



Implementation of The Course Review Horay Learning Model to Improve Learning Outcomes of Islamic Education at SD Muhammadiyah 6 Surabaya

Sara Fitri Ramdhanis¹, Khozin², Busahdiar³

Universitas Muhammadiyah Surabaya, Indonesia¹, Universitas Muhammadiyah Malang, Indonesia², Universitas Muhammadiyah Jakarta, Indonesia³

Email correspondence: khozin@umm.ac.id

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Abstract

Research Objective– This study aims to evaluate the implementation of the Course Review Horay learning model in improving the learning outcomes of Islamic Education for first-grade students at SD Muhammadiyah 6 Surabaya.

Method– The research employed classroom action research (CAR) conducted in two cycles. Each cycle consisted of planning, action implementation, observation, and reflection stages. The subjects were first-grade students, while the objects were the learning process and outcomes using the Course Review Horay model.

Findings– The results showed an improvement in students' learning outcomes. In the initial condition before the action, the achievement rate was 60%. In the first cycle, it decreased to 50.5%, but then significantly increased in the second cycle to 82.5%, reflecting an improvement of 32%. The application of this model effectively enhanced students' learning outcomes, especially in the cognitive aspect.

Implications/Limitations– The implementation of this model successfully created a more interactive and enjoyable learning atmosphere. However, the study is limited to first-grade students in one school and has not tested its effectiveness in other levels or subjects.

Originality/Value– This study provides practical contributions to cooperative learning methods in Islamic Education. The use of the *Course Review Horay* model offers an innovative approach that integrates interactive elements to enhance students' learning outcomes.

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INTRODUCTION

Learning is an attempt to teach a person or group of people through one or more specific strategies, methods and approaches towards achieving the planned learning objectives.¹ Learning is a planned activity to condition a person or group of people to learn well. The teacher is one of the factors that plays an important role in the student learning process, although not every student learning act is the result of the teacher teaching.² Therefore, teachers must be able to determine appropriate learning strategies, so as to encourage active, productive, and efficient student learning activities. Learning as a process helps students develop and change behavior (cognitive, affective, and psychomotor), assembling ideas, attitudes, knowledge, appreciation, and skills in accordance with competency standards and a predetermined curriculum.³ The learning process in schools as a curriculum implementation process demands the role of the teacher to develop and implement learning programs effectively. This role can only be carried out if the teacher really understands the purpose and content of the curriculum with all its tools.⁴

A good learning environment is one that triggers and challenges student learning. Teachers who teach without using visual aids, especially in low grades, are less likely to trigger students to study harder.⁵ Learning can be through direct experience and through indirect experience. Learning through direct experience results will be better because students will understand more, and master the lesson better.⁶ Even lessons felt by students more meaningful. The teacher holds a very central role in the whole learning process.⁷ Teachers are required to be able to realize appropriate teaching behavior so that effective learning behavior occurs in students. In addition, teachers are expected to be able to create learning interactions so that students are able to realize the quality of their learning behavior effectively.⁸ In

¹ M. P. I. Asrori, *Inovasi Belajar Dan Pembelajaran PAI (Teori & Aplikatif)* (Surabaya: UMSurabaya Press, 2019).

² A. Ridlwan, M., & Asrori, "Problems of Implementation of Islamic Religious Education at Muhammadiyah Junior High School 4 Gadung Surabaya," in *In International Conference on Islamic and Muhammadiyah Studies (ICIMS 2022)* (Atlantis Press, 2022). <https://doi.org/https://doi.org/10.2991/assehr.k.220708.039>.

³ Moch Charis Hidayat, "Implementation of Cognitive, Affective, Psychomotor Aspect Assessment Case Study at SDN Ngembung Cerme Gresik," *Studia Religia: Jurnal Pemikiran Dan Pendidikan Islam* 4 (2020): 71–83.

⁴ A. Khozin, K., Haris, A., & Asrori, "Pengembangan Integrasi Kurikulum," *TADARUS* 10, no. 1 (2021), <https://doi.org/http://dx.doi.org/10.30651/td.v10i1.9090>.

⁵ Valerie A. Allison, Laura C. Haniford, and Laurie A. Ramirez, "Implications for Selves and Students through Introducing New Pedagogical Strategies into Our Teacher Education Practice," *Journal of Higher Education Theory and Practice*, 2021, <https://doi.org/10.33423/JHETP.V21I8.4503>.

⁶ A. Asrori, *Psikologi Pendidikan Pendekatan Multidisipliner* (Banyumas: Pena Persada, 2020), <http://repository.um-surabaya.ac.id/4461/>.

⁷ G. A. N. Asrafzani, A. R., Charis, M., Asrori, A., & Zakaria, "Problem Posing Method In Establishing Students' Creative Thinking Ability In Islamic Education Subjects," *At-Tarbiyat :Jurnal Pendidikan Islam* 5, no. 3 (2022), <https://doi.org/https://doi.org/10.37758/jat.v5i3.476>.

⁸ R. Hamid, A., Asrori, A., & Rusman, "Implementation of Active Learning Methods in Islamic Elementary School/Implementasi Metode Active Learning Di Madrasah Ibtidaiyah," *Al-Mudarris: Journal Of Education* 5, no. 1 (2022): 54–71, <https://doi.org/10.32478/al-mudarris.v5i1.932>.

addition, teachers are also required to be able to create a conducive learning situation, so that student learning outcomes are at an optimal level.⁹

In order to obtain optimal learning outcomes, it is heavily influenced by teaching and learning components.¹⁰ For example, how to organize the material, the methods applied, the media used, and others. But besides the main components in teaching and learning activities, there are other factors that influence the success of student learning, namely the relationship between teacher and student. Teachers are required to be able to improve the quality of student learning in the form of learning activities that can produce independent individuals, effective students, and productive students.¹¹ In this connection, the teacher plays a very important role in creating the best possible learning atmosphere. The teacher is not limited only as a teacher in the sense of conveying knowledge, but rather as a learning designer, learning manager, assessor of learning outcomes, and as learning director.¹²

The results of a preliminary study conducted by researchers on November 8 2023, stated that in the implementation of learning, students lacked concentration, some students like to disturb friends in class, students lack courtesy towards teachers, some students still like to cheat because they do not understand the material presented by the teacher, and teachers have not found the right learning model. Researchers conduct classroom action research to improve or achieve learning objectives, so that student learning outcomes that include aspects of development (cognitive, affective, psychomotor) can be achieved optimally. While the results of interviews with Mr. M. Arifin as a grade I Islamic education teacher at SD Muhammadiyah 6 Surabaya obtained the result that the value of student learning outcomes on the beautiful diversity theme of 20 grade I students obtained as many as 10 or 50% of students scored below the minimum completeness criteria of 75 and 10 or 50% of students score above the minimum completeness criteria considering the score that must be obtained on the indicator of Islamic education is 75.

The above problems need to be carried out with learning steps: 1) a group of students makes cards or boxes, then fills them in with the numbers that have been determined; 2) The teacher reads the questions randomly and students write the answers on cards or boxes; 3) If the answer to the question is correct, students mark the checklist and then shout "hooray!"; 4) Student scores are calculated from the correct answers and those who shout "hurray!" The course review hooray learning model is a cooperative learning model that can create a pleasant

⁹ Wahid, Azhar, et al. "Digital technology for indigenous people's knowledge acquisition process: insights from empirical literature analysis." *International Conference on Information and Communication Technology for Competitive Strategies*. Singapore: Springer Nature Singapore, 2023.

¹⁰ Hafshah Safrindra F, Asrori, and Rusman. "Questions Students Have Method: Improvement Creativity and Learning Outcomes in Islamic Education". *Risalah, Jurnal Pendidikan Dan Studi Islam* 9, no. 2 (2023): 552-64. https://doi.org/10.31943/jurnal_risalah.v9i2.478.

¹¹ Marbella, Hanna Widygea. "Implementasi Pembelajaran Merdeka Belajar pada PAI dalam Meningkatkan Keaktifan dan Kreativitas Siswa." *Risalah, Jurnal Pendidikan dan Studi Islam* 9, no.2 (2023): 760-774. https://doi.org/10.31943/jurnal_risalah.v9i2.477.

¹² R. N. L. Qodriani, "Implementasi Metode Pembelajaran Kuis Interaktif Berbasis Mentimeter Pada Mata Pelajaran Pendidikan Agama Islam," *Jurnal Pendidikan Agama Islam Al-Thariqah* 7, no. 2 (2022): 326–39, [https://doi.org/https://doi.org/10.25299/al-thariqah.2022.vol7\(2\).9689](https://doi.org/https://doi.org/10.25299/al-thariqah.2022.vol7(2).9689).

atmosphere for students to take part in lessons and can help students develop critical thinking skills.¹³

Course review horay is a learning method that can create a lively and fun class atmosphere because every student who can answer correctly is required to shout "hurray!" or other yells.¹⁴ This method tries to test students' understanding in answering questions, where the answers to these questions are written on cards or boxes that are equipped with numbers. The student or group that gives the correct answer must immediately shout "hurray!" or sing the group's yells.¹⁵ This method also helps students to understand the concept well through group discussions. In its application, course review horay learning does not only want students to learn skills and academic content. course review horay learning also trains students to achieve social relations goals.¹⁶ The media used in the application of the course review horay model are: (a) study books related to the proposed material; (b) columns/small boxes related to the material being tested.¹⁷ Based on the description above, the authors are interested in applying the course review horay learning model to improve student learning outcomes in class I in SD Muhammadiyah 6 Surabaya, with a research entitled Implementation of The Course Review Horay Learning Model to Improve Learning Outcomes of Islamic Education at SD Muhammadiyah 6 Surabaya

METHOD

The type of research used is classroom action research. Namely research that is carried out by focusing on a high determination to solve problems and improve a situation.¹⁸ Classroom action research does not aim to reveal the causes of various problems encountered in learning, but most importantly this classroom action research aims to provide problem-solving solutions by adopting a policy where the quality of processes and learning outcomes can be improved.¹⁹ Classroom action research is illustrated as a dynamic process which includes aspects of planning, action, observation and reflection which are sequential steps in one cycle or cycle related to the next cycle, meaning that the three cycles are a series of interrelated activities.

¹³ Fepti Bunga Mutiara, "Efektivitas Model Kooperatif Tipe Course Review Horay (CRH) Terhadap Hasil Belajar Fisika Siswa," *Indonesian Journal of Science and Mathematics Education* 2, no. 1 (2019): 116–22.

¹⁴ A. Novera, E., Daharnis, D., Erita, Y., & Fauzan, "Efektivitas Model Pembelajaran Kooperatif Tipe Course Review Horay Dalam Peningkatan Aktivitas Dan Hasil Belajar Matematika Siswa Sekolah Dasar," *Jurnal Basicedu* 5, no. 6 (2021).

¹⁵ W. B. Eliyah, S., Isnani, & Utami, "Keefektifan Model Pembelajaran Course Review Horay Berbantuan Power Point," *Jes-Mat* 4, no. 2 (2018): 131–40.

¹⁶ Ignatius Jodi Kusfabianto, "Penerapan Model Pembelajaran Course Review Horay Untuk Meningkatkan Keaktifan Dan Hasil Belajar Matematika Kelas IV SD," *JTAM (Jurnal Teori Dan Aplikasi Matematika)* 3, no. 2 (2019): 87–92.

¹⁷ Pujiastuti. Rini, P., "Pengaruh Penerapan Model Pembelajaran Course Review Horay Berbasis Pendekatan Problem Based Learning Terhadap Kemampuan Berfikir Kritis Dan Hasil Belajar Biologi," *Bioedukasi* 15, no. 1 (2017): 44–51.

¹⁸ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, VII (Jakarta: Rineka Cipta, 2011).

¹⁹ R. Asrori, A., & Rusman, *Classroom Action Research: Pengembangan Kompetensi Guru*. (Banyumas: Pena Persada, 2020).

RESULTS AND DISCUSSION

Classroom action research conducted through the course review horay learning model in the learning process of Islamic education is carried out in stages. The activities carried out are starting with the preparation of plans, followed by the implementation of actions and observations, and reflection. The things that were obtained during the class action research process will be described below. The results of this class action research were obtained from test and non-test results, both in cycle I and cycle II. The results of the two tests are summarized in three parts, namely, pre-cycle, cycle I, and cycle II. The results of the pre-cycle test were in the form of students' scores in learning Islamic education before the research action was carried out, the results of the action tests in cycle I and cycle II were in the form of post-tests. The results of the cycle I and cycle II tests are presented in quantitative form. The results of non-test cycle I and cycle II were obtained from observation and interview data. The results of non-test research cycle I and cycle II are presented in the form of qualitative data

Pre Action

Prior to the implementation of class action, an initial study was carried out on the problems of implementing the learning process. Based on observations, a problem was found in the learning process, especially learning Islamic education. During the learning process, especially in learning Islamic education, students lack concentration, some students like to cheat in the learning process because the teacher has not found the right learning model. Based on the initial data obtained, it can be seen that the learning outcomes in Islamic education materials for class I SD Muhammadiyah 6 Surabaya are still low. This initial condition was supported by the implementation of the pretest which was attended by all 20 students in grade I. The results of the initial test by students in Islamic education materials can be seen from the table below.

Table 1. Success Rate of Islamic Education Learning Outcomes

No	Value Range	Frequency	Achievement	Percentage Completeness	
				Completed	Not Completed
1	55-64	7	Not Completed	40%	60%
2	65-74	4	Not Completed		
3	75-84	8	Completed		
4	85-95	1	Completed		

The table above describes the student learning outcomes of Islamic education materials. From the table above, data is obtained about students' initial abilities in Islamic education materials. The number of students who succeeded in achieving the minimum completeness criteria was 9 students (40%) while the number of students who had not reached the minimum completeness criteria was 11 students (60%). From the achievement of students' scores on Islamic education material, there are still many students who have not achieved minimum completeness criteria scores. This requires classroom action research to improve students' completeness scores. The average score on Islamic education materials at the time of the pre-action implementation was 68.7. The highest score is 85 and the lowest score is 55.

Based on the acquisition of test scores and observations, it can be seen that the ability of class I students at SD Muhammadiyah 6 Surabaya in Islamic education is still low, so it needs to be improved in order to achieve predetermined completeness.

Research Description

The implementation of class action research with the theme 'The Beauty of Togetherness on Islamic education material through the course review horay learning model for fourth grade students at SD Muhammadiyah 6 Surabaya was carried out in 2 cycles and each cycle consisted of 1 meeting. The first cycle was carried out on November 16, 2022. The second cycle was carried out on November 23, 2022. This research was conducted in semester 1 according to the themes and materials contained in the curriculum. This classroom action research was conducted by researchers and Mr. M. Arifin class I teacher as Islamic education teacher. Classroom action research is carried out in the form of a cyclical assessment process consisting of 4 stages in each cycle. These stages, namely planning, action and observation, and reflection. The four activities in this classroom action research are as follows.

Cycle 1

1) Action Planning

The researcher compiled a lesson plan which was described in a learning program plan that would be used in cycles I and II. Researchers also prepared observation sheets and interview sheets. Action in research as a medium that uses the course review horay learning model to improve student learning outcomes. Planning in this cycle is carried out before the implementation of the action is carried out. Learning time in one cycle is 1 meeting where one meeting is 2 x 35 minutes. The action plan carried out is as follows.

- a) The researcher determines the time for carrying out classroom action research based on the existing schedule at the school.
- b) The researcher designs a learning implementation plan that has been adapted to the course review horay learning model. Cycle 1 is planned in 1 meeting for 2 x 35 minutes, using designs a learning implementation plan (RPS)
- c) Researchers prepare media for course review horay.
- d) Researchers and teachers prepare research tools and instruments, namely instruments for observing the learning process.

2) Action

Actions are carried out according to a predetermined plan. The action taken is to carry out learning with the course review horay learning model. The application of the course review horay model in learning Islamic education is as follows. Cycle I actions were carried out on November 16, 2023 from 07.30 to 9.30 WIB. The following are the stages carried out at the cycle I meeting. In the core activity the teacher divides students into 4 groups, each containing 5 students. Students sit in groups and the teacher instructs students to read texts about cultural diversity. After student finish reading, the teacher explains the steps and rules for using course review horay. Then, the teacher reads the questions and representatives from each group raise their hands to represent their group and come forward to answer the

questions. After all groups have come forward to answer the questions in the boxes, the teacher and students discuss the questions that were read earlier.

The teaching and learning process refers to the learning program plan that has been prepared. Observations are carried out simultaneously with the implementation of teaching and learning. At the end of the lesson, the researcher gave the post-test questions to each student, to determine the level of success of students in the teaching and learning process that had been carried out. Furthermore, based on the test results in cycle 1, a table can be compiled to determine the level of completeness of learning abilities in learning Islamic education for class I SD Muhammadiyah 6 Surabaya as follows:

Table 2 Learning Outcomes in Islamic Education in Cycle I

No	Student Initial Name	Mark	
		Number	Description
1	AAK	20	Not Completed
2	APS	80	Completed
3	AD	100	Completed
4	ASW	30	Not Completed
5	ARA	80	Completed
6	BNZ	40	Not Completed
7	DFZ	80	Completed
8	DRKS	70	Not Completed
9	FOM	20	Not Completed
10	FNAK	30	Not Completed
11	JSAT	80	Completed
12	MSBR	30	Not Completed
13	MBW	80	Completed
14	MF	80	Completed
15	MFZU	30	Not Completed
16	NF	30	Not Completed
17	NMB	50	Not Completed
18	PAE	40	Not Completed
19	RRD	20	Not Completed
20	ZMN	20	Not Completed
Average		50,5	
The highest score		100	
Lowest Value		20	
Many Students Completed		7	

At the first cycle meeting, there were 20 students present. Based on the table above, it can be seen that in cycle I, there were 7 students who passed. While the number of students who had not completed the first meeting was 13 students. The high score at the first meeting was 100, while the lowest score was 20. The average score at the first meeting was 50.5%. Based on this table, it can be said that the learning outcomes of fourth grade students at SD

Muhammadiyah 6 Surabaya are lacking. This can be seen from the results of the average learning value in Islamic education learning of students which reaches 50.5. This is certainly far from the expected minimum completeness criteria score of 75.

3) Observation

At this stage, the researcher made observations of learning activities. From this observation, it can be seen that student behavior has gotten better results or not. The results of observations that have been made are: (1) Some students have not been able to respond well (2) Students are less interested in taking lessons in learning Islamic education.

4) Reflection

At the reflection stage, an evaluation of the learning process is carried out. The researcher analyzed the deficiencies or problems that were still encountered while carrying out the actions from cycle I. Evaluation of the learning process was carried out at the end of the meeting. Based on the results of learning in Islamic education learning for students I, several problems were obtained that still needed to be corrected. The problems that are still faced include students who are still less attentive and less active in participating in learning. The results of the actions in cycle I showed that student learning outcomes had not yet reached the good category. This can be seen from the results of the students' post-test scores at the cycle I meeting. Judging from the scores of learning outcomes in Islamic education, there are still some students who have not completed them, so further action is needed in this study.

In the meeting in cycle II, it is necessary to emphasize the aspects of student activity and attention. This is because most students are still not enthusiastic in participating in learning, especially in learning Islamic education. Because the results of cycle I were not maximized, this research was continued in cycle II.

Cycle 2

1) Planning

Action planning activity 2 was carried out on Thursday, on November 23, 2023 in the classrooms of SD Muhammadiyah 6 Surabaya. Researchers design actions to be taken. Based on the reflection results in cycle I, it is known that there has not been a significant increase in learning outcomes. Therefore, the researchers considered input from the tutors, again repeating the lesson with the course review horay learning model. The implementation of the actions in cycle 2 was carried out in 1 meeting (with a time allocation of 2 X 35 minutes). Given the results of the analysis of the student post-test in cycle I, some students still lack motivation and have difficulty understanding Islamic education learning.

2) Action

The initial activities at cycle II meetings are the same as those at cycle I meetings. At the first cycle II meeting, the learning process is almost the same as the meetings in cycle I. At cycle II meetings, it is different from the meetings in cycle 1 as follows: The teacher opens learning by greeting and praying as well as conditioning the classroom and preparing supporting devices that will be used for learning and explaining the activities to be carried out when learning begins, then asking students to sit quietly while preparing learning material,

after that the teacher does apperception. The teacher conveys the learning objectives to be achieved and provides an explanation about the use of the course review horay learning model. Furthermore, based on the results of the post-test in cycle 2, a table can be compiled to determine the level of completeness of the learning outcomes of class I SD Muhammadiyah 6 Surabaya as follows.

Table 3 Learning Outcomes in Islamic Education in Cycle II

No	Student Initial Name	Mark	
		Number	Description
1	AAK	60	Not Completed
2	APS	80	Completed
3	AD	100	Completed
4	ASW	80	Completed
5	ARA	100	Completed
6	BNZ	80	Completed
7	DFZ	100	Completed
8	DRKS	100	Completed
9	FOM	60	Not Completed
10	FNAK	80	Completed
11	JSAT	100	Completed
12	MSBR	80	Completed
13	MBW	100	Completed
14	MF	100	Completed
15	MFZU	80	Completed
16	NF	80	Completed
17	NMB	80	Completed
18	PAE	80	Completed
19	RRD	60	Not Completed
20	ZMN	50	Not Completed
Average		82,5	
Highest score		100	
Lowest Value		50	
Many Students Completed		16	

In the second cycle, 20 students attended. Based on the table above, it can be seen that in cycle II, there were 16 students who passed. While the number of students who have not completed the second cycle of meetings as many as 5 students. The highest score in the second cycle was 100, while the lowest score was 50. The average score at the second cycle meeting was 82.5%. Based on this table, it can be said that the learning outcomes in class I Islamic education learning at SD Muhammadiyah 6 Surabaya are good. This can be seen from the results of the average value of students who reached 82.5. This certainly has exceeded the expected minimum completeness criteria of 75.

3) Observation

From the results of monitoring, Islamic education learning activities in cycle II showed a positive attitude. Students remain enthusiastic in learning, especially in learning Islamic education by using the course review horay learning model. Based on observations of student learning outcomes in learning, it can be seen that learning has been running smoothly and well. In the learning process students are excited and enthusiastic about following the lesson.

The learning outcomes in cycle II showed that student learning outcomes, namely the value of student Islamic education learning outcomes, increased. The researcher's activities in learning are in accordance with the previously designed lesson plans and use the right time. Students have started to be interested in this learning, namely in learning Islamic education because students are invited to do learning by applying the course review horay learning model, students can work together with their groups and establish good communication between friends.

4) Reflection

At the reflection stage, an evaluation of the learning process is carried out. The researcher analyzed the deficiencies or problems that were still encountered while carrying out the actions from cycle I. Evaluation of the learning process was carried out at the end of each meeting. The following are three examples of student post-test results in cycle II. The first example for post-test results After the implementation of the actions from cycle I to cycle II, 3 meetings, the use of the course review horay learning model in improving learning outcomes showed a significant increase. The increase in students' ability to work on posttest questions can be seen from the results that students worked on until the end of cycle II. The average score obtained by students at the end of cycle I was 50.5 or 50.5%. The average score for calculating student learning outcomes at the end of the cycle II meeting was 82.5 or 82.5%. So, there is an increase in student learning outcomes from cycle 1 to cycle 2 of 32 or 32%.

Discussion

The discussion of the results of this study is based on the pre-cycle results, the results of the first cycle, and the second cycle. The discussion of these results includes test and non-test results. Discussion of research test results refers to the acquisition of scores achieved by students in working on post-test questions with the same theme. In thematic learning in Islamic education learning Diversity material through the course review horay learning model, students are divided into several groups to carry out activities in the course review horay learning model guided by researchers. The learning process is fun because there is a new atmosphere using the right learning model.

The learning process in cycle I included some students who were still passive and did not have the courage to ask the teacher when they were given the opportunity to ask questions about the material from the previous meeting. There are several drawbacks to the course review horay learning model, one of which is passive students. All students listened to the researcher's explanation regarding the learning steps using the course review horay. Students and teachers reflect on the material. Students can conclude the material that has been studied properly. In carrying out the course review horay learning model, students were very

enthusiastic in participating in learning, but there were some students who were only active when using the learning model, but were passive when answering questions with the group. There are several factors that influence student learning outcomes, namely internal and external factors. Indeed, the condition of students in cycle I showed conditions that were less enthusiastic or enthusiastic in participating in the learning process. In addition to the learning outcomes of students who have not reached the target value that has been determined, namely classically 75, class conditions are also not conducive with the presence of several students who do not play an active role with the group.

The learning process in cycle II became the most enjoyable learning. The results of the implementation of cycle II turned out to have a satisfying positive impact. The learning atmosphere in cycle II is more conducive. All students are enthusiastic about participating in learning and the media course review horay. Students are more calm and focused in following the evaluation delivered by the teacher. You can no longer see students chatting when the teacher delivers the material.

After carrying out learning actions in learning Islamic education through the course review horay learning model in cycles I and II, there was an increase in learning outcomes in class I. Based on the results of the evaluation carried out at SD Muhammadiyah 6 Surabaya, it was concluded that through the course review horay learning model, the learning outcomes of Islamic education in class I students could increase. This increase can be seen from the average score and the number of students who have completed the minimum completeness criteria. The average value in the first cycle is 50.5 or 50.5%, and in the second cycle is 82.5 or 82.5%. It can be interpreted that from the implementation of cycle I to cycle II there was an increase of 32 or 32% from the initial condition of 50.5 increasing to 82.5. Students who achieve minimum completeness criteria (≥ 75) also experience an increase. The increase in students who achieved minimum completeness criteria was 16 students in cycle II, the initial state before the action was taken was 13 students who had not reached minimum completeness criteria and became 16 students who achieved minimum completeness criteria in cycle II. Referring to the success of the research, the class average value achieved at the end of cycle II was 82.5.

The success of students is determined by the criteria, namely 75-80% if less than these criteria are considered not successful in carrying out the learning. Even though the results of the post-test in cycles I and II were not included in the very good category, at least there were efforts in the form of student efforts to improve the difficulties encountered. The results of research on improving learning outcomes through the course review horay learning model which was carried out in two cycles showed that there was an increase in student learning outcomes, most students had achieved the specified minimum completeness criteria. Only five students have not been able to reach the minimum completeness criteria. There are several factors that are the reason why these students cannot meet the specified minimum completeness criteria.

CONCLUSION

This article examines the implementation of the Course Review Horay learning model to improve learning outcomes in Islamic Religious Education (PAI) at SD Muhammadiyah 6 Surabaya. Using classroom action research conducted over two cycles, the study found that this model effectively created an interactive and enjoyable learning environment. The results revealed a significant improvement in students' learning outcomes. In the initial condition, the achievement rate was 60%, which decreased to 50.5% in the first cycle but significantly increased to 82.5% in the second cycle. This model effectively enhanced students' cognitive aspects and engaged them actively in the learning process. However, the study is limited to first-grade students at one school, making it difficult to generalize to other grade levels or subjects. These findings provide practical contributions to cooperative learning methods, particularly in Islamic Religious Education, demonstrating that this approach can enhance students' learning outcomes through interactive and enjoyable elements.

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