



Self-Confidence: How Does the Experimentation of the Course Review Horay Learning Models Impact It?

Nur Afifah^{1*}, Uswatun Hasanah², Deden Makbuloh³, Umi Hijriyah⁴, M. Indra Saputra⁵, Nurul Azizah⁶

^{1,2,3,4,5,6}Universitas Islam Negeri Raden Intan Lampung, Indonesia

E-mail: nnurafifah04042003@gmail.com, makbuloh@radenintan.ac.id, umihijriyah@radenintan.ac.id,
mindrasaputra@radenintan.ac.id, nurulazizah23@student.uns.ac.id

Article Info	Abstract
Article History Received: 2024-11-11 Revised: 2024-12-23 Published: 2025-01-02 Keywords: PAI; Course Review Horay; Experimentation; Learning Model; Self-confidence.	This study aims to examine the differences in the experimental application of the Course Review Horay learning model on students' self-confidence in the PAI (Islamic Religious Education) subject at SMAN 12 Bandar Lampung. The background of this research is based on the low level of students' self-confidence, which is attributed to the use of conventional teaching models. The research method employed is quantitative with a quasi-experimental design approach. The sampling technique used is simple random sampling, as it reduces the potential for human bias in selecting cases to be included in the sample. This method is considered fair because every member of the population has an equal chance of being selected. The research subjects consisted of two classes: one experimental class using the Course Review Horay learning model and one control class using the conventional teaching model. Data were collected using a non-test instrument in the form of a self-confidence questionnaire. Data analysis was conducted using the Independent Samples T-Test, which showed a significance value of $0.00 < 0.05$. It can be concluded that the results of this study demonstrate that the Course Review Horay learning model significantly improves students' self-confidence compared to conventional teaching methods. This study provides an important contribution to the development of learning models, particularly in the PAI subject. The implementation of the cooperative Course Review Horay learning model by teachers can create an effective learning environment to enhance students' self-confidence.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2024-11-11 Direvisi: 2024-12-23 Dipublikasi: 2025-01-02 Kata kunci: PAI; Course Review Horay; Experimentation; Learnig Model; Kepercayaan Diri.	Penelitian ini bertujuan untuk menguji bagaimana perbedaan eksperimentasi model pembelajaran <i>course review horay</i> terhadap <i>self confidence</i> peserta didik pada mata pelajaran PAI di SMAN 12 Bandar Lampung. Latar belakang penelitian ini didasarkan pada rendahnya tingkat <i>self confidence</i> peserta didik yang disebabkan oleh penggunaan model pembelajaran konvensional. Metode penelitian yang digunakan adalah kuantitatif dengan pendekatan <i>quasi experimental design</i> . teknik pengambilan sampel yang digunakan adalah simple random sampling, karena dapat mengurangi potensi bias manusia dalam pemilihan kasus yang akan dimasukkan dalam sampel, hal ini dianggap adil karena setiap anggota populasi memiliki kesempatan yang sama untuk dipilih. Subjek penelitian ini terdiri dari dua kelas, yaitu satu kelas eksperimen menggunakan model pembelajaran <i>course review horay</i> , serta satu kelas kontrol yang menggunakan model pembelajaran konvensional. Data dikumpulkan melalui instrument non tes berupa angket <i>self confidence</i> . Analisis data menggunakan uji <i>Independent samples T-Test</i> , menunjukkan nilai signifikansi sebesar $0.00 < 0.05$, dapat disimpulkan bahwa hasil penelitian ini menunjukkan model pembelajaran <i>course review horay</i> secara signifikan dapat meningkatkan <i>self confidence</i> peserta didik dibandingkan dengan model pembelajaran konvensional. Penelitian ini memberikan kontribusi penting bagi pengembangan model pembelajaran, khususnya pada mata pelajaran PAI. Penerapan model pembelajaran <i>course review horay</i> yang kooperatif guru dapat menciptakan suasana pembelajaran yang efektif dalam meningkatkan <i>self confidence</i> peserta didik.

I. INTRODUCTION

In the field of education, selecting and implementing the appropriate learning model is one of the key factors in achieving effective learning objectives (Hidayat et al., 2024;

Rahmadina et al., 2024). Effective learning is learning that fosters students' creativity, engages them actively, successfully achieves learning objectives, and creates an enjoyable, comfortable, and fun learning environment (Raisah et al.,

2020; Rosnawati, 2021; Stiawan, 2024). One of the challenges teachers face in the learning process is how to build students' self-confidence to enhance the quality of learning. Additionally, teachers must be able to create a positive classroom atmosphere and foster good relationships with their students (Ghafar, 2023).

Self-confidence is a vital quality that students must possess, as it enables them to be more active in the learning process, thereby allowing them to achieve their learning objectives effectively. (Dimala et al., 2023; Messaoud, 2022; Mughni, 2023). *Self-confidence plays a crucial role in students, as it influences how they approach and confidently solve problems* (Güneş et al., 2023; Narzillayevna & Assistant, 2024; Yushra et al., 2024). In addition, self-confidence can enhance students' engagement and development while helping to shape their character by fostering good habits and a positive attitude in learning. A confident individual has the ability to communicate and adapt effectively in various situations and can express ideas or opinions clearly (Hidayati et al., 2023; Robiah & Nuraeni, 2023).

In the era of globalization, marked by technological advancements and easy access to information, education faces increasingly complex challenges. One of the negative impacts is the urgent need for educators to create a learning process that is more active, creative, and innovative. (Rahmawati et al., 2023). To create an active, creative, and innovative learning environment, students must possess self-confidence as one of the essential qualities (Annisa & Abadi, 2023). In this context, self-confidence is a crucial factor in the learning process, as it can influence students' participation and progress. A lack of self-confidence in students may not only create challenges for the students themselves but also for the institution and their parents (Dimala et al., 2023; Yushra et al., 2024). Most of the issues faced in Indonesia's education system today are caused by low self-confidence, which leads to a lack of participation and unsatisfactory progress among many students despite spending significant time in the classroom (Akbari & Sahibzada, 2020; Jekauc et al., 2023).

Low self-confidence among students can lead to decreased motivation, causing students to feel that the learning process is solely about coercion, which in turn leads them to exhibit negative attitudes toward learning (Baharuddin et al., 2024). However, based on initial observations and a series of interviews conducted at SMAN 12

Bandar Lampung, issues related to students' self-confidence in the implementation of PAI (Islamic Religious Education) learning were identified. Some of the challenges found include: (1) The use of conventional teaching methods in the form of lectures and task assignments, which has resulted in suboptimal student participation in learning, with the class being predominantly teacher-centered and insufficient opportunities for student engagement, leading to low self-confidence among students; (2) The suboptimal use of resources, where technology is not fully integrated into the learning process, causing a lack of variety in teaching and learning methods and making the learning process feel monotonous and boring; (3) The media used is limited to only the whiteboard; (4) A lack of motivation to learn.



Figure 1. Pie Chart of Self-Confidence Questionnaire Results.

Based on Figure 1, the pie chart of the self-confidence survey results shows that the percentage of students who believe in their own abilities is the smallest, at only 14%. This indicates that students' self-confidence in learning is still low. Based on the initial observations and a series of interviews conducted, there is an urgent need for the adoption of a learning model that can significantly enhance students' self-confidence, particularly in the PAI (Islamic Religious Education) subject. This low self-confidence is influenced by several factors, one of which may be the application of a conventional learning model. The use of such a conventional model has led to low self-confidence among students in the PAI subject. To improve students' self-confidence, a learning model is needed that can create a fun, comfortable, and engaging classroom atmosphere, enabling students to feel more confident and willing to participate in the learning process.

One of the ways to address challenges in the learning process and enhance students' self-confidence is the need for teachers to be creative and innovative in designing PAI (Islamic

Religious Education) lessons to make learning more engaging and less monotonous. An effective solution to this issue is having teachers who can implement appropriate and suitable learning models, providing a solution to the challenges faced (Alamiah et al., 2024; Rahmadina et al., 2024; Suherman et al., 2021). One of the learning models that can be implemented is the Course Review Horay model, which is expected to shift the conventional teaching approach to a more active learning process. The Course Review Horay model is believed to boost enthusiasm and enhance students' self-confidence during the learning process, as it provides ample opportunities for students to take an active role in their learning (Chilmi et al., 2020).

The Course Review Horay learning model is a type of cooperative learning approach that creates a fun classroom atmosphere by grouping students into small teams. Student understanding is assessed through questions, with answers written on cards or in boxes labeled with numbers. Each student or group that provides the correct answer first is required to shout 'hooray' or sing a favorite chant or cheer (Lucky et al., 2020; Tri et al., 2021; Trisna Yanti et al., 2020). This model encourages students to actively engage in the learning process. The advantages of the Course Review Horay learning model include its engaging structure, which motivates students to participate actively, and its dynamic approach, which incorporates entertainment to prevent monotony. This creates a relaxed and enjoyable atmosphere, boosting students' enthusiasm for learning. Additionally, it enhances teamwork skills among students and helps build their self-confidence (Budiarti & Widiyono, 2022; Kaharuddin, 2020; Nera et al., 2023; M. L. D. K. Sari & Pambudi, 2022; Situmeang et al., 2021). Through the Course Review Horay learning model, it is expected to encourage student engagement and train students to solve problems by forming small groups (Faheem et al., 2021).

According to research conducted by several experts, including: Intan Permata Sari (2023), Samiullah Adel (2024), Kartini (2024), Yudha Aditya Fiandra (2022), Warlan Sukandar (2024) Research conducted by several experts has revealed significant differences in learning outcomes, student participation, and learning motivation between students using the Course Review Horay model and those using conventional teaching methods. This model has been proven to assist in developing teachers'

teaching skills and digital literacy, as well as increasing students' enthusiasm and interest in learning. Although many researchers have explored the implementation of the Course Review Horay model in educational contexts, few have delved deeply into its impact on students' self-confidence. Most studies focus more on aspects of interest and learning outcomes rather than on students' self-confidence. Therefore, this study aims to address this gap by conducting a structured and comprehensive experiment on how the Course Review Horay learning model can be optimized to improve and enhance students' self-confidence.

The decline in students' self-confidence, both in terms of knowledge and skills, highlights the need for new innovations in selecting appropriate learning models. The use of less effective and varied teaching models is one of the main causes of this issue. Therefore, in-depth research is necessary to determine the most suitable learning model to implement. The choice of a learning model plays a crucial role in the learning process and should be taken seriously by teachers. By selecting an appropriate learning model, a more dynamic and responsive learning environment can be created, catering to the needs and learning styles of individual student.

This study provides a significant contribution to the development of learning models, particularly in the PAI (Islamic Religious Education) subject. The implementation of the cooperative Course Review Horay model allows teachers to create an effective learning environment to enhance students' self-confidence. Additionally, it is hoped that the findings of this study can offer solutions and assist teachers in selecting effective learning models to foster students' self-confidence in the learning process.

II. METHOD

This study uses a quantitative approach with a quasi-experimental design (Creswell, 2018). An experimental research approach with a quantitative method was chosen for this study because it aims to obtain measurable data that can be analyzed statistically, allowing the research results to show significant differences between the course review horay learning model and the conventional learning model in improving students' self-confidence. The research design used is the post-test only control group design, as the researcher used one experimental class and one control class for comparison.

The population of this study consists of all the students in class X at SMAN 12 Bandar Lampung. The sampling technique used is simple random sampling, as it helps reduce the potential for human bias in selecting cases to be included in the sample. This method is considered fair because every member of the population has an equal chance of being selected (Rinaldi et al., 2020). The researcher selected the X.KP.1.1 class as the experimental group, using the Course Review Horay learning model, and the X.KP.1.2 class as the control group, using the conventional learning model.

The instrument used was a non-test instrument in the form of a self-confidence questionnaire, consisting of 10 statements that underwent a validation process with a validator, as well as validity and reliability testing. This instrument was designed to measure five indicators based on Tamsil's concept of mawaddah, namely: belief in one's own abilities, acting independently in decision-making, respecting oneself and one's efforts, enthusiasm in expressing opinions, and courage in facing challenges. The data obtained were analyzed using hypothesis testing. Hypothesis testing was conducted in this study to determine whether there were significant differences between the two variables in improving students' self-confidence. The hypothesis test used was the Independent Simple T-Test (T-Test) with the help of SPSS v.24 for Windows. The decision was based on the significance value: if the significance value (sign.) $< \alpha(0.05)$, then there is a significant difference between the variables; if the significance value (sign.) $> \alpha(0.05)$, then there is no significant difference between the variables.

III. RESULT AND DISCUSSION

A. Result

This study was conducted at SMAN 12 Bandar Lampung to examine the effect of the Course Review Horay learning model on students' self-confidence in PAI subjects. Before administering the self-confidence questionnaire, the instrument was first validated by experts and tested outside the sample. The questionnaire was then tested for validity and reliability. Once the instrument was deemed valid and reliable, the questionnaire was distributed to the experimental class and the control class for comparison. Based on the data analysis obtained from the students in the experimental and control classes regarding the variable under study,

namely self-confidence, the results of the interpretation are as follows.

1. Normality Test

Normality testing in this study was conducted to determine whether the collected data followed a normal distribution, with a significance level of > 0.05 . The normality test was performed by comparing the results of the experimental class, which used the Course Review Horay learning model, with those of the control class, which used conventional learning methods.

Table 1. The Results of the Normality Test for the Experimental and Control Classes

KELOMPOK	Statistic	df	Sig.	Statistic	df	Sig.
Kontrol	.204	33	.002	.924	32	.027
Eksperimen	.160	32	.037	.939	32	.068

a. Lilliefors Significances Correction

Based on the results of the normality test in the table above, the final data was analyzed using the Shapiro-Wilk test. The results showed that the experimental class data was normally distributed with a significance value of 0.068, while the control class data was not normally distributed with a significance value of 0.027. Therefore, a non-parametric analysis was conducted using the Mann-Whitney Test as follows.

Table 2. The results of the Normality Test Using the Mann-Whitney U Test.

	Data
Mann-Whitney U	335.000
Wilcoxon W	863.000
Z	-2.395
Asymp. Sig. (2-tailed)	.017

a. Grouping Variable: KELOMPOK

2. Homogeneity Test

In this study, a homogeneity test was also conducted. The homogeneity test is used to determine whether the variances of several research populations are equal (homogeneous) or not equal (non-homogeneous). Data is considered homogeneous if the Significance value (Sign.) > 0.05 . The homogeneity test results are presented in the table below.

Table 3. Test of Homogeneity of Variances

Data				
Levene Statistic	df1	df2	Sig.	
.016	1	62	.901	

The homogeneity test follows the criterion that if the significance value (sig.) > 0.05 , the data is assumed to have equal variance or be homogeneous. Conversely, if the significance value (sig.) < 0.05 , the data is assumed to have unequal variance or be non-homogeneous. Based on the results of the homogeneity test presented in the table above, it is shown that the data has equal variance, with a significance value of $0.901 > 0.05$. Therefore, it can be concluded that the data is homogeneous

3. Hypothesis Test

In this hypothesis test, the test conducted is the T-test. The T-test aims to determine whether the independent variable has an effect on the dependent variable.

Table 4. The Results of the Independent Samples Test

		Levene's Test for Equality of Variances				t-test for Equality of Means				95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	t	Lower	Upper
Data	Equal variances assumed	.618	.431	2.479	92	.009	2.18750	.81852	2.67129	.55530	3.81979
	Equal variances not assumed			2.479	91.987	.009	2.18750	.81852	2.67129	.55530	3.81979

Based on the results of the T-test table above, it is evident that the calculated t-value has a significance value of .009. Since the Sig (2-tailed) value of .009 is < 0.05 , it can be concluded that there is a difference between the Course Review Horay learning model and conventional learning in improving students' self-confidence.

B. Discussion

The results of this study indicate that the Course Review Horay learning model has a significant impact on improving students' self-confidence in PAI subjects at SMAN 12 Bandar Lampung compared to the conventional learning model. This is evidenced by the results of the Independent Sample T-Test, where the significance value (2-tailed) was 0.009 , meaning the significance value (2-tailed) < 0.05 . Thus, H_0 is rejected, and H_1 is accepted, concluding that there is a clear difference between the two learning models in influencing students' self-confidence.

The results obtained can be interpreted to show that the Course Review Horay learning model not only improves learning outcomes but also plays a significant role in affective aspects such as self-confidence. This learning model is designed to create a fun, active, and cooperative learning environment. This aligns

with the theory stating that active involvement in the learning process can reduce anxiety and enhance students' self-confidence. (Raziana & Sukmawati, 2023). This approach provides students with the opportunity to actively participate in small groups, share their understanding with one another, and strengthen their self-confidence through the successful completion of tasks collaboratively (Saidah, 2024). The advantage of this model is that students can shout 'hooray' or sing a cheer when they successfully answer a question. This helps reduce anxiety, creates a non-monotonous learning atmosphere, and enhances students' enthusiasm and courage to actively participate throughout the learning process (Dalimunthe & Siregar, 2022; Fatmawati et al., 2024; Maria et al., 2020).

The findings of this study align with previous research conducted by Indah Lestari (2018) dan Siti (2018), which demonstrated that the course review horay learning model is effective in enhancing students' self-confidence. This study reinforces the effectiveness of the course review horay model in various educational contexts, including in Islamic Education (PAI) learning. However, this research provides a new contribution by offering a more in-depth focus on improving self-confidence, which has not been extensively studied in previous research.

In this context, the research findings indicate that the low self-confidence of students at the beginning was suspected to be caused by factors such as the use of monotonous conventional teaching models and a lack of variety in teaching methods (Wulan et al., 2022). The course review horay learning model can address this issue by creating a more enjoyable and interactive classroom atmosphere (Daronsyah et al., 2024). This is in line with the findings of Ghafar (2023) which emphasizes the importance of creating a good relationship between teachers and students, as well as a positive classroom atmosphere, to enhance self-confidence.

Although many previous studies have focused more on the impact of the Course Review Horay model on learning outcomes and student interest, this study emphasizes that improving self-confidence has a significant impact on participation and progress in learning. Therefore, this research

provides important insights into how this learning model can be maximized to build students' self-confidence, which ultimately enhances the overall effectiveness of learning. Thus, the findings of this study not only support previous arguments but also offer a new perspective on the importance of designing learning creatively and innovatively.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research conducted at SMAN 12 Bandar Lampung, it can be concluded that the Course Review Horay learning model has a significant impact on improving self-confidence compared to the conventional learning model. This is evidenced by the hypothesis test results using the Independent Samples T-Test, where the significance value of $0.000 < 0.005$ indicates a significant difference between the Course Review Horay and conventional models.

B. Suggestion

For future researchers, it is recommended to further explore other factors that influence students' self-confidence, as well as how the Course Review Horay learning model can be applied to other subjects at various educational levels. This study opens opportunities for further research on the impact of the Course Review Horay model in various educational contexts. Additionally, researchers may focus on other variables such as learning motivation, social skills, and student interest. Researchers can also explore how the Course Review Horay learning model can be integrated with technology or digital media to enhance learning efficiency.

REFERENCES

- Adel, S., & Satrial, A. (2024). Islamic Religious Education Learning Innovation Using the Course Review Horay Model. *International Journal of Islamic Teaching and Learning*, 1(1), 1–6.
- Akbari, O., & Sahibzada, J. (2020). Students' Self-Confidence and Its Impacts on Their Learning Process. *American International Journal of Social Science Research*, 5(1), 1–15.
- Alamiah, A., Marleni, M., & Riyanti, H. (2024). The Influence of Horay Learning Model Assisted By Video Media on Students' Learning Outcomes. *Esteem Journal of English Education Study Programme*, 1(7), 219–230.
- Annisa, S., & Abadi, A. P. (2023). Level-Level Kepercayaan Diri (Self Confidence) Peserta Didik Dalam Pembelajaran Matematika. *Jurnal Pendidikan Dan Konseling*, 5(2), 4103–4108.
- Baharuddin, B., Isnaini, E., & Lusiana, L. (2024). Islamic Education Curriculum That is Relevant to the Challenges of the Times. *East Asian Journal of Multidisciplinary Research*, 3(3), 1045–1060.
- Budiarti, I., & Widiyono, A. (2022). The Effect of Course Review Horay Cooperative Model on Science Learning Outcomes in Elementary Schools. *Asian Journal of Natural ...*, 1(1), 31–40.
- Chilmi, F. I., Sina, I., & Utami, W. B. (2020). The Effectiveness of Course Review Horay Learning Model with Adobe Flash Assistance to See Interests Aad Abilities. *Mathematics Education Journal*, 3(2), 89. <https://doi.org/10.22219/mej.v3i2.11050>
- Creswell, J. W. (2018). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. University of Nebraska–Lincoln.
- Dalimunthe, A. S. P., & Siregar, T. J. (2022). The effect of the course review horay learning model on students' mathematical reasoning abilities. *Desimal: Jurnal Matematika*, 5(1), 69–78. <https://doi.org/10.24042/djm.v5i1.11522>
- Daronsyah, I., Adri, H. T., & Effane, A. (2024). *Analysis Of The Influence Of The Course Review Horay Model On Primary School Students' Learning Motivation*. 2(4), 322–329.
- Dimala, C. P., Hakim, A. R., & Salsabila, I. M. (2023). Influence of Psychological Well-Being and School Factors on Delinquency , During the Covid-19 Period Among Secondary School Students in Selected Schools in Nakuru County: Kenya. *International Journal Of Research and Innovation In Social Science (IJRISS)*, VII(2454), 1585.

- Faheem, S., Uzeir, D., & Yacub, B. (2021). The Effect of the Cooperative Course Review Hooray Learning Model on Students' Learning Outcomes. *Journal La Edusci*, 2(3), 16-21.
- Fatmawati, Miranda, A., Reza, M. F., Handayani, R., & Yusrizal. (2024). The Effect Of The Course Review Horay Learning Model On Critical Thinking Skills Of Grade V Students In Elementary Schools. *Al-Aulad: Journal of Islamic Primary Education*, 7(1), 69-78.
- Fiandra, Y. A., Jalinus, N., Ridwan, R., & Abdullah, R. (2022). The Effect of Prior Knowledge and ASSURE Model on Simulation and Digital Communication Learning Outcomes in Vocational High School. *Jurnal VARIDIKA*, 1(1), 53-62.
- Ghafar, Z. . (2023). The Influence of Self-Confidence on English Language Learning: A systematic Review. *International Journal of Applied Educational Research (IJAER)*, 1(1), 55-68.
- Güneş, E., Yetim, A. A., Yönetim, S., Anabilim, B., Sağlık, D., Enstitüsü, B., & Üniversitesi, G. (2023). Coping with stress and self-confidence in athletes: A review Coping With Stress and Self-Confidence in Athletes: Review. *Journal of Theory and Practice in Sport*, 2(1), 46-63.
- Hidayat, N., Ruhiyat, Y., & Anriani, N. (2024). The effect of Learning Method and Adversity Intelligence on Student Learning Outcomes. *Ideguru: Jurnal Karya Ilmiah Guru*, 9(3), 1187-1193.
<https://doi.org/10.51169/ideguru.v9i3.971>
- Hidayati, R., Kusmanto, A. S., & Kiswantoro, A. (2023). Development and Construct Validation of Indonesian Students Self-Confidance Scale Using Pearson Product Moment. *Pegem Journal of Education and Instruction*, 13(3), 94.
- Jekauc, D., Fiedler, J., Wunsch, K., Mülberger, L., Burkart, D., Kilgus, A., & Fritsch, J. (2023). The effect of self-confidence on performance in sports: a meta-analysis and narrative review. *International Review of Sport and Exercise Psychology*, June, 1-27.
<https://doi.org/10.1080/1750984x.2023.222376>
- Kaharuddin, A. (2020). *Pembelajaran Inovatif dan Variatif*. Pusaka Almaidah.
- Kartini, & Hasibuan, A. (2024). Enhancing Student Learning Outcomes through Cooperative Learning : A Case Study of the Course Review Horay Model in Environmental Education. *Jurnal Pendidikan Tambusai*, 8(1), 6604-6611.
- Lucky, C., Setyowati, D. L., & Latiana, L. (2020). The Implementation of Course Review Horay Model Assisted By Question Card Media Toward The Social Study Learning. *Educational Management*, 9(2), 137-143.
- Maria, E., Albeta, S. W., Rery, R. U., Abdullah, & Osman, K. (2020). The efforts of learning outcomes and motivation improvement through collaborative learning based on e-learning with course review horay on basic chemistry subject. *Journal of Physics: Conference Series*, 1567(4).
<https://doi.org/10.1088/1742-6596/1567/4/042007>
- Messaoud, H. E. Ben. (2022). A Review On Self-Confidence and How to Improve It. *Global Journal of Human Resource Management*, 10(5), 26-32.
<https://doi.org/10.37745/gjhrm.2013/vol10n52632>
- Narzillayevna, A. S., & Assistant. (2024). *The Impact Of Self-Confodence On The Acquisition Of English Language Skills: A Systematic Review*. 2(1), 11-16.
- Nera, N., Diana Pramesti, & Erika Fitri Wardani. (2023). The Influence of the Course Review Horay Type Model on Social Studies Learning Outcomes in the Struggle Material of the Heroes in Grade IV. *Jurnal Pendidikan Ips*, 13(1), 1-7.
<https://doi.org/10.37630/jpi.v13i1.816>
- Rahmadina, A., Rohmani, R., & Haryadi, R. N. (2024). Introducing learning models focusing on elementary school science activity in terms of a systemic literature review. *Journal of Science and Education (JSE)*, 4(2), 109-124.
- Rahmawati, A. A., Budi Waluya, S., & Wardono, W. (2023). Systematic Literature Review: Literasi Matematika Ditinjau dari Self-Confidence. *SEMANTIK: Prosiding Seminar*

- Nasional Pendidikan Matematika*, 1(1)(November), 231–245.
- Raisah, Hasbullah, & Muzana, S. R. (2020). Penerapan Model Pembelajaran Course Review Horay untuk Meningkatkan Hasil Belajar Siswa pada Pembelajaran Fisika di Kelas VIII Madrasah Tsanawiyah. *Jurnal Basicedu*, 5(5), 3(2), 524–532. <https://journal.uii.ac.id/ajie/article/view/971>
- Raziana, E., & Sukmawati, F. (2023). Analisis Tingkat Kecemasan Komunikasi Pembelajaran: Studi Pendahuluan Pengembangan Metode Pembelajaran untuk Meningkatkan Kepercayaan Diri Siswa. *Indonesian Journal of Learning and Instructional Innovation*, 1(02), 7–12. <https://doi.org/10.20961/ijolii.v1i02.1148>
- Rinaldi, A., Novalia, & Syazali, M. (2020). *Statistik Inferensial Untuk Ilmu Sosial dan Pendidikan*. PT Penerbit IPB Press.
- Robiah, S., & Nuraeni, R. (2023). Pengaruh kepercayaan diri terhadap kemampuan komunikasi matematis siswa mts pada materi himpunan. *Jurnal Inovasi Pembelajaran Matematika: PowerMathEdu*, 2(2), 215–228.
- Saidah, S. (2024). The Impact of Students' Academic Self-Confidence on the English Learning Process in the Post-Pandemic Era. *Journal of Languages and Language Teaching*, 12(1), 341.
- Sari, I. P., & Adriyani, Z. (2023). The Influence of Horray's Course Review Learning Model on Science Learning Outcomes at Islamic Elementary School. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 5(1).
- Sari, M. L. D. K., & Pambudi, D. I. (2022). Horay Course Review Learning Model to Improve Learning Outcomes. *International Journal of Learning Reformation in Elementary Education*, 1(01), 21–29. <https://doi.org/10.56741/ijlree.v1i01.53>
- Situmeang, H. N., Hasibuan, A., & Kamisah. (2021). The Effect Of Course Review Horay Model On Students' Writing Descriptive Text Abitivity. *Jurnal Linier*, 4(1), 79–87.
- Stiawan, A. F. (2024). *Improving Learning Outcomes Using Problem Based Learning Model , Course Review Horay , Make a Match PPKn*. 01(01), 16–22.
- Suherman, S., Lakatos, K., Muhammad, R. R., Khoiriyah, B., & Komarudin, K. (2021). Course Review Horay-Based Bamboo Dancing in 21st Century Learning: How Can We Assess Students' Mathematical Creative Thinking? *Al-Jabar: Jurnal Pendidikan Matematika*, 12(1), 45–57. <https://doi.org/10.24042/ajpm.v12i1.8345>
- Sukandar, W., & As, F. (2024). *Advancing Educational Practices: Implementation of the Course Review Horay Learning Model in Elementary Schools*. 1, 14–19.
- Syahidatul, S. (2018). Keefektifan Model Pembelajaran Course Review Horay Berbantuan Power Point Terhadap Kepercayaan Diri dan Prestasi Belajar. *JES-MAT*, 4(2).
- Tri, D., Marbun, S., Lubis, W. I., & Lubis, L. R. (2021). *The Influence Of Using Course Review Horay Model In Teaching Writing Descriptive Text A Study ST The Eleventh Grade Of Sma Negeri 1 Pinangsori*. 4(3), 27–38.
- Trisna Yanti, N. M. D., Jayanta, I. N. L., & Suarjana, I. M. (2020). Pengaruh Model Pembelajaran Course Review Horay Berbantuan Media Visual Terhadap Hasil Belajar Matematika. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 4(3), 463.
- Wulan, D. N., Herman, M., & Putra, R. A. (2022). Perbedaan Kemampuan Berpikir Kritis Menggunakan Model Course Review Horay Dengan Model Konvensional. *J-KIP (Jurnal Keguruan Dan Ilmu Pendidikan)*, 3(1), 275. <https://doi.org/10.25157/j-kip.v3i1.6407>
- Yushra, W. I., In, A., & Ummah, S. K. (2024). Vocational School Students ' Mathematics Learning Motivation : A Review Based on Controls Aspects , Belief in Learning and. *International Seminar on Students Research in Education , Science , and Technology in Education*, 1(ISSN 3047-1532), 219.