Advancing Educational Practices: Implementation of the Course Review Horay Learning Model in Elementary Schools

Warlan Sukandar¹, Warsiah², Nurhayati³, Fadly AS³, Yola Marsanda³
¹Universiti Sains Islam Malaysia, Malaysia
²Teacher of Elementary School Pasir Kuranji Riau, Indonesia
³STAI Solok Nan Indah, Indonesia
*Wsukandar.ma@gmail.com

Abstract
Improving the quality of education is an inevitable challenge in the development of society. One approach to achieving this is by implementing innovative learning models. This research aims to investigate the implementation of the Course Review Horay Learning Model in Elementary Schools as an effort to improve educational practices. The research method used is classroom action research involving teachers and students in the learning change process. Over several cycles, data was collected through classroom observations, interviews, and student performance assessments. The course review model is applied with a focus on providing constructive feedback, collaboration between students, and the use of technology in learning. The research results showed a significant increase in student participation, concept understanding, and learning motivation. Teachers reported positive changes in classroom dynamics, increased student engagement, and implementation of more interactive learning strategies. Technological support in implementing the course review horay also makes a positive contribution to learning efficiency. This research provides new insights regarding the potential of the Course Review Horay Learning Model as an effective tool for overcoming challenges in learning in elementary schools. Practical implications and recommendations for further development are also discussed to create an educational environment that is progressive and responsive to the needs of today's students.

INTRODUCTION
One of the problems teachers face in learning is low student learning motivation (Duffy & Azevedo, 2015; Kizilcec et al., 2017). Students in class do not focus on the teacher's explanation. Learning is one of the factors that supports the success of the learning process (Alfian & Maulidah, 2021; Giantari et al., 2022). Motivation that arises from student needs is an important factor for students in carrying out their activities or businesses. Therefore, student learning motivation must be considered carefully. This is to make it easier to guide and direct students' learning, so that students have encouragement and are interested in learning.
Students who do not have the motivation to learn tend to get poor learning results (Haleem et al., 2022). Motivation is related to student learning outcomes. Therefore, teachers must be able to motivate students so that students have high motivation in learning. In Law Number 14 of 2005 concerning Teachers and Lecturers, Chapter II Article 4, it is stated that the position of teachers as professional staff as intended in Article 2 paragraph (1) functions to increase the dignity and role of teachers as learning agents to improve the quality of National education. Following the SISDIKNAS Law, teachers should work professionally in their work (teaching) so that national education goals are achieved by the mandate of the law. So, the basic thing that teachers must do is motivate each student to study seriously (Harandi, 2015; Fryer & Bovee, 2016; Han & Yin, 2016).

Low student motivation to learn influences the learning outcomes of fourth-grade elementary school students in almost all subjects, however, after grouping it was found that citizenship education subjects were still below the minimum completeness criteria. Observations made by researchers during learning at the beginning of the odd semester of the 2018/2019 academic year on citizenship education subjects were that students tended to be passive, and student learning outcomes were generally low. As seen in the following table:

Table 1. Preliminary Data of Class IV Assessment of Primary School Subjects of Citizenship Education of the Academic Year 2018/2019

<table>
<thead>
<tr>
<th>No</th>
<th>Value Range</th>
<th>The number of students</th>
<th>Percentage</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>&lt;50</td>
<td>6</td>
<td>29</td>
<td>Not Completed</td>
</tr>
<tr>
<td>2</td>
<td>50 – 60</td>
<td>3</td>
<td>18</td>
<td>Not Completed</td>
</tr>
<tr>
<td>3</td>
<td>61 – 64</td>
<td>5</td>
<td>29</td>
<td>Not Completed</td>
</tr>
<tr>
<td>4</td>
<td>65 – 70</td>
<td>2</td>
<td>11</td>
<td>Complete</td>
</tr>
<tr>
<td>5</td>
<td>71 – 75</td>
<td>1</td>
<td>7</td>
<td>Complete</td>
</tr>
<tr>
<td>6</td>
<td>76 – 80</td>
<td>1</td>
<td>7</td>
<td>Complete</td>
</tr>
<tr>
<td>7</td>
<td>81 – 85</td>
<td>1</td>
<td>3</td>
<td>Complete</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Based on the data presented in Table 1.1 above, there are 14 students, or 74% of students with scores below the minimum completeness criteria. Meanwhile, there were only 5 students, or 26% of students whose scores were above the minimum completeness criteria. This states that student learning outcomes in citizenship education subjects are still relatively low. Due to the low test results, teachers (researchers) need to make improvements, changes, and updates in carrying out all aspects that can influence educational success.

One way that can be used is to apply the course review horay learning model. Hooray course review learning model. This is a learning model that teachers can use to create a more enjoyable learning atmosphere in the classroom (Kastira & Irwan, 2023; Nasution et al., 2021; Nopriza et al., 2021). So that students feel more interested, because in this course review horay learning model, if students can answer questions correctly then the students are required to shout the word "hooray" or a chant that is liked and has been agreed upon by the group or individual students themselves (Meganingtyas et al., 2019; Rahmawati & Prasetyo, 2019). To find out the effectiveness of this learning model, research needs to be conducted. This research is the application of the course review horay learning model to improve the activities and learning outcomes of Citizenship Education for fourth-grade elementary school students.

This research aims to: i) improve Citizenship Education learning activities using the Course Review Horay learning model in class IV elementary school, ii) improve learning outcomes in Citizenship Education through the Course Review
Horay learning model in class IV Elementary School.

METHODS

The research used in this research is classroom action research using a quantitative approach (Edwards & Burns, 2016; Meesuk et al., 2020; Putra et al., 2022). This research was carried out in elementary schools, the research was conducted in the odd semester of the 2018/2019 academic year. The subjects of this research were 28 grade IV elementary school students. The data source in this research was 19 grade IV elementary school students. Data collection techniques are test and non-test. Specifically, research data collection was carried out using techniques: observation, learning results tests, and documentation. Data analysis techniques use quantitative data analysis techniques. The research procedure consists of two cycles, each cycle includes planning, implementing actions, observing actions, and evaluating actions (Altaftazani, 2018; Nursoviani et al., 2020; Ramdhani, 2020; Yuslia et al., 2021).

RESULT AND DISCUSSION

This research was carried out in 2 cycles. Based on the research results, it was found that the results of student activities in learning Citizenship Education using the Course Review Horay learning model in class IV elementary school with the following results:

![Graph of Student Learning Results](image)

**Fig 1. Student Learning Results**

Student learning completion in cycle II increased by 36% compared to cycle I, namely from a percentage gain of 53% in cycle I increased to 89% in cycle II. Meanwhile, non-completion decreased by 36%, from a percentage of 47% in Cycle I down to 11% in Cycle II. So the students' learning completeness in cycle II is included in the high qualifications and has succeeded in achieving the predetermined success indicators.

Based on the results of the post-test in cycle II, an average score of 90 was obtained with the lowest score being 65 and the highest score being 100, with classical completion reaching 89% or around 17 students who completed and 11% or around 2 students who did not complete the learning, so the completion qualification was very good. Based on the success indicators that have been determined, namely learning completeness of at least 75%, then based on learning achievement data in cycle II which shows that learning completeness has been achieved. So the research stopped in cycle II.

The Horay Review course learning model can increase student activity and courage, and student behavior shows changes for the better (Alamiah et al., 2024). Students can communicate through group work, mutual assistance between
members, mutual trust, providing information, motivation to achieve mutual success, and positive dependence (Johnson & Johnson, 2016; Zhang et al., 2019). Students' social life improves because they are willing to accept differences between friends and learn solidarity between group members (Oniki et al., 2022; Saputro & Soeharto, 2015; Short et al., 2011).

The Horay Review course learning model can improve student learning achievement. This can be seen from the results of cycles I to II which show an increase. In the first cycle, classically the average class obtained a score of 70 with a completion percentage of 53% or 10 children. In cycle II, classically, the average class obtained a score of 90 with a completion percentage of 89% or 17 students with the highest score of 100 being 4 students and the lowest score of 65 being obtained by 2 students.

CONCLUSION

The course review horay learning model is effective in improving the activities and learning outcomes of Citizenship Education for fourth-grade elementary school students. Student activity increased from 75% in cycle I to 90% in cycle II, while learning completeness increased from 53% to 89%. Suggestions are given to schools to organize training for teachers and provide supporting learning media, to teachers to broaden their knowledge of learning theories and prepare learning support tools carefully, and to students to play an active role in the learning process and increase their learning efforts. Thus, this learning model can be a reference in learning other subjects and create a pleasant learning atmosphere, as well as optimally improving student learning achievement.

REFERENCES


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