

# **APPLYING THE MODEL OF COOPERATIVE COURSE REVIEW HORAY TO IMPROVE MOTIVATION AND STUDENT LEARNING OUTCOMES ON THE SUBTHEME OF THE FROM OBJECT AND CHARACTERISTICS**

By Guruh Juniar Purwadianto  
NPM 135060310

## **ABSTRACT**

Cooperative Course Review Horay learning model is a model or design learning to test students' understanding using game strategy which if students are able to answer correctly then students will shout " horey ". The purpose of this research are: (1) Preparing RPP by applying the learning model by applying Course Review Horay to motivation and student learning outcomes (2) Implementing the learning by applying the Course Review Horay model to motivation and student learning outcomes (3) Students by applying the Course Review Horay model (4) To know the improvement of student learning outcomes in the application of Course Review Horay model. This research uses research methods Classroom Action Research (PTK) which consists of 4 stages: 1. Planning 2. Implementation 3. Observation 4. Refleksi. This research was conducted in class IV SDN 043 Cimuncang Bandung year 2017/2018. The evaluation technique used in this research is Essay. The test technique to find out the learning result and non test to determine the student's learning activity grew from the application of problem based learning model of Course Review Horay so that impact on student learning outcomes in learning. Based on the analysis of research data obtained in the conclusion: 1) Learning planning course review horay model to improve the motivation and student learning outcomes show that in cycle III got an average score of 3.74 in the category Very Good, 2) Implementation of learning model Course Review Horay to improve motivation and student learning outcomes show that in cycle III got an average value of 86.1 in the category Very Good, 3) Student learning motivation has increased in subtema The form of objects and its characteristics show that in cycle III got an average value of 3, 75 or 76.8% in the category Very Good, 4) P Learning outcomes of the problem-based learning model to increase student activity and learning outcomes togetherness subtema in diversity showed that in cycle III got an average value of 3.5 or 86% in the category very good.

Keywords: *Model Course Review Horay, motivation, Student Learning*

NERAPKEUN MODEL COOPERATIVE COURSE REVIEW HORAY KANGGO NINGKATKEUN  
MOTIVASI JEUNG KENING DIAJAR SISWA SUBTEMA WUJUD BENDA SARENG CIRINA

Guruh Juniar Purwadianto NPM 135060310

ABSTRAK Model pembelajaran Course Review Horay nyaeta model pembelajaran anu menekankeun keaktifan siswa dina proses pembelajaran, siswa dipambrih sanggem ngabereskeun hiji masalah anu dibikeun guru ngeunaan fenomena anu lumangsung di lingkungan sakitar, sajaba ti eta siswa oge dipambrih kanggo mikir kritis supados meunangkeun wawasan atawa kauninga anu tiasa dilarapkeun dina kahirupan sapopoe. Tujuan panalungtikan ieu teh : (1) Nyusun RPP kalawan nerapkeun model pangajaran kalawan nerapkeun pangajaran berbasis masalah supados aktivitas sareng ningkatkeun diajar siswa (2) Milampah pembelajaran kalawan nerapkeun model pembelajaran pembelajaran berbasis masalah supados aktivitas sareng ningkatkeun diajar siswa (3) Terang kanaekan aktivitas diajar siswa kalawan nerapkeun model pangajaran berbasis masalah (4) Kanggo terang kanaekan kening diajar siswa dina penerapan model pembelajaran pembelajaran berbasis masalah. Panalungtikan ieu ngagunakeun padika panalungtikan. Panalungtikan Tindakan Kelas (PTK) anu diwangun ti 4 perkara: 1. Perencanaan 2. Palaksanaan 3. Paniten 4. Refleksi .Panalungtikan ieu dilaksanakeun di kelas IV SDN 184 Buah Batu Dayeuh Bandung warsih palajaran 2017/2018. Teknik evaluasi anu dipake dina panalungtikan ieu mangrupi pilihan ganda. Teknik tes kanggo terang kening diajar sarta non tes kanggo nangtukeun aktivitas diajar siswa eta tumuwuh ti penerapan model pangajaran berbasis masalah ku kituna berdampak dina kening diajar siswa dina pembelajaran. Dumasar analisis data kening panalungtikan di peroleh kacindekan : 1) Perencanaan pembelajaran berbasis masalah kanggo ngaronjatkeun aktivitas sarta kening diajar siswa menunjukeun yen dina siklus III

mendapat peunteun rata-rata 3,51 dina kategori sae pisan,2) Palaksanaan model pembelajaran berbasis masalah kanggo ngaronjatkeun aktivitas sarta kenging diajar siswa nunjukkeun yen dina siklus III mendapat peunteun rata-rata 3,5 dina kategori sae pisan,3) Aktivitas diajar siswa ngalaman kanaekan subtema kebersamaan dina keberagaman nunjukkeun yen dina siklus III mendapat peunteun rata-rata 3,25 atawa 82% dina kategori sae pisan,4) P Kenging diajar siswa model pembelajaran berbasis masalah kanggo ngaronjatkeun aktivitas sarta kenging diajar siswa subtema kebersamaan dina keberagaman nunjukkeun yen dina siklus III mendapat peunteun rata-rata 3,5 atawa 86% kategori sae pisan.

Sanggem Konci : model pangajaran berbasis masalah,aktivitas diajar siswa,kenging diajar