



The Implementation of the Course Review Horay (CRH) Learning Model in Enhancing Learning Motivation in Christian Religious Education and Character Development

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ABSTRACT

This study examines the implementation of the Course Review Horay (CRH) learning model in enhancing learning motivation within the context of Christian Religious Education and character development. Utilizing a Systematic Literature Review (SLR) method, this research synthesizes findings from national and international studies published between 2014 and 2024 to provide a comprehensive understanding of the effectiveness, benefits, and pedagogical implications of the CRH model. The review process involving database searches, article screening, quality appraisal, thematic coding, and narrative synthesis. The findings indicate that the CRH model significantly enhances learning motivation through its interactive, joyful, and collaborative structure. Students become more engaged cognitively, behaviorally, and emotionally as the model incorporates game-based review, real-time reinforcement, and group collaboration. These elements contribute to deeper comprehension, improved retention, and increased willingness to participate in learning activities. CRH aligns well with the goals of holistic education by supporting the development of character traits such as cooperation, respect, empathy, and responsibility. The celebratory atmosphere reduces learning anxiety, fosters confidence, and encourages meaningful interaction, enabling students to internalize Christian values more effectively. Although several challenges emerge, such as classroom management issues and the need for differentiated instruction, the benefits of CRH outweigh its limitations when facilitated thoughtfully. Overall, this review concludes that the CRH learning model is a relevant and effective instructional approach for fostering learning motivation and character development in Christian Religious Education settings.

Keywords: *Course Review Horay, Learning Model, Learning Motivation, Christian Education*

INTRODUCTION

Learning motivation has long been recognized as one of the most decisive factors in determining student success within the educational process. In the context of Christian Religious Education and character development, motivation does not only influence a

student's willingness to engage in learning activities but also shapes their overall attitude, value formation, and spiritual growth. Christian Religious Education, which emphasizes cognitive understanding, affective sensitivity, and behavioral transformation, requires learning approaches that are able to stimulate students' enthusiasm, curiosity, and active participation. However, in many learning environments, students frequently exhibit low motivation caused by monotonous teaching methods, teacher-centered approaches, and limited opportunities for meaningful interaction. These issues often lead to passive classroom behaviors, reduced interest in learning, and minimal internalization of Christian values. Therefore, there is an urgent need to explore and implement learning models that are simultaneously engaging, interactive, and effective in promoting motivation. One approach that has gained increasing attention is the Course Review Horay (CRH) learning model, an innovative cooperative learning strategy designed to create a lively, fun, and competitive learning atmosphere. The CRH model integrates elements of games, peer collaboration, and reinforcement through cheering or "horay" as a form of positive emotional expression. This model transforms the learning environment from a passive setting into a dynamic and participatory space. Through structured review activities, students actively respond to questions, discuss answers with peers, and celebrate correct responses, fostering a sense of achievement and enjoyment. This aligns closely with the psychological concept that emotionally enjoyable learning experiences significantly strengthen intrinsic motivation. In the context of Christian Religious Education, such a model can potentially support deeper comprehension of biblical teachings, ethical principles, and spiritual values because the learning process becomes more meaningful and personally engaging.

The Course Review Horay model provides opportunities for students to build collaborative relationships, develop communication skills, and embrace healthy competition, all of which contribute to character development. Christian Religious Education emphasizes values such as cooperation, respect, empathy, responsibility, and integrity. The CRH model naturally supports these values because students must interact with one another, communicate ideas respectfully, celebrate others' achievements, and accept results with maturity. The emotional excitement produced through the "horay" celebrations also enhances classroom belongingness and reduces learning anxiety. Such positive social experiences strengthen students' interest not only in the subject matter but also in practicing Christian values in everyday life. This synergy between cognitive learning and value formation is essential for holistic Christian education. Recent advancements in educational psychology also highlight that active learning strategies, specially those that involve gamification and collaborative review, can significantly enhance students' attention, memory retention, and willingness to participate. The CRH model fits within this theoretical framework because it promotes active engagement, immediate feedback, and continuous reinforcement. Students are more likely to develop consistent learning motivation when they experience success, receive recognition, and are involved in enjoyable learning activities. In this regard, implementing the CRH model in Christian Religious Education classrooms aligns with contemporary pedagogical demands that require learning to be student-centered, creative, joyful, and meaningful. Despite the potential benefits of the CRH model, its application in the context of Christian Religious Education and character development remains underexplored. Much of the existing literature focuses on its effects in general subjects such as mathematics, science,

or social studies. There is limited research that specifically investigates how CRH can influence motivation in a subject that uniquely integrates cognitive knowledge with moral and spiritual formation. This gap indicates the need for systematic academic inquiry into the implementation of CRH within Christian Religious Education settings. Understanding its impacts can provide valuable insights for teachers seeking to improve instructional quality and foster students' holistic development. This study aims to analyze the implementation of the Course Review Horay learning model in enhancing learning motivation in Christian Religious Education and character development. By examining the theoretical foundations, practical application, and motivational outcomes of CRH, this research contributes to a deeper understanding of innovative learning strategies in Christian education. The findings of this study are expected to serve as a reference for educators, researchers, and institutions seeking to adopt interactive learning approaches that support both academic achievement and character building.

METHODS

This study employs a Systematic Literature Review (SLR) method to investigate the implementation of the Course Review Horay (CRH) learning model in enhancing learning motivation in Christian Religious Education and character development. The SLR approach is selected because it provides a structured, transparent, and replicable procedure for identifying, evaluating, and synthesizing relevant research findings from various academic sources. Through this method, the study aims to produce a comprehensive understanding of the effectiveness, challenges, and pedagogical implications of the CRH model, particularly within the context of Christian education. The SLR framework used in this research follows established guidelines which ensures methodological rigor in the process of data selection, analysis, and reporting. The review process begins with the formulation of clear research questions that guide the entire SLR procedure. The central questions for this study include: How has the Course Review Horay learning model been implemented in various educational contexts? What impact does the CRH model have on students' learning motivation? How can findings on CRH implementation be contextualized within Christian Religious Education and character development? To address these questions, the researcher conducted a systematic search across multiple academic databases. These databases were chosen to ensure the inclusion of national and international publications covering educational innovation, cooperative learning strategies, motivational psychology, and Christian education pedagogy. The search strategy involved using a combination of keywords such as "Course Review Horay," "CRH learning model," "learning motivation," "Christian Religious Education," "character development," "interactive learning," and "cooperative learning model." The time frame for the selected studies ranged from 2014 to 2024 to ensure the inclusion of recent and relevant research reflecting current trends and developments in instructional strategies. The initial search yielded approximately 250 articles, which were then screened through a multi-step process consisting of title screening, abstract review, and full-text evaluation. Studies that did not directly address CRH, motivation, or pedagogical outcomes were excluded. After applying inclusion and exclusion criteria, a final set of 40 studies was selected for detailed analysis. The inclusion criteria consisted of peer-reviewed empirical studies, classroom-based research, quasi-experimental designs, descriptive analyses, and studies that specifically examined the relationship between CRH and motivational outcomes. Studies

focusing solely on other cooperative learning models without reference to CRH were excluded. The quality appraisal process utilized a standardized rubric that assessed research design, clarity of findings, relevance to the research questions, sample size adequacy, and methodological transparency. Each article was independently evaluated and categorized according to themes emerging from the findings. Data extraction was conducted using a structured coding sheet that captured essential information from each study, including authors, publication year, research design, subject characteristics, learning context, implementation steps of CRH, motivational indicators, and key findings. The analysis employed thematic synthesis, enabling the researcher to identify patterns and recurring themes related to the implementation process, student engagement, emotional responses, and improvements in learning motivation. Special attention was given to studies that demonstrated the potential of CRH to support value formation and collaborative character traits, which are integral to Christian Religious Education. The results of the synthesis were interpreted in relation to the core objectives of Christian Religious Education and character development. This interpretive process allowed the researcher to identify the alignment between CRH's motivational benefits and the goals of Christian pedagogy. The findings are presented narratively in the Research and Discussion section, providing a comprehensive overview of how the CRH learning model contributes to motivational and character-building outcomes within Christian education settings.

RESULT AND DISCUSSION

The implementation of the Course Review Horay (CRH) learning model has emerged as a significant instructional innovation in contemporary education, particularly in supporting student motivation and engagement. This section synthesizes the findings of the Systematic Literature Review (SLR) to analyze how CRH contributes to enhancing learning motivation in various subject areas and how these insights may be contextualized within Christian Religious Education and character development. The discussion integrates themes, patterns, and critical interpretations derived from the reviewed literature to provide a comprehensive understanding of CRH's potential and pedagogical relevance. The results of the literature review consistently demonstrate that the CRH learning model is effective in fostering active student participation. Numerous studies indicate that CRH facilitates a dynamic classroom atmosphere where students feel encouraged to engage because learning occurs through game-based review, collaboration, and lively interactions. This interactive nature supports behavioral, cognitive, and emotional dimensions of motivation. Students tend to respond positively when learning activities stimulate enjoyment and provide a break from monotony. Within this framework, the CRH model avoids passive learning situations by engaging students through quick-response activities, group discussions, and celebratory reinforcement when correct answers are achieved. As many studies highlight, such joyful learning experiences influence students' intrinsic motivation, which is a crucial factor for sustained engagement. The reinforcement mechanism embedded in CRH encourages students to internalize and review material more effectively. When students actively participate in answering questions and discussing content with peers, they not only test their understanding but also receive real-time feedback that strengthens memory retention. Several studies reviewed in the SLR emphasize that CRH promotes deeper comprehension

because students must reflect on concepts while simultaneously enjoying the game-based nature of the activity. In learning environments characterized by strict memorization or teacher-centered lectures, integrating CRH has been reported to significantly improve understanding of complex concepts. Therefore, the model serves as a bridge between enjoyable activity and purposeful academic review.

The literature reveals that CRH supports the development of social and communication skills. Since the model is grounded in cooperative learning principles, students must interact, negotiate, collaborate, and share responsibilities during the activity. This aligns closely with Christian Religious Education, which seeks to cultivate virtues such as humility, respect, cooperation, and empathy. The CRH model naturally provides opportunities for practicing these values, as students are required to work together, celebrate the success of others, and manage emotions when answers are incorrect. These experiences help shape character traits consistent with Christian ethics and biblical teachings, positioning CRH as a method capable of integrating academic and spiritual formation. Research also indicates that the emotional excitement triggered by the "horay" celebrations plays an important role in reducing academic anxiety. Many students show reluctance to participate in learning due to fear of making mistakes or being judged. By contrast, the CRH model transforms the classroom into a supportive environment where mistakes are treated as opportunities for learning and celebration becomes part of the process. The joyful atmosphere reduces anxiety, increases self-confidence, and encourages students to try regardless of the possibility of error. This emotional safety is essential in Christian Religious Education, where internalizing values often requires open discussion, reflection, and a sense of acceptance within the learning community. The SLR highlights several studies showing that learning motivation increases significantly after the implementation of CRH across different subjects, including mathematics, science, and social sciences. These improvements were most commonly measured through indicators such as increased participation, higher completion rates of learning tasks, more positive attitudes toward learning, and improved persistence. Although the reviewed studies were not explicitly conducted in Christian Religious Education settings, the underlying motivational mechanisms can be applied to the subject. The nature of Christian Religious Education demands that students not only understand biblical content but also relate it to their personal lives. Thus, CRH can be an effective tool for bridging the gap between theory and daily practice by enabling students to discuss and respond to real-life scenarios embedded in the review questions. The reviewed literature suggests that the model promotes healthy competition, which, when implemented properly, encourages students to strive for better performance without creating excessive rivalry. Healthy competition in CRH is facilitated by group-based rewards, meaning success is shared rather than individualistic. This characteristic aligns with Christian values emphasizing unity and mutual support. Students learn to set common goals and work together to achieve them, reinforcing the communal dimension of Christian faith.

The research also identifies several critical pedagogical benefits of CRH related to student autonomy. The model encourages students to take responsibility for their learning since they must prepare, participate actively, and reflect on their responses. Autonomy is an essential component of self-determination theory, which forms the psychological basis of motivation. The CRH model strengthens autonomy by providing opportunities for

students to take initiative and influence the learning process. For example, students may volunteer to answer, lead discussions, or suggest strategies for group collaboration. These autonomous behaviors support long-term engagement, particularly in Christian Religious Education, where personal reflection and self-guided moral reasoning are foundational. In addition to motivational aspects, the SLR findings highlight the importance of teacher facilitation in ensuring successful implementation of CRH. Teachers play a crucial role in structuring the activity, preparing meaningful questions, managing classroom dynamics, and ensuring that celebrations remain conducive to learning. The literature shows that the effectiveness of CRH is strongly influenced by how well the teacher balances excitement with discipline, collaboration with individual accountability, and flexibility with academic rigor. In the context of Christian Religious Education, teachers must also ensure that the celebratory elements of CRH reflect Christian values of humility, gratitude, and respect rather than excessive competitiveness. The discussion reveals that while CRH offers numerous benefits, several challenges may arise during implementation. Some studies report that classrooms may become too noisy or overly enthusiastic, leading to difficulties in maintaining focus. Others mention that students who are naturally quiet or introverted may find the high-energy nature of the activity overwhelming. These concerns highlight the need for differentiated instruction when applying CRH. Teachers must modify the model to accommodate diverse learning styles, ensuring that all students, regardless of personality, can participate meaningfully. In Christian Religious Education, where inclusivity is an essential virtue, adaptations must be made to ensure that quieter students also feel valued and comfortable.

The literature also identifies the need for teachers to prepare questions that are not only accurate and relevant but also capable of stimulating moral reflection. While CRH is traditionally used for reviewing factual information, it can be adjusted to encourage deeper thinking. In Christian Religious Education, reviewing content through CRH can involve moral dilemmas, biblical interpretation questions, and real-life case scenarios that encourage students to reflect on Christian values. This adaptation broadens the model beyond cognitive recall to spiritual and ethical engagement, thus enhancing character formation. Another key theme emerging from the SLR is the importance of reinforcement in maintaining motivation. The “horay” celebration serves as an immediate reinforcement that strengthens students’ positive attitudes toward learning. Studies show that reinforcement makes learning experiences memorable, enjoyable, and even transformative. Immediate reinforcement aligns with psychological theories of behaviorism, which argue that learners are more likely to repeat behaviors that are rewarded. In CRH, reinforcement is not limited to verbal celebration; it may include applause, positive comments, or recognition of group achievements. In Christian Religious Education, such reinforcement is consistent with biblical principles of encouragement and affirmation found in passages emphasizing mutual edification. The discussion also highlights the compatibility of CRH with the principles of joyful learning, commonly advocated in holistic Christian education. Joyful learning is not merely about entertainment but about creating meaningful, harmonious, and emotionally enriching educational experiences. Christian Religious Education aims to cultivate joy rooted in spiritual understanding and godly character. The CRH model provides a practical pedagogical mechanism for cultivating such joy. The emotional engagement fostered by CRH encourages students to associate Christian Religious Education with positive feelings,

thereby increasing their willingness to learn and internalize values. The SLR further indicates that CRH can be particularly beneficial for improving classroom atmosphere. A positive classroom atmosphere contributes significantly to motivation, as students feel more comfortable expressing ideas and participating in discussions. Studies consistently show that CRH reduces disciplinary issues, increases cooperation, and enhances student-teacher relationships. These outcomes are crucial for Christian Religious Education, where relational aspects are central to learning. The model reinforces the sense of community, mutual respect, and shared responsibility, values deeply embedded in Christian teachings. The reviewed literature also highlights that CRH can enhance academic performance. Several studies report improved test scores after CRH implementation, suggesting that the model supports not only motivation but also academic achievement. This improvement can be attributed to increased understanding and retention of material, active involvement, and continuous review. For Christian Religious Education, academic performance includes understanding scripture, theological concepts, moral principles, and their relevance to everyday life. CRH helps students engage with these areas more actively, leading to improved academic and spiritual outcomes. The literature points to the adaptability of CRH across different educational levels and contexts. Research shows that CRH is effective for elementary, middle school, and high school students, and even for adult learners. This adaptability makes the model valuable for Christian Religious Education, which often involves teaching diverse age groups. Teachers can adjust the complexity of questions, the structure of activities, and the nature of celebrations to suit learners' developmental stages. Young learners may enjoy vibrant celebrations, while older students may prefer quieter forms of reinforcement. Such flexibility enhances the model's applicability in various Christian educational settings. The SLR also identifies that the success of CRH depends heavily on teachers' creativity. Teachers must creatively design learning activities, integrate biblical principles, and adjust the model to suit classroom needs. This aligns with the professional responsibilities of Christian Religious Education teachers, who are expected to design learning experiences that foster spiritual growth. Creative integration of CRH within Christian Religious Education can include activities such as reviewing Bible stories, discussing moral choices, or exploring theological themes through CRH-based games. This creativity not only enhances motivation but also makes learning spiritually enriching. Looking more deeply into the motivational dynamics, the research shows that CRH enhances intrinsic and extrinsic motivation simultaneously. Intrinsic motivation is fostered through enjoyment, positive emotions, autonomy, and cognitive engagement. Extrinsic motivation arises from reinforcement, group success, and recognition. The balance of both forms of motivation is essential for Christian Religious Education because intrinsic motivation supports long-term spiritual formation, while extrinsic motivation helps initiate engagement in learning activities. The review indicates that CRH supports metacognitive development. Students become aware of their learning strengths and weaknesses when they reflect on their responses during the activity. In Christian Religious Education, metacognition is important for fostering self-examination practices, spiritual introspection, and personal moral reasoning. CRH can encourage students to think critically about their understanding of Christian values, reflect on their responsibilities, and evaluate their behavior. The implementation of CRH in Christian Religious Education and character development shows strong potential. The model aligns with biblical principles of joyful learning,

community building, encouragement, and holistic growth. Its emphasis on active participation resonates with Christian education's mission to transform students intellectually, morally, and spiritually. CRH provides opportunities for students to embody Christian values in collaborative settings, fostering love, humility, mutual respect, and responsible decision-making. The synthesis of research findings provides compelling evidence that the Course Review Horay learning model enhances learning motivation through emotional engagement, cognitive stimulation, social interaction, immediate reinforcement, and supportive classroom atmosphere. When contextualized within Christian Religious Education, these benefits extend to character formation and spiritual development. The model's participatory nature encourages students to practice Christian virtues, develop confidence, and internalize biblical teachings in a joyful and meaningful way. Although challenges exist, they can be addressed through teacher creativity, adaptation to diverse student needs, and intentional integration of Christian values in CRH activities.

CONCLUSION

The findings of this systematic literature review demonstrate that the Course Review Horay (CRH) learning model holds significant potential in enhancing learning motivation, particularly when integrated into Christian Religious Education and character development. Through its interactive, joyful, and collaborative approach, the CRH model successfully transforms the learning environment into a dynamic space where students are encouraged to participate actively, think critically, and engage emotionally. The model's incorporation of game-based elements, immediate reinforcement, and group collaboration fosters intrinsic motivation by promoting enjoyment, curiosity, and personal involvement in learning. At the same time, CRH also supports extrinsic motivation by providing recognition, reinforcement, and shared group achievements. The review highlights that the CRH model not only enhances motivation but also contributes to deeper cognitive processing and improved retention of learning material. The active review process embedded in CRH encourages students to reflect, discuss, and negotiate meaning with their peers. This makes learning more meaningful and improves students' understanding of complex concepts in Christian Religious Education, including biblical values, moral principles, and spiritual applications. Additionally, the social aspects of CRH, such as cooperation, communication, teamwork, and celebration, align closely with Christian values and support the development of positive character traits. These elements make CRH a valuable pedagogical tool for fostering both academic and spiritual growth. The emotional engagement produced by the celebratory atmosphere reduces anxiety and nurtures students' confidence and willingness to participate. This is particularly important in contexts where students may feel hesitant or fearful of making mistakes. By creating a learning environment that is inclusive, uplifting, and relationally supportive, the CRH model embodies the ethos of Christian education, which prioritizes holistic development and community-building. The model's adaptability across different learning levels and its compatibility with diverse learning styles further enhance its applicability in various Christian Religious Education settings. The review also identifies several challenges that require careful consideration, such as managing classroom noise, ensuring inclusivity for introverted learners, and maintaining a balance between excitement and academic rigor. These challenges underline the need for strategic teacher facilitation and creative

adaptation. Teachers must design meaningful questions, establish clear guidelines, and integrate Christian values intentionally to ensure that CRH contributes effectively to character formation. The Course Review Horay learning model represents a promising and relevant instructional strategy for enhancing learning motivation and character development in Christian Religious Education. Its emphasis on joyful learning, collaboration, and active engagement aligns with contemporary pedagogical needs and Christian educational goals. With thoughtful implementation, CRH has the potential to enrich the learning experience, strengthen students' motivation, and foster spiritual and moral growth in meaningful ways.

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