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The Use of the Course Review Horay Learning Model with Bingo Media to Improve Students' Understanding of Islamic Religious Education Learning Materials

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Abstract: Islamic Religious Education learning plays an important role in shaping students' religious understanding, attitudes, and behavior. However, the PAI learning process in schools still tends to be teacher-centered, so students' understanding of the material has not developed optimally. This study aims to analyze the improvement of students' understanding and to determine students' responses to the application of the Course Review Horay (CRH) learning model with Bingo media in IRE learning. This study uses a quantitative approach with a pre-experimental one-group pretest-posttest design. The research subjects consisted of 41 ninth-grade students at one of the public junior high schools in Bandung Regency. Data collection techniques were carried out through understanding tests and student response questionnaires. Data were analyzed using descriptive and inferential statistics, including the Wilcoxon Signed Rank Test and N-Gain analysis. The results showed an increase in students' understanding after the application of the CRH learning model with Bingo media. The average pretest score of 76.83 increased to 87.80 in the posttest, and all students achieved learning mastery. The Wilcoxon test showed a significant difference between the pretest and posttest scores (Asymp. Sig. 0.000 < 0.05), while the N-Gain results were in the moderate category. In addition to improving understanding, this study also provided a positive response to the implementation of this learning model, although several obstacles were still encountered in the initial stages of implementation and student learning independence. Based on these findings, it can be concluded that the Course Review Horay learning model using Bingo media is effective in improving student understanding and is suitable for use in Islamic Religious Education (PAI) learning with improvements in the management of learning implementation.
Keywords: Cooperative learning model; Cognitive understanding; Educational games

Abstrak: Pembelajaran Pendidikan Agama Islam (PAI) memiliki peran penting dalam membentuk pemahaman, sikap, dan perilaku religius peserta didik. Namun, proses pembelajaran PAI di sekolah masih cenderung berpusat pada guru sehingga pemahaman siswa terhadap materi belum berkembang secara optimal. Penelitian ini bertujuan untuk menganalisis peningkatan pemahaman siswa serta mengetahui respon siswa terhadap penerapan model pembelajaran *Course Review Horay* (CRH) dengan media Bingo dalam pembelajaran PAI. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pre-eksperimental one group *pretest-posttest*. Subjek penelitian terdiri atas 41 siswa kelas IX di salah satu

SMP Negeri di Kabupaten Bandung. Teknik pengumpulan data dilakukan melalui tes pemahaman dan angket respon siswa. Data dianalisis menggunakan statistik deskriptif dan inferensial, meliputi uji Wilcoxon Signed-Rank Test dan analisis N-Gain. Hasil penelitian menunjukkan adanya peningkatan pemahaman siswa setelah penerapan model pembelajaran CRH dengan media bingo. Nilai rata-rata pretest sebesar 76,83 meningkat menjadi 87,80 pada posttest, dan seluruh siswa mencapai ketuntasan belajar. Uji Wilcoxon menunjukkan perbedaan yang signifikan antara nilai *pre-test* dan *post-test* (Asymp. Sig. 0,000 < 0,05), sedangkan hasil N-Gain berada pada kategori sedang. Selain peningkatan pemahaman, penelitian ini juga memberikan respon positif terhadap penerapan model pembelajaran ini, meskipun masih ditemukan beberapa kendala pada tahap awal pelaksanaan dan kemandirian belajar siswa. Berdasarkan temuan tersebut, dapat disimpulkan bahwa model pembelajaran *Course Review Horay* dengan media Bingo efektif dalam meningkatkan pemahaman siswa dan layak digunakan dalam pembelajaran PAI dengan perbaikan pada pengelolaan pelaksanaan pembelajaran.

Kata kunci : Model pembelajaran kooperatif; Pemahaman kognitif; Permainan edukatif

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Introduction

Learning is a key component of the education system, playing a crucial role in developing students' overall competencies and character (Imamah et al., 2021). The success of the learning process depends not only on the delivery of material but also on students' ability to deeply understand and internalize the knowledge (Hasan, 2024). Especially in Islamic Religious Education (PAI), understanding the material is crucial because it contributes to the formation of moral and spiritual values that guide students in their daily lives (Yanti Yulianti, 2023; Arif et al., 2025; Azizah et al., 2024). However, in reality, in many schools, IRE learning still faces various obstacles, particularly related to students' low interest and understanding of the material taught. Many students find IRE learning uninteresting and monotonous, which negatively impacts their learning motivation and understanding (Djahuno, 2022).

In practice, Islamic Religious Education (PAI) teachers often use traditional methods, such as lectures and memorization (Firmansyah et al., 2019). This approach provides little space for students to actively participate in the learning process, resulting in minimal teacher-student interaction (Muhammad Yusuf, Andi Marauleng, Islamiah Syam, Siti Masita, 2024). As a result, learning becomes less engaging and is unable to meet the needs of students' varying learning styles. This condition causes many students to experience difficulty in understanding abstract and complex religious concepts, resulting in less than optimal understanding of IRE

material (Jalaludin, 2023). Research by (Susilo, 2025) confirms that the limited variety of learning methods and the minimal use of interactive learning media are the main factors contributing to students' low understanding of PAI material. This situation creates a gap between expectations for effective learning and the reality on the ground (Nasution, 2024). Therefore, innovation in learning strategies that can address this issue by introducing more varied methods and interactive learning media is essential to make the learning process more engaging and meaningful (Suraijiah et al., 2023; Hamdy et al., 2022; Hasan & Aziz, 2023).

Various empirical evidence shows that the application of innovative and fun learning methods has a significant positive influence on student motivation and understanding in the learning process (Nur'aini et al., 2024). Learning approaches that combine elements of play and active interaction have been proven to optimally increase student engagement (Saba, 2024). One proposed solution is an innovative learning model such as Course Review Horay. The CRH learning model is an effective approach because it combines game elements with interactive material repetition activities. Research conducted by (Sofani, 2022) shows that the CRH model successfully provides a solution to the constraints of conventional learning which is often monotonous and lacks active student engagement. Through this model, students are given the opportunity to compete positively, while also reviewing and deepening their understanding of previously learned material. This approach is not only able to increase students' learning motivation, but also helps strengthen their mastery of lesson concepts in greater depth (Isabela, 2021).

Furthermore, the use of learning media such as Bingo has also been proven effective in various subjects to increase active participation and student enthusiasm during the learning process (Widiarti, 2026). This media combines elements of entertainment and learning, thus creating a more dynamic and enjoyable classroom atmosphere. By presenting game elements, Bingo media can stimulate student learning interest and reduce boredom that often occurs in conventional learning (Rosyida et al., 2025). Therefore, the combination of interactive learning models such as Course Review Horay with interesting learning media such as Bingo is believed to be an effective solution in overcoming various problems that have been faced in Islamic Religious Education learning. This approach not only increases student motivation and understanding but also creates a more conducive and enjoyable learning environment, thus supporting the optimal achievement of learning objectives (Pratiwi et al., 2023).

Theoretically, an effective learning approach can be explained through the constructivism theory proposed by Piaget and Vygotsky. This theory asserts that learning occurs when students actively construct new knowledge based on experiences and interactions with their surrounding environment (Aminah &

Mauliyah, 2025). In the context of Islamic Religious Education (PAI) learning, the Course Review Horay model combined with Bingo media can facilitate this constructivist process by providing an interactive and enjoyable learning experience (Kurniawan, 2025). Students not only receive information passively but also engage in activities that stimulate critical thinking and collaboration among peers. In addition, Deci and Ryan's learning motivation theory also supports the use of learning methods that can increase students' interest and enthusiasm for learning, so that learning outcomes can improve significantly (Ridzal & Puspita W., 2024).

Although various studies have examined the effectiveness of the Course Review Horay model and the use of Bingo media separately, there is still a lack of research integrating the two approaches, particularly in Islamic Religious Education learning. Most previous research has focused on the application of this method in general subjects such as mathematics, economics, or language. Therefore, no research has specifically explored the combination of the Course Review Horay model and Bingo media in the context of Islamic religious learning. This indicates a research gap that needs to be filled to provide a more comprehensive understanding of the potential synergy between these two methods in improving students' understanding of Islamic Religious Education material.

As an effort to strengthen the mapping of previous research and confirm the position of this research, a comparison matrix of several studies related to the application of the Course Review Horay model and the use of Bingo media is presented, as shown in Table 1.

Researcher (Year)	**Learning model**	**Media used**	**Subjects**	**Research methods**	**Key Findings**	**CRH + Bingo integration on PAI**
Sofani (2022)	*Course Review Horay* (CRH)	-	Islamic Religious Education	Quantitative (experimental)	The CRH model improves student learning achievement	No
Muhandaz et al. (2018)	*Course Review Horay* (CRH)	-	Mathematics	Quantitative (quasi-experimental)	CRH model for mathematical concept understanding ability	No

Kurniawan et al. (2025)	*Course Review Horay* (CRH)	Bingo	Economy	Quantitative (quasi-experimental)	CRH model on student learning outcomes	No
Afifah et al. (2025)	*Course Review Horay* (CRH)	-	Islamic Religious Education	Quantitative (quasi-experimental)	CRH model of self-confidence	No
Widiarti (2026)	*Team Games Tournament* (TGT)	Bingo	Pancasila Education	Quantitative (quasi-experimental)	The use of Bingo in realizing meaningful learning	No
Rosyida et al (2025)	Active learning	Bingo	Indonesian language	Literature Study	Bingo media to build students' self-confidence	No

Table 1. Comparison of Previous Research Related to the CRH Model and Bingo Media

Table 1 shows that previous research has examined the implementation of the Course Review Horay model and the use of Bingo media separately and has not integrated the two, particularly in the context of Islamic Religious Education (PAI) learning. This finding confirms the research gap underlying this study.

Initial findings at a public junior high school in Bandung Regency indicate that the Islamic Religious Education (PAI) learning process is still dominated by lectures, resulting in suboptimal student engagement in learning activities. Furthermore, evaluation results indicate that some students have not yet achieved the Minimum Completion Criteria set by the school. This situation indicates a problem in the PAI learning process that requires the implementation of more varied, interactive, and enjoyable learning models to improve student understanding of the PAI material.

The need for research examining the integration of the Course Review Horay learning model with Bingo media is crucial to addressing existing issues. This research is expected to provide practical contributions to educators in developing more innovative and effective learning strategies. With learning methods capable of enhancing student motivation and understanding, it is hoped that the quality of Islamic Religious Education (PAI) learning can significantly improve, thereby more optimally achieving the goals of religious education. Furthermore, the results of this study can also serve as a reference for curriculum developers and educational policymakers in designing learning programs that meet the needs of today's students.

The main objective of this study was to determine the effectiveness of the Course Review Horay learning model combined with Bingo media in improving students' understanding of Islamic Religious Education (PAI) material. Furthermore, this study also aimed to identify how the implementation of this learning model could increase students' motivation and create a more enjoyable and interactive learning environment. Therefore, this study focused not only on the cognitive aspect but also on the affective aspect of the learning process.

The novelty of this research lies in the integration of two learning approaches that have not been widely studied together in the context of Islamic Religious Education: the Course Review Horay model and Bingo media. This approach is expected to provide an alternative, more engaging, and effective learning method, thereby addressing the challenges of Islamic Religious Education (PAI) learning, which remains a challenge in many schools. By combining game elements and interactive material review, this model offers innovation that can significantly improve the quality of learning and student learning outcomes.

Methods

This study used a quantitative approach with a pre-experimental one-group pretest-posttest design, a one-group design in which students' understanding is measured before (pre-test) and after (post-test) the treatment is given. This is to assess the impact of the Course Review Horay learning model combined with Bingo media on students' understanding of Islamic Religious Education (PAI) material (Sugiyono, 2023). This study was conducted in a public junior high school in Bandung Regency with 41 ninth-grade students as subjects. The sampling technique used was saturated sampling (total sampling), where all students in one class were used as research subjects. This technique was chosen because the study only involved one class. The research stages included the preparation of understanding test instruments and learning media, the implementation of a pre-test to measure students' initial understanding, the provision of learning treatments, and a post-test to measure the increase in understanding after the treatment was given. Data collection techniques were carried out through understanding tests and student response questionnaires. The understanding test in the form of multiple-choice questions was used to measure the level of students' understanding before and after the implementation of the learning model. Student understanding in this study is understood as students' cognitive abilities in understanding Islamic Religious Education material, which includes conceptual, applicative, and analytical dimensions. The test instrument in this study was designed with reference to the competency indicators of Islamic Religious Education material and Bloom's cognitive taxonomy at levels C1 (remembering), C2 (understanding), C3 (applying),

C4 (analyzing), and C5 (evaluating). The preparation of test items is based on an instrument grid that contains the relationship between material indicators, aspects of understanding, and the cognitive level being measured. In addition, a student response questionnaire was used as an instrument to determine students responses to the use of the CRH model with Bingo media during the learning process. The questionnaire was structured in the form of statements using a Likert scale with indicators that include positive dependence, individual responsibility, interaction, social skills, and group processing. The understanding test instrument was tested for validity using Pearson correlation (r> 0.3) and its reliability was tested with Cronbach's alpha (> 0.7) (John W. Creswell; J. David Creswell, 2023). Data analysis techniques included descriptive analysis to calculate the mean, standard deviation, and improvement scores (pre-test and post-test) followed by inferential analysis using a paired t-test with the help of SPSS software at a significance level of 0.05, after testing the assumption of normality through the Shapiro-Wilk test. If the results of the normality test indicate that the data is not normally distributed, then the analysis of differences in student understanding before and after treatment is continued using the nonparametric Wilcoxon Signed-Rank test as an alternative to test the null hypothesis (Ho), which states that there is no significant difference in student understanding before and after treatment. If the significance value is less than 0.05, then Ho is rejected so there is an increase in student understanding after treatment (Pallant, 2020). The pre-experimental research design of one-group pretest-posttest has limitations in controlling internal validity threats such as history, instrumentation, and testing effects, because it does not involve a control group as a comparison. Therefore, the results of the study need to be interpreted with caution and not interpreted as a completely strong cause-and-effect relationship. To minimize this, this study was conducted over a relatively short treatment period, using pretest and posttest instruments that were equivalent in terms of indicators and difficulty levels, and supplemented with student response questionnaire data as a form of data triangulation. This approach and method are expected to provide an objective picture of the effectiveness of the Course Review Horay learning model combined with Bingo media in improving understanding of Islamic Religious Education material.

Results And Discussion

Results

Use of the Course Review Horay Learning Model

Before implementing the Course Review Horay (CRH) learning model using bingo as a medium, researchers conducted a preliminary study to obtain an initial overview of the Islamic Religious Education (PAI) learning conditions in the classroom. This study was conducted through direct observation of the learning

process and interviews with Islamic Religious Education (PAI) teachers. This step aimed to identify the learning patterns applied, student engagement, and any problems that arose during the learning process.

Observations show that Islamic Religious Education (PAI) learning is still dominated by a conventional, teacher-centered approach. Teachers deliver material through lectures supported by textbooks and whiteboards, accompanied by limited question-and-answer sessions. Learning interactions are one-way, with only a small percentage of students actively responding, while the majority tend to be passive and less engaged in learning activities. In terms of media usage, Islamic Religious Education (PAI) learning has not utilized a variety of innovative learning media. Teachers rely solely on textbooks and whiteboards as learning resources, with occasional video links. This situation results in monotonous learning and a lack of student engagement, resulting in low student enthusiasm and concentration during learning.

The observation findings were reinforced by the results of interviews with Islamic Religious Education teachers. The teacher revealed that the lecture method was chosen because it was considered efficient for delivering material and adapted to limited learning time. However, the teacher realized that the lecture method was less effective in encouraging student activeness. The teacher stated that there were still students whose learning outcomes had not reached the minimum completion criteria, which indicated that students' understanding of Islamic Religious Education material still needed to be improved. Based on the results of observations and interviews, it can be concluded that the main problems in Islamic Religious Education learning include the dominance of a teacher-centered approach, limited variety of learning methods and media, and low student motivation and participation. These conditions have implications for students' less than optimal understanding of the learning material, so that learning innovations that more actively involve students are needed.

As an alternative solution, researchers implemented the Course Review Horay learning model with bingo media. This model is designed to create a fun learning atmosphere through question and answer activities packaged in the form of educational games. The implementation of this model begins with preliminary activities in the form of apperception and the presentation of learning objectives so that students understand the competencies to be achieved. Next, the teacher delivers Islamic Religious Education (PAI) material briefly and focuses on core concepts that will be evaluated through games. This stage aims to provide initial provisions to students before entering the core learning activities. After delivering the material, the teacher divides students into small groups and distributes bingo paper containing 9 to 12 squares. This aims to encourage cooperation and interaction

between students. Next, each group fills the bingo squares with random numbers. Then the teacher reads questions related to the Islamic Religious Education material randomly and students write their answers in the boxes according to the numbers mentioned. Students answers are then discussed through discussion and group correction. Students mark checkmarks for correct answers and cross outs for incorrect answers. Groups that obtained three correct answers in a row, either horizontally, vertically, or diagonally, were asked to shout "Bingo" or chant a slogan as a form of appreciation and reinforcement. The learning activity concluded with appreciation, re-enforcement of the material, and reflection on the learning process.

The learning model applied in this study includes a structured approach, methods, and learning media. The implementation flow is presented systematically in Figure 1.

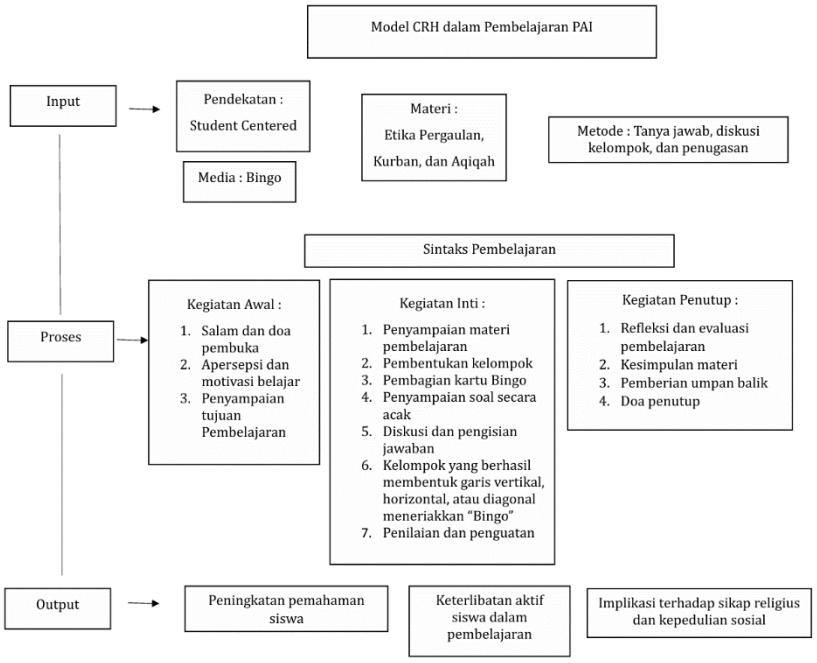

Figure 1. CRH Learning Model with Bingo Media

The learning syntax in Figure 1 shows that the implementation of the Course Review Horay model using Bingo media is carried out in stages, starting from the introductory activities to the closing activities. Each stage is designed to encourage active student involvement through group work, discussions, and educational game activities. The teacher's role in this syntax functions as a facilitator who directs the learning process, while students are directly involved in the process of understanding and constructing Islamic Religious Education (PAI) material. With this flow, learning is expected to be more interactive and meaningful.

During the implementation of the Course Review Horay learning model using bingo as a medium, students showed a positive response to the learning process. In the initial stages of implementation, some students were still adjusting to the game mechanics and rules. However, after being given gradual and clear directions, students began to understand the flow of activities and showed better focus. Students appeared to actively follow instructions, engage in group work, and participate in answering questions related to the material. As the learning progressed, the classroom atmosphere became more conducive, as indicated by increased student activity, interaction, and involvement in the learning process.

Student Understanding Before and After Using the CRH Model

Students understanding in this study, based on the results of initial observations and analysis of daily values obtained from Islamic Religious Education (PAI) subject teachers, students' understanding of learning shows that there are still students who have not reached the minimum completion criteria set, namely 75. This condition indicates the need to implement a more varied learning model and is able to involve students in active participation in the learning process.

Based on these initial conditions, student understanding in this study was measured using test instruments in the form of a pre-test and post-test. The pre-test was given before the implementation of the Course Review Horay (CRH) learning model with bingo media to determine students' initial understanding of Islamic Religious Education (PAI) material. Meanwhile, the post-test was given after the entire learning series was implemented to measure changes and improvements in student understanding after receiving the learning treatment. The test instrument used was in the form of 20 multiple-choice questions. The test instrument was compiled based on learning indicators that include cognitive abilities at the level of remembering, understanding, applying, analyzing, and evaluating Islamic Religious Education (PAI) material. The test results were then analyzed descriptively by comparing the average value, minimum and maximum values, and the level of student learning completion based on the established minimum completion criteria, which is 75.

The student understanding categories in this study refer to the assessment scale according to Sudjana (Fauziah & Setyaningsih, 2024) which divides the level of understanding into five categories based on the range of scores obtained. These categories are: Very Good (90-100), Good (80-89), Sufficient (70-79), Poor (60-69), and Very Poor (<60). The use of these categories is intended to provide a clear picture of the level of student understanding and facilitate the analysis of changes in student understanding before and after the implementation of the learning model.

a) Student understanding before applying the model (pre-test)

A pre-test was conducted before implementing the Course Review Horay (CRH) model using bingo as a medium to obtain an initial overview of students' understanding of the Islamic Religious Education (PAI) material. The results of the descriptive analysis of the pre-test are presented in Table 2.

Aspect	Pre-Test Results
Highest Score	95
Lowest Score	50
Mean Score	76,83
Number of Students	41

Table 2. Student Understanding Before Implementation

Based on Table 2, the average pre-test score for students was 76.83, indicating that, in general, students' initial understanding was in the fairly good category. However, the lowest score, which was still 50, and the wide range of scores indicated a gap in understanding among students. This indicates that some students still experienced difficulties in understanding Islamic Religious Education (PAI) material before the implementation of the innovative learning model.

Understanding Category	Value Range	Number of Students	Percentage
Very Good	90 – 100	6	14,63
Good	80 – 89	16	39,02
Sufficient	70 – 79	10	24,40
Poor	60 – 69	8	19,51
Very Poor	<60	1	2,44
Total		41	100

Table 3. Distribution of Student Understanding Categories in the Pre-test

Table 3 shows that although the majority of students were in the Good and Very Good categories, there were still students in the Fair to Very Poor categories. This indicates that students' initial understanding is not yet evenly distributed and requires further improvement through the implementation of learning models that engage students more actively.

b) Student understanding after applying the model (post-test)

The post-test was conducted after the entire learning series using the Course Review Horay model with bingo media was completed. The post-test results were used to determine students' level of understanding after receiving the learning treatment.

Aspect	Post-Test Results
Highest Score	100
Lowest Score	80
Mean Score	87,80
Number of Students	41

Table 4. Student Understanding After Implementation

Based on Table 4, there was a significant increase in student understanding. The mean score increased to 87.80, with the lowest score increasing to 80. This indicates that, in addition to improving overall understanding, the gap in understanding between students also decreased after implementing the CRH model with Bingo media.

Understanding Category	Value Range	Number of Students	Percentage
Very Good	90 – 100	21	51,21
Good	80 – 89	20	48,79
Sufficient	70 – 79	0	
Poor	60 – 69	0	
Very Poor	<60	0	
Total		41	100

Table 5. Distribution of Student Understanding Categories in the Post-Test

Based on Table 5, all students were in the Good and Very Good categories after implementing the learning model. No more students were found with low comprehension. The increase in the number of students in the Very Good category demonstrates the effectiveness of the Course Review Horay model with bingo media in improving student understanding overall.

To clarify the differences in students' level of understanding before and after implementing the Course Review Horay learning model with Bingo media, a comparison of the average pre-test and post-test scores is presented in the following graph.

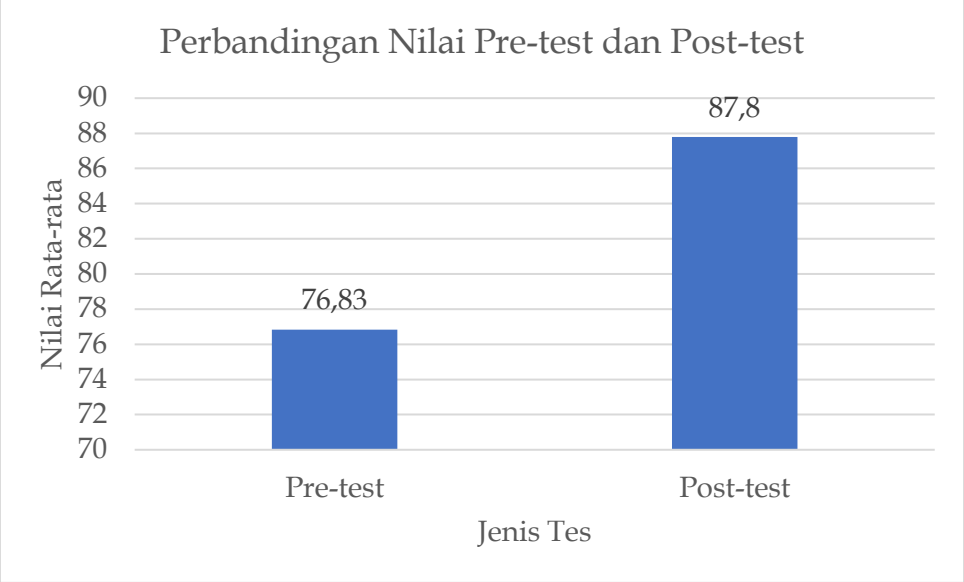

Figure 2. Comparison of Pre-test and Post-test Values

Figure 2 shows an increase in student understanding after implementing the Course Review Horay model with Bingo media, which is indicated by an increase in the average score from pre-test to post-test.

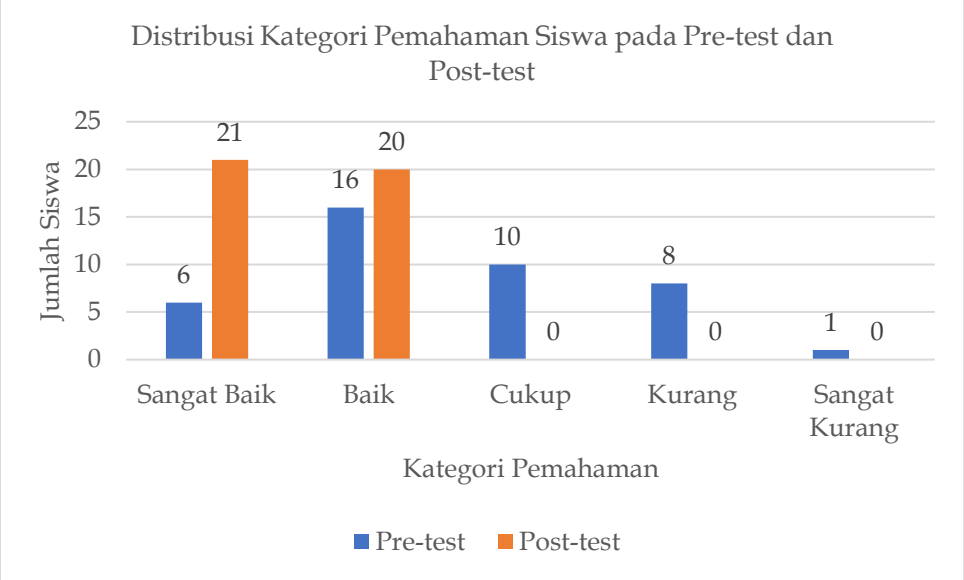

Figure 3. Distribution of Students' Understanding Categories in the Pre-test and Post-test

Figure 3 shows that after implementation, all students were in the Good and Very Good categories, which indicates an increase and even distribution of student understanding.

In line with the increase in student understanding, learning completion analysis is carried out to see the achievement of minimum completion criteria after applying the learning model.

Mastery Category	Pre-test	Pos-test
Achieved (> 75)	28	41 (100%)
Not Achieved (<75)	13	0 (0%)
Total	41	41

Table 6. Students Mastery Status

The results in Table 6 show a very significant increase in learning completion. All students successfully achieved the minimum completion criteria after implementing the Course Review Horay learning model with Bingo media.

The application of the Course Review Horay model with bingo media has been proven to significantly increase student understanding, both in terms of mean value, understanding category, and learning completion.

Improving Student Understanding Through the CRH Model

The improvement in student understanding after implementing the CRH learning model with bingo media was analyzed through a comparison of pre-test and post-test results. This analysis aims to determine the extent to which the applied learning model is able to impact student understanding of Islamic Religious Education (PAI) material. Before conducting the difference analysis, the test instrument used had undergone validity and reliability tests to ensure its suitability as a measure of student understanding. The comparison of pre-test and post-test results provides an empirical picture of changes in the level of student understanding before and after the learning process. Next, the data on the difference in pre-test and post-test scores were tested for normality as a basis for determining the statistical analysis used. The test results showed that the data were not normally distributed, so the analysis of differences in student understanding was conducted using a nonparametric statistical test, namely the Wilcoxon Signed Ranks Test, as an alternative to the parametric test.

Normality Test	Statistics	Sig.
Kolmogrov – Smirnov	0,211	0,000
Shapiro – Wilk	0,905	0,002

Table 7. Results of the Normality Test for the Difference in Pre-test and Post-test Values

Based on Table 7, the results of the normality test on the difference between post-test and pre-test scores obtained in the Kolmogorov-Smirnov test obtained a significance value of 0.000, while the Shapiro-Wilk test obtained a significance value of 0.0002. The significance value in both tests is less than 0.05, so it can be concluded that the difference between post-test and pre-test scores is not normally distributed. Under these conditions, the researcher decided to use the Wilcoxon test as an alternative nonparametric statistical test to analyze the differences in student understanding before and after learning.

To determine the differences in students' understanding before and after learning, the researcher conducted a Wilcoxon test because the data was not normally distributed.

	Value
Asymp. Sig. (2-tailed)	0,000

Table 8. Wilcoxon Test Results

Based on Table 8, the results of the Wilcoxon Signed Rank Test obtained an Asymp. Sig. (2-tailed) value of 0.000, which is smaller than the significance level of 0.05. Thus, H_o is rejected and it can be concluded that there is a significant difference between students' pre-test and post-test scores after implementing the learning model.

To evaluate the improvement in students' understanding after implementing the Course Review Horay learning model with bingo media, the researcher calculated the N-Gain value from the difference between the pre-test and post-test scores. Based on Hake's (1999) literature, N-Gain is categorized into three levels, namely low (<0.30), medium (0.30–0.69), and high (>0.70) (Nuranti & Juhanda, 2025). The following table presents the frequency distribution and percentage of students in each N-Gain category.

N-Gain Category	Frequency	Percentage (100%)
High (> 0,70)	4	9,8
Medium (0,30 – 0,69)	30	73,2
Low (< 0,30)	7	17,1
Total	41	100

Table 9. N-Gain Categories of Student Understanding

Based on the table, it is known that there are 9 categories of students' understanding gains. Out of 41 students, 4 students (9,8%) are in the great improvement category, 30 students (73,2%) are in the medium improvement category, and 7 students (17,1%) are in the low improvement category. These results indicate that most students experienced an increase in understanding in the medium category after the implementation of the learning model

The increase in student understanding after implementing the Course Review Horay (CRH) learning model with Bingo media shows that learning designed actively and interactively is able to encourage students to achieve better understanding.

Student Responses to the Implementation of the CRH Model with Bingo Media

In addition to testing student understanding through pre-tests and post-tests, researchers also distributed questionnaires to determine student responses to the use of the Course Review Horay model with bingo media. The student response questionnaire instrument was compiled based on the five elements of cooperative learning theory proposed by David W. Johnson and Roger T. Johnson, namely: positive interdependence, individual responsibility, interaction, social skills, and group processing. These five elements were used as the basis for compiling questionnaire items that measured student perceptions of the implementation of the learning model (BURDA & HARNOLI, 2022). The questionnaire instrument used in this study has met the criteria of validity and reliability, so it is suitable for use to measure student responses to the implementation of the learning model.

The questionnaire was distributed to 41 ninth-grade students, resulting in a total of 615 responses. The results of the frequency and percentage analysis of student responses are presented in the following table:

Response Category	Frequency	Percentage
Strongly Agree	80	13%
Agree	223	36,3%
Neutral	150	24,4%
Disagree	146	23,7%
Strongly Disagree	16	2,6%
Total	**615**	**100**

Table 10. Students responses to the Implementation of the CRH Model

Based on Table 10, it can be seen that student responses to the learning model are dominated by the Agree category, which is 36,3%, followed by the Neutral category at 24,4%. This indicates that most students gave a positive response to the implementation of the learning model, although there were still students who

seemed neutral. The Disagree category obtained a percentage of 23,7%. It should be noted that this percentage is a response to a negative questionnaire statement, so that the disagree answer indicates a tendency for students to respond positively to the implementation of the learning model. Meanwhile, the Strongly Agree category of 13,0% shows that quite a few students gave a very positive response. Meanwhile, the Strongly Disagree category was only 2,6%, indicating that the number of students who gave a negative response was very low.

Student responses were then analyzed based on each indicator of cooperative learning: positive interdependence, individual responsibility, interaction, social skills, and group processing. The average student responses for each indicator are presented in Table 11.

Indicator	Mean
Positive Dependence	3,17
Individual Responsibility	3,51
Interaction	3,78
Social Skills	3,62
Group Processing	3,45

Table 11. Average Student Response per Indicator

Table 11 shows that all cooperative learning indicators fall into the positive response category. The interaction indicator received the highest score, while positive dependency was relatively lower than the other indicators, indicating the need to strengthen the role of individuals in group work.

Overall, the questionnaire results showed that students responded positively to the implementation of the Course Review Horay model using bingo as the medium. The majority of students responded "Agree," indicating that this learning model was well-received, interesting, and facilitated understanding of Islamic Religious Education (PAI) material. Although some students were neutral or disagreed, their proportion was relatively small. During the learning process, several obstacles were identified. Some students still experienced confusion in understanding the game flow and group work mechanisms, especially in the initial stages of implementing the learning model. Furthermore, some students tended to rely on their group mates to answer questions, so individual participation was not fully optimal. This condition indicates that the implementation of the CRH model using Bingo as the medium requires a more structured explanation and gradual familiarization so that all students can be actively and independently involved. These findings can be used as evaluation material for teachers in optimizing learning management to increase student activity and individual responsibility during the learning process.

Thus, the questionnaire data support previous findings regarding the improvement of students' understanding, while also showing that the Course Review Horay (CRH) learning model with Bingo media is suitable for use and is recommended in the Islamic Religious Education learning process, with several improvements at the implementation stage so that students' activeness and independence can be more optimal.

Discussion

Use of the Course Review Horay Learning Model

Based on the description of the implementation of the Course Review Horay (CRH) model with Bingo media in the research findings section, Islamic Religious Education (PAI) learning takes place by actively involving students through group work, discussions, and educational game activities. During the learning process, students not only act as recipients of information but are directly involved in answering questions, discussing with peers, and participating in interactive classroom dynamics. These conditions indicate that the implemented Islamic Religious Education learning is not solely oriented towards mastery of material, but can encourage student involvement in the process of internalizing Islamic values.

In the context of Islamic Religious Education (PAI), learning emphasizes not only mastery of material but also active student involvement in the process of internalizing Islamic values (Hasnita, 2025). Islamic Religious Education (PAI) learning is directed so that students not only know the concepts of Islamic teachings cognitively, but can understand, internalize, and practice them in everyday life (Ramadhannita, 2023). Therefore, Islamic Religious Education (PAI) learning requires complete student involvement, from cognitive, affective, and social aspects. This view is in line with the principle of active learning in Islamic Religious Education (PAI), which emphasizes that moral and spiritual values cannot be optimally instilled through one-way methods (Abid et al., 2025)). Internalizing Islamic values requires learning experiences that involve interaction, reflection, and active student participation in the learning process. Through this active involvement, students not only receive information but also gradually develop understanding and moral awareness (Azmi, 2025).

Theoretically, this view aligns with Jean Piaget's constructivist theory, which states that knowledge is constructed by individuals through an active process based on learning experiences (Sihono, 2025). In Islamic Religious Education (PAI) learning, students build an understanding of Islamic teachings through thinking activities, answering questions, and linking material to the realities of life. This process allows Islamic values not to stop at the level of memorization, but to develop into meaningful understanding and shape attitudes and behavior (Salsa et al., 2025).

Furthermore, Lev Vygotsky's social constructivism theory reinforces the importance of social interaction in the learning process. According to Vygotsky, students' cognitive and affective development is influenced by the social environment through teacher guidance and collaboration with peers (Muqowim, 2024). In Islamic Religious Education (PAI) learning, social interaction is a crucial tool for instilling moral values, such as cooperation (*ta'awun*), responsibility, mutual respect, and religious attitudes. Discussion and collaboration help students understand Islamic teachings not only individually but also in a social and community context (Hartatiana, 2025).

Thus, Islamic Religious Education (PAI) learning, which emphasizes active student involvement, aligns with the goals of Islamic education, namely to develop individuals who are faithful, knowledgeable, and have noble character. The integration of cognitive, affective, and social activities in learning enables the internalization of Islamic values to take place more effectively, so that learning is oriented not only toward academic learning outcomes but also toward fostering students' morals and spiritual awareness.

Student Understanding Before and After Using the CRH Model

The results of the study showed a difference in students' understanding levels before and after the implementation of the Course Review Horay (CRH) learning model with Bingo media. Before the treatment, students' understanding was uneven, and some students still had not reached the Minimum Completion Criteria. This condition indicates that previous learning was not fully able to facilitate students in building an optimal understanding of Islamic Religious Education concepts. After the implementation of the CRH model, students' understanding experienced a more even change, marked by an increase in learning completion and a shift in students' understanding categories to a higher level. These changes indicate that learning that involves students actively answering questions, discussing, and interacting during the learning process can help students understand the material more deeply (Syaharani et al., 2024). This involvement provides opportunities for students to process information, clarify concepts, and strengthen understanding through direct learning experiences.

These changes in student understanding can be explained through Jean Piaget's constructivist theory, specifically the processes of assimilation and accommodation. According to Piaget, students' understanding develops when they connect new information to existing knowledge structures and then adjust them through the process of accommodation (Novita Sari, 2025). In CRH learning, students are confronted with various questions and problems that encourage them to adapt their initial understanding to the new concepts being learned, resulting in a gradual development of understanding. Furthermore, the increase in student

understanding can also be understood through Lev Vygotsky's social constructivist theory, specifically the concepts of the Zone of Proximal Development (ZPD) and scaffolding. During learning, students do not learn individually, but are assisted through group discussions, peer collaboration, and teacher guidance. These interactions help students who initially experience difficulties to reach higher levels of understanding through social and academic support (Abdul Azis, Masdar Hilmy, 2025).

This finding aligns with research by (Supriatna et al., 2024) which states that students' understanding of Islamic Religious Education (PAI) develops optimally when they are actively involved in the learning process and have the opportunity to build understanding through meaningful learning experiences. Participatory learning enables students not only to grasp the concepts of Islamic teachings but also to grasp their deeper meaning.

Thus, the difference in student understanding before and after implementing the Course Review Horay model demonstrates that actively and collaboratively designed learning can support the development of student understanding more evenly. This learning model provides space for students to develop cognitive understanding through interaction, learning experiences, and conceptual reinforcement throughout the learning process.

Improving Student Understanding Through the CRH Model

The improvement in student understanding after implementing the Course Review Horay (CRH) learning model with Bingo media indicates that participatory Islamic Religious Education (PAI) learning can create a more meaningful learning process for students. This condition demonstrates that active student involvement during learning plays a crucial role in helping students develop an understanding of the material, as also found in research (Wahyuningtyas, 2020) regarding game-based active learning.

The dominance of the "moderate" improvement category (73,2% of students) indicates that the CRH model has a relatively even impact on students with varying levels of initial ability. This can be understood as a form of learning adaptation that not only accommodates high-ability students but also provides room for students with low initial understanding to develop. Cooperative learning accompanied by engaging assessments allows students to learn gradually and support each other in the process of understanding the material (Musdalifah, 2023).

The use of Bingo media in learning serves as a learning enhancer by creating a more relaxed and enjoyable atmosphere. This helps students focus better and feel less stressed when reviewing material and evaluating. Therefore, misunderstandings that arise during learning can be directly corrected through game activities, as reported in research related to the effectiveness of educational

game media on student motivation and learning comprehension (Saiful, 2025). Compared with previous research, the findings of this study align with those of (Sofani, 2022) who reported an increase in average scores and IRE learning completion after implementing the CRH model, although this was not reported as an N-Gain index. Consistent results were also shown by (Muhandaz et al., 2018) in mathematics, who found an increase in conceptual understanding through the application of CRH. Meanwhile, research by (Kurniawan, 2025) reported an increase in learning outcomes using the N-Gain index with an average value of 0,43 (moderate category) in the experimental class. Compared to those findings, the results of this study demonstrate equivalent effectiveness at the improvement category level, despite using a different reporting indicator, namely the proportion of students in the N-Gain category. Thus, this study extends the empirical evidence of the CRH model through the integration of Bingo media in the context of Islamic Religious Education (PAI) learning.

Although the majority of students experienced improvement in the "moderate" category, there were still 17,1 students with low N-Gain. This finding indicates that the CRH learning model with Bingo media has not been fully experienced equally by all students. Factors such as differences in learning readiness, intrinsic motivation, and the ability to adapt to game-based cooperative learning can influence the achievement of improved student understanding (Rodiana, 2024). This condition emphasizes the need for a more optimal role for teachers through balanced mentoring and group management so that the benefits of learning can be felt by all students.

Student Responses to the Implementation of the CRH Model with Bingo Media

The positive student response to the implementation of the Course Review Horay model using Bingo media indicates that Islamic Religious Education (PAI) learning that integrates game activities and group collaboration tends to be well-received by students. This acceptance aligns with research (Septiani, 2025) which states that game-based learning can increase student interest, engagement, and learning comfort, particularly in conceptual subjects such as Islamic Religious Education.

The neutral responses to some questionnaire questions can be understood as part of the students' adaptation process to cooperative learning. The success of cooperative learning is influenced by students' understanding of individual roles and the group work mechanisms implemented in the learning process (Karlina, Tiqi Aqsha, Jihan Nurzahara, 2024). Without adequate explanation and familiarization, students can potentially experience confusion in following the learning flow, which ultimately affects their perception of the applied model.

Furthermore, some students' neutral or less positive responses may be influenced by differences in individual characteristics in responding to game-based learning. Some students tend to be more comfortable with individual learning, so their engagement in cooperative learning is not always optimal without learning management. This condition is also related to the tendency of some students to rely on their group mates, reflecting a suboptimal individual responsibility in cooperative learning (Saputra, 2026). This is in line with research that states that negative dependency can arise if the task and evaluation structure does not clearly emphasize the contribution of each group member (Djunaidy, 2025). Therefore, strengthening individual roles and social skills is an important aspect in implementing a cooperative learning model.

Thus, student responses to the implementation of the Course Review Horay model using Bingo media not only provide an overview of student acceptance but also indicate aspects that need to be considered in learning management. These findings confirm that the success of cooperative and game-based learning in Islamic Religious Education (PAI) material is greatly influenced by student readiness, clarity of learning structure, and the teacher's role in facilitating interaction and individual accountability.

Conclusion

Based on the research results, the implementation of the Course Review Horay (CRH) learning model with Bingo media has been proven to significantly improve students' understanding of Islamic Religious Education (PAI) material. The main findings of this study indicate a significant difference between students' understanding before and after the implementation of the learning model, marked by an increase in the category of student understanding and the achievement of learning completeness for all students after the treatment. This finding can only be known after the learning process, and data analysis has been carried out, thus providing empirical evidence of the effectiveness of the CRH model with Bingo media in the context of Islamic Religious Education (PAI) learning.

This research contributes by strengthening previous findings regarding the effectiveness of active, game-based learning in improving student understanding. This study expands empirical evidence that the Course Review Horay model, combined with Bingo media, not only impacts cognitive learning outcomes but also encourages student engagement, social interaction, collaboration, and responsibility in the Islamic Religious Education (PAI) learning process. Thus, this research provides a practical perspective for developing a more participatory and contextual Islamic Religious Education (PAI) learning model.

The limitations of this study lie in the limited sample size, confined to a single classroom and school context. Therefore, generalization of the results requires

caution. Furthermore, this study focused on measuring student understanding and responses, thus failing to comprehensively examine the impact of the learning model implementation on affective and psychomotor aspects of learning. Therefore, further research is recommended to involve a broader sample size, diverse school contexts, and to examine other aspects of learning outcomes to obtain a more comprehensive picture.

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