INTERNATIONAL EDUCATION SERVICE JOURNAL (IESJ)
JOURNAL HOMEPAGE : HTTPS://JOURNAL.HAZIQCORP.COM/INDEX.PHP/IJHC

The Influence of the Use of Learning Models NHT Type Cooperative (Number Head Together) on Social Studies Learning Achievement in the Sub-Theme My Neighborhood in Class IV SDN Cineam

Fuzna Fauziah[1]

[1] Study Program PGSD, Education Faculty, University of Muhammadiyah Tasikmalaya, Indonesia

OPEN ACCESS
International Education Service Journal (IESJ)

Volume 1 No.1 Hal. 13-20

Article Info

Submit	:	10 December 2024
Revision	:	20 December 2024
Accepted	:	11 March 2025
Available Online	:	25 March 2025

Corresponding Author
fuznafauziah041@gmail.com

Website
International Education Service Journal (IESJ)

P-ISSN : -
E-ISSN :-

ABSTRACT

This study aims to determine the effect of the use of the NHT (Number Head Together) type of cooperative learning model on social studies achievement in the sub-theme of my neighborhood in grade IV SDN Cineam. The research method used in this study is a quantitative method in the form of a Quasi Experiment with the Nonequivalent Control Group Design. The population is grade IV students with a total of 48 with Total Sampling techniques. Determining the sample is done by random technique. Data collection instruments with tests, unstructured interviews and documentation. Technique of analyzing normality test data using Kolmogrov-Smirnov, homogeneity test using One-way-Anova, and hypothesis using t-test. The results of this study indicate that there is a significant influence on the use of the NHT (Number Head Together) type of cooperative learning model on social studies learning achievements in the sub themes of the environment where I live. This is evidenced by the data value of sig 0.003 <0.05, which means that Ha is accepted by the influence which is significant in the use of the NHT (Number Head Together) type cooperative learning model for social studies learning achievement in grade IV SDN Cineam. Then there are differences in the results of social studies learning achievements in the sub-theme of my neighborhood in class IV SDN Cineam on the use of the NHT (Number Head Together) cooperative learning model compared with the use of conventional learning models. This is evidenced by the existence of the average value of experimental post-test with a value of 85.42 which means it is more significant than the value of the post-test control with a value of 75.42.

Keyword: NHT (Number Head Together) model, Learning achievement, IPS sub-theme of the environment where I live.

INTRODUCTION

The Indonesian government has never stopped striving to improve and improve the quality of education. One of them is that the demands in the world of education have changed a lot, with the role of a teacher determining the quality of student learning success. Therefore, teachers must be good at varying in the learning process, for example by using the right learning model so as to create effective learning goals. Mistakes Defining a learning model can hinder learning objectives.

[1]When conducting an unstructured interview test on Wednesday, January 3, 2019 regarding the problems that often arise during learning, namely learning is less impressive so that learning is meaningless, difficult to understand the learning material, not focused when the teacher explains. This is evidenced by the results of obtaining scores in the social studies subject daily assessment KD 3.3 identifying economic activities in improving people's lives in the fields of work, social and culture in the surrounding environment to the province. There were 8 students or about 30% of the total number of students as many as 48 students who got scores below the average KKM. With the standard value of the KKM in 2019 above 70. This happens because of the problem when delivering media materials or the commonly used learning model, which is still using conventional learning, for example with lectures and notes. During the learning of social studies subjects, students feel that learning is increasingly meaningless and unimpressive to learn. And teaching and learning activities also make students even less interested. As According to Inah (2015: 164), "in the world of education, the learning process is ideal and will be effective if communication and interaction between teachers and students occur intensively". [2]Teachers can design learning models so that students can learn optimally. In learning in the classroom, the communication process will take place either between teacher to student or between students and teachers or educators. [2]According to Hammond, et al in Inah (2015: 165), "Stating several strategies to foster and develop productive intuition in the classroom such as managing student discussions, helping to develop student achievement, developing a meaningful learning community important in learning". So that in the delivery of social studies lessons, a learning model is needed. The use of the learning model is also very helpful in learning, making it easier for students to deliver material so as to make students interested in social studies subjects and ease teachers in delivering material. The learning model that will be used in this problem is NHT (Number Head Together) where the use of this learning model can increase students' interest and enthusiasm to participate in meaningful social studies learning so that students can improve student learning achievement, and teachers are more innovative in developing learning. This NHT (Number Head Together) model is one of the cooperative learning that requires students to work together in a group small to complete material Lesson. [3]According to Slavin (1995) in the book Huda (2017: 204), "stated that this method developed by Russ Frank is suitable for ensuring individual accountability in group discussions. The NHT (Number Head Together) learning model is a form of variation of group discussions, where each student in the group gets a number as a sign to use in the head". Djamarah (2017: 19), "learning achievement is a sentence consisting of two words, namely "achievement" and "learning". Achievement is the result of an activity that has been done, created, both individually and in groups. According to expert Sardiman A.M, learning is a series of spiritual activities towards the

development of the whole human person. It can be concluded that learning outcomes are results obtained in the form of impressions that result in changes in individuals as a result of learning activities. With the existence of the NHT (Number Head Together) model, it can be applied to one of the themes in the 2013 curriculum grade IV, namely in theme 8 subtheme 1 about the environment where I live learning 3. For this reason, it is necessary to conduct in-depth research and the results are outlined in a scientific paper in the form of a thesis entitled "The Effect of the Use of NHT (Number Head Together) Type Cooperative Learning Model on Social Studies Learning Achievement on the Sub-theme of My Living Environment in Grade IV of SDN Cineam"

The purpose of this study was to determine the effect of using the cooperative learning model type NHT (Number Head Together) on social studies learning achievement on the sub-theme of my home environment.

METHOD

The type of research used in this study is quantitative research. The type of research that is seen as experimental research. [4]According to Sugiyono (2012: 107), "experimental research methods can be interpreted as research methods used to seek the influence of certain treatments on others under controlled conditions".

The method used is the Quasi Experimental Design method, which has a control group, but cannot fully function to control external variables that affect the implementation of the experimental group.

[6]According to Sugiyono (2012: 114), "Quasi Experimental Design, is used because in reality it is difficult to get a control group used for research". The reason for using the Quasi Experimental Design method is to find out the impact caused by a treatment and this study aims to find out the causal relationship by involving the experimental class and the control class, but the selection of subjects or groups is not by random technique but the researcher researches schools where there are two classes so that the students who are conducted for the research in accordance with their respective classes only do randomly and different classes to determine the experimental class and the control class. and also to determine the effect of treatment on experimental classes using the NHT (Number Head Together) learning model and control classes using conventional learning to determine learning achievement. The design form used is [5,6] Nonequivalent Control Group Design. Sugiyono (2016: 116), "This design is almost the same as *the pretest-posttest control group design,* only in this design the experimental group and the control group are not randomly selected". This means that in using *the Nonequivalent Control Group design, the* experimental class and the control class have not been determined, but knowing the number of subjects first, the class is determined by total sampling. The reason for using this research design is because of the difference in values that are not the same between class IV A and class IV B. 8 The Gospel of Jesus Arikunto (2010: 173), "population is the whole subject of research". The population is 48 students in grade IV of SDN Cineam. In class IV A there are 24 students and in class IV B There are 24 students. and Arikunto (2010: 174), "Samples are part or representative of the population being studied". Sampling in this study was with a total sampling technique. [9]Sugiyono (2018: 140), "total sampling is a sampling technique where all members of the population are used as a sample". The research was conducted on a population below 100 so that all members of the population were used as samples as subjects to be studied or as informative respondents. Where all class IV students are

48 students for reasons seen from the results of the daily learning scores of classes whose average scores are below the KKM. The sample used as an application of the use of the NHT (*Number Head Together) type cooperative learning model* in this study was carried out in class IV B. The data collection technique used in this study is a test to assess from a cognitive direction, an unstructured interview to obtain initial information about various problems that exist in the object. Documentation which means written goods. The documentation is as evidence. In this case, the research needs to prepare a plan for the preparation of the instrument which is known as grids and multiple-choice questions consisting of 20 questions.

A good instrument is one that meets important requirements, namely valid and reliable. The validity test used is construct validity. For instrument validation testing based on expert opinion *(expert judgment).* The technique used for the validity of the construct on this instrument is *the Product Moment correlation technique*. From the results of expert validity, it was tested on students to calculate the validity test using SPSS 16 *for Windows*. With the instrument declared valid if the calculation> r_{table} . The reliability test of the instrument in this study was conducted using SPSS 16 *for windows*. [8]This reliability test uses *the Alpha Cronbach technique.* Darmawan (2016: 180), "For internal reliability analysis, *Alpha Cronbach can be used* if the coefficient obtained > 0.60, then the research instrument can be said to be reliable.

[9]While according to Siregar (2014: 50), to determine the level of reliability of the instrument using the following criteria:

α 0.00 to 0.20 : less reliable
α 0.21 to 0.40 : somewhat reliable
α 0.41 to 0.60 : quite reliable
α 0.61 to 0.80 : reliable

In this study, to determine the effect of the use of the NHT (Number Head Together) type cooperative learning model on social studies learning achievement in the sub-theme of my living environment in grade IV of SDN Cineam. The data normality test uses *the KolmogorovSmirnov* test with the help of SPSS 16 *for windows.* The criteria in the normality test, if the value is (p >0.05), it can be stated that the data is normally distributed. And if the value (p < 0.05) then the data is not normally distributed.

The homogeneity test of the sample data in this study was using the One-Way-Anova test with the help of SPSS 16 for windows. The characteristics of the One-Way-Anova test are if the sig > 0.05 or sig is greater than 0.05.

The hypothesis test carried out in this study used the t-test technique. Namely using the Independent Sample T-Test using the help of SPSS 16 for windows to process data and find out if there is a significant influence on social studies learning achievement by using the NHT (Number Head Together) type cooperative learning model on the sub-theme of my living environment in grade IV of SDN Cineam. The following hypothesis applies:

1. If the value of sig (2-tailed) < 0.005 then Ho is rejected and Ha is rejected Accepted
2. If the value of sig (2-tailed) > 0.005 then Ho is accepted and Ha is rejected.

After the analysis test, namely the normality test and the homogeneity test, the t-test was carried out. The t-test was carried out to see the effect of learning achievement in the form of tests in the experimental class and the control class through post-tests on each student. The results of the independent test of the ttest sample are seen on the t-test for equality of means. If the value of sig. (2-tailed) <0.05 then Ha was accepted and Ho was rejected. In this research, to find out the influence of the NHT (Number Head Together) type cooperative learning model on

the sub-theme of my living environment in grade IV of SDN Cineam. Data collection was carried out at the time before and after the treatment. Here is the research hypothesis.

Ho: Hypothesis zero, there is no significant effect on social studies learning achievement by using the NHT (number head together) learning model on the sub-theme of my living environment in grade IV of SDN Cineam.

Ha: An alternative hypothesis, there is a significant influence on social studies learning achievement by using the NHT (number head together) learning model on the sub-theme of my living environment in grade IV of SDN Cineam.

RESULT

Table 1. Normatiltas Test
(Source: Normality Test Data)

Statistics	**Experiment**		**Control**	
	Pretest	**Posttest**	**Pretest**	**Posttest**
Sig.	0,20 0	0,19 6	0,20 0	0,08 8
Kolmogorov-Smirnov	Sig> 0,05	Sig> 0,05	Sig> 0,05	Sig> 0,05
Conclusion	Normal	Normal	Normal	Normal

Based on the above data, that the normality test using the Kolmogorov-Smirnov test in the normality test can be concluded that from the pre-test and post-test the experimental class and the control class have a significance value of > 0.05 which means that the data is normally distributed because each study data has a significance value greater than 0.05.

Table 2. Descriptive Statistics of Homogeneity Test Results
(Source: Homogeneity Data)

Living Statistics	Df 1	Df 2	Sig
3.775	1	46	.058

Based on the above data from the class data both between the experimental class and the control class are homogeneous because they are 0.058 > 0.05. This means that the significance of the homogeneity test data is 0.058 greater than 0.05 and can be said to be homogeneous because the data has a difference in variance between the pre-test score and the posttest value (both groups of homogeneous data) have the same ability in the early stages before the learning model is held.

Table 3. Summary of Independent Grade Point Average T-Test Sample
(Source: Independent Test Data T-Test Sample)

Class	N	Mean	Std. Deviation	Std. Error Mean
Post-test *learning results* of post-test *student experiments*	24	85.42	8.836	1.804
Control	24	75.42	12.676	2.588

Based on the table above, the average value (red) Post-test the experimental class was 85.42 while the average post-test niali of the control class was 75.42 which means that there was a difference between the average score of the posttest of the experimental class and the average score of the control class so that it can be concluded that there is a difference between the NHT (Number Head Together) type cooperative learning model and conventional learning in the sub-theme of the environment where I live in grade IV of SDN Cineam.

DISCUSSION

In this study, two classes of researchers were involved, namely the experimental class and the control class. The students of the experimental class used the NHT (Number Head Together) type cooperative learning model while the control class used conventional learning.

Student learning achievements can be seen from the results of the pre-test and post-test of the experimental class and the control class. In this study, the experimental class and the control class were given a pre-test first, then the experimental class was given treatment using the NHT (Number Head Together) type cooperative learning model, while the control class was given conventional learning. This research was conducted with three meetings. Both in the experimental class and the control class with 2 hours of learning, which is 2 X 35 hours of learning. At the end of the lesson, students are given a post-test. This learning process has been in accordance with the Learning Implementation Plan (RPP) that has been made.

1. Experimental Class Pre-Test

Pre-test class The experiment was carried out on Thursday, April 25, 2019. Pre-test The aim is to find out the initial ability of students in the experimental class and the control class, which will later be used to determine the cognitive value of the students before the treatment is carried out in the experimental class and in the control class.

a. Treatment At Experimental Classes

After the pre-test was carried out, students in the experimental class were given three meetings to apply the NHT (Number Head Togerther) type cooperative learning model. So the learning stages are as follows:

1) Learning I

At the first learning meeting on Thursday the date April 25, 2019 by holding a learning process using the NHT (Number Head Together) type cooperative learning model in the first treatment of the sub-theme taught about the environment where I live about the type of livelihood of residents based on where they live and the difference in the livelihood of residents according to the environment where they live.

2) Learning II

In the second learning meeting, which was held on Tuesday, April 30, 2019, the material to be taught was about folklore with the title of the origin of the catu hill and the names of districts and cities in the Bali area.

3) Learning III

At the third learning meeting which was held on Thursday, May 2, 2019 with material that will be is taught, namely about the types of livelihoods and professions based on the region.

2. Post-Test of Experimental Class

The implementation of Post-test in the experimental class was carried out on Friday, May 3, 2019.

3. Control Class Pre-Test

The control class pre-test was held on Friday, April 26, 2019. The pre-test aims to determine the initial ability of students in the experimental class and the control class, which will later be used to determine the cognitive value of the students before treatment in the experimental class and in the control class.

b. Treatment At Control Class

After the pre-test was carried out, the students in the control class were given three meetings to apply the conventional learning model. So the stages of learning are as follows:

1) Learning I

This research was carried out on Friday the 26th April 2019 using conventional learning. In the first learning meeting, the material that will be taught is about the sub-theme of the environment where I live about the definition

of profession and livelihood based on each example.

2) Learning II

At the second learning meeting, the implementation of learning was carried out on Tuesday, April 30, 2019, the material learned about folklore with the title of the origin story of Catu hill and the names of districts and cities in the Bali area.

3) Learning III

At the third learning meeting, the implementation of learning was carried out on Thursday, May 2, 2019. The material studied is about the types of livelihoods and professions that are aware of the region.

4. Control Class Post-Test

The implementation of Post-test in the control class was carried out on Friday, May 3, 2019. Post-test questions as many as 20 multiple-choice questions. Post-tests are carried out in order to see the final score after the treatment of the learning model is given. In the control class, the learning was done using a conventional learning model. Good post-test results will show the difference in learning outcomes between the experimental class and the control class.

CONCLUSION

Based on the results of the research, data processing and hypothesis testing that has been put forward, it can be concluded that there is an influence on the use of the NHT (Number Head Together) type cooperative learning model on social studies learning achievement in the sub-theme of the environment where I live, this is evident in the T-Test Sample Independent test data with a sig value of 0.003 < 0.005 which means that Ha is accepted with a significant influence on the use of the NHT (Number Head Together) type cooperative learning model on social studies learning achievement in grade IV of SDN Cineam. Then there was a difference in the results of social studies learning achievement in the sub-theme of my living environment in grade IV of SDN Cineam on the use of the NHT (Number Head Together) type cooperative learning model compared to the use of the conventional learning model. This is proven by the existence of the average post-test of the experiment with a value of 85.42 which means that it is more significant than the control posttest value with a value of 75.42.

REFERENCES

Arikunto, Suharsimi. 2010. Prosedur Penelitian Satuan Pendekatan Praktik. Jakarta: PT Renika Cipta

Darmawan, Deni. 2016. Metode Penelitian Kuantitatif. Bandung: PT Remaja Rosdakarya Offset.

Djamarah, 2017. Presentasi Belajar Dalam Kompetensi Guru, Surabaya: Usaha Nasional

Fansuri, Deden (Guru) Wawancara oleh fuzna fauziah SDN Cineam. Tanggal 3 Januari 2019

Huda, Miftahul. 2017. Model-model Pengajaran dan Pembelajaran. Yogyakarta: Pustaka Pelajar

Ibrahim. 2017. Perpaduan Model Pembelajaraan Aktif Konvensional Ceramah Dengan Kooperatif Make a Match Untuk Meningkatkan Hasil Belajar Pendidikan Kewarganegaraan. Jurnal Ilmu Pendidikan Sosial, sains, dan Humaniora Vol. 3 No.

Inah, 2015. Peran Komunikasi Dalam Interaksi Guru Dan Siswa. Jurnal ilmiah Vol.8 No 2

Jakni. 2016. Metodologi Penelitian Eksperimen Bidang Pendidikan.Bandung: Alfabeta

Maolani, Ilam. Strategi Pembelajaran. 2017. Yogyakarta: Leutikaprio

Rahmawati, S. Nur. 2014. Pengaruh Penggunaan Model Pembelajaran Kooperatif teknik Number Head Together dengan Teknik Make a Match Terhadap Hasil Belajar IPS Pada Siswa Kelas V SD Negeri

Gedongkiwo. Jurnal Ilmiah JPGSD. Vol.02 No 02.

Rizqi, Husnul. 2014. Pengaruh Pembelajaraan Kooperatif Tipe NHT (Number Head Together) Terhadap Hasil Belajar Matematika Siswa Kelas III SD Muhammadiyah 12 Pamulang. Jurnal Kajian Ilmu Pendidikan. Vol. 2. No. 1.

Ruseffendi. 2005. Dasar-dasar Penelitian Pendidikan & Bidang Non-Eksata Lainnya. Bandung: Tarsito

Siregar, Syofian. Metode Penelitian Kuantitatif Dilengkapai Dengan Perbandingan Perhitungan Manual dan SPSS. 2014. Jakarta: Prenadamedia Group.

Sudjana, Nana. 2015. Penilaian Prestasi Belajar proses Belajar Mengajar. Bandung: PT Remaja Rosdakarya

Sugiyono, 2012. Metode penelitian Kuantitatif, Kualitatif dan R&D. Bandung: Alvabeta

Sugiyono, 2016. Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: Alvabeta

Sugiyono, 2018. Metode Penelitian Kuantitatif. Bandung: Alfabeta

Sugiyono. 2016. Statistik untuk penelitian. Bandung: Alfabeta.

Suhada, Idad. 2017. Konsep dasar IPS . Bandung: PT Remaja Rosdakarya

Taniredja, dkk. 2015. Model-Model Pembelajaran Inovatif dan Efektif. Bandung: Alvabeta

Wina, Sanjaya. 2006. Strategi Pembelajaran, Jakarta: Kencana Prenada Media Group

Yuliarianingsih, 2002. Kelebihan dan kelemahan model pembelajaraan kooperatif. Jurnal Ilmiah. Vol. 02. No. 02

Yuni, Shari. A. R. 2018. Pengaruh Model Number Hea Together Terhadap Hasil Belajar PKN IV SDN 10 Bandar Buat. e-Jurnal Inovasi Volume 1