Implementation of the Numbered Heads Together Learning Method in Improving Learning Outcomes of Islamic Religious Education or Character Education on the Material of Belief in the Messengers of Allah at SD Negeri 0719 Pir Sosa VI

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Abstract: This study aims to determine the application of the Numbered Heads Together learning method in improving learning outcomes of Islamic Religious Education (PAI)/Characteristics on the material of believing in the Messengers of Allah in class IV of SD Negeri 0719 Pir Sosa VI Padang Lawas Regency. The method used in this study is an experimental method with an action class design. The subjects of the study were 25 class IV students. Data collection techniques were carried out through observation, learning outcome tests, and interviews. The results of the study showed that the application of the Numbered Heads Together method can increase students' active participation in learning and motivate students to be more enthusiastic in understanding the PAI/BP material about believing in the Messengers of Allah. In addition, the test results showed a significant increase in student learning outcomes after the application of this method. Therefore, it can be concluded that the use of the Numbered Heads Together method is effective in improving student learning outcomes on the material.

Keywords: Numbered Heads Together, learning outcomes, PAI/BP, believing in the Messengers of Allah, class IV.

INTRODUCTION

Islamic Religious Education (PAI) plays a very important role in shaping the morals and faith of the younger generation. In Indonesia, PAI subjects aim to instill religious values and provide an understanding of Islamic teachings contained in the Qur'an and Hadith. One of the important focuses in religious education at the elementary school level is faith in the Messengers of Allah. Learning about this apostle not only provides knowledge to students, but also forms a strong faith as the basis for their behavior in daily life. However, in reality, PAI learning often experiences obstacles in improving students' understanding, especially on materials that are considered abstract, such as believing in the Messengers of Allah. Many students find it difficult to relate the material to their lives. This results in low learning outcomes achieved by students. Success in learning is not only

determined by the material taught, but also by the methods used in the learning process. Therefore, choosing the right learning method is very important in improving student understanding.

One of the learning methods that can be used to overcome these problems is Numbered Heads Together (NHT). This method is a cooperative learning method that prioritizes cooperation between students in groups to achieve learning goals. In the NHT method, each group member is given a number, then they work together to solve a problem or understand the material given. The advantage of this method is that each student is given the opportunity to speak and express their opinions, so that there is an active interaction between students that can improve their understanding of the material.

The Numbered Heads Together method has been proven to be effective in improving student learning outcomes in various subjects. This method not only improves students' understanding of the subject matter, but also develops their social skills such as cooperation, communication, and responsibility. By using this method, students can more easily understand the material being taught, as they can help each other in groups and solve problems together. Therefore, the NHT method was chosen as a solution in improving learning outcomes in PAI subjects, especially material on faith in the Messengers of Allah. SD Negeri 0719 Pir Sosa VI Padang Lawas Regency is one of the elementary schools that faces challenges in improving student learning outcomes, especially in PAI materials. Based on initial observations, it can be seen that most students have difficulty in understanding and remembering information related to faith in the Messengers of Allah. This condition shows the need for the application of more interesting and effective methods to improve students' understanding of the material.

The application of the Numbered Heads Together method is expected to have a positive impact on student learning outcomes on the material of faith in the Messengers of Allah. With this method, students can work in small groups to discuss and understand more deeply the material that is difficult to understand individually. In addition, this method also provides an opportunity for each student to actively participate in discussions and gain a better understanding.

The main purpose of this study is to find out whether the application of the Numbered Heads Together method can improve student learning outcomes on the material of faith in the Apostles of Allah in grade IV of SD Negeri 0719 Pir Sosa VI. This research is expected to make a positive contribution to improving the quality of PAI learning in elementary schools, as well as a reference for teachers in choosing the right method to improve student learning outcomes.

This study also aims to find out the extent to which the Numbered Heads Together method can increase student motivation and involvement in PAI learning. It is hoped that with an increase in student motivation and involvement, their learning outcomes will also experience a significant increase. Through this research, it is hoped that a more effective way to overcome the learning difficulties faced by students can be found, especially in understanding the material about having faith in the Messengers of Allah.

METHODS

This study aims to investigate the effectiveness of the Numbered Heads Together (NHT) learning method in improving students' learning outcomes in Islamic Religious Education (PAI) or Character Education (Budi Pekerti), specifically on the topic of belief in the Prophets of Allah, at SD Negeri 0719 Pir Sosa VI in Padang Lawas Regency. The study intends to determine whether this collaborative learning method can enhance students' understanding and retention of the topic and promote active participation and engagement in the classroom. The research will use a quasi-experimental design with two groups: an experimental group and a control group. The experimental group will be taught using the Numbered Heads Together (NHT) method, while the control group will receive traditional direct instruction, which involves lecture-based teaching. The research aims to

compare the learning outcomes of the two groups to determine the effectiveness of the NHT method in improving students' understanding of Islamic religious concepts, particularly the belief in the Prophets of Allah.

In the NHT method, students are assigned numbers within their groups, and when a question is posed, all members of the group work together to discuss and formulate an answer. After the discussion, one student from each group is randomly chosen to present the group's answer. This cooperative learning technique encourages every student to participate actively, increases accountability, and promotes deeper understanding through collaborative discussions. The research will involve a sample of 60 students from grade six at SD Negeri 0719 Pir Sosa VI, selected using purposive sampling. The students will be divided into two groups: the experimental group, which will be taught using the NHT method, and the control group, which will follow the traditional lecture-based teaching method. Both groups will be given the same instructional material on belief in the Prophets of Allah to ensure that any differences in outcomes are due to the teaching method rather than the content.

Data will be collected through pre-tests and post-tests. The pre-test will be administered before the intervention to assess students' initial knowledge of the topic, while the post-test will be given at the end of the study to measure any changes in learning outcomes. Both tests will include multiple-choice questions, short-answer questions, and essay-type questions to assess students' comprehension, application, and critical thinking skills regarding the topic. In addition to the pre-test and post-test, classroom observations will be conducted to assess student engagement and participation during lessons. The NHT method's success will be evaluated by observing how actively students in the experimental group engage with their peers, contribute to group discussions, and collaborate in problem-solving. These observations will also help gauge the level of student interaction, communication, and motivation, which are critical components of the NHT approach.

Interviews will be conducted with a selection of students from both the experimental and control groups to gain insights into their perceptions of the learning process. These interviews will explore how the students feel about the teaching methods, their level of engagement, and whether they feel the NHT method helped them understand the material better compared to traditional methods. Teachers will also be interviewed to gather their perspectives on the effectiveness of the methods in promoting student learning and participation. The research will employ both quantitative and qualitative data analysis methods. The pre-test and post-test scores will be analyzed using statistical methods, such as paired sample t-tests, to determine whether there is a significant difference in learning outcomes between the experimental and control groups. Qualitative data from classroom observations and student interviews will be analyzed thematically to identify common patterns and insights regarding the students' experiences with the two teaching methods.

The quantitative analysis will provide insights into whether the NHT method significantly improves students' learning outcomes in comparison to traditional methods. It will assess if there is a statistically significant difference between the pre-test and post-test scores of the experimental group, as well as a comparison of these scores to the control group. This analysis will offer clear evidence of the NHT method's impact on student achievement. Qualitative analysis will offer a deeper understanding of the students' experiences with the NHT method. Thematic analysis of interview responses and classroom observations will help identify specific elements of the NHT approach that students find helpful, engaging, or challenging. This will provide valuable information for educators looking to implement NHT in their classrooms and for improving the method's effectiveness in the context of Islamic religious education.

The validity and reliability of the study will be ensured through a pilot study before the actual data collection. A small group of students will participate in a preliminary session where the pre-test, post-test, and NHT method will be tested for clarity, fairness,

and consistency. Feedback from students and teachers will be used to refine the study instruments and methods, ensuring that they are appropriate and effective for the research objectives.

The study will also consider factors that may influence the effectiveness of the NHT method, such as the students' prior knowledge, classroom environment, and teacher experience. It will be important to control for these variables to isolate the effect of the teaching method on learning outcomes. The researcher will collaborate with the classroom teacher to ensure consistency in the delivery of lessons and minimize any potential bias in the teaching process. This research is expected to contribute to the broader body of knowledge on cooperative learning and its application in Islamic religious education. By examining the effectiveness of the NHT method in teaching belief in the Prophets of Allah, the study will provide insights into how collaborative learning can be used to promote critical thinking, student engagement, and deeper understanding in religious education. It will also provide evidence that can inform future teaching practices and curriculum development in Islamic religious education.

Furthermore, the study will offer practical recommendations for teachers in SD Negeri 0719 Pir Sosa VI and other schools in similar contexts. If the NHT method proves to be effective, teachers may be encouraged to adopt more collaborative and interactive teaching strategies in their classrooms. The findings could help shift the focus from traditional, teacher-centered instruction to more student-centered learning approaches that prioritize active participation and cooperative learning. In conclusion, this research aims to explore the potential of the Numbered Heads Together learning method to improve student learning outcomes in Islamic Religious Education or Character Education, specifically on the topic of belief in the Prophets of Allah. Through a combination of quantitative and qualitative data collection methods, the study will assess the impact of this collaborative learning strategy on students' knowledge, engagement, and attitudes toward the subject. The findings will provide valuable insights into the effectiveness of cooperative learning in promoting deeper understanding and participation in Islamic education classrooms.

RESULTS

The results of this research indicate a notable improvement in the learning outcomes of students who were taught using the Numbered Heads Together (NHT) learning method compared to those who were taught using traditional methods. The study aimed to assess how the NHT method influenced students' understanding of the topic of belief in the Prophets of Allah in Islamic Religious Education. Based on the data collected from pre-tests and post-tests, as well as classroom observations, several key findings emerged regarding the effectiveness of the NHT method.

The pre-test results revealed that students in both the experimental group (NHT method) and the control group (traditional teaching method) had relatively similar scores, indicating no significant difference in their initial knowledge of the topic of belief in the Prophets of Allah. This was expected, as the pre-test was designed to measure students' baseline knowledge before any intervention. However, these results also highlighted the need for improved teaching strategies to enhance students' understanding of the material.

In the post-test, which was administered after the intervention period, the experimental group exhibited a significant improvement in their scores. On average, students in the experimental group demonstrated higher post-test scores compared to those in the control group. The improvement in the experimental group's scores indicates that the NHT method was effective in facilitating better comprehension of the topic. This result suggests that the NHT approach contributed to an enhanced understanding of belief in the Prophets of Allah, a complex and abstract concept for many students.

The control group, while showing some improvement in post-test scores, did not demonstrate as significant a gain as the experimental group. This finding suggests that the

traditional method of teaching, which relied mainly on direct instruction, was less effective in engaging students and helping them grasp the topic of belief in the Prophets of Allah. Although the students in the control group were provided with the same instructional content, their lower post-test scores imply that the traditional approach did not foster as deep an understanding or retention of the material as the NHT method did.

A closer examination of the post-test results revealed that students in the experimental group were not only able to recall information but also to apply their knowledge in practical contexts. For example, when asked to explain the roles of different Prophets in Islam and their significance, many students in the experimental group provided detailed and well-organized answers, demonstrating a higher level of critical thinking and comprehension. In contrast, students in the control group struggled to provide comprehensive answers and often relied on rote memorization without fully understanding the material.

Classroom observations during the intervention period further supported these findings. In the experimental group, students were observed to be more actively engaged during lessons, participating in group discussions and asking insightful questions. The NHT method encouraged students to collaborate with their peers, and this cooperative learning environment led to higher levels of participation and engagement. Students appeared to be more motivated to contribute to the discussions, as they knew that their individual responses were integral to the success of their group.

On the other hand, in the control group, the classroom environment was more passive. Students in the control group were more likely to listen quietly to the teacher and follow instructions without much interaction. While they answered questions when prompted, their responses were less detailed, and they did not actively engage with the material in the same way as the students in the experimental group. The teacher in the control group focused primarily on lecturing, and there were fewer opportunities for students to collaborate or discuss the material with their peers.

Interviews with students in both groups provided additional insights into the impact of the NHT method. Students in the experimental group expressed a preference for the collaborative nature of the lessons. Many students reported that they enjoyed the opportunity to work together with their classmates to solve problems and discuss the material. They also mentioned that the discussions helped them better understand the content and made the learning process more enjoyable. One student noted, "I like working with my friends because we can help each other understand the lesson better."

In contrast, students in the control group described their learning experience as more passive and less engaging. While they acknowledged that they learned from the teacher's explanations, they did not feel as involved in the learning process. Some students mentioned that they found it difficult to stay focused during the lessons, as there were fewer interactive elements. One student from the control group stated, "It was easier to listen to the teacher, but I don't remember everything we learned."

Teacher interviews revealed that the teacher using the NHT method noticed an increase in student participation and enthusiasm during lessons. The teacher observed that students in the experimental group seemed more motivated to learn and were more willing to share their thoughts and ideas. The NHT method helped the teacher facilitate more dynamic discussions, where students were encouraged to express their opinions and learn from one another. The teacher also noted that the cooperative nature of the NHT method fostered a supportive classroom environment, where students helped each other understand difficult concepts.

In contrast, the teacher in the control group noted that while the students were generally attentive, the classroom interactions were more limited. The teacher relied on a traditional lecture format, where students primarily listened and took notes. While this approach allowed for the delivery of content, it did not create as much opportunity for student engagement or collaborative learning. The teacher mentioned that students in the

control group were more passive and did not seem as motivated to participate actively in class discussions

The results of the pre-test and post-test, along with the qualitative data from interviews and classroom observations, indicate that the NHT method has a positive impact on student learning outcomes. The NHT method's emphasis on collaboration, active participation, and peer-to-peer interaction contributed to a deeper understanding of the topic of belief in the Prophets of Allah. This is consistent with existing research on cooperative learning, which has shown that students learn better when they are actively involved in the learning process and when they have opportunities to engage in discussions with their peers.

The significant improvement in the experimental group's post-test scores suggests that the NHT method is more effective than traditional direct instruction in promoting understanding and retention of Islamic religious concepts. By encouraging students to work together to solve problems and discuss the material, the NHT method facilitated deeper cognitive engagement and allowed students to develop a stronger grasp of the topic. This aligns with the principles of constructivist learning, which emphasizes active learning and social interaction as key components of the learning process.

Additionally, the NHT method appeared to foster a positive classroom environment, where students were more likely to collaborate and support one another. This collaborative atmosphere not only enhanced students' understanding of the material but also helped build important social and communication skills, such as teamwork, listening, and respect for others' opinions. These skills are valuable in both academic and social contexts and contribute to the development of well-rounded individuals. Based on these results, it is clear that the NHT method is an effective strategy for teaching belief in the Prophets of Allah in Islamic Religious Education. The method not only improves students' academic performance but also enhances their engagement, motivation, and social skills. This has important implications for educators, suggesting that incorporating cooperative learning methods like NHT can lead to better learning outcomes and a more positive classroom environment.

It is recommended that educators consider integrating the NHT method into their teaching practices, especially for topics that require higher-order thinking and active participation. By fostering collaboration and promoting student engagement, the NHT method can help students develop a deeper understanding of complex topics like belief in the Prophets of Allah. Additionally, the NHT method can be applied to other subjects within Islamic education, as well as other areas of the curriculum, to enhance learning outcomes. In conclusion, the results of this study demonstrate that the Numbered Heads Together learning method is an effective approach for improving students' understanding and engagement in Islamic Religious Education, specifically on the topic of belief in the Prophets of Allah. The NHT method's emphasis on collaboration, active participation, and peer interaction significantly contributed to the improved learning outcomes observed in the experimental group. By fostering a more dynamic and inclusive learning environment, the NHT method can help students better understand and retain important religious concepts, ultimately enhancing their overall academic experience.

DISCUSSION

The results of this study reveal that the Numbered Heads Together (NHT) method significantly enhanced student learning outcomes in the context of Islamic Religious Education (PAI) or Character Education (Budi Pekerti), particularly in teaching belief in the Prophets of Allah. The improvement in the experimental group's post-test scores indicates that the NHT method had a positive impact on students' understanding and retention of the material compared to the traditional lecture-based approach used in the control group. One of the key findings was that the students in the experimental group, who participated in NHT learning activities, displayed not only improved test scores but

also a deeper level of engagement during the lessons. This can be attributed to the active involvement of students in cooperative group activities where they were assigned roles, discussed the material, and worked together to solve problems. This collaborative learning environment helped to strengthen their understanding of the topic, as it encouraged students to explain and discuss their ideas with peers, facilitating both cognitive and social learning.

In contrast, the control group, which followed traditional methods of direct instruction, demonstrated less improvement in their post-test scores. The students in this group were primarily passive recipients of information, where the teacher delivered content through lectures and the students were expected to memorize the material. While this method did contribute to some learning, it did not foster the same level of engagement or comprehension as the NHT method. This suggests that passive learning, where students are not actively involved in the learning process, may be less effective in promoting deep understanding and retention, particularly for abstract concepts like belief in the Prophets of Allah. The observed differences in the two groups' outcomes can be explained by the pedagogical principles underlying the NHT method. NHT is a form of cooperative learning that emphasizes collaboration, peer interaction, and shared responsibility for learning. Research on cooperative learning consistently shows that when students engage in collaborative activities, they are more likely to process information deeply and retain it longer. By discussing and sharing ideas, students are encouraged to think critically about the material, leading to better comprehension.

In the NHT method, the structured teamwork and collective problem-solving not only help students learn the content but also develop important social and emotional skills. These include communication, teamwork, and the ability to respect diverse opinions. This aspect of NHT was especially evident during the classroom observations, where students in the experimental group were observed to be more interactive with each other, eagerly discussing the material, and helping their peers understand difficult concepts. This active participation likely contributed to the improved understanding of the topic. Another important factor in the success of the NHT method was the increased motivation and confidence among students. Many students in the experimental group expressed feeling more motivated to learn because they were able to contribute to group discussions and share their thoughts. This positive reinforcement from their peers likely boosted their self-confidence and encouraged them to engage more fully with the content. As one student mentioned in an interview, "It was easier to understand the lesson because we helped each other." This sentiment reflects the importance of peer learning in enhancing students' academic performance.

The NHT method also created a sense of accountability among students. Each student was assigned a number, and at the end of each group discussion, one student was randomly selected to share their group's answer. This element of randomness ensured that every student had to actively participate in the discussion and contribute to their group's understanding of the material. This shared responsibility for learning increased the level of engagement and helped students take ownership of their learning process, leading to better outcomes. The traditional method of direct instruction, by comparison, did not provide the same level of engagement or accountability. While students were given information and occasionally asked questions, the focus remained on individual memorization rather than group collaboration. This lack of interaction and peer support likely contributed to the lower levels of motivation and understanding observed in the control group. Additionally, the passive nature of the traditional method did not encourage students to think critically or engage with the material on a deeper level, which could explain why the improvement in their post-test scores was less significant.

The findings also support the idea that collaborative learning methods like NHT promote a more inclusive and supportive classroom environment. In the experimental group, students demonstrated greater respect for one another's opinions and worked together to solve problems. This collaborative dynamic helped to create a classroom

atmosphere where students felt comfortable asking questions, sharing ideas, and learning from each other. This environment is essential for fostering a positive attitude toward learning and promoting a deeper understanding of the material.

Moreover, the NHT method aligns well with the objectives of Islamic Religious Education, which aims to not only impart knowledge but also to foster moral and social values among students. By encouraging students to work together, the NHT method helped to build important values such as teamwork, empathy, and respect for diversity. These values are central to the subject matter of belief in the Prophets of Allah, as the prophets exemplify qualities such as cooperation, mutual respect, and humility. The collaborative nature of the NHT method thus supports the development of these values, contributing to the students' overall character development.

Another aspect that was significant in the experimental group was the emotional connection students developed with the content. Through the group discussions, students were able to connect the teachings of the Prophets to their own lives and experiences. This connection is crucial in fostering a deep, lasting understanding of the material, as it encourages students to internalize the concepts rather than simply memorizing facts. In contrast, the control group students did not have the same opportunity to engage emotionally with the material, as the traditional lecture format did not provide a platform for personal connection or reflection. The interviews with students revealed that the NHT method made the topic of belief in the Prophets of Allah more relatable and easier to understand. Students in the experimental group felt more confident in explaining their understanding of the material, as they had discussed it extensively with their peers. This collaborative approach not only improved their academic performance but also enhanced their ability to communicate their thoughts clearly. The peer interactions facilitated by NHT contributed to a deeper understanding of the topic, as students were able to ask questions and clarify their doubts in a supportive environment.

In addition to the academic benefits, the NHT method also promoted positive classroom behavior. Students in the experimental group demonstrated increased cooperation and respect for each other during discussions. The NHT method encouraged students to listen actively to their peers, which fostered a sense of mutual respect and appreciation for different perspectives. This positive classroom culture is essential for promoting a healthy learning environment, where students feel valued and supported.

While the results of this study were promising, it is important to acknowledge some limitations and areas for further research. For example, the study was conducted in a single school, and the results may not be generalizable to other contexts or schools. Additionally, the research focused on a specific topic—belief in the Prophets of Allah—so it is unclear whether the NHT method would be equally effective for teaching other topics in Islamic education or other subjects. Further studies could examine the effectiveness of NHT in different contexts and with different age groups to provide a more comprehensive understanding of its impact.

It would also be valuable to explore the long-term effects of the NHT method on student learning and character development. This study measured the immediate impact on learning outcomes through pre-tests and post-tests, but it did not assess whether the improved understanding of the material persisted over time. Future research could track students' retention of the material over several months to determine whether the collaborative learning experience provided by NHT leads to long-term academic and moral benefits. Furthermore, the teacher's role in implementing the NHT method is crucial. While the study focused on the students' experiences and outcomes, it would be valuable to examine how the teacher's instructional practices and facilitation skills contribute to the success of the method. Teachers need to be adequately trained in cooperative learning techniques to ensure that the NHT method is implemented effectively. Research could explore the relationship between teacher expertise and the effectiveness of NHT, providing further insights into how to maximize its impact.

In conclusion, the application of the Numbered Heads Together method significantly improved students' learning outcomes in Islamic Religious Education, particularly on the topic of belief in the Prophets of Allah. The NHT method fostered a collaborative learning environment that enhanced student engagement, motivation, and comprehension. This approach not only improved academic performance but also contributed to the development of important social values such as teamwork, respect, and empathy. Based on the results, it is recommended that educators consider incorporating cooperative learning methods like NHT into their teaching practices to promote deeper understanding, critical thinking, and character development in students.

In contrast, students in the control group, who were taught using traditional methods, showed less engagement and a weaker grasp of the material. The teacher-centered approach, which relied on lectures and memorization, did not provide the same level of interaction or engagement. This passive learning environment may have contributed to the slower improvement in the control group's post-test scores. Students in this group were less likely to participate in discussions and were more dependent on the teacher for information, which limited their ability to develop a deeper understanding of the material.

The findings also suggest that the NHT method had a positive impact not only on academic performance but also on the development of important social skills. Through collaboration and group discussions, students were able to build skills such as teamwork, communication, and respect for others' opinions. These social skills are important not only for academic success but also for personal development, especially in the context of Islamic education, where values such as respect, cooperation, and empathy are central.

The success of the NHT method in this study highlights the potential of cooperative learning strategies to enhance the effectiveness of teaching and learning in Islamic Religious Education. The method encouraged students to work together, share knowledge, and support each other's learning, which ultimately led to better outcomes. The positive impact on student engagement and motivation further reinforces the idea that active, student-centered learning approaches can be highly effective in promoting deeper understanding and long-term retention of academic content. Based on the results of this study, it is recommended that teachers incorporate more cooperative learning strategies, such as the NHT method, into their teaching practices. These strategies have been shown to foster a more engaging, interactive, and supportive learning environment, which is beneficial for students' academic success and personal development. Teachers should be encouraged to adopt these methods to enhance the learning experience and help students develop both academic and social competencies.

In conclusion, the Numbered Heads Together method proved to be an effective teaching strategy for improving students' understanding of belief in the Prophets of Allah in Islamic Religious Education. The method's emphasis on cooperation, active participation, and peer interaction led to significant improvements in students' learning outcomes. By adopting cooperative learning methods like NHT, educators can create more dynamic, inclusive, and effective classrooms that better support student learning and development.

CONCLUSION

This study has demonstrated that the Numbered Heads Together (NHT) method significantly improved students' learning outcomes in Islamic Religious Education (PAI), specifically on the topic of belief in the Prophets of Allah. The comparison between the experimental group, which applied the NHT method, and the control group, which used traditional teaching methods, revealed that students in the experimental group showed greater understanding and retention of the material. The NHT method facilitated a more engaging and interactive learning environment, which contributed to better learning outcomes. The results from the pre-test and post-test indicate a clear improvement in the

students' knowledge of the topic after the implementation of the NHT method. While both groups had similar initial knowledge, the experimental group displayed a marked improvement in their post-test scores. This suggests that the NHT method, which encourages cooperative learning and peer interaction, was more effective in helping students understand the content and apply it in practical contexts. One of the key findings of this research was the increased level of engagement and participation observed in the experimental group. The NHT method promoted active involvement, as students worked together in groups, discussed the material, and were responsible for providing answers to questions. This collaborative approach helped students develop a deeper understanding of the topic, as they were required to explain, debate, and clarify concepts with their peers. Such interaction is crucial for fostering critical thinking and improving retention. The results of classroom observations also revealed that the experimental group exhibited higher levels of motivation and confidence. Students appeared more eager to engage with the content, as they were not only learning from the teacher but also from their peers. This social interaction helped them feel more confident in their understanding of the material. Moreover, the responsibility given to each student within the NHT method ensured that they were all actively involved in the learning process, enhancing both their academic skills and their social abilities.

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