APPLICATION OF THE COURSE REVIEW HORAY TYPE COOPERATIVE MODEL IN MATHEMATICS LEARNING IN CLASS IV SCHOOL ELEMENTARY TABA TINGGI

Pitri[1*], Sukasno[1], Tio Gusti Satria[1]
[1]PGSD, STKIP PGRI lubuklinggau, South Sumatra, Indonesia

fitrinuari0511@gmail.com

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Abstract

The results of interviews with teachers at School Elementary Taba Tinggi on February 2, 2020, obtained data that the average student learning outcomes in Mathematics were still below the KKM 65. From the results of daily student tests it was seen that there were still 13 students (46%) who scored below 65, and 15 students (54%) scored above the Standard 65. This can be identified from the way students solve the questions given by the teacher, they sometimes still lack the ability to apply the concepts and steps or material procedures to problem solving. This study aims to determine the completeness of the fourth grade mathematics learning outcomes of School Elementary Taba Tinggi after applying the Course Review Horay type cooperative model. The population in this study were students of class IV School Elementary Taba Tinggi with a total of 26 people consisting of one class, because of the small population so that the sample of this study were all members of the population, namely grade IV students of School Elementary Taba Tinggi with a total of 26 people. The research method used was pseudo-experiment. Data collection techniques in research using essay tests. Data analysis techniques with the steps: normality test and z test. The results of the post-test data analysis using the z test at a significant level = 0.05 and dk = 25 indicate a value> (2.56> 1.64). So it can be concluded that the learning outcomes of the fourth grade students of School Elementary Taba Tinggi after being applied with the Course Review Horay cooperative model are significantly complete.

Keywords: Application, Course Review Horay, Learning Outcomes.

1. Introduction

Education is a long-term investment in human resources that has strategic value for the continuity of human civilization in the world. Therefore, almost all countries place the education variable as something important and major in the context of nation and state development. This is in accordance with the opinion of Abdurahman (2012: 6) "Education plays an important role in developing and preparing the nation's children to face advances in science and technology. Likewise, Indonesia places education as something important and main. This can be seen from the contents of the Preamble of the 1945 Constitution. alenia IV who emphasized that one of the national goals of the Indonesian nation is to educate the nation's life.

One of the important components in education is the teacher. Teachers in the context of education have a large and strategic role. According to Wena (2010: 2) "In the learning process, the teacher plays a very important role in determining the success of student learning in learning. Of course, teachers are required to be able to increase the success of these students ". This is because it is the teacher who is at the forefront of the implementation of education. It is the teacher who directly deals with students to transfer knowledge and technology as well as educate with positive values through guidance and example.

However, in reality we now encounter many students who complain about learning difficulties in participating in Mathematics learning. According to Roestiyah (2008: 9) "Mathematics is the ability of students to think critically, systematically, logically, creatively and have the ability to work together effectively. However, the problem that arises now is that students think that Mathematics is a difficult and boring subject, difficult because there are many formulas that must be memorized and various questions that must be examined in doing it ". We often encounter this difficulty during the teaching and learning process, the low student learning outcomes due to the lack of enthusiasm for student learning. In one class, there are only a few students who respond, absorb, and even work on practice questions. One of the reasons is the way of presenting learning and the learning atmosphere is less attractive and fun.

Mathematics is one of the most important basic education and knowledge both in social and in the field of exact science because mathematics is closely related in everyday life. This is in line with the opinion of Muslich (2007: 62) "Mathematics learning that is studied in schools has many Benefits include learning Mathematics being able to perform other calculations, making calculations simpler and more practical, and it is hoped that students will be able to become human beings who think logically, critically, diligently, take responsibility and are able to solve problems ". The fact that happens shows that many students do not like Mathematics because it is considered the most difficult and complicated field of study especially Mathematics is identified with formulas, numbers, calculations so that students feel bored in learning mathematics, lack of interest and motivation as wrong an attempt to achieve educational goals.

Mathematics is a category of science that is included in the exact sciences which require more understanding than memorization. To be able to understand a subject in mathematics, students must really master the concepts in each subject. For example, the purpose of mathematics in the first school is for students to be able to understand

Mathematics concepts, explain the relationship between concepts and apply concepts or steps, in a flexible, accurate, efficient, and precise way in solving problems (Wardhani, 2008: 2).

The objectives of the Mathematics lesson illustrate that understanding the concepts in learning Mathematics is very important and becomes fundamental in Mathematics. According to Sugiyanto (2010: 3) "Mathematics learning is a process of interaction between teachers and students that involves developing thinking patterns and processing logic in an environment. learning that is deliberately created by the teacher with various methods so that the Mathematics learning program grows and develops optimally. "However, in reality there are still many students who only memorize or remember without understanding. Although that does not mean that knowledge does not need to be asked, because in order to understand it is necessary in advance or get to know.

In addition, students generally assume that mathematics is always related to calculating speed. Indeed, counting is an inseparable part of Mathematics, especially at the elementary level. However, the ability to count quickly is not the most important thing in Mathematics, the most important thing is to understand the mathematical concept. According to Suhana (2014: 40) "The activeness of students in asking and expressing opinions greatly affects the ability of students to understand the material being studied, because students' understanding will be obvious if students are able to convey their opinions clearly and in detail". Understanding the concept of Mathematics can affect students' ability to solve Mathematics problems and continue to the high and low level of student learning outcomes. The low ability of students to solve Mathematics questions related to understanding concepts is certainly a problem in Mathematics learning.

Based on the results of an interview with one of the teachers at School Elementary Taba Tinggi on February 2, 2020, data was obtained that the average student learning outcomes in Mathematics were still below the KKM 65. From the results of students' daily tests it was seen that there were still 13 students (46%) scored below 65, and 15 students (54%) scored above KKM 65. This can be identified from the way students solve the questions given by the teacher, they sometimes still lack the ability to apply the concepts and steps or material procedures to solving problem.

In addition, during learning, the teacher sometimes asks questions or asks students to repeat the material that has been delivered orally, but most students tend to be silent. One of the causes is the lack of understanding of Mathematics which is mastered by students, even though as we know that Mathematics is a subject that puts more emphasis on understanding. In addition, another factor that affects is the learning model used by the teacher which is monotonous and makes students saturated, so that interest / motivation and student responses to Mathematics are less.

In connection with these problems, to facilitate the improvement of student mathematics learning outcomes it is necessary to support an appropriate learning model so that the learning objectives can be achieved as expected. The use of appropriate learning models will affect the learning process in the classroom, so that it can improve learning outcomes. One learning model that can improve learning outcomes is the Course Review Horay cooperative model.

According to Dian (2017: 10) "Course Review Horay learning is one of the cooperative learning activities in teaching and learning activities by grouping students into small groups. The Course Review Horay learning carried out in this study is a learning test of students' conceptual understanding in using boxes filled with questions and numbered to write down the answers. The earliest students get a sign that it is true that they shout horay or other yells ". The Course Review Horay type of cooperative model was chosen as an alternative in improving the quality of mathematics learning, because this model can create a pleasant classroom atmosphere, not stressful, so that it can foster a sense of comfort, courage, and enthusiasm in students when participating in learning. In addition, the Course Review Horay type of cooperative model can also practice cooperation skills between students. Students are invited to participate in playing a game that the teacher gives students related to the material to be delivered.

Based on the description above, the authors are interested in raising the title in this thesis, namely: "Application of the Course Review Horay Cooperative Model in Mathematics Learning in Class IV School Elementary Taba Tinggi.

2. Method

This type of research is a quasi-experimental, which is a study that has one sample class, namely the experimental class only without any comparison class. Before conducting the actual experiment, a pre-test will be carried out to find the initial score. From the pre-test results will be compared with the post-test results, it will get the final score which will determine the success of the implementation of the Course Review Horay type cooperative model.

The research used in this research is One Group Pre-Test Post-Test Design. In this design the test is carried out twice with a pattern. According to (Sugiyono, 2014: 3) The research variable is an attribute, object or activity that has certain variations that are determined by the researcher to be studied and conclusions drawn. The variables used in this study are:

1. Independent variables are variables that affect or cause changes or the emergence of the dependent variable. The independent variable in this study is the Course Review Horay cooperative model.
2. The dependent variable (dependent variable) is a variable that is influenced or becomes the result of the existence of the independent variable. The dependent variable in this study is the students' mathematics learning outcomes.

3. Result and Discussion

Pre-test Data Analysis

The pre-test data analysis was conducted to determine the students' initial abilities before being given learning using the Course Review Horay model.

Table 4.1
Recapitulation of Pre-test Result Data

Category	Description
Average value	59,92
Standard Deviation	8,39
Students Who Complete	8 students (30,77%)
Students Who Do Not Complete	18 students (69.23%)

Based on table 4.1 it can be seen that the results of the initial test show that students who scored> 65 with complete criteria were 8 people (30.77%) and students who scored <65 with unfinished criteria were 18 people (69.23%) and with obtained the mean value of the initial test was 59.92 and the standard deviation value was 8.39.

Post-test data analysis

Post-test data analysis was conducted to determine student learning outcomes after participating in the learning process using a Course Review Horay model.

Table 4.2
Recapitulation of Post-test Result Data

Category	Description
Average value	69,23
Standard Deviation	8,42
Students Who Complete	19 students (73,08%)
Students Who Do Not Complete	7 students (26,92%)

Based on table 4.2, it can be seen that the final test results show that students who score> 65 with complete criteria are 19 people (73.08%) and students who score <65 with incomplete criteria are 7 people (26.92%). and by obtaining the post-test average value is 69.23 and the standard deviation value is 8.42. This shows that the final test results in the Multiplication of Number Factors in Mathematics for fourth grade students at School Elementary Taba Tinggi are better than the results of the initial test.

Data Normality Test

This normality test is used to determine whether the sample used is from a normally distributed population or not. Criteria for testing data normality, with a confidence level of a = 0.05 and dk = j - 1, where j is the number of interval classes, if $\chi 2$ is smaller $\chi 2$ table, it can be concluded that the data is normally distributed. The results of the analysis of normality test data can be seen in table 3.3.

Table 3.3
Normality Test Results

Test	χ^2_{count}	dk	χ^2_{table}	Conclusion
Post-test	3,6293	25	11,070	Normal

Based on Table 4.6, it shows that $\chi 2$calculation of the final test data is 3.6293 with 2table is 11.070, meaning that 2count is smaller than 2table. Thus the results of the

normality test using the Chi-squared formula with a confidence level of 0.05, it can be concluded that the data is normally distributed..

T-test.

Based on the research results, the initial test results were obtained with an average value of 59.92. After being given treatment by applying the Course Reviev Horay cooperative model, it is known that the final test results increased by 9.31 to an average value of 69.23 which is greater than the results of the initial test calculations. After testing the hypothesis, it is known that the value of zhitung = 2.56 and ztabel = 1.64 shows that zhitung> ztabel, then Ha is accepted and H0 is rejected, meaning the learning outcomes of class IV School Elementary Taba Tinggi after being applied with the cooperative model type Course Review Horay significantly complete. For more details, see Table 4.7 below:

Table 3.4
Hasil Uji-t

Test	t_{count}	Dk	t_{table}	Conclusion
Post-test	2,56	25	1,64	Ha accepted, Ho was rejected

Based on this statement, the hypothesis proposed by the researcher is proven to be true, this shows that the learning outcomes of grade IV School Elementary Taba Tinggi students after being applied with the Course Review Horay type of cooperative model are significantly complete.

4. Conclusion

Based on the results of the research and discussion, it can be concluded that the learning outcomes of the fourth grade students of School Elementary Taba Tinggi after being applied with the cooperative model of the Course Review Horay type were significantly complete. The average student learning outcomes were 69.23 and the percentage of students who completed reached 73, 08%.

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