

revisi parafrase 419.docx

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Submission date: 21-May-2025 08:27AM (UTC-0700)

Submission ID: 2594516361

File name: revisi_parafrase_419.docx (183.85K)

Word count: 5950

Character count: 34867

X - XX

44

The Course Review Horay Learning Model: Its Effectiveness on the Indicator of Self-Confidence in One's Abilities.

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Artikel dikirim :

xx- xx - 20xx

Artikel diterima :

xx- xx - 20xx

Artikel diterbitkan :

xx- xx - 20xx

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Kata Kunci:

PAI;

Model Pembelajaran;

Course review horay;

Kepercayaan diri.

Abstrak: Penelitian ini dilatarbelakangi oleh rendahnya tingkat rasa percaya diri siswa yang antara lain disebabkan oleh masih menggunakan metode pengajaran konvensional. Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan yang signifikan pengaruh model pembelajaran *Course Review Horay* terhadap kepercayaan diri siswa pada mata pelajaran Pendidikan Agama Islam (PAI) di SMAN 12 Bandar Lampung. Penelitian ini menggunakan pendekatan kuantitatif dengan *Quasi Eksperimen Design*. Teknik pengambilan sampel yang digunakan adalah *simple random sampli* karena dianggap adil dan meminimalkan bias, sehingga semua peserta didik memiliki kesempatan yang sama untuk terpilih. Populasi dalam penelitian ini ialah seluruh peserta didik kelas X dengan jumlah 341 peserta didik. Sampel peneliti yang terpilih ialah peserta didik kelas X.KP.1.1 dengan jumlah 33 peserta didik sebagai kelas eksperimen yang pembelajaran menggunakan model *Course Review Horay*, dan kelas X.KP.1.2 dengan jumlah 32 peserta didik sebagai kelas kontrol yang menggunakan metode pembelajaran konvensional. Data dipulihkan dengan menggunakan kuesioner kepercayaan diri. Teknik analisis data dalam penelitian ini menggunakan teknik analisis sederhana untuk hubungan variable independent dan variable dependent. Hasil *Independent Samples T-Test* menunjuk nilai signifikansi $0,000 < 0,05$ yang menunjukkan bahwa model *Course Review Horay* secara signifikan lebih efektif dalam meningkatkan rasa percaya diri siswa dibandingkan dengan metode konvensional. Penelitian ini memberikan kontribusi terhadap pengembangan model pembelajaran inovatif khususnya dalam bidang Pendidikan Agama Islam. Penerapan model *Course Review Horay* berbasis kooperatif

menciptakan lingkungan belajar yang lebih mendukung, sehingga berperan penting dalam meningkatkan rasa percaya diri siswa.

Keywords:

PAI;
Learning Model;
Course review horay;
Self confidence

Abstract: This research was motivated by the low level of students' self-confidence, which is partly due to the continued use of conventional teaching methods. The aim of this study is to determine whether there is a significant difference in the effect of the Course Review Horay learning model on students' self-confidence in Islamic Religious Education (PAI) at SMA Bandar Lampung. This study used a quantitative approach with a Quasi-Experimental Design. The sampling technique used was simple random sampling, as it is considered fair and minimizes bias, giving all students an equal chance to be selected. The population of this study consisted of all Grade X students, totaling 341 students. The selected sample consisted of Class X.KP.1.1 with 33 students as the experimental group, which used the Course Review Horay model, and Class X.KP.1.2 with 32 students as the control group, which used the conventional learning method. Data were collected using a self-confidence questionnaire. The data analysis technique used was a simple analysis method to examine the relationship between the independent and dependent variables. The results of the Independent Samples T-Test showed a significance value of $0.000 < 0.05$, indicating that the Course Review Horay model is significantly more effective in improving students' self-confidence compared to the conventional method. This study contributes to the development of innovative learning models, especially in the field of Islamic Religious Education. The implementation of the cooperative-based Course Review Horay model creates a more supportive learning environment, thus playing an important role in enhancing students' self-confidence.

INTRODUCTION

Education is a planned activity designed to create learning experiences where students are expected to take part actively in the process and improve their skills and abilities (Rahman et al., 2022; Ujud et al., 2023). Learning plays an important role in education because it is the way to achieve learning goals (Hidayati, Sela, et al., 2024; Sintia et al., 2025). In this process, students need a supportive environment so their potential can grow well (Lisnawati et al., 2022; Susanto & Anggresta, 2024; Zulfikar et al., 2025). Learning becomes more effective when students are involved actively, creatively, and feel comfortable and happy (Afifah, Hasanah, Makbuloh, Hljriyah, et al., 2025; Novera et al., 2021). Therefore, teachers need to design learning by choosing the right materials, strategies, and models to make students more engaged (Nada et al., 2024; Raniaini et al., 2024; Sungkono et al., 2024). Good-quality human resources will grow into smart, creative individuals who can contribute to the progress of the nation (Khadriah & Azizah, 2025; Puspa et al., 2023). One of the challenges for teachers is to build students' self-confidence, which is very important to help them improve their learning abilities (Al Husna, 2022; Purwadi, 2021). Support and guidance from teachers will help students grow with stronger self-belief (Annisa & Abadi, 2023; Hanifah et al., 2024).

Self-confidence means trusting your own abilities, making decisions without doubt or feeling less than others, and not being easily swayed by what people say. (Amelia Pohan et al., 2023; Muhamad Januaripin & Munasir, 2024; Rais, 2022). Self-confidence is very important for students because it helps them know and see how far they can reach their future goals. (Marlina et al., 2022; Sintia et al., 2025). It also helps a person know and understand themselves better (Astuti et al., 2024). In this era of globalization, technological progress is very useful in education because it supports learning and knowledge development (Ekka B. Anindia, 2023; Siagian, 2024). However, this also becomes a challenge for teachers to create creative and innovative learning so that students can develop their potential and become more interested in learning (R. S. Putri & Gistituati, 2023; A. A. Rahmawati et al., 2023). To create an active and positive learning atmosphere, teachers also need to build self-confidence in their students (Jelita & Sholehuddin, 2024; Kusuma, 2025). Students who are confident tend to face challenges without fear, while students who lack confidence often feel doubtful, left behind, and find it hard to compete with their classmates (Agatha & Hazim, 2024; Agustina et al., 2024; Billfadawi, 2023; Purwadi, 2021). This self-confidence problem is often found by teachers during learning, where students who are not confident tend to depend on others and feel that they are not good enough in many ways (Anggraini & Darmawanti, 2023).

One important factor that affects students' self-confidence is their motivation to learn. When students have strong motivation, they will be braver and more able to join the learning process without feeling shy or insecure (Sinta Nabila & Mujazi, 2023). Low self-confidence is often caused by a lack of motivation, which makes students feel stressed and forced to learn, leading to negative attitudes toward the lesson (Afifah et al., 2025). However, based on initial observations and interviews at SMAN 12 Bandar Lampung, several problems were found related to students' low self-confidence in Islamic Religious Education (PAI) lessons. Some of the identified issues include: (1) The teaching method is still mostly traditional, such as lectures and assignments, which makes students less actively involved because learning is too focused on the teacher; (2) The use of learning resources and technology is still very limited, making the learning process feel boring and less interesting; (3) The learning media used is still simple, only using the whiteboard; and (4) Students lack learning motivation, which directly affects their low self-confidence during lesson.

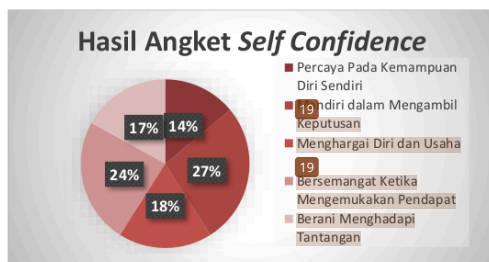


Figure 1. Pie Chart of Self-Confidence Questionnaire Results

Based on Figure 1, The pie chart shows the results of the scores from the student self-confidence questionnaire. The smallest percentage, 14%, is in the area of believing in one's own ability. This shows that students' self-confidence is still low, especially in believing in themselves. Students' confidence in Islamic Religious Education (PAI) lessons is still low, possibly because the teaching method is still traditional, such as lectures, which make students passive and less brave to participate. Therefore, an update to the learning model is needed to help increase students' self-confidence, especially in PAI subjects. One reason for the low self-confidence is the continued use of conventional teaching methods. As we know, traditional methods often make students less active and cause their self-confidence to drop. To improve self-confidence, a new and more effective learning model is needed one that can create a fun, comfortable, supportive, and interesting classroom environment. This way, students can feel more confident and motivated to join the lessons, especially on the Islamic education context.

The quality of education today is still not good enough, and there are often many problems in its implementation (Novitriani et al., 2024; Raniailini et al., 2024; Sintia et al., 2025). Problems in the national education system need to be solved, and one way is by using the right learning model (Afanin et al., 2025; Hidayati, Sela, et al., 2024; Patriasya et al., 2025). Using a suitable model Able to help students study the material better, think more clearly, and improve their self-confidence (Afifah, 2024; Khadriah & Azizah, 2025; Nirwana et al., 2025). One method that works well is the *Course Review Horay* model, where students are divided into small groups and answer questions in an interactive way. When they answer correctly, they get a simple reward such as shouting "hooray!" (Azhari, 2023; Santoso & Amaliyah, 2022). This model encourages students to be actively involved in the learning process, focus on understanding the material, and it fits well with the character of children in elementary and middle school (Ririn Amalia et al., 2023).

This activity creates a fun and relaxed classroom atmosphere, and also encourages students to be enthusiastic and work together. According to Huda (2015:231), the *Course Review Horay* method has several advantages: it has an interesting structure that invites students to join in, it is not boring because it includes entertainment, so the class does not feel tense, it increases students' motivation to learn because the class is enjoyable, and it improves teamwork skills among students (Kusmiyati et al., 2022; S. Y. Sari, 2022). With this model, students become more confident in answering questions, speaking in front of the class, and facing challenges. This model also helps train critical thinking skills, encourages students to actively look for information, and builds knowledge both independently and in groups (F. A. Putri & Sukma, 2022; N. L. Sari et al., 2021).

Based on previous research by several experts, including: Selfi Rahmi Andini (2022), Dila Azhari (2023), Nur Afifah (2025), Maya Damayanti (2025), Rukayah (2025), Fany Anggia Febriani

(2025) Previous studies by several experts found that there were significant changes in students' learning motivation, interest, participation, and self-confidence between those who used the Course Review Horay model and Those who still apply general or conventional teaching methods. This model can help teachers a lot in increasing student participation and interest in paying attention and gives students more chances to learn actively. Even though many researchers have studied the The application of the Course Review Horay model in the implementation of education, only a few have looked closely at how it affects students' belief in their own abilities. Therefore, this research expands the study to see how the Course Review Horay model not only improves students' activeness and interest in learning, but also helps build their self-confidence.

This study offers something new by focusing on students' belief in their own abilities when using the Course Review Horay model. Unlike previous studies that mostly focused on motivation, interest, or general participation, this research specifically looks at how the model can help students believe in their own potential. This approach gives a new perspective on developing participatory learning models by showing that building self-confidence is an important foundation for better academic achievement. This study aims to offer useful knowledge about new learning methods and support better teaching and learning practices.

Seeing how important self-confidence is in supporting learning success, students' confidence in their own abilities is very important (Rizki et al., 2025). A lack of self-confidence can cause problems for students during the learning process (Novita & Sumiarsih, 2021). This research is important because many students have low self-confidence in learning, which happens due to traditional teaching methods like lectures and assignments that don't involve students actively. Learning media is limited to the whiteboard, and there is a lack of technology use and variation in teaching methods. This condition creates a monotonous and boring learning environment that does not support student participation. Therefore, applying creative and innovative teaching models is very important to make the learning process more engaging and to improve students' academic performance (Hidayati, Selvia, et al., 2024; J. N. Sari et al., 2025). Therefore, this study hopes to offer a solution by using a more fun and innovative learning model, such as Course Review Horay, to create a more interactive classroom and help strengthen students' belief in their own abilities. This way, learning outcomes in Islamic Education (PAI) can be more successful. This research tries to see how the Course Review Horay learning model have an impact students' self-confidence. The results are expected to show how this method can help create a learning space that encourages a positive mindset and helps students feel more confident in understanding lessons.

METHOD

The study applied a quantitative method and used a Quasi-Experimental Design to observe the effect of a treatment in a controlled environment. It followed a post-test only design, comparing results between an experimental group and a control group. The data in this study was analyzed using a simple method to look at The relationship between the independent variable and the dependent variable. This method was chosen to get measurable results and see how effective the Course Review Horay learning model is compared to traditional teaching in improving students' self-confidence. The study involved Grade X students at SMAN 12 Bandar Lampung, with a total of 341 students. Simple Random Sampling was used in this research, meaning all students had an equal chance to be picked. A total of 65 students were selected and divided into two groups. The experimental group, Class X.KP.1.1 with 33 students, used the Course Review Horay method, while the control group, Class X.KP.1.2 with 32 students, followed a conventional learning approach.

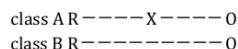


Figure 2. Posttest-Only Control Group Design Scheme

Description :

Class a	:	Class that received the treatment (Course Review Horay model).
Class b	:	Class that did not receive the treatment (conventional learning model).
X	:	<i>Treatment.</i>
O	:	Post-test results.

From Figure 2, Class X.KP.1.1 received the treatment (intervention) and then was given a post-test, while Class X.KP.1.2 did not receive the treatment and was also given a post-test. After the post-test, the results from both classes X.KP.1.1 and X.KP.1.2 were obtained. Then, the post-test results of the two classes were compared to see whether there was a difference between them.

A non-test questionnaire was used as the data collection tool to assess students' self-confidence. The indicators were based on Afifah in Tamsil, which include: believing in one's own ability, Being able to decide independently without being influenced, valuing oneself and one's efforts, being enthusiastic in expressing opinions, and being brave in facing challenges. Based on these indicators, this study offers something new compared to previous research by focusing on one specific indicator—belief in one's own ability. The questionnaire consisted of several statements that were reviewed and validated by experts to ensure their accuracy and consistency. A trial was conducted outside the sample, followed by validity and reliability testing, which resulted in two valid statements. These validated statements were distributed to Whether it is the experimental class or the control class. The data obtained was analyzed through tests for normality, homogeneity, and hypothesis To ensure if there is a significant inequality in improvement of students' self-confidence between the two groups. The analysis used a significance level of ($\alpha = 0.05$). If the significance score was under 0.05, it meant the difference was significant. But if it was over 0.05, then There was no meaningful difference between the two groups.

Similar to other teaching methods, the Course Review Horay (CRH) model has its own procedure. Based on Huda's explanation, the steps to apply this model are: (1) The teacher starts by explaining the goals of the lesson, (2) Then, the teacher teaches the material and allows students to ask questions, (3) After that, students are divided into small groups, (4) Next, the teacher explains how the CRH model works, tells students to draw numbered boxes, reads out the questions, and students write their answers in the boxes. Students who answer correctly are allowed to shout "Horay!" or do a cheer, (5) Students' scores are based on the number of correct answers and how many times they shout "Horay!" (6) The teacher does an evaluation together with the students, (7) The teacher guides the students to make a summary of the lesson together.

RESULTS AND DISCUSSION

A. Research Result

This research was carried out at SMAN 12 Bandar Lampung to find out if the Course Review Horay learning model impact students' self-confidence in Islamic Religious Education classes. Before distributing the self-confidence questionnaire with its indicators, it was first

reviewed by experts and tried out on a group outside the sample. Then, the questionnaire was tested to ensure its validity and reliability.

Table. 1 Description of Validity Test Results in the Trial Class

No	R _{Tabel}	R _{Hitung}	Description
1	0.3610	0.6510	Valid
2	0.3610	0.0970	Invalid
3	0.3610	0.4350	Valid

Table. 2 Description of Reliability Test Results in the Trial Class

Reliability Statistics	
Cronbach's Alpha	N of Items
.614	15

In the trial class, the findings from the validity and reliability assessments show that a statement qualifies as valid if its R-value is greater than that of the R-table. The results of the validity test showed that 2 items had a significance value above 0.361, meaning the instrument is fairly valid. In addition, the reliability test produced a Cronbach's Alpha score of 0.614, which is higher than 0.6, indicating that the instrument is reliable. This means that the instrument is reliable. This value indicates that the test instrument is adequate for measuring the research variable. Once the questionnaire was confirmed to be valid and reliable it was administered to students in both the experimental and control groups to allow for comparison. The data analysis from these two groups provided insights into how the learning model affected students' self-confidence.

Normality Test

In this research, the normality test serves to verify if the dataset follows a normal distribution. A significance value greater than 0.05 signifies that the distribution is normal. To conduct this test, the results from the experimental class using the Course Review Horay model are compared with those from the control class, which relied on traditional instruction.

Table. 3 Normality Test Result from the Experimental and Control Classes

kelompok	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
hasil angket self confidence	.306	33	.000	.820	33	.000
	.225	32	.000	.841	32	.000

a. Lilliefors Significance Correction

According to the normality test results, the data from both the experimental and control groups do not follow a normal distribution, as the significance value of 0.000 is below the 0.05 threshold. Consequently, the Mann-Whitney test was employed as a non-parametric alternative. The results of the Mann-Whitney test are presented below.

Table. 4 Description of Mann-Whitney U

	hasil angket self confidence
Mann-Whitney U	275.000
Wilcoxon W	803.000
Z	-3.408
Asymp. Sig. (2-tailed)	.001

a. Grouping Variable: kelompok

The table shows a Mann-Whitney U significance value of 0.001, which is below the 0.05 threshold, indicating statistical significance. The Mann-Whitney test—also known as the Mann-Whitney U or Wilcoxon rank-sum test—is utilized to assess differences between two independent groups when the data are ordinal or interval and do not follow a normal distribution.

Homogeneity Test

This research also included a homogeneity test to see if the data variation between the groups was similar. If the significance value is more than 0.05, the data is considered to have equal variance. The table below shows the results.

Table. 5 Description of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
hasil angket self confidence	Based on Mean	17.575	1	63	.000
	Based on Median	9.153	1	63	.004
	Based on Median and with adjusted df	9.153	1	52.560	.004
	Based on trimmed mean	16.918	1	63	.000

The homogeneity test is conducted to determine whether the data shares the same variance. A significance value greater than 0.05 indicates that the data is homogeneous, meaning it has equal variance. On the other hand, if the significance value is below 0.05, the data is considered not homogeneous. Based on the results shown in the table above, the significance value is 0.000, which is less than 0.05. Therefore, it can be concluded that the data does not have equal variance or is not homogeneous.

Hypothesis Test

To test the hypothesis, a T-test was conducted with the aim of identifying whether there is a meaningful relationship between the independent and dependent variables.

Table. 6 Independent Samples Test Result from the Experimental and Control Classes

		Levene's Test for Equality of Variances		t	df	Sig. (2-tailed)	t-Test for Equality of Means		95% Confidence Interval of the Difference	
		F	Sig.				Mean Difference	Std. Error Difference	Lower	Upper
hasil angket self confidence	Equal variances assumed	17.575	.000	3.989	63	.000	1.695	.424	.846	2.542
	Equal variances not assumed			3.988	66.707	.000	1.695	.427	.837	2.553

According to the t-test results under the "Equal variances assumed" condition, the significance value is 0.000, which is less than the 0.05 threshold. This indicates a significant difference between the Course Review Horay learning model and conventional instruction in

enhancing students' confidence. Subsequently, the Mann-Whitney test was employed as a non-parametric alternative. The results are presented below.

Table. 7 Description of Mann-Whitney U

Test Statistics ^a	
	hasil angket self confidence
Mann-Whitney U	275.000
Wilcoxon W	803.000
Z	-3.408
Asymp. Sig. (2-tailed)	.001

a. Grouping Variable: kelompok

The table shows that the Mann-Whitney U test yielded a significance value of 0.001, which is below the 0.05 threshold. This non-parametric test, also known as the Wilcoxon rank-sum test, is employed to determine whether there is a statistically significant difference between two independent groups on a variable measured at the ordinal or interval level when the data is not normally distributed.

B. Discussion

This study's findings demonstrate that the Course Review Horay instructional model significantly boosts students' self-confidence in Islamic Education (PAI) at SMAN 12 Bandar Lampung, especially when compared to traditional teaching approaches. This conclusion is reinforced by the results of the Independent Sample T-Test, which produced a two-tailed significance value of 0.000. Since this value is below the threshold of 0.05, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. This suggests that the two teaching methods have a distinct impact on students' self-confidence.

The findings reveal that the Course Review Horay learning model not only enhances students' academic performance but also contributes significantly to boosting their self-confidence. This method aims to provide an enjoyable, engaging, and collaborative learning atmosphere. This further supports the notion that students with high self-confidence are generally more resilient, make decisions with assurance, and act without hesitation. Additionally, this approach encourages greater student engagement in the learning process. (V. Rahmawati, 2025). This approach helps students be more active during learning (Fatmawati, Kamaruddin H., 2021). One of the advantages is that students can join in with excitement, like shouting 'hooray' or cheering when they answer a question correctly. This makes the learning atmosphere more fun, enjoyable, builds confidence, and doesn't feel boring (Andini et al., 2021; Wibowo et al., 2023). This research result is in line with Nur Afifah's findings (2025). These findings highlight the effectiveness of the Course Review Horay learning model in enhancing students' self-confidence. The study also reinforces the potential for applying this model across various educational fields, including Islamic Education. (PAI). The difference is, this study adds something new by focusing more on improving students' confidence in their own abilities, which hasn't been discussed much before.

In this study, it was found that one sign of low self-confidence in students is being too shy to ask questions. During lessons, students who don't understand the material often don't dare to ask. This is also seen in how they either stay quiet or become too noisy, which makes it hard for them to understand the lesson (Safitri et al., 2023). The Course Review Horay learning model addresses the issue by creating a more lively and enjoyable classroom atmosphere. (Novera et al., 2021).

While many earlier studies have primarily examined the impact of the Course Review Horay model on students' academic performance and interest, this research emphasizes the importance of enhancing students' self-confidence as a key factor in promoting active participation and learning progress. As such, this study provides a fresh perspective on how the learning model can contribute to building students' confidence, ultimately supporting more effective learning outcomes. The findings not only support previous studies but also emphasize the need for creative and innovative learning activities.

CONCLUSION

Based on the research carried out at SMAN 12 Bandar Lampung, it can be concluded that the Course Review Horay learning model significantly enhances students' self-confidence, especially in fostering their belief in their own capabilities, compared to traditional teaching methods. This conclusion is supported by the results of the Independent Samples T-Test, which revealed a significant value of 0.000, lower than the 0.05 threshold. This confirms a significant difference between the Course Review Horay model and conventional teaching approaches.

This research was conducted only in one subject area at a single school with 10th-grade students, so the findings cannot be broadly applied to other contexts. Also, the use of a quasi-experimental method and only one tool, a questionnaire, could not fully control outside factors and was still subjective, which might have affected the students' self-confidence. To expand the scope and deepen the understanding of the Course Review Horay model's effectiveness, it is recommended that future research apply this model to a variety of subjects and educational levels. Using a mixed-method approach that combines quantitative and qualitative methods can also give a more complete picture of how the model affects students' psychological aspects. Long-term studies with a longer time span are needed to see if the impact on self-confidence lasts over time. In addition, developing the model by adding technology or combining it with other learning strategies can open new opportunities for future researchers.

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