Application Of The *Numbered Head Together* Type In Group Learning Of PAI (Islamic Religious Education) Subjects In Class VI SDN 15 Bungku Morowali District

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan bagaimana respon guru dan siswa terhadap penerapan Cooperative Learning tipe NHT dalam pembelajaran kelompok mata pelajaran PAI di kelas VI SDN 15 Bungku Kab. Morowali. Penelitian ini menggunakan pendekatan penelitian kualitatif deskriptif dengan metode studi kasus. Subjek penelitian adalah guru PAI dan peserta didik kelas VI SDN 15 Bungku Kab. Morowali. Pengumpulan data dilakukan dengan menggunakan teknik observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa guru dan peserta didik memiliki respon positif terhadap penerapan Pembelajaran Kooperatif tipe NHT dalam pembelajaran kelompok mata pelajaran PAI di Kelas VI SDN 15 Bungku Kab. Morowali. Menurut guru, penerapan pembelajaran aktif tipe NHT membuat siswa menjadi lebih aktif. Di sisi lain, berdasarkan umpan balik dari siswa, penerapan pembelajaran tipe NHT tidak membuat mereka merasa bosan selama proses pembelajaran. Mereka mengaku lebih aktif dan bertanggung jawab dalam mengerjakan tugas kelompok dan saling membantu satu sama lain, sehingga tercipta keakraban dalam kelompok.

Kata Kunci: *NHT; Pendidikan Islam; Respon*

Abstract

This study aims to describe how teachers and students responded to the application of Cooperative Learning type NHT in group learning of PAI subjects in class VI SDN 15 Bungku Kab. Morowali. The research employed a descriptive qualitative research approach with a case study method. The research subjects were PAI teachers and grade VI students of SDN 15 Bungku Kab. Morowali. Data collection was performed using observation, interview, and documentation techniques. The results indicated that teachers and students had positive responses towards the application of NHT-type Cooperative Learning in group learning of PAI subjects in Class VI SDN 15 Bungku Kab. Morowali. According to the teachers, the application of NHT-type active learning made students more active. On the other hand, based on students' feedback, the application of NHT-type learning did not make them feel bored during the learning process. They reported being more active and responsible in doing group assignments and helping each other, which created group intimacy.

Keywords: *NHT; Islamic Religious Education; Respon*

Introduction

The distinctive feature or characteristic of the learning environment of the Numbered Head Together (NHT) cooperative learning model is that it only wants one student to represent the group without informing the group who will represent them in advance. This characteristic ensures the full involvement of all students to increase individual responsibility in group activities and can increase mutual understanding between students. The Numbered Head Together (NHT) type cooperative learning model can be used as an alternative variation of the learning model by forming heterogeneous groups, each group consists of 5-6 students, and each member has one number. Then the teacher asks questions to be discussed together in the group by appointing one of the numbers to represent the group. The learning process that occurs involves student and teacher activities.

SDN 15 Bungku, Morowali Regency is one of the educational institutions that seek to improve the quality of education. Referring to the initial observations that the author carried out at the school, efforts to improve the quality of education are carried out, one of which is by increasing the competence of educators in carrying out learning, by including teachers in webinar activities, the hope is that by increasing the competence of educators, it can improve the quality of learning. In this regard, educators at SDN 15 Bungku Morowali Regency have a paradigm that students are the center of learning so that they can develop their potential.

Furthermore, in the initial observation conducted by researchers at SDN 15 Bungku in the even semester of the 2022/2023,[1] academic year, the teaching and learning process of PAI at SDN 15 Bungku, it was found that the use of learning methods by teachers was not optimal, this can be seen from the teacher in the teaching and learning process is still dominated by the lecture method. The learning process of praiseworthy behavior material when the teacher explains the students' boredom is seen when receiving the material delivered by the teacher, some students put their heads on the table, chat with their friends on the bench, and some are busy with themselves. This is due to the lack of student involvement in the learning process so students are less active which has an impact on learning motivation. Seeing this condition, there needs to be an effort to make the Teaching and Learning Process (PBM) optimal so that learning objectives can be achieved. God's Word in the Qur'an.

Al-Qur'an Surah An-Nahl verse 125 is understood by scholars to explain three kinds of da'wah methods that are tailored to the target of da'wah. Scholars who have high knowledge are ordered to convey da'wah with wisdom, namely dialoguing with wise words according to their level of intelligence. Against the laity, it is ordered to apply mau'izhah, namely giving advice and parables that touch the soul according to their simple level of knowledge. As for the biblical scholars and adherents of other religions, what is commanded is *jidāl* / debate in the best way, namely with logic and

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[1]Observation Results at SDN 15 Bungku, June 2022

smooth rhetoric, free from violence and swearing.[2] Good learning is learning that can direct students to the expected learning objectives by emulating the learning methods that have been taught in the Qur'an.

A teacher must be able to make good teaching and learning interactions, especially PAI teachers who in addition to transferring knowledge also transfer Islamic religious values to students. If PAI teachers can make good and significant interactions, the achievement in terms of student learning outcomes in Praiseworthy Behavior will increase. Because the success of education is 30% determined by the learning interaction factor.[3]

Active learning type Numbered Heads Together (NHT) is one type of active learning that can help teachers and students realize active learning that is fun and able to increase student learning motivation. Based on the background, the author is encouraged to research "The Application of Numbered Heads Together (NHT) in Group Learning of PAI Subjects in Class VI SDN 15 Bungku Kab. Morowali".

Literature Review

The Numbered Head Together (NHT) learning model consists of four phases, namely the numbering phase, the questioning phase, the thinking together phase, and the answering phase. This model can be used as an alternative variation of the learning model by forming heterogeneous groups, each group consists of 3-5 students, and each member has one number. This learning model is characterized by the fact that the teacher only appoints a student to represent his group without telling in advance who represents his group.

The learning implementation steps by applying the Numbered Head Together (NHT) type cooperative learning model are as follows: In applying the cooperative learning model of Numbered Head Together (NHT) type in the classroom, the learning must be supported by lesson plans (RPP) designed by the cooperative learning model of Numbered Head Together (NHT) type. It is also supported by LKS which indicates students' science process skills. Prepare tools and materials for experimental activities then divide the class into small groups containing 6-7 people in each group. Distribute LKS and head numbers to carry out learning activities with the Numbered Head Together (NHT) learning model. Conduct discussions with students using the Numbered Head Together (NHT) learning model where the teacher asks questions to students in the classroom and randomly calls certain numbers to answer questions. Giving pretest questions before conducting experiments and posttest questions at the end of learning are used to see the improvement of student learning outcomes using the process skills approach.[4]

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[2]M. Quraish Shihab, *Tafsir Al-Misbah,* Jakarta: Lentera Hati, 2002, p. 185.

[3]M. Fatthurrohman, dkk, *Belajar dan Pembelajaran,* Yogyakarta: Teras, 2012, p.3-4.

[4]D. Rahmawati, S. E. Nugroho dan N. M. D. Putra, *Penerapan Model Pembelajaran Kooperatif Tipe Numbered Head Together Berbasis Eksperimen Untuk Meningkatkan Keterampilan Proses Sains Siswa SMP.* Unnes Physic Education Journal, Volume. 3 Nomor. 1 tahun 2014, p. 42.

The steps of implementing the NHT-type learning model use a four-phase structure as syntax.

Phase 1: Numbering

In this phase, the teacher divides students into groups of 3-5 people each group member is given a number between 1 to 5.

Phase 2: Asking questions

The teacher asks a question to the students. Questions can vary. The question can be very specific and in the form of an interrogative sentence. For example, "How many prophets do we need to know?" or in the form of a directive, such as "Make sure everyone knows the 5 prophets and apostles who received the title ulul azmi".

Phase 3: Thinking together

Students brainstorm the answer to the question and make sure each member of their team knows the answer.

Phase 4: Answering

The teacher calls a certain number, and then the student whose number matches raises his hand and tries to answer questions for the whole class. [5]

Based on some of the above opinions, the NHT-type learning model is an active cooperative learning that can help teachers and students improve the learning process activities in the classroom by realizing learning that is active, fun, and able to increase learning motivation. The NHT-type learning model is designed to influence learner interaction by actively involving intellectual-emotional. Fun learning is learning that makes students feel happy in participating in learning with a syntax pattern that is a game so that students do not feel burdened and the most active students or groups will get a reward.

Method Research

This research is descriptive qualitative research with a case study approach. The subjects of this research were PAI teachers and grade VI students of SDN 15 Bungku, Morowali Regency. Data collection was conducted using observation, interview, and documentation techniques. The researcher is the main instrument in conducting research, which is assisted by research questions, interview guidelines, and documentation. The techniques used in data analysis are data display, data reduction, and conclusion-making. Triangulation is done to explain the validity of the data using sources and methods.

Result and Discussion

Teacher's response regarding the application of Cooperative Learning type NHT in PAI subject material on Praiseworthy Behavior

Based on an interview with the PAI subject teacher on September 5, 2022, about Mr. Muslim's response regarding the application of NHT-type Cooperative Learning in PAI subject on the subject of Praiseworthy Behavior as follows.

"In my opinion, NHT learning on the subject matter of Allah's Praiseworthy Behavior

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[5]Ngalimun, dkk, *Stragegi dan Model Pembelajaran Berbasis PAIKEM,* Banjarmasin: Pustaka Banua, 2013, p.185.

is good to apply. Children are more active, easy to develop by discussing with each other, relaxed but serious in following the lesson ".[6]

Based on the results of the interview with Mr. Muslim, explains that the NHT learning model in the PAI subject matter of Praiseworthy Behavior is good to apply. So that it makes students more active, and easy to develop by discussing and students can follow the lesson well.

Students' responses after the application of NHT-type learning with PAI subject matter of Praiseworthy Behavior

Mr. Muslim's statement about the response to the application of NHT-type Cooperative Learning with the subject matter of Praiseworthy Behavior is strengthened based on the results of interviews with 5 students of Class VI SDN 15 Bungku about student responses after the application of NHT-type Cooperative Learning in PAI subjects on the subject of Praiseworthy Behavior as follows.

"It's good, it's not boring, it's fun, I feel helped, I can answer the questions myself and help each other".[7]

"I think the method is good, it makes me more active and there is a lot of excitement too. I feel helped and more active than before, more fun and responsibility".[8]

"Good, fun, we are also more active, easier to understand the lessons given, add intimacy too".[9]

"The learning method applied by Mr. Muslim is good, easy to understand, and clear. And this learning method does not make us bored or sleepy and makes us learn to socialize in groups".[10]

"The method is fun, so lessons that are difficult to understand become easy because we don't get bored of learning because it's fun. Again, the learning is serious but while playing. Well, so it's fun what Mr. Muslim explained, so it's not too serious".[11]

Based on the results of interviews with 5 students about the application of Cooperative Learning type NHT that the learning model, does not make students bored following the learning process, students are more active, have a responsibility in doing group assignments and helping each other, creating group intimacy, students are more developed, namely, syntax trains them in conveying answers (argumentation), easier to understand lessons and effective.

The interview statements of 5 students were supported by the results of

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[6]Muslim (48 tahun) Guru PAI SDN 15 Bungku Kab. Morowali, *Wawancara,* 05 September 2022.

[7]Afiqa (12 tahun) Siswa Kelas VI SDN 15 Bungku Kab. Morowali, *Wawancara,* 05 September 2022.

[8]Syahriani (12 tahun) Siswa Kelas VI SDN 15 Bungku Kab. Morowali, *Wawancara,* 05 September 2022.

[9]Fahrani (12 tahun) Siswa Kelas VI SDN 15 Bungku Kab. Morowali, *Wawancara,* 05 September 2022.

[10] Athilah (12 tahun) Siswa Kelas VI SDN 15 Bungku Kab. Morowali, *Wawancara,* 05 September 2022.

[11]Windi (12 tahun) Siswa Kelas VI SDN 15 Bungku Kab. Morowali, *Wawancara,* 05 September 2022.

observations of students' activities in the learning process. Learners pay attention to directions and carry out the stages/syntax of learning delivered by Mr. Muslim from the beginning to the end of the lesson.

Analysis of teacher and student responses regarding the application of Cooperative

Based on the findings in the field both from the results of interviews, observations, and documentation regarding the responses of teachers and students after applying Cooperative Learning with the NHT-type model in PAI subjects on the subject of Praiseworthy Behavior, according to Mr. Muslim by applying Cooperative Learning type NHT is very good to apply. Students are more active in participating in the learning process, students easily develop by discussing.

According to students, the application of NHT the Cooperative Learning that learning model does not make students bored following the learning process, They are more active and responsible for doing group assignments and helping each other, and students are more developed by training in conveying answers (arguing), easier to understand lessons and creating group intimacy.

Fun learning is learning that is free from pressure, comfortable, and not afraid of scolding when students make mistakes. Fun learning is learning that is designed in such a way that it provides an atmosphere full of cheerfulness, fun, and most importantly not boring to students. [12]

Conclusion

The responses of teachers and students regarding the application of NHT-type Cooperative Learning in group learning of PAI subjects in Class VI SDN 15 Bungku Kab. Morowali according to the teacher, the application of NHT-type active learning makes students more active. According to students, the application of NHT-type learning can increase motor intelligence, learning does not make students bored following the learning process, students are more active, have a responsibility in doing group assignments and helping each other, creating group intimacy, students are more developed, namely, syntax trains them in conveying answers (arguing), and it is easier to understand lessons effectively.

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[12]Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif,* Jakarta: PT Rineka Cipta, 2012, p. 337.

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