Islamic Religious Education Learning Innovation Using the Course Review Horay Model

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Abstract
Lack of innovation in Islamic Religious Education learning also has an impact on students' low learning scores. Another phenomenon is that teachers do not give students enough opportunities to be active, and rarely give appreciation. For this reason, this research aims to describe the analysis of the implementation of the course review horay model in improving student learning outcomes in Islamic Religious Education learning. This research was conducted in the form of classroom action research at an elementary school in Indonesia. Data was collected using observations and tests from Islamic Religious Education teachers and fourteen students. All data is processed using descriptive statistical analysis. This research found that the course review horay model can improve students' Islamic Religious Education learning outcomes from the first cycle to the second cycle. The use of this model in Islamic Religious Education learning is an innovation that can improve learning outcomes, activate students, and provide appreciation, especially in elementary schools.

INTRODUCTION
One of the intended meanings of education is to develop the potential of students so that they have religious spiritual strength (Hamim et al., 2022). This indicates the importance of Islamic Religious Education given to students to form religious spiritual strength. The spiritual strength possessed by students is very influential in their daily lives (Salsabilah et al., 2021; Setiadi, 2019; Syahnaz et al., 2023). Religious spiritual education is the foundation for forming a personality and mentality that is expected to be able to provide enlightenment and spiritual characteristics to students, so that they are able to be responsive to all the problems currently facing society (Marjuni, 2020; Sobry & Fitriani, 2022).

Islamic Religion & Character Education is one of the subjects studied at every level of education in Indonesia starting from Elementary School, Middle School (Putra, 2016; Shunhaji, 2019; Susilowati, 2022). Islamic Religious Education Subjects are religious subjects that provide guidance carried out by a teacher to prepare their students to be able to understand, believe, recognize, appreciate, have faith, be devout, have noble character, practice Islamic teachings that originate from the Quran and Sunnah (Devi, 2021; Utari et al., 2020).
The lack of innovation in Islamic Religious Education learning also has an impact on students' low learning scores (Habibi, 2020; Rafliyanto & Mukhis, 2023; Setiawan et al., 2021). Another phenomenon, in Islamic Religious Education learning, teachers predominantly use the lecture method, so that students become less active, some even become sleepy and less focused (Fraydika, 2021; Mahmudah, 2016). Teachers do not actively involve students, students are rarely given the opportunity to interact and collaborate with other friends. For this reason, this research aims to describe the analysis of the implementation of the course review horay model in improving student learning outcomes in Islamic Religious Education learning. The use of appropriate learning models can encourage the growth of students' enjoyment of lessons, grow and make students active in learning and doing assignments, make it easier for students to understand lessons, thereby enabling students to achieve better learning outcomes.

Learning Islamic Religion & Character Education using the course review horay model should be able to make students active in learning and give a relaxed but serious impression (Sulfemi et al., 2022). A pleasant learning atmosphere and interaction makes students enjoy Islamic Religious Education & Character lessons more so that they do not easily get bored of learning and are enthusiastic about learning, so that learning Islamic Religious Education & Ethics becomes fun and meaningful (Muhamdi et al., 2019).

Based on Scopus data, previous research used several keywords that refer to research on learning innovations in Islamic Religious Education using the Course Review Horay Model in Elementary Schools which have not been widely studied by world researchers. Based on Scopus data searches, this related study was only studied by five researchers in 2019. As can be seen in the following image.

Fig 1. Several authors who studied learning innovations in Islamic Religious Education using the Course Review Horay Model by world researchers (Scopus database)

Based on the results of the analysis above, there has not been a single author who has studied Islamic Religious Education learning innovations using the Horay Course Review Model at the elementary school level. In fact, this research is specifically about learning innovations in Islamic Religious Education using the Course Review Horay Model at the elementary school level in Indonesia.
METHODS
This research was conducted in the form of classroom action research at an elementary school in Indonesia (Aksawi & Sagoro, 2014; Istiqomah, 2019; Mediatati & Suryaningish, 2017). Data was collected using observations and tests from Islamic Religious Education teachers and fourteen students (Asmaldi et al., 2022; Febriani et al., 2022; Irawan et al., 2021; Kamaludin et al., 2023; Zalnur et al., 2022). The subjects of this research include Islamic Religious Education and Character teachers and students at an elementary school in Indonesia. The data analysis technique is descriptive-quantitative, namely describing data obtained through observation and test instruments (Laksana, 2017; Widiyono et al., 2023; Zikri et al., 2023).

RESULT AND DISCUSSION
Implementation of learning using the course review model horay starts from the preparation of the Learning Implementation Plan. The plan contains the syntax of the course review model in its core activities starting from group formation. The teacher divides students into groups of five people each. Then students' understanding is trained by giving questions to each group, the answers to which are written on a card. The first student to get the answer from the selected card immediately shouts the phrase "Hooray" or in the form of a learning chant that has been prepared together. This learning can make learning more fun and motivate students to take part in learning with other active friends, can improve student learning outcomes (Novera et al., 2021), and improve participants' abilities students in solving problems (Suaimi & Nasidawati, 2020).

Based on the results of observations in cycle I, the teacher opened the lesson according to the planning in the Learning Implementation Plan, but there were still activities that had not been carried out by the teacher, there was a lack of motivating activities for students in the initial learning activities so that during teaching and learning activities students were still less enthusiastic. Some of them are still not used to answering questions given by the teacher. Apart from that, teachers are still less active in guiding and directing students in discussion groups, and teachers only occasionally guide and control students in groups, and teachers often sit at the front. The teacher's delivery of material takes up too much time because the teacher is still used to using the lecture method. Students are already a little active in teaching and learning activities, but these activities are still dominated by active students. Many students still seem confused about the learning process.

Cycle I activities continue in cycle II, by correcting deficiencies obtained from reflection in cycle I. The teacher is more active in guiding students in answering questions for which the answers have been provided on the answer cards. The guidance given by teachers to students is carried out while visiting each group, not just from a seat at the front of the class. All students are trained to actively participate in learning. For students who still do not understand this learning activity, the teacher facilitates them to actively participate in learning.

The activities in cycle II can be said to have been successful. This can be seen from the level of student activity in cycle I which was at a score of 42%, increasing to 57% in cycle I meeting 2. Then regarding students' understanding of learning, from 14 students a score of 92% was obtained, which previously was only at a score of 57%. Below is the distribution of scores for increasing students' activeness and level understanding.
Based on the increase in students’ activeness scores which increased from cycle I to cycle II, it means that the course review model can increase students’ activeness in learning. This model can also increase student motivation and learning outcomes. Students who succeeded in getting answers expressed their success verbally and the others also celebrated with shouts of happiness.

CONCLUSION
The application of the course review horay learning model can increase the enthusiasm for learning and activeness of all students. This enthusiasm for learning can lead students to an understanding of the learning material. This understanding can improve the learning outcomes of Islamic Religious Education carried out by teachers. From fourteen students, data was obtained that 92% of students were successful in learning. This means that the application of the horay course review model can improve Islamic Religious Education learning outcomes in elementary schools.

REFERENCES


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