

An Analysis of the Effectiveness of the *Course Review Horay* Learning Model in Enhancing Students' Interest in Islamic Religious Education

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ABSTRACT

This study is motivated by the low level of students' interest and engagement in Islamic Religious Education and Character Education (PAI and Budi Pekerti), indicating the need for a more innovative, interactive, and enjoyable learning model. The objective of this study is to examine the effectiveness of the Course Review Horay (CRH) learning model in enhancing students' learning interest in PAI and Budi Pekerti at SMK Muhammadiyah Way Sulan. This study employs a quantitative experimental method using a posttest-only control group design. The sample was selected through simple random sampling and divided into an experimental group (treated with the CRH model) and a control group (taught using conventional methods). The research instrument consisted of a learning interest questionnaire that had been tested for validity and reliability, yielding a reliability coefficient of 0.812, indicating high internal consistency. The data were analyzed using an independent samples t-test to determine the significance of differences between the two groups. The findings reveal that the CRH learning model has a positive and statistically significant effect on students' learning interest, as reflected in increased participation, improved classroom interaction, and higher levels of enthusiasm compared to conventional teaching methods. The novelty of this study lies in the implementation of the CRH model within Islamic Religious Education at the vocational high school level, a context that remains underexplored in prior research, thereby contributing to the advancement of cooperative learning models in religious education.



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A. INTRODUCTION

Learning interest can be understood as an intrinsic motivational force that encourages individuals to feel pleasure and engagement in an activity without the presence of external pressure. This construct is reflected through indicators such as enjoyment, sustained attention, curiosity, and active involvement in the learning process (Annas et al. 2025; Rahmadi, Nasution, and Purbangkara 2022; Sidauruk et al. 2025), learners with a high degree of learning interest are more likely to exhibit perseverance and devote greater amounts of time to academic activities (Primanov, Eprillison, and Rosya 2024; Ranida 2024; Tonang Saima et al. 2025)

Several defining characteristics shape learning interest, including its close association with physical and psychological development, its reliance on the nature of learning activities and available opportunities, its emotionally driven quality, and its tendency toward egocentric orientation (Mahdalena 2022; Nasir 2025; Samaloisa et al. 2023). Broadly, the determinants of learning interest can be categorized into intrinsic factors, which arise from internal conditions such as physiological states, intellectual abilities, and non-cognitive traits, and extrinsic factors, which originate from external

contexts, including family influences and the learning environment (Musa'ad et al. 2023; Rahmadi, Nasution, and Purbangkara 2022).

In addition to learning interest, students' academic achievement is determined by various pedagogical elements, such as instructional approaches, the integration of learning media, levels of student engagement, and the quality of learning evaluation. Teachers are therefore expected to adopt instructional strategies that are responsive to learners' characteristics, the complexity of instructional content, and clearly defined learning objectives, thereby enhancing students' understanding of the material (Novela Sari, Ramayani, and Amelia 2023; Sudirman, Asriadi 2025). The strategic use of instructional media is essential in facilitating students' comprehension of abstract concepts by presenting them in more tangible and accessible forms. Moreover, students' active involvements such as posing questions, participating in discussions, and completing assigned tasks plays a pivotal role in supporting the attainment of learning outcomes (Nurrohimi, Suyoto, and Anjarini 2022; Zulfahmi, Agustina, and Julaiha 2021). To maintain instructional effectiveness, teachers must also implement systematic learning assessments to monitor students' understanding and to continuously improve instructional practices in subsequent learning activities (Nur Aidila Fitria, Muhammad Yoga Julyanur, and Eka Widyanti 2024).

Drawing on a preliminary investigation conducted at SMK Muhammadiyah Way Sulan through classroom observations, interviews, and document analysis involving Islamic Religious Education teachers and several eleventh-grade students, a number of challenges in PAI instruction were identified. These challenges included a lack of diversity in instructional methods and media that led to diminished student motivation and participation, a learning environment that was not yet fully conducive, limited integration of educational technology, an excessive focus on technical instructional aspects with insufficient attention to students' psychological needs, inadequately implemented learning evaluations, and divergent perceptions between teachers and students. Overall, the findings emphasize the need to cultivate open communication in order to create a learning environment that is both effective and engaging.

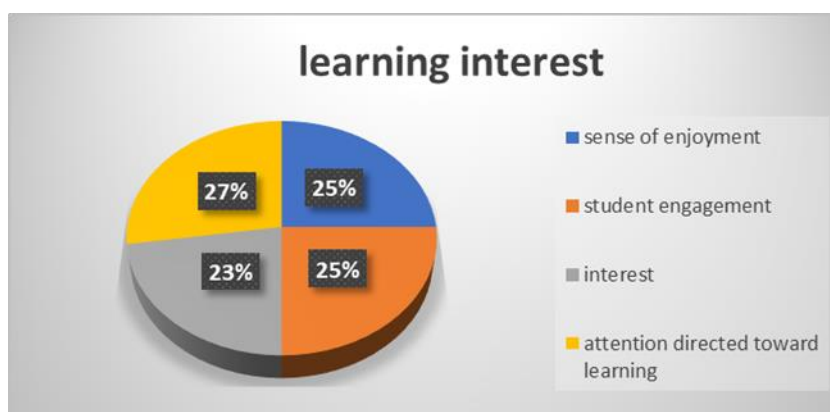


FIGURE 1: Results of the Preliminary Study on Students' Learning Interest Questionnaire at SMK Muhammadiyah Way Sulan

Based on the pie chart, the distribution of students' learning interest indicators appears to be relatively balanced. Nevertheless, one indicator stands out as a key concern, namely "**interest**," which constitutes only **23%**, representing the lowest percentage among all measured indicators. Conversely, "**attention to learning**"

emerges as the most dominant indicator at **27%**, followed by **“enjoyment”** and **“student engagement,”** each contributing **25%**.

The relatively low level of interest suggests that while students are capable of maintaining attention and actively engaging in learning activities, they have not yet developed a strong intrinsic attraction to the instructional content or teaching methods applied. This result underscores the necessity for educators to implement more creative and innovative pedagogical strategies that are capable of fostering students' curiosity and enthusiasm. The central challenge, therefore, lies in the limited appeal of the learning process itself, which may, over time, undermine students' motivation to learn.

The Course Review Horay (CRH) model constitutes a cooperative learning approach that has been shown to be effective in enhancing students' learning interest and improving overall learning outcomes (Akila et al., 2024; Irawaty & Rachmatul Hidayati, 2024; Yanayanti et al., 2021). This approach supports students in developing a deeper understanding of instructional content while simultaneously encouraging collaborative interaction within group-oriented learning environments. The CRH model places strong emphasis on students' active participation throughout the stages of learning design, implementation, and evaluation, employing an engaging and flexible structure that incorporates enjoyable elements to reduce learning fatigue (Fadillah & Putra, 2022; Ramli et al., 2024; Sutini, 2022).

The Course Review Horay (CRH) model is implemented by assigning students to small groups and evaluating their understanding through structured questions answered using numbered cards or containers. Correct responses are reinforced through verbal acknowledgements, including cheering or short chants, which help create a more engaging and dynamic learning environment. Empirical evidence indicates that this approach effectively increases students' learning interest, active participation, and overall learning quality by fostering greater enthusiasm, creating a more varied learning environment, and allowing instructional content to be revisited in an engaging manner. Furthermore, the CRH model supports the development of students' ability to articulate ideas and encourages more active communication throughout the learning process (Farhatulmillah et al., 2022; Khaerullah et al., 2023).

A substantial body of prior research has demonstrated the effectiveness of the Course Review Horay (CRH) learning model in improving students' learning outcomes and classroom engagement, as reflected in studies such as Getrudis Kolo et al (Inpres, Kecil, and Kupang 2024). in mathematics, (Jurnal, Pendidikan, and Nuraeni 2025) on science, (Rukhmana 2021) on Islamic Creed and Morality (Akidah Akhlak), as well as studies in (Ramli, Setiawati, and Tharikh 2024) and (Ummah, Hidayat, and Ira 2023) that confirmed increased learning activity across various educational levels. However, these studies predominantly focused on general subjects and have scarcely addressed the domain of Islamic Education (PAI) in vocational high schools. Accordingly, this study addresses the identified research gap by introducing a novel application of the Course Review Horay (CRH) model to enhance students' learning interest in Islamic Religious Education (PAI) at vocational high schools, employing a quantitative experimental approach with a posttest-only control group design, the use of simple random sampling techniques, and systematic measurement through a learning interest questionnaire that has been rigorously tested for validity and reliability in accordance with students' characteristics. This approach is expected to enrich PAI instructional strategies, making them more interactive, measurable, and contextually relevant.

The significance of this study stems from the urgent necessity to respond to ongoing instructional issues, such as repetitive teaching approaches, the underuse of technology-

enhanced learning media, and the lack of attention to students' emotional dimensions, all of which contribute to diminished learning interest and classroom participation. Accordingly, the outcomes of this research can provide an essential basis for educators in developing instructional strategies that are more diverse, interactive, and engaging, while simultaneously motivating schools to improve the availability of adequate supporting resources. In this regard, the present study not only seeks to enhance the quality of classroom instructional practices but also contributes to the long-term improvement of educational quality; specifically, it aims to examine the effectiveness of the Course Review Horay (CRH) learning model in improving students' interest in learning Islamic Religious Education (PAI).

B. METHODS

This study was conducted during the second semester of the 2025/2026 academic year at SMK Muhammadiyah Way Sulan. Two classes were selected as the research samples: Class XI B served as the experimental group and was instructed using the Course Review Horay (CRH) cooperative learning model, whereas Class XI A functioned as the control group and received conventional teaching methods as commonly implemented in the school's instructional process. Each class consisted of 31 students, resulting in a total sample of 62 participants. The sample was selected using a simple random sampling technique through a lottery system to ensure that each class had an equal opportunity to be chosen. This study employed a posttest-only control group design; this design was selected to minimize the potential influence of pretesting effects (testing effect), thereby ensuring that the results more accurately reflect the impact of the instructional intervention. Accordingly, following the implementation of the treatment, both groups were administered a posttest in the form of a learning interest questionnaire to measure the effectiveness of the implemented learning model.

Table 1. Syntax of Course Review Horay (CRH) Learning Model

Stage	Learning Activities
1. Introduction	The teacher presents the learning objectives and delivers the instructional material.
2. Preparation	Students are instructed to prepare numbered cards to record their answers.
3. Questioning	The teacher provides questions in a randomized sequence.
4. Answering	Students write their answers on the prepared cards.
5. Presentation	The group that finishes first presents their answers, followed by other groups.
6. Evaluation	The teacher and students collaboratively discuss and evaluate the answers.
7. Reinforcement	Groups with correct answers mark them with a check symbol (√) and express success by shouting "horay."
8. Scoring & Reward	Student achievement is assessed based on correct answers and frequency of "horay," followed by rewards for the best group.
9. Closing	The lesson ends with a summary and formal closure.

The structured implementation of the Course Review Horay (CRH) model, as presented in Table 1, contributes to the creation of an interactive and enjoyable learning environment. This process effectively enhances students' participation and learning interest in Islamic Religious Education.

The primary instrument used in this study was a students' learning interest questionnaire developed based on indicators of interest, attention, and learning motivation. The instrument initially comprised 15 items, which were pilot-tested in a class outside the research sample. Validity testing using the Product Moment correlation revealed that all 15 items met the validity criteria, as the calculated correlation coefficients exceeded the critical values in the correlation table. Reliability analysis conducted using Cronbach's Alpha produced a coefficient of 0.872, indicating a high level of instrument reliability.

Upon completion of the instructional intervention, both the experimental and control groups were administered a learning interest questionnaire as a posttest. The resulting data were subsequently subjected to prerequisite analyses, including tests of normality and homogeneity, prior to hypothesis testing using an independent samples t-test to examine whether a significant difference in learning interest existed between the two groups.

C. RESULT AND DISCUSSION

1. Normality Test

A normality test is a statistical test used to determine whether research data are normally distributed or not. This test is important because many analytical methods (such as the t-test and ANOVA) require normally distributed data. If the data are not normally distributed, alternative (non-parametric) methods are usually used.

Tabel 2. Normality Test

Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Kelas Eksperimen	,122	31	,200 [*]	,943	31	,099
	kelas Kontrol	,123	30	,200 [*]	,954	30	,216

^{*}. This is a lower bound of the true significance.

^a. Lilliefors Significance Correction

Based on the normality testing criteria at a significance level of $\alpha = 0.05$, the null hypothesis (H_0) is accepted when the calculated value is lower than the critical value or when the significance value (Sig.) exceeds α , indicating that the data are normally distributed. The results of the Shapiro-Wilk normality test, as presented in the table, show that the Control Class obtained a Sig. value of 0.216, while the Experimental Class obtained a Sig. value of 0.99. As both significance values are greater than 0.05, there is no statistically significant deviation from a normal distribution in either group. Accordingly, it can be concluded that the data for both groups are normally distributed. The fulfillment of this normality assumption is essential for linear regression analysis, as one of its key prerequisites is that the data originate from a normal distribution. Therefore, the data in this study satisfy the assumptions required for simple linear regression analysis.

2. Homogeneity Test

A homogeneity test is a statistical test used to determine whether the variances of data from two or more groups are equal (homogeneous) or not. This test is important as a requirement for certain statistical analyses, such as the t-test and ANOVA. If the data

variances are homogeneous, parametric analysis can be used; otherwise, alternative methods or adjustments are needed.

Tabel 3. Homogeinity Test
Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	,249	1	59	,620
	Based on Median	,212	1	59	,647
	Based on Median and with adjusted df	,212	1	57,026	,647
	Based on trimmed mean	,231	1	59	,632

According to the criteria of the homogeneity test at a significance level of $\alpha = 0.05$, the data are considered homogeneous when the significance value (Sig.) exceeds 0.05, indicating acceptance of the null hypothesis (H_0). Homogeneity testing was performed to assess whether the variances of the two data groups were equal. Based on the results of Levene’s test presented in the table, the obtained significance values were as follows: Based on Mean = 0.620, Based on Median = 0.647, Based on Median with adjusted degrees of freedom = 0.647, and Based on Trimmed Mean = 0.632. As all significance values from these four testing approaches exceed 0.05, there is no statistically significant difference in variance between the groups. Therefore, it can be concluded that the research data are homogeneous. Variance homogeneity constitutes an essential assumption in regression analysis, particularly to ensure the stability of error or residual distributions.

3. T-Test

The t-test is a statistical test used to determine whether there is a significant difference between the means of two groups or to examine the effect of one variable on another. The t-test is usually applied to data that are normally distributed and have homogeneous variances.

Tabel 4. T-Test
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil	Equal variances assumed	,249	,620	-2,090	59	,041	-3,208	1,535	-6,279	-,136
	Equal variances not assumed			-2,094	58,889	,041	-3,208	1,532	-6,273	-,142

A t-test analysis was conducted to determine whether the independent variable had a statistically significant partial effect on the dependent variable. To examine the effectiveness of the Course Review Horay (CRH) learning model on students’ learning interest, the following hypotheses were formulated:

- a) Null Hypothesis (H_0): The Course Review Horay learning model does not have a significant effect on students’ learning interest, as indicated by a two-tailed significance value greater than 0.05.

- b) Alternative Hypothesis (H_a): The Course Review Horay learning model has a statistically significant effect on students' learning interest, as indicated by a two-tailed significance value less than 0.05.

Based on the Coefficients table, the t-test results yielded a significance value of 0.041. As this value is below the 0.05 threshold, it can be concluded that the Course Review Horay (CRH) learning model exerts a statistically significant effect on students' learning interest. This finding confirms the presence of a meaningful and statistically significant relationship between the independent and dependent variables.

Furthermore, a more detailed analysis was conducted based on the indicators of students' learning interest, namely interest, attention, and engagement. The findings indicate that the attention indicator shows the most significant improvement, reflecting students' increased focus and concentration during the learning process. This is followed by the engagement indicator, which demonstrates a higher level of active participation in group discussions and collaborative activities. Meanwhile, the interest indicator also exhibits a positive increase, indicating that students developed a stronger intrinsic attraction toward the learning material. These results suggest that the Course Review Horay (CRH) model effectively enhances not only overall learning interest but also its specific dimensions. "significantly enhances students particularly in terms of attention, engagement, and intrinsic interest." This finding is supported by previous studies indicating that cooperative learning significantly enhances student engagement across emotional and behavioral dimensions (Nguyen & Oanh, 2025). Furthermore, the Course Review Horay (CRH) model has been shown to improve behavioral, cognitive, and emotional engagement through structured and interactive learning activities (Simatupang, 2025).

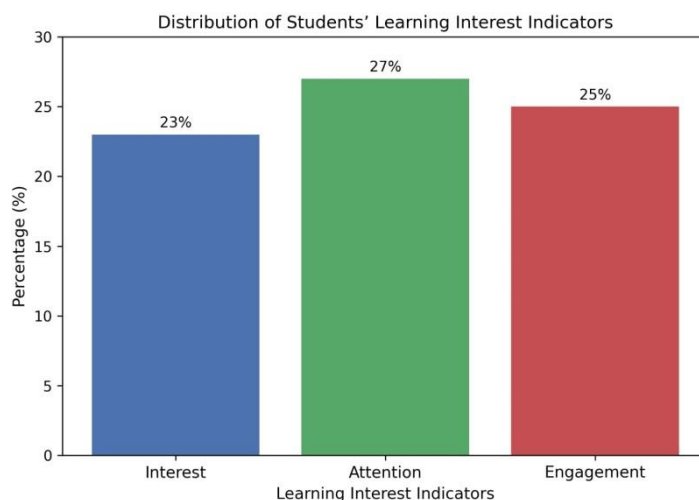


FIGURE 2: Result of the increase students interes in Islamic Religious Education (PAI)

These findings indicate that creating an interactive and enjoyable learning environment that emphasizes active student participation can effectively mitigate the fatigue and disengagement commonly associated with conventional teaching methods, particularly lecture-based instruction. This condition is consistent with the argument (Ihlas et al., 2025) who emphasize that CRH fosters a dynamic learning environment through students' emotional and social engagement. Therefore, the results of this study underscore the urgency of adopting cooperative approaches grounded in joyful learning to enhance the affective dimension of students.

The effectiveness of CRH in this study also reinforces previous findings emphasizing that cooperative learning impacts not only cognitive outcomes but also affective and motivational aspects (Trisna Yanti et al., 2020). The novelty of this study lies in the integration of its methodological design, measurement instrument, and instructional model implementation. It employs a quantitative experimental approach using a posttest-only control group design, combined with simple random sampling to enhance objectivity and internal validity. The instrument used is a learning interest questionnaire that has been rigorously tested for validity and reliability ($\alpha = 0.812$), enabling a comprehensive assessment of students' affective dimensions. Furthermore, the Course Review Horay (CRH) model demonstrates clear advantages over conventional instruction by fostering an interactive, enjoyable, and student-centered learning environment through collaborative activities, immediate feedback, and game-based elements, thereby proving more effective in enhancing students' interest, engagement, and enthusiasm in learning Islamic Religious Education (PAI).

The findings also reveal that CRH effectively encourages students to engage more actively in group discussions while providing equal opportunities for each individual to contribute. This condition aligns with Vygotsky's fundamental principle of social constructivism, which emphasizes the importance of social interaction as a medium for the internalization of concepts. Through the use of the "horay" chant and simple rewards, CRH creates a learning atmosphere that is simultaneously competitive and collaborative, which has been proven to enhance students' enthusiasm toward Islamic Religious Education (PAI) content. Thus, this model not only enriches instructional methods but also harmonizes pedagogical practices with modern educational theories.

Interestingly, the increase in learning interest identified in this study is not merely a reflection of the enjoyable method employed, but also of the emotional relevance fostered throughout the learning process. This finding is consistent with the study of (Aitahan et al., 2020) which emphasizes that learning interest possesses a strong emotional dimension. CRH addresses this need by providing space for students to express feelings of joy, attention, and active engagement. Therefore, the success of CRH lies not only in its instructional design but also in its ability to engage the affective dimension of students, which has often been overlooked in the teaching of Islamic Religious Education (PAI).

In terms of practical implications, the findings of this study provide new directions for Islamic Religious Education (PAI) teachers to be more creative in selecting instructional strategies that can foster students' learning interest. The limited use of technology-based media and the predominance of normative teaching practices, as revealed in the preliminary study at SMK Muhammadiyah Way Sulan, highlight a gap between students' needs and the instructional practices currently implemented. Accordingly, the application of CRH can serve as an alternative model to bridge this gap. Furthermore, this study underscores that innovation in religious education is equally as important as in other disciplines, ensuring that PAI is no longer perceived as a monotonous subject.

D. CONCLUSION AND SUGGESTIONS

Based on the results of this study, it can be inferred that the implementation of the Course Review Horay (CRH) cooperative learning model is effective in increasing students' interest in learning Islamic Religious Education (PAI) at SMK Muhammadiyah Way Sulan. By creating an engaging, interactive, and enjoyable learning environment that prioritizes active involvement and collaborative learning, the CRH model mitigates

the monotony commonly associated with traditional instructional approaches while simultaneously strengthening students' enthusiasm, attention, and participation. These results suggest that the effectiveness of PAI instruction is influenced not only by the instructional content but also by the use of innovative pedagogical strategies that address students' affective dimensions. Consequently, CRH may be regarded as a viable and strategic alternative for fostering more engaging, relevant, and meaningful religious education.

Furthermore, future research is encouraged to extend the examination of the CRH model across broader educational contexts, including its application in Islamic Religious Education at different educational levels or its integration with technology-enhanced learning media. Subsequent studies may also investigate the influence of CRH on learning outcomes beyond interest, such as student motivation, comprehension of religious values, and the development of social skills. Such inquiries would contribute to a more comprehensive understanding of the pedagogical value of CRH and support the continued advancement of innovative, contextual, and interactive PAI learning strategies aligned with the demands of 21st-century education.

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