USING COURSE REVIEW HORAY TECHNIQUE TO ENHANCE STUDENTS' ACTIVITIES IN ECONOMICS SUBJECT

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Abstract : This research aimed to apply Course Review Horay (CRH) technique to enhance students' activities in Economics subject. This classroom action research involved students of Class XI IIS of Nurul Falah Senior High School, Pekanbaru. The data were obtained from students' activities, teacher activities, and school documents. The data were collected by way of observation, interview, and documentation. The CRH technique was applied within three cycles during which the data from the teachers and students were obtained. The findings of the research showed that the average scores of students' activities in cycle I, II, and III were 16, 18, and 20 ; while the average scores of teacher's activity in cycle I, II, and III were 53, 58, and 60. Based on this research findings, it could be concluded that the CRH technique could enhance students' activities. In addition, the teacher could improve his teaching and was more confident in teaching Economics subject using CRH technique.

Keywords: Cooperative Learning, Course Review Horay technique, Learning Activity,

INTRODUCTION

Rohani (2010: 8) said that the learning activities are the activeness to do something toward physical and mental development. The activeness of student in learning process will make a higher interaction between teacher and student or student with themselves. It will make a fresh and conducive classroom atmosphere, where the student can engange their own knowledge as much as possible. The activities that arise from the student will also make a formation of knowledge and their own skill that will increased their achievement.

According to Jessica (2009: 1-2) the factors that influence the learning activities is internal factor (inside the individual who learns) that will influence the learning activities from the internal factor the individual who learns. The factor are psychological factor, including : motivation, attention, observation and response. The external factors (outside the individual who learns) must be a created an existence of conducive learning environment system. This will be related to factors outside the student.

The Economic subject is a dynamic learning process that closely related to economic activities and phenomena in real life. Students are expecte to be able and understamd the concept of economic that teacher gave by linking it with their daily activity by the phenomeba of economic that exist in their daily life. But, there are still some student consider that economic subject is very bored, so it make the learning activites be lower day by day.

By the observation and interview that researcher do with the economic lesson teacher in XI IIS SMA Nurul Falah Pekanbaru shown that the interesting of student in economic lesson is stil low. It prove by how lower their activity in class. The there is several student chosee to sleep in class when teacher make an explain.

The convensional method that do in Nurul Falah High School make some student feel bored because it just focused on teacher explaining. In konvensional, teacher must always active to explain all of learning to the teacher. It makes student not interest and choose to do another activity out of the learning. One from many way to do is to make an inovation with cooperative learning method that focused on the teacher (student centered). One of many cooperative method is Course Review Horay.

According to Aris Shoimin (2014: 54) the Course Review Horaylearning method is one of many way cooperatif learning method, there is learning acivities that make a student into a smalls group. This learning is like an examination for the student knowledge used the box that full of question and give a number for write the answer. Student who can answer the question first berteriak *horay* or another yel-yel. The Course Review Horayis just not want student to learn in academic. This learning is to make student reach the social humanity relations that finally can increase the student achievement. The learning process use the Course Review Horayindirectly make student do a group task with their friend.

Based on the results of research by Tri Satya Laksana (2017) and Niko Sangaji, Kristiani, Sunarto (2016) showed a significant increase in student learning activities. That is, there is an increase in student activity during the cycle period of learning by using the Course Review Horaylearning model. This indicates that the Course Review Horaylearning model can improve student learning activities, especially in economic subjects. This is because this learning model is an active learning model that is able to make students work together with friends in a group. This is a sign that the Course Review Horaylearning model can improve student learning activities.

Based on the explanation and background above, the researcher was interested in conducting a research entitled the using the method of Course Review Horayto improve students' activities in economics subject.The purpose of this study is to improve student learning activities using the Course Review Horay learning model.

METHODOLOGY

The design of this research is classroom action research for increase the activity learning of student in economic subject. This research has a three cycle and every cycle have a four step, there are : (1) planning, (2) action, (3) observation and evaluation, (4) reflection.

Before do the research, the researchers observe the class to find the problems that will be solved in the class. The researcher made observations by looking directly at the class situation and interviewing the economics teacher of the IIS class XI at SMA Nurul Falah Pekanbaru.

Learning activities using the Course Review Horaylearning model are carried out with five stages, including: 1) forming the students into 6 groups, 2) students are asked to listen and pay attention to the teacher explaining learning, 3) students are asked to discuss with the group to answer teacher's questions , 4) students scream horay after successfully answering 3x sequential questions vertically or horizontally, 5) students make a learning conclusion with the teacher.

The subject in this research is student class XI IIS 1 in SMA Nurul Falah Pekanbaru with 29 student. As the objects in this study are student activities that will be enhanced through the application of the Course Review Horaylearning model.

The location of this research is in SMA Nurul Falah Pekanbaru in Mesjid Raya street number 8 Pekanbaru. This type of data is primary data in the form of student learning activity during the learning process using the Course Review Horaymodel. Data collection method used is an observation method to collect data about student activities during learning using the Course Review Horaylearning model.

The indicator of student activity assessed in this study is:
1) Pay an attention to teacher explaining,
2) Ask when teacher provides opportunities to ask questions,
3) Group collaboration,
4) Work out exercises,
5) Make a conclusion,
6) Communicate results.

To determine the category / classification of achievement scores for teacher activity, it is determined by :

    1) Minimum score for all indicators   = 1 x 19 = 19
    2) The maximum score for all indicator = 4 x 19 = 76
    3) Amount of classes   = 4
    4) Width interval for each class   = $\frac{76 - 19}{4}$ = 14,25

Table 1.   Measurement Categories for Observation Results of Teacher Activities

Category	Descriptions
61,75 – 76	Very Perfect
47,50 – 61,75	Perfect
33,25 – 47,50	Less Perfect
19 – 33,25	Not Perfect

To see the student activities using the Course Review Horaylearning method, researchers made a observation sheets to make sure and see the increasing of student activity while using the Course Review Horaylearning method. To determine the category/classification student achievement by :

1) Minimum score for all indicators $= 1 \times 11 = 11$
2) The maximum score for all indicators $= 4 \times 11 = 44$
3) Amount of classes $= 4$
4) Width interval for each class $= \dfrac{44 - 11}{4} = 8,25$

Table 2. Measurement Category Results of Observation of Student Activities

Category	Description
37,50 – 44	Very Good
27,50 – 35,75	Good
19,25 – 27,50	Poor
11 – 19,25	Not Good

RESULT AND DISCUSSION

Preparation phase

At this stage researchers conducted the design learning tools such as data collection instruments in the form of observation sheets. Learning tools that are compiled in the form of a Syllabus, Learning Implementation Plan (RPP) that are prepared for 3 meetings and questions in each cycle.

Data collection instruments that arranged is the form in observation sheets of teacher activities in learning using a Course Review Horaymodel and student activity sheets which in this case are only the generally student activities in learning.

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Implementation of actions

The implementation of classroom action using a cooperative learning model type Course Review Horayin this study is divided into three cycles where each cycle there is one meeting.

1) The 1st cycle was held on April 16, 2018. The meeting began with the introducing the learning model. After that, teacher do the learning with Course Review Horaylearning method with lesson pengertian dan manfaat perdagangan internasional.
2) The 2nd cycle was held on April 19, 2018 the learning was carried out using the Course Review Horaywith material kebijakan dan tujuan perdagangan internasional.
3) The 3rd cycle was held on April 23, the learning was carried out using the Course Review Horaymodel with the material faktor pendorong dan penghambat perdagangan internasional serta teori perdagangan internasional.

Observation

1. Teacher Activities

Based on observations noted by observers when researchers conducted learning by using the Course Review Horaylearning model, the results were found that the researcher activity was in the perfect category in evey cycle.

More detailed can be seen at Table 3 as bellow

Tabel 3 The Average Of Teacher Activity

No	Learning Activities by Teacher	Cycle			Σ
		I	II	III	
1.	Teacher show the material by power pint.	3	3	3	9
2.	Teacher guide the student for praying before start the learning process.	3	3	3	9
3.	Teacher checks the student attendance	3	2	3	8
4.	Teacher gives the appreciation about the material that will explain to student.	2	3	3	8
5.	Teacher give the motivation about the material that will explain to student.	2	4	3	9
6.	Teacher explain about the purpose of learning.	3	3	3	9
7.	Teacher explaining about the Course Review Horaylearning method.	3	4	4	10
8.	Teacher divide student into a 6 heterogeneous group.	3	3	4	10
9.	Teacher explain the material step by step.	2	4	3	9
10.	The teacher provokes students to ask questions about material that they do not understand	2	3	3	8
11.	The teacher gives a sheet of horay paper that includes a box numbering 9/15/25 and explains the mechanism of its use	3	3	4	10
12.	The teacher gives random questions related to international trade material	4	3	4	10
13.	The teacher guides students in discussions with the group	2	3	3	8
14.	The teacher directs the group with the correct answer in giving (√) to the horay sheet	4	3	3	10
15.	The teacher gives rewards to groups that get the most horay	4	3	3	10
16.	The teacher concludes learning together with students	2	3	3	8
17.	The teacher identifies the advantages and disadvantages of learning for reference in the next meeting	2	2	2	6
18.	The teacher presents the material to be studied in the next meeting	3	3	3	9
19.	Teacher closed the meeting with a pray.	3	3	3	9
	AMOUNT	53	58	60	179
	Average	2,78	3,05	3,16	9,42

Descriptions :

SS : Very Perfect   KS : Less Perfect
S   : Perfect   TS : Not Perfect

2. **Student Activity**

The student activity that marks by observer in this research are the generally student activity in learning process using the Course Review Horaylearning method. Based on the observer, we can conclude that the student activity is in good category.

More can be seen on this following table :

Table 4. **The Average of Student Activity**

No	Student Activities	Cycle			∑
		I	II	III	
1.	Pay attention to teacher explaining	2	3	3	8
2.	Ask when teacher provides opportunities to ask	2	3	3	9
3.	Do a group collaboration	3	3	4	10
4.	Workout the exercises	3	3	3	9
5.	Make a conclusion	3	3	4	10
6.	Communicate the results	3	3	3	9
Amount		16	18	20	55
Average		2,7	3,0	2,3	9,1

Descriptions :
SB : Very Good
B : Good
KB : Poor
TB : Not Good

Reflection

The results showed an increase in teacher activity in each meeting. In the first cycle, the average data of teacher activities was obtained with a score of 53 and included in the perfect category. The teacher has done Course Review Horaylearning steps well. In cycle II, the teacher activity score increased to 58 and included in the perfect category, the teacher was getting better in carrying out learning activities using a Course Review Horaymodel. In the third cycle a score of 60 was obtained for the average teacher activity, according to the class management observers conducted by the researcher, it had started to run well and was in the perfect category.

Meanwhile, the average of student learning activity during the Course Review Horaylearning model showed an increase in each cycle. In the first cycle, the average learning activity of students with a score of 16. This score is included in the good category where students take good lessons such as sitting in the group, listening to the teacher's explanation and concluding the learning according to the deficient observer at this meeting is the student is still awkward to ask. In cycle II, the average student activity increased by obtaining a score of 18. Students followed the learning well in accordance with the instructions given by the teacher, there was an increase in activities where most students became active in the group and were active in learning

activities. In cycle III found student learning activities progressed better, student activity scores increased to 20. Students became more active in learning, they became more compact in working together and led to high student activity in cycle 3. This can be seen in the bar diagram below:
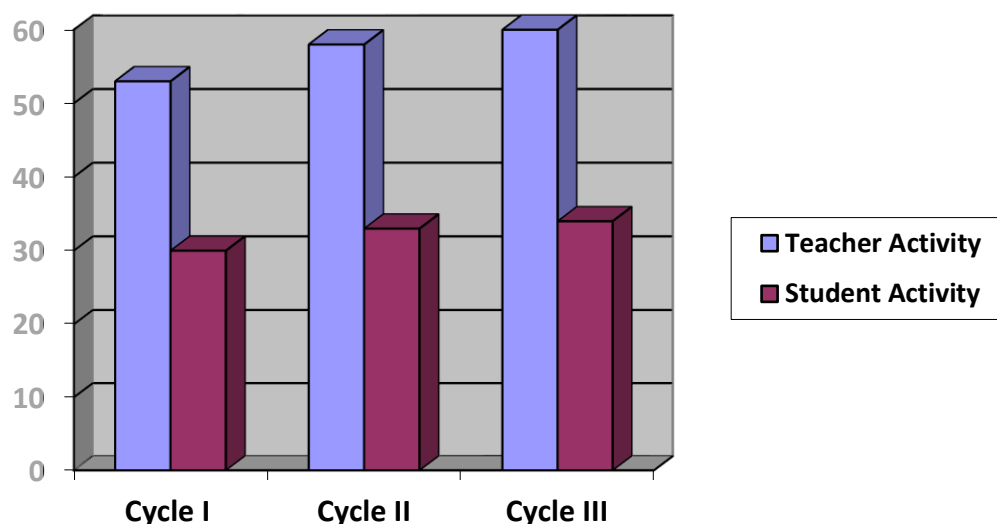

Diagram 1. The Increasing of Teacher and Student Activity

From the diagram above, it can be seen that the average student and teacher activity increases in each cycle. This shows that the Course Review Horaylearning model has a positive effect and can increase student learning activities, especially in economic subjects.

CONCLUSION

Based on the discussion of the results of the research it can be concluded that using the Course Review Horaylearning model can increase student activity in economic learning. This is evidenced by the scores of student learning activities obtained in each cycle. Cycle I: 16, cycle II: 18, and cycle III: 20. Meanwhile the scores obtained for teacher activities in each cycle are as follows, cycle I: 53, cycle II: 58 and cycle III: 60. Teachers are suggested to choose the Course Review Horaylearning model to improve student learning activities in class. However, teachers are also asked to guide the students during the learning process so that learning takes place in accordance with the learning objectives that have been determined.

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