Efforts to Improve Student Learning Outcomes on the Material of Faith in the Prophet of Allah SWT Through the Course Review Horay Learning Model at SMK Negeri 1 Gandapura

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Abstract: This study discusses improving student learning outcomes in the material of Faith in the Messenger of Allah SWT through the application of the Horay Course Review (CRH) Learning Model in grade XI of SMK Negeri 1 Gandapura semester I of the 2021/2022 academic year. The main purpose of this study is to find out the extent to which the CRH learning model can improve student learning outcomes in the material. This research uses a qualitative approach with the type of Class Action Research (PTK) which is carried out in two cycles. Data were collected through test and non-test techniques, where the test instrument was in the form of multiple choice, while non-test data was analyzed qualitatively descriptive, and test data was analyzed using descriptive percentages. The research subjects consisted of 27 students in grade XI. The results showed that at the end of cycle I, students who achieved a score of ≥70 were only 59.25%, while the activity of teachers and students averaged 71.85%. After improvements were made in cycle II, students who obtained a score of ≥70 increased to 81.48% with the average activity of teachers and students reaching 82.68%. Thus, the use of the Horay Course Review learning model has proven to be effective in improving student learning activities and outcomes on the material of Faith in the Messenger of Allah SWT at SMK Negeri 1 Gandapura.

Keywords: Learning Outcomes, Faith Material, Learning Model, Horay Course Review.

INTRODUCTION

Introduction in an educational research has an important role in explaining the theoretical foundation, the problems faced, and the urgency of applying certain learning models in improving student learning outcomes. Learning is essentially a means for individuals to equip themselves to face various life problems. In this context, the learning process requires not only the right materials and methods, but also the motivation and potential that each student has. Motivation is a key element that can lead students to be active and creative in learning activities, and it is highly dependent on the role of teachers, principals, and other related parties such as supervisors and lecturers (Sardiman, 2018). All parties need to explore the potential of students through the application of various models, methods, media, and learning strategies that are communicative and effective so that educational goals can be achieved optimally.

The learning process should ideally direct students to be able to learn in a fun way and understand the meaning of each material learned. The presentation of simple but meaningful learning can help students explore their potential to the fullest. In this case, teachers are expected to be able to innovate in teaching, one of which is through a contextual approach that allows students to understand the relationship between the subject matter and real-world situations (Sanjaya, 2017). With this approach, student learning outcomes are expected to improve because they feel that learning is more relevant to daily life.

In language learning and other fields, there are various approaches that can be used by teachers. According to Effendy (2009), there are five main approaches that are often applied in learning, namely Quantum Learning (QL), Cooperative Learning, PAIKEM (Active, Innovative, Creative, Effective, and Fun Learning), Problem Based Learning (PBL), and Contextual Teaching and Learning (CTL). Each approach has its own advantages and characteristics in fostering student engagement and learning motivation.

The Quantum Learning approach focuses on setting a fun, comfortable, and safe learning atmosphere so that students feel free to express themselves without fear (Ghazali in Effendy, 2009). Meanwhile, Cooperative Learning according to Kelough and Kelough (in Effendy, 2009) is a learning strategy that is carried out in groups by emphasizing cooperation, mutual help, and support between group members to achieve learning goals. Meanwhile, the PAIKEM approach is oriented towards active and creative learning so that students not only receive information, but also be able to construct knowledge independently (Aqib, 2013).

The Problem Based Learning (PBL) approach emphasizes the active involvement of students in solving real problems so that they become critical and collaborative independent learners (Arends, 2012). Contextual Teaching and Learning (CTL) is an approach that relates the content of learning with the real life context of students, so that learning becomes more meaningful (Johnson, 2014). CTL has seven main components in its implementation, namely constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment (Aqib, 2013).

One of the learning models that is based on CTL and proven to be able to increase student motivation and learning outcomes is Course Review Horay (CRH). The CRH learning model was developed to create an active and fun classroom atmosphere by combining elements of play in learning activities (Huda, 2013). In this model, students who answer questions correctly are required to cheer or sing yells as a form of expression of joy. This fosters a spirit of healthy competition and makes students more enthusiastic about participating in lessons.

The steps to implement the CRH model include: (1) the teacher conveys the learning objectives and competencies, (2) the teacher presents the subject matter, (3) gives students the opportunity to ask questions, (4) the teacher asks the students to make a box containing the numbers to be used in the game, (5) the teacher reads the questions randomly, and the students write the answers in the appropriate boxes, (6) the correct answers are checked and the wrong ones are crossed, (7) students who obtain vertical, horizontal, or diagonal rows full of correct marks must cheer "hooree!" or shout their shouts, and (8) teachers provide closures and evaluation of learning outcomes (Aqib, 2013).

The CRH model has several significant advantages. First, this model is engaging and encourages active participation of students in learning activities. Second, this model is not monotonous because it is interspersed with entertainment elements, so that the classroom atmosphere becomes more relaxed and fun. Third, CRH increases students' enthusiasm for learning because it fosters a sense of pleasure in the learning process. Fourth, this model trains cooperation and communication skills between students (Huda, 2013). However, the CRH model also has several weaknesses, such as the opportunity for imbalance between active and passive students, the potential for cheating in answering questions, and the risk of disturbing the atmosphere of other classes if done too crowded.

Based on initial observations at SMK Negeri 1 Gandapura, it was found that the learning outcomes of grade XI students in the material of Faith in the Messenger of Allah SWT were still relatively low. Of the 27 students, as many as 19 students have not reached the Minimum Completeness Criteria (KKM) that have been set, which is 75. This condition shows that most students have difficulty in understanding the material being taught. Based on the results of the deliberation of Islamic Religious Education subject teachers (MGMP), this low learning outcome is due to the use of learning methods that are less varied and not in accordance with the characteristics of the material (Ministry of National Education, 2020).

In addition, the lack of interest in learning students and the limited use of interactive learning media also affect learning outcomes. Teachers tend to use one-way lecture methods, so that students become passive and easily bored (Rahmawati, 2021). Therefore, there is a need for learning model innovations that are able to activate students, such as the implementation of Course Review Horay (CRH). This model allows students to learn while playing and actively interact in a fun atmosphere (Sukardi, 2019). By implementing CRH, it is hoped that teachers can increase student motivation, involvement, and learning outcomes in learning Islamic Religious Education, especially in the material of Faith in the Messenger of Allah SWT. This model also trains students to think critically, dare to express opinions, and work together in groups. In the end, such learning will help students understand the values of faith more deeply and contextually (Arifin, 2020). Therefore, this study seeks to examine the effectiveness of the application of the Course Review Horay (CRH) model in improving the learning outcomes of grade XI students of SMK Negeri 1 Gandapura.

METHODS

This research method uses a qualitative approach with a Classroom Action Research (CAR) design. Qualitative research was chosen because it focuses on depicting phenomena in depth through data in the form of words, sentences, or actions, rather than numbers (Siregar, 2010). This approach emphasizes the meaning, reasoning, and interpretation of social situations in a given context. In other words, qualitative research focuses more on the process than the final result, because each stage can change according to the conditions and phenomena found in the field (Creswell, 2014).

The main goal of qualitative research in this context is to improve learning practices in the classroom to be more effective and meaningful for students. According to Moleong (in Arikunto, 2010), the source of qualitative research data includes words, actions, and documents that are observed in depth so that researchers can capture the meaning implied behind them. In this study, data was obtained from observations, interviews, tests, and field notes. This approach is considered appropriate because the researcher plays a direct role as an action actor in the classroom so that he can reflect on learning results contextually and objectively.

This study uses the design of Classroom Action Research (PTK) as stated by Reason & Bradbury (in Kunandar, 2008), that action research is a participatory and reflective process that aims to develop practical knowledge to improve learning practices through collaboration between teachers, students, and other parties involved. This model allows teachers to research their own practice and test the effectiveness of a learning model directly in the classroom. Meanwhile, Kemmis (in Saminanto, 2010) explained that PTK is a reflective study by action actors with the aim of improving the rationality of actions and understanding of learning practices carried out collaboratively.

This classroom action research design adopts the Kemmis and McTaggart model, which is a development of Kurt Lewin's model. According to Arikunto (2010), this model consists of four main stages that take place in cycles, namely: (1) planning, (2) acting, (3) observing, and (4) reflecting. The four stages are interrelated and are carried out repeatedly until the desired improvement is achieved. This model is considered the most

suitable for educational research because it is systematic, reflective, and oriented towards improving the learning process (Kemmis & McTaggart, 1988). This research was conducted in two cycles, and each cycle included the four components.

The planning stage is carried out by preparing a Learning Implementation Plan (RPP), preparing modules, as well as test and non-test sheets that are adjusted to the Course Review Horay (CRH) learning model. The implementation stage was carried out for 2 × 30 minutes per meeting, where the researcher applied the CRH learning model to the material of Faith in the Messenger of Allah SWT. Furthermore, observations were made of the activities of teachers and students during the learning process. The reflection stage is carried out to assess the successes and weaknesses of the actions that have been implemented, which then become the basis for improvement in the next cycle (Hopkins, 2011).

The subjects in this study are 27 grade XI students of SMK Negeri 1 Gandapura for the 2021/2022 school year. Research data was obtained from various sources, including: (1) evaluation sheets in the form of pre-test and post-test questions to measure the improvement of learning outcomes; (2) observation sheets of teacher and student activities used to determine the extent of involvement and response to learning with the CRH model; and (3) field notes and documentation to strengthen the results of observations and interviews. Pre-test questions are given before learning begins to determine students' initial abilities, while post-tests are given at the end of the cycle to see an improvement in learning outcomes after the application of the CRH model (Sugiyono, 2010). The data collection techniques used include tests, observations, interviews, and field notes. The test is carried out to measure students' cognitive abilities on the material of Faith in the Messenger of Allah SWT.

Observation is used to observe the learning process, including the interaction between teachers and students. Interviews were conducted freely to explore students' perceptions, motivations, and responses to the application of the CRH model. While field notes are used to record important things that happen during learning (Miles, Huberman, & Saldaña, 2014). Data validation in this study was carried out to ensure the validity of the research results. Validation includes two aspects, namely validation of learning outcomes and validation of the learning process.

Validation of learning outcomes is carried out through the analysis of test instruments, which include face validity (the appearance of the question), content validity (the suitability of the content of the question with competence), and construct validity (the relationship of the question with theory). In addition, empirical validation of question items is also carried out through the preparation of grids, determination of answer keys, and assessment criteria (Fraenkel & Wallen, 2012). Data analysis was carried out qualitatively by following the Miles and Huberman model which includes three main steps, namely data reduction, data presentation, and conclusion drawing (Miles et al., 2014). Data reduction means filtering and simplifying the data that has been collected to focus on important things that are relevant to the research objective.

The presentation of data is carried out systematically so that it is easy to understand and allows the researcher to plan the next step. Meanwhile, conclusions are drawn by providing interpretation of the data that has been analyzed to answer the formulation of the research problem (Creswell & Poth, 2018). To ensure the validity of the data, this study uses four criteria put forward by Lincoln and Guba (1985), namely credibility, transferability, dependability, and confirmability.

Data reliability is maintained through extension of observation, increased diligence, data triangulation, peer discussion, and member check with respondents. Transferability is maintained through the preparation of detailed and contextual reports so that they can be applied in similar situations. Dependability is tested through research process audits, and confirmability is carried out by ensuring that the research results are consistent with field data (Sugiyono, 2010). The research procedure consists of two cycles. Cycle I includes planning, implementation, observation, and reflection on the application of the CRH

model. The results of reflection from the first cycle were used to prepare an improvement plan for Cycle II, which was then implemented in a similar step. Through this repeated stage, it is hoped that there will be an increase in student learning outcomes and an improvement in the quality of the Islamic Religious Education learning process in grade XI of SMK Negeri 1 Gandapura.

RESULTS

The results of the study showed a significant increase in the learning outcomes of grade XI students of SMK Negeri 1 Gandapura in the material of Faith in the Messenger of Allah SWT after the application of the Course Review Horay (CRH) learning model. Before the action is taken, learning still uses conventional methods that tend to be monotonous and do not involve active student participation. This has an impact on the low learning outcomes of students, most of whom have not reached the Minimum Completeness Criteria (KKM) of 70. Based on the results of the pre-cycle test, it is known that only 40.74% of students have achieved completeness, while 59.25% of students have not completed with an average score of 60.45.

This condition shows the need for innovation in learning methods to be more interesting, interactive, and able to increase student learning motivation. In the implementation of the first cycle of actions, teachers began to apply the Course Review Horay (CRH) model in the learning process. This model emphasizes active and fun learning through educational play activities that encourage students to be directly involved in the learning process. The test results at the end of the first cycle showed an increase compared to the pre-cycle, where the number of students who achieved completeness increased to 59.25% with an average score of 64.81. However, these results have not met the research target, because there are still 40.74% of students who have not reached learning completion.

From the results of observation of teacher and student activities, an average percentage of 71.85% was obtained, which is included in the sufficient category. This means that the implementation of this learning model has shown positive changes but still needs improvement in its implementation, especially in managing time and providing guidance to students who are less active. Based on the reflection of the implementation of the first cycle, teachers made improvements in the second cycle by clarifying instructions, adding a variety of questions in the Course Review Horay activity, and providing additional motivation to students. In the planning stage of cycle II, teachers also prepare a more targeted Learning Implementation Plan (RPP) and prepare student worksheets (LKS) that are in accordance with the characteristics of the teaching material.

The results of the action in cycle II showed a significant increase compared to the previous cycle. The percentage of students who achieved a score of ≥70 increased to 81.48% or as many as 22 students out of a total of 27 students. The average grade of the class also increased from 64.81 to 74.62. Based on the results of observations on teacher and student activities carried out by two observers, an average percentage of 82.68% was obtained, which is included in the good category. This shows that the implementation of learning with the Course Review Horay (CRH) model has succeeded in increasing student involvement in learning and has a positive impact on their learning outcomes. In addition to improving test results, the implementation of the CRH model also shows a change in student learning behavior and attitude.

Based on the results of interviews with several students, they stated that learning with the CRH model is more fun, less boring, and helps them understand the material more easily. The question and answer activities and educational games that are the hallmark of CRH make the learning atmosphere more lively and interactive. Students become more courageous to express their opinions and be more focused during the learning process.

Teachers also become more active in facilitating learning and providing feedback to students directly. When compared between cycle I and cycle II, there is a consistent improvement in both aspects of learning outcomes and student learning activities. In the first cycle, the results of observation of teacher and student activities were in the range of 74.54% and 69.16%, respectively, while in the second cycle it increased to 84.54% and 80.83%. This shows that after reflection and improvement in the next cycle, the quality of learning becomes more effective and efficient. Thus, the application of the Horay Course Review (CRH) model has been proven to improve student learning outcomes and participation in Islamic Religious Education learning, especially in the material of Faith in the Messenger of Allah SWT.

This model is in line with active learning theory that emphasizes the direct involvement of students in the learning process (Silberman, 2014) and supports Vygotsky's view of the importance of social interaction in building knowledge (Vygotsky, 1978). The results of this study also reinforce previous findings that the use of a game-based learning model can improve student motivation and learning outcomes (Slavin, 2019; Hamdani, 2011).

The increase in student learning outcomes from 59.25% to 81.48% shows that collaborative activity-based learning such as CRH is able to encourage students to think critically and work together in understanding the religious concepts taught. Overall, this classroom action research proves that the application of the Course Review Horay (CRH) model is effective in improving the learning outcomes of grade XI students of SMK Negeri 1 Gandapura. This success is not only demonstrated by increased academic grades, but also by increased enthusiasm, participation, and interaction between teachers and students during the learning process. The results of this research are expected to be a reference for Islamic Religious Education teachers in choosing the right learning model, so that the learning atmosphere becomes more active, fun, and meaningful for students.

DISCUSSION

The classroom action research conducted at SMK Negeri 1 Gandapura shows that the application of the Course Review Horay (CRH) learning model has a positive impact on improving student learning outcomes in the material of Faith in the Messenger of Allah SWT. Prior to the implementation of the CRH model, the learning process in the classroom tended to be conventional, teacher-centered, and less involved in student activity. This condition causes low interest and learning outcomes, where most students have not reached the Minimum Completeness Criteria (KKM) set at 70. This finding is in line with the opinion of Hamalik (2017) that conventional learning often makes students passive, because teachers are the main source of information while students are only one-way recipients of knowledge.

The application of the Horay Course Review model is a form of active learning innovation designed to create a fun and competitive learning atmosphere. According to Huda (2013), CRH is a learning model that combines elements of games and competitions that make students more enthusiastic in answering questions and understanding the material. In this study, students who could answer questions correctly were required to shout "hooray!" or sing group chants, which created a lively and collaborative learning atmosphere. This is in line with the active learning theory put forward by Silberman (2014), that effective learning must be able to involve students physically, emotionally, and intellectually in the learning process.

Based on the results of the research in cycle I, the application of the CRH model began to show a positive impact even though it had not yet reached the success target. The percentage of students who achieved a score of ≥70 increased from 40.74% to 59.25%. The results of observations on teacher and student activities also increased with an average of 71.85%, which is included in the sufficient category. While this increase has not been significant, the change shows a shift towards more interactive learning. This

strengthens the view of Sudjana (2016) that the effectiveness of learning is greatly influenced by the ability of teachers to choose and apply learning models that are in accordance with the characteristics of students and teaching materials.

Reflections from cycle I show several obstacles, such as lack of time management, limited question variation, and the presence of passive students. Therefore, in cycle II, improvements were made by clarifying instructions, adding a variety of questions, and providing additional motivation so that students participate more actively. Results in cycle II showed a significant increase, with 81.48% of students achieving a score of ≥70 and the average grade point increase to 74.62. This improvement shows that the CRH model is effective in improving student learning outcomes. According to Sardiman (2018), high learning motivation can be created when learning is designed to be interesting and fun, because a positive atmosphere is able to stimulate students' interest and memory of the subject matter.

In addition to improving academic results, the implementation of the CRH model also has an impact on increasing participation, activeness, and cooperation between students. Students become more confident to express their opinions and dare to answer questions in front of the class. This phenomenon is in accordance with Vygotsky's (1978) theory of social constructivism, which states that effective learning occurs through social interaction and collaboration between individuals. In this context, CRH provides a space for students to discuss with each other, solve problems, and build knowledge together.

The results of this study are also supported by the findings of Arends (2012) who stated that activity-based and collaborative learning models such as CRH are able to improve students' understanding of concepts and social skills. Through games and discussions, students not only memorize the concept of faith in the Messenger of Allah SWT, but also understand its meaning in daily life. This shows that learning Islam with an interactive approach can strengthen spiritual values while improving students' cognitive abilities (Sanjaya, 2015).

In terms of teacher activities, the observation results showed a significant increase from cycle I to cycle II. In the first cycle, the teacher's activity obtained a score of 74.54%, while in the second cycle it increased to 84.54%. Teachers become more skilled in managing classes, delivering materials, and motivating students. Similarly, student activity increased from 69.16% to 80.83%. This proves that the active involvement of students in the learning process through CRH is able to improve the overall dynamics of the classroom. As revealed by Uno (2018), the role of teachers in modern learning is not only as a conveyor of information, but also as a facilitator who creates a conducive learning environment and motivates students to learn independently.

The CRH model also contributes to the improvement of students' affective and social aspects. Through shouting "hooray!" or singing group chants, the classroom atmosphere becomes more lively and exciting. This pleasant atmosphere has a positive impact on students' attitudes and motivation in learning, as explained by Djamarah and Zain (2019) that positive emotions in learning can strengthen student involvement and accelerate the process of internalizing knowledge. In addition, a healthy competitive atmosphere also fosters confidence and responsibility between group members.

Conceptually, improving student learning outcomes through the Horay Course Review model is in line with the principle of contextual teaching and learning (CTL), where learning is connected to real experiences and carried out actively, collaboratively, and meaningfully (Aqib, 2013). In the context of Islamic Religious Education learning, this kind of approach is very relevant because it invites students not only to understand theory, but also to apply it in their daily attitudes and behaviors. Thus, the CRH model not only improves students' cognitive competence, but also helps to form a strong religious character.

The increase in learning outcomes from 59.25% to 81.48% shows the high effectiveness of the application of the CRH model. These findings are consistent with the results of research conducted by Hidayat (2020) which shows that the application of a

game-based learning model is able to significantly increase student motivation and learning outcomes. Thus, CRH can be an alternative for Islamic Religious Education teachers in creating more interesting and meaningful learning. In addition, this model is also relevant applied to various other subjects that require the active involvement of students in understanding abstract concepts.

Based on the overall results of the research, it can be concluded that the Horay Course Review (CRH) model is able to improve the learning outcomes, motivation, and activeness of grade XI students of SMK Negeri 1 Gandapura in the material of Faith in the Messenger of Allah SWT. This success is not only seen from the increase in academic grades, but also from changes in students' behavior and positive attitudes towards the learning process. Therefore, teachers are expected to continue to develop variations of active learning models such as CRH in order to create a fun, participatory, and effective learning atmosphere in achieving learning goals.

CONCLUSION

The results of the research that have been carried out by the researcher show that the use of the Horay Course Review (CRH) Learning Model can improve the learning outcomes of grade XI students of SMK Negeri 1 Gandapura on the material of Faith in the Messenger of Allah SWT. The use of the Horay Course Review (CRH) Learning Model can also increase teacher activity and student activity in carrying out teaching and learning activities, this can be seen from the results of observations made by two observers who are research partners in carrying out this research. In addition, the results of the interview conducted by the researcher with the research respondents showed that grade XI students of SMK Negeri 1 Gandapura liked the implementation of learning activities using the Horay Course Review (CRH) Learning Model because according to them the use of the Horay Course Review Learning Model (CRH) made it easier for them to understand the material of Faith in the Messenger of Allah SWT.

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