Effect of Cooperative Learning Model Type Course Review Horay (CRH) on Elementary Students' Learning Outcome in Social Subject

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Abstract

This study aims to examine the effect of cooperative learning model type course review horay (CRH) on elementary students learning outcome. The design of this research is experimental and conducted by 35 students. The results of this study after applying cooperative learning model typecourse review horay (CRH) the average score of students the average score of students on the basic score of 68.4 experienced an increase in the first cycle of 79.29 and in the second cycle got 90.58. With the increase of learning outcomes in the first cycle of 15.91% and on the second cycle of 32.41%. With the increase of learning outcomes in the first cycle of 15.91% and on the second cycle of 32.41. Thus, implementation cooperative learning model type course review hooray can effectively promote elementary students' learning outcome in social subject.

Keywords: Cooperative learning model type course review hooray, elementary students' learning outcome, social subject.

1. INTRODUCTION

Social science is a field of study that examines, analyzes symptoms and social problems in society by reviewing various aspects of life or a guide and process of teaching that combines various elements of social knowledge, which examines the natural phenomena or social problems from various aspects of social life in discussing symptoms and social problems.

The learning objectives of social science at the elementary school level are as follows: (a) recognize concepts related to the life of the community and its environment; (b) have basic skills for logical and critical thinking, curiosity, inquiry, solving problems and skills in social life; (c) have a commitment and awareness of social and human values; (d) have the ability to communicate, work together and compete in a pluralistic society, locally, nationally and globally.

The social scienceis designed to develop knowledge, understanding, and analytical skills on the social conditions of the community in entering a dynamic social life. It aims to prepare learners to face the challenges of global community life that always change every time in the future. The changes that occur in the socio-cultural environment are multidimensional and international. The purpose of social science in primary school is aimed at

developing basic knowledge and students' skills that are useful for everyday life.There are some reasons for studying social science for basic education, namely: (1) so that students can systematically materials, information and ability that has owned become more meaningful, (2) so that students can be more sensitive and responsive to various social problems in a rational and responsible, and (3) so that students can enhance tolerance and brotherhood in the environment and between people, 4) to enable students to systematize their existing materials, information and capabilities to be more meaningful; 5) to enable students to be more sensitive and responsive to various social issues rationally and responsibly; and 6) to enable students to enhance tolerance and fraternity in the environment and between people. Social teaching field will primarily play a role in the development of intelligence, skills, knowledge, sense of responsibility and democracy. The subjects discussed are focused on actual community problems. Social science develops two main functions: fostering knowledge, intelligence and skills that are beneficial to the development and continuation of student education and fostering attitudes that are consistent with the values of Pancasila and the 1945 Constitution.

Based on the objectives of social science learning, teachers should be able to create an enjoy learning that students interested in social science, so that the impact on student learning outcomes. Judging from the learning process of IPS so far, IPS learning is still emphasized on the mastery of the material, so that learning becomes rigid, boring, and students less active in learning. These problems have an impact on student learning outcomes in social subject. It is supposed to be one of the causes of inhibition of creativity and student independence so that the decrease of social science subject learning outcome, it is necessary to apply an innovation in learning that involves the role of students actively in teaching and learning activities, in order to improve social science learning outcomes in elementary school. One of the learning models that involves active student roles is Cooperative learning model type Course Review Horay is a learning model that can create a class atmosphere becomes festive and fun because every student who can answer correctly then the student is required to shout "horay" or other yells that have been agreed.

One of the learning models that involves active student roles is Cooperative learning model type Horay Course review can create a festive and fun class because every student who can answer correctly then the student is required to shout "horay" or other yells that have been agreed (Kurniasih & Sani, 2015). These are the steps from Course Review Horay(Lazim & Daud, 2010)
1) The teacher conveys the competence to be achieved, 2) The teacher presents or demonstrates material on topic with question and answer, 3) To test the understanding, students are told to make cards or boxes according to need and filled with teacher-specified numbers, 4) The teacher reads randomly and the students write the answers in the card

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or box the number is mentioned by the teacher, 5) After reading the questions and answers that students have written in the card or box, the teacher and the students discuss the questions that have been read, 6) For the right, students tick check list (√) and langsumg shout horay or sing yel-yel other, 7) The student score is calculated from the correct answer and the much-screamed horay, 8) Teachers give rewards to those who get high marks or who get a lot of horay and 9) Closing.

This study aims to examine the Effect of Cooperative Learning Model Type Course Review Horay (CRH) on elementary students learning outcome in social subject.

2. METHOD

This research was conducted in the odd semester year of academic year 2017/2018 on social subjects. Subjects were 35 students, consisting of 23 male students and 12 female students. The research design used was classroom action research which carried out two cycles and four meetings and at the end of the cycle was held daily test. Each cycle consists of four stages: planning, execution, observation and reflection. In the study assisted by the observer to observe the activities of teachers and students during the teaching and learning process in the classroom.

The data obtained from this research is social science learning outcome data obtained through the tests conducted at each end of the cycle and observation data of teacher and student activities. Instruments in this study there are two namely: learning tools and data collection instruments. Learning tools consist of: syllabus, lesson plan, worksheet and instrumenttest. Then the instruments of data collection consist are observation sheet and social science learning test. Data collection techniques were obtained through observation techniques and test techniques. Descriptive data analysis in classroom action research describes data about teacher and student activities during the learning process, and the achievement of minimum learning mastery standard.

a. Analysis of teacher and student activity data

Analysis of teacher and student activity data is the result of observation during the learning process by looking at the fit between planning and action. Analysis of teacher and student activity data during teaching and learning activities can be determined by the formula:

$$NR = \frac{JS}{SM} \: X \: 100\%$$

Note:

NR : percentage teacher or student activities

JS : The amount of activity performed

SM : Maximum scores obtained from teacher / student activity

Table 1. Learning Activities Categorizies

No	Categories	Learning activities
1	Very good	85% – 100%
2	Good	70% – 84,5%
3	Good enough	55% – 69,9%
4	Enough	40% – 54,9%
5	Poor	0% – 39,9%

b. Maximum scores obtained from teacher / student activity

1) Individual Learning Outcome

Based on the achievement of minimum learning mastery standard established by the school, in this study students are said to be thoough when it gets a minimum score ≥ 75. Achievement of student learning outcomes can be determined in the following way:

$$S = \frac{R}{N} \times 100$$

Note:
S = Expected value
R = Scores obtained by students
N = Maximum score

2) Learning Outcome Classical

A learning mastery if at least 85% of students complete learning. The classical completeness can be calculated using the formula

$$PK = \frac{ST}{N} \times 100$$

Note:
PK = Percentage of classical mastery
ST = Number of completed students
N = Total number of students

3) Average Learning Outcome in Social Science

The average is a value that represents some value or set of values aimed at comparing the general outcome of the state of that value. To calculate Average student learning outcomes can be used the formula:

$$\bar{x} = \frac{\sum X_i}{N}$$

Note:
$\bar{x}$ = Average of score
$\sum X_i$ = The amount of each data
N = The amount of data

4) Improved Learning Outcomes

To know the improvement of student learning result each cycle can be calculated by using formula:

$$P = \frac{Posrate - baserate}{Baserate} \times 100\%$$

Keterangan :
P : Improving percentage
Posrate : The score after the action is given
Baserate : The scorebefore the action is given

3. RESULT AND DISCUSSION

a. Result

Data analyzed in this application are data about teacher activity, student activity and data about student learning outcomes.

1) Teacher Activity

Observation of teacher activity is done simultaneously with the implementation of learning activities. Implementation of the learning is done by the observer by using the teacher activity observation sheet that refers to the rubric assessment of teacher

activity in the learning activities using cooperative learning model Course

Review Horay type can be seen in table 2:

Table2.Analyzing Activity Observation Sheet

Aspect	1st cycle		2nd cycle	
	I	II	I	II
Score	19	20	21	22
Percentage	79%	83%	88%	92%
Categories	Enough	Good	Good	Very Good

Based on Table 2. can be seen that teacher activity in the first cycle of the first meeting got score 19 with percentage of 79% sufficiently categorized, and teacher activity in first cycle second meeting increase got score 20 with percentage of 83% good categorized. While the first cycle of the first meeting got a score of 21 with 88% percentage is categorized well, at the second meeting the teacher activity increased got score 22 with 92% percentage is categorized very good.

2) Student Activity

Observation of student activity is done by observer when the learning process with cooperative learning model of Course Review Horay type, analysis of student activity observation sheet can be seen in table 3:

Table 3. Students activity observation sheet analysis

Aspect	1st cycle		2nd cycle	
	I	II	I	II
Score	18	19	20	22
Percentage	75%	79%	83%	92%
Categories	Enough	Enough	Good	Very Good

Based on Table 3., it can be seen thatstudents activity in the first cycle of the first meeting got scores 18 with the percentage of 75% can be categorized enough, and the second cycle of the second meeting got a score of 19 with a percentage of 79% sufficiently categorized. While second cycle in the first meeting increased score 20 with percentage of 83% can be categorized good and in second cycle second meeting increasing again with score 22

with percentage 92% can be categorized very good.

3) Learning Outcome in Social Science

Comparison of individual completeness and classical scores base, first cycle and second cycle by applying the model of learning cooperative learning Course Review Horay type on elementary students can be seen in table 4.

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Tabel 4.Learning Outcome in Social Science

Aspect	Student	Individual Score		Classical Score	
		Success	Unsuccessful	Percentage (%)	Categories
Basic Score	35	15	20	42,86	TT
First Cycle	35	26	9	74,29	TT
Second Cycle	35	32	3	91,42	T

Based onTable 4. can be seen the percentage of score classical after applying cooperative learning model Course Review Horay type experienced improvement in every cycle, that is in daily repeat first cycle, 26 students and 9 unsuccess students from 35 students in attendance. In the daily repetition of second cycle increased, students who completed 32 unanswered students 3 of 35 students were present. Daily cycles of I cycle increased by 74.29% and in daily repetition second cycle increased again by 91.42%.

Before applied the cooperative learning model type Course Review Horay, students' learning outcome classically got 42,86% and after applying cooperative learning model of Course Review Horay type (first cycle), students' learning outcome classically increased got 74,29% although it is said to be incompletely classical. But in second cycle, students' learning outcomes better with classical got 91,42%. This suggests that cooperative learning of Course Review Horay type conducted by the teacher has guaranteed the involvement of students in the learning process so that the learning outcomes increase, and the students have completed the minimum score criteria.

Three aspects in the improvement of student learning outcomes before and after the action, the basic score of social studies in social science class average score of 35 students is 68.4 for getting low enough score, then the learning is based on cooperative learning model of Course Review Horay type, and in the first cycle there is an increase in student score, can be seen from the value of daily test 1 of the average score on the basic score 68.4 increased by 15.91% ie to 79,.29. So that done back action in second cycle, in this cycle obtained an average of 90.58. And the improvement students' learning outcomes in social science class from second test is as much as 32.41%.

Tabel 5.The improvement of students' learning outcome before and after action

No	Aspect	Average	Percentage
1.	Basic score	68.4	-
2.	Test 1	79.29	15.91%
3.	Test 2	90.58	32.41 %

The group award score is calculated based on the average of the students' improvement score from the evaluation score of the four meetings after the learning process with the application of cooperative learning

model of Course Review Horay type. The value of development in first cycle and second cycle can be seen in table 6:

Tabel 6.Score improvement in two cycles

Score	1st cycle		2nd cycles	
	Test 1	Test 2	Test 3	Test 4
5	-	1	-	-
10	4	6	10	1
20	15	11	8	6
30	20	21	21	32

Based on Table 6.students who contributed the development score 5 in the first cycle of evaluation 1 (none), in first cycle evaluation 2 as much as one student, second cycle evaluation 1 (none), and in second cycle evaluation 2 (none). Students who contributed the development score of 10 in the first cycle of evaluation 1 were four students, in cycle I evaluation 2 were six students, and the second cycle of evaluation was 10 students, and the second cycle of evaluation 2 was one student. Students who contributed 20 increasing scores in the first cycle of evaluation 1 were 15 students, in firs cycle evaluation 2 as many as 11 students, in second cycle evaluation 1 of 18 students, and in second cycle evaluation 2 were 6 students. Students who contributed score 30 on first cycle evaluation 1 to 20 students, in first cycle evaluation 2 as many as 21 students, on second cycle evaluation 1 of twenty one students, and in second cycle evaluation 2 as much as 32 students.

4) Discussion

Based on the data processing of student learning outcomes that have been implemented, obtained data that before the action and after the action obtained changes in the average results of student learning has increased. This can be seen from the explanation below.

Teacher Activity

Teacher activity at each meeting has increased. This increase is due to changes and improvements at each meeting. The teacher activity first meeting in first cycle obtained a percentage of 79% sufficient category, this is because the teacher is still not fully run cooperative learning model Course Review Horay type or still the introduction, because previously had never implemented cooperative learning Course Review Horay type. The second meeting of the second cycle experienced an increase in teacher activity to 83% categorized well. Furthermore, at the first meeting of second cycle increased to 88% categorized well. This is because teachers are getting used to implement cooperative learning Course Review Horay type. So in the second meeting of the second cycle of teacher activity to get 92% value categorized very well.

Student Activity

Student activity in the implementation cooperative learning model of Course Review Horay type at each meeting has increased. This is because students have begun to understand cooperative learning model of Course Review Horay type. In the first meeting of the first cycle students still do not understand the cooperative learning model of Course Review Horay type. So that activity at the first meeting of cycle I get the percentage of 75% enough category. At the second meeting first cycle increased to 79% good category. This indicates that there is a change of student behavior during cooperative learning process of Course Review Horay type. So at the second meeting of the second cycle of student activity upgraded to 92% category very well. These improvements are marked by students beginning to understand the steps of the Cooperative learning model of Course Review Horay type. This showed that the model of cooperative learning type make a match can be applied maximally to primary students.

Student learning outcomes

Student learning outcomes have got the expected score. This is because all students follow a good model of cooperative learning type Course Review Horay. Students learn eagerly, because the Cooperative learning model of Course Review Horay type is a new learning model they experience so that the motivation to learn them is very high. In every daily test in every cycle, the average score of students has a significant improvement, ie from the basic score to the daily repeat I the increase is 15.91%. Then the basic score to the daily test II is 32.41%. The classical increase also experienced a significant increase of every daily test in each cycle. The classical increase in the basic score was 68.4%, increased in daily repeat I to 79.29% and in the daily test II increased to 90.58%. This shows that the success of students' learning because the model of Cooperative learning Course Review Horay type overall well done so that it can improve student learning outcomes.

4. CONCLUSION AND RECOMENDATION

a. Conclusion

Based on the results of research and discussion can be concluded that cooperative learning model Course Review Horay type can improve primary students' learning outcomes in social science, this can be seen from the following data:

1. Activity of teacher in first cycle of first meeting got percentage is 79% with category (enough), at second meeting increase with percentage of 83% with category (good). In the first 2 cycles the first encounter again increases with the percentage of 88% in the (good) category, in the second cycles cycle an increase of 92% with the category (very good). And Student Activity on cycle 1 of the first meeting of the percentage is 75% with category (enough), at the second meeting increases with percentage of 79% with (enough) category. In the second cycle of the first meeting

again increased with the percentage of 83% with the category (good), the second cycle of the second meeting increased by 92% percentage with the category (very good).

2. Classical completeness on the basic score before the research is 42.86%. In test 1 there is an increase of individual completeness and classical students to 74.29% sedangka on test 2 individual completeness and classical students is 91.42%. Increased learning outcomes from baseline scores with an average of 68.4 increased in first cycle with an average of 79.29 with an increase of 15.91%. In the second cycle increased again to 90.58 with an increase of 32.41%.

b. Recommendation

Based on the results of the research that has been described above, the researchers suggest several matters relating to the application of cooperative learning model type learning Course Horay learning in social science class

1. Application of cooperative learning model of Course Review Horay type is expected to be one of social science learning alternative in schools so as to improve the quality of education better generally and improve the quality of social science in particular. To the teacher who will apply cooperative learning model Course Review Horay type should be able to use the time with maximum so that the learning process goes well.

2. For researchers who want to follow up this research is expected to use the data modeling learning model of Cooperative Course Horay this type with the best. And for researchers who want to develop research with cooperative learning model Course Review Horay type is expected to develop or apply on other subjects in order to add insight and science about cooperative learning model of Course Review Horay type.

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