



Implementation of the Number Head Together Learning Method in Increasing Student Activeness

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ABSTRACT

The aim is to determine the Number Head Together learning method in increasing student's activity in classroom learning. This research is qualitative research. Data collection uses observation, interview, and documentation techniques. Data were analyzed using triangulation techniques. The research results show that the Number Head Together learning method succeeded in changing the learning atmosphere in the classroom which was previously monotonous to become more interesting. In its implementation, there are advantages and disadvantages, but with this method, students become active and enthusiastic in learning. So it can be concluded that the Number Head Together learning method is very appropriate to apply in schools so that learning is more effective and prevents students from getting bored while studying.

Keywords: *Number Head Together Method; Islamic Elementary School; Student Activeness*

INTRODUCTION

Education is very important for human life because it is one way to shape a person's personality. Education has a very important role. Education is one of the important elements in the process of improving the human resources of a country or nation, therefore, if we want to build civilization and progress, education is certainly an important issue (Ilmu et al., 2023).

The role of teachers in teaching students is very important so that teachers must master existing learning methods to increase children's interest in learning, especially in learning the History of Islamic Culture so that teaching and learning activities are not monotonous and boring, monotonous causes students to not pay attention, chat to themselves or even sleep which will later have a negative impact on students' activeness in learning (Ratih Pebrianti & Ritonga, 2023).

In understanding learning not only from teachers but also can be obtained from friends. Therefore, in group learning a friend must try to give other friends the opportunity to express their opinions by respecting other people's opinions and evaluating each other's mistakes together, finding answers together, and finding references together so that they can be discussed together. This is in accordance with the main objective of the Number Head Together learning method (Simarmata et al., 2023).

To overcome these problems, a learning method is needed. In this study, the researcher used the Number Head Together learning method, where this method is a form of cooperative learning that requires students to work together in small groups to complete their learning materials so that it is hoped that it will have a positive impact on students in teaching and learning activities and students will be active and not bored in learning (Romadanti, 2023).

The Number Head Together learning method involves collaborative learning based on thinking, democratic values, active learning, collaborative behavior, and respect for pluralism in a multicultural society (Mardiana & Suharyanto, 2024).

METHOD

This research uses observation and interview methodology which aims to obtain as complete information as possible about the Implementation of the Number Head Together Learning Method in Increasing Student Activeness in Lessons at Islamic Elementary School PPAI Darun Najah Malang. The approach used in this research is qualitative. The data sources are divided into two, namely the first primary which focuses on the results of interviews with the school principal, and Al-Qur'an hadith teachers, and the second secondary student which focuses on documents in the school (Mauliandri et al., 2021).

Qualitative research data was obtained from various sources using various data collection techniques (triangulation) which were carried out continuously. This research used a purposive sampling technique, namely a technique for sampling data sources with certain considerations. The data analysis used is by systematically compiling information obtained from interviews and field note data (Purnomo, 2020).

RESULT AND DISCUSSION

Implementation of Number Head Together in the Islamic Cultural History Subject at Islamic Elementary School PPAI Darun Najah

The application of the Islamic Cultural History Learning Model at Islamic Elementary School PPAI Darun Najah is an innovation designed to manage learning activities by taking into account current developments. Number Head Together is the right solution to enable more active learning in line with current developments. This learning includes several stages, namely planning, implementation, and evaluation.

Number heads together method planning.

The Number Heads Together method is an approach that aims to involve more students in studying the material discussed in the lesson and to check their understanding of the material, in planning learning activities the teacher has prepared a syllabus and lesson plans. This is in line with what you said. Moch Zaelani S.Pd as teacher of the history of Islamic culture subject at Islamic Elementary School PPAI Darun Najah.

Implementation of the number heads together method

To determine students' mastery of the subject matter, the teacher sets assessment guidelines as a reference for giving learning grades, in this case, the teacher prepares an evaluation test with a time allocation of 20 minutes. In accordance with the learning implementation plan made by the researcher, using the number heads together method, in its implementation the teacher acts as a motivator and students play an active role in learning activities.

Based on the results of research conducted by researchers, it can be seen that learning activities using the number head together method at the Islamic Elementary School PPAI Darun Najah with the implementation of the number head together method learning model are classified as successful as stated by the teacher of the history of Islamic culture that: "When in class the teacher delivers material using the number heads together method, the student's enthusiasm increases because this method is very exciting, unlike the lecture method in general, especially since the students seem to be bored with the lecture method.

Number heads together method assessment

evaluation stage, in this stage you have the authority to choose what kind of assessment will be used to measure the results of the work/assignments that students have completed. Apart from assessment, in the evaluation stage, conclusions can be drawn about the impact of the number heads together method on educators, parents of students, and also the students themselves.

Learning assessment at Islamic Elementary School PPAI Darun Najah uses a learning model. The number heads together method includes three aspects, namely, 1). assessment of knowledge (cognitive) which is assessed from the results of exams, tests, and assignments, 2). assessment of attitudes (affective) which is assessed from attitudes and ethics. students, 3). skills assessment (psychomotor), which is assessed from practicum results.

Advantages and Disadvantages of the number heads together method in Islamic cultural history lessons at Islamic Elementary School PPAI Darun Najah

The application of the number head together method at Islamic Elementary School PPAI Darun Najah certainly cannot be separated from its advantages and disadvantages. Based on the research results obtained both from interviews with informants and direct observation of researchers, it can be concluded that:

Advantages of the number head together method at Islamic Elementary School PPAI Darun Najah

- Teaching and learning activities are more effective and efficient.
- Learning objectives will be easily achieved.
- Students are more active during learning time.
- The class situation becomes more lively because students are enthusiastic when carrying out learning.
- And student enthusiasm is higher compared to the lecture method.
- The method presented is more interesting and exciting.
- Create a class atmosphere where the teaching and learning process is more enjoyable because students get new learning experiences.

Disadvantages of the number head together method at Islamic Elementary School PPAI Darun Najah

- The number heads together method seems monotonous if the teacher is unable to innovate.
- Some teachers are unable to control students regarding the learning concept of the number heads together method so during learning time students seem crowded and cannot be controlled which could potentially disturb other classes.

CONCLUSIONS

Based on the discussion of the research results that have been presented, the following conclusions can be drawn:

- The implementation of Number Head Together learning in the History of Islamic Culture subject at Islamic Elementary School PPAI Darun Najah Ngijo-Karangploso has been implemented since 2020.
- Each learning model definitely has its own advantages and disadvantages. The advantage of Number Head Together learning is of course to create more innovative learning, so that an active classroom atmosphere is created, so that learning objectives can be achieved. Meanwhile, there are concerns that the disadvantage of Number Head Together learning is that the classroom atmosphere is not conducive.
- Evaluate Number Head Together learning, namely by evaluating inhibiting factors or obstacles in its implementation. The factors inhibiting the implementation of Number Head Together learning mostly lie in teachers who are unable to control the atmosphere of students in class, so the situation for students in the class cannot be conducive, apart from that there are several technical obstacles as mentioned by the teacher of the history of Islamic culture. Internal factors that hinder the decline in student learning activity are due to low interest in curiosity and independence, so the thing that needs to be combated is low interest in curiosity or literacy.

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