



## **IMPLEMENTATION OF NUMBER HEAD TOGETHER (NHT) LEARNING MODEL TO IMPROVE STUDENT LEARNING OUTCOMES OF CLASS VII-1 PUBLIC MIDDLE SCHOOL 5 TERNATE CITY ON NATURE MATERIAL OF INDONESIA.**

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### **Abstract**

This study aims to determine the increase in student learning outcomes through the application of the learning model Number Head Together (NHT) on the material natural conditions of Indonesia, Public Middle School 5 Ternate City in 2013/ 2014. This type of research is classroom action research that follows the stages of research that start from action planning, implementation, observation, and reflection. The results showed that the Number Head Together learning model succeeded in improving student learning outcomes. this can be seen from the acquisition of student grades, namely there are 20 students (80%) who have not yet reached The Minimum Completeness Criteria and there are only 5 students (20%) who have achieved The Minimum Completeness Criteria in cycle I. In cycle II it increased to 19 students (76%) who reached The Minimum Completeness Criteria and only 6 students (24%) who have not yet reached The Minimum Completeness Criteria. Learning with the Number Head Together model can make students have the courage to ask questions, answer questions, discuss and cooperate with fellow group members, and can create an atmosphere of active, creative, and fun learning.

**Keywords:** Number Head Together, Learning Outcomes, Indonesian Natural Condition, Classroom Action Research.

### **A. Introduction**

In essence, learning geography learns about geographic symptoms that occur on the surface of the earth. Geographical symptoms found in the natural environment are one source that can be used to support learning activities. Students can be confronted with actual conditions, natural conditions, so that it is more tangible, more concrete and more factual,

which makes learning interesting and makes students active when learning takes place (Prasetya, 2015).

Learning that involves the material circumstances of the natural environment are very interesting to learn, learning must involve the activeness of students, so it takes interesting methods and learning models to be applied. Teaching and learning activities using learning models are very important to train students to think critically, logically, and be able to solve problems with an open, creative, and innovative attitude, but in reality, in applying these learning models the dominant teacher uses conventional learning models, in the end, students only hear what is conveyed by the teacher. In conventional learning, the role of the teacher is very dominant while students are passive and only accept material delivered by the teacher. The use of these learning models can result in decreased student involvement during learning and the ability of students to understand learning material is low. Various shortcomings and weaknesses in the context of the transfer of knowledge to students, learning models that are appropriate and fun for students are needed. Hence, one of the learning models that is considered easy and interesting is the Number Head Together (NHT) learning model because this learning model is developed to achieve learning outcomes in the form of academic achievement, tolerance, accepting diversity, and the development of social skills. To achieve learning outcomes, the learning model requires collaboration between students in the task structure and goal structure (Suprijono, 2009).

NHT is a method that can be described as an effort made by the teacher in inviting students to be involved in the teaching and learning process (Haydon, Maheady, & Hunter, 2010). Based on research in the learning process in students' reading comprehension activities carried out through the NHT method showed an increase related to competence in the second cycle (Maman & Rajab, 2016). NHT aimed to hone students' independence. The development of student independence is reflected from the implementation of the NHT learning model which is done by numbering each student, in the end, each student is responsible for the material that has been given. So that the NHT model refers to overall student involvement (Alie, 2013).

Public Middle School 5 Ternate City which is located in Tabam Village is one of the schools that has a variety of adequate facilities and infrastructure and the ability of most students to carry out their duties properly and is supported by teaching staff (teachers) who have good abilities, but nevertheless, it does not mean the school does not have problems in the teaching and learning process in class. Based on observations made by researchers in Public Middle School 5 Ternate City, especially class VII-1 shows that social studies learning outcomes are still low and students are less active in the learning process and students are difficult to be motivated in the learning process in class. Based on the description from the background, the researchers are very interested in conducting research with the title "The application of the Number Head Together learning model to improve student learning outcomes in VII-1 grade in Public Middle School 5 Ternate City on the material nature of Indonesia".

## **B. Methodology**

### **1. Research Design**

*According to Hopkins (1993) in Wina Sanjaya, 2017, Classroom action research is research conducted with several actions that begin with feeling a problem in compiling a research plan, carrying out actions, making observations, reflecting, re-planning, implementing actions and so on, which can be seen in the Figure 1.*

### **2. Research Instruments**

Instruments in this study include:

- a. Test questions
- b. Student worksheets
- c. Observation sheet when the learning process takes place

### **3. Data analysis techniques**

All learning outcomes data that have been obtained are analyzed with the following steps:

- a. Data on learning outcomes that have been obtained will be analyzed descriptively by looking at the percentage of completeness of student learning outcomes both classically and individually. As for the criteria used to express mastery learning is 75%.

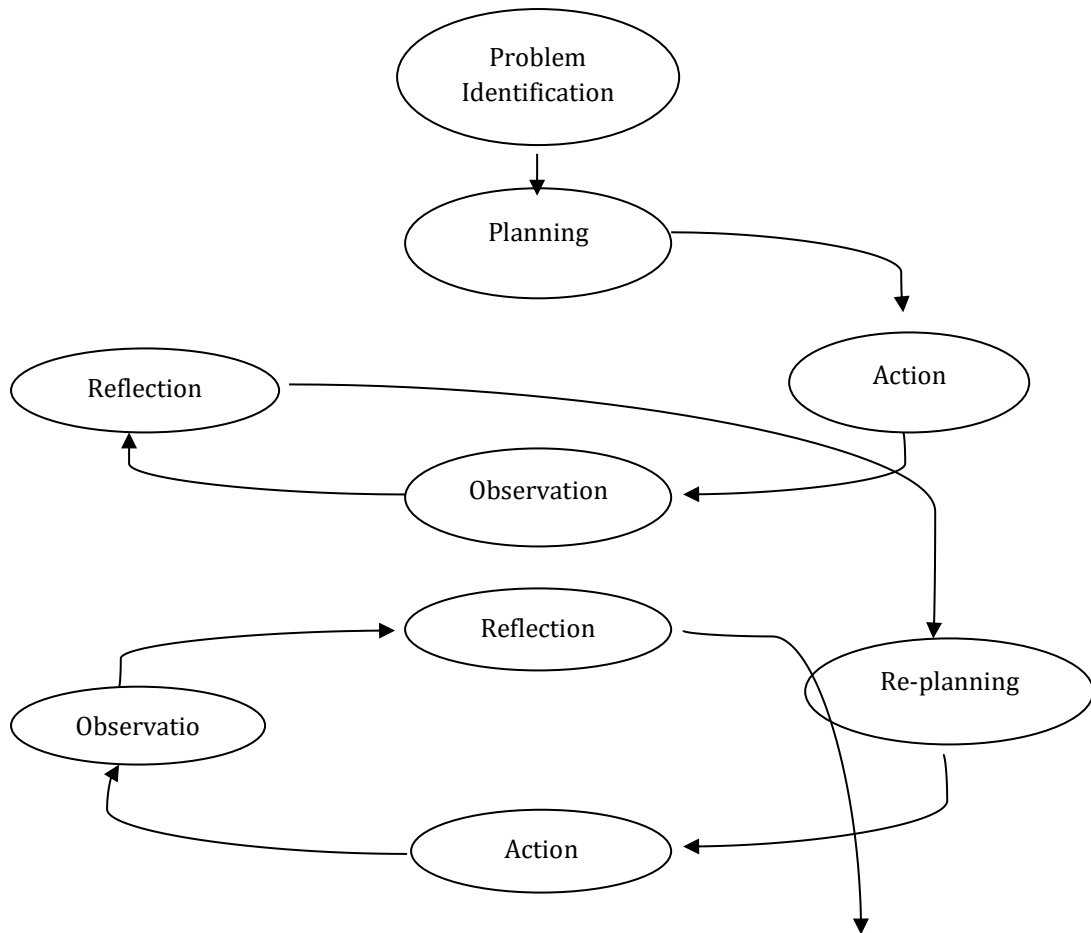
- b. Implementation of the Number Head Together (NHT) learning model approach by analyzing the success rate of implementing the Number Head Together (NHT) learning model approach then categorized as successful, and unsuccessful
- c. Data on the application of the Number Head Together (NHT) model descriptively based on the activities carried out by students in the Number Head Together (NHT) learning model approach.

Student learning outcomes data were analyzed based on an evaluation to determine individual and classical learning completeness, by analyzing the formative test results using learning completeness criteria. Mastery learning achieved by students is said to be successful if students reach the level of mastery value  $\geq 75\%$ . To calculate the percentage and score achieved by students after the test is calculated using the formula:

$$\text{Individual completeness} = \frac{\text{Total Score Obtained}}{\text{Total Score}} \times 100\% \dots \dots \dots (1)$$

Meanwhile, to determine the completeness of learning outcomes classically calculated by the formula:

$$\text{Classical Completeness} = \frac{\text{Number of students who completed their studies}}{\text{Number of students}} \times 100\% \dots \dots \dots (2)$$



**Figure 1.** Hopkins model action research

**C. Findings and Discussion**

**1. Cycle I Student Learning Outcomes**

Learning outcomes are calculated by looking at the values obtained by students both classically and individually. Student learning outcomes data analyzed descriptively, Completeness or absence of student learning outcomes seen from the minimum completeness achieved by students. The minimum completeness criteria used in Public Middle School 5 Ternate City in class VII-1 geography social studies is 75. Generally, the presentation of student learning outcomes in the first cycle is as shown in Table 1. Learning outcomes obtained by

students in cycle 1 show that most of the scores obtained are still below the completeness criteria which can be classified as follows very poor categories there are 4 students (16%), the category lacks 4 students (16%), there are simply 7 categories students (28%), good categories there are 8 students (32%), and there are 2 people (8%) very good categories. From the learning results mentioned above, the minimum completeness criteria achieved by students in cycle 1 in the Number Head Together learning model on the material for Indonesian natural conditions in Public Middle School 5 Ternate City can be presented in table 2 below.

**Table 1.** Frequency Distribution of Test Results in Cycle I

No	Classification	Frequency	Percentage (%)
1	Very Less	4	1
2	Less	4	16
3	Enough	7	28
4	Good	8	32
5	Very Good	2	8

(Source: Analysis Results)

**Table 2.** Completeness of Test Results in Cycle I

No	Criteria of Completeness	Category	Frequency	Percentage (%)
1	$\geq 75$	Complete	5	20
2	$\leq 75$	Not Complete	20	80

(Source: Analysis Results)

Table 2 shows that the learning outcomes obtained by students in cycle 1 using the Number Head Together learning model in social studies subjects with connectivity between space and time regarding natural symptoms and the location of the region and its influence on the natural conditions of Indonesia turned out to reach The Minimum Completeness Criteria only achieved by 5 students (20%) while most of the 20 people (80%) have not reached the minimum completeness criteria that have been applied. After knowing the learning outcomes in the first cycle it turns out that many students do not reach the minimum completeness criteria so that the researchers evaluate and improve the learning process to be applied in the second cycle.

## 2. Cycle II Student Learning Outcomes

In the second cycle, after the researchers conducted an evaluation and improvement of the learning process, data on the distribution of the frequency of learning test results achieved by students using the Number Head Together (NHT) learning model on social studies subjects with Indonesian natural state material can be presented in table 3 below.

**Table 3.** Frequency Distribution of Test Results in Cycle II

No.	Classification	Frequency	Percentage (%)
1	Very Less	-	0
2	Less	-	0
3	Enough	4	16
4	Good	13	52
5	Very Good	8	32

(Source: Analysis Results)

Table 3 data about student learning outcomes in the second cycle with the Number Head Together learning model in social studies subjects using the material of the natural state of Indonesia both physical conditions and the state of flora and fauna, It turns out student learning outcomes experience an increase when compared to the first cycle ie students who achieve very good category there are 8 people (32%), good category there are 13 people (52%), the category is quite 4 students (16%) while the category is enough there are 4 students (16%) while the category is less and very less (0) %. From the learning outcomes data obtained by these

students, the minimum completeness criteria achieved by students can be presented in the following table 4:

**Table 4.** Completeness of Cycle Test Results II

No.	Criteria of Completeness	Category	Frequency	Persentasi (%)
1	$\geq 75$	Complete	19	76
2	$\leq 75$	Incomplete	6	24

(Source: Analysis Results)

Based on data from learning outcomes in cycle II using the Number Head Together learning model showed an increase when compared with test results in cycle I. In cycle II showed that there were 19 students (76%) who had reached the minimum completeness criteria in social studies subjects. While 6 students (24%) had not yet completed the Criteria Minimum Completeness as specified. The application of the learning model of Number Head Together (NHT) learning has been successfully applied in SMP N 5 Ternate City, while for students who have not reached The Minimum Completeness Criteria with the number of 6 students being remedial. Based on the frequency distribution data comparing the results of the first and second cycle tests, the completeness achieved after learning with the Number Head Together (NHT) learning model is presented in Table 5 below:

**Table 5.** Comparison of Student Mastery Learning Cycles I and II

No	Classification	Cycle I		Cycle II	
		F	%	F	%
1	Very Less	4	16	-	0
2	Less	4	16	-	0
3	Enough	7	28	4	16
4	Good	8	32	13	52
5	Very Good	2	8	8	32
Total Students		25		25	

(Source: Analysis Results)

From table 5 above shows that the comparison of test results in the first cycle there are 4 students are still said to be very poor category, for the category of less there are 4 students, there are only 7 students enough category, while the good category there are 8 students, and for the excellent category only 2 students in general, most students do not reach the applied learning completeness criteria, so the researcher evaluates the deficiencies to make improvements that will be applied in the second cycle. In cycle II student learning outcomes have increased ie there are no students belonging to the category of very less and less, for the category there are enough 4 students, there are 13 good categories of students, while the very good category there are 8 students. From the comparative frequency distribution data of student learning outcomes in cycles I and II, the completeness achieved after learning with the Number Head Together learning model is presented in table 6 below:

**Table 6.** Comparison of Student Mastery Learning Cycles I and II

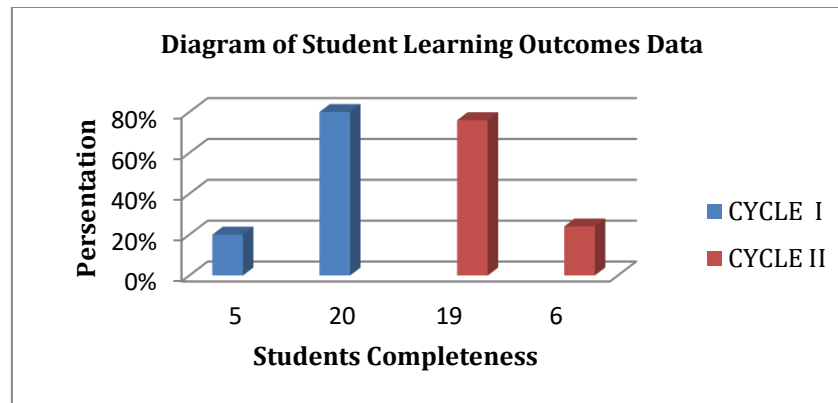
No	Criteria of Completeness	Categories	Cycle I		Cycle II	
			f	%	f	%
1	$\geq 75$	Complete	5	20	19	76
2	$\leq 75$	Incomplete	20	80	6	24

(Source: Analysis Results)

Based on the data in table 6 concerning Comparative Learning Completion of Students in Cycle I and II show that students' mastery learning in cycle I are 5 students (20%) who have completed mastery, and 20 students (80%) who have not yet completed. While in the second cycle students' mastery learning has increased to 19 students (76%) who have reached The Minimum Completeness Criteria while there are 6 students (24%) of whom have not reached the minimum completeness criteria. Students who have not yet reached the minimum completeness criteria are held remedial.

#### D. Discussion

The application of the Number Head Together (NHT) learning model with Indonesian natural conditions material can improve student learning outcomes, it can be seen in the implementation of learning and student learning test results starting from cycle I and cycle II which show good improvement. In cycle I, showed that there were only 5 students (20%) who had completed mastery and 20 (80%) who had not yet completed. Whereas in the second cycle completeness has increased to 19 students (76%) of whom have not experienced completeness. Teachers and researchers agreed to give remedial to 6 students who have not reached the minimum completeness criteria. More clearly data on learning outcomes that have increased in each cycle can be seen in the following Diagram 1.



**Diagram 1.** Student Learning Outcomes Data

Diagram 1 shows that teaching and learning activities using the Number Head Together learning model can improve student learning outcomes, it can be seen in the increase in learning outcomes and the increasing number of students who achieve mastery learning. In the first cycle, there were 5 students (20%) who had not yet reached The Minimum Completeness Criteria that had been set and there were 20 students (80%) who had not yet reached The Minimum Completeness Criteria. In the second cycle, the learning outcomes of students experienced a good increase when compared to the first cycle that there were 19 students (76%) who achieved mastery learning and there were only 6 students (24%) who had not experienced mastery learning. This shows that the Number Head Together learning model was successfully implemented in Class VII-1 Junior High School of 5 Ternate City.

#### D. Conclusion

The application of outdoor study provides a change in student active, and this can be seen from the category of active per student in the experimental class; none of them get less active. The average overall active there is a difference of 12.43 from the control class. The average score of questions asked to answer, respond, and presentations of the experimental class are all higher than the control class.

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