



The Implementation of *Course Review Horay* Model Assisted by *Question Card* Media Toward The Social Study Learning

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Abstract

This study aims to examine the significant difference in the improvement of social studies learning outcomes between the experimental group taught by Course Review Horay, assisted by Question Card media, and the control group taught using the Taking and Give learning model assisted by Question Cards. This type of research is Quasi-Experimental Research. This research object is SDN Kedungwinong 01 with class IV-A as the experimental and class IV-B as the control group. The data collection technique used was a test of social studies learning outcomes. The results showed differences in social studies learning outcomes, both in the experimental group taught by the Course Review Horay model assisted by Question Card media and the control group. The social studies learning outcomes of groups conducted by Course Review Horay assisted with Question Cards were higher. The application of Course Review Horay with Question Cards' help can be applied as an alternative for teachers to improve student social studies learning outcomes. Thus, improving student learning outcomes is expected to enhance the school's reputation.

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INTRODUCTION

The pedagogical competence of a teacher is a factor that could diagnose the learners' learning difficulties. This pedagogical competence requires teachers to be able to manage, started from planning, acting, and evaluating the learning outcomes. In arranging the plan and carrying out the learning, teachers must be able to manage the space, master the learning theory, motivate, create a conducive class, and verbally empower. It is due to each student has different cognitive skills. Meanwhile, on another hand, learners also experience difficulties. A learning difficulty could be defined as a condition in a learning process. It is indicated by certain hindrances to get the learning objectives (Pingge and Wangid, 2016).

A learning outcome is a realization of a successful learning process. According to Siagian (2015), the learning outcome is an achievement of learners. It could be measured from their scores after working on the given questions during an evaluation. Lestari (2015) states that learning outcome deals with individual learning changes in which learning could develop their achievements. Learning outcomes are the consequences of an individual learning process (Kusumawati, 2018). At a primary school level, learners are taught several lessons. One of them is a social study.

Social Study is a non-exact course that reviews about series of events, facts, concepts, and generalizations dealing with humans and their environment, both physic and social in a wider scope. Social study learning at the Primary School level prepares learners to be ready in their society, and shape them to be social members as early as possible. By learning the social study lesson, learners are trained to solve social problems in society by well behaving in their futures. Unfortunately, in the social study learning process of the primary school level, it is often found a certain problem. It deals with less optimal learning success. It is caused by the existence of many teachers that use conventional learning methods. Those

methods are not supported by the learning model as the students' learning facilities to clarify the learning.

Based on the observation and interview results done in the fourth grade of a preliminary school in Sriwijaya cluster, Sukolilo regency, it is obtained the average score of the Social Study final term test of the students is shown in Table 1.

Table 1. The Average Score of the Social Study Final Term Test at the Fourth Grade of Sriwijaya Cluster Primary School, Sukolilo Regency

Primary School	Average Score	Categories
Kuwawur	73	Moderate
Sukolilo 04	72	Moderate
Bantengurip	72	Moderate
Porangparing	71	Moderate
Sumbersoko	71	Moderate
Islam	72	Moderate
Galiran	71	Moderate
Kedungwidong 01	70	Moderate

Based on Table 1, the average learning outcome of the students' final term test results in the Sriwijaya cluster, Sukolilo regency, is in the moderate category. The learners' learning outcome category result of each school was due to the learning that had not reached meaningful learning. Besides that, in the learning process, the behaviors to implement the learning model were not committed properly.

This discrepancy of the applied model in the learning will influence the learners' learning outcomes. To let the learners only listening has not trained them to understand the taught materials. Thus, learners will be bored, sleepy, and passive. Creating a supportive learning-teaching activity that could develop the learners' learning outcomes maximally is the task and responsibility of a teacher. A learning model has an important role in improving learners' learning outcomes. For example, it is to clarify the delivered materials by a teacher, to provide experiences for the learners, and to stimulate their thoughts to be more creative in learning.

One of the interesting models to be applied in social study learning is *Course Review Horay* (CRH). Cooperative learning with the CRH model is a group learning that has a *reviewing* nature. It reviews the knowledge obtained by the learners through a group discussion by asking and answering the prepared questions of the teacher.

Each group that could answer correctly is required to yell "*hurray*" or other shouts. They are required to stick their group symbols on the correct-statement box (Kusumahati, 2014). By the characteristics of the Social Study materials, such as their memorization nature, this model allows learners to recall the delivered materials. The learners would remember again the already taught materials by answering the teacher's questions in inter-group competition.

This *Course Review Horay* model could encourage the learners to compete and train their cooperation with each other in answering the given questions. By having the activity, it is believed the students to be able to think and cooperate well so it could provide positive contributions to their learning outcomes. Kurniasih and Berlin (2015) state that the *course review horay* learning model is a learning model that could create a cheerful and joyful classroom situation since each student who could correctly answer is required to yell "*hurray*" or other agreed shouts.

The syntaxes of *Course Review Horay* learning model are: 1) Preliminary Activity: Phase 1: Telling the learning objectives and preparing the learners. Explaining the targeted competence. 2) Whilst Activity, Phase 2: Informing that a) the teacher presents or demonstrates the material, b) teacher provides an opportunity for the learners to ask. Phase 3: Organizing the learners in learning groups: a) teacher groups the learners in some learning groups, b) teacher creates boxes (9/16/25) based on the needs and each box is labeled by a number, and c) teacher reads the question and the students raise their hands to answer the questions based on the numbers of the mentioned questions by the teacher. Phase 4: Facilitating the team performance and learning:

a) the teacher and the student discuss the given questions, b) if the answer is correct, then it should be marked by a checkmark (✓). Meanwhile, if it is incorrect, it should be marked by (x), and c) any group that gets the checkmark (✓) vertically, horizontally, or diagonally should immediately shout "*hurray*" or sings their group song. Phase 5: Evaluating. The teacher calculates the learners' scores from the correct answer and the numbers of the obtained "*hurray*" shouts. 3) Closing, Phase 6: The teacher acknowledges and gives a reward. The teacher gives *rewards* for the highest-scored group or the most-*hurray* obtained group.

It is one of the effective ways to support the appropriate learning model in the class. Then, adding the media could also have an important role in the learning process. The use of media in the learning process is beneficial in delivering the messages for the receivers. An example of a media that could facilitate the learning process in the Social Study material is the *Question Card*. *Question Card* provides the learners questions through the given cards by a teacher during the learning process. By using this media, the learners are expected to be active and improve their curiosities to find the answer to the given question during the lesson.

According to Ardani in Astuti et al (2019), she states that the *question card* learning media is a visual media in the form of 10x10 cm sized paper. The content of this paper is a question dealing with the discussed learning materials. Meanwhile, according to Kusumawati (2018), the *question card* consisting of several questions could develop responsibility, cooperation, healthy competition, and learning involvement for the learners. Isti Hidayah in Wisnu (2016) states that the question card is a learning media and it includes visual media. It contains questions to facilitate the teacher.

The media should stimulate learners' interest in learning. A media could be defined as anything that could be used to deliver messages, stimulate the mind, feeling, attention, and will of the students to encourage the learning process. The media utilization and the selected

learning model are good methods to improve learning quality. By being guided with this explanation, thus the research will investigate the social study learning outcome in Course Review *Horay Model* (CRH) assisted by question card media.

METHOD

This is a quasi-experimental research with a pretest-posttest control group design. There were two groups pre-tested to find out the initial condition whether there was a difference between the experimental and control groups. The pretest result of the experimental group was significantly different. After both groups' pre-test results were balanced, then the experimental group was intervened by the *Course Review Horay* model assisted by the *Question Card*. Meanwhile, the control group was intervened by the *Take and Give* model.

The population of this research consisted of fourth-graders of Kedungwinong 01 Primary School in the academic year 2019/2020. The random sampling technique was applied to the specific purpose of the research. In this research, the sample consisted of the IV-A and IV-B students of Kedungwinong 01 Primary School. Each of them consisted of 30 students.

This research has two variables, the dependent and independent variables. The independent variable in this research is *Course Review Horay* and the *Question Card* media. The dependent variable is the social study learning outcomes of the students. The applied research instrument is a social study essay test. The given test materials are natural resources and profession.

The test was administered for each class that came from the same problems. Before collecting the data, the test validity was examined for the external student samples to determine the validity, reliability, difficulty level of the question, and distinguishing power. The test result provides valid and reliable information after meeting the criteria. Therefore, the test instrument was prepared and appropriate to be used as the data collection of

the social study learning outcome of the students.

The social study learning outcome data after following the learning process was analyzed by using statistics test to find out the differences in the improvements of the *Course Review Horay* model influence assisted by the *Question Card* media. Before conducting the statistics test, there was a need for a required test. The test consists of normality and homogeneity tests so that the results could be figured out whether the samples were from a normal distribution sample or not. The homogeneity test result explains that both samples have equal varieties.

The final test to find out the differences of the Social Study learning outcome improvements of the students was done by calculating the N-Gain score of both groups' *pretest* and *posttest*. After figuring out the N-Gain test of both groups, the significant differences of both groups that applied *Course Review Horay* assisted by the *Question Card* and the *Take and Give* method assisted by *Question Card* were examined by the independent Sample T-test assisted by SPSS 22. The decision making could be seen from the significant score. If the significant score is higher than 0.05, then H_0 is accepted. Meanwhile, if the significance is less than 0.05, then H_0 is denied (Hair et al., 2014).

RESULTS AND DISCUSSION

The differences of the students' social study test improvements are calculated by N-Gain from the *pretest* and *posttest* results of both groups. They are presented in Table 2.

Table 2. The Improvement Results of the Social

Groups	Data		N-Gain
	Pre-test	Post-test	
The Control Group	61.05	81.32	52.3
The Experimental Group	61.53	85.53	63.9

Study Learning Outcomes

Table 2 shows the average of the students' social study N-Gain improvement in the *pre-test* and *post-test* of the experimental group. It is 63.9.

Meanwhile, the control group is 52.3. Therefore, there is the social study learning outcome improvement between classes that implement *Course Review Horay* assisted by the *Question Card* media and the *Take and Give* model assisted by the *Question Card*. Therefore, it could be said that the social study learning outcome of the class implementing *Course Review Horay* assisted by the *Question Card* is higher than the class implementing *Take and Give* assisted by the *Question Card*.

After figuring out the N-Gain test of both groups, the significant differences of both groups that applied *Course Review Horay* assisted by the *Question Card* and the *Take and Give* method assisted by *Question Card* were examined by the independent Sample T-test assisted by SPSS 22. The *independent sample t-test* result could be seen in Table 3.

Table 3. The Test Result of the Students' Social Study Learning Outcome Differences

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
The Results of the Social Study Learning Outcomes	Equal variances assumed	-2.300	74	.024
	Equal variances not assumed	-2.300	71,597	.024

Based on Table 3, the calculations of both groups' N-Gain scores show sig (2-tailed) $0.024 < 0.05$. In deciding the *independent sample T-test*, if the score significance or sig (2-tailed) < 0.05 , then H_0 is denied and H_1 is accepted. It means there is a significant difference between the experimental and control group.

Thus, it could be concluded that there is an N-Gain difference between the experimental and control group. It is in line with a study conducted by Ratnawati et al. (2020). They proved that the CRH model implementation could improve and motivate chemical-learning activity and outcomes. Thus, the learners could

reach the minimum mastery standard, ≥ 75 . It means *Course Review Horay* is an appropriate learning model. This current research takes the benefit of the *Question Card* media to evoke the learners' enthusiasm in learning.

The implementation of *Course Review Horay* assisted by the *Question Card* could provide learning experiences for the learners. The *Course Review Horay* activity implementation assisted by the *Question Card* requires learners to sit in groups. Each group consists of 5-6 students. The learners were asked to create cheers. While discussing their cheers, on the whiteboard, the teacher created 9 boxes consisting of numbers 1-9. The teacher facilitated the 30-question card media for each group with 1 question on each card. The teacher mentioned the questions on the card numbers and the numbers on the boxes to create a vertical, horizontal, or diagonal shape. The use of the *Question Card* media is contributed to improving the students' social study learning outcomes. It is in line with a study conducted by Astuti et al., (2019). They stated that the students' learning outcomes had significantly different learning outcomes between those taught by the *Course Review Horay* assisted by the *Question Card* and those taught conventionally.

A group that could create a vertical, horizontal, or diagonal line must shout out "hurray" or sing their cheers. The learners were then asked to sing the cheers after succeeding in answering the question card. They formed a vertical, horizontal, or diagonal line in the boxes. Evidently, by using the *question card*, the learners' understanding could improve. Through this learning process assisted by the *question card* media, the learning process became more efficient and conducive.

Allowing the students to connect or relate the information to their prior knowledge, the learning would be more meaningful during in-classroom learning. It could improve their understanding because when an individual gets maturer, his reasoning ability will also improve. The findings of research conducted by Ritonga and Tanjung (2014) found that the student's skill development in an experimental group had

improved after being taught by CRH typed cooperative learning model. A study conducted by Rini et al. (2017) explains that an experimental group taught by *Course Review Horay* based on *Problem-Based Learning* has a higher average difference in the cognitive score than the control group taught conventionally. In the experimental group of students, it could be seen that they were able to answer fluently.

Research by Kharismawan and Haryani (2015) in another material concluded that the cooperative learning model of *Course Review Horay* based on problem posing can improve student learning outcomes in chemistry calculation material. They could answer the questions given by the teacher well. They could also provide various answers based on the existing questions. Meanwhile, the control group's understanding was still low because there was no interaction in the larger groups in the class.

According to Eliyah et al. (2018), *Course Review Horay* learning model assisted by *Microsoft PowerPoint* is better than conventional learning in terms of the learners' confidence and achievements. It means *the Course Review Horay* learning model has better learning achievements. It is in line with Sari (2017), Amelia and Siahaan (2016), Auliya (2013) that found the learners' learning outcome improvements when *Course Review Horay* taught them typed cooperative learning model. The use of the *Course Review Horay* model in natural science subjects can improve student learning activities and outcomes (Lapatta et al., 2017). *The Course Review Horay* type cooperative learning model of students' motivation to study science in elementary schools (Faradita, 2017).

The implementation of *Course Review Horay* assisted by the *Question Card* could better improve the students' social study learning outcomes. The delivered learning could be more interesting because of the learners' participation. Besides that, *Course Review Horay* assisted by the *Question Card*, could make the learning process more active and joyful.

Besides the cognitive aspects, the use of the *Question Card* media could also improve the

psychomotor aspect. It is in line with Kusumawati's finding (2018) that the students were active and enthusiastic during the learning while being taught by the *Question Card* media. The students were involved in answering or posting questions. They could create mutual cooperation, encourage creativity in solving the questions, and develop teacher-student communication. Learning taught by the *Question Card* media will be more colourful and alive.

The implementation of the *Course Review Horay* learning model assisted by the *Question Card* could improve the learners' social study learning outcomes compared to *Take and Give* assisted by the *Question Card*. Besides that *Course Review, Horay* assisted by the *Question Card* could make the learning process to be more active and joyful.

CONCLUSION

The implementation of *Course Review Horay* assisted by the *Question Card* could improve the students' social study learning outcomes. It is proved by the average of the students' social study N-Gain improvement in the *pre-test* and *post-test* of the experimental group. After figuring out the experimental and control groups' N-Gain scores, it was continued by examining the significance differences. It was done by using the *independent sample T-test*. Based on the independent Sample T-test, the calculations of both groups' N-Gain scores. This result emphasizes that *Course Review Horay* implementation assisted by the *Question Card* could improve the learners' social study learning outcomes.

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