



Enhancing Arabic Learning Outcomes Through the Course Review Horay Cooperative Learning Model

Fitriana Nurisnaini¹, Muhammad Afif Amrulloh², Diki Nurwahidin³

^{1,2} Universitas Islam Negeri Raden Intan Lampung, Indonesia

³ Universitas Islam Madinah, Arab Saudi

Corresponding E-mail: fitriananurisnainii@gmail.com

Abstract

A well-designed evaluation process can increase student motivation and strengthen understanding of the material taught, thus achieving more optimal learning outcomes. The researcher intends to analyze the effect of course review horay type cooperative learning model in improving students' Arabic learning outcomes. This study used a quantitative approach, specifically an experiment with a pre-experiment design. The study involved 16 students in class IVB SDIT Subulussalam who were assessed using observation sheets and written tests. The results showed that students were very active and engaged during the learning process, with a success rate of 61% - 100% in terms of activeness. Hypothesis testing confirmed that the independent variable (cooperative learning model) significantly influenced the dependent variable (students' Arabic learning outcomes). This supports the initial hypothesis and shows that cooperative learning models positively impact student engagement and enthusiasm. These findings have important implications for educational practice, as these models can contribute to more effective learning experiences and outcomes.

Keywords: *Arabic learning, Cooperative learning, Course Review Horay (CRH), Engagement*

Introduction

In education, high learning activity is recognized as the key to optimizing learning outcomes and maintaining student motivation. Effective learning requires active student engagement, not just passively receiving information (Ramli et al., 2024). As Uno points out, teachers have a crucial role in creating a conducive learning environment that encourages active student participation. To achieve this, there needs to be a shift from a teacher-centered learning model to a more interactive and student-centered model (Jambak et al., 2024). This shift increases students' active engagement, improves comprehension, and develops 21st century skills (L. R. Hasibuan, 2019).

The reality found by the author based on preliminary studies at SD Islam Terpadu (SDIT) Subulussalam in Arabic language subjects shows that the learning methods implemented so far are dominated by direct learning methods and lecture-discussion learning methods that combine lectures and discussions. Meanwhile, the repeated use of the same learning method can reduce the variation in teaching and learning activities. Initial observations in class IVB showed that students' enthusiasm was generally quite high at the beginning of the learning session. However, when students are confronted with end-of-learning assessment activities that do not provide answers to the problems being studied, there is a decrease in motivation, characterised by the appearance of boredom and lack of interest in completing the assessment tasks. Looking at the learning outcomes on basic knowledge in the *harf al-jarr* material shows that the average score with a total of 16 students did not reach the minimum completeness criteria of 69.68, while the school's minimum completeness criteria (KKM) value is 75 (Kholifah, n.d.).

The end-of-learning evaluation process plays a crucial role in motivating students and measuring their understanding of the material. However, implementing assessments that are not designed to encourage independent exploration and discovery of solutions can lead to a decline in student motivation and learning outcomes. One of the factors contributing to this decline is the limited opportunities for students to be actively involved in the problem-solving process. As a result, it can have a negative impact on student learning outcomes. Students' success in achieving maximum learning outcomes can be influenced by the implementation of classroom learning and students' interest in learning (Dewi et al., 2020; Hasrati et al., 2021). Therefore, the evaluation of students' learning success considers not only the learning outcomes after the learning process, but also the level of active participation during the learning process (Uno & Mohamad, 2022).

In this context, learning activities require an interesting learning approach so that students do not feel bored with the material taught by the teacher (KAHARUDDIN, 2020). One of the effective learning approaches to maximise student learning outcomes and improve social skills is cooperative learning (Gillies et al., 2023). Cooperative learning is based on two main theories: constructivism and cognitive learning theory. Constructivism learning theory has the view that learning in groups with peers can be a useful medium for other students who not only teach skills but also learn to have a high spirit of learning. This theory emphasizes the critical thinking process.

Meanwhile, cognitive learning theory emphasizes the learning process, which views students as active processors of information to store information in long-term memory (Aje, 2022; Hartati & Panggabean, 2023). According to Vygotsky, implementing cooperative learning models in the classroom can create an interactive classroom atmosphere that involves students collaborating with peers in small groups (Suci, 2018). Through the application of cooperative learning models, students are trained to help each other to develop their knowledge together (Nuryanti, 2019). In this case, the teacher acts as a facilitator, conveying material and as a guide during the learning process (Mutiarra et al., 2019).

In relation to this, Pradnyani, et al said that to attract students' attention, liven up the classroom atmosphere, and improve student learning outcomes is to use the course review horay type cooperative learning model (Faradita, 2021). The learning model is considered fun and in accordance with the characteristics of elementary school students because there is an element of play at the end of learning to answer questions. In this learning model, if students can answer questions given by the teacher in accordance with the material that has been delivered correctly, they are required to shout "hooray!" or say yells that have been agreed upon by the teacher and students beforehand. With the application of this CRH learning model, the learning atmosphere of students becomes more active and not monotonous, thus making students more enthusiastic in solving problems independently or in groups (Imas & Berlin, 2015).

Cooperative learning models, especially the Course Review Horay type, have been widely researched in learning practices. It was found in research (Rosita, 2023) that applying the Course Review Horay learning model in class VII MTsN 1 Kotawaringin Barat, can improve student learning outcomes in Arabic language subjects. Learning outcomes are influenced by the learning model applied by the teacher. As research by (Fitriana & Sukirman, 2024) which has compared the Course Review Horay (CRH) learning model and the Team Group Tournament (TGT) learning model, both have proven effective in improving student learning outcomes, although there is a difference in average scores with a difference of 8.96% greater the results of applying the Team Group Tournament (TGT) model. The research by (Rahmawati, 2022) who applied the cooperative learning model of course review horay type in class XII IPA I MAN Kotawaringin Barat showed that there was a significant increase in Arabic learning outcomes between cycle I and cycle II on *na'at & idhâfah* material which was classified as difficult. Unlike previous studies applied the Course Review Horay type cooperative learning model at higher grade levels, this research focused on elementary school students, using an experimental approach without a control group which is expected to improve students' learning outcomes by increasing students' active involvement in Arabic language learning. Thus, this study offers a new contribution to the language learning literature as well as providing new insights for educators.

Therefore, this study aims to analyze the CRH type cooperative learning model in improving students' Arabic learning outcomes. Using a pre-experimental design of one group pre-test post-test design.

Method

Research Design

This research used experimental research. Experimental research methods refer to research methods used to determine the effect of treatment of certain variables on other variables to be investigated (Nuraida, 2008). The research design used pre experimental with one group pre-test and post-test design. Researchers use this design to compare before and after treatment using a group as the research subject. A group before treatment is first measured the dependent variable (pre-test), then experimental treatment is given, after which the dependent variable is measured again (post-test) (Sugiyono, 2020). The form of research design for this design is described as follows:

Table 1. Research Design

Pre test	Treatment	Post test
O_1	X	O_2

Caption:

O_1 = Pretest score before treatment

X = Treatment (given treatment)

O_2 = Posttest score after being given treatment

Pre-test and post-test score data from a sample of 16 class IVB SDIT Subulussalam students will be processed quantitatively. Sampling was carried out using non-probability sampling technique of saturated sampling type, meaning that the entire population was used as a sample in the study (Z. E. Hasibuan, 2024).

Data Collection Tehnique

The data in this study were collected directly from the original sources, namely Arabic language teachers and students of class IVB SDIT Subulussalam, through observation and tests. The instruments used in data collection include:

1. Observation sheet in the form of student activity observation sheet that occurs in the field during the learning process. Data from observations of student activity in learning were analysed using the following formula:

$$\% \text{ skor} = \frac{\text{Skor yang diperoleh}}{\text{Skor maksimal}} \times 100\% \quad (\text{Trianto, 2012})$$

The active criteria in this study are if the results of observations of student activity for each aspect show a success percentage of 61-100%. Student activeness scores are measured based on five categories as stated by Arikunto below:

Table 2. Student Activity Success

Percentage of Success	Success Level
81-100%	Very active
61-80%	Active
41-60%	Less active
21-40%	Not active
0-20%	Very inactive

2. Written test questions in the form of pre-tests and post-tests to measure students' abilities in a problem under study. Then the results of the pre-tests and post-test that students have done, are analysed using the Normality Test and T-Test.

Data Analysis Technique

In SPSS, the Normality Test is distinguished based on the number of samples. Shapiro Wilk is used for samples smaller than 50, while Kolmogorov Smirnov is used for samples greater than 50. The normality test used Shapiro Wilk in this study because

the sample size was less than 50. The Normality Test is used to test whether the research data is normally distributed or not. Normally distributed research data is one of the assumptions in parametric statistics used as a condition for conducting the t test (Sugiyono, 2018). Meanwhile, the t-test (t-tests) is used to determine whether there is a significant difference between the means of two groups. The results of the t-test (t-tests) are in the form of a significant value (p-value) with a basic decision:

- a. If the p value < 0.05 , then H_0 is rejected and H_1 is accepted. The independent variable (X) significantly affects the dependent variable (Y).
- b. If the p value > 0.05 , then H_0 is accepted and H_1 is rejected. The independent variable (X) does not significantly affect the dependent variable (Y).

Result and Discussion

This study aims to analyze the effect of course review horay (CRH) type cooperative learning model on improving students' Arabic learning outcomes. The research was conducted in three stages, namely at the beginning of the study students were given a pre-tests to measure initial abilities. After that, the treatment was given in the form of cooperative learning model of course review horay type. At the end of the study, post-test activities were carried out to measure changes in students' abilities. In the treatment stage, the researcher carried out the planning designed on the learning device according to the CRH learning model with the following steps: The teacher conducted preliminary activities to begin the learning and stimulate students to be invited to recall the harf jar material previously learned, and provide opportunities for students to ask questions.

After the material is presented, the teacher tests students' understanding by dividing students into small groups of 3 to 4 people in each group. The teacher distributes cards containing 9 boxes and each box is filled with numbers according to the tastes of each group. Then the teacher reads the question randomly and students write the answer in the box whose number the teacher mentions. Answers are immediately discussed together through a rapid response mechanism. Thus, the group that answers quickly and correctly is given a check list and immediately shouts "hooray!" or other yells. Students' scores are taken from the calculation of correct answers and the most shouts of "hooray!". At the end of the lesson, the teacher rewards the group that answers the most questions correctly or shouts "hooray!" the most.

Based on the data from the observation of students' activities through the observation sheet during the learning process, it is presented in the following table:

Table 3. Student Activity Data

assessment indicator	Percentage
Learners show an enthusiastic attitude in doing the task	100%
Learners do not show a depressed attitude when doing assignments	80%
Learners actively participate in group discussions	100%
Learners pay attention to explanations from the teacher in learning activities	80%

Learners enthusiastically raise their hands to answer 100% questions from the teacher

The results of the observation sheet in table 3 show that overall student activity was obtained with a high level of activeness. Of the 5 indicators observed, the average student activeness reached a score of 4.6 (scale 1-5), with 3 indicators reaching the maximum score of 5. These indicators are: (1) enthusiasm in doing assignments, (2) active participation in group discussions, and (3) eagerness to raise their hands to answer questions. This indicates that the course review horay type cooperative learning model succeeded in creating an interactive and fun learning atmosphere, thus motivating students to actively participate.

The data from the pre-tests and post-test results with the course review horay model of Arabic language subjects on harf jar material.

Table 4. Results of pre-test and post-test

Test	Max Value	Min Value
Pre-test	83	48
Post-test	96	70

Table 4 showed the calculation of data on student learning outcomes before being given treatment (pre-test) in Arabic language subjects obtained the highest value of 83, and the lowest value of 48. For the calculation of data on student learning outcomes after being given treatment (post-test) in Arabic language subjects obtained the highest value of 96, and the lowest value of 70.

The normality test is first performed before testing the hypothesis using the t-test on the student's Arabic language learning outcomes test. The results of the Shapiro-Wilk normality test calculation performed using SPSS 23 are shown in the following table.

Table 5. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test of learning result	.142	16	.200*	.911	16	.119
Post-test of learning result	.163	16	.200*	.952	16	.524

Table 5 showed that the Shapiro-Wilk normality test obtained a significance value of 0.119 on the pre-test and a significance value of 0.524 on the post-test. The results of the normality test (pre-test and post-test) with a nilai p-value > 0.05, which means that (H_0) is accepted and the data in the study are normally distributed. Since the normality test is satisfied, the hypothesis test can be done parametrically with t-test. In this study, the t-test used is the paired sample t-test because there are two data in one sample to compare the average data before and after treatment, namely pre-test and post-test.

The calculation of the hypothesis test using the paired sample t-test using SPSS 23 is shown in Table 6 below.

Table 6. Paired Samples Test

Test	<i>n</i>	Descriptive Statistics	Paired T-Test		
		<i>M (Std. D)</i>	<i>t</i>	<i>df</i>	Sig. (2-tailed)
Pre-test	16	71.31 (8.44)	-10.144	15	0.000
Post-test	16	84.44 (6.53)			

The calculation of the Paired Sample T-Test in Table 6 shows that the t-value obtained is -10.144 with a degree of freedom (df) of 15 and the p-value (Sig. (2-tailed)) is 0.000. Since $0.000 < 0,05$, the decision taken is that the null hypothesis H_0 is rejected and the alternative hypothesis H_1 is accepted, which means that the independent variable (X) has a significant effect on the dependent variable (Y). This result shows that there is a significant difference between the average pre-test and post-test that there is an increase in students' Arabic learning outcomes after applying the course review horay type cooperative learning model. This strengthens the assumption that CRH cooperative learning can create a more enjoyable, interactive learning atmosphere and encourage student involvement in understanding Arabic language materials.

Improving Arabic Language Learning Outcomes Through CRH Model

The CRH learning model is a form of cooperative learning that integrates aspects of material repetition, group cooperation, and emotional response in the form of excitement. Basically, this model encourages students to help each other understand the material through small group discussions. Then, students review the material combined with game elements, namely answering questions accompanied by a "horay" game that can maintain focus, arouse enthusiasm and enthusiasm for learning.

Based on the data obtained, the overall results of this study support the effectiveness of the course review horay type cooperative learning model in improving students' Arabic learning outcomes on harf jar material. The significant increase in average scores from pre-test to post-test indicates that the course review horay type cooperative learning model positively impacts mastery of the material. In addition to improving learning outcomes, this CRH cooperative learning model is also more influential in developing students' critical thinking than conventional learning methods. The difference in learning outcomes of students who were treated with the course review horay learning model showed a higher increase in scores compared to students who were not treated with the course review horay learning model (Awalia et al., 2023; Fatmawati et al., 2024).

In Arabic language learning, understanding vocabulary, sentence structure and grammar application require repeated practice. The CRH learning model facilitates this need by presenting the material concisely and repeating it in the form of fun questions. One of the success indicators of CRH is students' ability to remember and apply vocabulary and sentence structures in meaningful contexts. Repetitive activities such as group review and discussion help strengthen students' long-term memory.

Relevance of Cooperative Learning Model in Arabic Language Learning

Students often consider Arabic language learning difficult due to the complexity of the language structure and vocabulary that is different from everyday language. Therefore, a learning approach is needed that can facilitate students in understanding and mastering Arabic. The cooperative learning model with its interactive approach can help students overcome these difficulties. In cooperative learning, students learn through group work, exchanging ideas and solving problems collectively. Students who have difficulty in understanding the material get help from their groupmates who are more proficient.

As the statement of cooperative learning emphasizes that humans are social creatures based on the philosophy of “*homo, homini, socius*”, so there needs to be interdependence between individuals (Aje, 2022). This is in line with the fact that cooperative learning models are developed based on constructivism cooperative learning theory. As seen in one of Vygotsky's theories, which emphasizes how knowledge is built through social experience. In addition, Vygotsky also said that a person's ability to think critically appears first in social interaction, for example through cooperation with others. Therefore, Vygotsky encouraged the classroom atmosphere to be cooperative, which means students work together, discuss, and help each other. In this way, students can influence and help each other's thinking development (Asmani, 2016). The theory plays an important role in the active involvement of students in the learning process, so it is necessary to have a learning environment that can provide opportunities for students to carry out activities that involve active participation in learning. According to Rien Anita 2022 in (Izzatunnafiza Bustami et al., 2024) as Slavin defines cooperative learning as “a learning method that involves student cooperation to develop students' understanding and responsibility for learning outcomes both in groups and individually”. This proved that cooperative learning through interaction and collaboration between students is proven to be able to improve student learning outcomes.

In relation to the findings of (Yulia, 2022) which states that a learning approach that prioritizes student collaboration and interaction can improve understanding of the material and trigger enthusiasm for learning. This approach not only improves understanding of the material, but also makes the learning atmosphere more fun and interactive, which positively impacts student learning outcomes. (Husniati, 2020) in her research found that the use of cooperative learning models can affect learning outcomes, activities and positive attitudes of students. The increase in student learning activities can be seen from the observation data score, namely from student activeness of 77.7% in cycle I to 86.8% in cycle II when taking Arabic lessons. By looking at this role, the cooperative learning model is able to improve the quality of the learning process in general.

Students' Active Involvement in Learning

The course review horay type cooperative learning model emphasizes the importance of students' active involvement in the learning process through group activities and educational games. Unlike conventional learning models that tend to be

teacher-centered, CRH provides space for students to discuss, exchange opinions and take part in the learning process. In learning, students are invited to discuss and participate in games related to the subject matter to participate in solving problems in groups. This makes students feel a sense of responsibility for the results achieved together. Through group discussions, students have the opportunity to share their understanding of Arabic vocabulary and structures and support each other which can reduce feelings of isolation when facing difficulties, thus creating a conducive learning environment for improving learning outcomes and student motivation.

The high level of student activity observed during the learning process shows that the course review horay cooperative learning model succeeds in creating an interactive and motivating learning environment. In addition, the game element in the CRH learning model is when students shout “horay” which is determined based on the speed and accuracy of the answers, this is what makes students feel more challenged and stay excited in the learning evaluation activities in class. This contributes to active engagement, where students not only focus on individual tasks, but also commit to the success of the group. This active engagement is crucial in Arabic language learning as language skills can only be mastered through direct practice and repeated use. This process creates meaningful interactions between students, both in the understanding of concepts and the active use of Arabic. This also supports the results of previous studies that have proven that cooperative learning type course review horay through interaction and collaboration between students can help students overcome learning challenges faced in various contexts, including in subjects other than language (L. R. Hasibuan, 2019; Setiawan et al., 2023). Thus, the CRH type cooperative learning model is able to shift the center of learning from teachers to students. In this approach, students are not only recipients of information, but also active actors involved in question and answer activities, group discussions, and quiz-based educational games. Question and answer activities, group discussions, and question answering games involve students mentally, emotionally, and socially.

The Effect of CRH Model on Learning Motivation

Learning motivation is an important factor that can affect learning outcomes. As found (Prayitno, 2021) in his research states that if intrinsic and extrinsic motivation individually or in groups increases, learning outcomes also increase, and vice versa if intrinsic and extrinsic motivation individually or in groups decreases, learning outcomes also decrease. Previously, many students were passive and reluctant to ask questions. But after being given the opportunity to learn in a more relaxed and friendly atmosphere, students showed the courage to try, even though they had not fully mastered the material. Simple games such as voicing “horay” when answering correctly, although seemingly trivial, have proven to have a positive psychological effect (Rosita, 2023).

This activity makes Arabic learning not stuck in memorization, but more applicable. When compared to other cooperative learning models such as Jigsaw, Think-Pair-Sahre (TPS) or Numbered Head Together (NHT), the advantages of the CRH cooperative learning model lie in the emotional and motivational aspects. The element

of simple games inserted in learning activities and expressions of joy make the CRH learning model more attractive and stimulate student learning motivation without reducing the depth of the material (Awalia et al., 2023; Darudin, 2021; Isnaini et al., 2024). By presenting a pleasant learning atmosphere, the motivation from within students to learn Arabic increases, so it impacts learning outcomes. When they feel motivated, students tend to be more focused, excited, and try harder to understand the subject matter. It is known that the course review horay (CRH) type cooperative learning model integrates elements of fun competition and arouses students' motivation in the learning process through the use of number cards and giving awards to groups that answer the most questions correctly (Prastiwi, 2022). Therefore, the CRH cooperative learning model offers a balanced combination of academic learning and educational entertainment.

The key success factor of CRH cooperative learning model is group involvement in the learning process. In Arabic language learning, the application of this model is proven to be able to improve students' understanding and overall involvement. Thus, the success of student learning is not only reflected in the numbers on paper, but also in the changes in student behavior that are shown from their active involvement in the learning process (Junior Indah Putri & Nurkholidah Rambe, 2024). This is in accordance with the objectives of the Course Review Horay type cooperative learning model, which is to improve student learning outcomes and encourage students to actively participate in the learning process (Sembiring, 2023).

The course review horay (CRH) learning model is a learning method that can create a lively and fun classroom atmosphere that reduces student boredom when facing difficulties in learning (Huda, 2013). This learning model is designed to test and deepen student understanding by reviewing material collaboratively (Novera et al., 2021). As the advantages of the course review horay learning model according to (Imas & Berlin, 2015) that the learning atmosphere made more interesting, learning does not make students easily bored, students are more eager to learn because the learning atmosphere is interspersed with games, and train cooperation between students.

Although effective, the implementation of the CRH cooperative learning model faces several obstacles, one of which is time management. The discussion and game process takes more time than regular learning. If not planned well, learning activities can exceed the available time allocation. In addition, the CRH type cooperative learning model's effectiveness depends on the students' ability to absorb the lesson and the teacher's readiness to manage the class. Without good planning and implementation, the course review horay learning model can fail to achieve the learning objectives. In planning, teachers need to compile review questions that are in accordance with the basic competencies and indicators to be achieved. The material should be selectively chosen to suit the students' ability level and can be learned cooperatively. Teachers must also be skilled in managing a more dynamic class so that the atmosphere remains conducive even though students are actively moving and speaking. This is in accordance with what is revealed (Saifulloh & Darwis 2020) that one of the abilities that teachers must have to carry out their professional duties as educators, namely understanding how

to organize the learning process that is able to develop student abilities (Awalia et al., 2023).

In the context of Arabic language learning, the CRH type cooperative learning model is proven to provide a wide interaction space for students to practice language skills, both orally and in writing. Arabic as a foreign language requires a learning approach that is able to involve students actively. Thus, it is proven that the Coures Review Horay learning model affects learning outcomes and student activeness in learning, especially in Arabic language learning in class IVB SDIT Subulussalam.

Conclusion

Based on the results of research data processing and analysis, it can be concluded that the learning model is an effective alternative to reduce boredom while learning. The success indicators have been fulfilled during the learning process: student activity in learning for each aspect is in the active to very active category, and an increase in learning outcomes as seen from the significant difference between pre-test and post-test scores. Thus, to improve students' motivation and learning outcomes, it is recommended to use interactive learning approaches such as cooperative learning or project-based learning. In addition, further research is recommended for long-term experiments using different learning methods to provide deeper insights into their impact. Research could also involve digital platforms that could help deliver the material more clearly and increase student engagement in a broader context.

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