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Horray's Course Review Learning Model on Mastery of Arts and Culture Material and Skills for Students

Aidil Saputra¹, Rahmat Saputra², Pipi Mardalena³

^{1,2} Sekolah Tinggi Agama Islam Negeri Teungku Dirundeng Meulaboh, Aceh.

³ MIN 18 Aceh Barat, Aceh.

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Corresponding Author:

Aidil Saputra, STAIN Teungku

Dirundeng Meulaboh

E-mail: aidilmbo@gmail.com

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Abstract

The research aims to discover how the Course Review Horray learning model affects the mastery of arts and culture material and skills in class V students at MIN 18 West Aceh. To find out what obstacles teachers have in using the Course Review Horray learning model for class V students at MIN 18 West Aceh. This research method uses the Field Research type of research. Data collection uses interviews, observation and document study. Data analysis uses data reduction, data analysis, and conclusion. The results of the research show that the application of the Course Review Horay learning model to class V students at MIN 18 West Aceh can increase students' learning motivation, the application of the Course Review Horray learning model can make students appreciate differences more, take advantage of their strengths and fill each other's shortcomings, but the This learning must be more focused. For teachers who will apply the Course Review Horay learning model, it is best first to prepare the questions that will be drawn, and teachers must be good at dividing their time because the Course Review Horay learning model takes a long time. Apart from that, teachers must be good at controlling the class, and this is because the Course Review Horay learning model still has weaknesses, namely when controlling quite a lot of students.

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Introduction

The learning process provides stimuli to students so that a positive response occurs. Their willingness and readiness to follow process by process in learning will be able to generate a good response to the stimulus they receive in the learning process (Djamarah & Zain, 2002) (Hasan, 2023). The teaching and learning process would run well if the methods used were truly appropriate because education and methods are interrelated. According to Zakiah Daradjat, education is an effort or action to shape humans (Daradjat, 1996). Menurut Sabri pembelajaran adalah proses perubahan perilaku berkat pengalaman dan penelitian. This means that learning activities aim to change behaviour regarding knowledge, attitudes, skills, and even all personal aspects (Sabri, 2005) (Suharman, 2024) (Hasan et al., 2023).

Meanwhile, Sardiman said learning is a complex process that happens to everyone and lasts a lifetime, from when he was a baby to the grave. One sign that someone has learned is a change in his behaviour (Sardiman, 1994). These changes in behaviour involve both changes in knowledge

(cognitive) and skills (psychomotor) as well as in values and attitudes (affective). In this case, teachers are crucial in guiding students towards forming the desired personality. Meanwhile, the method is "a method and strategy for delivering certain learning materials from a subject, so that students can know, understand, use and master the learning materials (Daradjat, 1995). Apart from that, in the teaching and learning process, there is a two-way interaction between teachers and students (Daradjat, 1995). Demonstrating or showing something in front of students, done inside or outside the classroom. According to Aminuddin Rasyad, by using a learning model, teachers have enabled all of the students' sensory organs (Rasyad, 2002). The teaching and learning process is effective if the teacher can function in all the students' five senses.

Based on the results of observations at MIN 18 West Aceh through interviews, it was stated that many students in Arts, Culture and Skills lessons still ignored the teacher's explanations when delivering the material, and students were lazy about studying. Students did not express opinions enough, and they tended to be silent and not enthusiastic about carrying out the learning process. Many students feel bored learning, fed up, not excited and sleepy in class. This is because teachers do not use other models or methods in conducting learning in class, namely, only centred on the teacher (teacher centre) so that the teaching carried out by the teacher is less interesting and flat.

This can be known and identified from several things. "First, the results of research by Islamic religious education subject teachers who teach at the school" (Ervina, 2005). The teacher explained that students' abilities were still very low in participating in group learning due to the Lack of student cohesion in working together. So, if students are explained about group learning if they are asked whether they understand or not, the answer is yes, but if they are asked to do assignments using the cooperative method, there are still many who don't understand (Ervina, 2005) (Hasan & Nasution, 2024). Based on the background that the author has stated above, the author feels interested in studying the course review course learning model regarding the mastery of arts and culture material and skills in class V students at MIN 18 West Aceh.

Method

The method was an effort that researchers could undertake to reveal data and seek the truth about the investigated problem. According to Winarno Surahman, the process of seeking truth considered scientific was through investigative methods (Surachman, 1992). The use of investigative methods was intended to obtain valid, accurate, and relevant data to the problem, enabling the researcher to uncover the issues being studied. According to Sutrisno Hadi, research, particularly in empirical sciences, generally aims to discover, develop, or test the validity of a given body of knowledge (Hadi, 1990). The author's data collection involved analyzing documents related to teachers' teaching and learning processes. As Sugiyono stated, documents were records of past events. These documents could be written texts, images, or monumental works of an individual. Document analysis served as a complement to the use of observation and interview methods in qualitative research. (Sugiyono, 2009).

Data collection was conducted through interviews, observations, and document analysis. The interviews were directed at the principal, teachers, and students. Observations were conducted to examine implementing the Course Review Horray method in the classroom. These observations focused on several key aspects, such as the strategy used, student engagement in learning, and teacher enthusiasm in applying the method. Document analysis was performed to gather data on the planning, implementation, and evaluation of the applied Course Review Horray method. Data analysis was conducted using data reduction, presentation, and conclusion drawing.

Findings and Discussion

Learning Model

Model is another term for strategy, but strategy is more general, while the teaching and learning model is a detailed sequence (Hasan Alwi, n.d.). orang dalam usaha mendewasakan manusia melalui upaya belajar dan latihan Learning comes from the word "learn" which is affixed with the prefix "pe" and the suffix "an", namely the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through learning and training (Thaib, 1992). Sedangkan belajar segenap rangkaian kegiatan atau aktivitas, pengertian yang lebih luas Sarlito Wirawan Sarwono menyebutkan: belajar adalah suatu bentuk pertumbuhan dalam diri seseorang yang dinyatakan dalam cara-cara bertingkah laku yang baru, tumbuhnya dan berkembangnya sifat-sifat sosial dan lain-lain (Sarwono, 1984).

In the educational context, teachers usually try their best to teach so that students can learn and master the content of the lesson to achieve a specified objective. Learning will bring about changes in a person. However, changes caused by maturity, such as hunger, fullness, eating, drinking, walking, running, and so on are not considered learning. Meanwhile, according to Mulyanto Sumardi, learning is a learning process to gain knowledge and undergo training (Sumardi, 1997).

According to cognitive experts, learning can be interpreted as an internal process that produces relatively permanent changes in behaviour (Winkel, 1997) (Hasan, 2021). Meanwhile, the best learning is students' experience in experiencing and using their five senses. The five senses are not limited to just the sense of sight but also apply to other senses (Suryabrata, 1998). This definition is almost the same and perhaps even broader as proposed by David Wechsler as quoted by Sarlito Wirawan Sarwono, who stated that intelligence is the overall ability of an individual to think and act in a directed manner as well as process and control the environment effectively (Sarwono, 1997). Many other figures state that the process of increasing intelligence is basically in line with the development of the intellectual reasoning function, as noted by M. Mulyono, who states that when children reach early adolescence (12 - 15 years), the development of the intellectual reasoning function is very dominant (Said, 1992).

Based on the definitions above, it can be concluded that a learning model is a form of learning steps applied to students in and outside of class so that the expected learning outcomes can be achieved more effectively and efficiently. With a learning model teachers can provide learning models that help students get information, ideas, skills, and ways of thinking and express ideas in learning to be successful.

Course Review Horray Learning Model Concept

The learning model is an important component in learning. An effective learning model will help the learning process to achieve learning goals more easily. Apart from that, learning models can also provide information in the learning process. Rusman believes that a learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in class or otherwise (Rusman, 2012) (Suharman, 2024).

According to Komalasari, a learning model is a form of learning depicted from beginning to end and presented uniquely by the teacher. In other words, a learning model is a container or package for implementing a learning approach, method and technique (Komalasari, 2010). This is in line with Trianto, who stated the purpose of the learning model as a conceptual framework that describes systematic procedures for organizing learning experiences to achieve specific learning

goals and functions as a guide for learning designers and teachers in planning learning activities (Trianto, 2009) (Hasan & Anam, 2022).

The Course Review Horay learning model is one Course Review Horray learning method, namely teaching and learning activities, by grouping students into small groups. According to Kurniasih, the Course Review Horay learning model is a learning model by tests students' understanding of concepts which are written on cards or boxes equipped with numbers and students or groups who get the correct answer must first immediately shout "Hooray" or sing the group's chant (Kurniasih, 2015). Through the Course Review Horay learning model, it is hoped that it can train students to solve problems by forming small groups.

The Course Review Horay learning model is a learning model that can create a lively and enjoyable classroom atmosphere because every student who can answer correctly is required to shout "Hooray!" (Huda, 2013). Meanwhile, according to Sholeh Hamid, the Course Review Horay learning model is fun because students are invited to play while learning to answer various kinds of questions the teacher presents in an interesting way. Through Course Review Horray learning, teachers can use it to create a lively and enjoyable learning atmosphere in the classroom so that students are more interested and enthusiastic (Hamid, 2013).

Student activities become the centre of the teacher's attention in the teaching and learning process. For this reason, a conducive learning environment is needed so that teaching activities can stimulate students to be active and creative in learning. One effort in this direction is to pay attention to several principles of using variation in teaching.

These principles are (a) the Course Review Horay learning model should be used with a specific objective that is relevant to the objectives to be achieved so that learning will be in line with the initial learning planning, and (b) it is well planned and explicitly included in the lesson plan. So, using the Course Review Horay learning model must be truly structured and planned because using the Course Review Horay learning model requires flexibility and spontaneity in accordance with the feedback received from students (Anggraeni, 2011). There are two types of feedback: behavioural feedback, which concerns student attention and involvement, and informational feedback regarding knowledge and learning. For learning objectives to be achieved, teachers must apply the elements to students. According to Rusman, the elements in the Course Review Horay learning model are:

1. Students in their group must assume that they live on the same page together;
2. Students are responsible for everything in their group as if it were their own;
3. Students must see that all members of their group have the same goal;
4. Students must divide tasks and responsibilities equally among their group members;
5. Students will be subject to evaluation or given prizes or awards, which will also be applied to all group members;
6. Students share leadership, and they need the skills to learn together throughout the learning process;
7. Students are asked to be individually responsible for the material handled in groups (Rusman, 2012).

From the elements above, it can be concluded that each student must be responsible for their group, help group members, and give each other ideas, concepts and problem-solving so that learning objectives can be achieved. Meanwhile, according to Trianto, to achieve the objectives of the Course Review Horay learning model, including:

1. Students work in groups on a Course Review Horray basis to complete the learning material;
2. Groups are formed from students who have high, medium and low abilities;
3. Whenever possible, group members come from diverse races, ethnic cultures, and genders;
4. Rewards are more group-oriented than individual (Trianto, 2009) (Yati et al., 2023).

From the description above, the Course Review Horay learning model is a learning model that can encourage students to take an active part in learning. It is hoped that students will be more enthusiastic about learning because the teaching is not monotonous, interspersed with a bit of entertainment, so that the atmosphere is not tense. In the end, student learning outcomes will increase.

Course Review Horray Learning Model Steps

The Course Review Horay learning model in its application does not only want students to learn skills and academic content. Suprijono believes "Course Review Horay is a process of learning to know, learning to do, learning to be, and learning to live together to encourage the creation of meaningful learning for students (Suprijono, 2013).

Miftahul Huda explained that Course Review Horay tries to test students' understanding in answering questions, where the answers to the questions are written on cards or boxes equipped with numbers (Huda, 2013). Students or groups who give the correct answer must immediately shout "Hooray!!" or sing the group's chants. This model also helps students to understand concepts well through group discussions.

According to Suprijono, the steps for the Course Review Horay learning model are as follows:

1. The teacher conveys the competencies to be achieved;
2. The teacher demonstrates/presents the material;
3. The teacher allows students to ask questions;
4. To test understanding, students were asked to make 9/16/25 boxes according to their needs and each box was filled with numbers according to each student's taste;
5. The teacher reads the questions randomly, and students write the answers in the box whose number the teacher mentions and immediately discuss it. If it is correct, fill it with a correct mark (✓), and if it is wrong, fill it with a cross (x);
6. Students who have received a ✓ vertical, horizontal, or diagonal mark must shout hooray... or other chants;
7. Student scores are calculated from correct answers and the number of hoorays obtained.
8. Closing (Huda, 2013).

Advantages and Disadvantages of the Horray Course Review Learning Model

Using learning models in the learning process will contribute to the effectiveness of achieving learning objectives. Various research results essentially state that multiple learning models greatly assist students in learning (Sanaky, 2009). However, the role of the teaching staff itself also determines the effectiveness of using learning models. This role is reflected in his ability to choose the learning model used (Sanaky, 2009).

Among the advantages or uses of the learning model are:

1. Clarify the presentation of the message so that it is not too verbalization (in the form of words, written or verbal);
2. Overcoming the boundaries of space, time and sensory powers, such as:
 - a. Oversized objects are replaced by reality, images, frame films, films or models;

- b. Small objects are assisted with micro projectors, film frames, movies or images;
- c. Movement that is too slow or too fast can be helped with time-lapse or high-speed photography;
- d. Events or events that occurred in the past can be shown again through film recordings, videos, frame films, photos or verbally;
- e. Objects that are too complex (machines) can be presented with models, diagrams, etc.;
- f. Concepts that are too broad (volcanoes, earthquakes, climate, etc.) can be visualized in films, frame films, pictures, etc (Oemar Hamalik, 2001).

Using appropriate and varied learning models can overcome students' passive nature. In this case, the learning model is helpful for:

1. Arouse enthusiasm for learning;
2. Enables more direct interaction between students and the environment and reality;
3. Enable students to learn independently according to their abilities and interests (Jundan, 2008).

With each student's unique characteristics coupled with different environments and experiences, while the curriculum and educational materials are determined to be the same for each student, teachers will experience difficulties. All of this must be handled by yourself especially if the backgrounds of teachers and students are also different. This problem can also be solved with varying models with capabilities in:

1. Provides the same stimulants;
2. Equalizing experiences;
3. Give rise to the same perception (Jundan, 2008).

Thus, it is clear that every learning model and learning method has advantages and disadvantages. The advantages of the Course Review Horay learning model include:

1. The learning is engaging and encourages students to dive into it;
2. The learning is not monotonous because it is interspersed with a bit of entertainment so that the atmosphere is not tense;
3. Students are more enthusiastic about learning because the learning atmosphere is fun;
4. Training cooperation (Shohimin, 2014).

Meanwhile, the weaknesses of the Course Review Horay Learning Model include:

1. Active and passive students have the same grades;
2. There is an opportunity to cheat;
3. It is feared that it will disrupt the learning of other classes (Shohimin, 2014).

Thus, the Course Review Hooray learning model has more student-centred learning activities. In this case, the teacher only acts as a transmitter of information, facilitator and guide in the learning process.

Research Results of Horray's Course Review Learning Model on Mastery of Arts and Culture Material and Skills in Class V Students in Min 18 West Aceh

Horray's Course Review learning model is learning that consciously and systematically combines interactions between fellow students as practice for life in real society. The Course Review Horray learning model is designed based on the awareness that humans are social creatures. Because each other needs each other, there must be interaction between people so that different people avoid misunderstandings.

Educational activities are a social process that cannot occur without interpersonal interaction. Yusnidar further explained that learning is a personal and social process that occurs when each person in contact with others builds mutual understanding and knowledge.

The Course Review Horray learning model method is different from just studying in groups done haphazardly. The fundamental elements of the Horray Course Review learning model differentiate it. In the Horray Course Review learning model regarding mastery of Arts, Culture and Skills material, the success of work depends on the efforts of each member. Each group member must carry out their responsibilities so that the next task in the group can be carried out and interaction between students will be more intensive. Intensive interaction ensures that communication between students runs smoothly.

The results of the author's observations in the field show that the application of the Course Review Horray learning model method can make students more appreciative of differences, take advantage of each other's strengths and fill in their respective shortcomings.

In the Course Review Horray learning model, students are not only learning objects but also learning subjects because they can be maximally creative in the learning process. This happens because the Course Review Horray learning model is an alternative method for approaching problems, doing large assignments, improving communication and social skills, and gaining self-confidence.

In this learning, students encourage each other to learn, strengthen each other's academic efforts and apply norms that support achieving high learning outcomes.

In the Course Review Horray learning model, social attitudes are prioritized to achieve learning goals through collaboration. The Course Review Horray learning model will be implemented well if students have learning achievement skills through the Course Review Horray learning model. The learning achievement skills through the Course Review Horray learning model that students need to have are learning achievements through the Course Review Horray learning model at the initial, intermediate, and advanced levels.

Mastery of Arts, Culture and Skills material through the initial level Course Review Horray learning model includes using agreement, appreciating contributions, using a soft voice, taking turns and sharing tasks, being in a group, being on task, encouraging participation, inviting others to talk, completing assignments on time, saying names and looking at speaking, dealing with distractions, helping without giving answers, and respect individual differences.

Mastery of Arts, Culture and Skills material through the intermediate level Course Review Horray learning model includes showing appreciation and sympathy, using messages, using disagreement acceptably, listening actively, asking, summarizing, interpreting, organizing and organizing, checking for accuracy, accepting responsibility, using patience, remaining calm reduces tension.

This research is action research because the research was conducted to solve learning problems in the classroom. "This research also includes descriptive research because it describes how a learning technique is applied and how the desired results can be achieved.

In accordance with the type of research chosen, namely action research, this research uses an action research model in the form of a spiral from one cycle to the next.

Each cycle includes planning, action, observation and reflection. The steps in the next cycle are revised planning, action, observation and reflection. Before entering cycle 1, preliminary action was taken in the form of problem identification.

Thus, the Course Review Horray learning model method cannot be separated from the form and content of the material in the subject matter presented to students. In implementing the learning model, several principles must be known, including:

1. Interactive

The learning process is a process of interaction between teachers and students, students and students or between students and their environment. Through the interaction process, it is possible for students' abilities to develop both mentally and intellectually;

2. Inspirational

The learning process is inspiring, allowing students to try and do something. Let students act and think according to their inspiration because knowledge is subjective and can be interpreted by each learning subject;

3. Motivation

Motivation is a very important aspect of student learning. Motivation can be interpreted as encouraging students to act and do something." A teacher must be able to show the importance of experience and learning materials for students' lives so that students will learn not just to get grades or praise but driven by the desire to fulfil their needs.

The Course Review Horray learning model learning is adapted to the material, such as the Arts, Culture and Skills Studies field. The learning model used is the Course Review Horray learning model. This does not mean that other methods are not used, the lecture method is essential where time is allocated to a certain number of minutes to give instructions, instructions and directions. Then, it is possible to use the discussion method because, from the practicum results, students need group discussions to solve the problems/problems they face.

Obstacles Faced by Teachers in Using the Course Review Horray Learning Model for Class V Students in Min 18 West Aceh

The Course Review Horay learning model is a teaching and learning activity by grouping students into small groups. The Course Review Horay learning model is a learning test of students' conceptual understanding using boxes filled with questions and numbered to write the answers.

Course Review Horay is a learning model that can encourage students to participate in learning actively. This model is a way of teaching and learning that places more emphasis on understanding the material taught by the teacher with questions. In its application, the Course Review Horay learning model does not only want students to learn academic skills and content.

Learning using the Course Review Horay learning model also trains students to achieve social relationship goals, ultimately influencing academic achievement. Teachers play an essential role, because teachers are directly involved in forming and developing students' intellectual and personality.

External Factors of Learning

Students' intrinsic motivation drives the learning process. Besides that, the learning process can also occur or become stronger if encouraged by the student's environment. In other words, learning activities can increase if the learning program is structured well. Learning programs such as teacher education engineering in schools are external learning factors. Viewed from the student's perspective, several external factors influenced learning activities. These external factors are as follows:

1. Teachers as Teachers of Student Learning

A teacher is an educator who educates. He not only teaches fields of study that suit his expertise but also becomes an educator for the youth of his nation's generation. The teacher who teaches students is an individual who grows into a professional person in a particular field of study. As a person, he also develops himself to become a complete person. As an individual who develops personal integrity, he also faces the problem of self-development, fulfilling the needs of life as a human being.

With the income he receives every month, he is required to have the ability to live a decent life as a teacher. The demands for a decent life follow the area of residence and duties. Teachers also grow professionally. He worked and was tasked with studying the teaching profession throughout his life. Overcoming issues of personal integrity and professional growth as a teacher is a lifelong endeavour. The ability to overcome these two problems is the teacher's success in teaching a student;

2. Grading Policy

Assessment activities are a learning process that reaches its peak in student learning outcomes or performance. As a result, with this performance, the learning process stops temporarily. And there was an assessment. Learning outcomes are the result of the learning process. Active actors in learning are students. The active actor in learning is the teacher. Thus, learning outcomes can be viewed from two sides. From the student's perspective, learning outcomes are a better level of mental development when compared to pre-learning. This level of mental development is manifested in the cognitive, affective and psychomotor domains. Learning outcomes are assessed from teacher measures, school level and national level. If it is classified as passed, it can be said that the student's learning process and the teacher's teaching actions have stopped temporarily. If you are classified as not passing, there will be a process of re-learning for students and re-teaching for teachers;

3. Students' Social Environment at School

Each student in the social environment has a specific position, role and social responsibility. In this life, interactions such as certain social relationships occur. In this life, there are close relationships of cooperation, cooperative work, competition, rivalry, conflict or fighting;

4. School Curriculum

The curriculum applied in schools is the national curriculum approved by the government or educational foundation. The curriculum is prepared based on the demands of societal progress. With the progress and development of society, new demands arise, and the school curriculum needs to be reconstructed. The reconstruction gave rise to a new curriculum. Changes in the school curriculum cause problems such as the goals to be achieved, the content of education, teaching and learning activities, and evaluation changes.

Factors Causing Learning Problems

This learning difficulty is a symptom that appears in various types of statements (manifestations). Because teachers are responsible for the teaching and learning process, they should understand the manifestation of the symptoms of learning difficulties. This understanding is the basis for efforts to assist students who experience learning difficulties.

Every type of problem, especially in student learning problems at madrasah ibtidaiyah, originates from factors whose background is the cause. A teacher knows who the students have problems learning and what types of issues they face. Next, the teacher can carry out the next stage,

namely looking for the causes of the issues experienced by students in learning. However, it is difficult for a teacher to determine the real causes of problems because learning problems tend to be very complex.

In general, the causes of learning problems in students can be grouped into two categories, namely:

1. Internal factors (factors that are within the student himself) include:
 - a. Physical disorders, such as Lack of functioning of the sense organs, speech organs, disorders of the five senses, body defects, and illnesses (allergies, asthma, etc.);
 - b. Mental imbalance (disorders in mental function), such as showing a lack of mental ability, the level of intelligence tends to be low;
 - c. Emotional weakness, such as feeling insecure, unable to adapt (maladjustment), gripped by fear, hatred and antipathy, as well as emotional immaturity;
 - d. Weaknesses are caused by wrong habits and attitudes, such as Lack of attention and interest in school lessons, laziness in studying, and frequent truancy or failure to attend classes.
2. External Factors (factors that arise from outside the individual), namely originating from:
 - a. The nature of the curriculum
The less flexible nature of the curriculum is too heavy a burden on learning (students) and/or teaching (teachers), Inadequate teaching methods, Lack of tools and resources for learning activities;
 - b. Family
The family is not intact or lacks harmony, and the attitude of parents who ignore their children's education and economic conditions;
 - c. School Environment
The school environment, especially teachers. Teachers who are familiar with students, appreciate students' efforts in learning and like to give guidance when students face difficulties will create feelings of success in their students, which will foster self-confidence in students. Through examples of daily attitudes, teachers who have positive self-assessments will be imitated by their students so that their students will also have positive self-assessments.

Conclusion

A pleasant learning atmosphere and interaction make students enjoy the lesson more, making the class atmosphere more intimate. Students will be more enthusiastic about learning. The class atmosphere will not be tense because it is interspersed with entertainment. Applying this model can also strengthen students' closeness and train group members' cooperation. Conditions like this can help students with difficulty learning the material so that all students can achieve maximum learning outcomes. Teachers' obstacles in using the Course Review Horray learning model for class V students at MIN 18 West Aceh. In general, the causes of learning problems in students can be grouped into two categories: internal factors, which include physical disorders, mental balance disorders, emotional weaknesses, and due to habits. Meanwhile, external factors include the nature of the curriculum, family, school environment, and identifying students.

For teachers who will apply the Course Review Horay learning model, it is best first to prepare the questions that will be drawn, and teachers must be good at dividing their time because the Course Review Horay learning model takes a long time. Apart from that, teachers must be good at

controlling the class. This is because the Course Review Horay learning model still has weaknesses, namely when controlling many students. This Course Review Horay learning model should be applied to small classes because it will be difficult to control large numbers of students. Before the implementation of learning begins, the teacher should explain the process of implementing the Course Review Horay learning model to students so that students understand more about the learning techniques that will take place.

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