

Improving Civic Learning Outcomes Through The Numbered Heads Together (NHT) Learning Model

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Abstract

The purpose of this study was to improve students' PPKn learning outcomes in the Bhinneka Tunggal Ika Model Numbered Heads Together (NHT) material in class VII students in the even semester of the 2022/2023 academic year. The research method was classroom action research following the Kemmis and Taggart models. This assessment includes 3 cycles where each cycle includes 4 stages, namely planning (planning) acting (implementation) observation (observation) and reflecting (reflection). The time of this research was almost 3 months with 38 students as research subjects, while the data was collected through tests, interviews and observations. The results showed that there was a significant increase in PPKn learning in class VII students with KKM 76. This can be proven by the results of the cycle: cycle I, the average student score was 76.84, the target was 68%, cycle II was 79.00, the target was 86%, and the results cycle III students' average score was 81.92, the achievement target was 100%. And the results of the interviews conducted concluded that learning PPKn through the NHT model is fun for students. This research concludes that learning Civics using the NHT learning model can improve student learning outcomes.

Keywords: Civic Learning, Educational Goals, Numbered Heads Together.

1 INTRODUCTION

The process of teaching and learning is a major activity in education in schools (Utami et al., 2021). Through this process educational goals will be achieved in the form of changes in student behavior. From these changes in behavior students will receive provisions according to their abilities so that they are able to deal with developments in science and technology. Changes and improvements in learning need to be built and developed in order to create a conducive, constructive, democratic and collaborative learning atmosphere, so that the atmosphere of interaction in the classroom is good. between teachers and students, as well as students and students themselves can grow and develop. Class interaction is a very important part important in the continuity of the teaching and learning process. A balanced interaction pattern will produce optimal results. The role of the teacher as an instructor needs to shift to become a facilitator and mediator in learning. Learning does not only provide new information to students but is a process of changing or developing concepts from students' initial knowledge which is constructed by the students themselves through their experiences.

In teaching and learning activities, the teacher's role includes being a facilitator and motivator who provides learning facilities/resources and learning conditions that can motivate, help and guide students in constructing their knowledge so that students can understand the subject matter.

The reality in the field, in PPKn learning, teachers tend to use traditional or conventional learning approaches, namely teaching that focuses on words and pays less attention to meaning and significance, teachers actively teach PPKn using the lecture

method, then ask questions and give practice questions, while students only listening, taking notes and doing the exercises given (teacher centered), classroom arrangements that never change, learning only in the classroom without using learning media, so that the teaching and learning process takes place in a rigid manner, children cannot just sit still because they are anxious and afraid of being asked to answer, not having group discussions because they are worried that there will be a commotion, so that children are passive in the learning process, children quickly get bored of learning, are lazy about doing things practice and feel like they don't like Civics lessons. Conditions like this result in children often chatting with fellow students, not understanding the content of the material being taught, not being motivated to excel and if they are given assignments or homework, only a small number of students do it themselves, while other students just cheat, and some don't even do it.

Based on the background and identification of the problems above, the research is limited to efforts to improve Civics learning outcomes in Indonesian Diversity material through the NHT model. The NHT model is a cooperative learning model that emphasizes individual and group responsibility to understand the material being studied so that students play an active role in the learning process which has an impact on improving student learning outcomes.

2 RESEARCH METHODS

The aim to be achieved in this research is to find out the results of PPKn learning for class VII students by means of Classroom Action Research using the NHT model. This class action research was carried out in class VII of SMP Negeri 2 Gunungputri, Bogor Regency. This research was carried out from April to June 2023, Even Semester of the 2022/2023 Academic Year

The research method used is classroom action research, which is intended to overcome a problem in the classroom. "Classroom action research is a form of collaborative research carried out by educators to improve the learning process that has been carried out in order to improve student learning outcomes (achievement) through stages known as cycles." The hallmark of classroom action research is the existence of a research cycle.

3 RESULT AND DISCUSSION

This research was conducted in several cycles. The treatment of the cycle must be clearly different from the previous cycle until there is an increase in student learning outcomes through the NHT learning method.

3.1 Implementation (Cycle I)

The first action in cycle I was carried out on Wednesday 17 May 2023 in the Civics subject. In this first action the author tries to improve student learning outcomes about Bhinneka Tunggal Ika using the Numbered Heads Together (NHT) model.

In the first cycle, the material discussed was about explaining local wisdom and cultural changes in the environment. Activities carried out at the planning stage are: (a) preparing a learning plan, (b) preparing learning media and resources that will be used in learning, (c) preparing observation sheets, and preparing evaluation questions.

The first action in cycle I was carried out for 2 X 35 minutes in three meetings. In the first learning activity, the researcher opened greetings, checked learning readiness, and checked student attendance, then tidied up the seating position and clothes worn, then focused students' attention on teaching material that will be discussed by doing apperception, debriefing by asking questions or statements that inspire the child's thinking and the teacher is well versed in the questioning procedure.

Next, the researcher conveys the learning objectives and informs the learning activities that will be carried out in this first action. The researcher explored students' knowledge about local wisdom materials and cultural changes in their environment by introducing them to problems related to everyday life. In this preliminary activity it was 5 minutes longer than planned in 10 minutes, because many questions were asked and other examples were shown. In the first 10 (ten) minutes, the researcher taught as usual, did not fulfill the expected student activities, because he only explained, asked questions and pointed at students randomly, then students were grouped with each group of 5-6 students and given a head number, then the researcher distributes worksheets (student worksheets) to each student to work on in groups, only then can the activities carried out by students in groups and students be enthusiastic in working on them. Researchers only observed student group work to see different results from other groups, and provided assistance to students who asked questions. After the allotted time was up, for group work, the researcher called one of the group numbers to present or answer the questions determined by the researcher.

End of learning activities, concluding lessons from the results of explanations and questions and answers, and carrying out tests. The researcher distributed the questions that had been prepared to each student to work on individually. When finished, then the question sheets are collected and checked. And finally student learning outcomes on local wisdom materials and changes in environmental culture with an average value of 76.8.

From the learning results of cycle I in table. 1 above that out of a total of 38 students there were 13 students who did not complete and 25 students who had completed and the class average value was 76.8

3.2 Implementation (Cycle II)

Cycle II was held on Wednesday 24 May 2023 in the Civics subject. Implementation in the second cycle, the material discussed is about activities carried out at the planning stage, namely: (a) preparing lesson plans, (b) preparing media and learning resources to be used in learning, (c) preparing observation sheets, and preparing evaluation questions.

In cycle II, this was carried out for 2 x 35 minutes in three meetings. In the first learning activity, the researcher opens greetings, checks learning readiness, and checks student attendance, then tidies up the seating positions and clothes worn, then focuses students' attention on the teaching material to be discussed by doing apperception, debriefing by asking questions or statements that aroused the thinking of children and researchers well mastered the questioning procedure. Based on the learning outcomes of cycle II and also the results of observations of student activity it was good and increasing, as well as the performance of researchers, which was good and increased where the percentage value of the results of observations of researchers had reached 80%.

Of the 38 students in class VII.8, data was obtained that 5 students still scored below the KKM, namely the range of 70–75, while 33 students completed the research. student. Based on the learning outcomes it can be synthesized that the student learning process in cycle II has been successful, because the percentage of students who have completed learning has reached 92% of class VII.8 students. Because a class is said to be successful if it achieves learning completeness for at least 85% of the number of students in that class..

3.3 Implementation (Cycle III).

Cycle III was carried out on Wednesday 31 May 2023. This second action aims to improve the results obtained in the first action. The material studied is to participate in developing the local environment and culture according to the level using the Numbered Heads Together (NHT) learning model.

Implementation in the third cycle, the material discussed is about activities carried out at the planning stage, namely: (a) preparing a learning plan, (b) preparing media and

learning resources that will be used in learning, (c) preparing observation sheets, and preparing evaluation questions.

The first action in cycle III was carried out for 2 The teaching material will be discussed by conducting apperception, question and answer by asking questions or statements that stimulate thinking. Children and researchers have good control over the question procedure. The final learning activity, the researcher distributes learning results sheets to students for students to work on individually. Next, the researcher concluded the lesson material. The value of learning outcomes in cycle III shows that the level of student learning outcomes in understanding the material being taught has shown progress where the average value of cycle III obtained by students is 81.92 above the KKM for SMP Negeri 2 Gunungputri school, namely 76. This shows that there are learning activities which has increased compared to the previous cycle. Both researchers and students respond to each other.

Of the 38 students in table 3 above, the learning outcomes in cycle III, the student learning outcomes are very satisfactory. This is evident from the learning outcomes of students obtaining an average score of 81.92 with details of a value of 76 = 2 people, a value of 78 = 1 person, a value of 79 = 2 people, a value of 80 = 20 people, a value of 85 = 10 people, a value of 90 = 2 people, value 95 = 1 person. Thus learning in cycle III has been successful because the percentage of students who have completed learning has reached 100% of students in class VII.8, because a class is said to be successful if it achieves learning mastery of around 85% of the number of students in that class.

Likewise, the indicators of the success of this study have been achieved in the results of the evaluation of Cycle I, Cycle II, Cycle III, at least 81.92% have been completed in individual tests and in group assessments both cycles I, II and III, have achieved 100% success. Thus the research has been completed.

4 CONCLUSION

Based on the test results, the class average in cycle I was 76.84, in cycle II 79.00 and in cycle III 81.92 and the achievement target was 100%. The conclusion is that the Numbered Heads Together (NHT) learning model can improve PPKn learning outcomes for students in class VII of SMP Negeri 2 Gunungputri, Bogor Regency.

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