

## Improving Civics Activities and Learning Outcomes by Applying the Numbered Heads Together (NHT) Learning Model

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**Abstract.** Numbered Head Together is a cooperative learning model that uses numbers placed above the head with the aim of making it easier for teachers to explore student activities in finding, processing, and reporting information from various sources which is finally presented in front of the class. The purpose of this study is to describe the application of the Numbered Heads Together learning model so that it can improve activities and learning outcomes of Civics Class XII MIPA 2 SMA Negeri Terpadu Madani Palu in the odd semester of the 2021/2022 academic year. This research is a classroom action research. The research subjects are students of class XII MIPA 2 SMA Negeri Model Terpadu Madani Palu totaling 18 people consisting of 7 boys and 11 girls. Or equivalent to 50% of the number of students in the class. While the research procedure consists of 4 stages, namely: planning, implementation, observation, and reflection. Furthermore, data analysis was carried out through three stages, namely data reduction, data presentation, and data verification/conclusion. The results showed that the application of the Numbered Heads Together model could increase the activities and learning outcomes of Civics Class XII MIPA 2 SMA Negeri Terpadu Madani Palu in the odd semester of the 2021/2022 academic year.

**Keywords:** Learning outcomes; NHT; learning model

### 1. Introduction

Civics subjects tend to be subjects that require students to read [1], understand then remember every material that has been delivered by the teacher. This is because almost all Civics subject matter applying educational media is contextual. So that it requires students to read more [2], [3]. And it should be in following these subjects, what students remember comes from what is read, from what is heard, from what is seen, from what is seen and heard, from what is said, and most of it is from what is done and said. [4]-[6].

The Covid-19 pandemic has had an impact on every field, including education. Various policies have been issued by the government as a result of the Covid-19 pandemic to stop the spread of Covid-19 [7]. As a government effort to keep the education process in schools running, a Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs was issued regarding guidelines for implementing learning during the Covid-19 Pandemic. [8].

The academic year 2021/2022 is the beginning of the implementation of Prelimited Face-to-Face lessons. So far, we have implemented online learning or distance learning, where their learning outcomes are far from what they expected [9], [10].

The things above cause their scores to tend to be low compared to other subjects. With the problems that arise, subject teachers need to conduct classroom action research. Teachers need to innovate in learning. In this classroom action research, we try to apply the learning model Numbered Heads Together. The Numbered Heads Together model can be used as an alternative learning to improve student learning activities [11]-[13]. It is noted that the characteristics and characteristics of the Numbered Heads Together learning model refer to efforts to increase and encourage student activity to interact in the classroom during teaching and learning activities.

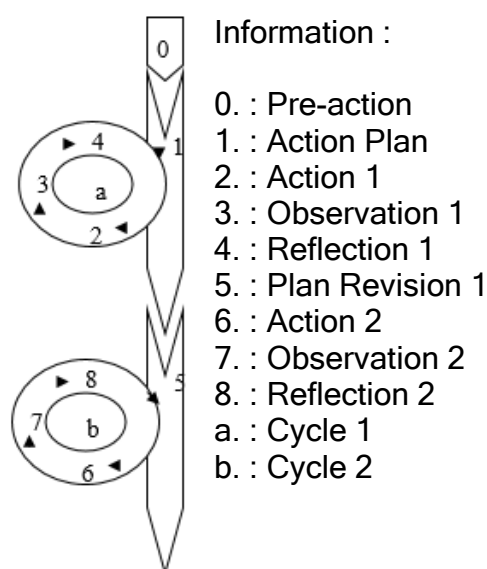
The specialty of Numbered Heads Together makes the evaluation of students more fun and does not make students tense in facing the test or evaluation because students are invited to play while learning [14]-[16]. In addition, the Numbered Heads Together learning model makes students happy in learning, it can develop students' leadership attitudes, develop students self-confidence. Develop a sense of belonging. This feature makes the writer interested in applying it in schools.

Based on the description above, a Classroom Action Research will be carried out with the title "Improving Civics Activities and Learning Outcomes by Applying the Numbered Heads Together Learning Model for Class XII MIPA 2 SMA Negeri Pempadu Madani Palu in the odd semester of the 2021/2022 academic year".

## 2. Method

This research is a classroom action research, this research was conducted in SMA Negeri Pempadu Madani Palu, Central Sulawesi Province. The research subjects were 18 students of class XII MIPA 2 SMA Negeri Model Terpadu Madani Palu consisting of 7 boys and 11 girls. Or equivalent to 50% of the number of students in the class. The research design follows the model of Kemmis & Mc Taggart[17]as in figure 1.

**Figure 1:** Research design



The research procedures are planning, implementation, observation, and reflection. Furthermore, data analysis was carried out through three stages, namely reducing data, presenting data, and making conclusions [18].

## 3. Results and Discussion

As stated in the previous section that each cycle in this research consists of several stages, namely: Initial Reflection, Planning, Implementation, Observation, and Reflection. The results obtained at each stage in each cycle are described as follows:

### 3.1 Cycle I/Initial Reflection

The activities carried out at this stage are joint with the teacher determining learning materials that are considered urgent to be handled by the teacher. The teaching material in question is the Civics Education material contained in the basic competence "Appreciating differences as a gift from God Almighty in the context of respecting human rights",

At this stage, the researchers also formed groups of 4 people according to the lesson plan. The group formed is heterogeneous. That is, each group that is formed is distributed heterogeneously on the intellectual level of students based on the results of the teacher's research.

#### 3.1.1 Planning

A number of activities that have been carried out at this stage include making: learning implementation plans, learning scenarios, student worksheets, final test questions for the first cycle, and observation sheets for teachers and students. In addition, a number of equipment materials to be used were prepared including HVS lined paper for students, an LCD, learning videos, and markers for teaching and learning activities.

#### 3.1.2 Implementation

The implementation of the actions in cycle 1 was carried out 1-time face-to-face in learning activities outside the end of the cycle test activities. The number of lesson hours is 2 lesson hours (2 x 45 minutes), while the end of the cycle test uses 45 minutes.

The face-to-face meeting will be held on Friday, July 23, 2021, during the 3rd and 4th hours. The learning materials are Meaning of Citizens' Rights and Obligations.

The final test of the cycle I will be held the following week, namely Friday, July 30, 2021.

In this first cycle, the teacher/researcher presented a learning model according to the plan using the Numbered Heads Together learning model. And based on the observations, at first, the students were a bit confused. This is because new students experience a learning model like this "Numbered Heads Together". However, after being explained again, the students were so enthusiastic and enthusiastic, cooperated with each other, and began to show the expected learning outcomes.

#### 3.1.3 Observation

The focus of observation is the observation of teacher activities and student activities during the implementation of learning, as well as analysis of test results.

Observation of teacher activities aims to see the suitability of the implementation of learning with the lesson plan. Observations made during the implementation of learning on July 13, 2021, were generally of good value, only there were those that were of fairly good value, namely in terms of time management and student enthusiasm. More complete observation results can be seen in the appendix.

Observations of student activities were carried out during the implementation of learning on July 23, 2021. The results of the observations can be seen in Table 1. below.

**Table 1:** Recapitulation of Observation Results of Student Learning Activities Cycle I

No	Criteria	Total students	Percentage
1	Active	11	61.11
2	Active Enough	5	27.78
3	Less Active	2	11.11
4	Not active	0	0.00

In the first cycle of 18 students, 11 students (61.11%) were active criteria, 5 people were quite active (27.78%), and less active were 2 (11.11%).

### 3.1.4 Test Results

One week after the first cycle of learning is carried out, namely on Friday, July 30, 2021, the final test of the cycle I will be held. The questions given are multiple-choice questions. The results obtained can be seen in table 2.

**Table 2:** Recap of Final Test Assessment Cycle I

No.	Earning Aspect	Results
1	Total students	18 people
2	Number of students who completed	14 people
3	Classical completeness	77.78%
4	The highest score	100 (2 people)
5	Lowest value	40 (1 person)

After the end-of-cycle assessment was conducted, on 18 students, the results were 14 students (77.78%) who completed, the highest score of 100 was 2 people, and the lowest score was 40 achieved by 1 student.

### 3.1.5 Reflection

Based on the results of Cycle I, both the results of observations and test results have not reached the criteria for completeness, where the achievement of student activity is only 61.11% and the results of the final test of the first cycle of classical completeness are only 77.78%. For that, the researcher continued to Cycle II.

## 3.2 Cycle II

In this second cycle, presenting the Basic Competence "Be responsive and proactive towards violations of rights and denial of the obligations of citizens in the life of the nation and state".

As in the first cycle, in the second cycle, several activities were carried out at each stage.

### 3.2.1 Planning Stage

A number of activities that have been carried out at this stage include making: lesson plans, learning scenarios, student worksheets, final test questions for cycle II, and teacher and student observation sheets. In addition, a number of equipment materials that will be used are prepared including HVS lined paper for students, LCDs, learning videos, and markers for teaching and learning activities.

### 3.2.2 Implementation

The implementation of the actions in cycle II was carried out 1 time face-to-face in learning activities outside the end of the cycle test activities. The number of lesson hours is 2 lesson hours (2x45 minutes).

The face-to-face meeting was held on Friday, July 30, 2021, during the 3rd and 4th hours and the learning material was "The rights and obligations of citizens in the basic values of Pancasila.". The final test of cycle II will be held on Friday, August 13, 2021.

In this second cycle, the teacher/researcher presented the learning materials according to the plan by using the Numbered Heads Together learning model. And based on the observations of researchers that students are so active, eager to cooperate with each other, and confident in doing the tasks given.

### 3.2.3 Observation

The focus of observation is the observation of teacher activities and student activities during the implementation of learning, as well as analysis of test results.

Observation of teacher activities aims to see the suitability of the implementation of learning with the lesson plan. The observations made during the implementation of the learning on August 6, 2021, were all of good value. More complete observation results can be seen in the appendix.

Observations of student activities were carried out during the implementation of learning on August 6, 2021. The results of the observations can be seen in Table 3 below.

**Table 3:** Recapitulation of Observation Results of Student Learning Activities Cycle II

No	Criteria	Total students	Percentage
1	Active	16	88.89%
2	Active Enough	2	11.11%
3	Less Active	0	0.00
4	Not active	0	0.00

In cycle II, 18 students were active, 16 students (88.89%), moderately active 2 (11.11%).

### 3.2.4 Test Results

One week after the cycle II learning was carried out, namely on Friday, August 13, 2021, the final test for the second cycle was held. The questions given are multiple-choice questions. The results obtained can be seen in table 4.

**Table 4:** Recap of Final Test of Cycle II

No.	Earning Aspect	Results
1	Total students	18 people
2	Number of students who completed	16 people
3	Classical completeness	88.89%
4	The highest score	100 (3 people)
5	Lowest value	60 (2 people)

The test results in the second cycle, from 18 students, 16 students completed with classical completeness 88.89%. The highest score of 100 was 3 people and the lowest score of 60 was 2 people. This class action research only reached the second cycle because the minimum completeness criteria of 85% had been achieved, namely as much as 90.63%.

## Discussion

Based on the results of teacher observations during the implementation of learning, teachers/researchers are able to manage to learn well because they carry out all aspects of learning. In the first cycle, learning management generally went well, but there were still things that needed to be improved, namely time management and the need to increase student enthusiasm for participating in learning. However, in the second cycle of learning management has increased where all aspects are of good value and this has a positive impact on student learning mastery. More details can be seen in the attachment.

Student learning activities also increased where in the first cycle there were 2 students who were less active (11.11%). Quite active as many as 5 people (27.78%) and 11 people who are active (61.11%). However, in the second cycle, there was an increase where the classical completeness of active students was achieved in as many as 16 people (88.89%), quite active as many as 2 people (11.11%). The comparison of achievement criteria can be seen in table 5.

**Table 5:** Achievement of Student Activity Criteria in Cycle I and Cycle II.

Criteria	Total students		Percentage	
	Cycle I	Cycle II	Cycle I	Cycle II
Active	11	16	61.11	88.89
Active Enough	5	2	27.78	11.11
Less Active	2	0	11.11	0.00
Not active	0	0	0	0

After observing the test scores/results in cycle I and cycle II, it turned out that there was a significant difference. The difference in the value in question is that from the number of students as many as 18 students, who completed the first cycle as many as 14 people (77.78%) increased to 16 people (88.89%) in the second cycle. The highest score in the first cycle was 100 for as many as 2 people and increased in the second cycle by 3 people. The lowest score in the first cycle was 40 for 1 person and in the second cycle, the lowest value was 60 for as many as 2 people. More details can be seen in table 6.

**Table 6:** Comparison of Final Test Assessment Scores in Cycle I and Cycle II.

No.	Earning Aspect	Results	
		Cycle I	Cycle II
1	Total students	18	18
2	Number of students who completed	14	16
3	Classical completeness	77.78%	88.89%
4	The highest score	100 (2 people)	100 (3 people)
5	Lowest value	40 (1 person)	60 (2 people)

This research only reaches cycle II because the indicators of learning success/completeness, namely individual absorption of at least 70% and classical absorption of 85% have been achieved. The intended learning outcomes are results/values in the cognitive / knowledge realm. Likewise with the results of observations on teachers who teach in this case the Researcher, in the process of teaching and learning activities the average is good, and student activities are also on average good.

#### 4. Conclusion

Based on the results of the classroom action research above, we can draw conclusions, namely: 1) the application of the Numbered Heads Together model can increase Civics learning activities for Class XII MIPA 2 SMA Negeri Terpadu Madani Palu in the odd semester of the 2021/2022 academic year; 2) the application of the Numbered Heads Together model can improve the Civics learning outcomes for Class XII MIPA 2 SMA Negeri Terpadu Madani Palu in the odd semester of the 2021/2022 academic year; 3) the application of the Numbered Heads Together model can improve the activities and learning outcomes of Civics Class XII MIPA 2 SMA Negeri Terpadu Madani Palu in the odd semester of the 2021/2022 academic year.

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