Application of the numbered heads together learning model to improve learning outcomes of Christian religion education

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Article Info

ABSTRACT

The low learning outcomes of Christian Religious Education in grade IV students at SDK Scriptura Bengel, Talaud Islands Regency compared to other subjects. To improve Christian Religious Education learning achievement, it is necessary to have an innovative learning model that can motivate students to be active in learning. One of them is by using the Numbered Heads Together Learning Model. The purpose of this study was to determine the application of the Numbered Heads Together Learning Model in improving Christian Religious Education learning outcomes in SDK Scriptura Bengel Students, Talaud Islands Regency. This research method uses a class action research design with stages of planning, action implementation, observation, and reflection. The results showed that the application of the Numbered Heads Together Learning model could improve Christian Religious Education learning outcomes from cycle I to cycle II with the subject matter "God is the Source of My Strength" in class IV SDK Scriptura Bengel Talaud Islands Regency.

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Introduction

Education is a process of changing attitudes and behavior carried out by educators, in fostering, training, and educating students to become better(Hidayat & Haryati, 2019; Rahmat et al., 2017; Srinalia, 2015). The educational process is the building of the nation's character to develop quality human resources(Khalik et al., 2019). Education is very important in human life. Quality human resources will determine the quality of personal, community, national, and state life to overcome the problems and challenges of life in the present and the future(Wahidin, 2017).

Student learning outcomes are measured by written and oral tests, such as daily tests, midterm tests, and semester tests(Said & Muslimah, 2021). In the implementation of learning, most teachers only focus on learning to memorize with the question-and-answer method to test children's memorization (students are only taught to memorize). The material delivered by the teacher cannot be interesting and the teacher is less creative and communicative when teaching(Yudha & Mandasari, 2021). This is what often causes a lack of student response in participating in learning, resulting in low learning outcomes in Christian Religious Education at school.

The "Numbered Heads Together" (NHT) method is one of the cooperative learning methods designed to increase student engagement, understanding of concepts, and their communication skills(Leasa & Corebima,

2017; Mustami & Safitri, 2018). This method can be applied in various subjects, including Christian religious education.

In learning the use of teaching methods and materials used by teachers is often not on target according to pre-determined learning outcomes (Ulhaq & Lubis, 2023). The use of learning methods that are only based on the personal will of a teacher will certainly ignore the needs of students (Sinamo & Pasaribu, 2022). For example, a teacher who only always uses the lecture method while the aim of teaching is that students can observe pictures, this is an inappropriate teaching and learning activity (Jatun et al., 2016). The fact that is happening at this time, the learning of Christian Religious Education in elementary schools has not been too applied as an educational subject to further develop independently in accordance with the competencies they have (Goldman, 2018).

The position of students in Christian Religious Education subjects is still in learning situations and conditions that place students in a passive state and as objects that are only filled by the teacher to the full. Teaching and learning activities are still dominated by teachers so many problems arise in achieving learning completeness (Peranginangin et al., 2019; Puspitarini & Hanif, 2019).

In achieving the competency standards for the Christian Religious Education subject about God, the Source of My Strength, especially at SDK Scriptura Bengel, there are still many difficulties. This can be seen by the low test scores of Christian Religious Education subjects compared to the scores of other subjects.

To improve learning outcomes, various efforts were made to update the curriculum, improve the teaching system, and improve the quality of teacher abilities, which were efforts towards improving the quality of learning(Tanang & Abu, 2014). Many things can be taken to achieve these goals, such as how to create a good learning atmosphere, and knowing students' study habits so that students are excited during the learning process. Because of that, teachers should seek information about which conditions can improve learning in elementary schools.

But changes to the curriculum can cause new problems in the world of education. For example, many student achievements have decreased, and teachers feel confused about implementing the new curriculum because they have not received training on how to implement it. The inability of students has an impact on every subject given in elementary schools, especially in the subject of Christian Religious Education.

Christian Religious Education Learning is the process of providing learning experiences through a series of planned activities so that students gain competence regarding the main truths of the Christian faith based on the word of God and under the guidance of the Holy Spirit carry out a systematic teaching and learning process and through mentoring directed at introduction and encounter with the Lord Jesus Christ, so that they experience spiritual, cognitive, affective, psychomotor growth and are applied in daily life as self-dedication to others and for the glory of God.

There are still problems in learning in elementary schools, including the low student learning outcomes in Christian Religious Education subjects. This is proven when there are daily tests, midterm tests, and tests, there are some students whose learning outcomes are still far below the minimum completeness criteria. Especially in the material Allah, the Source of My Strength, most students do not achieve the completeness score in Christian Religious Education which has been set by the school for a minimum score of 70.00 (seventy points zero).

 Of the 13 students, it turned out that only 5 students were able to achieve minimum completeness, namely as much as 36%. While 8 other students have not achieved a minimum mastery of 64%. The causes of low student learning outcomes in the material Allah Sumber Dayaku include learning dominated by the lecture method, the learning process still teacher-centered, students tending to be passive and lacking the courage to ask questions, students are rarely trained to express opinions in solving problems, create motivation and interest in learning is low and the learning outcomes of Christian religious education are also still quite low.

From the above problems, it is known that the learning process carried out in the classroom is only teacher-centered. Therefore, students do not understand what is taught by the teacher, because students only accept what is conveyed by the teacher. So student learning outcomes in Christian religious education subjects need an appropriate learning model to improve student learning outcomes in Christian religious education subjects. The Numbered Heads Together learning model is the application of a cooperative learning model in which students are divided into heterogeneous groups consisting of 4-5 people(Firdaus, 2016). In each group, smart students can teach their friends who are less so that they can foster a social sense among each member of the group.

In (Yuliana et al., 2018) research, the results of the analysis conducted showed that 100% of students had completed learning. Students gave a positive response to the learning method applied and a score of 90% with very high implementation criteria. So it is concluded that the learning method using the Numbering Heads Together method can improve student learning outcomes on excretory system material.The results of this study are supported by (Hanggara & Awang, 2016) research which shows the effect of the Numbered Heads Together (NHT) learning model on student learning outcomes.

The results of study by (Suandewi & Wibawa, 2017)showed that learning science by using cooperative learning model type Numbered Head Together (NHT) can improve the learning outcomes of fourth grade students at SD No. 3 Kapal in the 2016/2017 academic year. Where the average science learning outcomes of students increased by 12.43%. In line with the research conducted by (Kistian, 2018)which show that through the application of the Numbered Head Together (NHT) learning model, students can achieve learning outcomes of grade IV in SD No. 3 Kapal in 2016/2017. Together (NHT) students can achieve the completeness of learning outcomes on fraction material in class IV SD Negeri 4 Banda Aceh.

Based on the problems described above, the purpose of carrying out this research is to improve the learning outcomes of Christian Religious Education, especially in the material Allah, My Source of Strength. The Application of the Numbered Heads Together Learning Model to Improve the Learning Outcomes of Christian Religious Education in Grade IV Students at SDK Scriptura Bengel, Talaud Islands Regency. The difference between this research and previous studies lies in the place and subject used as the object of research. Where this research was conducted on students of SDK Scriptura Bengel, Talaud Islands Regency in the subject of Christian Religious Education.

Method

This study used a classroom action research design, namely a study conducted to improve oneself, and one's own work experience carried out in a planned and systematic manner with a sane attitude to increase learning outcomes. According to Kemmis and MC. The target in Zainal Aqib of class action research is research that is carried out based on 4 stages, namelyplanning, implementation/action, observation, and reflection (selecting)(Arifin, 2022).Action research was carried out in two cycles. Each cycle consists of four stages, namely planning, implementation of the action, observation, and reflection. Each cycle is prepared and implemented under the changes achieved.

The flow of an implementation of cycle 1 starts from planning, implementing actions, observing, and reflecting. Planning is done in the following way: 1) Develop a Christian religious education learning plan according to the subject matter, namely God is the Source of My Strength with the sub-topic being God's helpJesus, God's plan in life and thank God in all circumstances; 2) Planning learning by forming groups of 4-5 people with a distribution of intelligence levels based on the test scores on the previous material; 3) Plan the seating of each student in one group or between groups; 4) Plan quizzes and scores for individual or group scores; 5) Give serial numbers to each student in each group.

While the implementation of the action is carried out in 3 stages of activity, namely initial activities, core activities, and closing activities. The initial activity consists of: the teacher greets to open the lesson, the teacher checks student attendance, the teacher makes sure students are ready to receive lessons, the teacher informs the learning objectives and the teacher holds apperceptions with questions and answers.

While the main activities are: the teacher divides students into groups with each group consisting of 4-5 students in each group is given a serial number 1-5, the teacher explains the Numbered Heads Together Learning Model , the teacher divides student worksheets, the teacher asks that all group members work together, the teacher goes around directing and guiding when a group has difficulty, the teacher goes around the class and gives praise to groups that work well, the students and the teacher discuss all the questions on the student worksheets, the teacher designates a group name randomly while mentioning one number (also randomly) and the child who feels the number has been mentioned forward presents the results of the discussion on behalf of his group and the same thing is also done to appoint two representatives from other groups, the other group pays attention and if it is not clear students are given the opportunity to ask if there is a difference of opinion then the other group is given k opportunity to respond (give input) and students return to their original seats. While the closing activity is the teacher giving homework, the teacher and students make conclusions from a series of lessons that have been carried out, and finally, the teacher conducts an evaluation.

Observation, things that need to be observed in this study are observations of students and observations of teachers as well as observations of learning facilities and infrastructure. Observations of students include

students' attention to the teacher who explains, student activities presenting assignments given individually, and students' attention to friends when presenting the tasks of each group.

While observations of teachers were carried out when carrying out learning in class using the Numbered Heads Together learning model. Activities that need to be observed consist of introduction, core activities, and closing. Preliminary activities are preparing learning tools, conveying learning objectives, exploring students' prior knowledge, connecting with past lessons, and motivating student interest. The core activity is to form 3 groups of students whose members are 4-5 and give numbers based on groups (each group gets the same number), the teacher presents lessons, the teacher gives group assignments to work on, the teacher gives quizzes/questions based on the numbers on the students' heads and finally, the teacher gives an evaluation. Closing activities are guiding students in making conclusions, giving assignments to students and the last is follow-up.

The final stage is the reflection activity, which is to see whether students have mastered the subject of Christian Religious Education with the material God is the Source of My Strength with the subject being God's helpJesus, God's plan in life and thank God in all circumstances.

Data collection techniques in research are carried out in two ways, namely through observation and tests. Observation (observation) is carried out to observe the overall implementation of teaching and learning process activities, both activities carried out by the teacher and those carried out by students. Observations were made by directly observing the implementation of Christian religious education learning actions using the Numbered Heads Together Learning Model. Observation activities are directed to obtain data about the activities carried out by students during the learning process by using observation sheets. While the test is carried out in two ways, namely a written test and an oral test. The written test is a research tool that is answered by students through writing, the written test has its advantages, namely: examiners can test many students in a limited time, objectivity in carrying out tests is guaranteed and easy to supervise, examiners can arrange questions evenly on each subject and examiners with easy to find assessment standards. While the oral test is an assessment tool whose implementation is carried out by conducting direct questions and answers to find out abilities in the form of students' thought processes in solving a problem, being accountable for opinions on language use and mastery of subject matter.

The instruments used in this study were observation sheets in which to find out student activity during the learning process and evaluation tests of learning outcomes in the form of essays and multiple-choice tests. According to Ngalim Purwanto (2002), the research data collected was processed and analyzed by making the percentage of learning outcomes through quantitative data obtained from the results of individual evaluation tests to see an increase in students' understanding of the concepts of the material that has been taught. With the formula: $\overline{X} = \frac{\sum X}{\sum N}$. Where $\overline{X}$ = Average value, $\sum X$: The sum of all student scores, and $\sum N$: The number of students.

Results and Discussions

Cycle 1 Research Results
Based on the results of the written test, classroom action research using the Numbered Heads Together learning model with learning outcomes (Table 1). From the table 1 of learning outcomes data, 3 students can answer question number 1, 7 students can answer question number 2, there are 6 students who can answer question number 3, there 8 students who can answer question number 4, there are 12 students who can answer question number 5, there are 3 students who can answer question number 6, there are 4 students who can answer question number 7, there are 7 students who can answer question number 8, there are 7 students who can answer question number 9 and there are 3 students who can answer question number 10.

From the results of the analysis of student scores (Table 2), it turns out that out of 13 students only 2 people, or 15.38% of students reached the KKM or completed the learning, while 11 people, or 84.62% of students had not completed it, so there is a need for improvement in learning. This is because there are students who do not understand the Numbered Heads Together learning model.

Numbered Heads Together learning model several weaknesses must be watched out for, these weaknesses according to Krismato (2003: 65) are that students will feel intimidated by pointing to the numbers in their heads, so the teacher must be able to facilitate students if in class there are a large number of students. Not all students have a turn to answer questions or express opinions. As Isjoni said that Numbered Heads Together provides an opportunity for students to share ideas and consider the most appropriate answers (Irawan et al., 2018).

Table 1. Cycle 1 Research Results

Serial number Student Absence	Learning Outcomes										Amount Right	Achievements (%)
	1	2	3	4	5	6	7	8	9	10		
1	-	-	✓	✓	-	-	✓	-	-	-	3	30
2	-	✓	-	-	✓	-	-	✓	✓	-	4	40
3	-	✓	-	✓	✓	-	✓	✓	✓	-	6	60
4	✓	✓	✓	-	✓	✓	-	✓	✓	✓	8	80
5	✓	✓	✓	✓	✓	✓	-	-	✓	✓	8	80
6	-	-	-	✓	✓	-	✓	-	-	-	3	30
7	-	-	-	-	✓	-	-	-	✓	-	3	30
8	-	-	✓	✓	✓	✓	-	-	✓	-	5	50
9	-	✓	-	✓	✓	-	-	-	✓	-	5	50
10	-	-	✓	-	✓	-	✓	✓	-	-	4	40
11	✓	✓	-	✓	✓	-	-	✓	-	-	5	50
12	-	-	-	✓	✓	-	-	✓	-	✓	4	40
13	-	-	✓	-	✓	-	-	-	-	-	3	30
Amount	3	7	6	8	12	3	4	7	7	3	61	46,92

Table 2. learning completeness

No	Score	KKM	Completeness	
			complete	Not
1	30	70	-	✓
2	40	70	-	✓
3	60	70	-	✓
4	80	70	✓	-
5	80	70	✓	-
6	30	70	-	✓
7	30	70	-	✓
8	50	70	-	✓
9	50	70	-	✓
10	40	70	-	✓
11	50	70	-	✓
12	40	70	-	✓
13	30	70	-	✓

Based on the results of the analysis above, the percentage of students' KKM achievements can be presented in the following data table:

Tabel 2. The percentage of students' KKM achievements

No	Aspect	Amount Student	Achievement KKM (%)
1	Students who achieve competency	2	15,38
2	Students who have not reached competency	11	84,62
	Amount	13	100 %

After carrying out observations of student learning activities in cycle 1 learning, the following data were found:

Table 3. student learning activities in learning cycle 1

No	Activity	Appearance	Percentage (%)
1	Pay attention to the teacher's explanation	8	61,54
2	Doing group assignment	7	53,85
3	Answer the teacher's questions individually	6	46,15
4	Pay attention to other students presenting	7	53,85

Based on the data on student learning activities in learning cycle 1 in the table above, it was found that students were not active in learning as a whole, so there was a need for improvement in learning. According to Djamarah and Zain, learning is a process of changing behavior thanks to experience and practice(Artiningsih et al., 2019; Widiyanti & Amiruddin, 2023). This means that the purpose of the activity is a behavior change, both concerning knowledge, skills, and attitudes even covering all aspects of the organism or person.

While the results of observations of teacher activity in teaching in cycle 1 are as in the following table:

Table 4. the results of observations of teacher activity in teaching in cycle 1

No	Observed Aspects	Score 1-4
	Introduction	
I	1. Preparation of learning tools	4
	2. Delivering learning objectives	4
	3. Exploring students' prior knowledge	3
	4. Connect with the previous lesson	4
	5. Motivate student interest	3
	Core activities	
	1. Form 3 groups of students with 4-5 members and assign numbers based on groups (each group gets the same number)	4
	2. The teacher presents the lesson	4
II	3. The teacher gives group assignments to work on	3
	4. The teacher gives quizzes/questions based on the number on the student's head	4
	5. Teacher Gives an evaluation	4
	Closing	
III	1. Guiding students in making conclusions	4
	2. Assign assignments to students	3
	3. Follow-up	3
	Amount	**47**

The results of observations on teacher activity in teaching are good, but there are still deficiencies in terms of exploring student knowledge, motivating student interest, giving assignments to students both in groups and individually, and follow-up, so there is a need for improvement to improve student learning outcomes for the next cycle.

Cycle 2 Research Results
Meanwhile, classroom action research using the *Numbered Heads Together learning model* in cycle 2 is as follows:

Table 5. Cycle 2 Research Results

Serial number Student Absence	Learning outcomes										Amount Right	Achievements (%)
	1	2	3	4	5	6	7	8	9	10		
1	✓	-	✓	✓	-	✓	✓	-	✓	✓	7	70
2	✓	✓	✓	-	✓	-	✓	✓	✓	✓	8	80
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10	100
4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10	100
5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10	100
6	✓	-	-	✓	✓	-	✓	✓	✓	✓	7	70
7	✓	✓	-	-	✓	✓	-	✓	✓	✓	7	70
8	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	9	90
9	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	9	90
10	✓	-	✓	✓	-	✓	✓	✓	✓	✓	8	80
11	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	9	90
12	✓	✓	✓	✓	✓	-	✓	✓	-	✓	8	80
13	✓	✓	✓	-	✓	✓	-	✓	✓	-	7	70
Amount	13	10	11	10	11	9	11	11	11	12	109	83,85

From the table of learning outcomes data above, 9 students can answer question number 6, 10 students can answer questions number 2 and 4, there are 11 students can answer questions number 3, 5, 7, 8, and 9, and there are 12 students who can answer question number 10 and there are 13 students who can answer question number 1. From the learning outcomes data table it can be seen that the learning completeness is as follows:

Table 6. The learning completeness

No	Score	KKM	Completeness	
			complete	Not
1	70	70	✓	-
2	80	70	✓	-
3	100	70	✓	-
4	100	70	✓	-
5	100	70	✓	-
6	70	70	✓	-
7	70	70	✓	-
8	90	70	✓	-
9	90	70	✓	-
10	80	70	✓	-
11	90	70	✓	-
12	80	70	✓	-
13	70	70	✓	-

Based on the results of the analysis above, the percentage of students' KKM achievements can be presented in the following data table:

Table 7. the percentage of students' KKM achievements

No	Aspect	Amount Student	Achievement KKM (%)
1	Students who achieve competency	13	100
2	Students who do not achieve competency	0	0
	Amount	13	100 %

The learning achievement percentage data above shows that Sikus 2 learning is based on the material Allah is My Source of Strength with the Learning Model*Numbered Heads Together* has reached 100% because all students have achieved and exceeded the KKM set, namely with a score of 70. While the results of observations of student learning activities in Cycle 2 also experienced an increase, with the following results:

Table 8. the results of observations of student learning activities in Cycle 2

No	Activity	Appearance	Percentage (%)
1	Pay attention to the teacher's explanation	12	92 %
2	Doing group assignment	13	100 %
3	Answer the teacher's questions individually	12	92 %
4	Pay attention to student achievements	13	100 %
	Average	**12,50**	**96 %**

While the results of observations on teacher activity in teaching have also increased, as in the following table:

Table 9. the results of observations on teacher activity

NO	OBSERVED ASPECT	SCORE 1-4
	Introduction	
I	1. Preparation of learning tools	4
	2. Convey learning objectives	4
	3. Exploring students' prior knowledge	4
	4. Connect with the previous lesson	4
	5. Motivate student interest	4

NO	OBSERVED ASPECT	SCORE 1-4
II	**Core activities**	
	1. Form 3 groups of students with 4-5 members and assign numbers based on groups (each group gets the same number)	4
	2. The teacher presents the lesson	4
	3. The teacher gives group assignments to work on	4
	4. The teacher gives quizzes/questions based on the number on the student's head	4
	5. The teacher gives an evaluation	4
III	**Closing**	
	1. Guiding students in making conclusions	4
	2. Give assignments to students	4
	3. Follow up	4
	AMOUNT	**52**

From the data in the table above, it can be seen that the teacher's activity in teaching with the material Allah is My Source of Strength uses the Learning Model *Numbered Heads Together* in Cycle 2 has been carried out well and has increased from the previous Cycle.

From the test results, it can be said that there was an increase in student learning outcomes and teacher teaching activities from Cycle 1 to Cycle 2 in the Christian Religious Education subject, especially the material God is My Source of Strength by using the Learning Model *Numbered Heads Together*. With an increase in student learning outcomes as in the following table:

Table 10. Results of Comparison of Cycle I and Cycle II Achievements

No	Activity	Cycle I	Cycle II
1	The highest score	80	100
2	Lowest Value	30	70
3	Average Value	46,92	83,85
4	Complete Percentage	15.38 % _	100 %
5	Incomplete Percentage	84.62 % _	0 %

Student learning outcomes and teacher teaching activities in the subject of Christian Religious Education, especially the material God is My Source of Strength by using the *Numbered Heads Together Learning Model* from cycle I to cycle II have increased. With the following improvements: the highest score from 80 to 100, the lowest score from 30 to 70, the average score from 46.92 to 83.85 and the percentage of learning completeness increased from 15.38% to 100% and the percentage of incompleteness decreased from 84, 62% cycle I to 0% in cycle II.

Based on the observations in cycle 1, the teacher's activities in teaching were good, but there were still shortcomings in terms of exploring students' knowledge, motivating students' interests, giving assignments to students both in groups and individually, and follow-up, so that improvements were needed to improve student learning outcomes for the next cycle.The teacher's activity in teaching with the material of Allah, the Source of My Strength using the Numbered Heads Together Learning Model in Cycle 2 has been carried out well and has improved from the previous cycle.

The application of the Numbered Heads Together (NHT) learning method successfully increased student participation, concept understanding, and collaboration in the classroom thus improving student learning outcomes. These results show that NHT is an effective learning approach in improving the quality of Christian Religious Education learning at SDKScriptura Bengel.

The results of this study indicate that there is an increase in student learning outcomes and teacher teaching activities from Cycle 1 to Cycle 2 in Christian Religious Education subjects, especially the material of God the Source of My Strength using the Numbered Heads Together learning model.The results of this study are in line with research (Yuliana et al., 2018), which shows that learning methods using the Numbered Heads Together method can improve student learning outcomes.

The results of this study also support research (Hanggara & Awang, 2016) which shows the effect of the Numbered Heads Together (NHT) learning model on student learning outcomes.The results of this study are

also in line with research (Suandewi & Wibawa, 2017) and (Kistian, 2018) which found that learning using the Numbered Heads Together (NHT) type cooperative learning model can improve student learning outcomes.

The Numbered Heads Together (NHT) method can be an effective tool to improve the quality of learning in the classroom and can be used by teachers as an innovative learning strategy. Based on the results of this study, the use of the Numbered Heads Together (NHT) method is one concrete example of teachers' efforts to improve their learning practices.So it is recommended to use this NHT learning method in different subjects and school levels to see its effectiveness.

Conclusions

This study concludes that there has been an increase in student learning outcomes and teacher teaching activities in the subject of Christian Religious Education, especially in the subject of Allah, My Source of Strength, using the Numbered Heads Together Learning Model which is implemented in class IV students at SDK Scriptura Bengel, Talaud Islands Regency. While the suggestion in this study is that Christian Religious Education teachers can use the Numbered Heads Together learning model in learning Allah Sumber Dayaku to improve student learning outcomes in class IV SDK Scriptura Bengel, Beo District, Talaud Islands Regency.

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