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## The Application Of Course Review Horay to Increase Liveliness and Learning Outcomes

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### Abstract

Learning often makes the students feel bored and had less spirit to study because the teacher applied conventional learning model or speech. That model affected less student activity and lower learning outcome. Because of that case we need an interesting learning model which can make the students become more interested in the learning process. This learning model is *Course Review Horay*. This research was done in class XI IPS 5 Senior High School 1 Tumpang. The amount of the student in this class is 20 student that consists of 14 boys and 6 girls. The data about the implementation of learning model *Course Model Horay* obtained through an instrument called teacher activity observation sheet. Based on data that had been obtained through student activity and their learning outcome in Class XI IPS 5. It can be shown with the successfulness of this action research in implementing learning model *Course Model Horay* in the First cycle reaches 65% with good category (B) then there's an improvement in the second cycle, that 's about 82% with very good category (A). The improvement of learning outcome in the first cycle, that's about 78% change to 87% in the second cycle, or increased by 9 %. While the increased activity on the first cycle of 72 % and increases significantly every cycle for the second 79 %. Based on the outcome of this research, can be concluded that the implementation of learning model *Course Review Horay* can increase liveliness and study results students, and suggested for teachers especially teachers economic to apply learning model so that the liveliness and study result students can increase.

### How to Cite

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## INTRODUCTION

Learning is a process done consciously on each individual or group to change the attitude of not knowing to know. teaching and learning activities occur in every learning, and the interaction of teachers teaching and students to learn so that there is a change in students both changes in behavior, knowledge, understanding, and attitude. Knowledge and understanding of students will be wider if the students are active in learning. But on the real conditions in the field students are less active or lazy to learn.

As in the observations that have been done by the author at the time of KPL in the State High School 1 Tumpang, the condition of students of class XI IPS 5 is very apprehensive. because that the students of class XI IPS 5 are very passive, there is no spirit or motivation to learn. Their attention to learning is also lacking, so students' understanding of learning materials is very low. Compared to other classes, class XI IPS 5 is less active at the time of learning. The lack or minimum of students in learning can be influenced by the way teachers are taught, the difficulty of the subject matter, the inadequate learning resources, the lack of motivation to learn and the lack of interest in the subject. Models or methods that are often applied or used the same, so that students feel bored and not eager in learning. Then, the subject matter that is difficult for students and the lack of learning resources can make students lazy to learn. Based on some of these factors can lead to the lack of active students in teaching and learning activities, so that students only listen to material submitted by teachers, without any feedback from students (passive students). Based on existing problems, there needs to be an alternative solution. One possible solution is to apply cooperative learning. Nur (2005: 1) states that cooperative learning is a practical class technique that every teacher can use to help his students learn every subject, from basic skills to complex problem-solving. Methods included in cooperative learning include jigsaw method, student achievement division (STAD) method, Think-Pair-Share, Course Horay Course, Numbered Head Together, etc. For this problem, the authors use cooperative learning horay course review type as an alternative learning model for teaching and learning activities more fun and can make students become more active in accordance with the opinion Suprijono (in the article Application of Learning Model Course Review Horay Assisted Media Image To Improve Language Ability At Child, 2014: 3) Course Review Horay learning is a model of learning with understanding testing using a box which is filled with the number to write down the answer, the one that gets the first sign of vertical or horizontal, or diagonal directly shouted hurray ".

According to Huda (2013), Course Review Horay is "a learning method that can create a festive and fun classroom atmosphere because every student who can correctly answer is required to have a favorable hurray or other preferred yells." Course Review Horay learning model is used to make students more enthusiastic about learning. The advantages of the Course Review Horay learning model include: a) learning more interesting, b) encouraging students to be directly involved in learning, c) training in cooperation skills, d) students become more energized because the atmosphere is created more fun, e) learning becomes not monotonous (Shoimin, 2014).

In this case, the author will apply the Course Review Horay learning model. This model can create a fun class atmosphere. The classroom atmosphere

is no longer boring so students are more enthusiastic about learning. In addition, this model is good for cooperative training and can foster an active role of students in learning.

Application of learning model of Course Review Horay can encourage students to be more active in learning activities so that it affects the students' learning motivation that will encourage high learning spirit. If the students' learning spirit improves, the learning outcomes obtained will increase. Therefore, the researcher is interested to study the application of learning model of Course Review Horay type. Assuming that with the application of the Course Review Horay learning model, students will be more interested and enthusiastic about learning so as to enhance student activity and learning outcomes.

## METHOD

This type of research uses classroom action research (PTK), PTK is intended as one of the efforts to improve students' activity and learning outcomes. authors are directly involved in the implementation of research. TOD consists of four activities to be done on each cycle. the four main activities that exist in each cycle are planning, execution, observation, and reflection. the subject of this research is the students of class XII IPS 5 with the number of students as many as 20 students, consisting of 14 male students, and 6 female students. data collection techniques in this research using 4 instruments namely test, observation, field notes, and documentation.

## RESULT AND DISCUSSION

### Conducting Research

The implementation of action in cycle I held 3 meetings, conducted on Saturday 26 November 2016, December 3, 2016, and December 10, 2016. with the time allocation used in cycle I is 6 x 45 minutes. in the first cycle conducted the application of learning model Course Review Horay with formed small groups consisting of 5 students. before the teacher has given an explanation of the material to be learned then the teacher explains the Course Review Horay learning model. after that, the teacher distributes a sheet of paper containing 9 boxes to the students to fill the numbers according to the taste of students. then the teacher reads randomly and the student writes the answer in the box whose number has been mentioned. if the student's answer is correct then the student can give a check mark on the paper provided, and if the student answer formed bingo then the group can shout Horay. the implementation of the cycle I was assisted by Ibu Riyanti as an economics teacher and also two colleagues namely Ana Sichatul Fitria and Riska Anggriani.

Tabel 1. Comparison The Success of The Act of Researchers

Cycle	Succes Percentage	Explanation
First cycle	65%	increased
Second cycle	82%	increased

Based on table 1 it can be seen that be an increase in the success of the act of researchers between the first cycle and the second cycle in applying learning model Course Model Horay. The increased be showed with the success

percentage in the first cycle, that's about 65% and in the second cycle increased to 82%.

Table 2. Comparison Average Value Liveliness Student Cycle 1 and Cycle 2

Cycle	Succes percentage	Description
First cycle	72%	Increased
Second cycle	79%	Increased

Based on table 2 it can be seen that be an increase in of the liveliness of researchers between the first cycle and the second cycle in applying learning model Course Model Horay. The increased be showed with the success percentage in the first cycle, that's about 72% and in the second cycle increased to 79%.

Table 3. Comparison The Liveliness of Students in Model Course Review Horay

No	Criteria	Value Spans	Category	Cycle 1	Cycle 2
1	Very Well	≥ 80%	A	6	7
2	Well	60% - 79,9%	B	8	13
3	Quite Well	40% - 59,9%	C	6	-
4	Less Well	20% - 39,9%	D	-	-
5	Very weak	< 20%	E	-	-

Based on table 1 it can be seen that comparison between in of the liveliness in applying learning model Course Model Hooray that been increased. On the cycle of first of all there is 6 students who were eligible as the value of with categories of very well (A), 8 student they received a score to a category well (B), students who were eligible as the value of with categories of quite well (C) is 6 student, while student who were eligible as the value of with categories of less well (D) and very weak (E) nothing. Increased aimed at second cycle, there are 7 namely that percent student category very well (A), in well category (B) as many as 13 students. While students who were eligible for the value of with categories of quite well (C), less well (D), and very weak (E) nothing.

Table 4 Comparison The Average Study Results cycle 1 and cycle 2

Cycle	Success percentage	description
Cycle 1	78%	increased
Cycle 2	87%	increased

Based on the table it can be seen that be an increase in of the comparison the average study results on the first cycle and second cycle. The increased be showed with the success percentage in the first cycle, that's about 78% and in the second cycle increased to 87%.

Table 5 Student Learning Completeness Comparison Cycle 1 and Cycle 2

	Learning Completeness				Description
	The Number of Students		Completeness Percentage		
	Complete	Incomplete	Complete	Incomplete	
Cycle 1	11	9	55%	45%	Increased
Cycle 2	18	2	90%	10%	Increased

Based on table 5 on top can know that in cycle 1 the number of students works completed in learning about 11 students with the percentage completeness much as 55 % and 9 students who do not be solved by the percentage completeness 45 %. This increase can be seen from the number of students who be completed in cycle 2 with 18 students with the percentage completeness much as 90 %, while students that have not been solved as much as two students with the percentage 10 %. So that learning completeness students on cycle 1 to 2 cycle it can be said increased.

The application of learning model Course Review Horay in cycle 1 has not been implemented with well and still a shortage , this is because some of the activities teachers that have not been implemented in cycle 1 that is teachers who do not provide the motivation to students, teachers do not give apperception, and also not to convey the purpose of learning. At the time of reflection cycle 1 teachers given input by an observer to improve implementation learning in cycle 2, teachers not to convey conclusion to students at the end of the learning, but the teacher have implemented steps learning model Course Review Horay better at cycle 2 so liveliness students increased.

By the presence of the application of kind of classroom Course Review Horay potentials which is developed students will play a more active. Liveliness students from there a lot of activity that can be done by students at the time of the learning process. The activity of the students does not that it was sufficient just hear to life and write down as on traditional schools the biggest proportion of Paul D. Dietrich (Sadirman, 2011:101) look it is the audacity activities are to be implemented learning one who is in 8 groups namely an: 1. Visual activities, which includes a for example read, pay close attention to a picture of a demonstration, of the experiment, the work of others 2. Oral activities as said, formulate, ask, gives advice, issued an opinion, hold an interview, discussion, interest 3. Listening activities, for example, listen to as the discussion, conversation, discussion, music, speech 4. Writing activities, for example, write a story, Karajan, chief report, copy 5. Drawing activities for example drawing make charts, map, diagram 6. Motor activities for example experiment, make Kostiuk, model refit, play, gardening, as livestock. 7.

Mental activities, for example, might be: in response to the remembrance of the break also the images and test problems the marking of, analyze, look at the relationship, to make any decision regarding, and 8. Emotion activities for example: has been a growing interest and assured reliance and confident, they are bored, ahead of fellow countryman Ezequiel, ardent passionate, particularly audacious proposal for the, calm down, nervous. The liveliness of students to study in the process of learning to promote disorder to class XI IPS 5 the point of view of some indicators of the quality liveliness students of the bond. issuance will be: (1) involved in the solution of a problem, where a student could solve a problem by finding the information they from various sources or the theory that has been they learn to do, and therefore the students could play a more active in the solution of a problem; (2) doing group discussions, where a student to lose their an early exchange of cooperates with each other at the time of the discussion activities of the group to resolve problems the schools; (3) respectively as well as in carrying out tasks learning process was, where students the chance to participate in the learning process, listen to the material that was delivered, the

points notebook detailing the development lifecycle to deliver the material was and do the problems that order it was given to teacher. Liveliness increased students from the cycle 1 to the cycle 2 based on research and based on the research done and potential of the which is developed course students played to review the rate of horay , research objectives the increase the size of the liveliness of students to study that it has been in a notebook detailing the development achieved. reflection cycle 1 used as the reparation of in the cycle 2 and this liveliness is on the rise in students keeps a notebook detailing the cycle 2 based on objectives set.

## **CONCLUSION**

The application of the Course Review Horay can increase liveliness students on the subjects of economic class XI IPS 5. Based on the increase in liveliness is seen obtained from observation liveliness students rose to cycle 1 to cycle 2. The application of kind of classroom course students played to review the rate of horay is an increase in the results of students to study the subjects of economic class XI IPS 5 1 Tumpang. Increased of study result of this sector is the biggest value of students who obtained from the results of post-test drives in the years plus the of the application of course students played horay to review the rate of causing operating income to increase from the cycle 1 to the cycle 2.

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