ETDC Indonesian Journal of Research and Educational Review
Volume 5, No. 2, 2026, pp 1366 - 1377
e–ISSN 2809-3682
p–ISSN 2809-7505

https://doi.org/10.51574/ijrer.v5i2.4596

Horay Course Review Learning Model: Student Learning Outcomes in Material of Hindu-Buddhist Kingdom in Indonesia

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Article Info

Article history:

Received January 14, 2026
Accepted March 01, 2026
Published March 31, 2026

Keywords:

Course Review Horay;
Elementary School;
Hindu-Buddhist Kingdoms;
Learning Outcomes;
Social Studies Learning.

ABSTRACT

Learning the history of the Hindu-Buddhist Kingdoms in Indonesia is often considered boring by elementary school students due to the broad scope of material and conventional teaching methods, which have an impact on low student learning outcomes in class. This study aims to determine the effect of the Course Review Horay (CRH) learning model on student learning outcomes on the material of the Hindu-Buddhist Kingdoms in Indonesia for fifth-grade students at Elementary School 1 Passo. This type of research is an experimental study with a Pretest-Posttest Control Group Design. The study population included all fifth-grade students at Elementary School 1 Passo, totaling 38 students, consisting of class V-a as the experimental group (19 students) and class V-b as the control group (19 students). The research instrument used a learning outcome test in the form of 30 multiple-choice questions that have been tested for validity and reliability. The data analysis technique used an independent sample t-test with a significance level of 0.05. The results showed a Sig. (2-tailed) value of 0.000 <0.05, which indicates a significant difference between the learning outcomes of students in the experimental class and the control class. The average posttest score of the experimental class was 12.053 points higher than that of the control class. Therefore, it can be concluded that the Course Review Horay learning model significantly improves student learning outcomes on the Hindu-Buddhist Kingdoms topic. This research contributes to elementary school teachers' implementation of a fun and interactive cooperative learning model. The CRH model has been proven to create a conducive learning environment to improve students' understanding of narrative history material.

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1. INTRODUCTION

Education is the primary foundation for human resource development and national progress, particularly at the elementary school level, which forms the basis for cognitive, affective, and psychomotor development. In social studies (IPS) learning, students are guided to become democratic, responsible, and peace-loving citizens (Widyarini & Suharto, 2024; Wulandari, 2024). However, IPS material, rich in

abstract concepts, such as the history of Hindu-Buddhist kingdoms, is often difficult for fifth-grade students to grasp due to limited direct experience and the sheer amount of information they must memorize (Fadiyah et al., 2024). This situation is exacerbated by learning practices in the field, which are still dominated by conventional, teacher-centered approaches, which can potentially trigger boredom and low learning motivation (Mladenovici et al., 2022; Woods & Copur-gencturk, 2024).

As a solution, a student-centered learning approach has been shown to have a positive impact because it adapts to individual needs, interests, and learning styles (Hoidn & Reusser, 2020; Kerimbayev et al., 2023). This strategy empowers students to play an active role in their intellectual growth and fosters a sense of ownership of the learning process (Agustini et al., 2021; Goodwin, 2024). One derivative of this approach is cooperative learning, which facilitates dialogue between students to improve academic achievement and positive attitudes toward the subject matter (Hafsah et al., 2022; Johnson et al., 2021; Parida et al., 2025; Slavin, 2015). A meta-analysis by Kebede et al. (2025) confirmed that cooperative learning not only increases motivation but also develops critical thinking skills, creativity, and problem-solving abilities.

The Course Review Horay (CRH) learning model has emerged as an effective cooperative innovation to address low learning outcomes through game elements (Andini & Miaz, 2022; Simatupang, 2025). In this model, students answer questions in numbered boxes and celebrate their success with shouts of "hooray" or other cheers (Pamungkas et al., 2025). CRH focuses on material comprehension through interactive review at the end of the learning session to strengthen student knowledge retention (Wahyuningtyas & Wulandari, 2020). The use of game elements or game-based learning is widely recognized to have significant effects on students' cognitive, social, and emotional aspects (Alotaibi, 2024). This aligns with findings that gamification facilitates the assimilation of knowledge and academic competencies by increasing achievement motivation (Partovi & Razavi, 2019; Jaramillo-Mediavilla et al., 2024).

The implementation of the CRH model offers specific advantages in creating a fun learning environment, increasing active participation, and fostering group cohesion (Prastiwi, 2022; Ramli et al., 2024). Research by Novera et al. (2021) showed significant differences in the activities and learning outcomes of students taught using the CRH model compared to conventional methods. In social studies, the model's effectiveness has also been proven in improving fifth-grade students' understanding through group discussions and mutually supportive interactive games (Hasanah & Pratiwi, 2025). Quantitatively, the implementation of CRH even resulted in a very significant increase in learning outcomes, reaching 52.72% in the experimental class (Wahyuningtyas & Wulandari, 2020).

The need for this innovation is increasingly pressing given that initial observations at Elementary School 1 Passo indicate that student learning outcomes on the Hindu-Buddhist Kingdoms subject have not yet met the Minimum Completion Criteria. This problem stems from the use of a less varied teaching method, resulting in students being passive and having difficulty understanding abstract and rote historical material.

Therefore, the implementation of the Course Review Horay model is expected to transform the classroom atmosphere into a more interactive and meaningful one. By integrating teamwork and the joy of learning, this model is a strategic step towards optimizing student academic achievement in elementary school.

The application of the Course Review Horay (CRH) learning model that integrates elements of games, competitions, and group work is considered very relevant for the material on Hindu-Buddhist kingdoms in Indonesia, considering that the characteristics of the material require special strategies to help fifth-grade students of Elementary School 1 Passo understand and remember various historical concepts and facts in depth. This study aims to test the significant influence of the CRH model on student learning outcomes, which is theoretically expected to contribute to the development of educational science related to innovative game-based learning models in elementary schools. Practically, these findings are projected to be a strategic reference for teachers in implementing effective learning models to improve academic achievement in history subjects, while enriching the research on the effectiveness of the Course Review Horay model which is studied specifically in the context of Nusantara history at the elementary education level.

2. METHOD

This study employed an experimental design with a quantitative approach through a pretest-posttest control group design. The subjects were divided into two main groups: an experimental group, which received the Course Review Horay (CRH) learning model, and a control group, which followed the conventional learning model. The procedure began with a pretest administered to both groups to assess their initial abilities, followed by a posttest to evaluate the final results after the intervention was administered to the experimental group.

The population in this study included all fifth-grade students at Elementary School 1 Passo, divided into two classes: V-a and V-b, totaling 38 students. Sampling was conducted using a purposive sampling technique, with 19 students from V-a class designated as the experimental group, while 19 students from V-b class served as the control group. This sample selection was based on specific characteristics relevant to the research objectives to ensure the comparative effectiveness of the two learning models.

The primary instrument used to collect data was a learning outcome test consisting of a pretest and a posttest in the form of 30 multiple-choice questions. Prior to use, the instrument underwent a series of quality tests to ensure its validity and reliability. Item validity was tested using the Product Moment formula, while consistency or reliability was measured using Cronbach's Alpha, ensuring the resulting data had scientifically reliable accuracy.

In addition to cognitive tests, this study also utilized observation sheets in the form of affective and psychomotor assessment rubrics to comprehensively monitor student development. These rubrics serve to assess changes in students' attitudes (affective) and skills (psychomotor) during the teaching and learning process in the classroom.

By combining learning outcome test data and activity observations, this study provides a comprehensive picture of the impact of the Course Review Horay model on various dimensions of student learning development.

The data analysis techniques used included prerequisite tests, namely a normality test using Kolmogorov-Smirnov and a homogeneity test using Levene's Test. To test the hypothesis, an independent sample t-test with a significance level of 0.05 was used. The decision criterion was that if the significance value was < 0.05, H0 was rejected and Ha was accepted, which meant that there was a significant effect.

3. RESULTS AND DISCUSSION

Results

Instrument Test Results

Validity Test

Instrument validity was tested by comparing the calculated r value to the calculated r value at a 5% significance level with degrees of freedom (df = n-2). Based on the analysis, all test items used in this study were declared valid because the calculated r value was consistently greater than the calculated r value of 0.320. These results confirm that each question item has sufficient accuracy in measuring the established learning achievement indicators.

Furthermore, reliability testing using the Cronbach's Alpha formula yielded a coefficient value of 0.885. This value indicates that the test instrument has a high level of reliability, making this evaluation tool reliable and consistently reliable for measuring student learning outcomes. Therefore, this research instrument meets the qualitative standards required for accurate and credible data collection in an academic context.

Table 1. Validity Test Results

Question Item	Calculated- R	Table-R	Description
1.	0.553	0,320	Valid
2.	0.554	0,320	Valid
3.	0.559	0,320	Valid
4.	0.563	0,320	Valid
5.	0.564	0,320	Valid
6.	0.567	0,320	Valid
7.	0.569	0,320	Valid
8.	0.561	0,320	Valid
9.	0.556	0,320	Valid
10.	1	0,320	Valid
11.	0.533	0,320	Valid
12.	0.518	0,320	Valid
12.	0.563	0,320	Valid
14.	0.541	0,320	Valid
15.	0.528	0,320	Valid

Question Item	Calculated- R	Table-R	Description
16.	0.561	0,320	Valid
17.	0.553	0,320	Valid
18.	0.547	0,320	Valid
19.	0.544	0,320	Valid
20	1	0,320	Valid
21	0.553	0,320	Valid
22	0.554	0,320	Valid
23	0.559	0,320	Valid
24	0.563	0,320	Valid
25	0.564	0,320	Valid
26	0.567	0,320	Valid
27	0.569	0,320	Valid
28	0.561	0,320	Valid
29	0.556	0,320	Valid
30	1	0,320	Valid

The data analysis presented in Table 1, it can be concluded that all instrument items used in this study are valid. This conclusion is based on the results of the validity test, which showed that the calculated r value was consistently greater than the table r value, thus each question item meets the empirical criteria for use as a measurement tool in research.

Reliability Test

In this study, a reliability test was conducted on the social studies learning outcome posttest instrument consisting of 30 questions, both in the experimental class (V-a) and the control class (V-b). An instrument is considered reliable if the Cronbach's Alpha (α) value is ≥ 0.60. The higher the α value, the higher the reliability of the instrument.

Table 2. Reliability Test

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.885	30

The reliability test results show that all items used in this study have a fairly large Alpha coefficient, above 0.60, so it can be concluded that the test instruments used in this study are reliable, meaning that the questions have good internal consistency and can be trusted to measure student learning outcomes in both the experimental and control classes.

Analysis Prerequisite Test Results

Normality Test

The normality test in this study was conducted on the pretest and posttest scores of the social studies learning outcomes in the experimental and control classes using the Kolmogorov–Smirnov test, which is considered appropriate for determining the distribution of data in medium-sized samples. The decision-making criteria were determined based on the significance value (Sig.), where the data is declared normally distributed if the Sig. value is > 0.05, and conversely, the data is declared not normally distributed if the Sig. value is < 0.05. The entire statistical calculation process was processed using the SPSS program to ensure data accuracy as presented in the following Table 3.

Table 3. Normal Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		19
Normal Parameters[a, b]	Mean	0,0000000
	Std. Deviation	276,87418084
Most Extreme Differences	Absolute	0,338
	Positive	0,338
	Negative	-0,252
Test Statistic		0,338
Asymp. Sig. (2-tailed)		.200[c]

The Kolmogorov–Smirnov test results presented in the table above show that the significance value (Sig.) obtained is greater than the threshold of 0.05. Thus, it can be statistically concluded that the data in this study are normally distributed, thus fulfilling the basic assumptions for continuing data analysis using parametric statistics.

Homogeneity Test

A homogeneity test was conducted to determine whether the variance of student learning outcomes in the experimental class and control class was the same (homogeneous). In this study, the test was conducted using Levene's Test for Equality of Variances through the SPSS program.

Table 4. Homogeniety Test Results

		Levene Statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	0,235	1	36	0,631
	Based on Median	0,115	1	36	0,736
	Based on Median and with adjusted df	0,115	1	22,674	0,737
	Based on trimmed mean	0,105	1	36	0,748

The results in the table above 4, all significance values (Sig.) in the four Levene's Test calculations are above 0.05. The main significance value used is Based on Mean because it is the standard calculation basis in the Levene test. Sig. = 0.631 > 0.05, so it can be concluded that: The variance in learning outcomes between the experimental class and the control class is homogeneous. Thus, the requirement of variance homogeneity for performing the t-test has been met.

Hypothesis Test Results

A hypothesis test was conducted to determine whether there was a significant difference in learning outcomes between students taught using the Course Review Horay model (experimental class) and students taught using the conventional learning model (control class). The test was conducted using an Independent Sample t-Test with a significance level (α) = 0.05.

Table 5. Independent Sample t-Test Results

Independent Samples Test										
		F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**	**95% Confidence Interval of the Difference**	
									Lower	**Upper**
Learning Outcomes	Equal variances assumed	0,235	0,631	-6,432	36	0,000	-12,053	1,874	-15,853	-8,252
	Equal variances not assumed			-6,432	27,464	0,000	-12,053	1,874	-15,894	-8,211

The results of the Independent Samples t-test in the table above, it is known that the Levene's Test for Equality of Variances value shows Sig. = 0.631, which means it is greater than 0.05. Thus, it can be concluded that the variance of the learning outcome data in both groups is homogeneous. Therefore, the t-test interpretation uses the Equal variances assumed row. The t-test calculation results show a t value of –6.432 with a degree of freedom (df = 36) and a significance value (Sig.) (2-tailed) = 0.000. This value is much smaller than the significance limit of 0.05, so it can be concluded that there is a significant difference between the learning outcomes of students in the experimental class and the control class.

The mean difference between the two groups is –12.053, with a 95% confidence interval ranging from –15.853 to –8.252. Since all values within the confidence interval do not cross zero, this further reinforces that the difference is truly significant.

Thus, the t-test results show that the use of the Course Review Horay learning model has a significant effect on student learning outcomes. Students who participated

in learning using the Course Review Horay model achieved higher learning outcomes than students who participated in conventional learning. This difference confirms that the Course Review Horay model is more effective in improving students' understanding and learning achievements in the material taught.

Discussion

The research results show that the implementation of the Course Review Horay (CRH) learning model significantly impacted student learning outcomes on the Hindu-Buddhist Kingdoms in Indonesia. This was statistically demonstrated through a t-test with a Sig. (2-tailed) value of $0.000 < 0.05$, confirming a significant difference in achievement between students learning with the CRH model and those using the conventional model. This effectiveness stems from students' active involvement in answering questions and discussions, directly transforming their role from passive recipients of information to active participants in the classroom.

Theoretically, the success of the CRH model can be explained through the principle of constructivism, which emphasizes the formation of new knowledge from existing meanings through direct experience (Rosita et al., 2024). Lathifah et al. (2024) added that the application of this theory enhances learning activities because the material is presented consistently and meaningfully, which in turn fosters students' critical thinking. In the CRH syntax, the process of knowledge construction occurs when students collaborate to solve problems in the problem set and celebrate their successes, thus enhancing learning not only cognitively but also emotionally.

The CRH model also aligns with Vygotsky's social learning theory, which positions social interaction as a key element of cognitive development (Simatupang, 2025). Fitriani and Maemonah (2022) state that children's knowledge is strongly influenced by the environment, which includes the Zone of Proximal Development (ZPD) and scaffolding support. Through collaborative group activities, students can help each other understand complex historical concepts. According to Mustopa and Rama (2024), children tend to work more effectively with peers who have similar competencies within their developmental zones.

From a psychological perspective, this model has been proven to increase enthusiasm and motivation to learn through game-based learning elements. Wana et al. (2024) argue that a fun learning environment is key to improving low motivation, where the use of answer cards and victory chants in CRH creates a supportive classroom atmosphere. This is supported by Zainal (2022), who emphasizes the importance of active and innovative learning to capture students' attention, thus making abstract subject matter clearer and easier to understand.

These findings reinforce previous research confirming the effectiveness of the Course Review Horay model in improving learning outcomes in elementary schools. Hasanah and Pratiwi (2025) found that the interactive process in CRH not only improves cognitive understanding but also hones social skills and critical thinking skills. Similarly, Sudrajat and Jaya (2022) and Wiyoko et al. (2020) highlighted that

implementing CRH in social studies learning can create a non-monotonous and meaningful learning experience for students due to the relaxed classroom atmosphere.

In conclusion, the CRH model supports students' self-efficacy through social recognition when they successfully answer questions correctly (Azzahra & Prasetyo, 2024). Overall, the integration of group collaboration, high motivation, and relevance to modern learning theory make this model a highly effective alternative strategy for teachers. The use of the Course Review Horay model is highly recommended for history material that requires in-depth conceptual understanding and analytical thinking skills, to continuously improve the quality of social studies learning at the elementary school level.

4. CONCLUSION

The implementation of the Course Review Horay (CRH) learning model has been proven to have a significant influence on the learning outcomes of fifth grade students of SD Negeri 1 Passo on the material of Hindu-Buddhist Kingdoms in Indonesia, as indicated by the Sig. (2-tailed) value of 0.000 < 0.05 and the difference in posttest scores of 12.053 points higher than the control class. This success is based on the ability of the CRH model to create a pleasant learning atmosphere, increase motivation, and encourage active student participation to support the achievement of optimal learning competencies. Therefore, the Course Review Horay model is highly recommended as an alternative learning strategy for teachers to improve the quality of social studies teaching in elementary schools, especially on history material that requires in-depth conceptual understanding and analytical thinking skills.

As a recommendation, schools are expected to provide full support for teachers in developing and implementing innovative learning models, such as Course Review Horay, to improve the quality of instruction in the classroom. For future researchers, it is recommended to expand the scope of this study to different educational levels and subjects, and integrate additional variables such as learning motivation, creativity, and learning outcomes in the affective domain to obtain a more comprehensive picture of the model's effectiveness.

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