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The Influence Of The Course Review Horay (CRH) Model On The Learning Outcomes Of Grade X Students In Sociology Subjects At MAN 1 Trenggalek

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Abstract

This research is motivated by the low learning outcomes of students in Sociology class X at MAN 1 Trenggalek, which is indicated by the suboptimal achievement of cognitive competencies, low student participation in learning, and the dominant use of conventional methods. The Course Review Horay (CRH) learning model was chosen as an alternative to cooperative learning that emphasizes active involvement, a pleasant learning atmosphere, and strengthening conceptual understanding through material review activities. The purpose of this study is to analyze the differences in learning outcomes of students who take part in learning using the CRH model and students who learn using conventional methods, and to describe student responses to the application of the model. The study uses a quantitative approach with a quasi-experimental design. The research sample was determined through a purposive sampling technique with class XG as the experimental class and class XB as the control class. Data collection was carried out through pre-tests, post-tests, and questionnaires. Data analysis used the Independent Samples T-Test. The results showed a significant difference between student learning outcomes in the experimental class and the control class. The calculated t value of 5.328 is greater than the t table of 2.002 with a significance of 0.000 ($p < 0.05$). The Mean Difference value is 11.159 and the difference in N-Gain effectiveness reaches 28.89%. Student responses to the application of the CRH model are in the very high category with a percentage of 82.32%. These findings indicate that the Course Review Horay learning model has a positive effect on the Sociology learning outcomes of class X students of MAN 1 Trenggalek.

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INTRODUCTION

Education plays a strategic role in developing quality human resources through a learning process that develops students' knowledge, attitudes, and skills. Educational success is strongly influenced by the quality of classroom learning. An effective learning process positions teachers not only as information transmitters but also encourages active student involvement in building understanding of the material being studied. Student-centered learning is a crucial requirement in the implementation of modern education because it enhances the learning experience and encourages optimal achievement of learning objectives (Hettiarachchilage & Haldolaarachchige, 2024). This situation requires teachers to implement innovative, interactive learning models that are tailored to student characteristics.

Learning outcomes are the primary indicator used to assess the success of the learning process. Achievement of learning outcomes reflects students' mastery of the competencies established in the curriculum. Sociology requires students to understand concepts, analyze social phenomena, and connect theory to the realities of community life. The reality on the ground shows that learning outcomes in Sociology are still suboptimal. Some students have not yet achieved the Minimum Completion Criteria (KKM), while levels of understanding of abstract and analytical sociological concepts vary. This situation indicates that the ongoing learning process has not fully accommodated students' learning needs effectively.

These problems are influenced by the dominant use of conventional, teacher-centered learning methods. This one-way learning pattern leads to students being passive, less likely to participate in discussions, and having difficulty understanding the material in depth. Low student engagement during the learning process impacts critical thinking and analytical skills, which have not yet developed optimally. Sociology requires learning strategies that can create an active, collaborative, and enjoyable learning environment, making it easier for students to understand the material.

One alternative learning model that can be used to address these issues is Course Review Horay (CRH). This learning model is a form of cooperative learning that emphasizes group activities, discussions, and strengthening conceptual understanding through enjoyable review activities. CRH is implemented through the provision of questions that students must actively answer in a competitive and interactive atmosphere. These characteristics enable a more lively learning environment, increase learning motivation, and encourage student engagement in every stage of the learning process (Andini & Miaz, 2022). CRH's advantage also lies in its ability

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to create a non-monotonous learning environment, thus increasing student enthusiasm in participating in learning activities.

Various previous studies have shown that the implementation of the Course Review Horay model can improve student learning outcomes and activeness in various subjects. Ettin's (2022) research shows that the implementation of CRH significantly increases student learning activity and completeness. Imami et al.'s (2023) research found a positive effect of the Course Review Horay model on students' mathematics learning outcomes. Lumamena et al.'s (2025) research also proved that the CRH model has an effect on improving learning outcomes in social studies learning. These findings indicate that the CRH model has the potential to be applied in Sociology learning to improve the quality of student learning processes and outcomes. Based on the learning conditions found at MAN 1 Trenggalek, this study was conducted to test the effect of the Course Review Horay learning model on the learning outcomes of grade 10 students in Sociology.

THEORETICAL STUDY

A learning model is a conceptual framework used as a guideline in designing, implementing, and evaluating the learning process so that educational objectives can be achieved effectively. The existence of a learning model is important because it can systematically direct student learning activities according to the characteristics of the material and the needs of students. Learning designed with an appropriate model can increase student engagement in the learning process and encourage the formation of meaningful learning experiences. The subject of Sociology requires a learning model that can develop critical, analytical, and reflective thinking skills because the material studied is related to various social phenomena that occur in society. Selecting an appropriate learning model is expected to help students understand sociological concepts more deeply and connect them to the social realities they face daily (Hettiarachchilage & Haldolaarachchige, 2024).

Course Review Hooray(CRH) is a cooperative learning model that emphasizes group learning activities through a process of reviewing previously learned material. This model is designed to create an active, fun, and interactive learning atmosphere through the use of educational games combined with material evaluation. CRH is implemented by giving a number of questions to students who have been divided into small groups. Students' answers are matched with pre-prepared numbered boxes or cards. Students or groups who successfully obtain the correct answer are given the opportunity to shout or exclaim "hooray" as a form of

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appreciation for their success. This activity makes the learning process more engaging and can increase student attention and participation during the learning process (Imami et al., 2023).

The main characteristic of the Course Review Horay model lies in its combination of cooperation, competition, and a fun learning environment. This model encourages students to actively discuss, exchange ideas, and collaborate to solve various problems presented by the teacher. Learning activities that involve interaction between students can improve communication, collaboration, and problem-solving skills. The direct discussion of answers also helps students obtain immediate feedback on their level of understanding of the material being studied. Enjoyable learning can reduce boredom and increase student motivation to actively participate in each stage of learning. This environment has the potential to create a more meaningful learning experience than conventional learning, which tends to be teacher-centered (Andini & Miaz, 2022).

Learning outcomes are changes in abilities acquired by students after participating in the learning process, encompassing aspects of knowledge, skills, and attitudes. In this study, learning outcomes focused on the cognitive domain, which includes the ability to remember, understand, apply, analyze, evaluate, and create. The level of success of learning outcomes indicates the extent to which learning objectives have been achieved in accordance with the established competencies. Learning processes that involve active student participation tend to produce better conceptual understanding than learning that only positions students as recipients of information. Sociology learning requires students not only to master theory but also to be able to analyze social phenomena and connect sociological concepts to real life. Achievement of these abilities is greatly influenced by the learning strategies and models used during the learning process (Festiawan, 2020).

The relationship between the Course Review Horay model and learning outcomes can be explained through students' active involvement in the learning process. Discussion activities, group collaboration, problem solving, and direct feedback enable students to construct knowledge more effectively. A pleasant learning environment also contributes to increased interest and motivation in learning, allowing students to focus more on understanding the material being studied. Learning that involves direct experience through cooperative activities provides opportunities for students to develop higher-order thinking skills necessary for Sociology learning. Based on these characteristics, the Course Review Horay model has the potential to improve student learning outcomes because it integrates cognitive, social, and emotional aspects into the learning process. Previous research findings indicate that the

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implementation of CRH has a positive influence on student activities and learning outcomes at various levels of education (Lumamena et al., 2025; Ramli et al., 2024).

METHOD

This study employed a quantitative approach with a quasi-experimental design. The choice of quantitative approach was based on the research objective, which focused on testing the effect of a specific treatment on other variables under conditions that were not fully controlled. The research design used a pretest-posttest control group design, allowing researchers to compare learning outcomes between groups treated using the Course Review Horay (CRH) model and groups treated with conventional learning (Sugiyono, 2022). Measurements were conducted before and after the treatment using pretests and posttests to determine changes in learning outcomes that occurred during the research process.

The research was conducted at MAN 1 Trenggalek with all tenth-grade students of the 2025/2026 academic year as the subjects. The study population included all tenth-grade students taking Sociology. The sampling technique used purposive sampling, considering relatively equivalent class characteristics based on subject teacher recommendations and students' academic conditions (Sugiyono, 2022). Class XG was designated as the experimental class receiving learning using the Course Review Horay model, while class XB was designated as the control class receiving learning using conventional methods. The determination of these two classes aimed to obtain a more objective picture of the effectiveness of implementing the CRH learning model on student learning outcomes, as per recent findings on CRH cooperative learning in elementary schools (Aufa & Zuryanty, 2023).

The independent variable in this study is the Course Review Horay (CRH) learning model, while the dependent variable is students' Sociology learning outcomes in the cognitive domain. Learning outcomes are measured based on students' abilities to remember, understand, apply, analyze, evaluate, and create according to established learning indicators. This cognitive domain measurement aligns with recent research emphasizing the relationship between initial abilities and conceptual understanding and learning outcomes (Rahmadhani et al., 2022). The research instruments consisted of a learning outcome test and a student response questionnaire. The test instrument was used to measure cognitive abilities through pretests and posttests, while the questionnaire was used to obtain data on students' responses and learning interests after participating in learning using the CRH model. All instruments underwent expert validation and empirical testing to ensure their validity and reliability before being used in research data collection.

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Data collection was conducted through several techniques, namely tests, questionnaires, observation, and documentation. Tests were administered at the beginning and end of the learning process to determine changes in student learning outcomes after receiving the treatment. Questionnaires were distributed to students in the experimental class to determine their responses to the implementation of the Course Review Horay model. Observations were used to monitor the implementation of the learning process during the study, while documentation was utilized to obtain supporting data related to school conditions, the number of students, and relevant learning documents.

Data analysis was carried out in stages through validity tests, reliability tests, normality tests, and homogeneity tests as prerequisites for inferential statistical analysis. Data that met statistical assumptions were then analyzed using the Independent Samples T-Test to examine differences in learning outcomes between the experimental and control classes (Nurhaswinda et al., 2025). N-Gain Score analysis was used to determine the level of improvement in learning outcomes after treatment was administered. The interpretation of N-Gain refers to categories that continue to be used in current educational research, with recent critical discussions regarding its use (Christman et al., 2024). Questionnaire data were analyzed using descriptive statistics in the form of percentages to describe student responses to the implementation of the Course Review Horay learning model. The results of this analysis serve as the basis for drawing conclusions regarding the effect of the CRH model on the learning outcomes of 10th-grade students in Sociology at MAN 1 Trenggalek.

RESULTS AND DISCUSSION

Instrument Test

1. Validity Test

Table1.Empirical Validity Test of Test Items

	Type of Question	rhitung	Sig. (2-tailed)	Information
1	Multiple choice	0.528	0.001	Valid
2	Multiple choice	0.528	0.001	Valid

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3	Multiple choice	0.491	0.003	Valid
4	Multiple choice	0.752	0,000	Valid
5	Multiple choice	0.680	0,000	Valid
6	Multiple choice	0.503	0.002	Valid
7	Multiple choice	0.503	0.002	Valid
8	Multiple choice	0.680	0,000	Valid
9	Multiple choice	0.680	0,000	Valid
10	Multiple choice	0.680	0,000	Valid
11	Multiple choice	0.657	0,000	Valid
12	Multiple choice	0.657	0,000	Valid
13	Multiple choice	0.686	0,000	Valid
14	Description	0.818	0,000	Valid
15	Description	0.541	0.001	Valid
16	Description	0.580	0,000	Valid

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17	Description	0.785	0,000	Valid
18	Description	0.648	0,000	Valid
19	Description	0.737	0,000	Valid
20	Description	0.399	0.018	Valid
21	Description	0.555	0.001	Valid
22	Description	0.551	0.001	Valid
23	Description	0.388	0.021	Valid
24	Description	0.598	0,000	Valid
25	Description	0.717	0,000	Valid

Source: SPSS 2026 data processing

The validity test results showed that all 25 items were valid, as the significance values were all below 0.05. Multiple-choice items (1–13) had a calculated r of 0.491–0.752, and descriptive items (14–25) had a calculated r of 0.388–0.818. The highest validity was found in item 14 (r = 0.818), the lowest in item 23 (r = 0.388), but both remained significant. Thus, the test instrument was suitable for use in pretests and posttests.

Table 2. Empirical Validity Test of Questionnaire Items

Item No.	rhitung	Sig. (2-tailed)	Information
1	0.480	0.004	Valid
2	0.500	0.003	Valid
3	0.557	0.001	Valid
4	0.900	0,000	Valid
5	0.907	0,000	Valid

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6	0.900	0,000	Valid
7	0.498	0.002	Valid
8	0.528	0.001	Valid
9	0.451	0.007	Valid
10	0.470	0.004	Valid
11	0.452	0.006	Valid
12	0.439	0.008	Valid
13	0.598	0,000	Valid
14	0.728	0,000	Valid
15	0.635	0,000	Valid
16	0.622	0,000	Valid
17	0.696	0,000	Valid
18	0.616	0,000	Valid
19	0.636	0,000	Valid
20	0.638	0,000	Valid
21	0.612	0,000	Valid
22	0.672	0,000	Valid
23	0.693	0,000	Valid
24	0.707	0,000	Valid
25	0.624	0,000	Valid

Source: SPSS 2026 data processing

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The validity test results for 25 items indicate that all items are valid. This is evident from the calculated r values, which range from 0.439 to 0.907, with significance values (2-tailed) ranging from 0.000 to 0.008, all less than 0.05. Because each item has a significant correlation with the total score, the instrument has met the construct validity requirements and can be used entirely for measuring learning outcomes without the need to remove or revise items.

2. *TestReliability*

Table 3. Reliability Test

Variables	*Cronbach's Alpha*	N of items	Information
Test Instrument	0.859	25	Very Reliable
Questionnaire Instrument	0.934	25	Very Reliable

Source: SPSS 2026 data processing

Based on the reliability test results in the table, both research instruments were declared to meet the criteria for very good reliability. The test instrument obtained a Cronbach's Alpha value of 0.859 with a total of 25 questions, while the questionnaire instrument obtained a higher value of 0.934 with a total of 25 statements. Both values are well above the minimum threshold of reliability, which is generally set at 0.70, so both are categorized as very reliable. This indicates that the test instrument is able to measure cognitive learning outcomes consistently, and the questionnaire instrument is able to measure student responses stably over time. Thus, both instruments are suitable for use for primary data collection in research without the need for major revisions.

TestAnalysis Prerequisites

1. TestNormality

Table 4. Results of Data Normality Test

Data	Class	Sig. Value	Information
Pretest Score	Experiment	0.144	Normal
	Control	0.297	Normal
Posttest Score	Experiment	0.146	Normal
	Control	0.281	Normal

Source: SPSS 2026 data processing

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Based on the normality test table, all pretest and posttest data in the experimental and control classes showed a significance value (Sig.) greater than 0.05, namely the experimental pretest 0.144 and control 0.297, and the experimental posttest 0.146 and control 0.281. Because the decision-making criteria state that the data is normally distributed if Sig. > 0.05 (Nurhaswinda et al., 2025), it can be concluded that the four data groups are normally distributed. This condition indicates that the normality assumption as a prerequisite for parametric statistical analysis has been met, so that testing the differences in learning outcomes between the experimental and control classes can be continued using the Independent Samples T-Test.

2. Homogeneity Test

Table 5. Results of the Homogeneity of Variance Test

Data	Levene Statistics	Sig. Value	Information
Pretest Score	0.080	0.386	Homogeneous
Posttest Score	1,077	0.448	Homogeneous

Source: SPSS 2026 data processing

Based on the results of the homogeneity of variance test with Levene's Test in the table, it is known that the significance value for the pretest data is 0.386 (Levene Statistic = 0.080) and for the posttest data is 0.448 (Levene Statistic = 1.077). Because both significance values are greater than the 0.05 significance level, it can be concluded that the variance between the experimental group and the control group is homogeneous, both in the initial and final measurements. This homogeneity indicates that both groups come from populations with equal data distribution, so that the basic assumptions for parametric analysis, especially the Independent Samples T-Test, have been met and a comparison of learning outcome improvements can be carried out validly.

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Hypothesis Testing

1. Independent Sample T-Test

Table 6.Results of the Learning Outcome Hypothesis Test (Independent Sample T-Test)

Data	thitung	df	Sig. Value (2-tailed)	Mean Difference
*Posttest*Learning outcomes	5,328	58	0,000	11,159

Source: SPSS 2026 data processing

Based on the Independent Samples T-Test table, the t_count value is 5.328 with df = 58 and Sig. (2-tailed) = 0.000. Because the Sig. value is smaller than 0.05 and the t_count is greater than the t_table (around 2.00), then H0 is rejected and Ha is accepted, meaning there is a significant difference in the posttest results between the two classes. The Mean Difference value of 11.159 shows that the average score of the experimental class using the Course Review Horay model is higher by around 11 points compared to the control class with conventional learning. Thus, this data proves that the CRH model has a significant effect in improving students' Sociology learning outcomes.

2. N-Gain Score

Table 7. N-Gain Score Results

Group	Mean N-Gain Score	N-Gain Score (%)	Interpretation	Interpretation
Experiment	0.5806	58.06%	Currently	Quite Effective
Control	0.2917	29.17%	Low	Ineffective

Source: SPSS 2026 data processing

Based on Table 7 above, it shows that the experimental class obtained an N-Gain of 0.5806 (58.06%), which is classified as moderate and interpreted as quite effective, while the control class only obtained 0.2917 (29.17%), which is classified as low or ineffective. This difference indicates that the Course Review Horay model provides a more significant increase in learning outcomes compared to conventional learning.

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3. *Descriptive Analysis*

Table 8. Results of Descriptive Analysis of the Learning Interest Questionnaire

Class	N	Min	Max	Mean	%	Information
Experiment	31	77	98	82.32	82.32%	Very high
Control	29	63	88	74.03	74.03%	Tall

Source: SPSS 2026 data processing

The table shows that the experimental class (N=31) obtained an average of 82.32 (77–98) with a Very High category (82.32%), while the control class (N=29) obtained an average of 74.03 (63–88) with a High category (74.03%). This difference of 8.29 points indicates that the experimental class' learning outcomes were superior and more evenly distributed after the Course Review Horay model was implemented.

DISCUSSION

Differences in Learning Outcomes Between the CRH Model and the Conventional Model

Based on the results of the research that has been conducted, the independent t-test shows t count 5.328 > t table 2.002 at a significance level of 5% with Sig. 0.000 ($p < 0.05$), which means there is a significant difference between the two groups. This finding is in line with Imami et al. (2023) and Putri & Riris (2024) who also rejected H0 in a similar test. The difference is strengthened by a Mean Difference of 11.159 points which favors the experimental class, as well as an N-Gain of 0.5806 or 58.06% in the Quite Effective category, compared to the control class of only 0.2917 or 29.17% in the Ineffective category. This 28.89% effectiveness difference is consistent with Agustin & Puspasari (2026) who reported the superiority of CRH over Direct Instruction.

This improvement occurred because CRH encouraged active learning through repetition of material in the form of a question box game that forced students to retrieval, so that information transferred to long-term memory as emphasized by Hasanah & Pratiwi (2025). The joyful learning atmosphere when students shouted "Hooray!" triggered motivation and reduced boredom, while the peer tutoring mechanism created equitable social interactions in accordance with the principles of constructivism. This is very relevant for the Social Interaction material because students directly practiced associative and dissociative forms in group work. In contrast, the teacher-centered control class tended to be passive and had minimal interaction,

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so its effectiveness was low. The success of CRH at MAN 1 Trenggalek was also supported by the culture of togetherness among madrasah students that was in line with cooperative principles, which ultimately raised the average posttest of the experiment significantly.

Student Responses and Learning Interests towards the Implementation of the CRH Model

Based on the research results, questionnaire data revealed a striking difference in learning interest between the two classes. The experimental class achieved an average of 82.32%, categorized as Very High, while the control class, which used conventional methods, only achieved 74.15%, categorized as High. This 8.17% difference indicates that the Course Review Horay (CRH) model is capable of providing additional motivational boosts not achieved by traditional lecture learning.

These differences stem from the characteristics of the learning process. Conventional methods tend to be one-way and easily lead to boredom, making it difficult to maintain student focus for long periods. In contrast, CRH transforms the classroom atmosphere into a more lively one through active engagement, varied, non-monotonous activities, and collaboration among students in answering questions.

Psychological aspects also reinforced this difference. In the experimental class, the "Hooray!" cheering element created a joyful learning atmosphere that reduced anxiety and increased enjoyment of Sociology. This aligns with Amalia et al. (2019) who stated that CRH effectively created a fun and enthusiastic classroom atmosphere. In the control class, without the elements of games and competition, learning was perceived more as a rigid obligation, with teacher-centered learning making students passive.

The 8.17% difference in interest is directly proportional to the difference in learning outcomes in the previous N-Gain test. High interest became the main fuel for experimental students to understand the Social Interaction material more deeply, while lower interest in the control class correlated with ineffective N-Gain achievement. Thus, the student response of 82.32% validates that CRH not only improves cognitive aspects, but also affective aspects, and is proven to be superior in stimulating learning interest at MAN 1 Trenggalek.

CONCLUSION

Based on the research results, it can be concluded that the Course Review Horay (CRH) learning model has a positive and significant effect on the learning outcomes of Sociology of class X students at MAN 1 Trenggalek. This is proven by the results of the Independent Samples T-Test which shows a calculated t value of 5.328 which is greater than the t table of 2.002 with a

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significance of 0.000 <0.05. The experimental class using the CRH model obtained an average learning outcome and an increase in N-Gain higher than the control class using the conventional method. In addition to improving cognitive aspects, the application of CRH also has a positive impact on students' interest and learning responses with a response percentage reaching 82.32% in the very high category. An active, interactive, fun, and collaborative learning atmosphere is proven to be able to increase student involvement in understanding Sociology material more deeply.

This study still has limitations because it was only conducted in one school, with one learning material, and within a relatively short research period, so the generalizability of the research results is still limited. Furthermore, the study focused more on cognitive learning outcomes, so it did not examine in depth the influence of the CRH model on social skills, critical thinking skills, or other affective aspects of students. Therefore, further research is recommended to involve a wider sample size, different educational levels, and combine the CRH model with other learning media or technologies to obtain more comprehensive results. Practically, this study has implications that Sociology teachers can use the Course Review Horay model as an innovative learning alternative to create a more active and enjoyable learning atmosphere, thereby improving learning outcomes and student motivation in the learning process.

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