

The Effect of Cooperative Learning Model Type Course Review Hooray Assisted with Audio Visual on The 4th Grade Student's Learning Outcomes on Theme My Ideals, the Subtheme of My Ideals in Elementary School Balunglor 03 Jember

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Abstract: This research was conducted in the 4th graders in elementary school Balunglor 3 Jember. The purpose of the study was to find out the effect of cooperative learning model type course review horay assisted with audio visual on 4th grade students' learning outcomes on theme of my ideals, the subtheme of my amazing ideals in elementary school Balunglor 03 Jember even Semester Academic Year 2019/2020. This type of research is an experimental research that used a non-equivalent control group design with pretest posttest control group design. The participants of this study were 49 students, consisting of IVA and IVB classes. Data collection methods used were interviews, observation, documentation, and tests. The result of the study showed that the T-test $t_{count} > t_{table}$ with $db = 96$ is $4.888 > 1.985$ was at a significance level of 0.05 and a confidence level of 95% with a relative effectiveness of 66.3%. Based on these results the alternative hypothesis is accepted and the null hypothesis is rejected. It can be concluded that cooperative learning model type course review hooray assisted with audio visual influenced 4th grade students' learning outcomes on theme of my ideals, the subtheme my amazing ideals in elementary school Balunglor 03 Jember.

Keywords: cooperative learning model course review hooray, audiovisual media, learning outcome

1. INTRODUCTION

Education in elementary schools is a very important key to the success of education as a whole, so that various parties involved in it must be serious in doing their duties. Another aspect that is no less important and must receive attention in the successful of educational is the curriculum. The education curriculum must be comprehensive, responsive and relevant to social dynamics and able to accommodate the progress of science and technology (Hutama, 2015: 83). Success in the 2013 curriculum is determined by various factors such as; headmaster performance in leading, creative teachers, student learning activities, learning facilities and resources, a stable environment around the school, and the participation of school members. Teacher creativity has an important role in the success of the 2013 curriculum (Mulyasa, 2014: 39).

The teacher becomes creative and innovative if they applying various learning models when teaching. The teacher's creativity can be expressed in teaching, for example that can develop and choose a learning model that will be used in accordance with the theme being taught. The factor of optimal student involvement is one of the reasons for choosing an appropriate and appropriate learning model. Student

learning conditions that are comfortable and give the impression of fun for students cannot be separated from direct student involvement in learning. Learning with joy, fun, full of enthusiasm, conducive, and giving an interesting impression for students is one of the tasks that must be had by professional teachers in providing creative ideas and learning ease in conveying material to students.

Actually, the teacher can choose the learning model used to be more varied and in suitable with the theme being taught. The ability of students is different to understand the material delivered by the teacher, it make teachers should be more creative and innovative in choosing methods that are appropriate to the theme and interesting learning models so that learning objectives are achieved. The development of methods, approaches, and learning strategies is the goal of Basic Competence in the 2013 curriculum. The application of the 2013 curriculum requires many learning models that attractive, innovative, creative or fresh learning models, and provides stimulus to students to think actively during the learning process take place. One learning model aims and designed to invite students directly into the scientific process that is the cooperative learning model.

Interview results obtained from IVA and IVB

teachers' class at elementary school Balunglor 03 Jember, that conventional methods are still used by teachers when they teaching. The teacher has never tried to use other methods because they feel confused to choose the appropriate method for learning other than lecture. Student responses when the teacher explains with the conventional method that students are rowdy, easy to get sleepy, less attention and don't understand the explanation delivered. This is the problems for teachers when thematic learning takes place, especially in thematic learning (civic education, Social Sciences, and Indonesian language). In addition, the activeness of students during the learning process is still not comprehensive because students only listen to what is deliver from the teacher. This causes students to feel bored and difficult to understand the core of the discussion.

The results of observations that have been made in class IVA and IVB before the study, it can be concluded that the teacher has applied a scientific approach in teaching. However, there are some problems when the teachers teaching such as rarely using instructional media, students rarely have the courage to ask questions, not all students are active in discussions, students rarely make direct observations and the learning model used by teachers is lectures.

According to the fourth grade teacher, there are differences in the ability of students to understand the material that has been explained, it make the difficulty for the teacher to choose the method used to support the delivery of learning material so that learning objectives can be achieved. The learning method used by teachers in thematic learning only uses lectures. The teacher rarely provides a cooperative learning model because of the condition of students who are easily crowded when discussion groups are formed, so the class is not conducive.

Factors that cause students to get bored and crowded when learning based on the results of interviews with teachers and students is because in learning, teachers rarely use learning media. Only some learning uses learning media. According to students when learning takes place, teachers rarely use media in delivering material. This causes the condition of students easily bored and crowded when learning takes place. The role of learning media is very important to use nowadays. Learning media will be very interesting if it is also packaged attractively. Mahnun (2012: 27) argues that learning media is an effective support in helping the learning process. In the learning process, teaching media is a container and channel of messages from the message source (teacher) to the recipient of the message (students).

In the current digital era audio visual can be used in teaching. The Industrial Revolution 4.0 is evidence of technological advancements in the globalization era. Creative and innovative learning cannot be separated from technological advances that

can be utilized as learning media. Sari (2019: 65) said that the Dale experience cone was used as a reference and basis for the theory of the use of media in the learning process. Edgar Dale's thoughts are seen as having an important contribution in the use of audio visual in education. This is proven when film technology began to develop (in the 1960s), Edgar Dale showed that film also has the power to support someone learning process.

According to Haryoko (2009: 2), there are alternatives to be more optimal in terms of the facilities used during the learning process using audio visual. These aspects include: a) the learning process can be packaged easily, b) learning feels more interesting, and c) can be improved by editing if something is wrong. *Two way traffic* (two-way learning) so that audio visual media can contribute or influence the learning process.

Cooperative learning has many learning models. One of them is the CRH type cooperative learning model. CRH aims to guide students to be active and creative in repeating material that has been learned. Students are sometimes less interested in ongoing learning. Therefore, teachers should provide refreshment in teaching such as applying a more varied learning model. This is evidenced by research conducted by Widyani, et al (2014). The results of the study showed that learning outcomes experienced significant differences between students who were taught with the audio visual aids learning model and those who were taught without using CRH learning.

2. RESEARCH METHOD

This research uses the type of experimental research. Experimental research is the research that is intended to determine whether there is an influence or impact of a particular treatment on changes in a particular condition (Masyhud, 2016: 138). The research design used in this study is *quasi-experimental* research with a *nonequivalent control group design*.

	Pretest	Treatment	Posttest
Experimental Class	01	X	02
Control Class	01		02

Image: *Nonequivalent control group design pattern*

Source: (Masyhud, 2016: 165)

The design as shown in this figure is a form of nonequivalent control group design. In this design, the grouping of experimental and control sample members is not done randomly (Masyhud, 2016: 166).

The selection of research sites uses the purposive area method (researchers have specific goals or considerations in the sampling of research sites) (Masyhud, 2014: 73). The sample of this research is class IVA and IVB in elementary school Balunglor 03 Jember. The number of IVA students is 26 students (17 girls, 9 boys). The number of IVB graders is 23 students (12 girls, 11 boys).

Homogeneity test is used as a reference in determining the control class and the experimental class. If the homogeneity test results of the two classes are declared homogeneous the next step is to determine the control class and the experimental class randomly. However, if the two classes are not homogeneous both classes can still be used as research subjects by giving cross treatment or rotation. According to Arikunto (2014: 253-254) rotation is a turn to the two groups, when the experimental group is given *treatment* then replace the comparison group that is given *treatment*. It means that both groups had experienced two conditions, namely both groups had been the control class and the experimental class. After each study, both groups were given a posttest. The test scores of each group when they are the control class are combined and the results of the merger are considered the values of the control class. The test scores of each group when they were an experimental class were also combined and the results of the merger were considered as experimental class scores. Then the value is analyzed using t-test by comparing the scores between the experimental group (combined score) with the control group (combined score) (Masyhud, 2016: 168).

SPSS output results for homogeneity of midterm exam results for grade IV students of elementary school Balunglor 03 Jember, from Levene's Test for Equality of Variances, the results of the t test above can be obtained by t-count of -0.607. The results were then consulted to the table, known $dbd = (26 + 23) - 2 = 47$ at a significance level of 5%, so that the value of $t_{table} = 2.0117$ was obtained. Based on these results it can be seen that the results of t-count $< t_{table}$ (-0.607 < 2.0117) then H_0 is rejected so it shows a significant mean difference, and it is concluded that the condition of the two classes before the study is not homogeneous (heterogeneous), the conclusion is that there the difference in the score of midterm exam results for students of class IVA and IVB Balunglor SDN Jember 03. The condition of the two classes before being treated is heterogeneous because the variations are different. In addition, the number of classes that only amount to 2 classes can affect the homogeneity of the data obtained. A different variant is the number of students in both classes causing the class is not homogeneous (heterogeneous). Based on the results of the homogeneity test, a cross treatment or rotation is given. This is because the condition of the two heterogeneous classes is the difference in diversity. Both classes can still be used as research

subjects by giving cross treatment or rotation.

The steps of experimental research using *pretest-posttest control group design* according to Masyhud (2016: 157) include; (1) Identifying and formulating research problems, (2) Conducting preliminary studies and literature reviews, (3) Formulating research hypotheses, (4) Determining research subjects and conducting homogeneity tests, (5) Selecting and establishing control and experimental classes, (6) Conducting a pre-test in the control class and experiment with the same instrument, (7) Preparing material and treatment activities for the experimental class, (8) Conducting research by giving treatment to the experimental class, (9) Conducting posttest test data processing (final test), (10) Conduct data analysis using t-test, (11) Conduct research hypothesis testing, (12) Make research results and discussion, (13) Make conclusions from research results, (14) Prepare research reports.

Data collection methods used in this study are; (1) The interview aims to find out the initial conditions of the class during the learning process and conditions after the treatment is given as well as the things needed in the learning process, (2) Observation is carried out with tests, questionnaires, picture recordings, sound recordings (Arikunto, 006: 157). Researchers conducted direct observations of the learning process, which saw the learning process in class IV at elementary school Balunglor 03 Jember, (3) Documentation is a data collection instrument to assist researchers in capturing data sourced from documentation (Masyhud, 2014: 227), (4) Learning outcomes tests are arranged to measure the level of individual skills after learning a certain material according to Masyhud (2014: 215).

Development of the quality of test instruments in this study include; (1) Instrument Validity, (2) Instrument reliability, (3) Analysis of different power and difficulty level of questions. After knowing the results of the development of the quality of the instrument is then performed data analysis in the form of t-test. The formula for calculating the t-test is

$$t_{test} = \frac{M_2 - M_1}{\sqrt{\frac{\sum x_1^2 + \sum x_2^2}{N(N-1)}}}$$

T-test formula for data analysis

(Masyhud, 2015: 118)

Information:

M1= Average value of group X1 (Experiment Group)

M2= Average value of group X2 (Control Group)

X1= Deviation of each X1 value from the average X1

X2= Deviation of each X2 value from the X2 average

N= Number of subjects / research samples

The influence or difference between one variable with another variable obtained from the t-test results has not shown the level of relative effectiveness. It is

necessary to test the relative effectiveness after the t-test. The relative effectiveness test is calculated by the following formula.

$$ER = \frac{MX_2 - MX_1}{\left(\frac{MX_1 + MX_2}{2} \right)} \times 100\%$$

The Relative Effectiveness Test Formula
(Source: Masyhud, 2016: 384).

Information :

ER = the relative effectiveness of the experimental class treatment compared to the control class

MX1 = mean or average value of the control group

MX2 = mean or average value of the experimental group

Interpretation Criteria Table for Relative Effectiveness Test

Effectiveness Categories	Relative Effectiveness Test Results
81% < ER ≤ 100%	Very high effectiveness
61% < ER ≤ 80%	High effectiveness
41% < ER ≤ 60%	Medium effectiveness
21% < ER ≤ 40%	Low effectiveness
0% ≤ ER ≤ 20%	Very low effectiveness

Source Modification: Masyhud (2016: 385).

3. RESULTS AND DISCUSSION

Data Subjects in this study amounted to 34 students Homogeneity test results of the midterm exam scores of students who have been done using SPSS version 22, show results that are not homogeneous (heterogeneous). This causes cross-treatment of both classes to determine the experimental class and the control class. The cross treatment was carried out in two stages. According to Masyhud (2016: 168) the test scores of each group when they become a control class are combined and the results of the merge are considered the grades of the control class. The test scores of each group when they were an experimental class were also combined and the results of the merger were considered as experimental class scores. Then the value is analyzed using t-test by comparing the scores between the experimental group (combined score) with the control group (combined score).

The results of calculations using the SPSS program version 22.00 obtained the value of t-count of 4.888 then the t-count value was consulted with t-table at a significance level of 5%. It is known that the value of degrees of freedom is the total number of samples reduced by 2, namely $49 + 49 - 2 = 96$, then the t-table value is calculated using the MS excel program with the formula= {TINV (0.05; 96)} the results obtained are t-table amounted to 1,985. The results of the analysis can be known t-count $>$ t table (4.888 $>$ 1.985), thus the null hypothesis (H_0) is rejected and the alternative

hypothesis (H_a) is accepted. So, it can be concluded that there is a significant influence between the learning outcomes of my aspirational theme in class IV students at Elementary school Balunglor 03 Jember when taught using the CRH learning model compared without being taught using the CRH model.

The results of data analysis showed that there were differences in the average cognitive learning outcomes in the experimental and control classes. The difference average (mean) of students before being treated with the value of students after being treated in the experimental class was 21.18, while in the control class was 10.63. This shows that learning activities using the CRH learning model are more effective than without using the CRH learning model. The effect of the learning outcomes can be used as an indicator of the effectiveness of the use of the CRH learning model in the process of learning activities. The results of the relative effectiveness test in the data analysis obtained an ER of 66.3% with a relatively high effectiveness category. These results indicate the use of the CRH learning model is more effective at 66.3%, compared to learning activities without using a CRH learning model. The effectiveness of the use of the CRH type of cooperative learning model can be used as a material for consideration or an alternative for teachers in choosing a variety of innovative and creative learning models that are fun to apply in thematic learning in elementary schools. The use of CRH learning models can be proven by the students' learning success rate of 66.3% and the remaining 33.7% is influenced by other factors besides the CRH type of cooperative learning model.

Other factors that can affect learning outcomes besides the CRH type of cooperative learning model are learning media. The learning media used at the time of the study were audio-visual media in the form of videos. According to Pribadi (2017: 137) the advantages of video media are very widely used in learning and learning activities because they are able to display visual and visual elements as well as audio or audio simultaneously when used to communicate information and knowledge to the target audience. Good planning in using this media will make information and knowledge communication more effective and efficient in learning. This is demonstrated through the response of students when viewing the video in learning is very enthusiastically. During the learning process, students look for material by themselves that taught through a learning video. Students pay attention and note the important things that are found in the contents of the video being played. The enthusiasm of students in watching videos and interpreting observations from a different video. This is proven when discussing, many students have different opinions when given a problem. This factor makes student learning outcomes differ because students' responses in responding to the material from the video content are not the same.

Learning in the experimental class is done using an audiovisual-assisted CRH learning model

through observing, taking notes, and answering questions given by the teacher. Learning in the control class without using the CRH learning model. Learning activities in the experimental class using the CRH type cooperative learning model are carried out by dividing students into small discussion groups. One group consists of 4-5 students. Before being divided into several small groups, students are given a sheet by the teacher. The sheet contains instructions to record important things contained in the video played by the teacher. After the students have finished observing and recording poetry from the video, the teacher forms a small discussion group. Students gather together with groups that have been determined then discuss the results of summaries that have been recorded from observing the video. The teacher gives questions related to the video that has been played. Each group discusses the questions displayed on the screen. Every group that has solved all the questions yells "hooray" you that the group has answered all the questions. After that, the teacher asks each group representative to read the results of the discussion that has been discussed and asks a group that is not appointed to assess the results of the advanced group. If the group's answer is correct, then the group shouts "hooray".

CRH learning is fun learning. Fun learning according to Trinova (2012: 209), namely the learning objectives can be achieved optimally if the ongoing learning process can attract students' interests so that it creates a pleasant atmosphere and students can be actively involved. The teacher provides reinforcement for students after students present the results of group discussions by justifying if it is not right or giving appreciation if the student answers are correct. Teacher activities provide reinforcement to students relating to the theory of learning behaviorism. Behaviorism learning theory according to Hariyanto and Suyono (2015: 59), explained another factor that was considered important by the flow of behaviorism, namely a *reinforcement* or appreciation and appreciation in the form of gift giving with the aim that students are more diligent and enthusiasm in learning is also explained on these factors.

The problem found in applying this CRH learning model is that the class is not conducive when it was formed before the group. This is consistent with the study of theory in the previous chapter. According to Huda (2014: 231), the weakness of CRH learning can disrupt the learning of other classes. Students are too enthusiastic to follow this CRH learning. Students become crowded and disturbing other classes when they often shout "hooray". The solution is that the teacher must be firm in reading the rules of the course of CRH learning. In addition, teacher time management must be good so that CRH learning can be carried out on time and in accordance with learning objectives. Another problem is when there are students who are busy in one group can influence

friends in the group, causing a noisy atmosphere in the classroom. The solution is that the teacher calls on the student to work on the questions given by the teacher and gives understanding if the group still cannot be conducive then the group is deemed to have failed in carrying out their duties (getting zero score). In addition, there are students who cheat in discussions. This is in accordance with the weaknesses according to Suprijono (2014: 131), which allows students to cheat. This is because passive and active students have equal grades. The solution is, the teacher makes additional questions as a review of the learning that has been submitted and asks students to work in front of the class. Who can do it right, it will get additional value.

The strength found in this CRH learning is that students' responses when shown in videos related to the material taught in supporting CRH learning were very enthusiastic. Audio visual has the advantage as a learning medium that is, being able to show objects, places, and events comprehensively through moving pictures or motion pictures. The Edgar Dale (*Cone of Experiences*) experience cone mentions the sequence of learning from abstract to concrete namely; (1) direct experience, experience with a specific purpose, (2) made-up experience, (3) dramatic experience, (4) demonstrations, (5) comparative studies, (6) exhibitions, (7) educational television, (8) moving pictures, (9) radio recordings, still images, (10) visual symbols, (11) verbal symbols. This cone of experience provides models of various types of audiovisual media from the most abstract to the most concrete (Dawson in Sari, 2019: 63). Audio visuals are in the order of concrete classifications in learning. The more concrete the sequence in the cone of Dale's experience, the more meaningful and enjoyable the learning takes place. This is proven when audio visual is used in CRH learning, there are interesting things that can be found during learning. Students interpret the material that has been explained through audio-visual different. This causes discussion or discussion in the group more interesting.

There are findings while using this CRH learning model, including; (1) The condition of the class when taught using the CRH learning model is relatively conducive tends to be crowded because students have to shout "hooray", (2) The experimental class group looks more enthusiastic in learning to use the CRH learning model compared to the control class group, (3) Students look more active and happy than ever before when answering questions and shouting "hooray", (4) students' motivation to learn is greater with the courage of students to come forward and express opinions in front of the class, (5) CRH learning can unite the opinions of students who are different so as to foster a sense of mutual respect for each other, (6) CRH learning has a significant influence on student learning outcomes, seen from the comparison of the results of the pretest-posttest experimental and control classes.

4. CONCLUSION

Based on the results of the analysis and discussion presented previously, it can be concluded that there is a significant influence on the use of the *Course Review hooray* (CRH) type of learning model towards the learning outcomes of my aspirational theme, the subtheme of my ideals in elementary school Balunglor 03 Jember.

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