Effectiveness of Active Learning Models in Arabic Language Education: Course Review Horay in an Indonesian Madrasah

Andalusia Ajeng Fitriana[1], Sukirman[2]
UIN Raden Mas Said Surakarta[1,2]
ajeng.andalusia@gmail.com[1,] sukirman.sadiman@gmail.com[2]

ABSTRACT
Learning outcomes are one of the teacher's measurements of student understanding, where these learning outcomes are influenced by the learning model applied by the teacher. This study aims to determine whether the Course Review Horay learning model can provide effectiveness in student learning outcomes. This study uses a quantitative experimental approach that tests the Course Review Horay model and the lecture and Team Group Tournament models. With the Course Review Horay model, the average student Arabic learning outcomes increased by 24%. While with the lecture and Team Group Tournament models, the average student Arabic learning outcomes increased by 32.96%. The results of the study showed that all models tested were effective. The different percentage levels are influenced by other factors that support them outside the learning model.
Keywords: Learning model, Learning Outcomes, Course Review Horay

ABSTRAK
Hasil belajar merupakan salah satu ukuran pemahaman siswa oleh guru, dimana hasil belajar tersebut dipengaruhi oleh model pembelajaran yang diterapkan oleh guru. Penelitian ini bertujuan untuk mengetahui apakah model pembelajaran *Course Review Horay* efektif untuk meningkatkan hasil belajar siswa. Penelitian ini menggunakan pendekatan eksperimen kuantitatif untuk mengetahui efektifitas model *Course Review Horay* dan model *lecture and Team Group Tournament*. Dengan model *Course Review Horay*, rata-rata hasil belajar bahasa Arab siswa meningkat sebesar 24%. Sedangkan dengan model *lecture and Team Group Tournament*, rata-rata hasil belajar bahasa Arab siswa meningkat sebesar 32,96%. Hasil penelitian menunjukkan bahwa semua model yang diuji efektif. Tingkat persentase yang berbeda dipengaruhi oleh faktor lain yang mendukung selain model pembelajaran.
Kata Kunci: Model Pembelajaran, Hasil Belajar, Course Review Horay

Introduction

Education is a necessity that cannot be separated from every human being. The meaning of education referring to Law of the Republic of Indonesia No. 20 of 2003

concerning the national education system is that national education functions to develop abilities and shape dignified character to educate the life of the nation which aims to develop students to become knowledgeable and faithful human beings, pious to Allah Subhanahu wa Ta'ala, noble, creative, capable, independent and become responsible citizens (Serevina & Akmalluddin, 2022). In the Learning Outcomes of Arabic Subjects, it is stated that Arabic Lessons have objectives including: 1) Pronouncing everyday Arabic expressions properly and correctly following lahjah fusha, 2) applying Arabic language skills through listening, speaking, reading, and writing integrated with cross-cultural understanding of Arabic in it, 3) analyzing Arabic texts, 4) communicating positive messages to others in Arabic, 5) conveying information in Arabic texts to others (Kemendikbudristek, 2022). Some of these things show how important the role of teachers is to understand students regarding Arabic lessons. Especially in educational institutions based on Islam, such as Madrasah Ibtidaiyyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA), or Islamic boarding schools.

Learning is a complex thing. The success or failure of the achievement of educational goals is highly dependent on the learning process experienced by students both at school and outside the school environment (Raswan, 2018). The teaching and learning process and student learning outcomes are largely determined by the role and competence of the teacher, a competent teacher will be more able to create an effective learning environment and should be a good evaluator (Uno & Mohamad, 2015). Therefore, teachers and students must collaborate to create a comfortable, fun, and effective learning atmosphere.

In the learning process, in addition to a well-designed curriculum and quality textbooks, teachers have a big role in arousing enthusiasm and increasing student motivation so that teachers and students can achieve each other's educational goals. DeCecco and Grawford (1974) mentioned that one of them is that teachers provide various learning approaches so that students are more interested and not easily bored with learning (Uno & Mohamad, 2015). This is particularly relevant in Arabic language learning, where the complexity of linguistic structures, such as grammar, vocabulary, and pronunciation, often poses challenges for students. Teachers have the opportunity to adopt innovative and varied teaching methods, such as contextual learning, interactive strategies, and technology-assisted tools, to simplify complex material and make learning Arabic more engaging and effective.

Learning Arabic is still considered difficult for some students. The existence of differences in sounds, word shapes, sentence structures, and writing systems are problems that students must face because Arabic is different from the mother tongue. Lee and Reeve mentioned that a constructive learning model that can provide direction and response to motivation during the learning process is important because motivation and retention are the keys to achieving success in student achievement (Koderi, 2018).

The learning model applied by a teacher needs to be known and researched for its effectiveness, one of which is improving student learning outcomes. According to Bloom (Suprijono, 2009: 6) in (Fitriani, 2018), learning outcomes include cognitive, affective, and psychomotor abilities. This follows experts' opinion that learning outcomes are students' abilities after going through the learning process. In Arabic language learning, an effective learning model is essential to enhance students' linguistic competencies, particularly in mastering the four language skills: listening, speaking, reading, and writing. The application of a well-researched and appropriate Arabic language learning model can significantly contribute to improving both cognitive and psychomotor aspects of language acquisition, which are crucial in achieving effective communication and understanding of the Arabic language.

As one of the learnings enshrined in the educational curriculum in Indonesia, Arabic is an important subject with certain achievements. Learning Arabic also has a very important role in understanding the Qur'an properly and correctly. In some circles, Arabic is also considered difficult to learn due to several factors. For this reason, effective teaching strategies and/or learning models are needed in Arabic subjects.

In addition to emphasizing the activeness and accuracy of students in answering the problems given by the teacher, Suprijono (2010) in (Ramli & Isnawati, 2016) said that in its application, the Course Review Horay learning model does not only want students to learn academic skills and content. Course Review Horay as one of the learning to know, learning to do, learning to be, and learning to live together processes to encourage the creation of meaningful learning for students. Through Course Review Horay, the learning is expected to train students in solving problems with the formation of small groups (Natalie Ernawati: 2009) (Ramli & Isnawati, 2016). Course Review Horay was chosen for its ability to create a fun and engaging learning environment. Its interactive nature allows

students to actively participate in the learning process, fostering collaboration and enthusiasm among learners.

Rosita's research on "The Application of Course Review Horay Learning Model to Improve Students' Arabic Learning Outcomes" showed an increase in the average Arabic learning score of students which in the first cycle was 77.41 and then increased in the second cycle by 83.27. In Ariana's research entitled "Implementation of the Course Review Horay Learning Model in the Imla' Subject to Improve the Learning Achievement of Class X-A Students of MA Al-Mustaqim Parepare in the 2017/2018 Academic Year", it was found that there was a significant increase in student learning achievement from the linguistic aspect of 31.96% and non-linguistics of 24.30% after being given the Course Review Horay model.

Previous studies predominantly used Classroom Action Research (CAR), which focused on improving learning outcomes in a specific classroom context. While CAR is valuable for addressing localized issues, its findings are often less generalizable due to the narrow scope of the participants and situational factors. Unlike CAR, which focuses on specific classrooms, the experimental approach enables findings to be generalized to a broader population of students, making the results more applicable in various educational contexts. This study contributes to the literature by employing a quantitative experimental method, allowing for a more rigorous evaluation of the effectiveness of the teaching model. By using a pretest-posttest control group design, this research establishes clearer causal relationships between the intervention and the observed learning outcomes.

The majority of the Arabic learning process in Indonesia tends to be less interesting. One of them is the learning process in MAN 2 Karanganyar which is still conventional and tends to be monotonous, so the researcher wants to apply the Course Review Horay (CRH) model in learning Arabic This study aims to determine the effectiveness of the Course Review Horay model in improving the Arabic language learning outcomes of class XI students at MAN 2 Karanganyar, especially on harf jar and harf 'athaf materials. This model is particularly suitable for Arabic language learning, which often involves complex concepts such as grammar and vocabulary. CRH provides opportunities for students to review material in an enjoyable and dynamic manner, making it easier to internalize and retain information.

Course Review Horay learning model is one of the active, cooperative, and student-centered learning models that emphasizes critical, active, creative, and collaborative thinking in line with the 21st-century skill orientation. From the problems found, the researcher formulated the problem, namely the extent of the Arabic learning outcomes of ninth grade MAN 2 Karanganyar students after applying the Course Review Horay model to Arabic language learning.

Methods

This research is quantitative. According to Sugiyono, the quantitative method is referred to as the positivistic method because it is based on the philosophy of positivism. This method is a scientific method because it has fulfilled the scientific principles, namely concrete/empirical, objective, measurable, rational, and systematic. This method is also called the discovery method, because with this method various new science and technology can be discovered and developed. This method is called the quantitative method because the research data is in the form of numbers and analysis using statistics (Sugiyono, 2013).

The researcher used a type of pre-experimental design with a two-group pretest-posttest design, which is an experimental design that was carried out on two different groups that received different exercises. The first group of respondents received treatment using the course review model and the second group received treatment using the lecture model. In this design, there is a pre-test before being treated, then compared with a post-test after being treated, so that the effect of the experiment can be known for sure.

After determining the two groups, the researcher prepared a test instrument that refers to the basic competencies of students at that level. Then the instrument items were validated by experts. After being valid, the test was given to the students before being given treatment so it was called a pre-test. After being given treatment three times, the test was given again to the students so it was called a post-test.

Table 1. Visualization of pre-experimental design with two-group pretest-posttest design

Subject		Pre-test		Treatment		Post-Test
S_1	→	Pre-test	→	*Course review horay model*	→	Post-test
S_2	→	Pre-test	→	Lecture model	→	Post-test

This research is located in MAN 2 Karanganyar. The population in this study is 309 and the number of samples is determined by a cluster sampling technique called sampling area. Cluster sampling was chosen because this study involved a large population, which can make it difficult to collect data from each individual directly. According to (Sugiyono, 2005), cluster sampling techniques is used to determine the sample when the subject is to be studied or the data source is very expansive. In this study, cluster sampling allows for selecting a number of groups that represent the entire population in a more affordable manner in terms of time and cost. Cluster sampling also ensures a fairer representation of various segments in a large population, so that the results of the study can be better generalized.

The selected samples were class XI Religion 2 as the experimental class consisting of 35 students and XI IPS 3 as the control class consisting of 36 students. The selection of the two classes was based on the assessment of Arabic language subject teachers on learning outcomes that have almost similar levels of cognitive ability. This was done to ensure that differences in research results were not caused by differences in initial abilities between groups. The classes had been objectively evaluated based on previous test results or assignments, which showed that they were at the same cognitive level. Thus, the selection of these groups aimed to minimize bias that might occur due to differences in initial abilities, so that the differences found in the experiment could be more accurately attributed to the intervention or treatment given in the study.

Table 2. Population of students in grade XI MAN 2 Karanganyar

No	Class	Number of Students
1.	XI Sains 1	34
2.	XI Sains 2	33
3.	XI Sains 3	35
4.	XI Social 1	34
5.	XI Social 2	34
6.	XI Social 3	36
7.	XI Social 4	34
8.	XI Religion 1	34
9.	XI Religion 2	35
Total		**309**

Researchers collect data through observation, documentation, and tests. The tests given are pre-test and post-test. Pre-research observations are conducted to identify problems in the field. Researchers use unstructured observations to find gaps or anomalies that are relevant for further research. The test instrument was developed by the researcher regarding the Basic Competencies and indicators created by the researcher. The pre-test and post-test were designed differently to avoid bias in the results, while maintaining a similar level of difficulty. The types of questions in the tests include: (1) identifying the meaning of words, (2) analyzing sentence structures, and (3) selecting words that belong to specific categories, such as the letters *jar* and *'athaf*. This variation aims to assess students' understanding of various aspects of Arabic language comprehensively.

The data analysis method in this study uses descriptive statistics and inferential statistics. Descriptive statistics are describing all data and analysis, while inferential statistics are describing research data, research statistics, tables and others. Data analysis was conducted using several statistical tests: the Liliefors test for normality, the Fisher F test for homogeneity, and the t-test for hypothesis testing.

This method uses data analysis that includes (1) grouping data based on variables and types of respondents, (2) tabulating data based on variables from all respondents, (3) presenting data for each variable studied, (4) performing calculations to answer the problem formulation, (5) and performing calculations to test the hypothesis that has been proposed. (Sugiyono, 2013).

Result and Discussion

The Effectiveness of Course Review Horay Learning Model on Arabic Learning Outcomes

In this experimental study, data was collected from two different groups who were given different treatment as well. The first group, respondents received treatment using the Course Review Horay learning model and the second group received treatment using the lecture model and Team Group Tournament (TGT).

Student Learning Outcomes of MAN 2 Karanganyar

The following is an overview of the students' learning outcomes in grade XI PK 2 at MAN 2 Karanganyar as an experimental group through a pre-test presented in the form of a frequency distribution table.

Table 3. Distribution of Arabic Learning Outcomes Frequency through Pre-Test of Experimental Group

No	Certainty	Interval	F	%	Category
1	42 + 16	≥ 58	5	14,3%	High
2	26 s/d 58	27 – 58	26	74,3%	Medium
3	42 – 16	≤ 26	4	11,4%	Low
	TOTAL		35	100%	

The following is an overview of the students' learning outcomes in grade XI PK 2 at MAN 2 Karanganyar as an experimental group through a post-test presented in the form of a frequency distribution table.

Table 4. Distribution of Arabic Learning Outcomes Frequency through Post-Test of Experimental Group

No	Certainty	Interval	F	%	Category
1	66 + 10	≥ 76	0	0%	High
2	56 s/d 76	56-76	33	94,3%	Medium
3	66 - 10	≤ 56	2	5,7%	Low
	TOTAL		35	100%	

The following is an overview of the students' learning outcomes in grade XI IPS 3 at MAN 2 Karanganyar as a control group through a pre-test presented in the form of a frequency distribution table.

Table 5. Distribution of Arabic Learning Outcomes Frequency through Pre-Test of Control Group

No	Certainty	Interval	F	%	Category
1	33 + 11	≥ 44	8	22,2%	High
2	22 s/d 44	22 - 44	23	63,9%	Medium
3	33 - 11	≤ 22	5	13,9%	Low
	TOTAL		36	100%	

The following is an overview of the students' learning outcomes in grade XI IPS 3 at MAN 2 Karanganyar as a control group through a post-test presented as a frequency distribution table.

Table 6. Distribution of Arabic Learning Outcomes Frequency through Post-Test of Control Group

No	Certainty	Interval	F	%	Category
1	66 + 10	≥ 76	0	0%	High
2	56 s/d 76	56 – 76	34	94,4%	Medium
3	66 - 10	≤ 56	2	5,6%	Low
	TOTAL		36	100%	

Analysis

The data obtained were then tested on the prerequisites for data analysis which included a normality test and a homogeneity test.

Normality Test

The normality test in the data analysis prerequisite test was carried out to find out whether the data samples used came from a normally distributed population or not. In this study, the normality test uses the Liliefors formula. Based on the calculation of learning achievement data for Arabic subjects with the provision of Course Review Horay learning models, lectures, and Team Group Tournament, a table of data normality test results can be prepared as follows.

Table 4.5 Decision Table of Data Normality Test Results

No	Class	L_{cal}	L_{table}	Decision
1.	Control group' pre-test	0,120	0,148	Abnormal
2.	Control group' post-test	0,175	0,148	Normal
3.	Experiment class' pre-test	0,133	0,148	Abnormal
4.	Experiment class' post-test	0,301	0,148	Normal

From testing the data before the implementation using the lecture and TGT learning models, the L_{cal} value of 0.120 and L_{table} 0.148 was obtained. Thus, L_{cal} 0.120 < L_{table} 0.148, then the data was declared to be abnormally distributed. As for the data testing after the implementation using the lecture and TGT learning model, L_{cal} values of 0.175 and L_{table}

0.148 were obtained. Thus, L_{cal} 0.175 > L_{table} 0.148, then the data was declared to be normally distributed.

From testing the data before the implementation using the Course Review Horay learning model, the L_{cal} value was 0.133 and L_{table} 0.148. Thus, Lcal 0.133 < L_{table} 0.148, then the data is declared to be abnormally distributed. As for the data testing after the implementation using the Course Review Horay learning model, L_{cal} values of 0.301 and L_{table} 0.148 were obtained. Thus, L_{cal} 0.301 > L_{table} 0.148, then the data was declared to be normally distributed.

Homogeneity Test

The variance homogeneity test in the data analysis prerequisite test was carried out to find out whether the variance data was homogeneous or not. In this study, the homogeneity test uses Fisher F. The following are the results of testing the homogeneity of variance of learning achievement data in Arabic subjects by providing the learning model of Course Review Horay, lectures, and TGT, then the decision table of the results of the data homogeneity test can be prepared as follows:

Table 4.6 Decision Table of Homogeneity Test Results

No	Class	F_{cal}	F_{table}	Decision
1.	Control	1,386	1,757	Homogeneous
2.	Experiment	1,032	1,772	Homogeneous

The above variance homogeneity test shows that the data are homogeneous. For the learning achievement of Arabic subjects, students who were given the Course Review Horay learning model were F_{cal} 1.386 < F_{table} 1.757 which showed homogeneous data. The learning achievement of Arabic subjects given lecture and TGT learning modes is F_{cal} 1.032 < F_{table} 1.772 shows homogeneous data. Thus, the results of the homogeneity test calculation by providing the Course Review Horay learning model and lectures along with TGT are homogeneous.

Hypothesis Test

The hypothesis test used is a T-test with an error rate of 5% to prove the hypothesis proposed. The results of the calculation of the t-test in the experimental group were known to be calculated -11.22 < t_{table} 1.69. The results of the t-test calculation test in the control group were known to be calculated -23.17 < t_{table} 1.69. This means that the two learning

models given, both in the experimental group and the control group, provide effectiveness on learning achievement. Thus, it can be concluded that the Course Review Horay learning model is effective on the learning achievement of Arabic students in grade XI MAN 2 Karanganyar.

Discussion

Based on the results of hypothesis testing, this study shows that learning with the Course Review Horay model is effective on the Arabic language learning outcomes of students in grade XI MAN 2 Karanganyar. The results of this study are consistent with Rosita's research which showed a significant improvement in students' Arabic learning scores. In her study, the average score increased from 77.41 in the first cycle to 83.27 in the second cycle (Rosita, 2023), highlighting the effectiveness of the Course Review Horay model in enhancing learning outcomes. Similarly, this study also demonstrates an improvement in students' performance, further supporting the model's efficacy in Arabic language learning. However, learning using the lecture and TGT models is also effective on the Arabic learning outcomes of students in grade XI MAN 2 Karanganyar.

This is because the results of the T-Test calculation test in both classes are equally effective, even in terms of the increase in learning outcomes using the Course Review Horay learning model is not higher than learning using the lecture and TGT models. Thus, even though it does not use the Course Review Horay learning model, other learning models such as lectures and TGT still have effectiveness and efficiency in the learning implementation.

The application of the Course Review Horay learning model at MAN 2 Karanganyar is not significantly effective because it is factored in several things, including because students in the experimental group do not have high motivation and interest in Arabic lessons. The students in the control group had higher motivation and interest in Arabic lessons. This can be assessed by the researcher from the students' responses to the learning delivered. The seriousness of learning ultimately affects students' understanding of Arabic lessons. The seriousness of learning is closely linked to students' cognitive and emotional engagement, which ultimately enhances their understanding of the subject matter (Jannah & Jainudin, 219 C.E.).

Through the use of the Course Review Horay learning model, students are trained to be more active and attentive to learning, because after that students are required to answer questions quickly and accurately. The practical impact of this study is following the

theory that the Course Review Horay learning model is effective on the learning outcomes of students' Arabic subjects. Based on the results of a study of MAN 2 Karanganyar students for the 2023/2024 academic year, it can be seen that there is a not very significant difference in learning outcomes in Arabic subjects between before and after being given the Course Review Horay learning model. The learning outcomes of Arabic subjects students after being given the Course Review Horay learning model are not higher than those of students who have been given the lecture and TGT learning models. However, in the classes given the Course Review Horay model, there is also an increase in learning outcomes.

CONCLUSION

The Course Review Horay learning model has proven to be effective in improving students' Arabic learning outcomes, as shown by the increase in the average student learning outcomes by 24%. Compared to the control group given treatment in the form of lecture models and Team Group Tournament, the average experimental group was not higher than the control group due to several factors and researcher analysis, namely the different learning motivations of students from the two groups.

To increase the motivation of students who are less interested in Arabic language subjects, it is recommended to use interactive learning methods such as project-based or cooperative learning. This approach can increase student engagement through collaboration and personal responsibility. In addition, teachers should implement differentiated learning to adapt the material to students' abilities and learning styles, allowing each student to progress according to their needs. Further research is recommended to explore other factors that influence student motivation, such as social support and educational technology. In addition, long-term experiments using differentiated learning methods can provide further insight into their impact. Research can also involve digital platforms to increase student engagement in a broader context.

REFERENCES

Fitriani. (2018). Pengaruh Model Pembelajaran Course Review Horay Terhadap Hasil Belajar Bahasa Indonesia Keterampilan Membaca Pemahaman pada Siswa Kelas V SD Inpres Paccinongang Kabupaten Gowa. *Energies*, *6*(1), 1–8.

Jannah, M. R., & Jainudin. (219 C.E.). Jurnal Penelitian Psikologi Peer Attachment dan Student Engagement pada Siswa. *Jurnal Penelitian Psikologi*, *10*(2), 50.

Kemendikbudristek. (2022). *Capaian Pembelajaran Mata Pelajaran Bahasa Arab Fase F*. (1), 1–19.

Koderi, K. (2018). Penerapan Model Pembelajaran Bahasa Arab Berbasis Savi (Somatis, Auditori, Visual, Intelektual) dalam Meningkatkan Hasil Belajar pada Peserta Didik. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, *10*(01). https://doi.org/10.24042/albayan.v10i01.2596

Ramli, M., & Isnawati, I. (2016). Upaya Meningkatkan Hasil Belajar IPS dengan Menggunakan Model Pembelajaran Course Review Horay. *Bitnet: Jurnal Pendidikan Teknologi Informasi*, *1*(1), 6–10. https://doi.org/10.33084/bitnet.v1i1.763

Raswan, R. (2018). Pengaruh Metode Pembelajaran Eklektik Terhadap Hasil Belajar Bahasa Arab Siswa. *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, *5*(1), 121–140. https://doi.org/10.15408/a.v5i1.7007

Rosita. (2023). Penerapan Model Pembelajaran Course Review Horay Untuk Meningkatkan Hasil Belajar Bahasa Arab Peserta Didik. *Seminar Nasional Pendidikan Profesi Guru Agama Islam*, *3*(1), 151–157.

Serevina, V., & Akmalluddin, M. (2022). Urgensi Pendidikan di Indonesia. Retrieved from https://www.kompasiana.com/vina23783/621c595cbb44866d37046093/urgensi-pendidikan-di-indonesia

Sugiyono. (2005). *Statistika untuk Penelitian* (8th ed.; A. Nuryanto, Ed.). Bandunf: ALFABETA.

Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, CV.

Uno, H., & Mohamad, N. (2015). *Belajar dengan Pendekatan PAILKEM*. Jakarta: Bumi Aksara.