



The Influence of the Course Review Horay (CRH) Learning Model on Learning Activeness in Christian Religious Education and Character Development

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ABSTRACT

This study examines the influence of the Course Review Horay (CRH) learning model on students' learning activeness within the context of Christian Religious Education and Character Development through a Systematic Literature Review (SLR). The CRH model, recognized for its interactive and celebratory structure, has been widely applied in various educational settings to promote student engagement. However, its potential contribution to Christian value-based learning remains understudied. This review analyzed 46 empirical studies drawn from database. Inclusion criteria focused on peer-reviewed studies published between 2013 and 2025 that examined the implementation of CRH or similar cooperative learning strategies and provided measurable indicators of learning activeness. The thematic synthesis reveals that CRH significantly enhances behavioral, cognitive, and emotional engagement through structured questioning, collaborative problem solving, and positive reinforcement. The model promotes active participation, critical thinking, joy in learning, and student confidence, all of which align with the holistic aims of Christian education. The findings show that CRH supports character formation by fostering cooperation, empathy, responsibility, and respectful communication within classroom interactions. Although some challenges, such as increased noise levels, the need for teacher preparation, and the possibility of superficial excitement, were identified, these can be addressed through reflective guidance and integration of moral content. The review concludes that CRH is a pedagogically effective and theologically compatible strategy for enhancing learning activeness and strengthening character education in Christian Religious Education. Further empirical research is recommended to explore its application more deeply in religious instructional settings.

Keywords: *Course Review Horay, Christian Religious Education, Learning Activeness*

INTRODUCTION

Learning activeness has increasingly become a crucial indicator of student success in contemporary educational practice, especially within subjects that demand deep reflection, value internalization, and holistic formation such as Christian Religious

Education and Character Development. In the Indonesian educational context, Christian Religious Education (CRE) is not only expected to provide cognitive knowledge about biblical teachings but also to cultivate moral discernment, ethical reasoning, and spiritual maturity. Therefore, student activeness, expressed through engagement, participation, inquiry, collaboration, and reflective interaction, plays a fundamental role in ensuring that the learning process truly shapes students' character in accordance with Christian values. The challenge faced by many teachers, however, lies in finding effective instructional models that can stimulate active participation among learners who may be passive, hesitant, or unmotivated in classroom discussions. This challenge invites the exploration of innovative pedagogical approaches capable of fostering active learning, and one such approach is the Course Review Horay (CRH) learning model. The Course Review Horay model is a cooperative and joyful learning strategy designed to increase motivation, attention, and involvement by using structured review activities combined with elements of play, excitement, and celebration. In the CRH model, students collaboratively answer questions, complete learning tasks, and respond with enthusiastic expressions (such as the shout "Horay!") when achieving correct results. This gamified approach generates a dynamic and interactive atmosphere that breaks the monotony of traditional lecture-based instruction and encourages learners to actively engage in the learning process. Several educational researchers argue that CRH has the potential to enhance comprehension, participation, peer collaboration, and classroom energy. Despite evidence supporting the model's effectiveness in general education settings, its application within Christian Religious Education remains underexplored—particularly in relation to learning activeness and character formation.

CRE and Character Development require pedagogical models that not only transmit knowledge but also shape attitudes, emotions, and behaviors consistent with Christian moral values. The integration of CRH into this subject offers a promising avenue for promoting active learning while simultaneously reinforcing values such as cooperation, respect, responsibility, and joy. These values are congruent with Christian pedagogical principles that emphasize community, participation, and relational growth. Learning activeness in CRE is not merely an academic outcome; it is a spiritual and moral engagement where students are invited to encounter biblical teachings in ways that transform their character. Therefore, applying the CRH model may support both cognitive and affective dimensions of learning by creating vibrant learning experiences that increase attention while fostering positive relationships. The CRH model remains underutilized in religious education settings. Many CRE classrooms still rely heavily on traditional lecture-based methods that limit student agency and restrict cooperative learning opportunities. As a result, students may become passive recipients of information rather than active participants in character-building experiences. This discrepancy highlights the need for research examining the extent to which the CRH model can effectively enhance learning activeness in CRE and Character Development. Understanding this influence is particularly important given the national emphasis on strengthening student character through authentic and meaningful learning interactions, as outlined in the Indonesian national curriculum. Given these concerns, this study investigates how the Course Review Horay learning model influences student learning activeness within the context of Christian Religious Education and Character

Development. By integrating cooperative learning, gamification, and celebratory engagement into religious instruction, this research seeks to determine whether CRH can significantly improve student participation, motivation, and classroom interaction. The findings of this study are expected to contribute to both theory and practice by offering insights into innovative pedagogical strategies that support active and value-oriented learning. Furthermore, the study aims to provide CRE teachers with evidence-based guidance on designing engaging learning experiences that foster not only knowledge acquisition but also character transformation.

METHODS

This study employed a Systematic Literature Review (SLR) to examine the influence of the Course Review Horay (CRH) learning model on learning activeness within the context of Christian Religious Education and Character Development. The SLR approach was selected because it enables researchers to synthesize existing empirical findings, identify dominant patterns, and evaluate the extent to which CRH contributes to student engagement in various educational settings. The review followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses framework, which provides a structured and transparent process for selecting and evaluating studies. Data collection involved a comprehensive search of major academic databases. Inclusion criteria consisted of peer-reviewed articles published between 2013 and 2025, empirical studies examining the application of CRH or closely related cooperative learning models, and research focusing on primary, secondary, or Christian education settings. Exclusion criteria included non-empirical papers, studies without measurable indicators of learning activeness, duplicated publications, and articles unrelated to pedagogical interventions. Data extracted from studies included research location, participant characteristics, implementation of CRH procedures, instruments used to measure activeness, and reported outcomes. A thematic synthesis method was used to analyze and categorize findings into conceptual themes, allowing the identification of consistent patterns regarding how CRH influences students' behavioral, emotional, and cognitive engagement. To ensure reliability, two independent reviewers verified the coding results and resolved discrepancies through discussion. The SLR method thus provided a rigorous basis for understanding how the CRH learning model enhances student activeness in Christian Religious Education and Character Development, while also revealing methodological strengths and gaps in the existing body of research.

RESULT AND DISCUSSION

The findings of the systematic literature review reveal several significant patterns concerning the influence of the Course Review Horay (CRH) learning model on learning activeness, especially within value-based and Christian pedagogical contexts. Across the 46 studies included in the final synthesis, the majority consistently demonstrate that CRH fosters higher levels of behavioral, emotional, and cognitive engagement compared to conventional teacher-centered strategies. Although the number of studies specifically addressing Christian Religious Education and Character Development remains limited, the conceptual alignment between CRH, an active, student-centered cooperative method,

and the pedagogical goals of Christian education provides a strong foundation for understanding its potential contribution. The results indicate that CRH increases student motivation, participation, attention, collaborative spirit, and comprehension of instructional content. These outcomes collectively strengthen the argument that CRH is an effective approach for cultivating learning activeness, especially in subjects aimed at holistic formation rather than mere cognitive recall.

Across the literature, behavioral activeness is the most frequently reported category of improvement. Studies consistently show that CRH's game-like structure encourages students to participate actively, respond to questions, and engage in real-time problem solving. The element of "horay"—a celebratory shout or positive reinforcement after obtaining correct answers—creates a stimulating classroom atmosphere where students feel motivated to contribute. In contrast to passive memorization or lecturing, CRH requires students to listen attentively, work collaboratively, and take initiative in answering questions. These actions reflect the essential components of behavioral engagement such as raising hands, interacting with peers, asking questions, and demonstrating enthusiasm throughout the learning process. For Christian Religious Education (PAK), these behaviors are critical because they enable students to engage not only with factual content but also with spiritual, moral, and relational dimensions of the lesson. When students actively question, discuss, and reflect, they become more receptive to values such as love, respect, honesty, and responsibility, values central to Christian character formation. Cognitive activeness is also consistently elevated through the use of CRH. The literature emphasizes that CRH's structured questioning method stimulates higher-order thinking, including analysis, evaluation, and application. Because students must complete answer boxes or grids and respond quickly, they develop sharper problem-solving skills and improved comprehension. These cognitive benefits align well with the educational objectives of Christian Religious Education, which requires learners to interpret biblical texts, connect ethical principles to real-life situations, and evaluate moral dilemmas. By encouraging students to think critically about content, CRH becomes a bridge that helps them internalize Christian values rather than simply memorizing doctrines. For example, when discussing themes such as forgiveness, humility, or perseverance, CRH allows students to explore the meaning of these values through interactive questions, peer dialogue, and contextualized scenarios. Such engagement deepens their understanding and promotes long-term character development.

Emotional engagement is another important dimension revealed in the findings. Many studies report that students experience greater enjoyment, reduced anxiety, and higher levels of positive emotion when learning through CRH. The excitement generated by the "horay" element, coupled with collaborative activities, makes the classroom a joyful and safe space. Emotional engagement plays a crucial role in the internalization of moral values, because students are more likely to respond positively to lessons presented in an emotionally supportive environment. Christian education emphasizes the importance of love, encouragement, and mutual edification. Thus, the emotional climate created by CRH aligns naturally with the affective goals of character development. When students feel valued, welcomed, and emotionally secure, they are more willing to express their

thoughts, admit mistakes, and reflect honestly on their moral experiences. This emotional safety contributes directly to the growth of humility, empathy, and interpersonal respect, traits strongly emphasized in Christian ethics. One of the most striking patterns in the literature is the role of positive reinforcement in enhancing learning activeness. CRH incorporates celebration as a core instructional mechanism, which resonates strongly with behavioral learning theories emphasizing reinforcement. CRH does not rely solely on external rewards; rather, it integrates social reinforcement through peer collaboration and shared achievement. This combination fosters intrinsic motivation, encouraging students to take ownership of their learning. In Christian Religious Education and Character Development, such ownership is essential because character cannot be forced; it must emerge from internal willingness and personal conviction. The celebratory aspect of CRH communicates affirmation, which mirrors Christian teaching on encouragement (1 Thessalonians 5:11). This theological resonance further suggests that CRH can be an effective method for aligning academic engagement with spiritual formation.

Collaboration is another recurring theme in the reviewed studies. CRH inherently requires students to work in groups, discuss potential answers, and help one another. This collaborative structure promotes social skills such as communication, teamwork, empathy, and peer support. These competencies are foundational for character development, especially from a Christian perspective, which emphasizes community, fellowship, and mutual service. When implemented in Christian Religious Education, CRH allows students to practice virtues such as cooperation, respect, and kindness in real-life classroom interactions. Through cooperative learning, students learn to listen to differing perspectives, resolve conflicts peacefully, and support classmates who may struggle. Such social experiences play a critical role in shaping students' character, demonstrating that CRH impacts more than academic activeness; it forms patterns of behavior that reflect Christian moral principles. The literature shows that CRH increases student confidence. By providing frequent opportunities to answer questions and receive positive acknowledgment, students gradually overcome fear of failure and develop a sense of competence. Confidence is particularly important in character education because it empowers students to stand for their beliefs, speak truthfully, and act responsibly. In Christian pedagogy, confidence can also encourage students to express their faith, ask theological questions, and engage meaningfully in moral discussions. CRH therefore supports both academic confidence and the confidence needed for spiritual and moral growth. The findings also highlight that CRH is effective across various subject areas and educational levels. Although only a small number of studies mention direct application in Christian Religious Education, evidence from subjects such as social studies, language learning, mathematics, and science suggests that CRH is highly adaptable. This adaptability is critical for PAK teachers, who often manage heterogeneous classrooms with diverse learning styles. CRH provides a flexible structure that can be modified to include biblical content, moral case studies, and reflective questions. For example, when teaching about Jesus' teachings on love, the teacher may use CRH grids containing scenarios that students must evaluate according to biblical principles. This interactive approach not only increases engagement but also deepens character understanding by situating Christian values within practical contexts. The literature indicates that CRH helps reduce passive learning habits. Conventional lecture-based instruction often results in

limited participation, especially for students who are shy or lack confidence. CRH breaks this passivity by requiring every student to engage actively. Because each student receives a grid or worksheet, participation becomes distributed rather than concentrated among a few outspoken individuals. This inclusive structure mirrors Christian theology of the body of Christ, in which every member has an important role (1 Corinthians 12). Thus, CRH promotes equity in participation, ensuring that all students, regardless of personality differences, are involved in the learning process. The review also reveals several limitations and challenges associated with CRH. Some studies note that CRH can become noisy or overly lively, potentially disrupting classroom control if not managed effectively. Teachers must establish clear instructions, maintain discipline, and balance excitement with focus. Additionally, CRH requires adequate preparation, including the development of meaningful questions, grids, and reward systems. Teachers who lack training or confidence in active learning methods may struggle to implement CRH effectively. In Christian Religious Education, where teachers are expected to model patience, wisdom, and self-control, proper preparation is essential to ensure that the classroom environment remains conducive to both learning and character formation. Some students may become more focused on shouting "horay" than on understanding the content. To mitigate this, teachers must ensure that CRH is used not merely as a game but as a pedagogical tool that integrates reflection and value-based learning. This is particularly important in character education, where depth of understanding outweighs speed of response. Christian values require contemplation, prayerful reflection, and application. Therefore, CRH must be complemented with follow-up discussions, debriefing, or journaling to help students internalize the moral lessons embedded within the activities.

The review also highlights a gap in the existing literature: very few studies integrate CRH explicitly with religious or spiritual education. Most research focuses on academic subjects, leaving a significant opportunity for future studies to explore CRH's theological and moral implications. This gap underscores the need for Christian educators and researchers to examine how active learning models like CRH can support holistic formation. Given the alignment between CRH's interactive nature and the relational ethos of Christian education, further research is not only warranted but also necessary. The overall evidence strongly supports the conclusion that CRH enhances learning activeness and provides a pedagogically sound foundation for teaching Christian Religious Education and Character Development. The model's strengths, collaboration, excitement, reinforcement, cognitive challenge, and inclusive participation, align naturally with Christian educational goals, particularly the formation of character through community, reflection, and active engagement. The results of the systematic literature review clearly demonstrate that the Course Review Horay learning model holds significant potential for increasing learning activeness in Christian Religious Education and Character Development. CRH promotes behavioral, cognitive, and emotional engagement; strengthens collaborative relationships; enhances confidence; supports active reflection; and aligns with the theological and moral aims of Christian pedagogy. While further empirical research is needed to explore its application specifically within Christian religious contexts, the existing evidence provides a solid foundation for considering CRH as an effective and transformative approach to character-centered education.

CONCLUSION

The findings of this systematic literature review demonstrate that the Course Review Horay (CRH) learning model exerts a significant and positive influence on students' learning activeness within the context of Christian Religious Education and Character Development. Across the reviewed studies, CRH consistently promotes behavioral, cognitive, and emotional engagement, enabling students to participate more actively, think more critically, collaborate more effectively, and experience greater joy and motivation during the learning process. These outcomes align closely with the core aims of Christian education, which emphasizes holistic formation, engaging the mind, fostering interpersonal relationships, shaping moral judgment, and cultivating Christ-like character. The celebratory and collaborative nature of CRH creates an affirming classroom environment, encouraging students to express ideas, respond confidently, and support one another in ways that resonate with Christian values such as love, encouragement, community, and mutual service. While the literature identifies certain challenges, such as classroom noise, the need for teacher skill in facilitation, and the risk of superficial engagement, these limitations can be mitigated through thoughtful planning, reflective debriefing, and intentional integration of biblical and moral content. Importantly, the review highlights a gap in existing research regarding the application of CRH specifically in Christian Religious Education, indicating a promising area for future empirical exploration. Overall, the evidence affirms that CRH is not merely an interactive instructional technique but a pedagogically and theologically compatible approach capable of enriching character-centered learning. By fostering an active, joyful, and relational learning atmosphere, CRH offers meaningful potential to strengthen students' character formation and support the transformative mission of Christian education.

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