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Enhancing Student Learning Outcomes through Cooperative Learning: A Case Study of the Course Review Horay Model in Environmental Education

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Abstrak

Kajian ini memberikan penelusuran rinci mengenai dampak Pembelajaran Kooperatif, khususnya model Course Review Horay (CRH), terhadap hasil belajar siswa dalam konteks upaya menyeimbangkan dan memelihara sumber daya lingkungan. Penelitian ini menggunakan pendekatan pendekatan campuran, yaitu memadukan metode pengumpulan data kuantitatif dan kualitatif. Fokus utama adalah menganalisis keefektifan model CRH melalui siklus pre-test, post-test pada Siklus I, dan post-test pada Siklus II. Data tersebut menunjukkan adanya hubungan positif yang besar antara penerapan paradigma CRH dan hasil belajar siswa. Bermula dari rendahnya persentase siswa yang memperoleh kemahiran pada tahap pre-test, terjadi peningkatan yang berkesinambungan, yang berpuncak pada peningkatan yang besar pada Siklus II. Tingkat penguasaan klasik juga menunjukkan peningkatan yang patut dicatat, menunjukkan peningkatan kolektif dalam kinerja seluruh kelas. Penelitian ini berkontribusi pada literatur dengan menegaskan kegunaan model Cooperative Learning CRH dalam meningkatkan pemahaman dan kolaborasi siswa. Pedoman praktis memungkinkan pendidik untuk mengintegrasikan pendekatan kolaboratif ini ke dalam metode pengajaran sehari-hari, mendorong lingkungan pembelajaran yang interaktif dan kooperatif. Hasil penelitian ini menggarisbawahi pentingnya dukungan dan pelatihan berkelanjutan bagi para pendidik untuk memanfaatkan potensi model Pembelajaran Kooperatif. Kesimpulannya, penelitian ini meningkatkan pemahaman kita tentang praktik Pembelajaran Kooperatif dan pengaruh positifnya terhadap prestasi siswa. Seiring dengan kemajuan pendidikan, menerima dan menerapkan teknik pengajaran efektif yang disesuaikan dengan kebutuhan siswa menjadi penting dalam mencapai tujuan pendidikan yang berkualitas.

Kata kunci: *Pembelajaran Kooperatif, Model Course Review Horay (CRH), Hasil Belajar Siswa.*

Abstract

This study gives a detailed investigation of the impact of Cooperative Learning, specifically the Course Review Horay (CRH) model, on student learning outcomes in the context of attempts to balance and maintain environmental resources. The research adopted a mixed-approaches approach, mixing quantitative and qualitative data collection methods. The primary focus was on analyzing the effectiveness of the CRH model through cycles of pre-tests, post-tests in Cycle I, and post-tests in Cycle II. The data demonstrated a substantial positive link between the deployment of the CRH paradigm and student learning outcomes. Starting from a low percentage of students gaining proficiency in the pre-test phase, there was a continual improvement, culminating in a large increase by Cycle II. The classical mastery levels also revealed a noteworthy climb, showing a collective enhancement in the entire class performance. This study contributes to the literature by affirming the usefulness of the Cooperative Learning CRH model in boosting student comprehension and collaboration. Practical guidelines enable educators to integrate this collaborative approach into daily teaching methods, encouraging interactive and cooperative learning environments. The results underline the significance of continual support and training for educators to harness the potential of Cooperative Learning models. In conclusion, the study increases our understanding of Cooperative Learning practices and their favorable influence on student achievements. As education advances, accepting and implementing effective teaching techniques adapted to students' needs becomes crucial in accomplishing quality education goals.

Keywords: *Cooperative Learning, Course Review Horay (CRH) model, Student Learning Outcomes.*

INTRODUCTION

Students are provided with the opportunity to actively develop their potential through the creation of a learning environment that is the result of a deliberate and planned effort. In human existence, education plays a highly important role since it enables individuals to develop their skills, interests, and talents to their full potential. Law number. 20 of 2003 regulating the National Education System emphasizes that education strives to develop student potential through a learning atmosphere and learning process.

In Indonesia, there are three stages of education: basic, secondary, and higher education. Each level is tailored to the student's development, learning objectives, and abilities that have already been established. It is common for educational challenges to be associated with the teaching and learning process that takes place in schools (Prayuda et al., 2023). Alterations to the instructional strategies and formats utilized by educators have an impact on the quality of education received. The improvement of education necessitates the active participation of educators as well as the implementation of strategies that might entail involvement from all pupils (Aziz et al., 2020).

Learning success is shown in the quality of students who are able to master the learning material. In the area of Natural Sciences (IPA), the government has undertaken

several attempts to improve the quality of science education and learning. One of the most significant steps is to provide training for educators, particularly with regard to instructional strategies that are suitable for scientific content (Muhammad et al., 2023). When it comes to science education, observations have shown that student learning activity is still low. This is primarily due to the fact that students do not collaborate with one another and that conventional approaches are the most common. The solution is a learning model that can boost the amount of interaction between students and the inventiveness of teachers. Cooperative learning, such as the Course Review Horay (CRH) type, is an example of an advantageous instructional model.

Cooperative Learning emphasizes cooperation in small groups with varied ability levels. This learning style is enjoyable and can enhance student motivation. Course Review Horay, as a sort of Cooperative Learning, involves students actively in problem solving by presenting material through games. This model is ideal for science material discussing attempts to balance and maintain natural resources, overcoming possible student boredom and developing a spirit of cooperation. By looking at the fact of low student accomplishment in science, improvements in learning are needed. The adoption of the Course Review Horay type Cooperative Learning learning model can be a strategy to boost student involvement and learning outcomes in this content (Nofita, 2022).

Seeing the low learning results of class IV pupils, with 97.4% of kids not finishing a school year, adjustments need to be made in learning methodologies. Teachers have a significant role in increasing the quality of education by boosting student activities and learning outcomes. One strategy that might be used is to employ multiple effective learning models. The cooperative learning approach, especially the Course Review Horay (CRH) type, could be the perfect choice. Cooperative Learning emphasizes student interaction in small groups with varied aptitude levels. Course Review Horay, as a cooperative learning paradigm, provides a cooperative structure of tasks, goals and incentives that can develop positive interdependence between students (Ahmad, 2018).

The adoption of this learning approach can generate a pleasant learning atmosphere, enhance student enthusiasm, and develop cooperation abilities. In the area of science learning, Course Review Horay can be altered to convey complex concepts with a more practical and participatory approach. The first step that needs to be addressed is teacher training in adopting this learning approach. Teachers need to comprehend the task structure, goal setting, and cooperative reward mechanisms provided in Course Review Horay. Furthermore, teachers can construct learning sessions that actively involve students, solve problems together in small groups, and establish positive interactions amongst students (Prayuda et al., 2022).

In addition, regular evaluation of the implementation of this learning model needs to be carried out. Teachers can observe changes in student participation, level of grasp of the topic, and overall learning results. Feedback from students can also be utilized as feedback to continue to improve the quality of learning. With changes through the introduction of the cooperative learning model, it is believed that student learning outcomes can increase, as well as create a more dynamic, engaged and enjoyable learning atmosphere. This learning

model can be a concrete step in assisting enhancing the quality of education at grade IV level, especially in science material.

METHOD

The research method utilized in this research is a hybrid approach, which incorporates two methods, namely quantitative and qualitative approaches. A mixed approach was chosen because it was thought capable of offering a more comprehensive grasp of the study problem compared to using one method alone. The specific method utilized in this research is the classroom action research method. Classroom action research is a sort of practical study carried out by teachers with the objective of enhancing many parts of the teaching and learning process, including the tools, media, sources, methods, strategies and models utilized by the instructor.

A combined method, encompassing both quantitative and qualitative approaches, was adopted to ensure a holistic knowledge of the research problem. The quantitative approach emphasizes the collection and analysis of data in the form of numbers or statistics, whereas the qualitative approach focuses on in-depth understanding through descriptive data interpretation. The classroom action research method, which is the basis of this research, can be defined as a practical research strategy carried out by a teacher. The major purpose is to improve the teaching and learning process by making ongoing modifications or improvements in learning aspects, such as the usage of tools, media, resources, methods, strategies and learning models.

In the context of classroom action research, the term "action" refers to a series of measures or adjustments planned and done by instructors in order to improve the quality of learning. These steps may involve adjustments to course materials, instructional practices, or use of technology in the classroom. Additionally, the term "classroom" in classroom action research refers to the scope of implementation of change, which normally occurs within the classroom where the instructor teaches. This includes direct interactions between teachers and students, as well as other variables that influence the learning process in the classroom.

By employing a hybrid approach and applying classroom action research methods, this project intends to provide in-depth insight into the effectiveness of modifications done by instructors in increasing the quality of learning, as well as their effects on student accomplishment and involvement in class. The implementation of a mixed methodology that incorporates quantitative and qualitative methodologies is vital in this research. A quantitative method allows researchers to numerically assess the impact of implemented changes, while a qualitative approach provides scope for in-depth analysis of the subjective experiences of students and teachers in the context of these changes.

The classroom action research method, as the major approach in this research, refers to a set of methodical steps performed by instructors to improve the teaching and learning process. This entails a cycle of planning, performing actions, observing, and reflecting, which is then followed by altering steps based on the evaluation outcomes. This approach emphasizes practical, reflective and sustainable components in increasing the quality of education. In carrying out this research, the meaning of the term "action" includes all efforts and initiatives done by teachers to respond to and overcome challenges in

learning. These actions can take the shape of modifying teaching methods, leveraging technology, generating learning materials, or setting evaluation strategies.

Meanwhile, the term "classroom" spans the scope of making reforms that focus on the classroom as the major site of learning. In the framework of classroom action research, change analysis is carried out in detail in genuine learning situations, providing insight into its effectiveness. It is vital to emphasize that mixed approaches and classroom action research methods provide a good foundation for contextually analyzing and enhancing teaching practices. By deeply comprehending the issues and solutions that arise from classroom practice, this research helps to the growth of knowledge in the field of education.

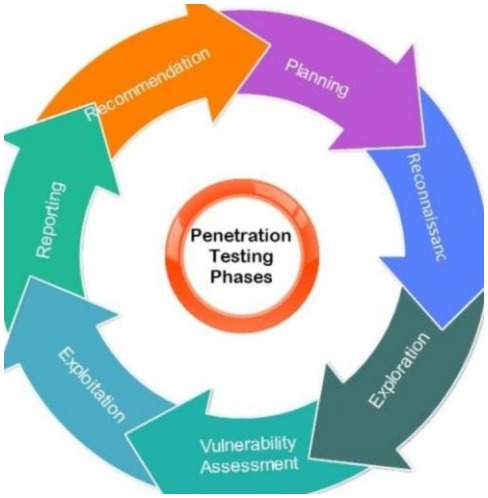

Figure 1. Classroom Action Research

RESULT AND DISCUSSION

Analysis of research findings demonstrates good developments in student learning outcomes that adopt the Course Review Horay (CRH) type cooperative learning paradigm. At the pre-test stage, just 3.57% of students succeeded in achieving completion, while the rest (96.43%) did not complete. However, through cycle I, there was a huge increase with 53.58% of students obtaining completeness, and in cycle II, this figure jumped to 89.29%. Classical student learning outcomes likewise demonstrate a constant growing trend from pretest (3.57%) to cycle I (53.58%) until reaching a high in cycle II (89.29%).

The diagram of enhancing the completeness of student learning outcomes visually demonstrates ongoing growth in each cycle. The results of these data corroborate the action hypothesis that the deployment of the Course Review Horay (CRH) type cooperative learning model is beneficial in boosting students' grasp of the material on efforts to balance and protect natural resources in their environment. A practical advice that can be made from these findings is the use of the CRH type cooperative learning model as an effective method in increasing student learning outcomes. Educators can use this strategy to boost student engagement and understanding, while educational policy makers can consider integrating this learning model in the curriculum to improve the quality of learning at the school level. In

conclusion, these findings provide an essential contribution to the development of learning strategies that can have a favorable impact on student learning outcomes.

Continuing the data analysis, the findings acquired from student learning outcomes demonstrate a steady improving trend together with the installation of the Course Review Horay (CRH) type cooperative learning paradigm. Initially, at the pre-test stage, the majority of students (96.43%) had not reached learning completion. However, after applying the Cooperative learning approach in cycle I, there was a considerable improvement with 53.58% of students successfully attaining completion. This increase continued in cycle II, as 89.29% of students successfully completed their courses. Classical examination of student learning results also reveals that the CRH type cooperative learning paradigm has a good influence. The percentage of classical completeness, which was originally only 3.57% in the pretest, climbed substantially to 53.58% in cycle I, and reached its pinnacle in cycle II with a percentage of 89.29%. The visual diagram of enhancing the completeness of student learning outcomes clearly illustrates continual growth from cycle to cycle.

The value of these discoveries resides in their beneficial implications for classroom learning. The CRH type cooperative learning model not only helps students attain mastery, but may also improve interaction between students and stimulate the collaborative learning process. Therefore, recommendations can be made to educators to integrate this learning paradigm into daily learning practices. Apart from that, schools and educational policy makers can consider applying the cooperative learning model as an effective technique in increasing the quality of education at the classroom level. In conclusion, these data make an essential contribution to understanding the effectiveness of the CRH type cooperative learning approach in increasing student learning outcomes.

It is vital to underline that this large increase in student learning outcomes suggests that the Course Review Horay (CRH) type cooperative learning model can drive students to be more actively involved in learning. At the pre-test stage, when most students have not yet reached completeness, the cooperative learning model is able to provide the encouragement and assistance that students require. Satisfactory results in cycle II suggest that this strategy delivers long-term benefits in developing students' grasp of the instructional material. In terms of quantity, the number of students who have completed classical studies has increased substantially. From the pretest which only reached 3.57%, it managed to jump to 53.58% in cycle I, and reached its high in cycle II with a percentage of 89.29%. This suggests that the deployment of the CRH type cooperative learning model not only has an impact on individuals, but also overall increases the quality of class learning outcomes collectively.

This research demonstrates that the cooperative learning model can be a useful strategy in boosting student learning completion. Further recommendations can be offered to teachers to continue building collaborative teaching abilities and methodologies. Apart from that, training and coaching have to be provided to educators to leverage the potential of this learning paradigm in enhancing learning efficiency. In a broader framework, these findings represent an important contribution to the educational literature, providing empirical evidence that collaborative techniques can be an effective choice for increasing learning outcomes. In conclusion, the application of the CRH type cooperative learning model has a good influence

which can enrich learning methodologies in schools, enabling the attainment of educational goals holistically.

CONCLUSION

Overall, the results of data analysis suggest that the adoption of the Course Review Horay (CRH) type cooperative learning model has a considerable positive impact on student learning outcomes in the context of content on efforts to balance and protect natural resources in the environment. From pretest to cycle II, there was a constant increase in student learning completeness, which included an increase in the number of students who attained individual and classical completeness. The rise observed in cycle I and reaching its peak in cycle II demonstrates that the CRH type cooperative learning model is able to provide good incentive for student involvement in learning. Through this collaborative approach, students not only deepen their grasp of the content, but also increase engagement and cooperation between students.

A practical advice that can be made from these findings is the use of the CRH type cooperative learning model as an effective technique for increasing student learning outcomes. It is intended that teachers might apply this technique in their daily learning practices to create a more dynamic and collaborative learning environment. Apart from that, there needs to be support and training for educators to harness the potential of this learning approach. Overall, these findings provide a substantial contribution to our understanding of the usefulness of Cooperative learning models in increasing student learning outcomes. In an era of education that continues to evolve, recognizing and adopting learning methods that meet students' requirements is vital to accomplishing excellent education goals.

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