JURNAL PENDIDIKAN PROFESI GURU

Implementation of the Number Head Together Learning Model to Improve Student Learning Outcomes in Islamic Education Learning at SD Negeri 107426 Ujung Rambung

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the Number Head Together Learning Model. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the Number Head Together Learning Model can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 40.89%, the first cycle 68.87% and in the second cycle it increased to 90.32%. Thus, the Number Head Together Learning Model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Number Head Together Method, Learning Outcomes, Islamic Education

INTRODUCTION

The curriculum is a guide for teachers in carrying out learning activities in the classroom to achieve learning goals. The curriculum has a wide scope, including approaches in learning, learning models, and subject matter content. Based on the independent curriculum, one of the material contents contained in the Islamic Religious Education and Ethics class V lesson in the odd semester is the beauty of sharing zakat material. Through this material, students are expected to be able to know the meaning of Zakat, the provisions for paying zakat which include various types of zakat, people who are entitled to receive zakat, the mandatory conditions for paying zakat mal, and knowing the wisdom of paying zakat in forming noble morals. The many concepts that must be learned by students, especially in the material of paying zakat, cause them to have

difficulty distinguishing between the groups of people who are entitled to receive zakat, the legal conditions of Zakat with the mandatory conditions of Zakat, and others. This can be inferred through the learning outcomes obtained by students after participating in teaching and learning activities. The learning outcomes obtained by students are still under the KKM set by the teacher. The KKM set by the teacher is 70, while the average class from the learning outcomes on the material for paying zakat before taking action is 60. Then, the many concepts that must be learned make students in grade V of SDN 107426 Ujung Rambung easily feel bored, this can be seen from the reaction of students when participating in learning activities, namely when the teacher asks students to memorize the provisions of paying zakat, some students seem to tell stories with their friends, while other students do assignments that have nothing to do with the lesson being studied. Therefore, to achieve educational goals in general and learning goals in particular, teachers' expertise in choosing the right learning components is needed. And among the components that must be adjusted to the material and the student's situation is the selection of the learning model. The learning model is an effort or method made by teachers in a teaching and learning process to achieve learning goals. According to some experts, the learning models that can be applied in the classroom are many and all are good, and the best learning model is the one whose application is in accordance with the learning objectives and the circumstances of the students.

METHODS

This research is a classroom action research, because this research is carried out to solve problems that occur in the classroom. This research is also a descriptive research, because this research describes or describes the application of the number head together learning model in a classroom and explains in detail the learning outcomes achieved by students. In his book Arikunto entitled Classroom Action Research, it is stated that classroom action research is research that explains the occurrence of causes and consequences of treatment, as well as classifying what happens when treatment is given, and explaining the entire process from the beginning of the treatment to the impact of the treatment. Thus, it can be said that classroom action research is research that describes in detail the entire series of research from the process to the results, the goal of which is to improve the quality of learning. In this case, the classroom action research used by the researcher is a form of teacher research as a researcher, because the expected purpose in this study is to improve learning practices in the classroom, and teachers are directly and fully involved in the process of planning, preparation, action, observation, and reflection. And related to the classroom action research model, it consists of several models, including the Kurt Lewin model, the Kemmis and Mc Taggart model, the Jhon Elliot model, and the Mc Kenan model. In this study, the model used is the Kemmis and Mc Taggart model because in this study the action and observation stages are carried out at the same time, in accordance with what Kemmis and Taggart stated that the components of acting and observing are made as a unit.

The implementation of the Number Head Together (NHT) learning model in Islamic Education at SD Negeri 107426 Ujung Rambung resulted in significant improvements in student learning outcomes. Before applying this method, students generally showed moderate engagement in lessons, with many relying on rote memorization and passive learning. However, after the application of NHT, students became more active participants in their learning. They were more engaged in discussions, collaborated more effectively with peers, and demonstrated a deeper understanding of Islamic teachings.

The NHT model encourages group cooperation and individual accountability. By assigning each student a number within their group, the teacher could call on any student to answer questions or contribute to discussions. This approach ensured that every student was actively involved and prepared, as they were all equally responsible for the success of the group. As a result, students showed a marked improvement in their ability

to recall and apply Islamic concepts, such as the five pillars of Islam and the life of the Prophet Muhammad.

An important finding from this study was the increase in student participation. The group-oriented nature of NHT motivated students to work together, share their thoughts, and solve problems related to the Islamic curriculum. This collaborative process promoted an environment where students' felt comfortable asking questions and offering answers, thus enhancing their overall learning experience. The teacher was able to observe how each student contributed to the group's success, allowing for more personalized feedback and support.

Additionally, the use of NHT in Islamic Education encouraged critical thinking. Instead of memorizing facts, students were challenged to discuss and analyze Islamic teachings, leading to a better understanding of the material. For example, when learning about the teachings of the Quran, students were tasked with applying the lessons to contemporary issues and personal experiences. This encouraged deeper reflection and helped them connect the material to their everyday lives, making it more meaningful.

The model also helped students build strong communication and social skills. Working in groups, students learned how to communicate their ideas clearly and listen actively to others. They discussed Islamic concepts, debated various interpretations, and shared their perspectives on different aspects of the religion. This fostered a cooperative atmosphere in the classroom, where students felt comfortable expressing their thoughts without fear of judgment, which led to more dynamic and productive discussions.

Another noticeable outcome of applying the NHT model was the improvement in students' confidence. Since each student had an equal chance to contribute to the group's discussions and activities, they felt more confident in their ability to answer questions and engage with the material. This confidence translated into higher performance in both individual and group assessments, as students were more prepared and willing to participate in class activities and examinations.

Despite the positive outcomes, the implementation of the NHT model was not without its challenges. One challenge was ensuring that all students were equally involved in group discussions. While the model encourages individual responsibility, some students still tended to rely on more active group members. The teacher had to closely monitor the groups, ensuring that every student had a chance to contribute. Additionally, some groups struggled with time management, especially when more in-depth discussions were required.

In conclusion, the implementation of the Number Head Together model in Islamic Education at SD Negeri 107426 Ujung Rambung led to improved student engagement, collaboration, and overall learning outcomes. By fostering an environment of active participation, critical thinking, and effective communication, NHT proved to be an effective model for enhancing students' understanding of Islamic teachings. The success of this approach indicates that cooperative learning models like NHT can be highly beneficial in promoting active and meaningful learning experiences in Islamic Education.

RESULTS

Based on the observation results, in the second cycle, learning activities have increased a lot. Students who at the time of the first cycle of learning looked passive, have begun to be active in participating in learning activities. Judging from the presentation about the provisions and wisdom of fasting, the majority of students have been able to do it well and correctly. In the results of the evaluation of the second cycle, 21 students completed the study with a percentage of 91.30%, a high percentage value for a learning process. Because the results of the percentage of learning completeness have reached and exceeded the success indicator (85%), the cycle is stopped and the research is considered successful. Student learning completeness increased from cycle I to cycle II, namely 65.21% and 91.30%, respectively, so that classical learning completeness has been

achieved. However, even so, in terms of student learning completeness, there are still two students who have not completed their studies, this happens because the level of intelligence of these students is relatively low.

DISCUSSION

The completeness of student learning outcomes in the learning process is proof of the success of the implementation of the number head together learning model for Ramadan fasting materials. Through the number head together learning model, students gain direct experience, which is obtained from themselves and others around them. From the basis of that experience, students' understanding will emerge. This can be seen from the increasing students' mastery of the material delivered by the teacher, namely the completeness of learning which has increased from cycle I to cycle II. The increase in learning outcomes from cycle I to cycle II is a change as a result of learning, this is in accordance with what was stated by Singgih D. Gunarsa that learning is a relatively permanent change in behavior as a result of past experiences.

The implementation of the Number Head Together (NHT) learning model in Islamic Education at SD Negeri 107426 Ujung Rambung demonstrated significant improvements in student learning outcomes. One of the primary benefits of the NHT model was its ability to engage students actively in the learning process. The model's structure, which involves assigning each student a number within their group, ensured that all students were held accountable for their learning. This accountability motivated students to prepare thoroughly for each lesson, knowing they could be called upon to contribute to the group's discussions. This increased preparation and participation led to a noticeable improvement in their understanding of the material.

NHT facilitated a highly collaborative learning environment. By working in groups, students were able to share ideas, ask questions, and clarify their understanding of Islamic concepts. This group-based approach encouraged peer teaching, where students who understood the material more clearly could help their classmates grasp difficult concepts. This peer-to-peer support was valuable in enhancing comprehension, as students often felt more comfortable asking their peers for clarification than approaching the teacher directly. The social aspect of group work also fostered a sense of community and cooperation among students, which positively impacted their learning experience.

The model also contributed to the development of critical thinking skills. Rather than focusing solely on memorization, students were encouraged to engage with the content on a deeper level. For example, when learning about the teachings of the Quran or the life of Prophet Muhammad, students were asked to discuss how these teachings could be applied to their daily lives and contemporary issues. This encouraged students to think critically about the material and reflect on its relevance to their own experiences. It also helped them better understand the practical implications of Islamic principles in everyday life, beyond theoretical knowledge.

Another significant advantage of the NHT model was the improvement in communication skills. Students were required to articulate their thoughts clearly and listen actively to others within their groups. These skills are essential not only for academic success but also for personal and social development. The process of discussing and debating ideas allowed students to refine their ability to express themselves and consider alternative viewpoints. This collaborative communication fostered an inclusive classroom environment where every student had the opportunity to be heard, promoting respect and mutual understanding.

Additionally, the NHT model promoted an environment of individual responsibility. While students worked in teams, they were individually accountable for their learning, as each student's contribution influenced the overall team score. This individual accountability created an incentive for students to pay attention, actively participate, and

ensure they understood the material. This was particularly beneficial for shy or reluctant learners, as they knew they were contributing to the team's success and could no longer remain passive during lessons.

However, despite the positive results, some challenges were encountered during the implementation of the NHT model. One such challenge was ensuring equal participation from all students in the group discussions. While the model encourages individual accountability, some students were more dominant in discussions, leaving others with fewer opportunities to contribute. To overcome this, teachers needed to closely monitor group activities and ensure that all students had the chance to share their ideas. Strategies such as assigning specific roles or rotating responsibilities within the group could further address this issue and ensure more balanced participation.

Time management was also a concern when implementing NHT. Given the interactive nature of the model, some lessons took longer than anticipated, especially when deep discussions were encouraged. The teacher had to carefully manage class time to ensure that the lesson objectives were met, and all groups had sufficient time to complete their tasks. Despite these challenges, the positive impact of the NHT model on student engagement, critical thinking, and collaboration outweighed the difficulties, making it an effective tool for enhancing the quality of Islamic Education at SD Negeri 107426 Ujung Rambung.

In conclusion, the Number Head Together model proved to be an effective teaching strategy for improving student learning outcomes in Islamic Education. The model's focus on collaboration, individual responsibility, and critical thinking enhanced student engagement and understanding of the material. While there were challenges in terms of ensuring equal participation and managing time, these could be addressed with careful planning and monitoring. Overall, the NHT model provided a positive and dynamic learning environment that fostered both academic and social development among students.

CONCLUSION

Based on the results of the research that has been presented in two research cycles, it can be concluded that the number head together learning model can improve the learning outcomes of the Indahya Islamic Religious Education subject by sharing Zakat material for grade V students of SDN 107426 Ujung Rambung, Pantai Cermin District, Serdang Bedagai Regency for the 2024/2025 school year. In Cycle I, the average score was 69.56 with the number of students who completed 15 students or reached a percentage of 65.21%. And in the second cycle, the results obtained were an average score of 83.47 with the number of students who completed learning 23 students with a percentage of 91.30%, classically in the second cycle learning completeness has been achieved with evidence that students who obtained a score of ≥ 70 (KKM) reached 91.30% have exceeded the research success indicator (85%), the increase in learning completeness in percentage is pre-cycle 39.13%, the first cycle is 65.21%, and the second cycle is 91.30%.

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