



Improving Science and Social Learning Outcomes through the Course Review Horay Model Assisted by Wordwall Media for Grade 4A Students at Bangetayu Wetan 02 Elementary School

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ABSTRACT

The problem underlying this study was the low Science and Social (IPAS) learning outcomes of Grade 4A students at Bangetayu Wetan 02 Elementary School. The lecture method was still the dominant teaching method used in the learning process. In addition, the learning model and instructional media lacked variety, and students' learning participation was still low. This condition affected the students' learning outcomes, as only 11 out of 30 Grade 4A students (37%) achieved mastery, while 19 students (63%) did not. This study aimed to improve Science and Social (IPAS) learning outcomes through the implementation of the *Course Review Horay* (CRH) model assisted by *Wordwall* media. This study employed Classroom Action Research (CAR), which was conducted in two cycles consisting of planning, action, observation, and reflection. The research subjects were 30 Grade 4A students at Bangetayu Wetan 02 Public Elementary School in the 2025/2026 academic year. The data were collected through observation, tests, and documentation and analyzed using descriptive quantitative and qualitative approaches. The results indicated an improvement in Science and Social (IPAS) learning outcomes. The average class score increased from 71.73 in Cycle I to 79.85 in Cycle II, while learning mastery improved from 71.67% to 86.67%. Therefore, the implementation of the *Course Review Horay* (CRH) model assisted by *Wordwall* media was able to improve learning outcomes. The implication of this study is that CRH assisted by *Wordwall* can be used as an alternative learning approach to provide more varied and interactive learning and encourage active student participation.

Science and Social (IPAS) Learning Outcomes, Course Review Horay (CRH), Wordwall.

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INTRODUCTION

Education is a conscious and planned process aimed at developing students' potential through learning activities that enable them to acquire knowledge, skills, attitudes, and noble character. According to the National Education System Law of the Republic of Indonesia Number 20 of 2003, education is organized to create meaningful learning experiences that encourage

students to actively develop their potential and skills needed by themselves and society.

One of the subjects designed to achieve these educational goals in the Merdeka Curriculum is Science and Social (IPAS). IPAS integrates concepts from natural sciences and social sciences into a unified learning experience, enabling students to understand the relationship between natural phenomena and social life comprehensively. Through IPAS, students are expected to develop critical thinking, problem-solving, decision-making, collaboration, and the ability to apply scientific knowledge to real-life situations (Suhelayanti, 2023). Effective IPAS learning should therefore involve meaningful learning experiences supported by appropriate learning models and instructional media that actively engage students throughout the learning process. Yuliana and Ismiyanti (2025) demonstrated that game-based learning assisted by digital media can be implemented in IPAS learning to support students' higher-order thinking skills.

Learning outcomes are important indicators of successful learning. (Sudjana, 2011) states that learning outcomes refer to the abilities acquired by students after participating in learning activities. (Hamalik, 2014) explains that learning outcomes indicate changes in students' knowledge, attitudes, and skills as a result of the learning process. (Purwanto, 2013) emphasizes that they represent competencies achieved through educational experiences and behavioral changes.

The achievement of learning outcomes is influenced by internal and external factors. Internal factors include physical condition, intelligence, motivation, interest, and learning readiness, while external factors include family and school environment, instructional strategies, learning models, instructional media, and classroom management (Slameto, 2010; Syah, 2011). Therefore, teachers are expected to select learning models and instructional media that facilitate active participation, collaboration, and motivation. Learning activities that rely heavily on teacher-centered instruction may reduce students' engagement and opportunities to develop conceptual understanding.

Preliminary observations conducted in Grade 4A at Bangetayu Wetan 02 Elementary School revealed that students' Science and Social (IPAS) learning outcomes remained unsatisfactory. The learning process was dominated by the lecture method, while learning models and instructional media were used with limited variation. Consequently, students tended to be passive, participated minimally in discussions, and showed limited enthusiasm during learning activities. Only 11 out of 30 students (37%) achieved the predetermined mastery criterion, while 19 students (63%) did not reach the expected level. These findings indicate the need to improve learning processes and instructional strategies.

The implementation of student-centered learning is one of the priorities of the Merdeka Curriculum because active participation enables students to construct knowledge more effectively. (Sukma et al., 2022) found that learning activities supported by instructional media could stimulate meaningful, student-centered learning through classroom discussion and improve students' cognitive learning outcomes. Therefore, appropriate instructional models and media play an important role in creating engaging learning environments that support students' participation and learning outcomes (Suhelayanti, 2023).

To address these problems, teachers need innovative learning models that actively involve students. A learning model is a learning plan that describes the learning process from the initial to the final stage and is implemented with certain characteristics by educators (Helmiati & Ag, n.d, 2012). One model that can increase student involvement is cooperative learning (Septiyanto Putri, 2025). (Dwi Prasetya et al., 2023) reported that cooperative learning significantly affected students' cognitive learning outcomes in elementary school social studies, while (Ismiyanti, 2016) found that cooperative learning supported by instructional media improved teacher performance, student activity, and learning outcomes.

One cooperative model that can create an active, enjoyable, and meaningful learning environment is *Course Review Horay* (CRH). According to (Huda, 2014), CRH is a cooperative learning model designed to review learning materials through interactive question-and-answer activities. Students work collaboratively to solve problems and express their success through a "Hooray" cheer when answering correctly. This characteristic can create an enjoyable classroom atmosphere, encourage active participation, and increase learning motivation. Previous studies have also reported that cooperative learning contributes positively to academic achievement by encouraging students to participate actively in the learning process (Fadly, 2022; Huda, 2014). Therefore, CRH is considered appropriate for improving IPAS learning outcomes in elementary schools.

In addition to an appropriate learning model, instructional media can increase students' interest and motivation. (Jupriyanto et al., 2024) demonstrated that instructional media integrated with an appropriate learning model can support students' learning motivation, while (Ismiyanti et al., 2025) emphasized the importance of engaging and context-based media in improving elementary students' understanding and cognitive learning outcomes. (Adi et al., 2026) developed interactive learning media integrated with a learning model to support elementary school students' learning activities. (Sofya Lutfiana et al., 2025) found that interactive learning media can support the learning process and

improve students' learning abilities. One instructional medium that supports interactive learning is wordwall. Wordwall is a web-based educational platform that enables teachers to create interactive learning activities and game-based assessments in various formats. It allows students to participate actively and provides immediate feedback on their learning progress (Fadhillah Akbar & Sofian Hadi, 2023; Saleh, 2023). Wordwall can also be utilized as an educational game to increase students' interest in learning (Najwa & Ulia, 2025) and support learning motivation and engagement (Husna et al., 2025).

The integration of the *Course Review Horay* model with wordwall media is expected to create a learning environment that promotes active participation, collaboration, and motivation. Through CRH, students discuss learning materials and solve problems collaboratively, while wordwall provides interactive activities that reinforce conceptual understanding. This combination is expected to make learning more meaningful and enjoyable while improving students' learning outcomes.

Previous studies have demonstrated the effectiveness of CRH and wordwall in supporting learning outcomes. (Asjudirja & Ulia, 2025) found that cooperative learning assisted by wordwall improved students' cognitive learning outcomes and increased motivation, participation, and learning interest. (Savira dan Gunawan, 2022) reported that CRH significantly improved elementary students' learning through increased classroom participation and motivation. (Agusti & Aslam, 2022) also found that wordwall-assisted learning created an enjoyable learning atmosphere and positively influenced students' academic achievement. Other studies (Jannah, 2025) , (Putra & Zahara, 2025), and (Retno Hartati et al., 2024) confirmed that interactive digital media can improve students' motivation, engagement, and learning outcomes across elementary school subjects.

Although previous studies have examined CRH and wordwall, studies integrating both approaches in IPAS learning, particularly on the topic Norms in Local Customs for Grade 4 elementary school students, remain limited. Few Classroom Action Research studies have investigated the implementation of CRH assisted by Wordwall in improving IPAS learning outcomes within the Merdeka Curriculum. This gap indicates the need to investigate the combined implementation of these learning innovations in elementary school classrooms.

Therefore, this study aimed to improve the Science and Social (IPAS) learning outcomes of Grade 4A students at Bangetayu Wetan 02 Elementary School through the implementation of the *Course Review Horay* (CRH) model assisted by wordwall media. The findings are expected to provide an alternative learning strategy for elementary school teachers in implementing interactive and

student-centered learning and contribute to IPAS learning practices in the Merdeka Curriculum.

RESEARCH METHOD

This study employed Classroom Action Research (CAR) using a descriptive approach that combined quantitative and qualitative data analysis. Classroom Action Research is a reflective research conducted by teachers to improve the quality of the learning process through repeated cycles of planning, action, observation, and reflection (Afandi, 2013; Hopkins, 1993). The research was conducted in Grade 4A at Bangetayu Wetan 02 Elementary School during the second semester of the 2025/2026 academic year. The school was selected because students' Science and Social (IPAS) learning outcomes were still low, and the learning process had not been implemented optimally. Therefore, the *Course Review Horay* (CRH) model assisted by *Wordwall* media was implemented to improve students' learning outcomes. The study was carried out for two weeks in April 2026 according to the school's IPAS learning schedule.

The study used primary and secondary data. Primary data were obtained from students' learning outcomes and classroom observations, while secondary data were collected from school documents and research documentation. The participants of this study were 30 Grade 4A students, consisting of 14 boys and 16 girls, at Bangetayu Wetan 02 Elementary School. In addition, the study involved two collaborators. Observer I was the classroom teacher who observed the implementation of the learning process, while Observer II observed students' learning activities during the research (Arikunto, 2005).

The research was conducted in two cycles, and each cycle consisted of planning, action, observation, and reflection, following the Classroom Action Research model proposed by Kemmis and McTaggart (Hopkins, 1993). Each cycle consisted of two meetings, with each meeting lasting 2×35 minutes. Reflection at the end of each cycle was used to evaluate the implementation of the action and to determine improvements for the subsequent cycle (Afandi, 2013).

Data were collected through achievement tests, classroom observations, and documentation. The achievement test was administered at the end of each cycle to measure students' cognitive learning outcomes. Observation sheets were used to record teacher and student activities during the learning process, whereas documentation was used to support the research findings through photographs and students' learning records (Sugiyono, 2018; Sudjana, 2019).

The collected data were analyzed using descriptive quantitative and qualitative techniques. Quantitative data were analyzed by calculating students'

individual scores, class average scores, and classical learning mastery percentages. Meanwhile, qualitative data obtained from classroom observations were analyzed descriptively to evaluate the implementation of the learning process and to provide the basis for reflection in each cycle (Sugiyono, 2018). The study was considered successful if at least 85% of the students achieved a minimum score of 75, which was the Minimum Mastery Criterion (KKM) for Science and Social (IPAS) learning at Bangetayu Wetan 02 Elementary School.

RESULT AND DISCUSSION

Research results

The classroom action research was conducted in two cycles to improve the Science and Social (IPAS) learning outcomes of Grade 4A students at Bangetayu Wetan 02 Public Elementary School through the implementation of the *Course Review Horay* (CRH) model assisted by *Wordwall* media. Each cycle consisted of two meetings and followed four stages: planning, action, observation, and reflection. Before implementing the actions, a pre-cycle assessment was conducted to identify students' initial learning outcomes.

The pre-cycle assessment showed that only 11 out of 30 students (37%) achieved the Minimum Learning Achievement Criterion (KKTP) of 75, while 19 students (63%) did not meet the criterion. The mean score obtained by the class was 65,73.

Table 1.
Pre-cycle Science and Social (IPAS) Learning Outcomes

No.	Indicator	Result
1	Number of students	30
2	Minimum Learning Achievement Criterion (KKTP)	75
3	Classical mastery criterion	85%
4	Students achieving mastery	11
5	Students not achieving mastery	19
6	Mean Score	65,73
7	Learning mastery	37%
8	Learning non-mastery	63%

Following the pre-cycle stage, Cycle I was implemented using the *Course Review Horay* (CRH) model assisted by *Wordwall* media. During this cycle, students participated in cooperative learning activities, discussed the learning materials in groups, completed interactive learning tasks, and reviewed the materials using *Wordwall*.

The percentage of students achieving mastery increased from 37% in the pre-cycle to 71,67% at the end of Cycle I. The class mean score increased from 65,73 to 71,73.

Table 2.
Students' Science and Social (IPAS) Learning Outcomes in Cycle I

No.	Description	Meeting 1	Meeting 2
1	Students achieving mastery	66,67%	76,67%
2	Students not achieving mastery	33,33%	23,33%
3	Highest score	85	90
4	Lowest score	38	50
5	Mean score	68,37	75,10

Mean score of Cycle = 71,73
Classical learning mastery of Cycle I = 71,67%

After reflecting on the implementation of Cycle I, several improvements were made to optimize the learning process in Cycle II. The teacher provided clearer instructions, improved classroom management, encouraged equal participation among group members, and maximized the use of the *Course Review Horay* (CRH) model assisted by *Wordwall* media.

The implementation of Cycle II showed better learning outcomes than those obtained in Cycle I. The percentage of students achieving mastery increased from 83,33% in the first meeting to 90% in the second meeting. The class mean score also improved from 76,90 to 82,80. Furthermore, the highest score increased from 93 to 100, while the lowest score improved from 60 to 70.

Table 3.
Students' Science and Social (IPAS) Learning Outcomes in Cycle II

No.	Description	Meeting 1	Meeting 2
1	Students achieving mastery	83,33%	90,00%
2	Students not achieving mastery	16,67%	10,00%
3	Highest score	93	100
4	Lowest score	60	70
5	Mean score	76,90	82,80

Mean score of Cycle = 79,85
Classical learning mastery of Cycle I = 86,67%

The classical learning mastery reached 86,67%, exceeding the predetermined success criterion of 85%. Therefore, the research was concluded at the end of Cycle II.

To provide a clearer overview of students' learning progress, the comparison of learning outcomes between Cycle I and Cycle II is presented in Table 4.

Table 4.
Improvement of Students' Science and Social (IPAS) Learning Outcomes

Cycle	Mean Score	Learning Mastery	Learning Non-Mastery
I	71,73	71,67%	28,33%
II	79,85	86,67%	13,33%

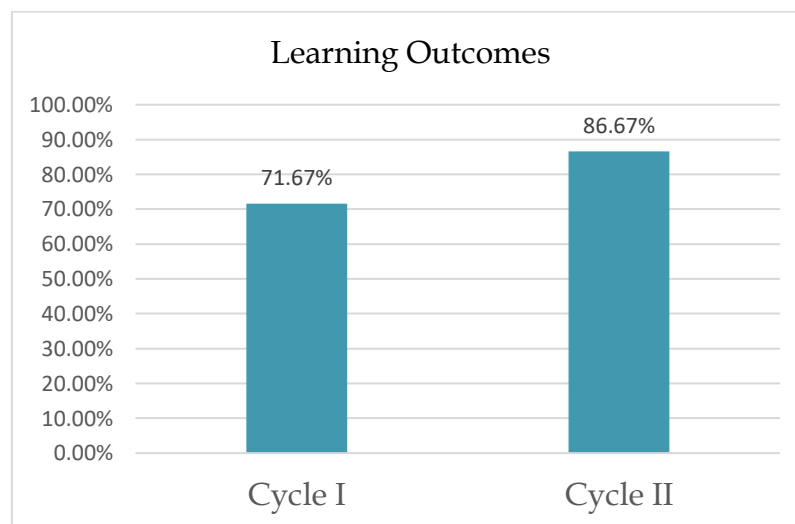


Figure 1.
Histogram of Student Learning Outcomes Improvement

Since the classical learning mastery exceeded the predetermined success criterion of 85%, no further cycle was required.

Discussion

The findings of this classroom action research demonstrate that the implementation of the *Course Review Horay* (CRH) learning model assisted by *Wordwall* media successfully improved the Science and Social (IPAS) learning outcomes of Grade 4A students at Bangetayu Wetan 02 Public Elementary School. These findings indicate that the instructional actions implemented throughout the research effectively addressed the learning problems identified during the preliminary observation.

The improvement in students' learning outcomes was closely related to changes in the learning process. Before the implementation of the action, classroom instruction was predominantly teacher-centered and relied mainly on the lecture method. Consequently, students tended to become passive during learning activities, participated minimally in classroom discussions, and demonstrated limited motivation to learn. The implementation of the *Course Review Horay* (CRH) model transformed the classroom into a more interactive

learning environment by encouraging students to participate actively in group discussions, solve problems collaboratively, and respond enthusiastically to learning activities. This finding supports (Huda, 2014) , who states that the *Course Review Horay* model creates an enjoyable learning atmosphere while increasing students' motivation, participation, and academic achievement.

Another factor contributing to the improvement in learning outcomes was the use of *Wordwall* media. The interactive features provided by *Wordwall* enabled students to review learning materials through educational games and quizzes that encouraged active participation. Immediate feedback from the activities also helped students recognize their learning progress and motivated them to improve their performance. As a result, students became more enthusiastic during classroom instruction and demonstrated better conceptual understanding. These findings are consistent with (Saleh, 2023) , who reported that *Wordwall* creates interactive learning experiences that enhance students' motivation and engagement. Likewise, (Fadhillah Akbar & Sofian Hadi, 2023) found that digital learning media positively influence students' academic achievement by increasing participation during classroom learning.

The improvement in learning outcomes observed in this study also supports previous empirical findings regarding the effectiveness of the *Course Review Horay* model. (Savira dan Gunawan, 2022) reported that the implementation of the *Course Review Horay* model significantly improved elementary school students' learning outcomes by promoting active participation and collaborative learning. Similarly, (Agusti & Aslam, 2022) concluded that the integration of *Wordwall* media into classroom instruction created a more enjoyable learning environment and contributed to improved learning outcomes. Furthermore, studies conducted by (Jannah, 2025) , (Putra & Zahara, 2025) , and (Retno Hartati et al., 2024) also demonstrated that interactive digital learning media increase students' learning motivation, participation, and academic achievement.

The present study differs from previous studies because it combines the *Course Review Horay* (CRH) model and *Wordwall* media in Science and Social (IPAS) learning, particularly on the topic of Norms in Local Customs for Grade 4 elementary school students. While previous studies examined the effectiveness of the CRH model or *Wordwall* media separately, this study demonstrates the implementation of both approaches within a Classroom Action Research design. The improvement from 37% classical learning mastery in the pre-cycle to 86,67% in Cycle II indicates that the combination of cooperative learning activities and interactive digital media can support improvements in students' learning outcomes in this specific learning context.

From a pedagogical perspective, the improvement in students' learning outcomes can be explained by the characteristics of the implemented learning model. The *Course Review Horay* model encourages cooperative learning, allowing students to exchange ideas, discuss concepts, and solve problems collaboratively. Such activities provide students with opportunities to construct their own understanding through interaction with peers rather than relying solely on teacher explanations. The integration of *Wordwall* further strengthened this process by providing attractive and interactive learning activities that maintained students' attention throughout the lesson. Consequently, students became more actively involved in learning, demonstrated greater confidence in expressing their opinions, and developed a better understanding of Science and Social (IPAS) concepts.

The findings of this study also indicate that the combination of the *Course Review Horay* model and *Wordwall* media is relevant to the principles of student-centered learning in the Merdeka Curriculum. The cooperative activities provided opportunities for students to discuss, collaborate, and solve problems, while *Wordwall* provided interactive activities that supported student engagement. Therefore, the combination of both approaches provided a learning experience that was more meaningful, enjoyable, and student-centered.

The findings of this study have several implications. First, the implementation of the *Course Review Horay* model assisted by *Wordwall* media can serve as an alternative instructional strategy for improving students' learning outcomes in Science and Social (IPAS) learning at the elementary school level. Second, integrating cooperative learning with interactive digital media creates a more meaningful, enjoyable, and student-centered learning environment. Third, this study demonstrates that teachers play a crucial role in selecting learning models and instructional media that encourage students' active participation and improve classroom interaction.

Although this study successfully achieved its predetermined success indicator, it was conducted only in one class involving 30 Grade 4A students at Bangetayu Wetan 02 Public Elementary School. Therefore, the findings should be interpreted within the context of this classroom action research. Future studies may examine the implementation of the *Course Review Horay* model assisted by *Wordwall* media in different grade levels, subjects, or educational settings to provide broader evidence regarding its effectiveness. Further research may also compare this instructional model with other cooperative learning models or investigate its influence on students' critical thinking skills, creativity, collaboration, and learning motivation.

CONCLUSION

This classroom action research demonstrated that the implementation of the *Course Review Horay* (CRH) learning model assisted by *Wordwall* media improved the Science and Social (IPAS) learning outcomes of Grade 4A students at Bangetayu Wetan 02 Public Elementary School. The improvement was reflected in the increase in the class mean score from 65,73 in the pre-cycle to 71,73 in Cycle I and 79,85 in Cycle II. Likewise, the percentage of students achieving learning mastery increased from 37% in the pre-cycle to 71,67% in Cycle I and reached 86,67% in Cycle II, exceeding the predetermined success criterion of 85%. The findings show that the implementation of the *Course Review Horay* model assisted by *Wordwall* media contributed to improved student participation and learning outcomes in Science and Social (IPAS) learning.

The added value of this study lies in the integration of the *Course Review Horay* (CRH) model with *Wordwall* media in Science and Social (IPAS) learning within the context of Classroom Action Research. This combination provided an alternative instructional approach that integrated cooperative learning activities with interactive digital learning activities. The findings provide practical evidence that integrating cooperative learning strategies with interactive digital media can support the implementation of student-centered learning in the Merdeka Curriculum. Therefore, this study offers an alternative instructional approach that can be adopted by elementary school teachers to improve the quality of Science and Social (IPAS) learning.

This study was limited to one classroom involving 30 Grade 4A students at Bangetayu Wetan 02 Elementary School and focused only on the topic Norms in Local Customs. Therefore, the findings should be interpreted within the context of this classroom action research. Future studies are recommended to investigate the implementation of the *Course Review Horay* model assisted by *Wordwall* media in different grade levels, subjects, and schools involving larger numbers of participants. Further research may also examine the influence of this learning model on other educational outcomes, such as students' critical thinking skills, collaboration, creativity, learning motivation, and long-term learning retention.

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