IMPLEMENTATION LEARNING MODEL COOPERATIVE COURSE REVIEW HORAY (CRH) WITH TALKING STICK TO STUDENT LEARNING OUTCOMES

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Abstract
Education is one aspect thatxplays a very important role in development. One important part of the education system is the teaching and learning process in schools. Thexpurpose of this study was to determine the increase in student learning outcomes to the learningxmodel Course Review Horay (CRH withxTalking Stick at SMP Negeri 2 Batang Anai. The research method used is the experimental method (quasi experiment). The subjects of this study were students of class VIII.3 as the experimental class who were treated with thexlearning model Course ReviewxHoray (CRH) with Talking Stick, and students of class VIII.5 as the class that used the conventional control model. The data analysis technique used is the t-test. Based on the research that has been done, the learning outcomes of students who apply the learning model Course Review Horay (CRH) with Talking Stick with the traditional model are t count = 2.454 > ttable = 2.024. Data on student learning outcomes using Cooperative Learning TypeCourse ReviewxHoray with Talking Stick with the application of the traditional model obtained tcount = 2.454 > ttable = 2.024. In conclusion, thexapplication of Course Review Horay with the type of collaborative learning with TalkingxStick has a significant effectxon the learning outcomes of class VIII IPA students of SMP Negeri 2 Batang Anai.

Keywords: Course Review Horay; CRH; Talking Stick; Learning Outcomes; Science

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INTRODUCTION

Education is one aspect that plays a very important role in the development of a nation. One important component in the education system is the teaching and learning process in schools. In teaching and learning activities at school, two subjects were found, namely teachers and students (Ufie et al., 2020). Teaching for a teacher is not just conveying knowledge to students but teachers can motivate students so that the learning atmosphere remains enjoyable. This will work if teachers and students can work together.

In this case the teacher is a facilitator in learning, so that effective communication can be established between teachers and students and between students and students, while students as learning participants must be active. In a pleasant learning atmosphere, these students do not feel burdened individually in solving problems encountered in learning, but ask each other questions and discuss in solving learning problems (Makki, 2019). With active and fun learning, it is hoped that the potential of students will grow

and develop so that in the end it can optimize student learning outcomes (Kurniasih, 2016).

In general, learning outcomes can be grouped into three domains, namely: cognitive, affective, and psychomotor domains proposed by Benjamin S. Bloom Cognitive which consists of 6 aspects namely knowledge, understanding, application, analysis, synthesis, and evaluation (Sudjana, 2014) . Affective is related to attitudes and values which include 5 levels of ability, namely receiving, answering or reacting, assessing, organizing and characterizing with values or value complexes, while psychomotor skills are motor skills, object manipulation, connecting and observing (Sudjana, 2014).

To achieve an assessment of the 3 aspects of learning objectives is certainly not easy, many obstacles are encountered in the process of achieving these learning objectives, one of which is the selection of learning models that are not appropriate in learning activities (Kaharudin, 2020). In applying learning models so that learning objectives are achieved, it does not have to be seen from the latest learning model or models but from the conditions of the school so that learning objectives can be achieved.

From the results of interviews with class VIII science subject teachers that researchers conducted at SMP Negeri 2 Batang Anai on February 22, 2022. There are several problems found by researchers, among others, learning is still dominated by listening to teacher explanations in class, taking notes or summarizing lessons and only using teacher books and student books. The learning model used is less varied. This makes students feel bored, show less enthusiasm for learning and are less interested in learning material, some even enjoy playing alone.

Several attempts have been made by teachers in the field of study in the learning process to improve learning outcomes by using quite varied learning models such as group discussions, question and answer and giving practice questions, but in the implementation of learning using this model. there are often problems. During the learning process, only a few students actively discussed and worked on group assignments, while other students did not play an active role and even delegated responsibility to other students. Another method used by teachers in the field of study is by providing practice questions before conducting tests, but these efforts have not been ablexto improvexstudent learningxoutcomes.

Judging from the observations made by the above researchers, there is a need for an alternative learning model which can improve the learningxoutcomes in science learning, namely model Course ReviewxHoray (CRH) with Talking Stick Learning (Febriana, 2019). Learning model the Course Review Horay (CRH) with Talking Stick can create a lively and fun class atmosphere (Astikajaya, 2022) In later learning the students will be given sticks which are thrown in turn, and the students receiving sticks will be asked whether they can answer the questions correctly, then the students must shout "Hurray!" or other songs in agreement (Erlynawati et al., 2019).

Applying the learning model CoursexReview Horay (CRH) xwith Talking Stick it can encouragexstudents to be active inxlearning. Thisxlearning model is a way of teaching and learning that placesxmore emphasis on understanding the materialxtaught by the teacher by answering questions (Meganingtyas et al., 2019). In its application thelLearning model Course Review Horay (CRH) with Talking Stick does not only want students to study in the academic field. Learning with the Course Review Horay (CRH) model with Talking Stick also trains students to achieve social relations goals which ultimately improve student learning outcomes (Kurniasari & Rezania, 2022).

The learning model Course Review Horay (CRH) with Talking Stick features cooperative assignment structures, goals, and rewards that create positive attitudes, interdependence among students, differences between students can develop skills to work

together as a team (Astikajaya, 2022). In the learning model Course Review Horay (CRH) with Talking Stick it focuses more on students which is packaged in the form of a game (Meganingtyas et al., 2019). The learning atmosphere and fun interactions make students enjoy learning more so they don't get bored easily while studying. With the learning model Course Review Horay (CRH) with Talking Stick, it is hoped that students will be enthusiastic about participating in the learning process which can have an impact on improving the best learning outcomes for Grade VIII studentsxofxjunior highxschool. Education is one aspect that plays a very important role in the development of a nation. One important component in the education system is the teaching and learning process in schools. In teaching and learning activities at school, two subjects were found, namely teachers and students (Ufie et al., 2020). Teaching for a teacher is not just conveying knowledge to students but teachers can motivate students so that the learning atmosphere remains enjoyable. This will work if teachers and students can work together.

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METHODS

This study uses a quantitative approach in the form of Quasy Experiments. Because researchers are trying to uncover and see the effect of a learning model, namely the use of Course Review Horay (CRH) with Talking Stick on Student Learning Outcomes. Comparing the learning outcomes of different classes. With this research it is hoped that it will be able to show a picture of the real or actual state of science learning outcomes in the objects being studied, namely by comparing the learning outcomes of the science teaching and learning process using Course Review Horay. (CRH) with Talking Stick (experimental group). with learning outcomes that do not use Course Review Horay (CRH) with conventional Talking Stick (control group).

The population according is a generalized area consisting of objects, subjects who have certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions (Sugiyono, 2014). The population in this study were students of class VIII 3 and class VIII 5 of SMP N 2 Batang Anai who were enrolled in semester 1 of the 2021/2022 academic year, totaling 50 people from 2 locales. Sampling in this study was not from all members of the population, but by taking a portion of the population. The samples used in this study were taken from 2 classes, namely class VIII 3 and class VIII 5 of SMP Negeri 2 Batang. Anai. The use of these 2 classes is used as a sample class because class VIII 3 and VIII 5 have the same study hours. The teachers who teach in both classes are also the same. To obtain accurate data, a representative sample of the population was taken consisting of 1 ordinary class, namely class VIII 3 as (control

class). The first class, namely class VIII 5, was used as (experimental class) with 25 students per class.

To test the hypothesis, the normality test and homogeneity test must first be carried out. Because the analysis of variance requires that the data come from populations that are normally distributed and the groups being compared are homogeneous. The normality test uses the Liliefors test, the homogeneity test uses the Bartlett test, and the hypothesis test uses the different test (t-test) with the t-test formula in Syafril (2010):

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\dfrac{SD^2 X_1}{N_1 - 1} + \dfrac{SD^2 X_2}{N_2 - 1}}}$$

t table obtained from the t distribution list with degrees of freedom, dk = n 1 + n 2 - 2 for a significant level of 0.05 at the 95% confidence level. The calculated t value is then compared with the t table contained in the t distribution table.

RESULTS & DISCUSSION

Results

This study was to determine the effect of applying the *Course Review Horay* (CRH) model with *Talking Stick* on student learning outcomes in class VIII of SMPN 2 Batang Anai. Student learning outcomes are measured by giving an objective test with 40 questions. Data on student learning outcomes using the *Course Review Horay* (CRH) model with *Talking Stick was* obtained from class VIII.3 SMPN 2 Batang Anai. In learning Natural Sciences (IPA) in the second semester of the 20-22 academic year with a total of 25 students. The data is taken from the final test results after learning by applying the *Course Review Horay* (CRH) model with the *Talking Stick.*

Based on the tests carried out, the highest score achieved by students was 90 while the lowest score obtained was 55. For a more complete range of score intervals for the experimental class science learning outcomes, it can be seen in table 1.

Table 1.
Data on Science Learning outcomes of Class VIII.3 (Experimental Class)

No	Value Interval	Modpoint	F
1	85 – 90	87.5	3
2	79 – 84	81.5	2
3	73 – 78	75.5	9
4	67 – 72	69.5	5
5	61 – 66	63.5	5
6	55 – 60	57.5	1
Amount			25

From table 1, it can be seen that the interval class that has the highest absolute frequency is a score range of 73-78. Learning outcomes data is known that the average value is 73 and the standard deviation is 7.81. For more details, see Figure 1.
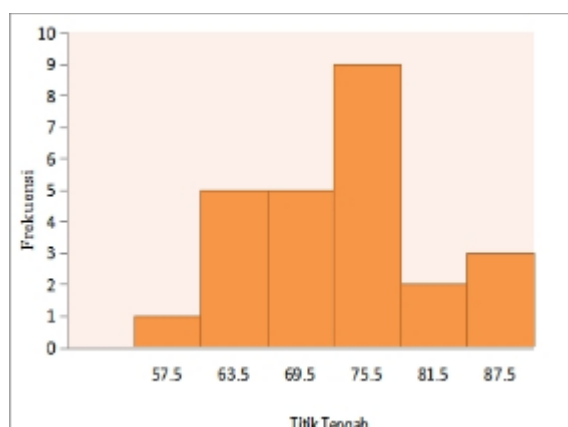
Figure 1.
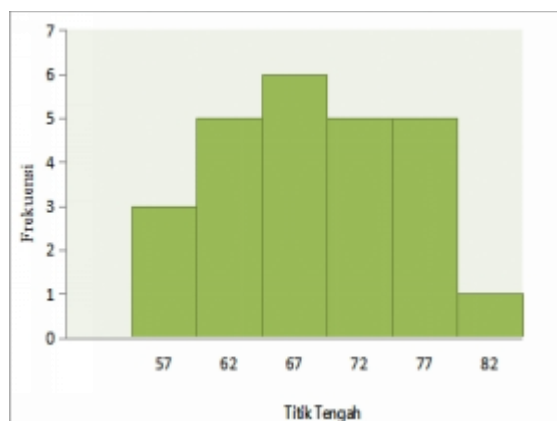Histogram of Experimental Class Science Value Data Distribution

Data on student learning outcomes that apply the conventional learning model is obtained from class VIII.5 SMP Negeri 26 Padang. In the second semester of science learning for the 2016/2017 academic year with a total of 25 students. Data were taken from the results of the final test after learning by applying the conventional model. Based on the tests carried out, the highest score achieved by students was 82.5 while the lowest score obtained was 55. For more complete range of intervals can be seen in table 2:

Table 2.
Data on Science Learning Outcomes of Class VIII.5 (Control Class)

No	Value Interval	The midpoint	F
1	80 – 84	82	1
2	75 – 79	77	5
3	70 – 74	72	5
4	65 – 69	67	6
5	60 – 64	62	5
6	55 – 59	57	3
	Amount		25

From table 2 it can be seen that the interval class that has the highest absolute frequency is a score range of 65-69. The data obtained by the average value of the data obtained by the average value of 67.70 and the standard deviation of 7.14. For more details, see Figure 2.

Figure 2.
Histogram of Control Class IPA Value Data Distribution.

To see a comparison of the value of class learning outcomes that apply the *Course Review Horay (CRH) model* with the *Talking Stick* and the conventional learning model (control), it can be seen in table 3 below:

Table 3.
Comparison of Experimental Class Science Learning Outcomes and Control Class

Class	The highest score	Lowest value	$(\overline{X})$	N	SD	SD^2
Experiment	90	55	73.00	25	7.81	60.94
Control	82.5	55	67.70	25	7.14	51.00

This study aims to test the hypothesis of learning outcomes, namely that there is a significant effect from the application of the *Course Review Horay (CRH) model* with *Talking Stick* on student learning outcomes in class VIII SMPN 2 Batang Anai. This normality test was conducted to determine whether the sample was normally distributed or not. In this study, the normality test for both samples used the Lilliefors test as stated in the data Batang Anai analysis technique.

Table 4.
Calculation Results of Normality Test for Class IPA Values Experiment and Control Class

Class	n	L_{count}	L_{table}	Distribution
Experiment	25	0.069	0.173	Normal
Control	25	0.112	0.173	Normal

Homogeneity test was conducted to determine whether the experimental class and control class were homogeneous or not. The technique used for homogeneity test is the Barlett test.

Table 5.
Calculation Results of the Homogeneity Test for Class IPA Values Experiment and Control Class

Class	$x^2 a$	$x^2 count$	x^2 table	Conclusion
Experiment Control	0.05	0.189	3,841	Homogeneous

After the normality test and homogeneity test, then proceed with the t-test to find out whether there is a significant effect for the values of the two groups. If $t_{count} < t_{table}$, it means that there is no significant difference between the two groups. This is in accordance with what was stated. That "If the t-$_{count\,value}$ is equal to or greater than the t-$_{table\,value}$, it means that there is a difference and if the t-$_{count}$ is smaller than t-$_{table}$, it means that there is no significant difference" (Syafril (2010).

Table 6.

Final Result of t Test Test

Class	$\overline{X}$	SD	n	t_{count}	$t_{table}\alpha0,05$
Experiment	73	7.81	25	2,454	2.024

Discussion

Aplication the *learning model Course Review Horay (CRH* with *Talking Stick* does not only want students to study in the academic field. Learning with the *Course Review Horay* (CRH) model with *Talking Stick* also trains students to achieve social relations goals which ultimately improve student learning outcomes. The difference in the average student learning outcomes between the experimental class and the control class was caused by differences in treatment (Febriana, 2019). In the experimental class, which is given learning with the *learning model Course Review Horay (CRH)* with *Talking Stick ,* it can clarify and simplify complex and abstract concepts to become simpler, concrete and easy for students to understand (Astikajaya, 2022). This can have a positive influence on students in learning so that they can achieve learning objectives.

After learning using the *learning model Course Review Horay (CRH)* with Talking Stick in the experimental class and the control group using conventional learning, it was seen that the learning outcomes of the two groups were significantly different. This is indicated by the results of the t-$_{test}$ of 2.454 with a value of $t_{table} = 2.024$. Because $t_{count} > t_{table}$, there is a significant effect. From the calculation results, it can be seen that the experimental class learning outcomes are better than the control class with an average value of 73.00 for the experimental class and 67.70 for the control class or learning with the *learning model Course Review Horay (CRH)* with Talking Stick has a positive effect on the results. learn students in the material growth and development of living things.

CONCLUSION

Based on the results of data descriptions, data analysis, and discussions that have been described previously, it can be concluded that: 1) The results show that the average value of student learning outcomes who study using the *learning model Course Review Horay (CRH)* with *Talking Stick* is more higher than the average value of student learning outcomes who learn by applying conventional learning models. 2) The learning outcomes of students applying the *learning model Course Review Horay (CRH)* with *Talking Stick* in science lessons are significantly different from conventional learning models. It can be seen through data analysis that the value of t_{count} is greater than t_{table} (t_{count} 2.454 > t_{table} 2.024). At a significant level of 0.05, it can be said that the hypothesis H1 is accepted.

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