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The Effect of the Course Review Horay Method Based on the Deep Learning Approach on the Reading Comprehension Skills of Fifth-Grade Students

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Abstract

Reading comprehension is one of the key literacy competencies that supports the learning success of elementary school students. However, initial observations indicate that some fifth-grade students at SDN Susukan 09 Pagi still struggle to identify main ideas, understand implied information, and draw conclusions from reading passages. This study aimed to determine the effect of the Course Review Horay (CRH) method based on the Deep Learning approach on the reading comprehension skills of fifth-grade students at SDN Susukan 09 Pagi. The study used a quantitative approach with a Quasi-Experimental design of the Nonequivalent Control Group type. The research sample consisted of 60 students divided into an experimental class and a control class, each with 30 students. Data were collected through pre-test and post-test assessments of reading comprehension skills. The results showed that the average pre-test score for the experimental class was 78.03, and for the control class was 70.10. After the intervention was administered, the average post-test score in the experimental class increased to 88.87, while the control class increased to 83.00. The results of the independent-samples t-test showed a p-value of 0.004 (<0.05), indicating a significant difference between the two groups. Effect size analysis yielded a Cohen's d value of 0.780, which falls into the moderate to high category. The research findings indicate that the Horay Course Review method based on the Deep Learning approach has a positive effect on students' reading comprehension skills. This method can serve as an innovative learning alternative to improve the quality of reading instruction in elementary schools.

Keywords: Course Review Horay, Deep Learning, Reading Comprehension

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Abstrak

Pemahaman bacaan merupakan salah satu kompetensi literasi utama yang mendukung keberhasilan belajar siswa sekolah dasar. Namun, pengamatan awal menunjukkan bahwa sebagian siswa kelas lima di SDN Susukan 09 Pagi masih mengalami kesulitan dalam mengidentifikasi gagasan utama, memahami informasi tersirat, dan menarik kesimpulan dari teks bacaan. Penelitian ini bertujuan untuk mengetahui pengaruh metode Course Review Horay (CRH) yang didasarkan pada pendekatan Deep Learning terhadap keterampilan pemahaman bacaan siswa kelas V SDN Susukan 09 Pagi. Penelitian ini menggunakan pendekatan kuantitatif dengan desain Quasi-Experimental tipe Nonequivalent Control Group. Sampel penelitian terdiri dari 60 siswa yang dibagi menjadi kelas eksperimen dan kelas kontrol, masing-masing berjumlah 30 siswa. Data dikumpulkan melalui penilaian pretest dan posttest keterampilan pemahaman bacaan. Hasil menunjukkan bahwa skor rata-rata pretest kelas eksperimen adalah 78,03 dan kelas kontrol 70,10. Setelah intervensi diberikan, skor rata-rata posttest kelas eksperimen meningkat menjadi 88,87, sedangkan kelas kontrol mencapai 83,00. Hasil uji t sampel independen menunjukkan nilai signifikansi sebesar 0,004 (< 0,05), yang mengindikasikan adanya perbedaan yang signifikan antara kedua kelompok. Analisis ukuran efek menghasilkan nilai Cohen's d sebesar 0,780, yang termasuk dalam kategori sedang hingga tinggi. Temuan penelitian ini menunjukkan bahwa metode Course Review Horay yang berbasis pendekatan Deep Learning memiliki efek positif terhadap keterampilan pemahaman bacaan siswa. Metode ini dapat berfungsi sebagai alternatif pembelajaran inovatif untuk meningkatkan kualitas pengajaran membaca di sekolah dasar

Kata Kunci: Course Review Horay, Deep Learning, Pemahaman Bacaan

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INTRODUCTION

Reading comprehension is one of the most important literacy competencies in elementary education. This skill is not only about reading texts but also about understanding meaning, identifying main ideas, interpreting information, and drawing conclusions from the text. In the Merdeka Curriculum, reading comprehension is one of the competencies that students must master to support successful learning across various subjects (Wibowo & Ernawati, 2024). Based on findings from the 2022 Programme for International Student Assessment (PISA), the level of students' reading literacy skills in Indonesia remains below the average of OECD member countries (OECD, 2023). This situation indicates that developing reading comprehension skills remains a challenge in Indonesia's education system, particularly at the elementary school level. Strong reading comprehension skills are essential for students to understand information, think critically, and hone literacy skills, which form the foundation for lifelong learning (Trisnadewi et al., 2023).

Based on preliminary observations conducted by the researcher in Grade 5 at SDN Susukan 09 Pagi, it was revealed that a number of students still face difficulties in identifying main ideas, understanding implied meanings, and drawing conclusions from the texts they read. Furthermore, current teaching methods are still dominated by lectures and standard discussions, resulting in insufficient student engagement in actively constructing reading comprehension. This situation highlights the need to implement learning strategies that enhance student participation and foster a deeper understanding of the text's content (Putri et al., 2024). The field data indicate that elementary school students' reading comprehension skills still need improvement. A teacher-centered learning process tends to result in students being less active in constructing knowledge and understanding, and reading content in depth. Consequently, students struggle to identify key information, grasp implied meanings, or connect the text's content to their own experiences (Muliawanti et al., 2022).

One alternative to address this issue is to implement the Course Review Horay (CRH) method. This method is an active learning model that combines evaluation activities with a fun learning atmosphere through educational games and group collaboration. Through these activities, students are encouraged to be more active, enthusiastic, and engaged in the learning process. Previous research has extensively indicated that the Course Review Horay (CRH) method effectively improves student engagement, motivation, and learning outcomes across various elementary school subject areas (Absari et al., 2021; Jamaludin et al., 2023). Meta-analytical reviews demonstrate that CRH successfully eliminates classroom boredom by replacing teacher-centered conventional methods with active, game-based group collaboration (Asnur et al., 2024; Syafitri & Syasmita, 2025). Furthermore, quantitative evidence shows that CRH significantly enhances students' learning motivation and academic performance through competitive, joyful group evaluation (Andini & Miaz, 2022). However, a critical limitation in most existing CRH literature is its tendency to treat the method as a superficial, high-energy competitive game, which often risks causing students to focus more on winning the game rather than achieving profound text comprehension

Additionally, the Deep Learning approach provides students with the opportunity to understand the material more deeply through critical, reflective, and meaningful thinking activities. Recent studies in primary education emphasize that a pedagogical Deep Learning approach can fundamentally enhance students' reading literacy and conceptual understanding through reflective, analytical, and meaningful thinking activities (Epik et al., 2025; Wibowo et al., 2025). Integrating Deep Learning principles (mindful, meaningful, and joyful learning) proves

highly effective in guiding elementary school students away from rote memorization toward higher-order thinking skills (Isnayanti et al., 2025; Zulkifli, 2025). Nevertheless, the standalone implementation of Deep Learning often faces practical challenges due to strict time constraints and varying student readiness in managing independent reflection. Therefore, this study offers a distinctive novel contribution by integrating the high-energy evaluation framework of the Course Review Horay method with the cognitive processing depth of the Deep Learning approach to foster primary students' reading comprehension skills. The integration of the Course Review Horay method with the Deep Learning approach is expected to enhance students' reading comprehension skills through active, collaborative, and student-centered learning.

Previous research has indicated that the Course Review Horay method and Deep Learning approach can improve student participation and learning outcomes in literacy learning. Research by Mukhlisa et al. (2024) shows that implementing Course Review Horay has a positive impact on students' literacy skills at the elementary school level. Furthermore, a study by Johansz (2025) found that the Deep Learning approach can improve reading literacy skills through reflective, analytical, and meaningful activities, which is further supported by Epik et al. (2025), who demonstrate how deep conceptual exploration significantly shifts primary students away from superficial text engagement. However, much of the existing research has primarily examined the two as strategies focused on competitive activities and on creating a fun learning atmosphere. Research combining the Horay Course Review technique with the Deep Learning approach in reading comprehension instruction at the elementary school level remains very rare. Therefore, this study offers a novel contribution by integrating these two approaches to enhance students' reading comprehension skills at the elementary school level.

By bridging the high-energy evaluation of the Course Review Horay method and the deep cognitive processing of Deep Learning, this research attempts to demonstrate how playful learning can coexist with higher-order thinking skills (Rahaningmas et al., 2025; Wibowo et al., 2025). Understanding how this synergy works is vital for building a more robust and sustainable pedagogical framework in primary language education (Zulkifli, 2026). Based on this rationale, this study aims to determine the effect of the Deep Learning-based Horay Course Review method on the reading comprehension skills of fifth-grade students at SDN Susukan 09 Pagi.

METHODS

This study employed a quantitative method using a quasi-experimental design in the form of a Nonequivalent Control Group Design. In this design, the experimental and control groups were not selected randomly. Both groups were administered a pre-test before the intervention and a post-test after the intervention to assess changes in students' reading comprehension. The study was conducted at SDN Susukan 09 Pagi during the second semester of the 2025/2026 academic year. The research design used is shown in Table 1.

Table 1. Group Design

Class	Pre-test	Treatment	Post-test
Experiment	O_1	X_1	O_2
Control	O_3	X_2	O_4

The research subjects consisted of two classes: Class V-A as the experimental group and Class V-B as the control group. Each group comprised 30 students. A pre-test was administered

to both groups to assess the students' initial reading comprehension skills. Subsequently, the experimental group received instruction using the Course Review Horay method based on the Deep Learning approach. In contrast, the control group followed the conventional teaching methods typically used by teachers. After all treatments were completed, both groups took a post-test to assess the students' reading comprehension skills following the instructional process.

The research instrument used was a reading comprehension test designed based on indicators of the ability to identify main ideas, understand implied meaning, identify important information, and draw conclusions from the text. This instrument was administered as a pre-test and post-test to both research groups. The data obtained were analyzed using descriptive and inferential statistics. The normality test was conducted using the Shapiro-Wilk test, while the homogeneity test used Levene's Test. Subsequently, hypothesis testing was performed using an Independent-Samples T-Test to determine differences in reading and text comprehension abilities between the experimental and control groups. The magnitude of the treatment effect was analyzed using effect size (Cohen's d). Decision-making was conducted at the 0.05 significance level, where the hypothesis (H_a) is accepted if the p-value is less than 0.05.

RESULTS AND DISCUSSION

The Course Review Horay method based on the Deep Learning Approach Implementation

The implementation of the Horay Course Review method based on a Deep Learning approach was carried out during the reading comprehension learning process in the experimental class. The learning activity began with the distribution of reading texts, which students read and understood independently. Next, students were divided into small groups to discuss the content of the reading, identify main ideas, find important information, and draw conclusions based on the text they had read. At this stage, the Deep Learning approach was applied through analysis, interpretation, and reflection so that students not only understood the information literally but also connected it to their prior experiences and knowledge.

Following the discussion, the teacher posed questions using the Course Review Horay mechanism. Each group answered the questions on the provided worksheets and shouted "hurray" when they successfully provided the correct answer according to the game's rules. Unlike the control class, which used conventional methods such as teacher-led explanations and simple question-and-answer (Q&A) sessions, the experimental class emphasized active student engagement through collaborative discussion, deep reflection, and educational games. This combination of game elements and deep learning enabled students to develop a more meaningful understanding of the reading material.



Figure 1. Small Group Discussion Stage of the Course Review Horay Method based on a Deep Learning Approach

The Reading Comprehension Result

The research data were obtained from the pre-test and post-test results of students' reading comprehension skills conducted in the experimental and control classes. The pre-test was administered to assess students' initial reading comprehension skills before the intervention. Subsequently, the experimental class received an intervention in the form of the Course Review Horay method based on the Deep Learning approach, while the control class received conventional instruction. After the learning process was completed, both classes took a post-test to assess students' final reading comprehension skills.

The pre-test results of students' reading comprehension abilities in the experimental and control classes can be seen in the following descriptive table analysis.

Table 2. Pre-test Results of Reading Comprehension

Pre-test	Control Class	Experimental Class
Maximum Score	89	95
Minimum Score	58	63
Mean	70.10	78.03
Median	68	79
Mode	68	79
Standard Deviation	8.117	8.838

Based on Table 2, the experimental group achieved an average of 78.03, while the control group achieved an average of 70.10. These data indicate a difference in initial ability between the two groups before the treatment was administered. Nevertheless, both groups were from the same grade level and received balanced learning materials, so they were still used as research subjects in the quasi-experimental design. Therefore, the research results must be interpreted with these differences in initial ability in mind.

Meanwhile, a post-test was administered to the experimental and control groups after the learning process was completed. The experimental group received instruction using the Horay Course Review method based on Deep Learning, while the control group received conventional instruction. The post-test was conducted to obtain final data on students' reading comprehension abilities. The post-test results are presented in Table 3.

Table 3. Post-test Results of Reading Comprehension

Post-test	Control Class	Experimental Class
Maximum Score	100	100
Minimum Score	68	74
Mean	83.00	88.87
Median	84.00	89.00
Mode	79	84
Standard Deviation	7.643	7.394

Based on Table 3, the post-test results show that the average reading comprehension score for students in the experimental class was 88.87, while that for the control class was 83.00. This indicates a difference of 5.87 points, suggesting that students who used the Course Review Horay method with a Deep Learning approach achieved superior results compared to students who

followed traditional instruction. This finding indicates a trend toward a higher improvement in reading comprehension ability in the experimental group after the intervention was implemented.

The Hypothesis Analysis

After conducting a descriptive analysis of the pre-test and post-test results, the next step was to perform the prerequisite analyses. Prerequisite tests were conducted to ensure that the research data met the assumptions underlying parametric statistics before testing the hypotheses. The prerequisite tests conducted in this study included the normality and homogeneity tests. The normality test aimed to determine whether the data obtained were normally distributed. The results of the normality test for the experimental and control classes are presented in Table 4.

Table 4. Results of the Normality Test

	Kolmogorov-Smirnov			**Shapiro-Wilk**		
Class	**Statistic**	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Experiment Pre-test	0.156	30	0.059	0.949	30	0.162
Experiment Post-test	0.163	30	0.040	0.930	30	0.050
Control Pre-test	0.169	30	0.029	0.944	30	0.116
Post-test Control	0.150	30	0.085	0.936	30	0.069

Based on Table 4, the Shapiro-Wilk test was used for the normality test because the sample sizes in each group were less than 50 students. The test results showed that the significance value for the pre-test in the experimental class was 0.162 and the significance value for the post-test was 0.050. Meanwhile, in the control class, the significance value for the pre-test was 0.116 and for the post-test was 0.069. All significance values obtained from the Shapiro-Wilk test were greater than or equal to 0.05. Thus, it can be concluded that the pre-test and post-test data for both the experimental and control classes are normally distributed. Since the data met the assumption of normality, the research data were deemed suitable for further analysis using parametric statistical tests. Therefore, the analysis could proceed to the homogeneity test and hypothesis testing.

After the data were determined to be normally distributed, the next step was to conduct a homogeneity test. The homogeneity test aims to determine whether the variances of the data in the experimental and control classes are homogeneous. The results of the homogeneity test are required as one of the prerequisites for using parametric tests, specifically the Independent Samples t-test. The results of the homogeneity test are presented in Table 5 using Levene's Test of Homogeneity of Variances.

Table 5. Results of the Homogeneity Test

Variable	**Levene's Statistics**	**df1**	**df2**	**Sig.**
Based on Mean	0.365	3	116	0.778
Based on the median	0.251	3	116	0.681
Based on the median and with adjusted df	0.251	3	112.41	0.861
Based on the trimmed mean	0.356	3	116	0.785

Based on Table 5, the significance value in the "Based on Mean" row is 0.778. This value is greater than 0.05, indicating that the variances of reading comprehension ability data in the

experimental and control classes are homogeneous. Additionally, the significance value in the "Based on Median" row is 0.681, "Based on Median and with adjusted df" is 0.861, and "Based on Trimmed Mean" is 0.785. All these significance values are greater than 0.05, indicating consistent results that the variance of the data across groups is homogeneous. Thus, the assumption of homogeneity has been met, and the research data are suitable for further analysis using the Independent Samples T-Test to determine the effect of the Horay Course Review method based on the Deep Learning approach on students' reading comprehension ability.

Table 6. Results of the Independent Sample T-Test

Variable	Assumptions of Variance	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference
Value	Equal variances assumed	0.001	0.973	3.022	58	0.004	5.867
	Equal variances not assumed			3.022	57.937	0.004	5.867

The final stage of the analysis used an independent-samples t-test to determine whether there was a difference in reading comprehension ability between students in the experimental and control classes. Based on the test results presented in Table 6, a significance value (2-tailed) of 0.004 was obtained. This value is less than 0.05, so the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. These results indicate a significant difference in reading comprehension between students who learned using the Course Review Horay method based on the Deep Learning approach and those who learned through conventional instruction. Additionally, the mean difference of 5.867 indicates that students in the experimental class have higher reading comprehension than those in the control class.

The confidence interval ranging from 1.980 to 9.753 indicates that the difference between the two groups is statistically significant. Furthermore, the assumption of equal variances was used as the basis for interpretation, as the homogeneity test showed a p-value greater than 0.05, indicating that the variances of the two groups are homogeneous. Overall, the research results show that applying the Course Review Horay method based on the Deep Learning approach has a significant effect on students' reading comprehension skills. These statistical findings indicate that students who participated in learning using this method achieved better reading comprehension results compared to students who participated in conventional learning.

After determining that there was a significant difference in reading comprehension abilities between the experimental and control classes using the Independent Samples T-Test, the analysis continued by calculating the effect size. The effect size calculation was performed to determine the magnitude of the impact of implementing the Deep Learning-based Course Review Horay method on the reading comprehension abilities of fifth-grade students at SDN Susukan 09 Pagi. The results of the effect size calculation are shown in Table 7.

Table 7. Effect Size Results

Value	Standardizer	Point Estimate	95% Confidence Interval	
			Lower	Upper
	Cohen's d	0.780	0.519	1.303

Based on Table 7, the effect size (Cohen's d) was found to be 0.780. According to Cohen's criteria, this value falls into the moderate to high category. These results indicate that implementing the Course Review Horay method based on the Deep Learning approach has a strong influence on improving the reading comprehension skills of fifth-grade students at SDN Susukan 09 Pagi. Thus, the method applied not only produces statistically significant differences but also has a meaningful practical impact on reading comprehension learning. These findings suggest that integrating the Course Review Horay method with a Deep Learning approach can serve as an effective alternative learning strategy to enhance elementary students' reading comprehension skills, particularly in understanding main ideas, drawing conclusions, and interpreting information contained in reading texts.

Discussions

The research results indicate that implementing the Course Review Horay (CRH) method based on the Deep Learning approach significantly improves fifth-grade students' reading comprehension at SDN Susukan 09 Pagi. This is evidenced by the higher average post-test scores of the experimental group compared to the control group, namely 88.87 versus 83.00. Furthermore, the results of the Independent Sample t-test showed a significance value of 0.004 (< 0.05), thus accepting the alternative hypothesis. These findings indicate that learning using the Deep Learning-based CRH method is more effective than conventional learning in improving students' reading comprehension skills.

The improvement in the experimental group occurred because the hybrid model successfully transformed the reading activity into an active, enjoyable learning atmosphere. During the activities, students did not merely scan the text passively; instead, they were directly immersed in a structured cycle of reading, discussing, exchanging opinions, and answering teacher-posed questions through educational games. This dynamic significantly boosted student motivation and engagement because they were actively involved in finding the answers, which highly aligns with previous literature demonstrating that the Course Review Horay model is exceptionally capable of expanding student participation and generic learning outcomes in elementary classrooms through enjoyable learning activities (Absari et al., 2021; Amalia et al., 2023; Jamaludin et al., 2023; Rara et al., 2025).

Furthermore, the game elements within the CRH method provide a unique psychological and emotional learning experience. When students successfully solve a question card and respond with a collective cheer of "hurray," they gain an immediate positive reinforcement that actively elevates their intrinsic motivation. In the context of Deep Learning, this directly operationalizes the principle of joyful learning, which stresses the importance of a comfortable, low-anxiety, and celebratory environment to help students process information and build long-term memory structures optimally (Andini & Miaz, 2022; Sari et al., 2021; Suharyat & Fahim, 2022). Creating this enthusiastic atmosphere is essential, as prior research shows that gamified cooperative activities successfully boost students' learning interest and break conventional boredom (Sari & Pambudi, 2022).

Another distinct advantage of this integrated method lies within the peer interaction and group discussion process, which systematically encourages students to build a shared understanding of the text. During discussion, when exchanging information and justifying their chosen answers to group members, students achieve a much deeper conceptual clarity than they would through individual learning. This cooperative dynamic strongly supports Vygotsky's theory of social constructivism, which posits that knowledge is actively co-constructed through

social communication and meaningful collaboration with others. In primary language education, establishing this communicative space is vital, as primary reading mastery is heavily anchored in collaborative tasks and mutual meaning negotiation (Arisqa & Anas, 2025; Sridarmini et al., 2023).

The Deep Learning approach applied in this study plays a crucial role in enhancing students' reading comprehension skills. Unlike memorization-focused learning methods, the Deep Learning approach encourages students to delve deeper into the text's meaning through activities such as analysis, interpretation, and reflection (Zulkifli, 2025). Students are not only asked to find answers explicitly stated in the text but also to connect the reading content with their prior experiences and knowledge. They are forced to look beyond explicitly stated facts and actively connect the reading content with their existing knowledge frameworks and daily experiences, which helps them construct a more robust conceptual and metacognitive foundation (Hasanah & Pujiati, 2025).

In practice, this advanced cognitive processing was clearly evident when students carefully read the text, negotiated meanings with their groups, and summarized their findings. This step-by-step scaffolding directly empowered them to unlock implied meanings, grasp main ideas, and decode internal messages within children's stories or non-fiction texts. Based on classroom observations, this improvement was heavily driven by the reflective discussion stage. At this stage, students were not just hunting for the correct answers to win the quiz; they were required to explain their reasoning and reflect on the text's social contributions. To optimize this initial text interaction phase, utilizing strategic classroom literacy facilities—such as a designated reading corner (*pojok baca*)—is highly effective in building sustained student familiarity with texts before the main interventional games begin (Nuraini & Amaliyah, 2024). Consequently, students successfully advanced from a literal level of understanding to inferential and critical comprehension. This empirical trajectory mirrors recent literacy findings where pedagogical Deep Learning systematically elevates primary students' reading literacy by engaging them in structured, analytical text explorations (Johansz, 2025; Epik et al., 2025).

The findings of this study also strongly complement those of Mukhlisa et al. (2024), who found that a modified CRH model aided by question-card media has a significant positive effect on elementary reading and writing literacy. It also relates to research conducted by Johansz (2025), who found that the implementation of Deep Learning has a positive impact on reading literacy when students engage in reflective and analytical thinking processes. However, this study offers a novel integration of the CRH method with the Deep Learning approach, ensuring that the learning process focuses not only on game-based activities and competition but also on the development of a deep understanding of the text's content. This integration ensures that the classroom does not merely become active and noisy, but remains deeply centered on rigorous conceptual tracking.

The magnitude of the impact of implementing the Deep Learning-based Course Review Horay method is further reinforced by the effect size test results, which fall into the moderate to large effect category. These results indicate that the difference in reading comprehension ability between the experimental and control groups is not only statistically significant but also has practical implications for learning. Nevertheless, successfully executing this integrated "CRH-Deep Learning" approach demands a balanced pedagogical framework from the facilitator. As observed in qualitative case studies by Wibowo et al. (2025), primary teachers often face significant operational hurdles due to rigid time constraints and uneven group dynamics, in which socially dominant students can inadvertently overshadow passive peers. Therefore, teachers must

use precise classroom management, assign clear operational roles to each student, and provide systematic scaffolding to ensure equal participation.

Nevertheless, this combination requires effective classroom management on the teacher's part. In the future, practical implementation must be able to manage discussion time, handle group dynamics, and design questions that encourage students to think critically and reflectively. Therefore, the teacher's role as a facilitator is crucial to ensure that every learning activity remains focused on achieving learning objectives. Although the results of this study show a positive effect, it has a limitation. A critical methodological limitation must be addressed: the baseline difference in initial capacities, as the experimental pre-test mean (78.03) was higher than the control group's (70.10) due to the non-randomized assignment. To mathematically isolate this initial ability bias and maximize internal validity, future researchers are strongly advised to implement strict randomization or employ an Analysis of Covariance (ANCOVA) design, treating pre-test scores as a covariate.

In conclusion, the combination of the "CRH-Deep Learning" approach—which gracefully synthesizes enjoyable games, collaborative discussions, and deep reflection—serves as an exceptionally effective and holistic strategy to improve the quality of Indonesian language instruction in elementary schools. These findings indicate that integrating active learning methods with a deep learning approach can serve as an effective alternative to improve the quality of Indonesian language instruction in elementary schools.

CONCLUSION

Based on the research results, it can be concluded that the Course Review Horay method based on the Deep Learning approach has a positive and significant effect on the reading comprehension skills of fifth-grade students at SDN Susukan 09 Pagi. The results of the Independent Samples T-Test showed a significance value of 0.004 (< 0.05), while the effect size of 0.780 indicates a moderate to high effect size. These findings suggest that integrating enjoyable learning activities through the Course Review Horay method with reflective and deep thinking processes in the Deep Learning approach can enhance students' ability to comprehend reading material. This study provides practical implications for elementary school teachers: they can utilize the Course Review Horay method, based on the Deep Learning approach, as an alternative for more active, collaborative, and meaningful reading instruction. However, this study has a limitation due in differences in initial ability between the experimental and control groups. Therefore, future research is recommended to use a stronger experimental design or statistical analysis capable of controlling for students' initial ability.

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