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Increasing social sciences learning achievement and activeness through course review horay model

Agustinus Ufie [1 *], Ferdinand Solomon Leuwol [1], Aprilia Beatrix Mainake [2]

[1] Department of Social Sciences Education, Faculty of Teacher Training and Education, Universitas Pattimura. Jalan Ir. M. Putuhena, Poka Ambon, 97233, Indonesia.

[2] SD Inpres 42 Ambon. Jalan Rusa, Amahusu, Nusaniwe, Kota Ambon, Maluku, Indonesia

*Corresponding Author. Email: elsimreuwufie@yahoo.com

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Abstract

This study aims to increase the activeness and learning achievement of social sciences using the Course Review Horay learning model. The subjects in this research were the 4th grade students at SD Inpres 42 Ambon, with the total of 21 people. The method used in this research was Classroom Action Research, carried out in two cycles with four stages including plan, implementation, observation, and reflection. The data collection techniques used were observation, interviews, learning outcomes tests for each cycle, and documentation. Qualitative and quantitative analysis were used to analyze the data of this research. The research results indicated that there was enhancement in the students' learning outcomes because of their seriousness and activeness in participating using the Course Review Horay learning approach. The Course Review Horay learning model is very well to use in the social sciences learning process since this model makes a festive learning atmosphere.

Keywords: Activeness, Learning Achievement, Course Review Horay.

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Introduction

From the day humans were born, to the end of their life, education is a process which is inseparable in life. Education is very important for human life because it can shape human attitudes and behaviors. In line with that, the Law number 20 of 2003 states that National Education aims to develop the students' education to become human beings who have faith and are devoted to God Almighty, have good morality, healthy, knowledgeable, capable, creative, independent, and become democratic citizens, as well as to be responsible. Implementing the true national education's objectives in order to shape the attitudes and behaviors of every good, honest, critical, and creative young generation in which such attitudes and behaviors indicate the capacity and quality of one's education. Therefore, Lastriningsih (2017) states that the capacity development and the positive character formation are carried out to educate young generation so they have a great appeal in improving and advancing the nation.

In order to form the character of the young generation in the midst of this modernization stream that strongly continues to move, breaking through the barriers of world civilization. As Giddens (2013) states that the current modernity and globalization have penetrated the boundaries of world civilization, just like an uncontrollably moving giant panzer. Thus, education must be designed thoroughly, both regarding systems, facilities, and resources, therefore they can provide definitive answers in fulfilling the requirements of shaping the learners behavior in a fair way, in the midst of modernity wave as it is now. The process of learning in a fair way gives certainty to skewed judgments about our education system that is still unable to accommodate any importance variety, especially regarding social phenomena that emerge simultaneously with the globalization development, and have significantly changed human behaviors. Therefore, the teaching-learning process should be the most important part of the education system that is formulated in such a way for the students to develop an active attitude, enthusiasm, and critical power; and when this has been fulfilled, it certainly influences the learning outcomes as well. However, the teaching and learning process should be able to foster students' enthusiasm and activeness

since an active learning is a student-centered learning, thus, students are able and active to construct their own knowledge based on their experiences and by their teachers' guidance (Lastriningsih, 2017). This is also confirmed by Duron et al. (2006, p. 160) that an active learning can make the teaching and learning process more enjoyable, not only for students, but also teachers, therefore students' critical thinking attitudes arise. Improving students' critical, creative, and communicative attitudes, is a major prerequisite of the learning process in this modernity era. In line with that, Trilling and Fadel (2009, p. 48) mention that students' skills in this modernity era are the growth of a critical attitude in solving various problems, as well as communication and collaboration skills so that students' creativity and innovation arise. The ability of dynamic student has a close correlation with learning outcomes where dynamic abilities act as mediators between knowledge and learning outcomes (Hidalgo-Peñate et al., 2019).

Teachers have strategic roles in emerging student enthusiasm for learning. When students grow their enthusiasm, they are automatically active and able to construct their understanding of everything, anything, both within themselves and in the environment where they are. The environment around students, both natural, social, cultural, and humans, can be a learning source. Such learning sourced from the environment around students is also stated by Hasan (2012, p. 9), that education should be rooted in the students' culture, and should prepare students to live in such cultural environment. While Ahmadi and Amri (2011) asserts that the social sciences study emphasizes more on sociocultural problems or tendencies found in society and in environment, then and now, in order to anticipate sociocultural changes and their impact on human survival. This means that the social sciences teaching and learning process should be able to explore various phenomena of the society's social and cultural life which are constantly changing according to the times. Meanwhile, Kosasih (1995, p. 6) states that social sciences education in elementary schools is an education which is full of concepts, understandings, and abstract principles.

The social sciences teaching and learning process in schools should be organized as a systematic unity in order to be able to grow students' awareness and activeness related to various sociocultural issues that lead to the learning achievement enhancement. This is in line with the social sciences learning's objectives in elementary schools as stipulated in the National Education Standards Board document (Badan Standar Nasional Pendidikan, 2006, p. 175), namely: (1) recognizing the concepts related to society life and the environment; (2) having the basic ability to think logically and critically, curiosity, problem solving, and life skills, as well as social life skills; (3) having commitment and awareness of human social values; (4) having the ability to communicate, collaborate, and compete in a pluralistic society at the local, national, and global levels.

The increasing learning achievement is motivated by teachers' ability to arouse students' enthusiasm in the teaching-learning process so that a critical attitude emerges. Such teachers' ability is a form of mutual awareness to stop the *discordant chanting* which tells that social sciences are *piece of cake* (too easy), mostly memorizing (rote learning), and only take notes. This means that a classroom practice is understood to encompass many actions and experiences which make up the daily life relationship at schools (Mårdh, 2019, p. 16). The relationship built by teachers and students in the teaching-learning process in classroom presents a conducive atmosphere which allows students to learn well, be able to explore their thoughts actively and creatively, therefore the teacher's responsibility for achieving students' learning outcomes can be realized.

The achievement of social studies learning outcomes lies in the ability of a teacher to manage his abilities and skills in the learning process in class. In that context according to Erbilgin (2019) that teachers must develop the skills, abilities, and attitudes to dismantle teaching with experience of criticizing professionals. So, teachers explore the learning material by selecting effective and efficient learning models according to the characteristics and needs of students so as to create a pleasant learning atmosphere. The learning model selection is crucial for the learning quality because an appropriate learning model will generate learning interest while increasing students learning outcomes. One alternative proposed by researchers is the type of cooperative learning model called Course Review Horay (CRH). Cooperative learning is very appropriate for developing interpersonal intelligence that enables students to be able to interact and cooperate with each other (Amrullah & Suwarjo, 2018). The CRH learning model is a learning model that can be used by teachers to change the atmosphere of learning in the classroom with more fun so that students feel more interested and can develop critical thinking skills, and help remember social sciences learning understanding. As expressed by Rostina (2017), the CRH

learning model is a learning model with an understanding test, using boxes and filled with numbers to write the answer. Meanwhile, the CRH learning model is a learning model that can create a lively and fun classroom atmosphere because every student who can answer correctly must shout "hooray!" or other preferred yell-yell (Huda, 2013, p. 229). This learning model is very suitable to be applied by teachers in the social sciences teaching process because it contains game elements so that it can create a pleasant learning atmosphere and make the subject matter more easily understood and remembered by students. The CRH learning methods are not boring, and it gives more enthusiasm and motivation to students in following the learning process so that the students learning achievement also increases.

Method

The method used in this research is Classroom Action Research. The classroom action research method is a research form conducted by researchers to improve the learning conditions and the quality achievement of the teaching and learning in 4th grade at SD Inpres 42 Ambon, especially the social sciences. As confirmed by Kuswaya and Wardani (2008, p. 14), that classroom action research is the research conducted by teachers in the classroom itself through self-reflection with the aim of improving performance as a teacher so that the students learning outcomes are improved. The research was carried out through four stages, namely the plan, action implementation, observation, and reflection. Schematically, the research stages using the spiral model can be seen in the Figure 1.

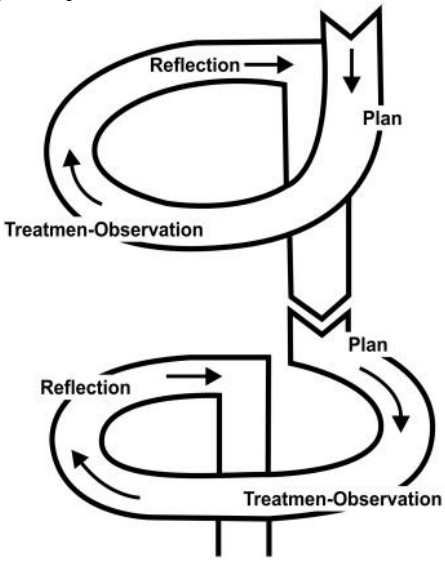

Figure 1. Class Action Research Cycle (Kemmis & Mc Taggart, 1988, p. 32)

The research process was conducted from November 27 to December 27, 2019. The subjects in this research were 21 4th grade students at SD Inpres 33 Ambon, consisting of 12 female students and 9 male students. The instruments used in this study were in the form of learning outcomes tests and observation sheets for the students and the teachers during the learning process. The research process was carried out in four stages as developed by Kemmis and Mc Taggart (1988). The Plan begins with researchers working together with the teachers, preparing learning tools (Syllabus and Learning Implementation Plan) and compiling research instruments in the form of final tests, observation sheets of teachers and students activities during the learning process which were then carried out by referring to the steps of the CRH model. The observation activities were carried out during the course of action. The observation activities focused on the implementation of learning with the CRH method. The observations were made on students and teachers by researchers (Observer I) and the class teachers (Observer II). The evaluation stage was carried out by researchers with social sciences teachers to evaluate the results of the learning process that had taken place using the CRH model, as well as formulating a plan for further action in the next cycle. The action research stages outlined above are in line with the opinions of Coghlan and Brannick (Brady & Lalor, 2017), starting with the initial scarcity of identifying the context and objectives of the field of inquiry then followed by four phases namely building, planning actions, taking actions, and evaluating actions.

The data collection techniques used in this study consisted of observation, tests, interviews, and

documentation. The observation was done to obtain the data about students' ability in social sciences learning process with natural resources subject during the learning process took place, using the observation sheets that had been prepared. The tests in this study were used to discover how far the students had understood the material after the action was carried out. The test results were used as a control whether the students' abilities were seen during group discussions. The interviews with the students and teachers was to obtain the data on learning using the CRH learning model on the natural resources subject.

The data collected in this research were analyzed in a quantitative and quantitative ways. The qualitative data were obtained from observations and interviews which were then analyzed interactively, resulting in the form of words. The quantitative data were obtained from the test results, further analyzed using percentages to obtain the final grades

Results and Discussion

Results

Researchers discussed with the class teachers and social sciences teachers related to the learning process before conducting this research, concerning the learning model used by the teachers in learning, the students' activeness, and the supporting facilities. Improved learning outcomes according to Afridi et al. (2020) lies in the resources of both teachers and students as well as school efforts in preparing facilities. The teachers and researchers agreed to do a preliminary test on the students to make it easier for researchers to take action in completing the initial data obtained from the discussion. This initial test was carried out separately from the time allotted by giving a number of questions about Natural Resources material. Researchers and the teachers conducted the question-and-answer session with the students about matters relating to natural resource before the initial test was delivered, then researchers gave the test to discover the students' initial abilities.

The initial test results of students' knowledge illustrated that only seven students achieved the Minimum Completion Criteria score or around 33%, while those who had not reached the Minimum Completion Criteria were 14 students or 67%. Overall, the average value of students was only 53.33%; this can be seen in the Table 1.

Table 1. Initial Test Results

No.	Total Students	Score Range	Information
1.	-	90-100	Complete
2.	-	80-89	Complete
3.	7	70-79	Complete
4.	14	< 69	Incomplete
	Average score	53.33%	

The initial test results show that the students' initial knowledge about the Natural Resources material in social sciences subjects is still relatively low, whereas one reason is the lack of students' enthusiasm and activeness in following the lessons because the old learning model is still practiced by the subject teachers, thus, it impacts the learning outcomes. Then researchers offered a learning method that was able to stimulate the students' learning activeness and increase their learning enthusiasm, using the Course Review Horay (CRH) learning model to help the teachers and the students in the social sciences learning process in order to be succeed.

Cycle I

Starting with the Plan, the researchers prepared a research instrument in the form of a learning plan, designed for two meetings. Each meeting refers to the stages of Course Review Horay learning. Researchers prepared the students worksheets, supporting aids for the teaching and learning process, as well as collecting data and research documentation.

The first Cycle I meeting was held on Thursday, November 28, 2019, beginning with prayer, then validating the presence of students by the class teacher. Furthermore, researchers acted as teachers by giving apperception, providing motivation and enthusiasm to the students. The stages of the learning process began by delivering material about natural resources, and showing the maps of the distribution of various types of natural resources. After presenting and demonstrating, the material was followed by

questioning directly by the teacher to the students, whereas this question and answer session was related to the material in order to foster students' enthusiasm to learn the natural resource materials. Next, students formed four groups, consisting of 5 to 6 people. Each group was distributed colored paper to draw a box consisting of four columns, each column was numbered randomly according to the groups' wishes from number 1 to 12. Then researchers read the questions randomly, then each group was able to write the answers in the box with the same number as the question number chosen by researchers. Then researchers and the students discussed the answers, and for the group who answered correctly, they would tick the answer box, and shout "Hooray!" and sang their prepared yell-yell. The group who got the most ticks won and received an award. Furthermore, researchers provided reviews of the group answers, altogether with the students evaluating and drawing conclusions related to the material being taught.

The second meeting of Cycle I was held on Thursday, December 5, 2019. Researchers acted as teachers, conditioning the class so that all students sat quietly, then researcher gave apperception, and delivered the learning objectives. After explaining the material, researchers gave opportunities for the students to ask questions related to the material that had been explained; some students were still less interested, some were embarrassed to ask questions, and some were less active. For this reason, researchers asked the students to form study groups as in the previous meeting. Researchers then explained the learning rules or step-by-step using the CRH model.

Researchers asked the students to draw Course Review Horay (CRH) boxes and directed them to number the boxes according to the agreement of each group. Next, researchers shook the bottles which had been filled with question cards inside, and read them, then the students wrote the answers according to the number of questions in the boxes. Then researchers and the students matched the correct answers, and for the groups who answered correctly must tick the correct answers, and shout "Hooray!" and sang their yell-yell. There were two groups who got the most tick marks so that they won and got an award. In the first cycle of the second meeting, researchers gave an award to the group who received the highest score. Researchers then concluded the subject material, and reinforced the students. At the end of the meeting, researchers gave a final test and closed the lesson.

The observation was centered on learning activities in accordance with the observation sheets that had been prepared, specifically related to the teachers' skills and students' activeness in the learning process; to discover the action success rate in Cycle I by applying the Course Review Horay learning model, it can be seen in the final results of Cycle I test in the Table 1.

Table 2. Cycle I Final Test Results

No.	Total Students	Score Range	Information
1.	-	90-100	Complete
2.	4	80-89	Complete
3.	8	65-79	Complete
4.	9	< 65	Incomplete
	Average Score	65.95 %	

The score results in the table above can be illustrated in the Figure 2.

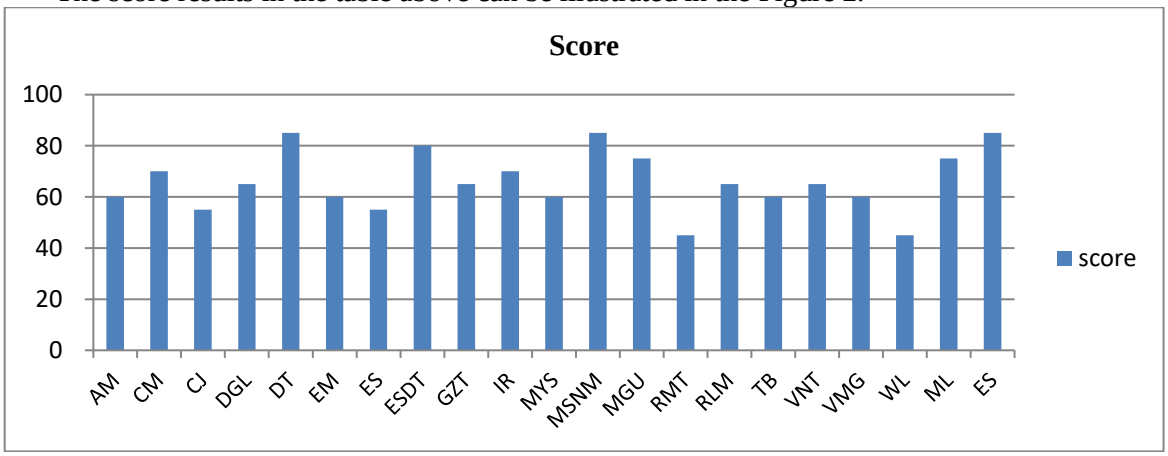

Figure 2. Cycle I Final Test Results

The evaluation results in the first cycle showed that the students who had reached the Minimum Completion Criteria were 12 students or 57%, and those who had not reached the Minimum Completion Criteria were 9 students or 43%. With an average grade achieved was 65.95%.

The reflection was carried out by researchers and the teachers on various problems found during the Cycle I action implementation, namely: (1) only some students dared to ask questions, (2) there were still students who did not pay attention to the teacher's explanation, (3) the media images prepared by the teacher had not attracted the attention of all students for using the manila paper, (4) there were groups that had not been able to work well together, (5) noisy classrooms during group discussions, (6) in the Cycle I test results there were some students who had not yet reached the Minimum Completion Criteria so they must be continued with the Cycle II.

Based on the analysis results of various problems found in Cycle I, researchers and teacher finalized a follow-up plan in Cycle II to overcome all problems so that the activity and understanding of the material increased.

Cycle II

The action plan in Cycle II was based on the reflection results in Cycle I. Preparing further material from Cycle I on natural resources, compiling learning plans and questions used in group discussions in accordance with the material to be provided, compiling instruments including guidelines for teachers and students observation, preparing various pictures of natural resources through video, and preparing the final test questions for Cycle II.

The action implementation was in accordance with the lesson plan that had been prepared at the planning stage. Cycle II consisted of two meetings and the material was the utilization of natural resources, preserving natural resources and the relationship of natural resources with economic activities.

The first meeting of the Cycle II was held on Tuesday, 12 December 2019. It began with researchers and the teacher entering the class, and before the learning began, the subject teacher conditioned the class so that all students could follow the learning process well. Before addressing the material, researchers conducted a question-and-answer session with the students to sharpen the students' knowledge about the natural resource material, then researchers delivered the learning objectives while being implemented.

Researchers explained the learning material about the use of natural resources, how to preserve natural resources, and the relationship of natural resources with economic activities. Then showing pictures of the benefits of natural resources which come from agriculture, plantations, fisheries, animal husbandry, forestry, and mining, through the videos. The students seriously observed the displayed pictures very well, and when given the opportunity, students directly ask researchers about the pictures that had been observed, even the material that had been taught. Researchers explained by giving examples of how to preserve the resources we had so that our natural resources were utilized by all elements of society, in addition to explaining the relationship of natural resources with economic activities, and providing opportunities for the students to express their opinions.

For the next activity, researchers divided students into five groups. After the groups were formed, researchers once again gave opportunities to each group to prepare their yell-yell. Then researchers distributed colorful sheets of paper to each group, and gave assignments to the students to draw as many as 12 boxes, and gave numbers to each box. Researchers randomly read the question cards. To make learning more interesting, the question cards were put inside a bottle, and had the students to shake the bottle in turn, and the question cards dropped from the bottle would be read by researchers. Researchers asked the students to discuss the answers and wrote them down alternately in the Course Review Horay (CRH) boxes according to the question number, so that each student played an active role in the group. Researchers continued to provide motivation and reinforcement to each group. After all the questions had been discussed, the teacher and students matched the answers. For the groups who answered correctly, they had to tick the correct answers, and shouted “Hooray!” and sang their yell-yell. There were three groups who got the most tick marks, and were declared to win and got awards. Unlike in the action implementation of Cycle I, it can be seen in Cycle II that students had a better understanding of learning by applying the Course Review Horay (CRH) model, and the students did not experience difficulties in discussion, and were able to convey their thoughts well. Furthermore, researchers provided conclusions about today's material, and closed the learning that would be continued at the next meeting.

The second meeting of Cycle II was held on Thursday, December 19, 2019. The students' enthusiasm increased this time, and they were happy to receive the lessons being delivered, whereas before researchers and the new teacher entered the classroom, the students immediately greeted and had an initiative to report their attendance. Therefore, researchers immediately took over the process that began by greeting and delivering learning objectives. Researchers asked the difficulties encountered during the previous learning process, and most students immediately answered, thus their courage had emerged. Researchers again explained the material of natural resources, in this case, the utilization of natural resources, preserving natural resources, and the relationship of natural resources with economic activities, as well as giving enthusiasm, encouragement, and motivation to the students to focus more on the learning process so that they were really understand and mastering the material well. This process was continued by displaying the effects of human actions that did not maintain natural resources properly. Then researchers asked the students to form groups independently, researchers explained the learning rules or steps using the Course Review Horay (CRH) model, then the activity was carried out as in the previous meeting. At this meeting, the students were more active and organized in discussions; all students were active in group discussions. During the question process, all groups answered well. The teacher then asked the students to return to their seats, and together reflected on the process and learning outcomes by correcting the mistakes found in the learning process, the teacher then guided the students to draw conclusions from the subject matter discussed, and provided the final test of Cycle II. After the learning activity was finished, the teacher closed the learning activity.

The observation in Cycle II showed that the increase in students' activeness and seriousness in following the lesson when compared to the Cycle I. The observations made by the class teacher as an observer indicated that researchers had made learning steps in accordance with the Lesson Plan, researchers uses the time well with each stage learning according to the time allocation specified in the Lesson Plan, researchers were able to guide and direct each group to discuss actively and regularly, reinforcement and motivation to each group or individual always be given by researchers, group collaboration was very visible and each student looked active in participating in learning and group discussion so that all questions can be resolved properly as a group, and the students dared to answer the researchers' questions.

The evaluation of student learning outcomes in Cycle II shows that the students have increased when compared to Cycle I, as shown in the Table 3.

Table 3. Cycle II Final Test Results

No.	Total Students	Score Range	Information
1.	4	90-100	Complete
2.	8	80-89	Complete
3.	9	65-79	Complete
4.	-	< 65	Incomplete
	Average score	80.23 %	

The score results in the table above can be illustrated in the Figure 3.

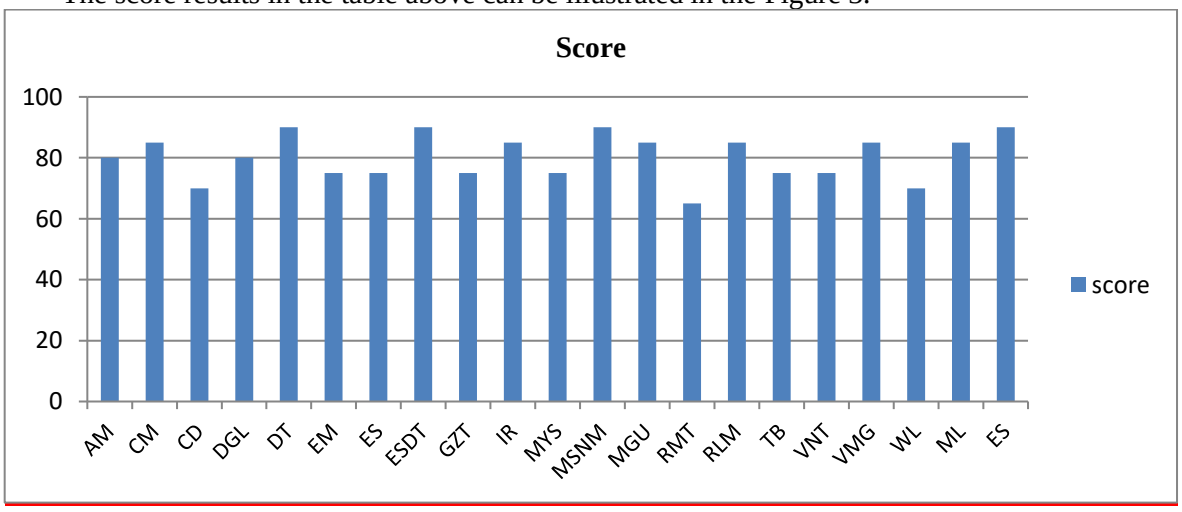

Figure 3. Cycle II Final Test Results

Based on the learning outcomes Table 3, it shows that the average score of students has increased with the students completion results which meet the Minimum Completion Criteria so that students are declared 100% successful.

The reflection was carried out by researchers and the teacher by concluding that social sciences learning with the CRH model able to improve student learning responses, with students shouting hooray when answering correctly, the right answer encourages students. According to Yunitasari et al. (2019) that the way to improve student responses is to ask students to shout without instruction and sti-mulate other students with questions to respond to the work presented. The CRH model is able to arouse responses and enthusiasm of students to follow the learning process. This was proven by the test results at the end of learning Cycle II which showed an improvement from the Cycle I, meaning that the students were concentrated, feeling confident and dared to speak or answer any questions by the teacher. The students liked and enjoyed the social sciences learning with the CRH learning model, and they were more relaxed by this model, no tense, and the atmosphere was more fun because this model contained some game elements which delighted them. According to Hermawan et al. (2018) that the activity of students in learning increases because they are not bored during the lesson so naturally the learning outcomes also increase. This was also confirmed Hidayat (2011), the CRH learning model can create a lively and fun classroom atmosphere because every student who can answer correctly, they have to shout "Hooray!" or other slogans, like to sing their yell-yell. In this Cycle II, the results obtained had met the target, the teacher and researchers decided not to proceed to the next cycle.

Discussion

To find out the real situation at SD Inpres 42 Ambon especially related to the learning process of IPS (social sciences). Before carrying out the research activities, the researcher made observations and interviewed class teachers who are teachers of IPS. The results of these observations and interviews are the preliminary data of the researcher to design the action models and the instrument of actions needed during the learning process of IPS. Learning design is very necessary to build motivation and involvement so that students can achieve learning outcomes well as expressed by the design of learning outcomes (Kumpas-Lenk et al., 2018) that have a significant impact on satisfaction, motivation, student involvement in their studies, and achievement of learning outcomes. Besides, to complete the initial data of observations and interviews, the researcher conducted a preliminary test of students' knowledge about the Natural Resources material from the results of the initial test and it was found that those who achieved the KKM (Minimum Mastery Criteria) score were only around 33% while those who had not achieved the KKM were 67%. Therefore, the researcher then discussed with the class teacher and the teacher of IPS (social sciences) subject to improve the intended outcome of the research activities through the stages of the Cycle I and Cycle II, where each cycle took place in two meetings. Every cycle has a final test to be an evaluation of the success of the actions given in the teaching and learning process in class. From the final test results of each cycle, it can be stated that the first cycle shows 12 students who have achieved the KKM score or 57% and 9 students who have not achieved the KKM score or 43%. However, these results have slightly increased when compared with the results of the initial test. Therefore, the researcher continues the process of action in Cycle II. Students' learning outcomes in the second cycle show a very large increase where 21 students all reach KKM and are declared 100% successful. Thus, the Course Review Horay type of cooperative learning model used in the learning process of IPS at SD Inpres 42 Ambon has succeeded in improving the quality of learning which includes teachers' skills, students' activities, and students' learning outcomes. Student's learning outcomes have increased due to teachers successfully developing learning materials so that students actively participate in learning. For this reason, Meganingtyas et al. (2019) state that students who actively participate during the learning process can meaningfully understand the material developed by the teacher. The success of action in the learning process in the classroom is shown through learning outcomes. Learning outcomes are obtained from the ability of students' knowledge, active class, and attitudes and behavior of students when following the learning process. Thus, Biggs (2011, p. 109) states that learning outcomes are skills, knowledge, or attitudes that students must develop as a result of their learning.

The results of this research reinforce some of the results of previous studies that the CRH learning model can increase students' activity leading to increased learning outcomes. Research conducted by Anggraeni (2011) concludes that through the Cooperative Learning Model typed Course Review Horay can improve the quality of learning which includes teachers' skills, students' activities, and students'

learning outcomes. Similar research has also been conducted by Nugroho (2011) that the application of the CRH learning model can improve students' learning outcomes. Meanwhile, the research results of Mediatati and Suryaningsih (2017) show that the Course Review Horay learning model is proven to be able to create a pleasant learning atmosphere and improve students' learning outcomes. On the other hand, research conducted by Nahar et al. (2016) states that the Course Review Horay learning model with contextual approaches is effective in generating students' communication skills than conventional learning models.

With the success of both previous research and the results of this research, the researcher can conclude that the Course Review Horay (CRH) learning model can be used as an alternative to creative and innovative learning to improve the quality of education, especially in the IPS (social sciences) subject. Social sciences learning must be able to foster a spirit of creativity and independence, so innovation in learning is needed. CRH learning model is an innovation because it involves the active role of students having fun and enjoyable classroom arrangements so that the skills and knowledge of students in following learning material can be well carried out (Marhadi et al., 2018; Puspitaningrum & Arlianty, 2019). Also, the Horay type cooperative learning model can foster social skills and students' learning outcomes so that students can further develop their learning skills and outcomes (Erlynawati et al., 2019).

The research results illustrated that the CRH learning model was able to make a positive contribution for changing the students' attitudes and behaviors in following the social sciences learning process so that the student learning outcomes improved. This is in line with Winkel (1983, p. 51) who states that learning outcomes cause humans to change their attitudes and behaviors. This opinion is also reinforced by Sudjana (2009, p. 62) that learning outcomes are the abilities possessed by students after they have received their learning experiences which refer to behavioral changes, covering cognitive, affective, and psychomotor fields.

Conclusion

The CRH model implementation can improve the student learning outcomes, as well as increasing students' enthusiasm, making students more courageous, and training students to solve problems by forming small groups. This model is very suitable to implement since it contains some game elements so that it can create a pleasant learning atmosphere and make the subject material more easily understood and remembered by the students. Thus, the social sciences learning becomes effective for the learning is carried out according to the plan.

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