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## **APPLICATION OF NUMBERED HEAD TOGETHER (NHT) COOPERATIVE LEARNING MODELS IN IMPROVING LEARNING OUTCOMES ON SOCIAL PROBLEMS IN GRADE IV OF ELEMENTARY SCHOOL**

**Musdiani<sup>1</sup>**

STKIP Bina Bangsa Getsempena, Indonesia

[\\*musdiani@bbg.ac.id](mailto:*musdiani@bbg.ac.id)

**Mardhatillah<sup>2</sup>**

STKIP Bina Bangsa Getsempena, Indonesia

[Mardhatillah.atjeh@gmail.com](mailto:Mardhatillah.atjeh@gmail.com)

**Cut Marlini<sup>3</sup>**

STKIP Bina Bangsa Getsempena, Indonesia

**Lili Kasmini<sup>4</sup>**

STKIP Bina Bangsa Getsempena, Indonesia

[lili@bbg.ac.id](mailto:lili@bbg.ac.id)

**Zaki Al Fuad<sup>5</sup>**

STKIP Bina Bangsa Getsempena, Indonesia

**Helminsyah<sup>6</sup>**

STKIP Bina Bangsa Getsempena, Indonesia

**Aprian Subhananto<sup>7</sup>**

STKIP Bina Bangsa Getsempena, Indonesia

### **Abstract**

Model cooperative learning Numbered Head Together (NHT) in teaching and learning activities in social studies with the subject matter of the social problems in the fourth grade Elementary School Superior Lampeuneurut. The formulation of this research through cooperative learning increases learning motivation, self-confidence. The purpose of this study is to determine learning motivation, self-confidence and improve

student learning outcomes. Classroom Action Research (PTK) in grade IV SD Negeri Unggul Lampeuneurut students were carried out in two cycles. Each cycle consists of four stages, namely planning, implementing, acting, observing and reflecting. The results of this study obtained Activities teachers during the first cycle obtained an average score of 3, 61 (72.30%), including both categories and activities students gain an average score of 3.38 (67.5%) were included in both categories. Activities during the second cycle teachers earn an average score of 4, 54 (90.90%) and included in the excellent category. Activity of students during cooperative learning NHT in the second cycle obtain an average value of 4, 5 (90%) including category very well. Based on the results of the research and discussion, it can be concluded that learning social problems by applying the cooperative model type NHT increases the completeness of learning outcomes in grade IV students. SD Negeri Unggul Lampeuneurut. The increase in the average acquisition score of the first cycle of 65, 83 (54.16%), the second cycle of 75.83 (66.66%) increased by 12.5%.

**Keywords:** *Cooperative Learning Model, Numbered Head Together, Learning Outcomes*

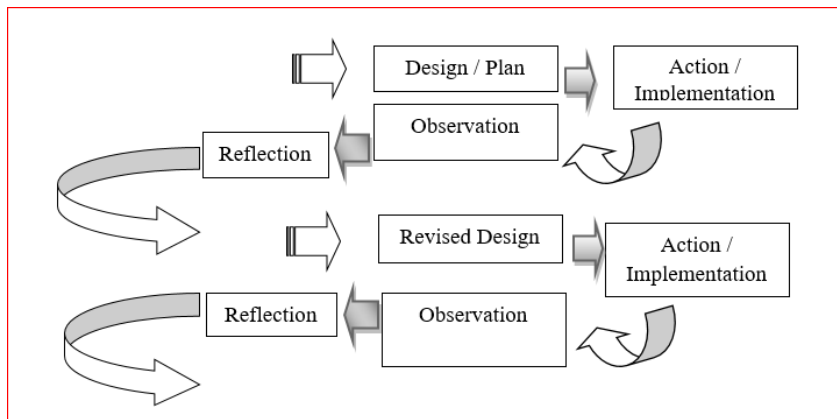
## **A. Introduction**

In cooperative learning type Numbered Head Together (NHT) students are more responsible for the assignment given because students in groups are given different numbers. Each student is required to solve the questions according to the member number. But in general they must know and solve all the questions in the LKS (Munawanah, 2015). Professional teachers have broad and in-depth knowledge of the subject areas taught to students and methodologies, have fundamental knowledge of education, and have vital skills for themselves in selecting and using various appropriate models in learning. So this has an impact on low student learning outcomes (Kasmini & Mardhatillah, 2020). Cooperative learning students learn together as a team in completing group tasks to achieve common goals. There are several types of cooperative learning models. One of the types that the researchers chose to apply in grade IV of SD Negeri Unggul Lampeuneurut is Numbered Head Together (NHT) (Santayasa, 2007) (Mardhatillah, Sari, Surjono, & Muhtadi, 2019)

Based on preliminary observations that the fourth grade homeroom teacher at SD Negeri Unggul Lampeune, according to a total of 24 students, it turns out that only 7 students achieved a grade equivalent to the KKM, namely 65 in social studies learning. Seeing the low student learning outcomes, several efforts must be made, one of which is the use of the NHT type cooperative learning model.

**B. Research method**

This type of research is classroom action research (PTK), Procedure research include planning, implementation, observation and reflection [5] describes as follows :



**Figure 1.** Action research design

In carrying out this research activity, data collection was carried out through several stages, namely:

- The teacher's observation sheet shows the teacher's activities in learning management.
- The observation sheet for students is filled out by the observer at each meeting. Student activity sheets show student activity in class
- Test sheets are given and done by students at the end of each cycle and are used to determine student learning outcomes. The test given is a multiple choice.
- Documentation, in the form of a Learning Implementation Plan (RPP) and photos when carrying out research [6]

Student activity data during learning uses the NHT cooperative learning model using the provisions proposed as table 1.

**Table 1.** Criteria for Classification of Percentage of Student Activities

No.	Percentage	Rating Category
1.	81% - 100%	Very good
2.	61% - 80%	Good
3.	41% - 60%	Enough
4.	21% - 40%	Less
5.	0% - 20%	Very less

$$p = \frac{f}{n} \times 100\% \quad (1)$$

Information:

P = percentage value

f = Frequency

n = Number of respondents

100% = Fixed number

Furthermore, the data on the ability of teachers to manage lessons were analyzed using descriptive statistics with an average score as stated by Mukhlis (2005: 69) as follows:

00 ≤ TKG < 1.50 is not good

50 ≤ TKG < 2.50 is not good

50 ≤ TKG < 3.50 is good enough

50 ≤ TKG < 4,50 is good

50 ≤ TKG < 5.00 very good

information: TKG: Teacher Ability Level

The teacher's activity in managing learning is said to be good if the score for each aspect that starts is in the good or very good category. To find out student learning outcomes, the data obtained were analyzed using the percentage suggested by Sudijono (2006: 40), namely:

$$\text{Individual completeness} = \frac{\text{number of correct answers}}{\text{total number of questions}} \times 100 \quad (2)$$

Individual completeness is said to be effective if the minimum completeness criteria (KKM) score of students is said to be complete if it reaches a value of ≥ 65. The success indicator of the cycle action will be stopped if 80% are classically complete.

## C. Result and discussion

### 1. Cycle I Results

#### a. Action planning

Cycle I is carried out for 2 x 35 minutes in one meeting, at the planning stage the researcher prepares:

- Preparing RPP on social problems.
- Create student worksheets.

- Make an observation sheet, which is an observation sheet for teacher and student activities.
- Making test questions.

*b. Execution of actions*

Implementation of learning is carried out by establishing a cooperative model type NHT which addresses social problems. Based on the results of the observer's reflection, the teacher arranges the next steps for the implementation to cycle II.

*c. Observation*

Observations were made on teacher and student activities during learning activities through the application of the NHT type cooperative model using observation instruments aimed at behavior that appeared every 70-minute interval. In doing activities the teacher obtained an average score of 3.61 (72.30%) and was in the good category. In the initial activities the teacher must improve the ability to inform the NHT type cooperative learning steps and form groups. In the core activities, there are several teacher activities that have not been able to achieve good categories such as guiding students to complete worksheets, checking student understanding by calling one of the student numbers randomly and responding to other students' responses.

*d. The results of observations of student activities*

The results of observations of student activities during learning took place in cycle I, student activities during learning using the cooperative model type NHT in cycle I obtained an average score of 3.38 (67.5%) which is included in the good category.

*e. The results of the test cycle I*

The learning outcomes of the first cycle on the material of student social problems obtained an average score of 65, 83. The assessment is carried out through a written test of learning outcomes through multiple choice questions consisting of ten questions. The test is given after the learning process using the NHT type cooperative model is applied. S ISWA who pass the study were 13 (54.16%) out of 24 students, while students who did not complete a total of 11 students (45.83%). The graph of learning social problems at the first cycle meeting shows more than half of the students have completed the total of 24 students. Students seem motivated in learning and understanding the material taught using the NHT cooperative learning model.

*f. Reflection*

In the first cycle of learning, the application of the cooperative model of the NHT type has started to run even though it has not been implemented properly, this can be seen

in the activities of teachers and students that are still not doing well. The scores obtained by students are still incomplete. Based on this, it can be concluded that the research in cycle I is not yet complete. Researchers see this incompleteness caused by:

- Students score below the Minimum Completeness Criteria (KKM).
- Students look busy with their own activities that are not in accordance with learning.
- Teachers do not master and understand learning with the NHT type learning model.

## 2. Cycle II Results

### a. Action planning

Cycle II is carried out for 2 x 35 minutes in one meeting, at the planning stage the researcher prepares:

- Prepare lesson plans on social issues.
- Making Student Worksheets.
- Making observation sheets, namely observation sheets for teacher and student activities.
- Making test questions.

### b. Implementation of actions

Implementation of learning by applying the NHT type cooperative model which discusses social problems. In this implementation the teacher carries out the following activities:

- The teacher motivates students, delivers the steps in the NHT type of cooperative learning, forms groups, guides students in completing worksheets and checks student understanding by calling one of the student numbers randomly.
- The teacher asks the group to present the results of the discussion and respond to the responses of other students.
- The teacher makes an assessment of the work that has been done by students.
- Furthermore, the teacher and observer reflect on what the teacher and students have done during the learning process.

### c. Observation

Observations were made on teacher and student activities during learning activities through the application of the NHT type cooperative model using observation instruments aimed at behavior that appeared every 70-minute intervals. doing teacher

activities obtained an average score of 4.54 (90.90%) and included in the very good category.

*d. The results of observations of student activities*

The results of observations of student activities in cycle II on

According to the table 4.5 results of observation of student activity during NHT cooperative learning in the second cycle obtain an average value of 4, 5 (90%) including category very well. Student activity is very good and fits the NHT type of cooperative.

*e. Cycle II test results*

The results of student learning tests were obtained in cycle II on social problems. The learning outcomes of the second cycle on the material of social problems obtained an average value of 75, 83. The assessment is carried out through a written test of learning outcomes by giving multiple choice questions consisting of ten questions. The test was given after the application of the NHT type cooperative model. 5 ISWA were thoroughly studied as many as 16 students (66.66%) of the 24 students there, while students who do not t UNTAS 8 people (33.33%).

*f. Reflection*

In the second cycle of learning, the implementation of the cooperative model of the NHT type has started to run even though it has not been implemented properly, this can be seen in the activities of teachers and students that have not been done well. The successes that have been achieved in cycle II are as follows:

- Activities for teachers to get an average score of 4, 54 (90.90%) including category very well.
- Activity of students scored an average of 4, 5 (90%) including category very well.
- The scores that have been obtained are 75, 83 and students who have completed are 16 students (67%).

## **D. Conclusion**

Classroom Action Research (CAR) in grade IV SD Negeri Unggul Lampeuneurut students were carried out in two cycles. Each cycle consists of four stages, namely planning, implementing, acting, observing and reflecting. Activities during the first cycle teachers earn an average score of 3, 61 (72.30%), including both categories and activities students gain an average score of 3.38 (67.5%) were included in both categories. Activities during the second cycle teachers earn an average score of 4, 54 (90.90%) and included in the excellent category. Activity of students during cooperative learning NHT in the second

cycle obtain an average value of 4, 5 (90%) including category very well. Based on the results of research and discussion can be concluded learning social problems with the implementation of cooperative model NHT improve the mastery of learning outcomes in grade IV SDN Superior Lampeuneurut. The increase in the average acquisition score of the first cycle of 65, 83 (54.16%), the second cycle of 75.83 (66.66%) increased by 12.5%.

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