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Improving Islamic Education Learning Outcomes through the Course Review Horay Model: A Classroom Action Research in Elementary School

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Abstract

This study aims to analyze the effectiveness of the Course Review Horay (CRH) learning model in improving students' learning outcomes in Islamic Religious Education and Character Education at SDN 16 Sampoddo. The study also seeks to examine the influence of the CRH model on students' classroom participation, motivation, and collaborative learning engagement during the instructional process. This research employed Classroom Action Research (CAR) using the Kemmis and McTaggart cyclical model consisting of planning, acting, observing, and reflecting stages. The study was conducted in two cycles involving 23 fourth-grade students of class IVB at SDN 16 Sampoddo. Data were collected through observation, interviews, tests, and documentation. Qualitative data were analyzed through data reduction, data display, and conclusion drawing, while quantitative data were analyzed using descriptive statistics, percentage analysis, and normalized gain analysis to determine students' learning improvement. The findings revealed that the implementation of the Course Review Horay learning model significantly improved students' learning outcomes and classroom participation. In the pre-cycle stage, the average student score was only 36 with a classical mastery percentage of 26%. After implementing the CRH model in Cycle I, the average score increased to 73 with a mastery percentage of 52%. In Cycle II, the average score improved further to 81 with a classical mastery percentage reaching 86%. Additionally, students demonstrated higher motivation, greater self-confidence, more active classroom participation, and improved collaborative interaction during learning activities. The novelty of this study lies in the integration of joyful cooperative learning strategies within Islamic Religious Education at the elementary school level, emphasizing not only cognitive achievement but also emotional engagement and collaborative participation. This study contributes theoretically to the development of innovative Islamic education learning models and practically provides teachers with an effective instructional alternative for creating interactive, student-centered, and meaningful learning environments.

Keywords: Course Review Horay, Islamic Religious Education, learning outcomes, cooperative learning, classroom action research, student engagement.

Introduction

Islamic Religious Education (Pendidikan Agama Islam/PAI) plays a strategic role in developing students' spiritual awareness, moral character, intellectual competence, and social responsibility. PAI is not merely oriented toward the transmission of religious knowledge but also functions as a transformative educational process that shapes students into individuals who are faithful, ethical, and capable of implementing Islamic values in their daily lives (Majid, 2014). In the context of national education, education serves as a conscious and systematic effort to develop students' potential and foster a dignified civilization, as emphasized in the Indonesian National Education System Law (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003). Therefore, the implementation of Islamic education should not only focus on cognitive achievement but must also facilitate meaningful learning experiences that strengthen students' affective and psychomotor competencies (Ruslam, 2016).

The rapid transformation of education in the twenty-first century has shifted learning paradigms from teacher-centered instruction toward student-centered learning. Contemporary educational practices emphasize active participation, collaboration, critical thinking, communication skills, and creativity as essential competencies for learners (Prasetyo & Fadhli, 2023). Consequently, teachers are required to design innovative and engaging learning environments capable of increasing students' motivation and learning involvement. However, many Islamic Religious Education classrooms still rely heavily on conventional lecturing methods, resulting in passive learning behaviors and low academic achievement among students (Rusman, 2016). Such conditions indicate that instructional innovation has become an urgent necessity in improving the quality of Islamic education learning processes, particularly at the elementary school level.

From an Islamic educational perspective, effective teaching should be delivered through wisdom, compassion, and enjoyable learning experiences. Allah Swt. states in the Qur'an, Surah An-Nahl [16]:125: "*Invite to the way of your Lord with wisdom and good instruction…*"

This verse demonstrates that educational activities should employ wise, humanistic, and engaging approaches that facilitate students' understanding and motivation in learning (Abdulmalik, 1999). The Prophet Muhammad also emphasized the importance of creating ease and positive emotional experiences in educational interactions. These principles are consistent with modern pedagogical theories asserting that positive classroom climates significantly influence students' academic engagement and learning outcomes (Young et al., 2003). In Islamic education contexts, creating interactive and enjoyable learning atmospheres is especially important because PAI aims not only to transfer knowledge but also to internalize religious values and develop students' character (Fauzi & Mahnun, 2024).

Despite its importance, the implementation of Islamic Religious Education in elementary schools continues to face various pedagogical

challenges. Previous studies have revealed that students often demonstrate low participation, weak learning motivation, minimal classroom interaction, and unsatisfactory academic achievement in PAI subjects (Shopiah et al., 2025). Similar conditions were identified during preliminary observations conducted at SDN 16 Sampoddo. Most fourth-grade students failed to achieve the Minimum Mastery Criterion (Kriteria Ketercapaian Tujuan Pembelajaran/KKTP) established by the school, which was set at 75. Students tended to lose concentration during lessons, engage in off-task conversations, and show limited enthusiasm in participating in classroom discussions. Furthermore, the predominance of teacher-centered instructional practices contributed to students' passive learning behaviors and low achievement levels. These conditions indicate the urgent need for innovative instructional models capable of improving students' engagement and learning outcomes in Islamic Religious Education.

One instructional approach considered effective in promoting active and enjoyable learning is the Course Review Horay (CRH) learning model. Developed as a cooperative and game-based learning strategy, CRH emphasizes student participation through interactive questioning activities, collaborative learning, and joyful classroom responses (Huda, 2017). In its implementation, students who answer questions correctly are encouraged to shout "Hore!" or perform designated yells as expressions of appreciation and enthusiasm. Such mechanisms create a lively learning atmosphere and reduce students' boredom during classroom instruction. The CRH model is theoretically aligned with cooperative learning principles that encourage peer interaction, collaborative problem-solving, and active student engagement (Suprijono, 2009; Trianto, 2007). Moreover, enjoyable learning experiences have been empirically shown to improve students' concentration, motivation, and academic performance at the elementary education level (Roesindiyanti, 2022).

Several previous studies have demonstrated the effectiveness of the Course Review Horay model in improving students' learning outcomes and motivation. Alvivin Umbu Limbu (2024) reported that the implementation of CRH significantly increased students' academic achievement, reaching a mastery level of 90%. Similarly, Armalisa (2023) found that the Course Review Horay model positively influenced students' learning outcomes in Aqidah Akhlak subjects. Wahdaniah (2022) further revealed that CRH effectively enhanced students' motivation in Islamic Religious Education learning. In addition, studies on innovative instructional models have shown that collaborative and activity-based learning approaches contribute significantly to improving students' participation and classroom interaction (Sufraini et al., 2024). Research by Fauzi and Khothib (2024) also confirmed that innovative learning media and instructional strategies can enhance students' creativity and active engagement during the learning process.

Although numerous studies have investigated the effectiveness of the Course Review Horay model, several important gaps remain. First, most previous studies focused primarily on general learning achievement without

specifically examining the implementation of CRH in Islamic Religious Education at the elementary school level. Second, earlier studies tended to emphasize quantitative learning outcomes while paying limited attention to changes in students' classroom participation and learning engagement during instructional activities. Third, limited research has explored how joyful and cooperative learning strategies contribute to improving both cognitive achievement and students' emotional involvement in PAI classrooms. Therefore, there remains a significant research gap regarding the effectiveness of the Course Review Horay model in fostering active, enjoyable, and meaningful Islamic Religious Education learning experiences for elementary school students.

Based on these considerations, this study aims to analyze the implementation of the Course Review Horay learning model in improving students' learning outcomes in Islamic Religious Education at SDN 16 Sampoddo. This study also seeks to describe the enhancement of students' learning activities and classroom participation during the implementation of the CRH model. The findings of this study are expected to contribute theoretically to the development of active learning models in Islamic Religious Education and practically to provide teachers with innovative instructional alternatives for creating interactive, engaging, and student-centered learning environments in elementary schools.

Method

This study employed Classroom Action Research (CAR) as the primary research design to improve students' learning outcomes through the implementation of the Course Review Horay (CRH) learning model in Islamic Religious Education classes. Classroom Action Research is a reflective and cyclical research approach conducted systematically by teachers or researchers to improve the quality of instructional practices, classroom interaction, and student learning outcomes through continuous evaluation and refinement processes (Arikunto, Suhardjono, & Supardi, 2015). CAR was selected in this study because it provides opportunities for researchers to identify instructional problems directly, implement pedagogical interventions, evaluate learning improvements, and reflect critically on classroom practices in authentic educational settings. Furthermore, Classroom Action Research is widely recognized as an effective approach for improving teaching quality and fostering instructional innovation in elementary education contexts (Mertler, 2020).

The research was conducted at SDN 16 Sampoddo from November 3 to December 20, 2025. The participants consisted of one Islamic Religious Education teacher and 23 fourth-grade students of class IVB. The focus of the study was directed toward analyzing the implementation of the Course Review Horay learning model in improving students' learning outcomes and classroom participation in Islamic Religious Education and Character Education subjects. The selection of participants was based on preliminary

classroom observations indicating that most students experienced low learning achievement and limited participation during instructional activities. Therefore, the classroom was considered appropriate for implementing an instructional intervention aimed at enhancing students' engagement and academic achievement.

The research procedure adopted the cyclical model developed by Kemmis and McTaggart, which consists of four interconnected stages: planning, acting, observing, and reflecting (Arikunto, Suhardjono, & Supardi, 2015). The implementation of cyclical procedures enabled the researcher to evaluate instructional practices continuously and revise teaching strategies based on findings from each cycle. In the planning stage, the researcher prepared lesson plans, teaching modules, observation sheets, learning materials, assessment instruments, and classroom scenarios designed to support the implementation of the Course Review Horay learning model. The lesson plans were developed in accordance with the learning objectives and Minimum Mastery Criteria established by the school. Prior to implementation, the research instruments were reviewed and validated through expert judgment involving Islamic Religious Education lecturers and elementary school teachers to ensure content validity and instructional appropriateness.

During the acting stage, the researcher implemented the Course Review Horay learning model in classroom instruction. The instructional activities began with explaining learning objectives and presenting Islamic Religious Education materials relevant to the curriculum. Students were subsequently divided into collaborative learning groups to encourage active participation and peer interaction. The teacher then distributed randomly selected questions, and students answered them using prepared answer boxes. Students who answered correctly were instructed to shout "Hore!" or perform specific motivational yells as a form of appreciation and reinforcement during the learning process (Suprijono, 2009; Trianto, 2007). The integration of game-based and cooperative learning activities was intended to create a more enjoyable classroom atmosphere capable of increasing students' motivation, concentration, and engagement during learning activities. Similar studies have demonstrated that cooperative and joyful learning strategies significantly contribute to students' participation and academic achievement in elementary education (Johnson & Johnson, 2017).

The observation stage was conducted simultaneously with the instructional implementation process. Observations focused on documenting teacher performance, students' classroom participation, collaborative interaction, learning enthusiasm, and instructional effectiveness throughout the learning activities. Participatory observation techniques were employed to obtain comprehensive and contextualized classroom data because the researcher was directly involved in the instructional process (Saondi et al., 2019). Observation sheets were developed using structured indicators covering opening activities, core instructional activities, classroom interaction, student participation, classroom management, and lesson closure. To enhance the credibility of observational findings, the researcher collaborated

with a peer observer who independently recorded classroom activities during each learning cycle. This approach was intended to minimize subjectivity and strengthen the reliability of observational data.

Following the observation stage, reflective activities were conducted to evaluate the strengths and weaknesses identified during the implementation of each cycle. Reflection focused on analyzing students' learning outcomes, classroom participation, instructional challenges, and the effectiveness of the Course Review Horay model in facilitating learning improvements. The results of reflection were subsequently used as the basis for revising instructional strategies and improving classroom practices in the following cycle (Arikunto, Suhardjono, & Supardi, 2015). Reflective analysis is considered essential in Classroom Action Research because it allows researchers to make evidence-based pedagogical decisions and systematically improve instructional quality (Burns, 2015).

Data collection in this study employed multiple techniques consisting of observation, interviews, tests, and documentation to ensure data triangulation and strengthen research validity. Observation was conducted to evaluate teacher activities and students' participation during instructional implementation. Semi-structured interviews were carried out with the school principal, Islamic Religious Education teacher, and selected students to obtain in-depth information regarding classroom conditions, students' learning experiences, and perceptions toward the implementation of the Course Review Horay model. Semi-structured interviews were selected because they provide flexibility for researchers to explore participants' responses while maintaining alignment with predetermined research objectives (Herdiansyah, 2020). Documentation techniques were also employed to collect supporting data, including students' attendance records, school profiles, lesson plans, classroom photographs, and instructional documents relevant to the research process (Widiana et al., 2023).

To measure students' learning improvement, achievement tests were administered in the form of pre-tests and post-tests during each cycle. The test instruments consisted of objective and descriptive questions designed to assess students' cognitive understanding of Islamic Religious Education materials. Prior to implementation, the test instruments underwent validity and reliability testing to ensure measurement accuracy and consistency. Content validity was evaluated through expert review, while reliability testing was conducted using internal consistency analysis. The use of valid and reliable assessment instruments is essential in educational research to ensure the accuracy of learning outcome measurements and the trustworthiness of research findings (Creswell & Creswell, 2018).

The data analysis techniques employed in this study combined qualitative and quantitative approaches. Qualitative data obtained from observations, interviews, and documentation were analyzed through three stages: data reduction, data display, and conclusion drawing. These analytical procedures enabled the researcher to identify patterns, interpret classroom

interactions, and evaluate instructional improvements comprehensively. Meanwhile, quantitative data derived from students' learning achievement tests were analyzed using descriptive statistical techniques, including mean scores, percentages of learning mastery, and normalized gain (N-Gain) analysis to determine the magnitude of learning improvement across research cycles. The use of N-Gain analysis provides a more comprehensive understanding of instructional effectiveness because it measures the relative improvement of students' learning achievement after instructional interventions (Hake, 1999).

To ensure the trustworthiness of research findings, this study employed several validity strategies, including triangulation of data sources, triangulation of techniques, peer debriefing, and prolonged classroom engagement. Data triangulation was achieved by comparing findings obtained from observations, interviews, tests, and documentation. Peer debriefing was conducted through collaborative discussions with fellow researchers and classroom observers to minimize interpretive bias and strengthen analytical rigor. These procedures are essential in qualitative and action research to enhance the credibility, dependability, and confirmability of research findings (Lincoln & Guba, 1985).

The success indicators of this study were determined based on students' achievement of the Minimum Mastery Criterion (KKTP), which was established at 75. The Classroom Action Research was considered successful when at least 75% of students achieved learning mastery and demonstrated active participation during instructional activities (Arikunto, Suhardjono, & Supardi, 2015). In addition to academic achievement, improvements in students' motivation, classroom engagement, and collaborative participation were also considered important indicators of instructional success because effective learning in Islamic Religious Education should encompass cognitive, affective, and social dimensions simultaneously.

Results and Discussion

Results

Initial Condition of Students' Learning Outcomes

The preliminary findings obtained during the pre-cycle stage revealed that students' learning outcomes in Islamic Religious Education and Character Education were considerably below the expected standard established by the school. Prior to the implementation of the Course Review Horay (CRH) learning model, classroom instruction predominantly relied on conventional teacher-centered approaches, where the teacher acted as the primary source of information while students assumed passive roles during the learning process. This instructional pattern limited opportunities for students to actively engage in classroom interaction, collaborative discussion, and critical reflection on learning materials. Consequently, students tended to

demonstrate low motivation, minimal classroom participation, and weak conceptual understanding of the instructional content.

The quantitative findings from the pre-cycle assessment demonstrated that the average student score reached only 36, while the percentage of classical learning mastery was merely 26%. These results indicate that the majority of students failed to achieve the Minimum Mastery Criterion (KKTP) established by the school, which was set at 75. Furthermore, classroom observations identified several pedagogical problems that contributed to low learning achievement. Many students appeared distracted during lessons, frequently engaged in unrelated conversations with peers, and demonstrated limited confidence when responding to teachers' questions. Some students also exhibited low enthusiasm toward instructional activities because learning processes were perceived as monotonous and insufficiently interactive.

These findings confirm that ineffective instructional strategies may negatively influence students' cognitive engagement, learning motivation, and academic achievement. According to constructivist learning theory, meaningful learning occurs when students actively participate in the process of constructing knowledge through interaction, collaboration, and reflective learning experiences (Vygotsky, 1978). However, such learning conditions were not sufficiently facilitated in the observed classroom. Therefore, the low learning achievement identified during the pre-cycle stage highlighted the urgent need for implementing an innovative and student-centered instructional model capable of increasing students' motivation, classroom participation, and conceptual understanding in Islamic Religious Education learning.

Implementation of the Course Review Horay Learning Model in Cycle I

The implementation of the Course Review Horay learning model during Cycle I represented the initial effort to transform classroom instruction into a more interactive and participatory learning environment. The instructional process began with the teacher explaining learning objectives, presenting Islamic Religious Education materials, and organizing students into collaborative learning groups. Group-based learning activities were intentionally designed to encourage students' interaction, cooperation, and collective problem-solving during instructional activities. After presenting the learning materials, the teacher distributed questions randomly, and students were instructed to answer them using prepared answer boxes. Students who answered correctly were encouraged to shout "Hore!" enthusiastically as a form of appreciation and motivational reinforcement (Suprijono, 2009; Trianto, 2007).

The implementation of joyful and cooperative learning activities created noticeable changes in classroom dynamics. Based on observational findings, teacher activity during Cycle I reached 85.4%, categorized as "good," indicating that the instructional process was implemented effectively according to the designed lesson plan. The teacher successfully facilitated classroom interaction, encouraged student participation, and maintained an

engaging classroom atmosphere throughout the learning process. Meanwhile, students' learning activity reached 80%, categorized as "fairly active." Most students demonstrated increased enthusiasm during collaborative learning activities, particularly when participating in group discussions and answering questions competitively.

Although significant improvements were observed compared to the pre-cycle condition, several instructional challenges remained evident during Cycle I. Some students still demonstrated limited self-confidence when expressing opinions publicly or answering questions independently. Additionally, several students were not yet fully accustomed to collaborative learning environments and tended to rely excessively on more active group members during discussion sessions. Classroom observations also revealed that some students were still hesitant to participate actively because they feared making mistakes during instructional activities.

The quantitative findings obtained from students' learning achievement tests in Cycle I demonstrated a considerable improvement compared to the pre-cycle stage. The average student score increased from 36 to 73, while the percentage of classical learning mastery improved from 26% to 52%. This substantial improvement indicates that the Course Review Horay learning model positively influenced students' understanding of Islamic Religious Education materials. Nevertheless, the percentage of learning mastery had not yet reached the success criteria established in this study. Therefore, reflective evaluation conducted after Cycle I emphasized the need for additional instructional improvements, particularly in strengthening students' confidence, enhancing collaborative interaction, and providing more structured instructional guidance during classroom activities.

Implementation of the Course Review Horay Learning Model in Cycle II

Based on the reflective evaluation conducted after Cycle I, several pedagogical improvements were implemented during Cycle II to optimize the effectiveness of the Course Review Horay learning model. The teacher intensified motivational support during classroom interaction, provided clearer explanations regarding collaborative learning procedures, and offered more individualized guidance for students experiencing learning difficulties. Additional reinforcement strategies were also employed to encourage students' confidence and active participation during group discussions and classroom presentations.

The instructional modifications implemented in Cycle II produced highly significant improvements in both classroom participation and learning achievement. Observational findings demonstrated that teacher activity increased substantially to 97.91%, categorized as "very good." The teacher appeared more effective in managing classroom interaction, facilitating collaborative learning, and maintaining students' engagement throughout instructional activities. Similarly, students' learning activity increased dramatically to 97.5%, categorized as "very active." Most students actively participated in classroom discussions, demonstrated greater confidence when

answering questions, and collaborated effectively with peers during learning activities.

The classroom atmosphere during Cycle II became substantially more dynamic, interactive, and enjoyable compared to previous instructional conditions. Students appeared enthusiastic when participating in educational games, answering questions, and expressing motivational yells during learning activities. The joyful learning environment facilitated through the Course Review Horay model contributed significantly to reducing students' anxiety and increasing their emotional involvement during classroom instruction. Educational psychology literature emphasizes that positive emotional experiences in learning environments can strengthen students' intrinsic motivation and improve knowledge retention (Pekrun, 2014).

The improvement in classroom participation was directly associated with substantial gains in students' academic achievement. The average student score increased to 81, while the percentage of classical learning mastery reached 86%. These findings indicate that the success indicators established in this study were successfully achieved because most students exceeded the Minimum Mastery Criterion established by the school (Arikunto, Suhardjono, & Supardi, 2015). Furthermore, the normalized gain analysis demonstrated moderate-to-high learning improvement between the pre-cycle stage and Cycle II, confirming the effectiveness of the Course Review Horay learning model in improving students' conceptual understanding and learning achievement in Islamic Religious Education.

Discussion

The findings of this study demonstrate that the implementation of the Course Review Horay learning model significantly improved students' learning outcomes, classroom participation, and learning motivation in Islamic Religious Education learning. The improvement observed from the pre-cycle stage through Cycle II confirms that instructional innovation plays an essential role in transforming passive learning environments into more interactive, collaborative, and meaningful educational experiences. The Course Review Horay model successfully created a joyful learning atmosphere that encouraged students to participate actively in classroom interaction, collaborative discussion, and problem-solving activities.

The substantial increase in students' learning outcomes can be explained through the theoretical framework of cooperative learning, which emphasizes the importance of social interaction and collaborative engagement in constructing knowledge (Johnson & Johnson, 2017). Through collaborative group activities, students were encouraged to exchange ideas, discuss instructional materials, and support peers experiencing learning difficulties. Such learning interactions contributed not only to students' cognitive development but also to their social and emotional competencies. Slavin (2015) argues that cooperative learning environments improve students' academic achievement because they promote active engagement, peer

tutoring, and collective responsibility during learning activities. The findings of this study strongly support these theoretical assumptions.

The joyful and game-based characteristics of the Course Review Horay model also contributed significantly to improving students' motivation and emotional engagement during classroom instruction. The use of motivational yells such as "Hore!" functioned as a positive reinforcement mechanism that increased students' enthusiasm and reduced learning anxiety. According to self-determination theory, enjoyable and supportive learning environments strengthen students' intrinsic motivation and encourage greater participation during instructional activities (Ryan & Deci, 2020). In this study, students demonstrated higher levels of enthusiasm, confidence, and classroom participation after the implementation of joyful learning activities integrated within the Course Review Horay model.

Furthermore, the findings indicate that interactive and student-centered instructional models are particularly important in Islamic Religious Education learning contexts. Traditional teacher-centered instruction often limits students' opportunities to internalize religious values through meaningful interaction and reflective learning experiences. In contrast, the Course Review Horay model facilitated active participation, collaborative reflection, and emotional engagement that enhanced students' understanding of Islamic Religious Education materials. These findings are consistent with previous studies emphasizing that innovative learning strategies contribute positively to improving students' learning motivation and academic achievement in Islamic education contexts (Fauzi & Mahnun, 2024).

The significant improvement in students' classroom participation during Cycle II also indicates that repeated exposure to collaborative learning environments gradually strengthened students' communication skills and self-confidence. Initially, several students demonstrated hesitation and anxiety during instructional activities, particularly when expressing opinions or answering questions publicly. However, continuous participation in cooperative learning activities enabled students to develop greater confidence and interpersonal communication skills. This finding aligns with social constructivist theory, which emphasizes that learning is fundamentally shaped through social interaction and collaborative engagement with peers and teachers (Vygotsky, 1978).

Another important finding of this study is that the Course Review Horay learning model contributed positively to creating emotionally supportive classroom environments. Students appeared more relaxed, enthusiastic, and emotionally connected to instructional activities during the implementation process. Positive emotional experiences are important factors influencing students' learning persistence, concentration, and academic achievement (Pekrun, 2014). Therefore, the success of the Course Review Horay model in this study was not solely attributable to cognitive instructional strategies but also to its ability to create psychologically supportive learning experiences for elementary school students.

The findings of this study also strengthen previous research emphasizing the effectiveness of innovative instructional models in improving students' learning engagement and academic performance. Research conducted by Sufraini et al. (2024) demonstrated that collaborative and project-based instructional models improve students' creativity and classroom participation. Similarly, Shopiah et al. (2025) found that innovative instructional strategies positively influence students' motivation and active engagement during learning activities. In addition, Fauzi and Khothib (2024) emphasized that interactive learning media and innovative pedagogical approaches significantly enhance students' creativity and learning participation. The consistency between previous studies and the findings of this research confirms that innovative and collaborative learning models are highly relevant for improving instructional quality in contemporary educational contexts.

Overall, this study confirms that the Course Review Horay learning model can serve as an effective instructional alternative for improving students' learning outcomes, classroom participation, motivation, and collaborative interaction in Islamic Religious Education at the elementary school level. The model not only enhances cognitive achievement but also facilitates meaningful social interaction, emotional engagement, and positive learning experiences that support holistic educational development. Therefore, the implementation of cooperative and joyful learning models should be encouraged more broadly in Islamic Religious Education classrooms to improve the quality of instructional practices and students' overall learning experiences.

Conclusion

This study found that the implementation of the Course Review Horay (CRH) learning model had a greater impact on students' learning outcomes, classroom participation, and learning motivation than initially expected. The findings demonstrated substantial improvements in students' academic achievement in Islamic Religious Education and Character Education subjects at SDN 16 Sampoddo. Prior to the implementation of the CRH model, students' average learning score was only 36, with a classical mastery percentage of 26%, indicating that most students failed to achieve the Minimum Mastery Criterion established by the school. Following the implementation of the Course Review Horay model in Cycle I, the average score increased to 73 with a classical mastery percentage of 52%. Furthermore, in Cycle II, students' average score improved significantly to 81, while the percentage of classical learning mastery reached 86%. These findings indicate that the Course Review Horay learning model successfully transformed the learning process into a more interactive, collaborative, and student-centered educational experience.

Beyond improving students' cognitive achievement, this study also revealed that the Course Review Horay model significantly enhanced students' classroom participation, self-confidence, collaborative interaction, and

learning enthusiasm. The integration of cooperative learning activities and motivational reinforcement through the "Hore" yell created a joyful learning atmosphere that encouraged students to engage more actively during instructional activities (Suprijono, 2009; Trianto, 2007). These findings challenge the conventional assumption that Islamic Religious Education learning must rely predominantly on teacher-centered instructional approaches. Instead, this study demonstrates that innovative, game-based, and collaborative learning models can substantially improve both students' academic performance and emotional engagement in Islamic Religious Education classrooms.

Scientifically, this study contributes to the growing body of research emphasizing the importance of student-centered and cooperative learning approaches in improving educational quality. The findings reinforce previous studies regarding the effectiveness of innovative instructional models in increasing students' motivation and learning achievement while simultaneously extending the discussion by highlighting the relevance of joyful learning environments in Islamic Religious Education contexts. Furthermore, this study introduces the perspective that emotional engagement and collaborative interaction are integral components of successful Islamic education learning processes, thereby enriching contemporary discussions on pedagogical innovation in religious education.

Nevertheless, this study has several limitations that should be acknowledged. First, the research was conducted within a relatively small sample consisting of only 23 students in a single elementary school classroom, limiting the generalizability of the findings to broader educational contexts. Second, the study focused specifically on the implementation of the Course Review Horay model in Islamic Religious Education learning, meaning that the effectiveness of the model may differ in other subjects or educational levels. Third, the duration of the research was relatively short and limited to two action cycles, which may not fully capture the long-term impact of the instructional intervention on students' learning development.

Therefore, further studies involving larger samples, multiple schools, and more diverse educational settings are strongly recommended to obtain a more comprehensive understanding of the effectiveness of the Course Review Horay learning model. Future research may also explore the integration of CRH with digital learning technologies, differentiated instruction, or other cooperative learning approaches to enhance instructional effectiveness in contemporary educational environments. Additionally, longitudinal studies are needed to examine the long-term influence of joyful and collaborative learning models on students' academic achievement, character development, and learning motivation in Islamic Religious Education contexts.

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