The Influence of *Course Review Horay* Learning Model with Audiovisual Assistance on Islamic Religious Education Learning Outcomes at SD IT Al-Ghazali in Palangka Raya City

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ARTICLE INFO	ABSTRACT
	The Course Review Horay (CRH) learning model, enhanced by audiovisual media, provides an engaging, collaborative, and interactive approach designed to improve student learning outcomes. This study investigates the effectiveness of this model in Islamic Religious Education (PAI) at SDIT Al-Ghazali, Palangka Raya. The research stems from the observation that conventional teaching methods often fail to stimulate student interest and participation. Employing a quasi-experimental design with a pretest-posttest control group, two classes were compared: an experimental class using CRH with audiovisual aids and a control class applying traditional methods. A validated test instrument was used to assess learning outcomes. The results showed that the experimental class achieved an average posttest score of 87.35, significantly higher than the control class's average score of 58.50. Statistical analysis confirmed a significant difference in outcomes, indicating the positive impact of CRH combined with audiovisual tools. These findings suggest that integrating this model can foster a more dynamic and enjoyable learning environment, ultimately enhancing the comprehension and retention of Islamic education material. Therefore, the CRH model, with audiovisual support, serves as a promising alternative to traditional teaching, particularly in fostering student engagement and enhancing learning performance.

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INTRODUCTION

Learning is an activity that involves a person in an effort to acquire knowledge, skills, and positive values by utilizing various learning resources. In Islamic Religious Education teaching, teachers are required not only to teach concepts but also to develop critical thinking skills, active learning, and creativity in students so that they can face the various complex problems of the current era. To shape students as expected, educators can employ various strategies and methods to ensure a deep understanding of the material being taught, using practical approaches (Syafrin, Kamal, Arifmiboy, & Husni, 2023). A learning model is a series of conceptual plans that explain the approach in designing learning experiences for children to achieve specific learning objectives. One well-known model is the Course Review Horay (CRH), a cooperative learning model. In this model, students are required to collaborate with their group members to solve problems and achieve

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learning objectives. CRH is also known as an enjoyable cooperative learning model that can enhance students' collaboration abilities (Arjuna, 2025).

The perspective of Ki Hajar Dewantara's educational motto, namely 'Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, Tut Wuri Handayani,' contains deep meaning. Its philosophy, especially in the part 'Ing Ngarsa Sung Tuladha,' emphasizes the importance of good examples in shaping student character and in promoting moral values in the curriculum. 'Ing Madya Mangun Karsa' highlights the need to develop students' potential holistically, accommodating the diversity of their talents and interests. 'Tut Wuri Handayani' emphasizes the teacher's role as a guide who provides direction and support in the learning process. In front of us, we are encouraged to provide examples or role models. This term has a profound meaning, not only for educators but also serves as a powerful motivator for students. They are encouraged to see good examples, where a leader or educator should serve as a positive role model for those around them (Ruth, Novia, & Surhayati, 2023).

According to Law No. 20 of 2003 on the National Education System, Article 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, and to develop all the potential possessed by students through the learning process. Therefore, human efforts to nurture and develop their potential are crucial in the pursuit of acquiring knowledge that is more beneficial and has a positive value for life. This aims to achieve the expected educational goals through the learning process. Thus, it is hoped that each individual will gain a better understanding at every stage of their learning (Zuriatin, Nurhasanah, & Nurlaila, 2021).

"One factor that influences the teaching methods used by teachers is the existence of interesting methods. With the correct approach, students can gain a deeper understanding of the material and actively engage in the learning process. Therefore, teachers need to try various strategies to change the classroom atmosphere and create enjoyable learning experiences. It is essential to explore new ideas that can foster an ideal learning environment, while also implementing effective strategies to enhance the learning process (Mazrur, surawan, 2022)

Behavioral changes resulting from learning will not occur without activity and effort made with awareness of the change. In a good learning process, it is all the efforts made by educators that enable the learning process to occur in students. Teachers should not merely provide knowledge to students. Teachers play a crucial role in making the learning process more meaningful and relevant for students. One way this can be achieved is by integrating audiovisual media into the teaching process. Innovation in Islamic Religious Education (PAI) learning is essential to enhance student interest, motivation, and understanding. One model that can be applied is Course Review Horay (CRH), a cooperative learning model that is active, innovative, creative, and effective in creating a pleasant classroom atmosphere.

Conventional learning has become a common and widely applied approach in elementary school education, particularly for subjects that require in-depth explanations. However, to achieve optimal results, it is essential to design more interactive and innovative learning methods that focus more on student needs. With this approach, students will be more engaged and gain more meaningful learning experiences. One increasingly popular method is the innovative and interactive learning model. Among the various options available, the Course Review Horay technique stands out as an effective way to increase student involvement, create a pleasant classroom atmosphere, and avoid boredom, while also deepening understanding of the material (Mustofa, Wuryan, Sholiha, Arif, & Musa, 2021)

On the other hand, conventional learning methods are often employed because they are practical; however, they are less effective for students and can be too dull, resulting in low motivation and learning outcomes. Therefore, they can be varied with other methods to support the cognitive development of students. With an approach that suits students' needs and facilitates educators with the use of audiovisual aids in learning, it can help explain complex material more clearly and interestingly (Hidayanti, Rizal, & Mahmudah, 2024).

Ali (2021) Cooperative learning is a method that involves students working together. With this approach, students do not only focus on achieving individual success or defeating each other. Instead, they also have the opportunity to help friends who may be experiencing difficulties, especially those who have abilities below the minimum standard. This becomes an effective solution to overcome learning deficiencies that are not entirely centered on student needs.

According to Ivan Pavlov, learning is a process of change that occurs as a response to a stimulus that triggers a particular reaction. This theory is often referred to as the classical school of thought. In the religion of Islam, there is a verse that confirms that even people with good memories cannot forget. Therefore, humans need to realize that Allah has power over everything. Allah swt says in Q.S. Al-Baqarah/2:106, as follows:

مَا نَنْسَخْ مِنْ اٰيَةٍ اَوْ نُنْسِهَا نَأْتِ بِخَيْرٍ مِّنْهَآ اَوْ مِثْلِهَا ۗ اَلَمْ تَعْلَمْ اَنَّ اللهَ عَلٰى كُلِّ شَيْءٍ قَدِيْرٌ

Meaning: *'Whichever verse We nullify or make people forget, We will surely replace it with a better or comparable one. Do you not know that Allah is All-powerful over all things?'* (Dadin Ardiansah, Ali Chafizh, 2018)

The verse above explains that it is easy for Allah to erase our memory, making it easy for us to forget. In the learning process, because humans are ordinary people, it is essential to review students' prior knowledge of the material to ensure it can be understood.

With the learning model, educators can determine the learning they want to do to make students comfortable in learning and understand what they are teaching, to achieve learning goals." (Agustina,.H, 2020). Based on the explanation above, the Course Review Horay type cooperative learning model is one of the cooperative learning models, which involves teaching and learning activities that group students into small groups, creating a lively and engaging classroom atmosphere during the learning process.

Based on research conducted by Sulfemi (2021), the Course Review Horay learning model, combined with card media and Tic Tac Toe games, has proven effective in improving learning outcomes. This model fosters a fun and active learning atmosphere, enabling it to motivate students more effectively. Additionally, the use of audiovisual media in learning has also been proven to help students better understand the material. Thus, the application of the Course Review Horay model, supported by audiovisual media, can create learning experiences that are engaging, active, and adaptable to various student learning styles (Absari, M., Putra, D. A., & Probowo, 2021).

To improve learning outcomes, a more interactive and engaging learning approach is needed. One effective solution is the Course Review Horay model, which integrates game elements and collaboration. Previous research has shown that implementing active learning models can enhance student motivation and learning outcomes. Additionally, the use of audiovisual media has also been proven to help students better understand the material.

Table 1
Learning Outcomes of Islamic Education Class IV As-salam and Al-Muhaimin
Academic Year 2024 Odd Semester

No.	Experiment Class		Control Class		Number of Learners
	Value	Total	Value	Total	
1.	30-39	2	30-39	3	5
2.	40-49	2	40-49	4	6
3.	50-59	2	50-59	3	5
4.	60-69	8	60-69	2	10
5.	70-79	4	70-79	4	6
6.	80-89	3	80-89	4	5
7.	90-100	0	90-100	1	1
	Total	21		22	

It is known that the learning outcomes of grade IV students have been categorized as sufficient. There are indications that many students struggle to understand Islamic Religious Education materials. The average odd semester assessment score for Islamic Religious Education at

SD IT Al-GHAZALI, Palangkaraya City, is still below the standard, which is below 70. This difficulty in understanding the material causes student scores to be evaluated, which must be improved.

METHODS

This research uses a quantitative approach to produce generalizations that can be measured statistically (Sugiyono, 2022). The research design employed was a quasi-experiment with a one-group pretest-posttest design model, involving an initial test (pretest), treatment, and a final test (posttest) (Ismail, 2020). The study population consisted of all fourth-grade students at SDIT Al-Ghazali Kota Palangka Raya, totaling 33 students. The sample was selected purposively from Class IV As-salam because the class was considered representative and in accordance with the research treatment's needs. The instrument used was a multiple-choice test, which had been validated for validity using the Pearson product-moment technique through SPSS software. The reliability of the instrument was assessed using Cronbach's Alpha formula. The research was conducted from March 28 to April 28 at SDIT Al-Ghazali, Jl. Garuda IV No. 51, Jekan Raya District, Palangka Raya City, Central Kalimantan Province. Data analysis was conducted using normality tests, homogeneity tests, and t-tests. The test criteria used a significance level of 0.05, where if the significance value is greater than 0.05, then the data is considered normally distributed. If it is < 0.05, then the data is not normally distributed.

FINDINGS AND DISCUSSION

Based on the results of research conducted on fourth-grade students, As-salam and Al-Mukmin at SDIT Al-Ghazali Palangkaraya, in the first semester of 2024-2025. to determine the effect of the Course Review Horay learning model assisted by audiovisual on student learning outcomes. This discussion will describe and answer the problem formulation of the application of the lesson review horay learning model assisted by audiovisual to the learning outcomes of students in grade IV SDIT AL-GHAZALI Palangkaraya City, and determine the effect of the application of the lesson review horay learning model assisted by audiovisual to the learning outcomes of students in grade IV SDIT AL-GHAZALI Palangkaraya City.

Course Review: Horay Learning Model Using Audio Visual Media in the learning process, namely the type of media containing sound elements that can be seen, videos of various sizes, audio slides, etc. Audiovisual media or tools are 'auditory' media that can be heard and 'visual' media that can be seen (Harahap & Hsb, 2024). From the explanation above, audiovisual media refer to media that contain elements of both images and sound, thereby involving both hearing and vision, and can be used in learning activities. Application of the Course Review Horay model through several steps or syntax used (Asep, 2023).

The teacher conveys the competencies to be achieved well and clearly. The teacher presents or demonstrates the material according to the topic, using questions and answers, which is assisted by audiovisual media. Students listen to the material presented. Then, after everyone understands, the teacher divides the students into groups. To test students' understanding, the teacher has prepared cards or boxes according to the questions to be reviewed.

The card or box is filled with the number determined by the teacher when reading the question. The teacher then reads the question randomly, and the students write their answers on the corresponding card or box. After reading the question and the student's answer is written on the card or box, students discuss the questions that have been given earlier, for questions that are answered correctly students put a check list and immediately shout 'Horay' or sing the yell, when the correct answer is displayed the student's score is calculated from the correct answer and who shouts a lot 'Horay and the teacher gives a reward to the group that gets the highest score or the most frequent "Horay".

Figure 1: Unity material

Based on the picture above, it can be seen that students are listening to unity material from audiovisual media during the learning process. Students listen to learning videos well and focus so that learning can be understood when given tasks with the Course Review Horay model, as well as the benefits obtained when assisted using audio visuals, the explanation is broader but still effective, such as in unity material, students can get to know various kinds and patterns in Indonesia with a direct display when listening to material packaged in the form of audio visuals, no longer just lecturing but feeling a pleasant and not monotonous learning atmosphere. Therefore, learning strategies that utilize audiovisual media are well employed by educators. Creative and innovative teachers can utilize any media to enhance student understanding and make it easier for both educators and students (Amnda & Wirdati, 2021).

Figure 2. Discussion

Based on the picture above, it can be seen that students discuss with their group friends and show good enthusiasm when learning using the course review model assisted by audiovisual materials, which the class had never previously used. This increase is indicated by the application of the Course Review Horay model, where students are directly involved in learning and understand concepts through group discussions, progressing through stages of thinking. The application of the Course Review Horay model received a good and enthusiastic response from students. Learners expressed interest and were able to easily understand the material studied, making them more active and less bored during PAI learning, as it was combined with audiovisuals (Hasanah, 2021).

Table 2
Pretest And Posttest Results

No	Pretest Experiment	Total	Posttest Eksperiment	Total	Pretest Kontrol	Total	Posttest Control	Total
1.	30-40	1	30-40	-	30-40	3	30-40	-
2.	50-60	4	50-60	-	50-60	6	50-60	8
3.	70-80	7	70-80	3	70-80	6	70-80	7
4.	90-100	-	90-100	14	90-100	-	90-100	1
	12 students		14 students		15 students		16 students	

The table above illustrates the difference between the treatment using the Horay model in the field review and the traditional model. According to the test results conducted by the researchers mentioned below, students achieved higher learning outcomes after the treatment. Not only are the learning outcomes better, but the students also feel excited and happy because learning is no longer monotonous (T, 2021).

1.   Tests of Normality

The basis for decision-making is significant. > 0.05, then the data distribution is normal, and if sig. <0.05, then the data distribution is not normal. The normality test uses student learning outcomes data before treatment to determine whether the sample under study is normally distributed. The normality test data are presented in the table below.

Tabel 3
Tests of Normality
Tests of Normality

Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Learning outcomes	pretest control class	.193	15	.138	.939	15	.372
	posttest control class	.136	16	.200*	.911	16	.122
	pretest experimental class	.136	12	.200*	.907	12	.193
	posttest experimental class	.177	15	.200*	.921	15	.200

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Table 3 shows the results of the normality test using the Kolmogorov-Smirnov and Shapiro-Wilk tests. With a significance level > 0.05, the significance. Value for the control class pretest was .0372, the control class posttest was .122, and the experimental class pretest was .193, posttest was .200.

2. **Test of Homogeneity**
The homogeneity test uses data on learning outcomes before treatment to verify that the samples used start from the same or homogeneous conditions. The homogeneity test data are presented in Table 2.

Table 4
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Learning Outcomes of Islamic Education	Based on Mean	2.731	1	31	.109
	Based on Median	2.896	1	31	.099
	Based on Median and with adjusted df	2.896	1	29.022	.100
	Based on the trimmed mean	2.789	1	31	.105

After testing the homogeneity of the two samples using the Levene statistical test with a significance level of 0.05, a Value of 0.105 was obtained, which is greater than 0.05, indicating that the two samples were homogeneously distributed. The effect of the learning model on student learning outcomes, as measured by the t-test, can be demonstrated both before (pretest) and after (posttest) the intervention. The average values of the learning outcomes for the two treatment classes were compared using an independent t-test to determine whether there was a difference in the posttest scores of students from the experimental group and those from the control group. The results of the hypothesis test calculation can be seen in Table 5 below:

Table 5
Independent Sample t Test

	Levene's Test for Equality of Variances					t-test for Equality of Means		95% Confidence Interval of the Difference	
	F	Sig	t	df	Sig.(2-tailed)	Mean Differen ce	Std. Error Differ ence	Lower	Upper
Equal variances assumed	2.731	.109	-5.498	31	.000	-28.853	5.247	-39.555	-18.151
Equal variances not assumed			-5.435	26.145	.000	-28.853	5.309	-39.763	-17.943

Based on the table above, the sig value obtained. (two-sided) 0.000 < 0.05, there is a difference in the average student learning outcomes between the Horay learning model and the traditional (lecture) course review model. See the table below for more details on the posttest means for the experimental and control classes.

Table 6
Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Value	posttest control class	16	58.50	17.758	4.439
	posttest experimental class	17	87.35	12.005	2.912

Based on the posttest data analysis results, using the t-test, a p-value of 0.000 (<0.05) was obtained, indicating that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. With the acceptance of H1 in the hypothesis testing, this study can verify the truth of the hypothesis, namely that there are learning outcomes among students in the experimental class. This can be seen in the average posttest value of questions in the experimental class, which is greater when compared to the average posttest value of the control class using the Conventional learning model.

Based on the average posttest results, a statistically significant difference exists between the experimental class and the control class. In the experimental class, the results increased by 87.35% compared to the control class's posttest results of 58.50%. This is because in the experimental class using the Course Review Horay model which emphasises more on the knowledge aspect with the stages of critical thinking, cooperation and discussion, so that each student has a connection and a sense of pleasure in learning which will affect students' understanding during the learning process of the material being taught, therefore it is different from the control class which is not treated.

Based on the results of the homogeneity analysis, both datasets, namely the learning achievement of students on the unity material in class 4 As-salam (experimental group) and the learning achievement of students on the unity material in class 4 Al-mukmin (control group), have the same variance (homogeneous). Based on hypothesis calculations using SPSS 26 with the Independent T test formula from Kolmogorov-Smirnov and Shapiro-Wilk. Got 0.000 <0.05, then there is a significant difference between learning outcomes in the control class and the experimental class. This shows that the two treatments are clearly different, because H0 is rejected. This means that the Course Review Horay Learning Model, assisted by Audio Visual, has a significant effect on the learning outcomes of Islamic Religious Education in class IV at SDIT Al-Ghazali Kota Palangka Raya (Andari, Ritonga, Rahmi, Hasibuan, & Pane, 2023).

CONCLUSION

The results of this study indicate that the application of the Course Review Horay (CRH) learning model supported by audiovisual media has a significant effect on improving student learning outcomes in Islamic Religious Education subjects at SDIT Al-Ghazali Kota Palangka Raya. Based on data analysis, the average posttest score of students in the experimental class was 87.35, significantly higher than that of the control class, which achieved a score of 58.50. This difference indicates that the CRH model, combined with audiovisual media, can create a more engaging, enjoyable, and non-monotonous learning environment, thereby facilitating a more comprehensive understanding of the material. The t-test analysis yielded a significance value of 0.000 (<0.05), indicating that the alternative hypothesis (H_1) is accepted. Thus, there is a significant difference in the learning outcomes of students who use the audiovisual-assisted Course Review Horay learning model and those who use conventional learning methods.

This study contributes to the development of innovative learning strategies that can be applied in PAI learning to increase student participation and learning outcomes. For future research, it is recommended that this model be tested at other levels and subjects to determine its effectiveness more broadly and sustainably.

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