

THE APPLICATION OF COURSE REVIEW HORAY (CRH) LEARNING MODEL TO THE LEARNING ACTIVENESS OF ELEMENTARY SCHOOL STUDENTS

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ABSTRAK

This research was conducted based on the problem of low student learning activeness. The purpose of this study was to determine the description of the application of the course review horay (CRH) type cooperative learning model, to determine the description of student learning activeness, and to determine the effect of the application of the course review horay (CRH) type cooperative learning model on the learning activeness of fifth grade students of SD Inpres 12/79 Bana, Bontocani District, Bone Regency. This research is included in experimental research with a quantitative approach. The design used in this research is quasi experiment with nonequivalent control group design. The population in this study were all fifth grade students of SD Inpres 12/79 Bana, Bontocani Subdistrict, Bone Regency. The samples in this study were 17 VA class students and 17 VB class students selected by purposive sampling technique. Data in this study were collected using observation sheets, and student learning activeness questionnaires. The data were analyzed using descriptive and inferential analysis. The results of descriptive analysis showed that the application of cooperative learning model of course review horay (CRH) type went very well. The results of the inferential analysis using independent sample t-test showed that there was a difference in the results of the post-nontest questionnaire between the experimental and control classes, which meant that there was an increase in student learning activeness in the experimental group better than the control group. So it can be concluded that: (1) the learning process by applying the course review horay (CRH) type cooperative learning model was very effective; (2) the results of student questionnaire scores showed an increase in student learning activeness in learning; (3) there was an effect of applying the course review horay (CRH) type cooperative learning model, on the learning activeness of fifth grade students of SD Inpres 12/79 Bana, Bontocani District, Bone Regency.

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INTRODUCTION

Success in the learning process is strongly influenced by student learning activeness. Activeness is an activity that is both mental and physical, such as thinking and doing as a series that cannot be separated. The higher the learning activeness in the learning process, the faster the understanding of learning materials and teacher-student interactions that can support learning success (Sardiman, 2011) . The existence of learning activeness can also make the classroom atmosphere conducive which is characterized by an atmosphere of mutual respect, high creativity, mutual encouragement, good interaction, strong brotherhood and intense competition for progress.

In reality, there is still a lot of education in elementary schools in practice that still focuses on the teacher, while students are only passive, and do not play an active role when learning takes place. It can be seen from the limited activities of students, who are only present in class, listening and recording the teacher's explanation without asking or answering questions asked, and even making noise in the classroom during learning (Adistiani et al., 2020). Teachers in elementary schools often choose learning models where students only listen and the teacher is in full control, Without the innovation of the learning model, students are bored and tend to be passive which results in low student learning activeness. One of the communication

forums for the education profession, namely the city of Surakarta, states that students in schools have low learning activeness which is characterized by the lack of student participation in learning.

Efforts that can be made to increase student learning activeness are by applying the course review horay (CRH) type cooperative learning model because it is in accordance with the opinion of Huda (2013) this model has its own advantages, in the learning process in class students are invited to learn as well as play with an adjusted portion, so that there is no imbalance in learning and playing, the course review horay (CRH) model is a learning model that can really create a lively and fun classroom atmosphere. Meanwhile, according to Wahyu (2013) in the application of the course review horay (CRH) model in learning processes trying to test understanding and can also help students to understand concepts well, The characteristics of the course review horay (CRH) are the structure of tasks, goals and cooperative awards that can create an attitude of positive dependence among fellow students, accept individual differences and develop cooperation skills among group members.

Learning updates that direct the learning process students can always be active, and teachers' efforts to increase student learning activeness are very important for teachers (Ningrum, et. al). Therefore, in the learning process a teacher must use the right model, strategy and learning method so that the material that students learn can be understood properly so that students will be active in the classroom. This study aims to activate student learning by using the course review horay (CRH) learning model and this research is said to be important because the learning model applied by the teacher is used as a measure of learning success or failure of student learning during the learning process which can be seen from the activeness of students.

Based on interviews and observations conducted by researchers with the principal and fifth grade teacher of Sd Inpres 12/79 Bana in August 2022, at Sd Inpres 12/79 Bana, Bone Regency, it was found that almost all students were less active in the learning process, it can be seen from classroom events, students tend to be passive in the learning process, student participation in discussion activities is still low, and there are still many students who do not do assignments. Based on several previous researchers whose research results state that the course review horay (CRH) type cooperative learning model can foster and improve and affect learning outcomes so that this model can be a solution to the problem of students who are less active in learning or can foster and improve student activeness.

METHODS

The research used is experimental research with a quantitative approach. The design used in this research is a quasi experiment with the type of nonequivalent control group design. The population in this study were all fifth grade students of SD Inpres 12/79 Bana, Bontocani District, Bone Regency. The samples in this study were 17 students of class VA and 17 students of class VB who were selected by purposive sampling technique. Data in this study were collected using observation sheets, and student learning activeness questionnaires. Data were analyzed using descriptive and inferential analysis.

RESULT AND DISCUSSION

A. Research Results

1. An Overview of the Application of the Course Revie Horay (CRH) Cooperative Learning Activity of Grade V Students of SD Inpres 12/79 Bana, Bontocani District, Bone Regency

Table 1 - Results of Observation of Implementation of Course Review Horay (CRH) Cooperation Learning Model in Treatmentt 1 and Treatment 2 Learning

Description	Treatment 1	Treatment 2
Gain Score / skor maksimal	28 / 36	34 / 36
Percentage	78%	95%
Category	Both	Very Good

Based on table 1, it can be seen that the percentage of the implementation of the learning process through the application of the course review horay (CRH) type cooperative learning model, in treatment 1, obtained 28 scores out of a maximum score of 36, which showed a percentage of 78% in the good category. Whereas in treatment 2, it obtained a score of 34 out of a maximum score of 36, which showed a percentage of 95% with a very good category. the learning process in treatment 1 there are still some syntax that has not been implemented properly but in treatment 2 the acquisition score obtained almost reaches the maximum score which means that the implementation of the model is very good.

2. Overview of the Learning Activeness of Fifth Grade Students of SD Inpres 12/79 Bama, Bontocani District, Bone Regency

a. Pre-nontest data on student learning activeness in experimental and control groups

Table 2 - Description of Pre-nontest Results of Experimental and Control Class Students

Descriptive Statistics	Value Statistics	
	Experiment Group	Control Group
Number of samples	17	17
Lowest Score	102	101
Highest Score	127	127
Mean	115,35	114,76
Range	25	26
Standard Deviation	6,800	7,353
Median	116,00	116,00
Mode	111	119

Based on table 2 with the same number of experimental class and group samples, namely 17 students, the data on student learning activeness did not show a significant difference between the experimental group and the control group. It can be observed in the average value of the experimental group of 115.35 while the average value of the control group is 114.76. In addition, the pre-nontest class value data in the form of student learning activeness of the control group is greater than the experimental group as seen from the range between the two groups. Based on the standard deviation value, it shows that the level of distribution of data on student learning activeness of the experimental group is higher, namely 6.800 compared to the control group data, namely 7.353.

Table 3-Frequency and Percentage Distribution of Pre-nontest Student Learning Activity Questionnaire Data of Experimental Group and Control Group

Interval Value		Category	Frequency		Percentage	
Eksperiment	Control		Eksperiment	Control	Eksperiment	control
$X \geq 122$	$X \geq 121$	High	2	2	12%	12%
$108 \leq X < 122$	$107 \leq X < 121$	Medium	13	12	76%	71%
$X < 108$	$X < 107$	Low	2	3	12%	18%
Total			17	17	100%	100%

Based on table 3 shows that the initial condition of the category level of student learning activeness in the Experimental Group, is more dominated by students in the medium category with a percentage of 76% and a frequency of 13, high and low categories with the same percentage of 12%. While the control class shows that the initial condition of the category level of student learning activeness in the Control Group, is more dominated by students in the moderate category with a percentage of 71% and a frequency of 12 people, a high category with a percentage of 12% with a frequency of 3 students and a low category of 18% with a frequency of 3 students. It can be concluded that the pre-nontest of the experimental and control groups has similarities, which are still equally dominated by the moderate category.

b. Post-nontest data on student learning activeness in experimental and control groups

Table 4 - Description of Post-nontest Results of Experimental and Control Class Students

Descriptive Statistics	Value Statistics	
	Experiment Group	Experiment Group
Number of samples	17	17
Lowest Score	115	108
Highest Score	134	129
Mean	126,76	118,06
Range	14	21
Standard Deviation	4,161	5,847
Median	126,00	119,00
Mode	126	119

In accordance with table 4, it shows that there is a significant increase in student learning activeness between the experimental group and the control group. It can be observed in the average value (mean) of the

experimental group of 126.76 while the average value (mean) of the control group is 118.06. Meanwhile, the post-questionnaire value data of the experimental class is greater than the control group. This can be observed in the range value between the two groups where the experimental group is 14 and the control group is 21. Based on the standard deviation value, it shows that the Post-nontest value data in the form of student learning activeness of the control group is higher, namely 5.847 compared to the experimental group data, namely 4.161.

Table 5 - Frequency and Percentage Distribution of Post-nontest Student Learning Activity Questionnaire Data of Experimental Group and Control Group

Interval Value		Category	Frequency		Percentage	
Eksperiment	Eksperiment		Control	Eksperiment	Control	Kontrol
$X \geq 130$	$X \geq 124$	High	4	2	23%	12%
$122 \leq X < 130$	$112 \leq X < 124$	Medium	11	12	65%	71%
$X < 122$	$X < 112$	Low	2	3	12%	18%
Total			17	17	17	100%

Based on table 5 shows that there is a difference in learning activeness after being given treatment in the experimental group even though it is still dominated by students who are in the medium category with a percentage of 65%, but in the high category the percentage increases to 23% with a frequency of 4, and in the medium category the percentage remains 12% with a frequency of 2 students. Then in the Control Group Post-nontest Learning Activity questionnaire, it can be seen that the percentage of students in the high category is 12% with a frequency of 2, 70% with a frequency of 12 people and in the low category at a percentage of 18 with a frequency of 3. So it is known that the learning activeness questionnaire in the experimental post-nontest is higher than the control group post-nontest class.

3. the effect of the application of the course review horay (CRH) type cooperative learning model on student learning activeness

The pre-nontest and post-nontest results of the experimental group and control group have been tested for normality. The normality test results are that the data is normally distributed with a sig>0.05 data value. After doing the normality test, the homogeneity test was carried out. The data of both pairs of pre-nontest and post-nontest groups were declared to have no significant difference in variance between the two groups of data or the data in this study were homogeneous, because the sig value was> 0.05, it means that the data were normally distributed. The results of the normality and homogeneity tests meet the requirements for the Independent sample T-test.

Table 6 - Results of Independent sample t-test between Pre-nontest of Experimental Group and Pre-nontest of Control Group

Data	T	DF	Sig (2 tailed)	Description
Pre-nontest of experimental and control groups	0,242	32	0,810	0,810 > 0,05 = no difference

Based on table 6, it can be seen that the significance value (0.810 > 0.05) so that H0 is accepted, meaning that if there is a difference in the average value of the pre-nontest of the experimental group and the pre-nontest of the control group. Then if the calculated t value of 0.242 is compared to the table with an $\alpha = 5\%$ value and df 32, the t table value is 2.036. Because t count is smaller than t table (0.242 < 2.036).

Table 7 - Results of Independent sample t-Test between Pre-nontest of Experimental Group and Pre-nontest of Control Group

Data	T	DF	Sig (2 tailed)	Keterangan
Post-nontest of experimental and control groups	5,314	32	0,001	0,001 < 0,05 = There is a difference

Based on table 7, it can be seen that the significance value (0.001 < 0.05) then H0 is rejected and Ha is accepted, meaning that there is a difference in the average value of the post-nontest of the experimental group and the post-nontest of the control group. The calculated t value from the test results above is 5.314. The t table value at the significance level (5.314 > 2.036), it can be concluded that there is a significant difference between the learning activeness of the experimental group after giving treatment in the form of a course review horay (CRH) cooperative learning model and the learning activeness of the control group after giving treatment without the course review horay (CRH) model.

B. Discussion

1. Overview of the Application of the Course Review Horay (CRH) Tipe Cooperative Learning Model in Class V of SD Inpres 12/79 Bana, Bontocani District, Bone Regency

The application of the course review horay (CRH) tipe cooperative learning model is carried out according to the syntax according to Huda (2013), namely (1) The teacher conveys the competencies to be achieved; (2) Presenting or demonstrating material according to the topic with questions and answers; (3) The teacher divides students into groups heterogeneously; (4) to test understanding, students are asked to make cards or boxes as needed which are then filled in with the teacher's provisions; (5) The teacher reads the questions randomly and students write the answers on the card; (6) the teacher and students discuss the answers that have been written on the answer sheet, (7) for questions that are answered correctly, students give a checklist and shout hooray; (8) Students' scores are calculated from the correct answers and the number of horay shouts, after which conclusions are given; (9) The teacher rewards the group that gets the highest score or the most hooray shouts.

Based on the results of the observation sheet of the implementation of the course review horay (CHR) learning model in treatment 1 and treatment 2, it is known that in treatment 1 there are still some learning steps that have not been implemented properly with the acquisition of scores and maximum scores of 28/36 in the good category, then in treatment 2 it has been implemented properly as seen from the acquisition score and the maximum score which is almost the same, namely 34/36. Implementation. So it was concluded that the implementation of the course review horay (CHR) learning model in the experimental class took place very well. the application of cooperative learning tipe course review horay (CRH) students in the class noisily shouted so that it disturbed the atmosphere of other classes and the teacher had difficulty distinguishing active students and students who were active in the group. This is in accordance with the opinion of Huda (2013) that there are 3 shortcomings of the course review horay (CRH) tipe cooperative learning model: a) between active and passive students, the scores tend to be the same and it is difficult to give scores; b) there is an opportunity for cheating; c) disturbing the sauna of other groups.

Learning activities that have been carried out by researchers with the application of the course review horay (CRH) tipe cooperative learning model provide a new atmosphere in the learning process. In addition, this learning model adds to the activeness and enthusiasm of students in the learning process, because in this model there are answer papers and boxes that students must fill in. In accordance with the opinion of Zainal (2013) through the course review horay (CRH) model, learning in the classroom is not passive and can increase two-way communication between students and teachers, because it is interspersed with questions and answers to students. Students look serious and race to answer questions and then shout horay.

2. Overview of the Learning Activeness of Fifth Grade Students of SD Inpres 12/79 Bana, Bontocani District, Bone Regency

Based on the results of the pre-nontest of the experimental group which shows that the initial condition still has students in the low category and the control group shows almost the same results, this proves that there is not too much difference in student learning activeness between the experimental and control groups when filling out the pre-nontest. In the post-questionnaire, the experimental class no longer has students in the low category but is dominated by the medium and high categories.

Students in the experimental group have been able to carry out several activeness activities in the learning process. In accordance with the opinion of Setiawan & Alimah (2019) that indicators of learning activeness (1) visual activities, namely students reading material, students paying attention to teacher explanations and students paying attention to pictures; (2) oral activities, namely students actively asking questions during discussions, expressing opinions; (3) listening activities, namely student participation when listening to the teacher explain and friends discuss; (4) writing activities, namely students taking notes on the teacher's explanation, students writing down questions requested by the teacher, students summarizing the material and students completing the assigned tasks; (5) emotional activities, namely students' enthusiasm for learning and students' interest in learning; (6) motor activities, namely students move quickly when the teacher asks to form groups and students come forward during presentations; (7) mental activities, namely students respond to teacher and friend questions, students solve problems given by the teacher and students give suggestions to the teacher.

3. The Effect of Course Review Horay (CRH) Cooperative Learning Model on Students' Learning Activity

Based on the statistical results using the independent sample t-Test test, it is obtained that there is a difference in student learning activeness, before treatment and after treatment, and shows that there is a difference in the average student learning activeness of the experimental group with the average student learning activeness of the control group. The results of hypothesis testing carried out by independent sample t-Test test obtained a significant value of t smaller than the probability value, then H_0 (null hypothesis) is rejected and H_a (alternative hypothesis) is accepted.

The influence of the application of the course review horay (CRH) type cooperative learning model on the learning activeness of fifth grade students is inseparable from the advantages of the course review horay (CRH) model. In line with the opinion of Huda (2013) that this model has its own advantages, where students are invited to learn as well as play with adjusted portions, so that there is no imbalance in learning and playing the course review horay (CRH) model is a learning model that can really create a lively and fun classroom atmosphere.

One of the previous studies also stated that the course review horay (CRH) type cooperative learning model can increase student learning activeness, the effect of the course review horay type cooperative learning model on learning activeness in mathematics subjects. From the results of this study it was found that using the course review horay (CRH) model could foster student learning activeness in class IV.

CONCLUSIONS

Based on the results of the research that has been carried out, several things can be concluded, among others:

1. The application of the course review horay (CRH) type cooperative learning model in the learning process of the experimental group in class V of SD Inpres 12/79 Bana, Bontocani District, Bone Regency was very good.
2. learning activeness of experimental group students in class V of SD Inpres 12/79 Bana, Bontocani Subdistrict, Bone Regency was higher when compared to the learning activeness of control class students. This is evidenced by showing that the number of students in the medium and even high categories in the experimental class is more than the number of students in the control.
3. There is an effect of the application of the course review horay (CRH) type cooperative learning model on student learning activeness in class V of SD Inpres 12/79 Bana, Bontocani District, Bone Regency, this is evidenced by the results of hypothesis testing which shows a significant difference between the experimental class with the application of the course review horay (CRH) type cooperative learning model compared to the control group without the application of the course review horay (CRH) type cooperative learning model.

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