The Implementation of Course Review Horay Learning Model with Flip Chart Media to Improve Thematic Learning Outcomes of Elementary School Students

Inas Yustahari Yuni Awalia
Universitas Ma'arif Lampung, Indonesia
inezyussta@gmail.com

Muh Ngali Zainal Makmun
Universitas Ma'arif Lampung, Indonesia
zainalalmakmun@gmail.com

Lutfi Fadilah
Universitas Ma'arif Lampung, Indonesia
lutfifadilah2207@gmail.com

Abstract

This study employs the *Course Review Horay* learning model with the use of *flip chart* media in an effort to enhance theme learning outcomes. The quantitative approach used in this study is of the quasi-experimental variety. This study uses a *Course Review Horay* learning model with *flip chart* media as its independent variable and student learning results as its dependent variable. In this study, 22 pupils were used as a sample. Observation, interviews, tests, surveys, and documentation were the methods employed to gather data. The steps of evaluating hypotheses and checking for normalcy make up the data analysis procedure. The paired sample t test (t test) yielded Sig. (2-tailed) 0.03 in the experimental class, according to the results of the hypothesis test. In contrast, the control class had a Sig. (2-tailed) of 0.01. The findings of the 2-tailed sig value can be compared with hypothesis testing if the sig (2-tiled) value is between 0.01 and 0.03. Assuming the 2 tailed sig value is greater than 0.05, the null hypothesis is rejected if it is less than 0.05. This demonstrates that the thematic learning outcomes of third graders at SD Negeri 1 Jaya Sakti are impacted by the implementation of the *Course Review Horay* Learning Model with the help of *Flip chart*. The normalcy test revealed that the Experiment class had significance values of 0.230 and 0.201 before and after the test, whereas the Control class had significance values of 0.200 and 0.205. If the p-value is less than 0.05, it can be inferred that the data follows a normal distribution.

INTRODUCTIONS

Education is a deliberate and organized effort to provide an arrangement and approach to teaching in which students actively cultivate their abilities to acquire spiritual skills such as religious understanding, self-discipline, personal development,

intellectual capacity, moral character, and the skills and talents required by society and the nation (Baniyah, Jannah, & Utama, 2023). Learners are individuals in society who seek to enhance their abilities through a genuine learning process (Vaiopoulou, Papadakis, Sifaki, Kalogiannakis, & Stamovlasis, 2023). The quality of education depends on the acquisition of knowledge and skills that occur within educational institutions (Rusilowati & Wahyudi, 2020). Teachers' understanding of the subject matter will impact the learning process (Septrisia, Suhono, Purnamasari, Utama, & Mustafidah, 2021). To provide an optimal teaching and learning environment, educators must have a comprehensive understanding of the subject matter, especially educators' ability to utilize a media that aligns with the needs of specific learners (Rusilowati & Wahyudi, 2020). On August 20, 2023, researchers conducted observations of the third-grade class at SD N 1 Jaya Sakti, Anak Tuha District, Central Lampung Regency. The problem of poor student learning outcomes in the thematic field has been identified by researchers. Learning that always revolves around the teacher has been a problem in this study, where the delivery of material mostly relies on lecture approaches and lacks the use of instructional media.

According to Joyce et al. as cited by Shilphy A. Oktavia (2020), the learning model is a representation of the learning environment, including the teacher's applied behaviors in teaching. Learning models can be used for various purposes, including curriculum planning and design as well as instructional material and multimedia program design (Lesilolo, 2019). According to Sugandi, cooperative learning is an approach in which students work together with their peers to complete systematically organized activities. Cooperative learning is synonymous with group learning. Groups or workgroups are formed through open contact development, effective teamwork, and strong relationships among their members (Rahma & Haviz, 2022). Furthermore, the importance of learning models for students is to provide students with many opportunities to participate and actively engage in learning activities, enabling students to understand learning materials more easily, build learning enthusiasm and interest in following lessons thoroughly, and objectively assess their personal abilities within their group.

Kurniasih and Sani (2017) describe the Horay Class Review Model as a pedagogical approach that fosters a fun classroom environment, where students enthusiastically shout "hurray" when providing correct answers. Students are mostly responsible for engaging in active learning. The attractive nature of this strategy fosters student enthusiasm in understanding content, thus positively impacting the learning process. The Horay Course Review Learning Model consists of 1. Educators explaining a competency to be achieved by students. 2. Educators presenting information. 3. Students forming small groups with teacher guidance, with 4-5 members in each group. 4. Educators allocating time for students to ask questions, 5. Educators creating cards with numbers chosen by the teacher to assess student understanding. 6. Students randomly selecting cards and then answering the questions written on the cards. 7. Subsequently, educators proceed to correct students' responses. 8. Students who have provided accurate answers should indicate their success by checking a checklist and expressing their excitement by shouting "hurray." 9. Student grades are determined based on the accuracy of their answers. 10. Educators provide rewards or recognition to students with the highest scores.

The role of media and learning resources is as a learning tool that facilitates teachers in delivering material to students with the hope of improving student learning

outcomes. If instructional media are used correctly, they can assist teachers in teaching and reduce student boredom (Yulianto, Maryana, Rumfot, Ridhwan, & Jasiah, 2023). Appropriate instructional media greatly assist students in the learning process because instructional media can help teachers explain lesson topics. Additionally, instructional media facilitate communication for both communicators and receivers. As expressed by Santoso S. Hamijaya in the Aisya Journal, media serves as a means to enhance the effectiveness and efficiency of education. It can also be used to distribute and convey ideas to recipients. Thus, it can be synthesized that an educator, environment, and learning resources such as books function as instruments in the knowledge acquisition process in learning. To successfully and efficiently achieve learning objectives, it is important for professional educators to have a comprehensive understanding of the curriculum and knowledge of appropriate media to be used as instructional tools (Baniyah et al., 2023). Various forms of media can be used, including flip charts.

According to Susilana and Riyana, Flip chart is a collection of learning resources cohesively arranged on individual uniformly sized sheets of paper and presented sequentially. Sanaky (2022) identifies the strengths and weaknesses of flip chart media: benefits, 1. Messages can be delivered succinctly and practically, and can be accessed from any location. 2. The content offered can be stored for future reference in subsequent academic years. 3. Time is not wasted in delivering materials because the teacher has prepared them beforehand. 4. It attracts more interest and attention from students. Its shortcomings include limited suitability for large groups and the tendency of teachers to distance themselves from students when discussing content. This prolonged situation will negatively impact the mood and achievement of class mastery.

The steps for making a flip chart according to Indriana and Diana (2011) are to create wooden/bamboo products, prepare calendar-sized paper of 50 x 75 cm, gather appropriate images for the material, and present the material concisely, focusing only on the main points. The steps for using a flip chart according to Indriana and Diana (2011) are 1. Preparation by preparing the material, 2. Place, arranging the flip chart media and the teacher's position is crucial in organizing the learning environment, 3. Student arrangement, 4. Introducing core material, 5. Presenting the media, 6. Providing opportunities for students to ask questions.

The selected material focuses on thematic topic 1, which discusses the growth and development of living beings. Specifically, this subtheme delves into subtheme 2, which relates to the growth and development of humans. According to Effendi (2020), thematic learning is an educational approach that utilizes themes to establish connections between different subjects, with the aim of conveying practical knowledge to students. Learning outcomes refer to the specific achievements or talents that students will acquire as a result of their education. These outcomes are often measured using numeric grades to assess student progress. Learning outcome indicators include cognitive, emotional, and psychomotor domains. Previous research conducted by Suratman (2017/2018) in his research titled "Application of the Horay Course Review Learning Model Assisted by Flip Chart Media to Improve Civics Learning Outcomes on Joint Decision Material in Grade V Students of Sambiyan Elementary School Semester 2", This type of research uses Classroom Action Research (CAR). What distinguishes previous research from this research is that the subjects of previous research were fifth-grade students, while this research is third-grade students. In addition, the method used in previous research was Classroom Action Research (CAR), while this research uses experimental quantitative

methods. Furthermore, the subjects of previous research were Civics subjects, while the subjects in this research are thematic subjects.

The problem statement in this research is "How is the application of the Horay Course Review learning model with flip chart media in improving student learning outcomes in the thematic subject Theme 1 growth and development of living beings, subtheme 2 growth and development of humans in class III SD N 1 Jaya Sakti, Anak Tuha District, Central Lampung Regency, Academic Year 2023/2024?". The research objectives in this study are to determine student learning outcomes in the thematic subject Theme 1 growth and development of living beings, subtheme 2 growth and development of humans. To determine the implementation of flip chart media used by teachers in the learning process. To determine the implementation of the Horay Course Review learning model used by teachers in the learning process.

METODE

An experimental research design is employed in this study to assess the effectiveness of the Horay Course Review learning model in improving thematic learning outcomes using flip chart media as a teaching tool. Experimental research methodology, according to Sukardi, is a methodical approach to establishing cause-and-effect relationships. This study utilizes quasi-experimental methodology (S Belay, 2014). Both a control group and an experimental group are characteristic of this research design. Quasi-experiments are experimental studies that involve treatment, impact measurement, and experimental units to draw conclusions from research. The aim of this study is to establish cause and effect by measuring changes between the control group and the experimental group.

This research employs two variables. The independent variable is the Horay Course Review learning model with flip chart media, while the dependent variable is student learning outcomes. The research was conducted during the second semester, specifically from January 16th to 31st, 2024, in the academic year 2023/2024. The population of the study consists of 22 third-grade students who are in the experimental class. Purposive sampling is used as the sampling strategy. Purposive sampling is a deliberate sampling approach used in this research, where the sample consists of third-grade students who act as both experimental and control groups. The population of students is determined using purposive sampling, resulting in a total of 22 students. These students are then divided into two groups: the control group and the experimental group. Questionnaires, tests, and documentation are the data collection methods used in this study (Arias, Arias, & Rodríguez-Medina, 2021). Tests are used as the tool, particularly descriptive analysis tests, statistical analysis, prerequisite tests such as validity and reliability tests, and inferential analysis tests such as normality tests and hypothesis testing.

RESULTS AND DISSCUSION

Learning is a dynamic interaction between educators and learners that occurs through direct means, such as direct teaching, and indirect means, such as through educational materials and resources. Media serves as a communication tool between teachers and learners to enhance cognitive, emotional, and psychomotor components. The methodological overview of learning tests The appealing nature of this methodology fosters student interest in understanding the curriculum, thereby positively affecting the effective and accurate learning of specific topics according to

each student's situation and subject features. This model must encompass qualities that make it easy to understand, enjoyable, and engaging for students. In Masrurotul Mahmudah's book, the concept of instructional media is defined by Munadi as any media that facilitates the transmission and dissemination of information to foster quality education. The primary goal is for learners to complete the educational process effectively and efficiently. Flip chart media, which falls under the category of many types of instructional media, is used by researchers in this study. A flip chart consists of a series of pages opened gradually. Improving students' academic performance in thematic areas by addressing teachers' lack of use of teaching models and media is one of the objectives of this research. After conducting a curriculum review using flip chart media, the researcher obtained the following findings.

Purwanto (2009) defines learning outcomes as the level of knowledge acquired by students from the content taught. Additionally, as stated by Syaiful Bahri Djamarah (2008), learning outcomes encompass physical and spiritual activities that require behavior modification through personal interaction with the environment in the cognitive, emotional, and psychomotor domains. Learning outcome indicators are used to assess changes in an event or activity. Indicators are needed for assessment purposes to assess the level of progress in someone's learning outcomes. Gagne outlines learning indicators in Nasution as follows:

1. Cognitive Domain

The cognitive domain pertains to how students learn school material using various types of information and learning methods. Knowledge, learning, application, analysis, synthesis, and review are all part of cognition.

2. Affective Domain

It refers to ideas, aspirations, and attitudes that have a significant influence on how someone behaves. Accepting, reacting, evaluating, ranking, and describing a value or complex of values are part of the Affective Domain.

3. Psychomotor Domain

The psychomotor area includes motor skills, human physical abilities, and behaviors related to movement and body coordination. Motor skills, object manipulation, and muscle control are part of the psychomotor domain.

Several aspects influence students' learning outcomes. Hanadi (2021) states that learners' learning outcomes are influenced by:

1. Internal Factors

These include physiological factors such as being healthy, not easily tired, immune, which can affect the learning process of students. And psychological factors such as students having different thoughts, which affect learning. These factors include intelligence (IQ), intelligence, interests, imagination, motivation, intelligence, and abilities.

2. External Factors

These include physical and social environments as well as instrumental factors.

Control and experimental classes are the research group divisions in this study. In this research, data on initial abilities were obtained before using the Flipchart-Assisted Learning Model (pretest), data on student learning outcomes after using the Flipchart-Assisted Learning Model (posttest), and we observed what students did. Here are the test results for each set of data:

Table 1. Analysis Results

Group	Pre-test	Treatment	Posttest
E	O_1	X_1	O_2
K	O_1	X_1	O_2

Explanation:

E: Experimental Group

K: Control Group

O1: Pre-Test Results from the Experimental Group

O1: Pre-Test Results from the Control Group

X1: Group receiving Treatment (CRH Method with Flip chart assistance)

X1: Group Not Receiving Treatment (Lecture Method)

O2: Post-Test Results from the Experimental Group

O2: Post-Test Results from the Control Group

The explanation obtained from the table above is that the classes, all of which are the same, are divided into 2 groups, namely the experimental group and the control group. The initial test is given to the experimental group (the group receiving treatment) and the control group before the experiment is conducted to assess how well the students perform before treatment is given. The Course Review Horay method is used to assist students in learning in the experimental group, accompanied by Flip charts. In the control group, learning takes place with the lecture method commonly used by teachers in the classroom. Both the control and experimental groups undergo a post-test after a certain period to see how well they have learned the material in thematic learning.

Prerequisite Tests

a. Validity Test

In Firza Erisa's journal, Sukmadinata stated that validity is a measuring tool that indicates the level of validation. Validity refers to the results of using the instrument. If an instrument truly measures the aspect being measured, then the instrument is said to be valid. The formula used in the validity test is the product-moment formula as follows:

Table 3. Auxiliary Table for Product-Moment Validity Tes

No	R count	R table	Conditions	Conclusions
1	0.546	0,5140	R count > R table	Valid
2	0.538	0,5140	R count > R table	Valid
3	0.609	0,5140	R count > R table	Valid
4	0.704	0,5140	R count > R table	Valid
5	0.566	0,5140	R count > R table	Valid
6	0.609	0,5140	R count > R table	Valid

7	0.557	0,5140	R count > R table	Valid
8	0.695	0,5140	R count > R table	Valid
9	.537*	0,5140	R count > R table	Valid
10	0.581	0,5140	R count > R table	Valid
11	0.544	0,5140	R count > R table	Valid
12	0.553	0,5140	R count > R table	Valid
13	0.566	0,5140	R count > R table	Valid
14	0.544	0,5140	R count > R table	Valid
15	0.609	0,5140	R count > R table	Valid
16	0.548	0,5140	R count > R table	Valid
17	0.709	0,5140	R count > R table	Valid
18	0.633	0,5140	R count > R table	Valid
19	0.638	0,5140	R count > R table	Valid
20	0.595	0,5140	R count > R table	Valid

Validity Test Conditions:
1. If the calculated R-value (Rhitung) > the tabled R-value (Rtabel), then the data is considered valid.
2. If the calculated R-value (Rhitung) < the tabled R-value (Rtabel), then the data is considered invalid.

Conclusion: From the table above, it is known that the calculated R-value (Rhitung) is greater than the tabled R-value (Rtabel), so it can be concluded that all questionnaire items used are valid.

Reliability Test:
According to Yusuf in Chandra Dewi Kusuma's journal, reliability is the consistency or stability of test scores for the same individual and at different times. It is considered reliable if the results show consistency. To test the reliability of the test, the researcher used the Cronbach's Alpha formula, the result of which is as follows:

Table 4. Reliability Test Product Moment

Cronbach's Alpha[a]	N of Items
.586	20

Reliability Tes Conditions:
1. If the Cronbach's Alpha value is > 0.5, then the data is considered reliable.
2. If the Cronbach's Alpha value is < 0.5, then the data is considered unreliable.

Conclusion: From the table above, it can be observed that the Cronbach's Alpha value for all variables is > 0.5, thus it can be concluded that all questionnaire items used are reliable, indicating consistency of data over different time periods and accurate data generation.

Descriptive Statistical Analysis
The purpose of conducting descriptive statistical analysis in this research is to assess the level of changes in student learning outcomes after and before using the Flip chart-assisted learning model. The data is sourced from pre-test and post-test scores tested on all third-grade students at SD Negeri 1 Jaya Sakti, then analyzed using MS Excel and SPSS 24 application.
a. Learning Outcomes
The learning outcome values of students, sourced from pre-test and post-test scores, can be seen in the table below:

Table 5. Descriptive Analysis of Pre-Test and Post-Test Data Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	11	60	82	74,73	10,169
Post-Test Eksperimen	11	80	95	90,00	5,916
Pre-Test Kontrol	11	50	75	61,55	8,347
Post-Test Kontrol	11	55	82	75,27	9,328
Valid N (listwise)	11				

The researcher conducted teaching and all 22 students utilized SPSS 24.0 to perform calculations, yielding results. With a pre-test score range of 50 to 82, the average score obtained by the students was 65.57. In the post-test, students performed better on the learned material. The students obtained an average test score of 82.64, with the highest score being 95 and the lowest being 55. Based on these results, it can be concluded that there was a change between before and after using the teaching model. This is evident when comparing the pre-test and post-test scores of students with the maximum score obtained during the pre-test being 82, and the maximum score obtained during the post-test being 95.

1) Pre-Test
To provide an overview of how well third-grade students at SD Negeri 1 Jaya Sakti could learn the theme in the initial test. Below is the data for the initial (pre-test) scores before the implementation of the Course Review Horay Teaching Model with the assistance of flip charts:

Table 6. Statistics of Initial Student Test Results (Pre-Test)

N	Valid	22
	Missing	0
Mean		68,14
Std. Error of Mean		2,411
Median		65,57[a]
Mode		82
Std. Deviation		11,311
Variance		127,933
Range		32
Minimum		50
Maximum		82
Sum		1499
Percentiles	10	54,00[b]
	20	58,17
	25	60,00
	30	60,88
	40	62,64
	50	65,57
	60	72,49
	70	77,18
	75	78,89
	80	80,60
	90	.

The initial proficiency in thematic subjects of the students was assessed using flip charts as shown in Table 4.2. Out of 22 students, the highest score obtained by a student was 82, while the lowest score was 50, with an average of 65.57 and a range of 32. The average score of the students is 82, while the required standard is 11.31. The frequency of the initial test results obtained by the students can be seen below.

a) Range = 32
b) Number of Classes = 1 + 3.3 log N
= 1 + 3.3 log 22
= 1 + 4 = 5
c) Class Width = range / number of classes
= 32 / 5
= 6.4
= 6

**Table 7. Frequency of Proficiency Before the Implementation of the Course
Review Horay Teaching Model with the Assistance of Flip Charts**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50-55	3	13,6	13,6	13,6
	56-61	5	22,7	22,7	36,4
	62-67	5	22,7	22,7	59,1
	68-83	9	40,9	40,9	100,0
	Total	22	100,0	100,0	

Based on the results of the data, it can be understood that out of a total of 22 students, 9 (or 40%) successfully completed the test, while 13 (or 60%) did not complete the test. The maximum or highest score that students can achieve is 82, while the minimum or lowest score obtained is 50. Seven students achieved a score of 82, with the breakdown as follows: 2 students scored 50, and one student scored 55, 5 students scored 60, 5 students scored 64, and 2 students scored 75.

Table 8. Distribution of Proficiency Scores in the Post-Test

Score Interval	Frequency	Percentage	Outcome Category	Proficiency Status
68-83	9	40,9 %		X ≥ 65 (pass)
62-67	5	22,7 %		
56-61	5	22,7 %		
50-55	3	13,6 %		X < 65 (fail)
Total	**22**	**100 %**		

The passing standard for third-grade students at SD Negeri 1 Jaya Sakti is 65, as seen in Table 4.4. From this data, it can be concluded that the majority of students have not reached the passing standard, with thirteen students failing to pass the test. Forty percent of the students are deemed to have passed, while the remaining sixty percent have not achieved passing grades.

2) Post-Test

The results of the post-learning test in this study are presented in the table below:

Table 9. Statistics of Student Learning Results (Post-Test)

N	Valid	22
	Missing	0
Mean		82,64
Std. Error of Mean		2,285
Median		82,75[a]
Mode		95
Std. Deviation		10,720
Variance		114,909
Range (RentangSkor)		40
Minimum		55
Maximum		95
Sum		1818
Percentiles	10	65,25[b]
	20	76,50
	25	78,33
	30	80,06
	40	81,31
	50	82,75
	60	84,40
	70	87,80
	75	90,00

80	92,20
90	.

Based on the data presented above, it is understood that the minimum score achieved is 55, while the maximum score reached is 95. The average score achieved is 82.64, with a percentile range of 40. Conversely, the mode score achieved by students is 95 with a standard deviation of 10.720. The frequency table obtained by students after being given treatment (pre-test) is as follows:

a) Range = 40
b) Number of Classes = 1 + 3.3 log N
= 1 + 3.3 log 22
= 1 + 4 = 5
c) Class Interval = range / number of classes
= 40 / 5
= 8

Table 10. Frequency of Achievement After Using the Course Review Horay Learning Model with Flip chart Implementation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55-62	2	9,1	9,1	9,1
	71-78	3	13,6	13,6	22,7
	79-86	11	50,0	50,0	72,7
	87-94	6	27,3	27,3	100,0
	Total	22	100,0	100,0	

As seen in Table 4.6, among the 22 participating students, 20 students, or 90.09%, successfully completed the test, while 2 students, or 9.1%, did not complete the test. The highest score achieved by a student is 95, while the lowest score is 55. The breakdown of the scores obtained is as follows: 55 for one student, 60 for one student, 75 for three students, 80 for three students, 82 for three students, 85 for four students, and 95 for six students.

Table 11. Distribution of Pre-Test Score Completeness

Score Interval	Frequency	Percentage	Outcome Category	Proficiency Status
55-62	2	9,1 %		
63-70	-	-		X ≥ 65 (Tuntas)
71-78	3	13,6 %		
79-86	11	50,0 %		
87-94	6	27,3 %		X < 65 (Tidak Tuntas)
Jumlah	**22**	**100 %**		

The standard passing score for the learning outcomes of students in SD Negeri 1 Jaya Sakti is 65, as seen in Table 4.7. Therefore, only twenty students achieved the passing score, while only two students failed to do so; hence, it can be concluded that the students' learning outcomes are satisfactory. Individually, students who met the passing standard obtained scores with a

percentage of 90.09%, while students who did not meet the passing standard
obtained scores with a percentage of 9.1%.

Inferential Analysis

Inferential analysis in this study is used to assess whether there is an influence
of the Flip chart method on students' learning outcomes. The data are sourced from
the pre-test and post-test scores given to third-grade students at SD Negeri 1 Jaya
Sakti, then analyzed using Ms. Excel and SPSS 24. However, before testing the
research hypothesis, the researcher conducted several tests, including:

a. Normality Test

To determine whether the data of a study follow a normal distribution,
statisticians use a normality test. If the calculated significance value is greater
than 0.05, the data are considered normally distributed; if not, we say that the
data have a non-normal distribution. The results of the normality test in this
study are shown in the table below:

Table 4.8 Results of Normality Test for Pre-Test and Post-Test Data

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil Belajar	Pre-Test Eksperimen	,399	11	,230	,667	11	,200
	Post-Test Eksperimen	,346	11	,201	,741	11	,202
	Pre-Test Kontrol	,203	11	,200*	,910	11	,241
	Post-Test Kontrol	,307	11	,205	,738	11	,201

All the data in this investigation follow a normal distribution, as
indicated by the findings shown in Table 4.9. The significance values for each
step, namely 0.230 and 0.201, were obtained from the table. The data follow a
normal distribution because the calculated significance levels are higher than
0.05.

b. Hypothesis Testing

After conducting the normality test and obtaining that the data are
normal, the next step is to perform hypothesis testing in this study. The one-
sample t-test formula is used in this research to test whether there is an effect
of the Course Review Model on students' learning outcomes. The hypothesis
testing calculations can be seen in the table below.

Tabel 5. Paired Samples Test

		Paired Differences							
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean			Lower	Upper	T	df	
Pair 1	Pre Eksperimen – Post Eksperimen	-15,273	12,823	3,866	-23,887	-6,658	-3,950	10	,003

Pair 2	Pre Control – Post Control	-13,72727	9,30689	2,80613	-19,97973	-7,47482	-4,892	10	,001

The paired t-test results for the experimental group yielded a two-tailed significance value (Sig.) of 0.03, as seen in Table 4.8 above. Meanwhile, in the control group, the two-tailed significance level was 0.01. After determining the significance value (2-tailed) to be 0.01 and 0.03, the next step is to compare these findings using hypothesis testing. If the two-tailed significance value is less than 0.05, then the hypothesis is rejected. This indicates the impact of implementing the flip chart-assisted learning paradigm on the learning outcomes of third-grade students at SD Negeri 1 Jaya Sakti.

The study on third-grade students at SD Negeri 1 Jaya Sakti found that the flip chart-assisted learning approach significantly improved students' learning outcomes compared to the control group. Before implementing this learning model, students' scores ranged from 50 (lowest) to 80 (highest), with an average of 65.57 percent. However, after the application of the flip chart learning model, students' thematic learning outcomes improved. Scores ranged from as low as 55 to as high as 95. These findings indicate that the use of flip charts significantly enhances students' thematic learning outcomes.

The results of this study are consistent with Alinda Melisha's research (2017), which also found that the flip chart learning approach improved student learning in classrooms. The studies by Erlia Isna Ridayanti (2021) and Alinda Melisha (2021) are also relevant, concluding that the use of flip charts can enhance students' learning outcomes. The majority of students, 19 students (90.09%), responded "Yes" to the questionnaire on the Implementation of Flip Chart Learning Models in thematic areas. Only 2 students (9.1%) gave a negative response. Third-grade students at SD Negeri 1 Jaya Sakti benefit from thematic learning outcomes when the Flip Chart Learning Model is used.

Additionally, the experimental group had a statistically significant p-value of 0.03 according to inferential statistical research using paired t-test techniques. However, the control group had a p-value of 0.01. Next, we will compare the data using hypothesis testing after determining the obtained sig (2-tailed) value to be 0.01 and 0.03. If the sig value > 0.5, then the hypothesis testing is accepted. The results show the changes in the learning outcomes of third-grade students at SD Negeri 1 Jaya Sakti before and after using the flip chart media.

The descriptive and inferential statistical findings of this research indicate statistically significant changes between pretest and posttest scores. Based on this research, third-grade students at SD Negeri 1 Jaya Sakti successfully improved their learning outcomes on the taught theme after applying the Flip Chart-assisted learning technique. The contribution of this research can be summarized as follows: This analysis serves as a guide for conducting more in-depth analysis of research findings. It is hoped that this research will set a standard for conducting further relevant research in this context. As a follow-up, this research can complement existing knowledge, allowing further research to be conducted more effectively. The results of this research have the potential to enhance the quality of teaching in schools, demonstrating the importance of a teacher's role in supporting students in understanding classroom lessons. This research is expected to encourage other

teachers to adopt new teaching methods to improve the quality of learning and create a better, more creative, and enjoyable learning environment for students.

CONCLUSIONS

Based on the data analysis and research findings, it can be understood that the use of the flip chart-assisted Course Review Horay learning model has a significant impact on improving the thematic learning outcomes of third-grade students at SDN 1 Jaya Sakti. This is indicated by the paired sample t-test (t-test) values obtained, with a Sig. (2-tailed) of 0.03 for the experimental group and 0.01 for the control group. Additionally, the normality test shows that the significance values for the pre-test and post-test in the experimental class are 0.230 and 0.201, respectively, while for the control class, they are 0.200 and 0.205. With a p-value > 0.05, it can be concluded that all data are normally distributed.

Based on the research results and conclusions outlined above, it can be concluded that the implementation of the flip chart-assisted Course Review Horay learning model has a significant impact on thematic learning outcomes, especially in the theme of growth and development of living things, sub-theme 2 growth and development of humans, for third-grade students at SDN 1 Jaya Sakti, Anak Tuha District, Central Lampung Regency. Therefore, it is recommended for the school's board of teachers to implement the Course Review Horay learning model assisted by flip charts in the classroom to enhance students' enthusiasm and learning achievement, as it is one of the key factors for success in acquiring knowledge as a tool to achieve desired life goals. For other researchers, it is recommended to conduct further research on the Course Review Horay learning model assisted by flip charts to obtain an effective learning model for students. This research can also serve as a reference for future studies. Furthermore, researchers are encouraged not only to focus on the Course Review Horay learning model for the thematic topic of growth and development of living things, sub-theme 2 growth and development of humans but also to explore other learning models and media for different subjects.

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