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## Improving Student Learning Outcomes in Islamic Education Learning at SD Negeri 04 Talago by Implementing the Number Heads Together Model

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**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning by using the cooperative model of the number heads together type. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the cooperative model of the number heads together type can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of the cooperative model of the number heads together type can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Number heads together, learning outcome, islamic education.

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### INTRODUCTION

The Qur'an is the main source of Islamic teachings which is a guideline for mankind. The Qur'an not only contains instructions about the relationship between man and his God, but also regulates the relationship between man and others and even the relationship between man and nature. In addition, according to Quraish Shihab (1996: 33) the Qur'an also provides guidance on issues of faith, sharia and morals. Learning to read and write the Quran is a highly valuable worship in the sight of Allah SWT, especially if it is accompanied by understanding its meaning and applying it in daily life. In learning the Quran, there needs to be good and innovative management to get better learning results. Learning outcomes are an overview of how students understand the material delivered by educators.

Learning outcomes are marked by scores in the form of numbers or letters obtained by students after receiving learning materials through a test or exam presented by educators. From these learning results, educators can receive information on how far

students can understand the material they are learning. According to Dimiyati and Mudjiono (2000: 3), learning outcomes are the result of an interaction between learning and teaching. From the educator's side, the teaching act ends with a learning evaluation process. From the student's side, learning outcomes are the abilities that students acquire after learning activities. The progress of these students is obtained through assessments, such as tests. The results of taking the test or assignment can reveal the learning outcomes of a student, whether the student has made progress in learning or not. Success in achieving learning outcomes in each student is different. The factors that affect the success of students in achieving learning outcomes are grouped into two, namely internal factors and external factors. Internal factors are all factors that come from within students, including the level of intelligence, interest, motivation and so on. Meanwhile, external factors are all factors from outside the student, including the family environment, community, associations, learning facilities, family socio-economic conditions and so on. To improve learning outcomes, it is necessary to be supported by a method certain learning. Educators must choose learning methods that can support the learning process so that it runs smoothly and the results are optimal.

Every educator must have a desire so that the learning materials taught to students can be absorbed properly and the learning results are maximized. Similarly for Islamic Religious Education educators, because teaching is actually not just transferring knowledge to students, but teaching is actually an effort to guide and direct students to be more obedient to Allah SWT and the knowledge gained can be widely beneficial both for individual students and society. SDN 04 Talago is an educational institution that makes Islamic Religious Education its identity and has high hopes for its students to be able to read and write the Qur'an properly and correctly. The problem that arises in learning Islamic Religious Education is the low learning outcomes, especially in the material Let's Learn Al-Quran Surat At-Tin in grade IV students of SDN 04 Talago, Panti District. Students still find it difficult to understand the material of Let's Learn the Qur'an Surah At-Tin, especially reading Surah At-Tin, understanding the law of tajweed, understanding the meaning, and content of the Qur'an Surah At-Tin. This is marked by the results of the daily assessment of the Let's Learn Al-Quran Surat At-Tin material with a minimum level of completeness that is still not in accordance with expectations. On the other hand, Islamic Religious Education that has been running in schools so far is still considered less successful and less attractive.

The learning pattern presented by educators uses more lecture methods and learning activities tend to be more teacher-centered, so that students hear more material presentations from educators. Students are more informed than find out, and educators tend to force to deliver material in a dense manner, while at the same time students feel unprepared to receive all the material from educators. As a result, the subject matter taught by educators cannot be absorbed and understood properly by students. In order for the learning process to run effectively and efficiently, Religious Education educators Islam needs to change the paradigm that educators are the only source of learning. This paradigm will make students passive in learning activities.

Students listen more to explanations from educators, as a result of which the learning process is monotonous. For this reason, the learning process developed by educators must prioritize the principle, namely from students being informed to students finding out, and educators are not the only source of learning. Students can obtain various information about learning materials from various sources. Educators motivate students to develop their curiosity so that learning activities will be more meaningful and students are actively involved in learning activities so that students' learning outcomes are in line with expectations. Based on the description above, it is necessary to conduct research to develop effective learning and provide convenience for students to understand Islamic Religious Education material. To achieve this goal, this Class Action Research (PTK) is entitled "Improving PAI Learning Outcomes of At-Tiin Letter Material with the Drill Method in Class IV SDN 04 Talago, Panti District, Academic Year 2024/2025

## METHODS

The type of Research that is used is Research Action Class Classroom Action research is an observation of learning activities in the form of an action, which is deliberately raised and occurs in a class at the same time. The form of Research Action Kelas yang use Research Action Class Collaborative, namely researcher collaborate with guru PAI ISD Negeri 04 Talago Lubuk Sikaping Research Action Classes that research taking Subject Education Agama Islam (PAI) Literature reading QS. Ali Imran: 3/64 and QS Al-Baqarah: 2/256 with the application of the NHT (Number Head Together) learning method. The subject of this study is grade V students at SD Negeri 04 Talago Lubuk Sikaping which totals 12 students with a total of 5 boys and 7 girls. The place of this research is located at SD Negeri 04 Talago on December 21, 2024 - January 06, 2025. The types and sources of data from this study include; 1) Students, To obtain data on students' learning motivation in the teaching and learning process; 2) Teachers, To see the success rate of the implementation of the Number Head Together model in increasing students' learning creativity; 3) Colleagues, Collaborators are intended as a source of data to see the implementation of PTK comprehensively both from students and teachers. The instruments used in this study are; 1) Test; 2) Observation.

The data analysis technique used in this PTK is descriptive qualitative analysis, which is an analysis that emphasizes the discussion of data and research subjects by presenting data systematically. Descriptive qualitative analysis is used to describe students' learning motivation in Islamic Religious Education subjects. This analysis includes the value of learning outcomes after the application of the cooverative learning model. In addition, descriptive qualitative analysis is used to describe student learning motivation, teachers' ability to manage learning, and student responses during learning.

The application of the Numbered Heads Together (NHT) method in Islamic Religious Education (PAI) learning in the classroom begins by dividing students into small groups of 4 to 5 people. This group division can be done randomly or based on certain criteria, such as balanced academic ability, to ensure each group has a diversity of abilities. Each student in the group is given a number, which is later used in the learning process to determine the turn of the student who will answer the question or give a presentation. After the group is formed, the teacher explains the material to be studied, such as topics in the relevant PAI, such as about moral teachings in Islam or the stories of the prophets. The teacher then gives an assignment or question related to the material and must be answered by the group. This task encourages students to discuss and analyze the material in more depth, and allows them to work together in finding the right answers. The group discussion process begins after the assignment is given.

In this stage, each group member plays an active role in sharing knowledge and contributing their thoughts. This discussion provides an opportunity for students to learn from each other, deepen their understanding, and enrich their perspective on the topic discussed. Cooperation between group members is strongly emphasized, because each student has the responsibility to contribute in finding solutions or answers to the questions given. After the discussion is over, the teacher randomly chooses a number from 1 to 5 (according to the number of students in the group) to determine who will present the results of the group discussion. For example, if number 3 is chosen, then the student with number 3 will appear to explain the results of the group discussion. This ensures that every student has an equal opportunity to participate in learning, give presentations, and explain their understanding of the material that has been studied. After the presentation is over, the teacher assesses the answers given by the students, both in terms of quality, completeness, and delivery methods. Teachers also provide feedback to improve students' understanding and ensure that all important points in the material are well understood. In addition, teachers can invite other groups to provide responses or questions related to the answers that have been presented, in order to encourage further discussion and deepen

their understanding of the material that has been taught. At the end of the lesson, the teacher reflects on the learning process that has taken place.

Teachers invite students to reflect and evaluate what they have learned and how the NHT method helps them understand the material better. Teachers can also provide reinforcement questions to ensure that each student truly understands the topics that have been covered and is ready to apply them in their daily lives. With these steps, the application of the NHT method in PAI learning can increase student engagement, creativity, and their critical thinking skills. Students are also trained to work together in groups and share knowledge with each other, thus creating a more interactive, dynamic, and meaningful learning atmosphere. This method is expected to help students understand PAI material in a more fun and effective way.

## **RESULTS**

The researcher began carrying out the first research activity on December 12, 2024 by conducting learning on QS Reading material. Ali Imran verse 64 and QS. Al-Baqarah verse 256 with the usual method, namely the conventional method (lecture then practice). This pre-cycle activity aims to increase students' creativity in learning which will later have an impact on student learning achievement in Islamic Religious Education before the Number Head Together Learning Model is applied to QS Reading material. Ali Imran verse 64 and QS. Al-Baqarah verse 256, with the following details of activities; 1) Pre-Cycle Planning Stage; 1) Conduct curriculum analysis to find out the basic competencies that will be conveyed to students such as making LKPD consisting of observation sheets in the form of initial learning assessments; 2) Creating teaching modules; 2) The implementation of pre-cycle activities will be carried out on December 21, 2024 using the usual method, namely the conventional method (lectures then practice) in learning QS material. Ali Imran verse 64 and QS. Al-Baqarah verse 256. This pre-cycle activity is carried out with a time allocation of 3 x 35 JP (Lesson Hours) or one meeting. The implementation of pre-cycle activities begins with the initial activity, then the core activity and finally the closing activity.

Student learning creativity is an important basic element for the success of the learning process. In this initial observation activity, the aim was to find out the condition of students' creativity in the classroom and students' learning values in the QS Reading material. Ali Imran verse 64 and QS. Al-Baqarah verse 256. Then from the results of pre-cycle actions and direct observation in learning activities, it shows that the average learning score of students in the QS Reading material. Ali Imran verse 64 and QS. Al-Baqarah verse 256 for grade V students still does not meet the KKTP standards determined by the school, which is a score of 75. Based on the results of the pre-cycle activities above, it was concluded that conventional learning using lectures could not improve student learning achievement in QS Reading material. Ali Imran verse 64 and QS. Al-Baqarah verse 256

## **DISCUSSION**

Increasing the creativity and learning outcomes of Islamic Religious Education (PAI) students in grade V of SD Negeri 04 Talago through the Numbered Heads Together (NHT) method is an innovation in the learning process that aims to increase students' understanding of subject matter while developing their critical and creative thinking skills. The NHT method is a cooperative learning approach in which students work in small groups to solve problems or answer questions together. Each group was assigned a number and students were asked to take turns to deliver their group answers, which encouraged active participation from all members. The NHT method provides opportunities for students to share knowledge with their peers in groups. In the context of PAI learning, students are encouraged to discuss the topics taught, such as moral values in



the Qur'an or hadiths related to daily life. Group discussions provide opportunities for students to exchange ideas, enrich their knowledge, and improve their understanding of the subject matter. Their creativity also increased because they were invited to think more deeply about the various aspects that exist in the teachings of Islam.

One important aspect of the NHT method is the distribution of numbers to each member of the group. With the assignment of numbers, each student has the responsibility to understand the material and contribute to group discussions. This reduces the sense of dependence on other group mates and encourages students to be more active in learning. When it is the student's turn to answer, they feel more confident because they have prepared answers that are relevant to the topic that has been discussed beforehand. In this case, the NHT method serves to increase students' sense of responsibility and independence in learning. In the application of NHT, teachers give questions or problems related to PAI material to each group. Students then discuss to find the best answer together. In this discussion, their creativity emerged, both in finding solutions and in conveying their thoughts in a more interesting and different way. For example, in discussing the values of honesty in Islam, students can come up with creative ideas about how these values can be applied in their daily lives, so that they can better appreciate and practice these teachings.

The application of the NHT method to PAI learning also provides opportunities for students to learn more cooperatively. They learn to work together in achieving a common goal, which is to understand the subject matter well. Each group strives to unite understanding and achieve it in a creative and discussion-filled way. This enhances students' social skills, where they can express opinions, listen to the ideas of others, and appreciate the contributions of each group member. All of these are essential skills that support the development of students' creativity and learning outcomes.

In addition, the implementation of NHT in grade V of SD Negeri 04 Talago also has a positive impact on student learning motivation. When students know that they will have the opportunity to speak in front of the class and explain the results of their group discussions, they feel more motivated to learn and prepare the material well. This method also reduces the sense of boredom that often arises in conventional learning because students actively interact and collaborate with their peers. In this way, PAI learning becomes more fun and effective. The application of NHT can overcome the problem of understanding gaps among students. Previously, there was a tendency for some students to find it difficult to understand the material because not all students had the same opportunity to ask questions or speak in class. With this method, each student has an equal opportunity to participate, both in group discussions and when it is their turn to deliver answers. This ensures that no student is left behind in the learning process. In addition, the results of the evaluation after the application of the NHT method showed a significant improvement in the learning outcomes of PAI students. Previously, some students showed low grades due to a lack of engagement in learning. However, after the implementation of the NHT method, the average score of students has increased significantly.

Many students who previously had difficulty following the lessons, are now able to give more precise answers and show a better understanding of the material that has been taught. This success shows that NHT can be effective in improving PAI learning outcomes. One example of the application of this method can be seen in the PAI material about the stories of prophets and apostles. Students are divided into small groups and asked to discuss the lessons that have been given, then present the results of their discussion. With this method, students not only memorize information, but they also understand and are able to convey stories in a more creative way. For example, in telling the story of the Prophet Muhammad SAW, students can describe important events in the story through pictures or even through demonstrations, which enriches the learning process. The NHT method also supports more holistic learning because students are invited to think critically and analytically. They not only answer questions directly, but also explore

different points of view and seek more in-depth answers through group discussions. This is very important in PAI learning, where students are required to not only know the theory, but also practice religious teachings in daily life. Thus, the NHT method not only improves academic learning outcomes, but also fosters students' character and social skills.

## CONCLUSION

Based on the results of evaluation and reflection after taking action in several cycles, it can be concluded that the Project Based Learning model can improve the learning outcomes of students on the subject of faith in angels in grade VII.3 students at SMPN 3 Lubuk Sikaping can be concluded as follows; 2) The strategy of applying the Number Head To Gether learning method in PAI subjects in grade V which is applied in two cycles. In the first cycle, the results of individual student completeness reached 67%. So the research continued to cycle II, in this cycle it was seen that there was an increase in student activity in the classroom and in group work activities, this was also marked by student learning outcomes which were seen from the evaluation questions at the end of the lesson on the material that had been delivered, namely 83% for overall student achievement; 2) Learning with the Number Head Together model is one of the learning models that is able to increase students' creativity to learn and will have a big impact on student learning outcomes.

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