

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

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## ABSTRACT

The Course Review Horay (CRH) learning model, enhanced by audio-visual media, offers an engaging, collaborative, and interactive approach aimed at improving 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 audio-visual 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 58.50. Statistical analysis confirmed a significant difference in outcomes, indicating the positive impact of CRH combined with audio-visual tools. These findings suggest that the integration of this model can foster a more dynamic and enjoyable learning environment, ultimately enhancing comprehension and retention of Islamic education material. Therefore, the CRH model with audio-visual support serves as a promising alternative to traditional teaching, particularly in fostering student engagement and improving 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 to not only teach concepts, but also develop critical thinking skills, active learning, and creativity of students so they can face various complex problems in the current era. To shape students as expected, certainly strategies and various methods can be used by educators, with effective approaches to ensure deep understanding of the material being taught (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 Course Review Horay (CRH), which is a cooperative learning model. In this model, students are required to work together with their group mates in solving problems to achieve

learning goals. 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, we are encouraged to provide examples or role models. This term has a very deep meaning, not only for educators but also serves as motivation for students. They are encouraged to see good examples, where a leader or educator should be a positive role model for the people 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 very important in the effort to acquire knowledge that is more beneficial and has positive value for life. This aims to achieve the expected educational goals through the learning process. Thus, it is hoped that each individual can have a better understanding in every stage of learning they undergo (Zuriatin, Nurhasanah, & Nurlaila, 2021).

"One factor that influences the teaching methods used by teachers is the existence of interesting methods. With the right method, students can better understand the material and actively participate in the learning process. Therefore, teachers need to try various strategies to change the classroom atmosphere and create enjoyable learning experiences. It is important to seek new ideas that can create an ideal learning environment, as well as pay attention to the application of appropriate strategies so that the learning process becomes more effective (Mazrur 2022).

Behavioral changes as a result of learning will not occur without activity and effort made with awareness to change, and in a good learning process, it is all efforts made by educators so that the learning process occurs in students, and teachers should not merely provide knowledge to students. Teachers have an important role in making the learning process more meaningful and relevant for students. One way that can be done is by integrating audio-visual media in teaching. Innovation in Islamic Religious Education (PAI) learning is very necessary to increase 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 common and widely applied in elementary school education, especially for material that requires in-depth explanation. However, to achieve optimal results, it is important to design more interactive and innovative learning methods, with more focus on student needs. With this approach, students will be more engaged and gain more meaningful learning experiences. One method that is increasingly popular 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, as well as deepen understanding of the material better (Sholiha, M 2021).

On the other hand, conventional learning methods are indeed often used because they are practical, but they are less effective for students and too boring, causing 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 student needs and facilitates educators with the use of audio-visual in learning, it can help explain complex material more clearly and interestingly (Hidayanti, Rizal, & Mahmudah, 2024)

Ali (2021) Cooperative learning is a method carried out by working together among students. 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 deficiencies in learning that is not fully 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. In religion Islam, there is a verse that confirms that even people who have a good memory can not forget. Therefore, it is important for humans to realise that Allah has power over everything. Allah swt says in Q.S. Al-Baqarah/2:106, as follows:

مَا نَنْسَخْ مِنْ آيَةٍ أَوْ نُنْهِهَا نَأْتِ بِخَيْرٍ مِنْهَا أَوْ مِثْلَهَا ۚ أَلَمْ تَعْلَمْ أَنَّ اللَّهَ عَلَىٰ كُلِّ شَيْءٍ قَدِيرٌ

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 so that it is easy to forget and forget. So in the learning process because humans are ordinary people, so that the material presented can be understood it is important to review students' memories of the material.

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, it can be concluded that the Course Review Horay type cooferative learning model is one of the cooferative learning, namely teaching and learning activities by grouping students into small groups where the learning process can create a lively and fun classroom atmosphere.

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 creates a fun, active learning atmosphere, and is able to motivate students better. In addition, the use of audio-visual media in learning is also proven to help students understand the material better. Thus, the application of the Course Review Horay model supported by audio-visual media can create learning that is interesting, active, and can be adapted 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 the use of active learning models can improve student motivation and learning outcomes. In addition, the utilisation of audio-visual media is also proven to help students in understanding the material better.

**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 included in the sufficient category. There are indications that many students have difficulty in understanding 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, so the difficulty in understanding the material causes student scores to be evaluated which must be improved.

## METHODS

This research uses a quantitative approach with the aim of producing generalisations that can be measured statistically (Sugiyono, 2019). The research design used was a quasi-experiment with a one-group pretest-posttest design model, namely by giving an initial test (pretest), then treatment, and ending with a final test (posttest) (Ismail, 2020). The study population was all fourth grade students of SDIT Al-Ghazali Kota Palangka Raya, with a total of 33 students. The sample was selected purposively from class IV As-salam because the class was considered representative and in accordance with the needs of the research treatment. The instrument used was a multiple-choice test, which had been tested for validity using the Pearson product moment technique through SPSS software, and the reliability of the instrument was tested using the Cronbach's Alpha formula. The research was conducted from 28 March to 28 April at SDIT Al-Ghazali, Jl. Garuda IV No. 51, Jekan Raya District, Palangka Raya City, Central Kalimantan Province. Data analysis was conducted through normality test, homogeneity test, and t-test. The test criteria used a significance level of 0.05, where if the significance value  $> 0.05$  then the data is considered normally distributed, and if  $< 0.05$  then the data is not normally distributed.

## FINDINGS AND DISCUSSION

Based on the results of research that has been conducted on fourth grade students As-salam and Al-Mukmin at SDIT Al-Ghazali Palangkaraya even semester of 2024-2025. to determine the effect of Course Review Horay learning model assisted by audio visual 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 audio visual 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 audio visual 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, it can be concluded that audio-visual media is media that contains elements of images and sound so that it involves 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).

That is the teacher conveys the competencies to be achieved well and clearly the teacher presents or demonstrates the material according to the topic with questions and answers, which is assisted by audio-visual 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 needs of the questions to be reviewed.

The card or box is filled with the number determined by the teacher when reading the question, the teacher reads the question randomly and the students write the answer in the 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 audio visual media in 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 use audio visual media are well used by educators, with creative and innovative teachers can utilise any media to improve 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 group friends and show good enthusiasm when learning using the course review horay model assisted by audio visual, which previously the class had never used audio visual media. This increase is indicated in the application of the Course Review Horay model, where students are asked to be directly involved in learning and understand in groups with stages of thinking through group discussions. Then the application of the Course Review Horay model, received a good and enthusiastic response from students. Learners expressed interest and were able to understand the material studied easily so as to make students more active and not easily bored during PAI learning because it was combined with audio visuals (Hasanah, 2021).

**Table 2**  
**Pre Test And Post Test Result**

No	Pre Test Experiment	Total	Post Test Eksperiment	Total	Pre Test Kontrol	Total	Post test Kontrol	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 student		14 student		15 student		16 student	

The table above shows the difference between the treatment with the Horay model on the field review and the traditional model. According to the test results conducted by the following researchers, students had higher learning outcomes after the treatment. Not only the learning outcomes are better, the students also feel excited and happy because learning is no longer monotonous (T, 2021).

### 1. Tests of Normality

The basis for decision making if sig. > 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 find out whether the sample under study is normally distributed or not. Normality test data can be seen in the table below.

**Tabel 3**  
**Tests of Normality**  
**Tests of Normality**

Kolmogorov-Smirnov <sup>a</sup>				Shapiro-Wilk			
Class	Statistic	df	Sig.	Statistic	df	Sig.	
Learning outcomes	pre test control class	.193	15	.138	.939	15	.372
	post test control class	.136	16	.200*	.911	16	.122
	pre test experimental class	.136	12	.200*	.907	12	.193
	post test experimental class	.177	15	.200*	.921	15	.200

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 3 shows that after the normality test using the Kolmogorov-smirnov and Shapiro-Wilk tests. With a significance level  $> 0.05$ , the sig. value for the control class pre test was .0372, the control class post test was .122, and the experimental class pre test was .193, post test was .200.

## 2. Test of Homogeneity

The homogeneity test uses data on learning outcomes before treatment, with the aim of getting the assumption that the samples used start from the same or homogeneous conditions. Homogeneity test data can be seen 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 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, the sig. value of .105  $> 0.05$  was obtained so it can be concluded that the two samples were homogeneously distributed. The effect of the learning model on student learning outcomes before (pretest) and after (posttest) can be proven by the T test. The average value of the learning outcomes of the two treatment classes with the Independent t test was conducted to see whether there was a difference in the posttest scores of students from the experimental group and posttest students 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 Difference	Std. Error Difference	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



not assumed									
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Based on the table above, the sig value obtained. (two-sided)  $0.000 < 0.05$ , it can be concluded that 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 post-test means for the experimental and control classes.

Table 6

		Group Statistics			
Class		N	Mean	Std. Deviation	Std. Error Mean
Value	post test control class	16	58.50	17.758	4.439
	post test experimental class	17	87.35	12.005	2.912

Based on the results of posttest data analysis, using the t-test,  $0.000 < 0.05$  was obtained so that the null hypothesis ( $H_a$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. With the acceptance of  $H_1$  in the hypothesis testing, it can be concluded that this study can test the truth of the hypothesis, namely there are learning outcomes of experimental class students. This can be seen in the average posttest value of questions in the experimental class with the Course Review Horay learning model assisted by Audio Visual 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, the experimental class and control class are different. In the experimental class, the results of 87.35 increased compared to the control class post test 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 data, namely the learning achievement of students on the unity material of class 4 As-salam (experimental group) and the learning achievement of students on the unity material of 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  $H_0$  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 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 audio-visual 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 reached 87.35, much higher than the control class which only reached 58.50. This difference shows that the CRH model combined with audio-visual media is able to create a more active, fun, and not monotonous learning atmosphere, thus facilitating a more optimal understanding of the material. The t-test analysis obtained a significance value of  $0.000 (< 0.05)$ , which means that the alternative hypothesis ( $H_1$ ) is accepted. Thus, there is a significant difference between the learning outcomes of students who use the audio-visual 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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