Application of the Numbered Heads Together (NHT) Cooperative Learning Model to Increase Learning Motivation and Learning Outcomes of Class XI IPS B Students at SMA IT Granada Samarinda

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ABSTRACT

Application of Numbered Heads Together (NHT) Cooperative Learning Modelaims to improve and improve the learning process in economics class XI IPS B SMA IT Granada which is carried out collaboratively between researchers and economics teachers. The subjects of this study were students of class XI IPS B which consisted of 15 students. This research was conducted for three cycles. Data collection consisted of observation, documentation, tests and distribution of learning motivation questionnaires. Data analysis used is descriptive analysis. The results of this study indicate that the type cooperative learning model*Numbered Heads Together*can increase learning motivation and student learning outcomesclass XI IPS B at SMA IT Granada. From the results of the research that has been done, it can be concluded that using the Numbered Heads Together cooperative learning model can improve learning outcomes and learning motivation. This is indicated by an increase in learning motivation (cycle I to cycle II by 4% and cycle II to cycle III by 6.33%) and learning outcomes (cycle I to cycle II by 33% and cycle II to cycle III by 13%) in each cycle.

Keyword: Cooperative Learning Model, Numbered Heads Together (NHT), Motivation Learning, Learning Outcomes

INTRODUCTION

Educational science is very important for both countries, both developed and developing countries with the aim of promoting technological development, global economic competition and economic growth (Schulze & Lemmer, 2017:1). Education always takes place dynamically, namely in the sense of change. Both changes in whole or in part. The development of science results in the discovery of new theories and ways in the learning process. In the learning process there is interaction between the teacher and students (Subhi & Widodo, 2016: 789). The definition of education in Law number 20 of 2003 article 1 which reads: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation

and state" (Mulyana, et al., 2016: 332). Research on student motivation is central to research in teaching and learning settings (Gbollie & Keamu, 2017:2).

Motivation to learn (learning motivation) is the encouragement of someone to learn something in order to achieve a goal. A person will have high learning motivation if he realizes and understands the goals he will achieve in the future. If someone understands his ideals well, then he will be encouraged to be more active in learning. There are 2 types of motives, namely internal motives and external motives. Internal motives tend to last longer than external motives. By learning something in order to achieve good success, high motivation is needed. Motivation that comes from outside (external motives) tends not to last long, because if the external stimulation has disappeared or is no longer there, then someone tends to reduce their enthusiasm for learning (Dariyo, 2014: 45).

According to the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System Article 1 states that "learning is the process of interaction of students with educators and learning resources in a learning environment". While learning resources play a role in providing various information and knowledge needed in developing the desired competencies in the field of study or subjects studied. That's why learning resources are important in providing positive things and guaranteeing the improvement of the quality of education. Learning outcomes can be interpreted as results obtained because of the learning activities that have been carried out. From this understanding it can be concluded that learning outcomes are the results after someone carries out the learning process (Irawan & Ferbiyanti,

The application of the NHT type of cooperative learning model is the right learning in teaching and learning activities that is rightly carried out by the teacher because this learning model focuses learning activities on students and invites students to think together so that students in learning activities can understand the material being conveyed.

Based on previous research, research on the cooperative learning model of the Numbered Heard Together type has been carried out a lot of research, namely for language subjects (Indonesian and English), Mathematics, and Natural Sciences (Biology and Physics).

Based on previous research, using the cooperative learning model of the Numbered Heard Together type can increase learning motivation and student learning outcomes. Therefore, researchers will also conduct research related to the cooperative learning model of the numbered heads together type to increase learning motivation and learning outcomes in economics subjects. Based on this background,

RESEARCH METHODS

The type of research conducted in this research is quantitative research. The research subjects to be carried out were class teachers and students of class XI IPS B at SMA IT Granada Samarinda. While the object in the research that will be carried out is the motivation to learn and the results of learning throughcooperative learning model of the NHT type in students of class XI IPS B in economics at SMA IT Granada Samarinda. This study uses several implementation stages described in 3 cycles. Cycle I consisted of observation and planning, cycle II consisted of observation and planning, and cycle III consisted of observation. Data collection techniques use observation, questionnaires, tests, and documentation. The data analysis process uses descriptive statistics,namely the technique used to find data and display it in a form that is understandable by everyone

RESULTS AND DISCUSSION

Results

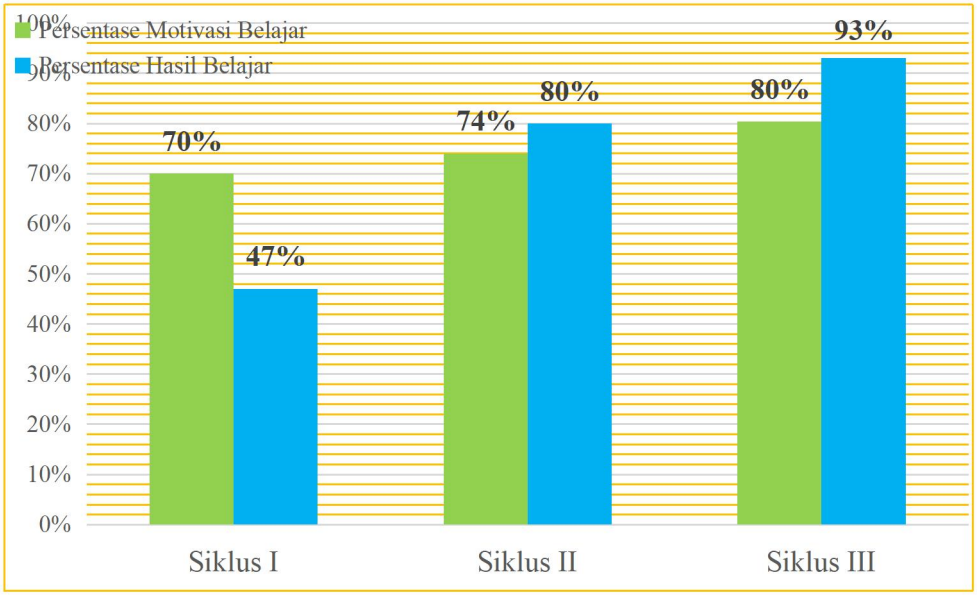
No.	Name	Mark	Information
1.	Adelia Natasha	27	Not Completed
2.	Aliya Fahira	59	Not Completed
3.	Andi Rhysma Handayani	70	Not Completed
4.	Azizah Zafira Maharani	73	complete
5.	Elisa Eva Nur Salsabila	72	complete
6.	Fikriyyah Salwa Arini	70	Not Completed
7.	Fitria Ulfa Sari	80	complete
8.	Husnul Afifah	75	complete
9.	Mar'atus Solikhah	72	complete
10.	Maura Annisa	69	Not Completed
11.	Nafisa	79	complete
12.	Reihanna Nilam Wulandari	45	Not Completed
13.	Rizkia Nurhalisya Pasie	70	Not Completed

No.	Name	Mark	Information
14.	Shalsha Amirah Fitri	68	Not Completed
15.	Syakilah Nur Salsabilah	72	complete
Amount			1001
Average			66.73
Lowest Value			27
The highest score			80
Minimum Completeness Criteria (KKM)			72
Completed Learning Students			7
Students who do not complete learning			8
Completeness Percentage			47%

Source: UTS Score Data for Class XI IPS B SMA IT Granada, 2018

Based on table 4.8 above, it can be seen that the learning outcomes in Economics subject before using the Numbered Heads Together (NHT) Type cooperative learning model obtained the lowest score of 27 and the highest score of 80. The class average score was 66.73, students who experienced learning completeness were 7 students, while 8 students did not complete the study. Based on the information above, it can be concluded that the learning outcomes of class XI IPS B students in Economics are not in accordance with the indicators of success, namely students who meet the KKM 71 score of at least 75% of the total number of students in the class.

To make it easier to see the percentage of learning motivation and student learning outcomes can be seen in Figure 4.6. the following



Source: Research Results Data, 2019

Figure 4.6 Bar chart of the Percentage of Student Learning Motivation and Student Learning Outcomes in Class XI IPS B in Economics Subject

Based on table 4.47. and figure 4.7., it can be seen that the Percentage of Student Learning Motivation and Student Learning Outcomes of Class XI IPS B In Economics Subjects in cycle I obtained a percentage of learning motivation of 70% and a percentage of learning outcomes of 47%, in cycle II the percentage of learning motivation was obtained 74% and the percentage of learning outcomes is 80%, and in cycle III the percentage of learning motivation is 80% and the percentage of learning outcomes is 93%. So that this research is considered successful because it meets the success rate criteria which are measured using success indicators.

The success indicators stated that this research would be successful if the average percentage of students' learning motivation indicators on the observation sheet was 75% and after conducting research consisting of three cycles, the percentage of learning motivation indicators was obtained by 80%. This research is also said to be successful if 75% of the students in class XI IPS B have a score of 72 in economics. After conducting the research which consisted of three cycles, it was discovered that there were 15 students in class XI IPS B totaling 14 students who had completed their studies and there was 1 student who had not finished studying so that a percentage of learning outcomes was obtained by 93%. So this research can be said to be successful.

Discussion

The research that was carried out by the author as a researcher up to cycle III from August 1 to September 12 2019, in this study was assisted by an Economics teacher, Mrs. Miftahul Janah, S.Pd. in the application of the NHT type of cooperative learning model to increase learning motivation and student learning outcomes in the learning process activities.

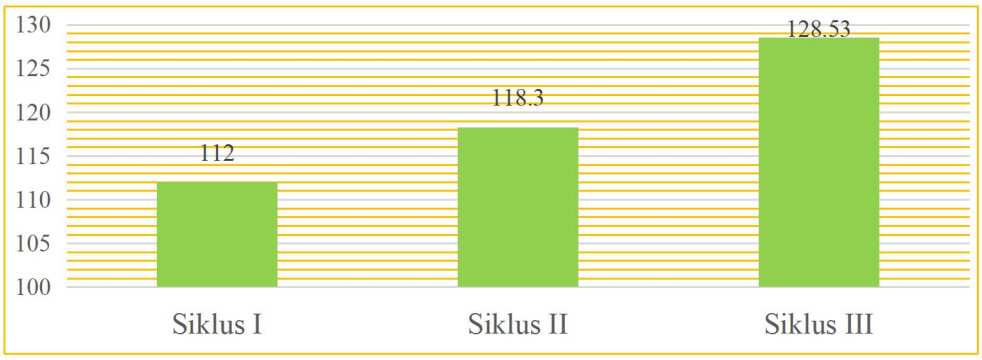
The results of this study prove that students of class XI IPS B at SMA IT Granada have good learning motivation in Economics after applying the NHT type of cooperative learning model.

Table 4.44. The Average Value of Student Learning Motivation in Each Cycle

Cycle	Average Student Learning Motivation	Percentage of Increased Student Learning Motivation
Cycle I	112	70%
Cycle II	118.3	74%
Cycle III	128.53	80.33%

Source: Research Results Data, 2019

Based on table 4.44. above it can be seen that there was an increase in each meeting in cycle I, cycle II and cycle III the results of the table above the data are described in Figure 4.5 below.



Source: Data Processed from Primary Data, 2019

Figure 4.5. DiagramBars of Average Increase in Student Learning Motivation

Based on the research data in the application of the NHT type cooperative learning model above, it shows thatThe research results obtained in the first cycle showed that the average student motivation was in the "good enough" category, which was equal to70%.So that it has not been able to achieve the desired indicator of success because most students consider the application of the NHT type of cooperative learning model to be new for them. Because students are still adapting to this type of NHT cooperative learning model. So that the teacher must be more masterful of the NHT type of cooperative learning model, provide understanding to students so that students can understand it clearly, direct students to ask questions, provide responses from the results of the presentation. If seen from the overall viewpoint, students are able to adapt to this type of NHT cooperative learning model from each meeting, although there are still several indicators of success to be achieved and can make improvements in cycle II.

In cycle II, from the results of the research conducted, it was obtained that the average student motivation was in the same category, namely "good enough" which was 745 and only experienced an increase of 4%. This is because the teacher lacks motivation to students so that students are still hesitant in expressing their opinions. Whereas in cycle III, the average student motivation was in the "good" category and experienced an increase of 80.33%.

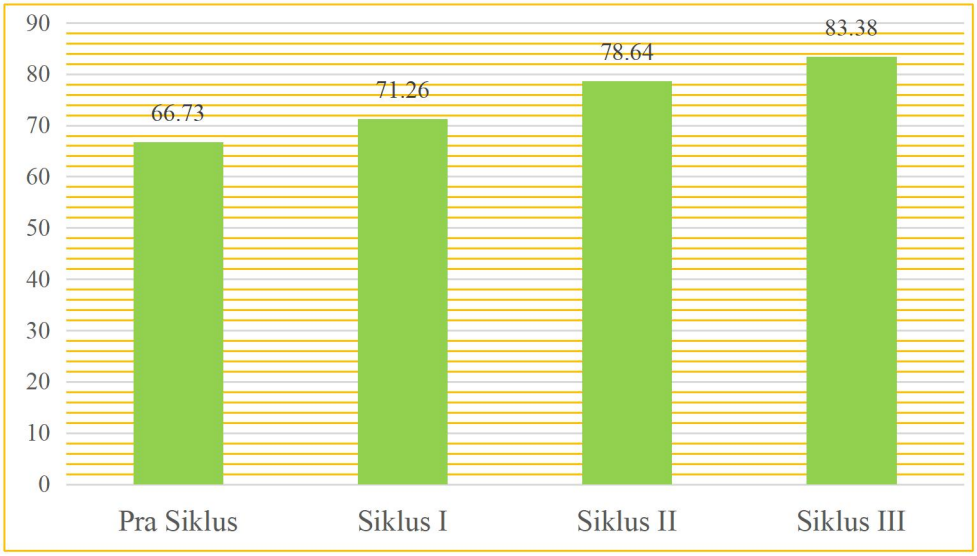
While the evaluation values of cycle I and cycle II are used as a reference and comparison to assess an increase in student learning outcomes can be seen in the table4.45. and figure 4.6. the following:

Table 4.45. The Average Value of Student Learning Outcomes Each Cycle

Cycle	Average Student Learning Outcomes	Percentage of Increase in Student Learning Outcomes
Pre Cycle	66.73	47%
Cycle I	71.26	47%
Cycle II	78.64	80%
Cycle III	83.38	93%

Source: Research Results Data, 2019

Based on table 4.45. above it can be seen that there was an increase in each meeting in cycle I, cycle II and cycle III the results of the table above the data are described in Figure 4.6 below.



Source: Data Processed from Primary Data, 2019

Figure 4.6. DiagramBars of Average Increase in Student Learning Outcomes

Based on the research data in the application of the NHT type cooperative learning model above, it shows that student learning outcomes have increased very significantly. The pre-cycle average value was 66.73, the first cycle average was 71.26, the second cycle average value was 78.64 and the third cycle average value was 83.38. This means that the model used in learning is successful and can be used as a strategy in learning economics.

Table 4.46. Recapitulation of Completeness of Student Learning Outcomes At Cycle I, Cycle II, and Cycle III

	Pre Cycle	%	Cycle I	%	Cycle II	%	Cycle III	%
Q	7	47%	7	47%	12	80%	14	93%
BT	8	53%	8	53%	3	20%	1	7%
∑	15	100%	15	100%	15	100%	15	100%

Source: Research Results Data, 2019

CONCLUSION

This action research is to prove that the application of the Numbered Heads Together (NHT) Cooperative Learning Model can increase learning motivation and learning outcomes for Class XI IPS B students at SMA IT Granada Samarinda. Based on research conducted by researchers, it can be concluded as follows:

1. In the application of the Numbered Heads Together (NHT) Cooperative Learning model to teacher activities in delivering teaching material on economic subjects, the scores are very

good according to the steps in the Numbered Heads Together (NHT) Cooperative Learning model and provide time to think and work the same among students in the group in the learning activity.Likewise, the activities and participation of students in the learning process are also considered very good, students are actively involved in solving problems/questions and discussing them with groups and appointed to present their work in front of the class.

2. Learning by using the Numbered Heads Together (NHT) Cooperative Learning model is proven to be able to increase student motivation in Economics subjects in each cycle. From the research results in the first cycle, it was obtained that the average student learning motivation was 112 (70%) in the "good enough" category. The results of the study in cycle II obtained an average student motivation of 118.13 (74%) in the "good enough" category. While the research results in cycle III obtained an average student motivation of 128.53 (80.33%) in the "good" category.
3. The application of the Numbered Heads Together (NHT) Type Cooperative Learning model in Economics learning activities has proven that Numbered Heads Together (NHT) Cooperative Learning can improve student learning outcomes from the results of research that has been carried out on student learning outcomes in Economics subjects have increased in each cycle. The results of research on the first cycle of the average value of student learning outcomesof 71.26 with a completeness percentage of 47%, in the research results in cycle II there was an increase in the average value of student learning outcomes by 78.64 with a completeness percentage of 80%, and in the research results in cycle III there was an increase in the average value of student learning outcomes by 83.38 with percentage of completeness 93%.

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