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Efforts to Improve Student Learning Outcomes in Islamic Education Learning with the Numbered Head Together Model at SD Negeri 12 Simpang Tiga Cubadak

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Abstract: This study aims to improve student learning outcomes in Islamic religious education learning by using the Numbered head together model. 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 Numbered head together model 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 49.71%, the first cycle 68.39% and in the second cycle it increased to 85.66%. Thus, the use of the Numbered head together model can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: Numbered head together model, learning outcome, islamic education learning.

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INTRODUCTION

Education is very important in shaping a good and dignified national character. Education is also a conscious effort made by a person or group of people in an effort to mature human beings through teaching and training efforts. In the process of human maturity that lives and develops, it appears that human beings are always changing and that change is the result of learning. Education occurs with a process of changing attitudes and behaviors. The learning process in schools is a teaching and learning activity in which there are two subjects, namely teachers (educators) and students as students. The main task and responsibility of a teacher is to create learning that is effective, efficient, creative, dynamic, and fun.

This implies that there is awareness and active involvement between two learning subjects, namely the teacher as the initial initiator, supervisor and facilitator and the student as a person who experiences and is actively involved in obtaining self-change in learning itself. To optimize the achievement of learning outcomes, an educational

interaction is needed in the learning process. Islamic Religious Education is a main subject that not only leads students to be able to master various Islamic studies, but also emphasizes more on practice in daily life in the midst of society. Therefore, Islamic Religious Education teachers should be able to develop learning that is oriented towards achieving student competencies as a whole which includes the cognitive, affective and psychomotor domains.

The material of faith in the last days is included in the aspect of faith. In general, faith material is learned by students by listening to the teacher's lectures. In the previous school year, it was obtained that the learning outcomes of students with such a learning model students who were actively involved in this learning activity were few compared to students who were active in learning Faith to the last day, which means that we believe and believe in the coming of the last day, namely the destruction of the entire universe.

Faith in the last day is one of the pillars of faith, namely the 5th (fifth) pillar of faith. According to Imam Nawawi "Faith in shari'iy terms is justification with the heart and deeds with the limbs" and according to the Team of Tawhid Experts translated by Agus Hasan Bashari, "Faith in the last day is to believe with certainty the truth of every thing that is preached by His messenger starting from what will happen after death, the slander of the grave, the punishment and blessing of the grave, and what will happen after that". In learning in grade V of elementary school about Faith to the Day, it is hoped that students will be able to understand learning well, as well as its application to students' daily lives, further improving behaviors that reflect faith in the last day. For example, in terms of worship, prayer, reciting the Qur'an, fasting, etc., then from a social perspective, how students behave towards their parents, friends, relatives and other people around them. But in reality, there are a few things to keep in mind. Among them is the lack of learning success, including the inconsistency between understanding and the expected application of the learning objectives. Students understand but in daily application it is still lacking. For example, in prayer there are still those who are negligent in doing it, rude when playing with friends, and other attitudes that are still lacking. This gap may be due to a lack of understanding during the learning process. In an effort to improve this problem, teachers took the initiative to change learning methods that can make students more active in learning in the classroom.

Of course, it has been adjusted to the subject matter that will be discussed in that week. The method that will be used to improve student learning outcomes is the Numbered Head Together method, which is a learning method that focuses more on student activities in finding, processing, and informing the learning outcomes that have been carried out by presenting in front of the class. Based on this background, the researcher is interested in conducting a class action research with the title "Efforts to Improve Student Learning Outcomes on Faith Material to the Last Day with the Numbered Head Together Method in Class V SD N 12 Simp. Three Attempts "

From the explanation as explained in the background of the problem above, it can be identified that several learning problems have arisen, including the learning process of PAI and BP has not used varied learning models, methods, media and facilities. Lack of student concentration in following the learning process leads to low student learning outcomes. The learning process of PAI and BP at SD N 12 Simp.

Three Cubadak still use the lecture method only. Based on the above background, the author limits the problem studied in this study, namely whether using the Numbered Head Together method with the PBL (problem based learning) model can increase the learning success of students in learning Faith to the last day at SD N 12 Simp. Three attempts?. Based on the above problems, this class action research (PTK) aims to describe the influence of the Numbered Head Together method with the PBL (Problem based learning) model on the success of students in learning faith to the last day of class V students at SD N 12 Simp. Three cubadaks. This research has practical and theoretical benefits: Its practical benefits; 1) Providing ideas to the school to improve the learning process to improve student learning outcomes. In addition, it can increase cooperation in

the school environment, 2) Expand the perspective for teachers about the method of learning faith to the last day in Islamic religious education, facilitate teachers in diagnosing students' learning problems and feedback to make learning faith to the last day in Islamic religious education more active and enjoyable, 3) Students enjoying learning with this method can increase the active role of students in the process Learning is being brave and expressing opinions, and being able to think critically to solve the problems given. The theoretical benefit is that it provides a basis for researchers to conduct further similar research and as an effort to improve the problem-solving ability of students.

METHODS

This research is a type of classroom action research (PTK). The characteristic of PTK research is the existence of cycles which are a solution towards better learning practices and each cycle consists of four stages, namely: planning, implementation of actions, observation and reflection. The design of this research is by looking at the problems that occur with a quantitative approach, namely the research in the form of numbers. PTK also has a very important role in improving the quality of lessons if implemented properly and correctly. This means that teachers try to consciously develop the ability to detect and solve problems that occur in the learning process in the classroom through meaningful actions that are calculated to solve or improve problems and then carefully observe their implementation to measure the level of student success. According to Kemmis and Mc. Taggart, classroom action research is a way for a group or person to organize a condition in which they can learn about their experiences and make their experiences accessible to others. Meanwhile, the classroom is a place where teachers conduct research, with the possibility that they continue to work as teachers in their workplace.

Classroom action research is practical research conducted in the classroom and aims to improve existing teaching practices. This study intends to reveal an ability and improve student learning outcomes in learning PAI and BP well through the Numbered Head Together learning model in grade V of SD N 12 Simp. Three cubadaks. So by using the NHT learning model, researchers also play an active role directly in the learning process carried out. The location of this research was carried out at SD N 12 Simp. Tiga Cubadak, Dua Koto District, Pasaman Regency. The time of this research was carried out in class V of the even semester of the 2024/2025 academic year. The subject of this study is a student of class V of SD N 12 Simp. Three cubadaks. The research procedure includes; Preparation for the research, namely Problem identification: identifying the low learning outcomes of students on the material of faith to the end based on initial observations, previous test results, or interviews with class teachers, Determination of research focus: deciding that the numbered head together (NHT) method will be used to improve student learning outcomes, Preparation of instruments: preparing an NHT-based learning implementation plan (RPP) and making an observation sheet of student and teacher activities and compiling evaluation questions to measure student learning outcomes.

The implementation of this research follows the stages of classroom action research consisting of action planning, observation, and reflection. The next step in the cycle is planned to be revised, acted, observed and reflected. The stages of research in each action occur repeatedly which ultimately results in several actions in the classroom action research. The activities carried out in this planning stage are to prepare a draft lesson plan in the form of a lesson plan containing basic competency standards, learning objectives and steps to implement NHT-type cooperative learning, then prepare a format or observation sheet that will be used during the direct teaching process to find out the activities of teachers and students in implementing the NHT learning model. Then, create/provide the necessary learning media, then determine the criteria for the success of the research. This action is the application of the planning that has been made by the researcher.

At this stage, teachers carry out teaching and learning activities using the NHT-type cooperative learning model in PAI subjects. Actions are designed systematically as a step to improve the learning process. The teacher opens the lesson by greeting and absent students, doing apperception and motivating students explaining about the NHT-type cooperative learning model, conveying the learning objectives of PAI with faith material to the last day and grouping students heterogeneously and giving a number to each student. This observation serves to see and document the effects of actions in class. The results of this observation are the basis for reflection so that the observations made must be able to tell the real situation.

Conduct an evaluation to measure the learning outcomes on the faith material to the end of the day according to the basic competencies that have been learned and see the extent of students' understanding after being given action. Reflection includes analysis, synthesis, interpretation (interpretation), explaining and summarizing. At this stage, the researcher evaluates the activities that have previously been carried out. The researcher analyzes the results of the observations that have been made, then can be used to evaluate procedures, processes and action results.

Data was obtained from the results of cognitive learning by giving tests to students which were carried out at the end of each cycle. Affective and psychomotor outcome data were obtained from the results of observation filled in the observation sheet.

The test used is a test in the form of a description. This test was given after using NHT model learning.

The observation used in this study is a structured observation, which is an observation that has been designed systematically. Learning instruments include; Learning implementation plan (RPP): contains steps to improve the government's education; The teaching uses the Numbered Head Together method and learning objectives, time allocation, teaching meters, learning and evaluation media, and student worksheets (LKS): used as group discussion materials and LKS contains questions or assignments that encourage students to think critically and work together in groups. The data collection instruments include; Observation sheets and student activities, this banner is used to observe student activity during learning; Teacher performance observation sheet, this sheet is used to assess the implementation of learning by teachers; Learning outcome test, this test is used to measure students' understanding of the material of faith to the last day. This test is given before and after the application of the NHT method; Student response questionnaire is used to find out students' responses to learning using NHT. The reflection instruments include; field records used to record important things that happen during learning, such as obstacles faced or the success of the methods used; Documentation that includes photos or learning videos to support observation and reflection results. The analysis instruments include; Group discussion assessment rubric: to assess students' activities, contributions and cooperation in groups; Analysis of test results: using the calculation of the average score of students in the pre-test and post-test to see the improvement of learning outcomes.

The data analysis used in the study of this class action is descriptive, quantitative, and qualitative. Qualitative descriptive data analysis is used to qualitatively determine the results of classroom action research conducted based on observations during learning in the classroom. Data analysis starts from the beginning of observation to the end of data collection. This is to find out the extent of the improvement achieved and then the observation analysis is presented in the form of sentences. Quantitative data analysis is used to obtain the calculation of the average percentage of student test results at the time the action is taken. The formula is as follows:

$$p=f/N \times 100\%$$

p= percentage number, f= the frequency that the percentage is looking for, N= number of frequencies/ number of individuals

The data is calculated based on the type of instrument, then the data is summed up and searched for the average and percentage. The results of the calculation are then classified

into five (5) categories, namely: Very good= 80-100, Good= 66-79, Enough= 56-65, Less= 40-55, Fail= 30-39

RESULTS

SD Negeri 12 Simp. Tiga Cubadak, Dua Koto District, Pasaman Regency. SD Negeri 12 Simpang Tiga Cubadak is located in a rural area, located in Cubadak, Dua Koto District, Pasaman Regency. This elementary school was established in 1946. SD Negeri 12 Simp. Tiga Cubadak is located in Teluk Embun Nagari Cubadak, Dua Koto District, located approximately 150 meters from the highway of Panti-simpang four, so that road access is easy to reach. The language used by students is Mandailing. The surrounding environment is a residential area, the livelihood of the population is mostly farmers and blacksmiths. People's lifestyles tend to be consumptive and the level of public concern for education is very high. In the first cycle, it is carried out; 1) Suklus Action Planning Stage I, In this first stage, the planning stage carried out is to prepare a learning implementation plan in accordance with the material to be delivered to students and prepare the learning media to be used, namely numbered cards, student activity sheets and evaluation sheets; 2) Stage of Implementation of Cycle I actions, In this first cycle, the learning carried out is to improve student learning outcomes with material of faith to the last day. Learning is carried out simultaneously during teaching and learning activities, namely Friday from 07:30–9:00 WIB. Learning consists of opening activities, core activities, and closing activities. Learning to improve learning outcomes is carried out in the core activity, namely students are required to be active and understand every answer they have written on the activity sheet of each group.

The following is a description of the implementation of Cycle I learning; The first meeting was held on Thursday, December 19, 2024, approximately 2 hours of lessons with faith material to the last day. The activities carried out are teachers conveying learning objectives, student motivation and explaining material about faith to the last day. The result of this activity is that there are still many students who are less active, do not understand the NHT-type cooperative learning model and are still embarrassed to put forward their answers. In addition, during the pre-test, many students still lack confidence and see their friends' answers.

This second meeting was held on Friday, December 20, 2024, the subject matter given was the meaning of faith to the last day and the wisdom of faith to the last day. The result of this learning activity is that students are more focused on expressing their opinions, although there are still those who express their opinions by reading the answers, but they look more excited. The observation stage was carried out to find out the extent to which the action intervention had an impact on improving learning outcomes in PAI subjects which was expected in the first cycle of research. It can be explained from the data above in the first cycle of pre-test that the number of students who scored ≥ 75 was 4 students with a percentage of 20% while in the first cycle of the post-test the number of students who scored ≥ 75 decreased to 1 student with a percentage of 5% of the score became a decrease from the number of students. So it can be concluded that the student's score is decreasing from the first test, so the results have not reached the expected target. At this stage of reflection, there are several strengths and successes achieved in the learning process of cycle I, namely; 1) When the material is being explained, there are still many students who do not listen, pay attention and even they talk to their friends, 2) There are still many students who do not understand the NHT-type cooperative model, 3) Lack of communication and students' sense of responsibility to their group and still attach importance to individual interests, 4) Lack of student activity when asking questions and giving responses to the group who presents the answers. The shortcomings in cycle I will be corrected in the next cycle.

In cycle II, cycle action planning is carried out II As is the case in cycle I, the learning process and actions carried out by the researcher in detail are as follows; The

first meeting of learning activities in cycle II of this first meeting was held in two hours of lessons with the subject of faith to the last day. The result of this activity is that almost all students already understand the NHT-type cooperative model, students are also more enthusiastic when their own group is decisive and more motivated when at the end of the learning the group that is rated the highest gets a prize. The second meeting, learning activities at this second meeting were carried out in two hours of lessons with various subjects and signs of the apocalypse. The result of this activity is that students look more enthusiastic and have responsibility for their group as well as individual responsibility when they express opinions and respond to answers from other groups. Students look more focused when their sitting position is made to change and face to face with their group. Because of this activity, almost all students are excited when they get prizes. Observation and evaluation of the actions of cycle II, cycle II learning is more emphasized on appreciating students' answers so that all students look excited. The division of groups that are adjusted to the student's wishes makes students more focused and relaxed when discussing with their friends. In addition, the seating position is also made different so that students feel comfortable and not bored with the classroom atmosphere. This observation stage was carried out to find out the extent to which action interventions have had an impact on improving student learning outcomes in Islamic religious education subjects which are expected in the second cycle of action research. Furthermore, to further clarify the learning outcomes in the second cycle post-test about the material of faith to the last day in the PAI subject, the following is an explanation of the learning outcomes in percentage: Based on the table above, it can be explained that in the second cycle post-test which received a score of ≥ 75 , there was an increase, namely to 16 students with a percentage of 80%. So it can be concluded that the learning outcomes of students in cycle II have increased. In cycle II learning,

it was observed that student learning outcomes had been improved and could achieve the set targets, however, in cycle II learning, collaborators and companions still met some students who were not so active in the learning process that they were not able to achieve the expected targets. Therefore, there needs to be better efforts, including; 1) Providing motivation to students who have not paid attention to the lessons given by the teacher; 2) Sanctioning students who are still noisy or talking to themselves when the teacher explains the material. With these sanctions, it is hoped that students will experience changes and begin to pay attention to teachers; 3) Invite students to be able to communicate well with the theme and have great responsibility for the tasks given; 4) Appreciate every question and answer given by students by giving reinforcement in the form of verbal praise. Based on the results of the research as explained above in general about the application of the Numbered Head Together type cooperative model can improve student learning outcomes in PAI subjects so that this research reaches cycle II only.

DISCUSSION

This research was carried out in two cycles and each cycle had two meetings. This research was attended by 19 students in grade V of SD N 12 Simp. Three Cubadak with 11 male students and 8 female students and the researcher used a Numbered Head Together type cooperative learning model during the learning process. The learning process starts from the formation of heterogeneous groups consisting of low, medium and high ability students. At the time of the pre test, only 4 students passed the KKM or around 20% and after taking action in the second cycle, the students who passed the KKM were 60% or 12 students, meaning an increase of 40% from before. This result is considered less than optimal due to the lack of student activity and students who have not fully understood the NHT-type cooperative learning model. Because it has not reached the expected criteria, namely 75% of the learning outcomes of students who have increased/achieved KKM, it is necessary to take the next action in cycle two for improvement.

In cycle II, the research was carried out by more appreciating the answers of each student in each group. In this cycle, groups that have high scores get an award from the teacher so that they can spur enthusiasm to obtain higher learning outcomes. The teacher also changes the sitting position of the students so that it is not boring, the students are given the opportunity to choose their group mates according to their wishes. Students are explained again about the NHT-type cooperative learning model so that it can be ensured that students understand the procedures for implementing the NHT-type cooperative learning model. In the second cycle, students experienced an increase in learning outcomes, namely 80% or students passed KKM, 16 students out of 19 students. Based on the data, it can be concluded that the use of the Numbered Head Together type cooperative learning model in the material of faith to the last day in the PAI class V SD N 12 Simp. Three Cubadak can improve student learning outcomes.

CONCLUSION

Based on the end of the implementation of the cooperative learning model implemented, it can be concluded that the Numbered head together type cooperative learning model in PAI learning at SDN 12 Simpang Tiga Cubadak, Dua Koto District can improve student learning outcomes. This is evident from the increase in the average learning outcomes of students before the action which showed a very low average, while in the first cycle it increased by 70, 95 and 79.90 in the second cycle. The average completeness of learning before action was only 4 out of 19 students whose scores reached KKM (20%). After the classical completeness action was held, it increased to 12 students out of 19 students whose scores reached KKM (60%) in the first semester, while in the second cycle there were 16 students out of 19 students whose scores reached KKM (90%).

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