

## ABSTRAK

YULI YULIANTI PUTRI. 2024. **Perbedaan Hasil Belajar Matematika Yang Menggunakan Model Pembelajaran *Course Review Horay* Dengan Model Pembelajaran Konvensional (Studi Pada Program Pendidikan Kesetaraan Paket C di PKBM Gema PKBM Danis Jaya Kota Tasikmalaya)**. Jurusan Pendidikan Masyarakat, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.

Pembelajaran matematika di Program Pendidikan Kesetaraan Paket C pada PKBM Gema dan PKBM Danis Jaya Kota Tasikmalaya menghadapi berbagai tantangan yang mempengaruhi kualitas dan hasil belajar warga belajar, diantaranya Warga belajar di Program Pendidikan Kesetaraan Paket C memiliki latar belakang pendidikan, sosial, dan ekonomi yang sangat beragam. Hal ini bisa disebabkan oleh berbagai faktor, termasuk pengalaman belajar yang kurang menyenangkan di masa lalu, tekanan ekonomi, dan tanggung jawab keluarga atau pekerjaan. Permasalahan lainnya ialah model pembelajaran konvensional yang masih banyak digunakan cenderung monoton dan kurang interaktif. Tujuan dari penelitian ini untuk mengetahui perbedaan hasil belajar matematika yang menggunakan model pembelajaran *Course Review Horay* (CRH) dengan model pembelajaran konvensional. Metode yang digunakan dalam penelitian adalah true eksperimen sampel dalam penelitian ini berjumlah 47 warga belajar. Teknik pengumpulan data menggunakan tes yang dilakukan dua kali. Berdasarkan hasil penelitian dan pembahasan, dapat disimpulkan bahwa penerapan model pembelajaran *Course Review Horay* mendapatkan respon positif dari warga belajar dan guru, serta membuat warga belajar lebih bersemangat dalam belajar. Setelah model pembelajaran *Course Review Horay* diterapkan, hasil belajar warga belajar meningkat karena model ini mendorong warga belajar untuk lebih aktif berpartisipasi dalam proses pembelajaran. Warga belajar menjadi lebih tertarik belajar melalui diskusi kelompok, peninjauan konten, dan sesi tanya jawab interaktif. Partisipasi aktif ini memungkinkan mereka untuk lebih memahami materi, serta meningkatkan motivasi belajar dan mencapai hasil yang lebih baik. Peningkatan hasil belajar ini terlihat dari peningkatan nilai post-test, di mana rata-rata nilai di kelas eksperimen mencapai 93,20, sedangkan di kelas kontrol hanya 82,72, dengan selisih 10,48.

**Kata Kunci:** Hasil Belajar Matematika, Model Pembelajaran, *Course Review Horay*, Konvensional.

## **ABSTRACT**

**YULI YULIANTI PUTRI. 2024. *Differences in Mathematics Learning Outcomes Using the Course Review Horay Learning Model with the Conventional Learning Model (Study on the Package C Equality Education Program at PKBM Gema PKBM Danis Jaya, Tasikmalaya City)*. Department of Community Education, Faculty of Teacher Training and Education, Siliwangi University, Tasikmalaya.**

*Mathematics learning in the Package C Equality Education Program at PKBM Gema and PKBM Danis Jaya Tasikmalaya City faces various challenges that affect the quality and learning outcomes of learners, including residents studying in the Package C Equality Education Program have very diverse educational, social, and economic backgrounds. This can be due to a variety of factors, including unpleasant learning experiences in the past, economic pressures, and family or work responsibilities. Another problem is that conventional learning models that are still widely used tend to be monotonous and less interactive. The purpose of this study is to find out the difference in mathematics learning outcomes using the Course Review Horay (CRH) learning model with the conventional learning model. The method used in the study was a true sample experiment in this study with 47 learning residents. The data collection technique uses tests that are carried out twice. Based on the results of the research and discussion, it can be concluded that the application of the Horay Course Review learning model has received a positive response from residents and teachers, and makes residents learn more enthusiastically in learning. After the Horay Course Review learning model was implemented, the learning outcomes of learning residents increased because this model encouraged learning residents to participate more actively in the learning process. Learning residents became more interested in learning through group discussions, content reviews, and interactive question and answer sessions. This active participation allows them to better understand the material, as well as increase their motivation to learn and achieve better results. This increase in learning outcomes can be seen from the increase in post-test scores, where the average score in the experimental class reached 93.20, while in the control class it was only 82.72, with a difference of 10.48.*

**Keywords:** *Mathematics Learning Outcomes, Learning Models, Horay Course Review, Conventional.*