Group	**A**	**Fcount**	**Ftable**	**Conclusion**
Experiment Control	0.05	1.925	2.548	Homogen
Posttest Homogeneity Test Results High Learning Motivation				
Group	**A**	**Fcount**	**Ftable**	**Conclusion**
Experiment Control	0.05	1.882	2.548	Homogen
Posttest Homogeneity Test Low Learning Motivation Results				
Group	**A**	**Fcount**	**Ftable**	**Conclusion**
Experiment Control	0.05	1.762	2.548	Homogen

Base on Table 5 show learning outcomes it can be seen that Fcount<Ftable, 1.925 <2.548, the two classes have a homogeneous variance. Then for other variable high learning motivation it can be seen that Fcount<Ftable, 1.882 <2.548, the two classes have a homogeneous variance. The last one of Low learning motivation it can be seen that Fcount<Ftable, 1.762 <2.548, the two classes have a homogeneous variance.

Hypothesis Test

Test the hypothesis using the conditions, namely Ttable then H0 is rejected and H1 is accepted then H0 is accepted. The pretest result of hypothesis test is show in Table 6.

Table 6. Hypothesis Pretest Result

Hypothesis Pretest learning outcomes			
Class A	**tcount**	**Tcount**	**F tabel Conclusion**
Ekperiments Control	0.05	6.8432182	Isttable tcount> ttable
Hypothesis Testing Pretest Results of Higher			
Class A	**tcount**	**ttable**	**Conclusion**
Experiments Control	4.6812	2.056	tcount> ttable
Hypothesis Testing Pretest Low Learning Motivation Results			
Class A	**tcount**	**ttable**	**Conclusion**
Experiments 0.05 Control	5.5821	2.056	tcount> ttable

Base on Table 6, it can be concluded that each variable (low learning motivation, high learning motivation, and learning outcomes) found that H1 is accepted and H0 is rejected. The result of posttest result of hypothesis is show in Table 7.

Table 7. Hypothesis Posttest Result

Hypothesis posttest Learning Outcomes			
Class A	**tcount**	**ttable**	**Conclusion**
Experiment Control	9.926846	2.056	tcount>ttable
Posttest Hypothesis High Learning Motivation Results for			
Class A	**tcount**	**ttable**	**Conclusion**
Experiments Control	12.89152	2.056	tcount> ttable
Posttest Hypothesis Test Results for Low Learning Motivation			
Class A	**tcount**	**ttable**	**Conclusion**
Experiment Control	7.519245	2.056	tcount>ttable

Base on Table 7, show the hypothesis result of each variable (low learning motivation, high learning motivation, and learning outcomes) can be concluded that H1 is accepted and H0 is rejected.

Discussion

CRH is a learning model that can solve or enable students to solve a problem given to them. Then this model also makes students between them express their respective opinions to pursue as many correct points as possible, they can discuss these answers with others, if the answer is wrong then the opportunity will be taken by other students. Then the one who takes the most correct points, and then he will shout hurray as many points as he gets and is given a prize by his teacher. This can train students in communicating their opinions (Kusfabianto et al., 2019; Marhadi et al., 2018).

This research that has been carried out from the *Course Review Horay* a great impact on changes in student behavior in learning, namely student activity in learning increases, being able to work with friends, does not disturb his friends during learning, wants to express his opinion and is not ashamed to show the results he makes in front of the class. It is in accordance with what was expressed by previous study who said that learning is giving to the process of changing the behavior of students so that they become active in learning activities, so that motivation and learning outcomes can achieve the desired target or goal (Encheva et al., 2019; Kamaruddin, 2012).

The influence of motivation and learning outcomes is obtained from students being active, studying and getting new challenges that are solved by jointly using this CRH learning model. Students quickly understand the learning concepts given, are trained in working on worksheets in a short time and are enthusiastic in pursuing high learning outcomes, then students also carry out activities to get as many scores as possible in learning, this activity makes learning meaningful. It is in accordance with The theory of learning expressed in a constructivist view that learning forms students understand the concept of knowledge, broadens their horizons, makes learning enjoyable for them so that their motivation to participate in learning becomes high and the results in learning obtained become significant (Gülpinar, 2005). Learning model *Course Review Horay* also makes students enthusiastic about learning because participants are appreciated when they experience an increase in the learning process in a significant direction, they are motivated in conveying the results of their discussions in learning and if their answers are correct, they will shout "Hurray" a sign of getting victory in learning, this is a solution in a lesson so that it has an impact on the motivation and learning outcomes of students to increase.

learning model *Course Review Horay* provides opportunities for students to be active in learning, express opinions and they are appreciated in learning by giving rewards from the teacher, so that they are enthusiastic about participating in learning and can complete their assignments in learning properly which causes significant motivation and learning outcomes in understanding integrated thematic learning in elementary schools (Ufie et al., 2020; Wahyudi & Tripuspitaningrum, 2018). For this reason, the implementation of the learning model in class, namely, *Course Review Horay,* has a significant impact, the atmosphere becomes fun and the learning objectives are realized.

Based on the results of the analysis that has been carried out by the researcher by going through the normality test and the homogeneity test, it shows that both parts of the sample have population origins that have a normal and homogeneous distribution, therefore a t test can be carried out. In the acquisition of the t test, it was found that high learning motivation was obtained, namely, the value of t_{count} = 12.89152, then the price of t_{table} = 2.056 because tcount>ttable, it is certain that h0 is rejected and on h1 it can be confirmed that it is accepted. The use of the learning model in the KBM process, namely *Course Review Horay,* also shows its effect on student learning outcomes in integrated thematic learning, as evidenced by

the acquisition of the t test, namely the$_{calculated}$ is 9.926846 and t_{table} 2.056. Because $t_{count} > t_{table}$, then h0 is rejected and h1 can be accepted.

The implications of this study provide an overview related to the effect of the course review horay learning model on students' motivation and learning outcomes. This research will be very useful for teachers in choosing an appropriate learning model to increase student motivation and learning outcomes. This research is still very limited, especially on research subjects that only involve students' at school. Therefore, it is hoped that future research will be able to further deepen and broaden the scope of research related to the course review horay learning model.

4. CONCLUSION

Based on the results of the research that has been done, it is concluded that the CRH model has an influence on the motivation of students and their learning outcomes in class V in integrated thematic learning as evidenced by the t test. The t test on high learning motivation obtain that the *Course Review Horay* has an influence on student learning motivation. Then, the application of the CRH model also has an influence on student learning outcomes, which is also proven in the t test. The calculation of hypothesis found cooperative learning model with the *Course Review Horay* has an influence on the learning outcomes of students in class V in integrated thematic learning.

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