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# Enhancing Student Learning Engagement and Outcomes through the Implementation of Hollywood Square–Based Active Learning in Senior High School

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## ABSTRACT

This classroom action research investigated the implementation of the Active Learning Strategy “Hollywood Square Review” to enhance student learning activities and chemistry learning outcomes in the topic of acid–base solutions among Grade XI Science 2 students at Public Senior High School 5 Pekanbaru. The study was motivated by the teacher’s observation that students in this class demonstrated low participation during lessons, resulting in reduced learning outcomes. Limited variation in instructional strategies created a monotonous classroom atmosphere, causing students to become less enthusiastic and insufficiently motivated. To address this issue, an active learning strategy incorporating the Hollywood Square Review game was applied to create a more engaging and enjoyable learning environment. The strategy integrates a game-based tic-tac-toe quiz model adapted from the popular Hollywood Square television quiz show, designed to promote active participation through question–answer activities. This study employed collaborative classroom action research conducted over two cycles, each consisting of planning, action, observation, and reflection stages. Cycle I involved three meetings, while Cycle II involved two meetings. Data were collected through observation sheets and learning outcome tests administered at the end of each cycle. Descriptive percentage analysis was used to identify trends in student activity and performance. The findings showed that the Hollywood Square Review strategy effectively improved both learning activities and outcomes. Student activity increased from 66.07% in Cycle I to 81.65% in Cycle II. Similarly, student learning outcomes improved from 64.29% in Cycle I to 80.95% in Cycle II. These results indicate that the Hollywood Square Review strategy successfully enhanced student engagement, encouraged active participation, and improved mastery of chemistry content in the acid–base topic.

## Keywords

strategy learning, results study, strategy hollywood square review.

## INTRODUCTION

One of the educational activities is conducting the learning process. The learning process is a series of actions between teachers and students based on a reciprocal relationship that occurs in an educational situation to achieve learning objectives (Usman Sunyoto, 2004). The learning process is... develop In the classroom, learning is generally determined by the roles of teachers and students as individuals directly involved in the learning process. A good teacher's teaching style is the key and prerequisite for students to be able to learn well (Trianto, 2012). Usman Sunyoto (2004) stated that teachers... Competent teachers will be better able to create an effective learning environment and manage the classroom, resulting in optimal student learning outcomes. Maximizing student learning outcomes requires increasing student engagement and activity in the learning process. Therefore, teachers are required to be more innovative and productive in classroom instruction to achieve optimal learning outcomes in all subjects, including chemistry.

The aim of chemistry subjects in high school/vocational high school is to enable students to understand chemical concepts, principles, laws and theories as well as each other relatedness and its application in life daily. Students' understanding of chemistry can be seen from the learning outcomes they achieve after participating in the learning process. Students are considered successful if they have achieved the Minimum Completion Criteria. (KKM). Criteria Completeness the minimum score set at SMAN 5 Pekanbaru for chemistry is 80. Corrective action to increase student activity and learning outcomes can be taken by selecting appropriate learning strategies. Active learning strategies are expected to improve the quality of learning. Active learning is a form of learning that invite student to learn actively (Hisyam Zaini, 2012). Silberman (2014) stated that when students Study actively, means Those who dominate learning activities. They actively use their brains, both to find the main ideas of the lesson material and to solve problems. problem. Active learning invites students to participate in the learning process, not only mentally but also physically. One strategy learning active is Hollywood -type active learning strategies Square Review.

The Hollywood Square Review type of active learning strategy includes strategic reviewing (repetition strategy). One of the advantages of the Hollywood Square Review type of active learning strategy is that it can keep learning in the mind by allocating time to review what students have learned. This is in accordance with Melvin L. Silberman's (2014) statement that material that has

been discussed several times by students tends to stick five times more strongly in the mind. thought from on the material that not reviewed. Especially on some materials Which tend more leading to theory. In addition, in the Hollywood type of active learning strategy Square Review, a way of reviewing the material that students have learned, packaged in an interesting way, namely by creating a series of tic-tac-toe game adapted from the game Hollywood Square which is a TV quiz show was once popular. So that in practice, learning will be enjoyable. In addition, push student to be actively involved in learning because every student has the opportunity to participate in the Hollywood Square game. Students who do not pay attention to the teacher's explanation and do not participate in group discussions will certainly not be able to participate in the game. This is in accordance with Jensen's (2011) statement, which states that direct student involvement in learning causes students' thinking skills to develop.

## METHODOLOGY

The research was conducted in class XI IPA 2 SMAN 5 Pekanbaru in the even semester of the academic year. The form of research is action research. class (PTK).

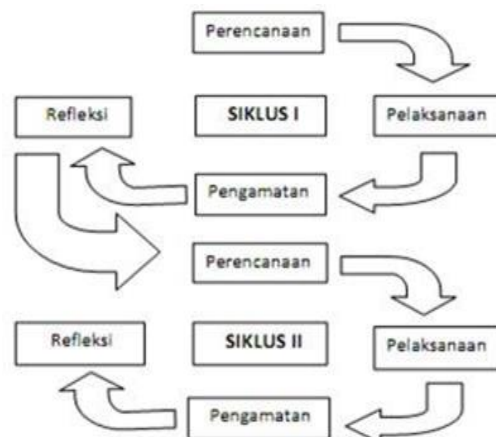
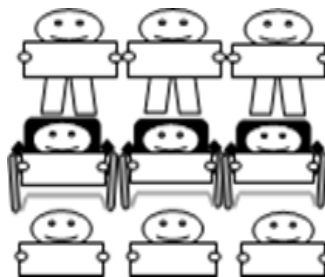


Figure 1. Action research design class (Suharsimi Arikunto, 2010)

In the Hollywood Square Review game, the celebrity students' sitting formation as explained in the previous chapter is that three people sit on the floor, three people sit on chairs and three people stand behind the chairs. Classroom action research was conducted to observe improvements in student learning outcomes through the application of active learning strategies. active type Hollywood Square Review. Each cycle consists of four stage, that is planning, action, observation, and reflection. Stages of each cycle Which implemented in.

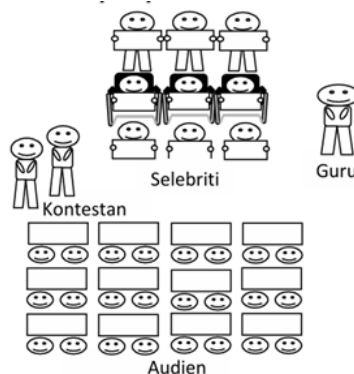


Picture 2. Celebrity student seating formation (celebrity square)

Information: position Sit down student celebrities:

- 3 Sit down on the chair
- 3 Sit down on the floor in front of chair
- 3 stand behind chair

Formation game Hollywood Square Review as in Figure 3.



Picture 3 formation game Hollywood Square Review

In subsequent meetings, students' learning experiences are varied by rotating turns. The rotation can be adjusted accordingly. Once the tic-tac-toe formation has formed, the players can form horizontal, diagonal, or vertical lines. Even when no tic-tac-toe formation has formed, the rotation can be adjusted as shown in Figure 4.

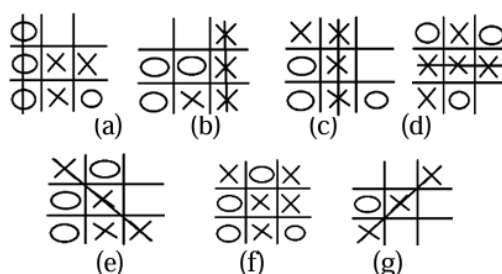


Image 4 format tic-tac-toe

The data analysis process begins by examining the collected data, namely the spreadsheet. observation activity Teacher And students and data on student learning outcomes at the end of the meeting. The data collected at each observation activity from the implementation of the action were analyzed descriptively using percentage techniques to see the tendencies that happen in activity learning (Kunandar, 2011).

## RESULTS AND DISCUSSION

Observations have been made on student learning activities during the learning process by applying Hollywood Square Review type active learning strategy on the topic of acid and base solutions. The Hollywood Square game consists of celebrities, contestants, and an audience. The task of the celebrities, contestants, and audience is to answer the questions given. by the teacher. Observations were carried out in two cycles. Cycle I consisted of three meetings, and cycle II consisted of two meetings. Observation results obtained from student learning activities in cycle I were 66.07%, categorized as good, and had not yet reached the established criteria for success of the action, which was 70%. Student learning activities increased in cycle II. The average percentage of student learning activities in cycle II was 81.65%, categorized as very good, and had reached the criteria. The success rate has been set at 70%. All student activity indicators have increased and are categorized as very good. Sardiman AM (2011) defines learning activity as student involvement in the form of attitudes, thoughts, and attention in learning activities to support the success of the teaching and learning process and obtain benefits. from activity the. Activity student covering activity that is ask questions, express answers/opinions, discuss in groups and be enthusiastic about the Hollywood Square game. Asking is the process of requesting information or explanation to obtain information. not yet known in learning ongoing. The student questioning activity in cycle I was 65.87%, categorized as good. It was seen in cycle I that students had begun to actively ask questions, but the students who asked questions were still dominated by smart students and students sitting in the front. This occurred because the teacher did not motivate students enough to ask questions. In accordance with Sardiman AM's statement (2011), motivation is an effort to create conditions certain things that make someone have a desire and want to actively do something to achieve it. specific objectives. Student question-asking activity in Cycle II increased to 76.99%, categorized as good. This is because during the learning process, when the teacher asks questions, students answer the questions posed by the teacher, thus increasing student-teacher interaction.

Student which submit The questions in cycle II have started to be evenly distributed because the distribution of questions from the teacher is even. The teacher is able to arouse a sense of want to know, interest, attention, and sense of trust self student to learning. Questions given by teachers can encourage and inspire students to actively learn and develop questions from students, due to the Hollywood- style active learning strategy. Square Review This encourage students to really understand each material presented by asking questions about things they don't understand understand. Can it is said that The Hollywood Square Review type of active learning strategy is able to make students' understanding better. Excellent.

The activity of expressing answers/opinions in cycle I was included in the good category with a percentage of 66.14% and had achieved the established success criteria but was less than optimal. expressing answers/opinions is less than optimal because there are still students who express answers/opinions that are not appropriate until the time is right. given out during the Hollywood Square game. Another reason for the lack of student activity in expressing answers/opinions is that students still do not understand the active learning strategy of the Hollywood Square Review.

The activity of expressing answers/opinions in cycle II increased to 82.94% with a very good category, because in cycle II many students answered questions correctly and precisely when playing. Hollywood Square. Students who participated in the

game seemed very motivated to form a tic-tac-toe panel. The tic-tac-toe panel served as reinforcement. The rules of the Hollywood Square game required students to answer questions correctly and precisely. until the specified time runs out to form a tic-tac-toe panel. Melvin L Silberman (2007) stated that one of the advantages of the Hollywood Square Review type of active learning strategy is that can help students remember what they have learned and test students' abilities.

In cycle II, it can be said that students have understood the material well, as evidenced by the learning activities in expressing answers/opinions that many are correct and appropriate. Implementation of the discussion method make member group get the opportunity to contribute their thoughts and share experiences or information to solve problems or make decisions so that the LKS questions can be solved together to achieve group goals. However, there are still few students who express their opinions when discussion. This was because the teacher did not guide all groups equally in the discussion, and some students needed time to adjust to their groups. The percentage of student learning activity in cycle I was only 65.35%, with a good category that had not yet reached the criteria. The set success rate was 80%. Student group discussion activity in Cycle II increased to 80.96%, categorized as very good. Seen process discussion on cycle II students were very enthusiastic about carrying out the discussion his group, matter This because if one of the students does not pay attention to the discussion in his group, it is feared that the student will not be able to give the right answer in the Hollywood Square game, the student has also been able to adjust himself in his group. In accordance with the statement of Melvin L Silberman (2007), one of the other advantages of the active learning strategy Hollywood Square is that the students are not able to give the right answer in the Hollywood Square game. Square Review is being able to share with other students can help students remember what they have learned.

The Hollywood Square Review type of active learning strategy applies the principle games Which bring student in a new, more pleasant atmosphere so that it can overcome student boredom in studying the material and make learning enjoyable. Deporter (2002) said that no matter how difficult the subject matter is, if studied in a pleasant atmosphere then easy to understand. However, in cycle I, not all students were enthusiastic about the Hollywood Square game. The percentage of student enthusiasm indicators for the Hollywood Square game in cycle I was 67.2%, with a good category. and has not yet achieved the established success criteria of 80%. Hollywood-type active learning strategy Square Review is a new strategy for students, so students are not used to its application. The enthusiasm in the Hollywood Square game can be seen from the large audience that raised their hands when the teacher asked questions to celebrities and contestants. Students' enthusiasm for Hollywood Square games increased in the second cycle to 84.92% with the excellent category.

The Hollywood Square game begins with celebrity students answering questions given by the teacher and contestants responding to the answers given by the celebrities they choose and the audience also responds to the answers given by the celebrities and contestants within a specified time. For each the celebrities, contestants, and audience were all gone. This time limit was intended to train students' ability to recall the material they had just learned and to test theirthe students' ability to understand the material they have just learned. According to Melvin L Silberman (2007), the advantages of the Hollywood Square Review active learning strategy are that it trains students' ability to remember what they have learned, tests students' abilities, and allows them to share with other students. The Hollywood type of active learning strategy Square Review is a new strategy for teachers and has never been implemented by Teacher previously in process learning, so that Teacher on cycle I'm not used to it yet and am a bit stiff in implementing it.

The results of the observations obtained data on teacher activity in cycle I were: 89.17% with a very good category but has not reached the established criteria of 100%, due to several activity indicators not being implemented by the teacher. Teacher activity increased from cycle I to cycle II. The percentage of teacher activity in cycle II was 100% with a very good category and had reached the established criteria for success of the action. Teachers in cycle II have implemented all the specified activity indicators. All have been implemented because teachers and observers have discussed the shortcomings during the learning process at the end of cycle I to make improvements in cycle II and teachers have become accustomed to implementing the active learning strategy Hollywood Square Review. Teacher activities include activities namely delivering an introduction, delivering information about the material being studied, guiding students in group discussions, guiding students in learning while playing Hollywood Square Review , guiding students in concluding the lesson material, giving evaluation questions.

Student learning outcomes obtained from mark test daily on end cycle I of 42 students only 27 students has reach KKM, whereas Fifteen other students did not achieve the Minimum Completion Level (KKM). The classical learning completion rate for students in cycle I was 64.29%, in the good category, with an average score of 77.98. This classical learning completion rate did not reach the predetermined success rate of 80% (Table 3.6). The incompleteness of student learning outcomes in cycle I can be seen from the low level of teacher and student activity during the learning process. learning. Activity Teacher And good student learning activities are in line with the learning outcomes obtained students. Slameto (2010) stated that when student by being active participants in the learning process, students will have good knowledge. If learning activities take place actively, it will have a positive impact on student learning outcomes. Student learning outcomes obtained from daily test scores in cycle II increased from cycle I, out of 42 students, 34 students have achieved the Minimum Competency (KKM), only 8 students did not achieve the KKM. The classical learning completion of students in cycle II was 80.95% in the good category with an average score of 87.02. Student learning completion has achieved the established action success criteria, namely 80% (Table 3.6). In addition to the learning outcomes obtained from daily tests at the end of each cycle, other achievement values obtained from observations during the learning process include students' affective and psychomotor scores. The results of students' affective scores can be seen in the increase from meeting I to meeting V (Appendix 37 until Attachment 42). Psychomotor scores were obtained from observations of students at the second meeting in conducting a practicum on the properties of acid and base solutions and showed good scores (Appendix 44). The improvement in student learning outcomes indicates that the learning process by implementing the Hollywood Square Review type of active learning strategy on the topic of acid and base solutions has been implemented well.

## CONCLUSION

Based on the research results and discussion, the following conclusions can be drawn: 1. The Hollywood Square Review

type of active learning strategy can increase the learning activities of class students. XI Science 2 Public High School 5 Pekanbaru with a percentage of cycle I of 66.07% and cycle II of 81.65%; 2. The Hollywood Square Review type of active learning strategy can improve student learning outcomes with a percentage in cycle I of 64.29% and cycle II of 80.95%.

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