



IMPROVED RESULTS STUDENTS ' LEARNING USING MODELSCOOPERATIVE NUMBERED HEAD TOGETHER (NHT) IN LEARNINGTHEMATIC TRPADU IN ELEMENTARY SCHOOL

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Abstract

This research aims to describe improving student learning outcomes using the Numbered Head Together Cooperative Model, namely to make it's easier for students to understand various concepts at once in the integration provided. Apart from that, it is also hoping that combining a concept into a theme will enable students to understand it thoroughly and to find out about children's physical motor development at school. This research applies a type of classroom action research using qualitative and quantitative approaches. Using the Numbered Head Together Cooperative model will be able to improve students' skills and abilities so that students will get satisfactory learning results after learning takes place in groups. The subjects of this research were teachers and students in class V elementary school. Based on the results of the research conducted, it can be concluded that the Cooperative Head Together (NHT) model can improve the results of integrated thematic learning in class V of elementary schools.

Keywords : Improvising Numbered Head Together (NHT) Cooperative learning outcomes.

Introduction

Learning model Cooperative is a learning model that prioritizes Work The same between student in group For reach objective learning . In process learning teacher only as facilitator whereas student sued more active. According to Slavin (2015) Model learning cooperative is model learning Which endeavor For focus on purpose each individual help achievement objective individual other so that achieved objective together. Whereas according to Hamdayama (2014) learning cooperative is learning Which form group Which consists between four until six person which is heterogeneous . According to Suprijono (Rahayu, 2015) learning cooperative is more concept wide covers all type group work directed by the teacher. Model learning Cooperative Numbered Head Together is Wrong One model learning cooperative known with abbreviation NHT. Learning This designed as pattern interaction students , so that the learning process become dynamic so that all over member group role active in Study . As stated by Fathurrohman (2015) Numbered Head Together is something more learning prioritize activity student in look for , processing , And report information And on Finally presenting up front class. Taufik & Muhammadi (2011:146) stated that " is a designed learning model with give number to every student in each group ". In line with Candrasari (2014) is a model every learning student given number , and created something group and then teacher call every number from student in a way random. Based on opinion in on can concluded learning is something model designed learning for activate student in learning formed in in each group student given the number will be called by the teacher random to answer questions given . Learning thematic integrated is integrated learning a number of load lesson to in form theme theme . In line with Beat it (Mulyadin , 2013) learning thematic integrated interpreted that draft learning integrated Which use theme For hook a number of subjects so that Can give experience meaningful to students. According to Majid (2014:80) " learning thematic integrated is something learning Which possible student For find And dig draft as well as principles meaningful , holistic and authentic ,

good knowledge in a way individual nor in a way group ." Based on opinion in on can concluded that learning thematic integrated is something integrated learning a number of load lesson in One theme and make student more active in learning . Suprijono (2015:111) explain that activity learning with utilise model Number Head Together begins with numbering . Educator share participant educate in class into the a number of group small . Lots of it group customized with many material Which will discussed in activity learning . Amount student in something class consists from 20 student And shared into the 4 group in accordance with amount material lesson Which will discuss it , then every group own amount members 5 students . Every student be marked with number 1-5. Numbering given with use number Arab. Then after group Already formed so educator submit various type question charged character obligatory religion answered by each existing group in class the . Educator give chance on each group For combine head "Heads Together" For look for And get solution or solution from problems presented by the teacher. Furthermore educators who get its similarity number on each group requested For present results solution or solution from that problem has served .

Research Methodology

Study This is study qualitative And quantitative , according to Arikunto (2010) Approach qualitative used Because implementation study This happen in a way natural and No manipulated circumstances And the condition as well as demand researcher involved direct in the field . Next (in Sugiyono, 2011:90) explains nthat " Method quantitative and qualitative often paired with Name traditional methods and methods new " . According to Bogdan and Taylor (in Basrowi , 2008:1) say that " Approach qualitative is an approach that produces descriptive data in the form of written words or oral of people and behavior that can observed ." Whereas For see success of the learning process with approach qualitative This supported by approach quantitative . Sugiono(2011:20) state " Approach quantitative done with collect data in the form of number . Data in the form of number the Then processed And analyzed For get something information scientific behind numbers the ." Reason why writer use approach Qualitative and quantitative that is use qualitative use object Which will researched is man so that What Which do it And be spoken by object will described form say, where as quantitative used For see success results learning and statement with number . So you can concluded that research This elaborate about enhancement results Study student use model Cooperative in learning thematic integrated . Researcher get information with observe process learning Which There is in the field poured in form description . Whereas For see success student learning can supported with quantitative data. Types of research This is study action class (PTK) or According to Uno (2012:41) " Study action class is study Which done by Teacher in in his class Along through self-reflection , with objective For repair its performance as a teacher, so learning process can walk with good and results Study student increase ". In line with Sanjaya (2016) research action class is activities performed start from invention problem inside class then the teacher does it reflection self For solve problem with do various action as well as analyze influence from action the. On activity learning there is four stages that is, planning, implementation , observation and reflection . Activity planning This done researcher with the teacher for make plan action that will done that is action the form learning thematic integrated with use model cooperative type Numbered Head Together (NHT) which begins with preparing lesson plans, compiling indicator descriptors and criteria evaluation, prepare media Which will used , compile instrument study or tool recorder data form sheet observation as well as discuss with classroom teacher. Data obtained in study action class This analyzed with using data quantitative and qualitative . Analysis qualitative data is Data analysis begins with examine from data collection up All collected data is presented in form word description . Quantitative data namely internal data form percentage For explained something clarity from number . There is two type variable on study This that is variable free And variable bound . Model NHT learning is variable free of charge contained in the research this , meanwhile variable bound that is results learning on learning thematic. Trial tests on instruments study done with steps namely validity test , reliability test , analysis test Power different , level test difficulty . Implementation of hypothesis testing carried out with the t-test (t- test) Which previously done test normality as test prerequisites with method Iliefors And test homogeneity use F-test analysis with significance 5%.

Result & Discussion

The concept of the Numbered Head Together learning model is one model type learning cooperative developed by Spencer Kagan (1992) for involve more Lots student in examine something lesson And check understanding they to fill lessons (Suarmini & Parmiti , 2017). Things to see in Numbered Head Together is thorough , cooperation, responsibility answer, own flavor want to know And care environment (Dewi, Handayani , & Prihandono , 2016). The advantages of this model that is every student do discussion with Really Really And student become Ready Because Teacher will point to one number (Putu, Sintya , Ardana, Pd, & Putra, 2015).

Disadvantages of this model that is possibility number already called will repeated by the teacher or not all member group called by the teacher (Haniyah, 2014). From existing research there is a number of problem like participant students who are having difficulty Study because factor external with indicator environment school, ie method Study Which used Teacher on moment process Study taking place felt not enough (Astuti, Iriani, & Handoyo, 2014). Also exists constraint factor management class on eye lesson nature theory that is originate from factor teacher's attitude (Juniar Hutahaean, 2014). This matter can caused Because student in implementation practice teach Not yet understand principles Teacher and the teacher's attitude management class (Amelinda, Iriani, & Neolaka, 2012). So from That numbered head together learning model can be one answer from second problem on. Numbered heads together is a possible learning model own level success tall in solution problem (Ho & Boo, 2007). Proved with exists results study Which conclude that model learning numbered head together more effective compared to other deep learning models take understanding draft student (Hadianti, 2012), give effect different to performance Study student (Muntasyir, Budiyono, & Usodo, 2014) and some teachers consider numbered heads together easy For implemented (Haydon, Maheady, & Hunter, 2010). Why This can happen? Because one type of learning model cooperative This build student For Work And Study together, characteristic each other dependency This produce interaction lead come back between individual and make more relationship positive between member group, students with Teacher, And other (Tran, 2014). Dewey (1916) say that will There is exchange experience during the communication process between others who make the learning process easier (Lange, Costley, & Han, 2016).

Method Numbered Heads Together (NHT) more put forward to activity student in search, process and report information from various final source will presented. Numbered Heads Together (NHT) Also can interpreted as structure task together in atmosphere togetherness between fellow member group, Where every individual faced with a choice that must be made followed is choose Work together, compete or individualist. Excess from use method Numbered Heads Together (NHT). is can practice skills student in discuss, apart from That every student become Ready answer questions given by the teacher because in a way automatic student clever one can teaching less students smart in group (Spencer kagan, 1992). Knowledge No only obtained from Teacher just but can also obtained from her friend. Therefore that, deep Study group a Friend must be give chance to Friend Which other For put forward his opinion with method value other people's opinions and mutual correct error in a way together, looking answer together, and looking reference together so that can discussed in a way together too. This matter in accordance with objective main in method Numbered learning Heads Together (NHT) where Study group together his friends with method each other value opinion and give chance to others for put forward his opinion. Excess from Study group This is can know personality someone, what is that person (student). including type selfish or no, take responsibility answer on every task Which given or No, And other etc. Objective main Study group is For obtain knowledge Which The same with her friend. (Agus Suprijono, 2010; 12). Implementation used in application learning with the NHT cooperative model. Study This implemented in 2 cycle Where cycle I consists from two meeting. Whereas cycle 2 consists from 1 meeting. Activity carried out by researchers as practitioner And Teacher class as observer. Practitioner carry out activity learning in class form activity interaction between Teacher And student explained as following: Researcher carry out learning theme 1 "How beautiful Togetherness" use model Cooperative in accordance with design learning is made. The teacher (observer) does it observation with Observer sheet Researchers and teachers carry out discussion to action Which done. Then do reflection, The result utilized For repair improvement furthermore. Analysis data is process compiler data so that can interpreted. Data Which obtained in study analyzed with use analysis data qualitative And analysis data quantitative. Data qualitative that is form information in form narrative Which describe results study And data quantitative Which related with results Study student Which form number number. In line with Kunandar (2011:128) put forward that: In implementation Classroom action research, there are two types that can be collected by researcher namely: (1) quantitative data (values results learning), (2) qualitative data, namely: data that form information shaped giving sentence description level understanding to something lessons (cognitive), attitudes affective, activity student follow learning, attention, enthusiastic in Study, trust self, motivation Study, and its kind.

Analysis data done to data Which has reduced And performed with method separated-separate. Matter This intended so that can found various information Which support learning. With thereby development And repair on various lack can done appropriate on aspect Which concerned. For know acquisition score results Study each student analyzed with using quantitative data, ie use calculation formula according to Ministry of Education and Culture (2016:58). The steps of this model are: (1) a group of students is formed, and each member group given number, (2) each group finish assignments given by the teacher, (3) every member group must can do or know solution before group can discuss What correct response, (4) students whose number called report results discussion group after Teacher call Wrong One number student, (5) answer from Friend next, teacher then choose number new, and so on, (6) conclusion. On cycles I meeting 1, results observation teacher activity shows 78.12% have credentials in

accordance , And on cycle I meeting 2 increase become 87.5% with qualification Good . Cycle II experience enhancement as big as 93.75% with predicate very Good . On cycle I meeting 2 observations privilege student increase to 87.5% with qualification Good from cycle I meeting 1 was 78.12% with qualification accordingly , produces an average flat 82.81% with qualification Good . Increase become 93.75% on cycle II with predicate very Good. Increasing motivation Study students in cycle II compared to cycle I show that repair learning Which brought can solve problem Which faced . It means , planning learning Which made in accordance For overcome problem low motivation Study student Which happen in in class during This . Next , there is enhancement motivation Study students ' eyes lesson Mathematics from previously to cycle I and cycle II show that application method learning cooperative can increase motivation Study student. Characteristic interaction patterns open and direct between fellow students are very important for student For push increase and excitement Study student so that obtain success learn it . Condition here it is Which give encouragement Spirit or motivation Study to student . This matter because moment they do discussion will happen each other share knowledge , understanding and abilities ; as well as each other correct between fellow in Study . From results study And discussion like has outlined in on explain that application method learning cooperative Take and Give type Correct so activity student become more active and in turn motivation Study student become more Good. Information This prove that hypothesis researcher who said " With application This can increase Motivation Study student. So the NHT learning model is capable interesting interest student For follow the learning process from on process Study with use model learning conventional . From discussion in on show that group Which apply model learning. NHT is different with groups that use learning models conventional . Mark average and activity Study teach with using the NJHT learning model based religious Far more Good compared class Which apply model learning conventional.

Conclusion

Results evaluation show that evaluation lesson plan on learning thematic cycle I percentage his graduation amounted to 81.25%, and increased to 97.5% in cycle II. Based on results evaluation lesson plan, model Numbered Head Together experience development from cycle I to cycle II. Learning level develop . In terms of This is the result cycle I for teacher activities is 82.81%, and results cycle II rose 93.75%. Activity results Study students in cycle I as big as 82.81%, increased 93.75% in cycle II. Additionally , results _ Study student increase . The average value in cycle I was 77.82% and increase to 87.17% in cycle II. Findings This show that from cycle I to cycle II results Study students in learning thematic integrated with a cooperative model Numbered Head Together experience enhancement . For in the future , hopefully educator need focus on the elements and procedures that follow the proposed learning model , so that process will more directed as well as can increase activate student in study.

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