THE INFLUENCE OF HORAY LEARNING MODEL ASSISTED BY VIDEO MEDIA ON STUDENTS' LEARNING OUTCOMES

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ABSTRACT

This research aims to determine the effect of the Course Review Horay learning model using video media on science learning outcomes for class IV at SD Negeri 43 Palembang. This research uses an experimental method with a quasi-experimental design, namely nonequivalent control group design. The population in this research was 42 class IV students and the research sample of 42 was taken using a nonprobability sampling technique. Data collection used tests with data analysis using the Independent Sample t Test with the help of SPSS version 25. The results of the study showed that there was an influence of the course review horay learning model on the science learning outcomes of class 4 students at SD Negeri 43 Palembang. In the Independent Sample t Test testing was obtained. Sig value (2-tailed) $0.020 < 0.05$. Thus, it can be concluded that there is a significant influence of the use of the Horay course review model on the science learning outcomes of class IV at SD Negeri 43 Palembang.
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Keywords: Course Review Hooray Learning Model, Learning Outcomes

1. INTRODUCTION

Education is the most important thing in human life, this means that every human being has the right to obtain and is expected to always develop in it, education will never end, education in general has the meaning of a life process in developing each individual to survive (Alpian & et al, 2019, p. 67). According to (Putra, Wiarta, & Widyantari, 2019, p. 220) education functions to shape good citizens, develop abilities and shape character, personality and dignity in human life. This is confirmed by the definition of education contained in the SISDIKNAS Law No. 20 of 2003 that education is a planned conscious effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control,

personality, intelligence and morals. noble ones, as well as what is needed by themselves, the people of the nation and the state (Alpian & et al, 2019, 67-68).

There are several weaknesses or factors causing less than optimal science learning outcomes for fourth grade students at SD Negri 43 Palembang, namely, science learning does not reflect meaningful and enjoyable activities. This is because teachers when teaching still use the lecture method. The lecture method in question is the learning that is usually carried out by teachers every day in class, when delivering the material it is done using questions and answers and giving

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assignments so that there is a lack of student interest during the lesson.

In the classroom learning process, learning and teaching are carried out, as well as a place for students to learn lessons. The aim of implementing learning is that it is hoped that there will be an increase in the desired student learning outcomes. To achieve maximum learning outcomes. In the learning process, teachers must use or choose the right learning model so that the learning objectives will be easily understood by students. For this reason, teachers must choose learning models that are appropriate and enjoyable for students in order to increase student learning outcomes.

These problems need to be corrected in order to improve student learning outcomes in science subjects. To overcome low student learning outcomes, it is necessary to have a solution that can change the learning process from initially being teacher-centered to student-centered. One effective way to overcome these weaknesses is to apply the Course Review Horay (CRH) model. The application of the Course Review Horay (CRH) model in learning allows students to know the benefits of the material studied for their lives. Active in learning activities, discovering the concepts being studied on your own without having to always depend on the teacher, being able to solve problems related to the concepts being studied, working together with other students, and having the courage to express opinions. In this way, students become more challenged to learn and try to solve all science problems encountered

with the Course Review Horay (CRH) learning steps, namely: competency information, material presentation, questions and answers, rewards, conclusions and evaluation. Apart from having to use the right learning model in the classroom. The use of appropriate media also has an important role in the learning process. An example of media that can help the learning process in science content is video media. Using video media makes it easier for students to learn and clarifies the material being studied.

The problem that exists at SD Negeri 43 Palembang based on the results of interviews with class teachers during observations is that students' understanding of science material is still low, causing students' science learning outcomes to not improve. Learning that still uses the lecture method is also the cause of the lack of improvement in student learning outcomes. Teachers must use the right learning model so that there is an increase in learning outcomes as expected.

On the basis of the explanation above, researchers are interested in conducting research entitled the influence of the Course Review Horay (CRH) learning model assisted by video media on grade IV science learning outcomes.

2. LITERATURE REVIEW

Understanding Learning

Learning is essentially an effort that a person makes to gain new relationships, these new relationships occur because of practice or experience. According to (Hamdani, 2011, p.

20) learning is an effort carried out by a person to achieve new changes in behavior, learning which is carried out repeatedly and continuously will create new experiences. According to (Nurmala, Tripalupi, & Suharsono, 2014, p. 4) learning activities are all knowledge that must be obtained by observing one's own investigations, by working alone both spiritually and technically. In learning there must be activity, without activity the learning process is impossible. Learning is not a process in a vacuum, it does not result in the formation of knowledge and skills that lead to increased student learning achievement. Mahmud defines learning as a change in personality which is manifested as response patterns in the form of skills, attitudes, habits, knowledge and skills (Faizah, 2017, p. 177).

Understanding influence

According to the Big Indonesian Dictionary (KBBI), "influence is the power that exists or arises from something (person, object) which helps shape a person's character, beliefs or actions. Influence is a condition where there is a cause and effect relationship between what influences and what is influenced (Cahyono, 2019, p. 142)

According to (Nur S., 2014, p. 63) states that influence is (1) the power that causes something to happen (2) something that causes something else, and (3) submission or following because of the power or strength of another person.

Understanding Learning Models

The learning process is always related to the learning model so that the learning explained can be well received by students. According to (Octavia, 2020, p. 12) a learning model is a plan or pattern that is used as a guide in planning classroom learning or tutorial learning.

According to (Octavia, 2020, p. 13), there are two learning models. First, the model means a broader approach, strategy and technique. Second, models can be used to convey information in the classroom. The learning model explains the rules of activities so that learning objectives are achieved. It can be concluded that the learning model is a design for implementing learning activities so that they can take place and are easy to understand, interesting and based on a clear sequence. A learning model is a framework or package for implementing an approach, procedure, strategy and learning technique from planning to post-learning (Asyafah, 2019, p. 22).

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from planning to post-learning (Asyafah, 2019, p. 22).

This learning model is very effectively used in learning activities because it can increase student activity, think optimally, train solidarity between fellow groups. The choice of model must also be adapted to the material so that learning activities can run smoothly

Understanding the Course Review Horay (CRH) Learning Model

According to (Yanti, 2020, p. 465) states that the Course Review Horay (CRH) learning model is group learning, namely dividing students into several groups. The Course Review Hooray (CRH) learning model is a learning activity using games and boxes filled with numbers, and students solve the questions randomly. The student who completes the question first and has the correct answer must shout "hooray" (Arsani, 2018, p. 184).

According to (Astuti, Suwatra, & Tegeh, 2019, p. 243) states that "the Course Review Horay learning model is a learning model that can create a lively and enjoyable classroom atmosphere, because every student who answers correctly is required to shout horay or yell- other agreed chants"

The Course Review Hooray (CRH) type cooperative learning model is a learning model that can create a lively and enjoyable classroom atmosphere because every student who can answer a question correctly is required to shout "hooray!" or other agreed chants. The Course Review Horay (CRH) type cooperative learning model is a learning

model that is carried out by grouping students into small groups.

The Course Review Horay model is learning that takes place in a lively and enjoyable manner with all the learning atmosphere centered on students with a fun learning method with the steps of the Course Review Horay model assisted by video media. The implementation is observed so that it is carried out according to the data analyzed using descriptive analysis.

Steps to the Course Review Hooray (CRH) Learning Model

According to (Antari, Pudjawan, & Wibawa, 2019, p. 122) The steps for the Course Review Horay (CRH) learning model are as follows:

1. The teacher presents or explains learning material
2. Create heterogeneous groups of 4-5 people.
3. Students and the teacher discuss and discuss the questions, students fill in the marks in the box, if they are correct then they are given a mark ($\sqrt{}$) and if they are wrong they are given a mark (X), students shout hurray and sing their group's slogan if they get a mark ($\sqrt{}$).
4. Evaluate, reflect on the value obtained.
5. The teacher gives awards or rewards to the group of students who get the most cheers and the highest high scores.

Advantages and Disadvantages of the Course Review Horay (CRH) Learning Model

a. The advantages of the Course Review Horay learning model (Sari, 2018, p. 1616):

1. Interesting so that it encourages students to get involved in it.
2. Didn't watch it because it was interspersed with a little entertainment so the atmosphere wasn't tense.
3. Students are more enthusiastic about learning.
4. Practice cooperation.

b. Disadvantages of the Course Review Hooray (CRH) learning model

1. There is an opportunity to cheat
2. Active and passive students have the same value

In this learning the teacher uses learning media as a tool in the learning process to make it easier and improve student learning outcomes. Media also functions as a teaching aid, and makes it easier for students to learn, provides concrete experiences, attracts attention, activates students' senses, and evokes the world of theory with reality.

Media

The definition of media according to (Saputro, Sari, & Winarsi, 2021, p. 112) educational media is a component of learning resources or physical vehicles that contain instructional material in the student environment which can stimulate students to learn. Learning media can be understood as anything that can convey and channel messages from sources in a planned manner so as to create a conducive learning environment where recipients can carry out the learning process efficiently and effectively (Saputro, Sari, & Winarsi, 2021, p. 112). So it can be concluded that media is a tool that is used to channel messages and can stimulate the mind, can arouse enthusiasm, attention, activity and student participation so that it can support the expected teaching and learning process between teachers and students.

The use of video media as teaching aids provides a new experience to a number of students. Delivering material in learning is not just delivering material according to the curriculum. However, there are other things that need to be considered that can influence students' interest in learning. There are many advantages of video when used as a learning medium, including according to (Yudianto, 2017, p. 235-236) Video is a media that is suitable for various learning disciplines, such as classes, small groups, even one student alone.

Understanding Learning Outcomes

Learning outcomes are abilities obtained by students through learning activities. According to (Djonomiarjo, 2019, p. 42), the result of learning is that if someone has learned there will be a change in that person's behavior, for example from not knowing to knowing, and from not understanding to understanding. Learning outcomes according to (Djonomiarjo, 2019, p. 42), are the abilities that students have after they receive experience with their learning skills. So learning outcomes are an ability or ability possessed by the student to experience learning activities.

Indicators for achieving learning outcomes are developed by teachers by paying attention to the development and abilities of

each student. Each basic competency can be developed into two or more indicators of learning outcome achievement, this is in accordance with graduation and the depth of the basic competency. Indicators for achieving learning outcomes from each basic competency are the references used to carry out assessments (Noor, 2020, p. 4).

Based on the definition of learning outcomes above, it can be concluded that learning outcomes are changes in behavior after going through a fairly cognitive teaching and learning process.

3. METHODS

The type of research that will be carried out in this research is using quasi experimental design. The experimental design used was a nonequivalent control group design.

Table 1. Research Sample

No	Research class	The number of students	Information
1.	IV A	20	Controls
2.	IV B	22	Experiment

This research uses two sample classes, namely the experimental class and the control class. How to determine the experimental class from the control class is done by choosing a nonprobability sampling technique with a census/total sampling type.

Data collection techniques in this research are observation, tests and documentation. The instrument validation techniques in this research are Validity Test, Reliability Test, Difficulty Level and Differentiating Power. The data analysis

techniques in this research are normality test, homogeneity test, and hypothesis test.

Question Instrument Validity Data

To carry out tests on students, the validity of the questions was tested with 20 multiple choice test questions with experts

Table 2. Validity Test Calculation Results

Question no	r count	r table	Information
1	0.560	0.444	Valid
2	0.675	0.444	Valid
3	0.270	0.444	Invalid
4	0.654	0.444	Valid
5	-0.163	0.444	Invalid
6	0.556	0.444	Valid
7	0.560	0.444	Valid
8	0.717	0.444	Valid
9	-0.235	0.444	Invalid
10	0.685	0.444	Valid
11	0.654	0.444	Valid
12	0.305	0.444	Invalid
13	0.567	0.444	Valid
14	0.664	0.444	Valid
15	-0.015	0.444	Invalid
16	0.560	0.444	Valid
17	0.595	0.444	Valid
18	0.664	0.444	Valid
19	0.528	0.444	Valid
20	0.595	0.444	Valid

Based on the table above, it is known that there are 20 questions that have been tested, of which there are 5 questions that are invalid, namely items number 3, 5, 9, 12 and 15. So it can be concluded that there are 15 questions that are valid and have been used as questions. test that will be given to students.

4. RESULTS AND DISCUSSION

The research was conducted at SD Negeri 43 Palembang located at Jl. Fresh. 250, 14 Ilir, Ilir Timur I District, South Sumatra Province. This research was carried out from July 15 to July 20. The subjects used are from class IV which is the population, then the population is influenced by the sample. The

way to take samples using the census/total sampling technique is that the entire population is sampled because the population is under 100. The sample in this study uses two classes with a total of 100. 42 students.

This research aims to determine whether or not there is an influence of the Course Review Horay learning model on student learning outcomes in class IV science material at SD Negeri 43 Palembang. In discussing learning material about sound. Before carrying out research, there are several things that must be prepared and carried out by the researcher, such as preparing a research permit letter from the two supervisors, a research permit letter from Pgri Palembang University, then a permit letter from the National and Political Unity of the City of Palembang (Kesbangpol), a permit letter from the Palembang city education department permission letter from the school. Researchers first prepare learning tools so that the learning process runs well

Data Normality Test

The data normality test is used to determine whether the data to be processed is normal or not. The data normality test used in this research is using the SPSS 28 program. This normality test will use the Shapiro-Wilk test, because the amount of data in each class is less than 50. The basis for decision making in the test can be done through a probability approach, the significance used =0.05. The basis for decision making is to look at the probability numbers, with the following conditions:

1. If value $p\text{-}value$> 0.05 then the normality assumption is met.

2. If value $p\text{-}value$< 0.05 then the normality assumption is not met.

Table 3. Normality Test Calculation Results

Tests of Normality

	Class	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistics	Df	Sig.	Statistics	Df	Sig.
Posttest	Experiment	,167	22	,115	,917	22	,067
	Control	,149	20	,200*	,931	20	,162

a. Lilliefors Significance Correction

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

Homogeneity Test

The data homogeneity test was carried out using techniquesLevene's Test statistics. The basis for decision making in the Levene's Test can be done through a probability approach, the significance used is α=0.05. The basis for decision making is to look at the probability numbers, with the following conditions:

1. If value $p\text{-}value$> 0.05 then the homogeneity assumption is met.

2. If value $p\text{-}value$< 0.05 then the homogeneity assumption is not met.

Table 3. Homogeneity Test Calculation Results

Test of Homogeneity of Variance

		Levene Statistics	df1	df2	Sig
Posttest	Based on Mean	2,289	1	40	.138
	Based on Median	1,580	1	40	,216
	Based on Median nd with adjusted df	1,580	1	38.115	,216
	Based on trimmed mean	2,251	1	40	.141

Based on the results of the table above, it shows that the significance value is (0.138) so that the pretest data in the experimental class is normally distributed. Therefore Ha is accepted and Ho is rejected, so it can be concluded that "the Pretest and Posttest scores in the experimental class have homogeneous variance"

Hypothesis testing

Hypothesis testing was carried out to see the comparative influence of the Course Review Horay learning model on students' science learning outcomes. Testing using the independent sample t-test assisted by SPSS 25. Decision making is that the significance is <0.05 so that Ha is accepted and Ho is rejected.

Table 4. Independent Sample Test Calculation Results

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	Q	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Posttest	Equal variances assumed	2,289	.138	7,848	40	,000	22.96818	2.92668	17.05315	28.88321
	Equal variances not assumed			7,757	36,006	,000	22.96818	2.96092	16.96320	28.97317

Based on the data from the independent sample t-test calculation, the sig (2-tailed) value was obtained, namely 0.000, when compared with 0.05, then $0.000 \leq 0.05$, it can be concluded that H0 is rejected and Ha is accepted so that the hypothesis in this study is "there is an influence the use of the Course Review Horay model on the science learning outcomes of class IV students at SD Negeri 43 Palembang

In this study, the Course Review Horay model was used as a comparison class with a control class that used the lecture method. Where students are expected to experience an increase in science learning outcomes in class IV of SD Negeri 43 Palembang. Data collection techniques in this research used observation, tests and documentation. Observation is used to obtain data about a problem, so that understanding is obtained or as proof of the information/information obtained, while tests are used to obtain data, which uses multiple choice test questions, finally documentation is used to collect evidence from research.

The Course Review Horay model is a lively and fun learning model. The Course Review Horay learning model is used to aim to improve student learning outcomes. This research is supported by researcher Tri Astuti et al (2019), p. 243 that the course review horay learning model is a model that can create a lively and enjoyable classroom atmosphere when learning takes place.

In implementing the Course Review Horay model, there are steps taken by students, namely, students are asked to observe the learning videos that have been provided by researchers so that they understand the material well. Learning video media is used to make students enthusiastic and interested in participating in learning. Where this research is supported by researchers Pujayanti et al (2013), p. 8 that image media can increase students' enthusiasm and interest in participating in learning. Then representatives from each group must answer the questions provided.

If the group answers the question incorrectly, the answer is thrown to another group. This will increase students' enthusiasm for learning because students compete with each other to be able to answer the teacher's questions correctly and the group that answers the questions correctly must shout "hooray". This research is supported by researchers Widyantari et al (2019), p. 226 that the Course Review Horay model can increase students' enthusiasm for learning and train cooperation between students.

Then the teacher reads the questions randomly and students write the answers in cards or boxes marked ($\sqrt{}$) if correct and marked (X) if wrong. Students who can answer correctly or who get a mark ($\sqrt{}$) are then obliged to sing the "horay" or other chants that have been prepared. This will increase students' enthusiasm for learning in participating in learning. This research is supported by Arsani et al (2018), p. 185. That the Course Review Horay model can improve student learning outcomes.

The final student learning activity in the Course Review Horay model is that the teacher provides rewards in the form of praise, body movements and applause. Awards are given to the group of students who get the most "hooray". This is done in order to raise students' learning motivation. And providing rewards can stimulate students to achieve more in the future. This research is supported by Antari et al (2019), p. 122 that the

existence of awards/rewards for students can increase students' motivation to learn

The influence of the Course Review Horay learning model can be seen from the increase in student learning outcomes when giving the Posttest in the Experiment class with the highest score of 93 and the lowest score of 60 with an average score of 80.32. Meanwhile, the Control class obtained the highest score of 73 and the lowest score of 40 with The average score is 57.35 with the Control class as a comparison class to strengthen that there is an increase in science learning outcomes by using the Course Review Horay learning model which is more effective than the Lecture method. Based on the normality test, it was found that the sample had a normal distribution with a significance value of ≥0.05, according to the normality test, if the significance value or probability value was ≥ 0.05 then the data had a normal distribution. Then from the homogeneity test the data obtained is declared to be normally distributed if the significance value is ≥0.05 according to the homogeneity test criteria. If the significant value or probability value is ≥0.05 then the data is declared to have a homogeneous variance.

After carrying out the normality test and homogeneity test, it was found that the sample was normally distributed and the results of the hypothesis test using the independent sample t-test showed that the sig (2-tailed) value was 0.000. Because the significant value is smaller than 0.005, Ho is rejected and Ha is accepted, which means that there is an increase in science learning

outcomes after using the Course Review Horay model compared to using the Lecture method.

From the description above, it is known that the use of the Course Review Horay model influences the science learning outcomes of class IV students at SD Negeri 43 Palembang, because the Course Review Horay model is a learning model that increases student activity and increases students' enthusiasm for learning. The Course Review Horay model functions as a learning model that invites students to be more active in participating in learning, so this research chose the Course Review Horay model as a learning model in improving student learning outcomes.

5. CONCLUSION

The results of research at SD Negeri 43 Palembang with the title The Influence of the Course Review Horay Learning Model Assisted by Video Media on Class IV Science Learning Outcomes can be concluded if there is an influence on student learning outcomes using the Course Review Horay learning model in class IV of SD Negeri 43 Palembang. This can be seen through the difference in learning outcomes for the Experiment class using the Course Review Horay learning model and the Control class using the lecture learning model, as evidenced by the posttest scores for the Experiment class with a higher average score compared to the average score obtained by the control class. .

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