Implementation of Number Head Together (NHT) Type of Cooperative Learning Model in IPS Class V Students at SDI Bukkangraki Bajeng District, Gowa Regency: Study of Achievement Motivation and Student Learning Outcome

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Abstract

The research objectives were to find out 1) the application of the Number Head Together (NHT) Cooperative learning model to Grade V students at SDI Bukkangraki, Bajeng District, Gowa Regency; 2) Achievement Motivation of Class V Students in the Application of the Number Head Together (NHT) Cooperative Learning Model at SDI Bukkangraki, Bajeng District, Gowa Regency; 3) Learning Outcomes of Class V Students in Number Head Together (NHT) Type Cooperative Learning at SDI Bukkangraki, Bajeng District, Gowa Regency. This type of research is qualitative. Data collection instruments used were observation, interviews, and documentation. Data collection techniques are observation, interviews, and documentation studies. Data analysis used is data reduction, data presentation, and data verification or conclusion. The research results obtained are the application of the Number Head Together (NHT) Cooperative learning model directing students to work together in groups so that they can motivate achievement in learning success, seen from the enthusiasm and activeness of students in the learning process and being able to understand and do assignments in a timely manner with friends groups, making students interact with other students in class, while learning achievement can be assessed from three domains, namely affective, cognitive, psychomotor so that the achievement of student learning outcomes is maximized.

Keywords: *Cooperative Learning Model Number Head Together (NHT); Achievement Motivation, Learning Outcomes.*

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Introduction

The role of education which is very important to create superior human beings for the progress of a nation requires serious and continuous efforts to make it happen. Students are the nation's generation of children who are obliged to continue the struggle for independence through education, this is in line with the words of article 3 of Law no. 20 of 2003, concerning the National Education System in which "National education functions to develop abilities and shape dignified national character and civilization in the context of educating the nation, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens [1].

The main task of the teacher must be able to develop a sense of enthusiasm for students and the teacher must foster student motivation so that the material presented can be well received by students, so that learning objectives can be achieved properly, efforts to make students participate actively in learning must use learning models to create motivation learning expected by the teacher, the learning model must be in accordance with the learning material because if it does not match the learning outcomes are less than optimal vation and learning are two things that influence each other because students who study hard are influenced by the motivation that exists within students[2]. Motive is defined as the power that drives someone to do something. Motives can be said to be the driving force from within the subject. Teachers need to foster students' learning motivation to obtain optimal learning results in order to achieve a certain goal [3]. The learning model is a pattern that is used as a guide in planning classroom learning, including in preparing curriculum, compiling material, determining learning objectives, determining learning steps, managing classes and the environment in learning [4]. In order to avoid misunderstandings about the definition of NHT, it is necessary to explain that NHT is a learning variation in group discussions that can influence student interaction patterns [5]. The NHT learning model is a variation of group

discussion with the characteristic that the teacher appoints one student in each group to represent the group. Social Sciences (IPS) subjects are adapted to various social perspectives that develop in society. Studies on society in IPS can only be carried out in a limited environment, namely the environment around the school or the state environment, both in the present and in the past. Thus students who study social studies can live up to present events armed with knowledge about the past [5]. The essence of Social Sciences is about humans and their world. Humans as social beings always live together with each other. Can not be separated from human life, it turns out that life has many aspects. Among other aspects of social relations, economics, psychology, culture, history, and others [6].

Teaching and learning activities in education that especially take place in schools are active interactions between students and teachers. The teacher in the social studies learning process acts as a facilitator. The teacher does not provide information or lectures to students. Teachers should also focus on learning objectives to develop higher levels of thinking and critical thinking skills [7]. Through the learning model students can express their thoughts, exchange opinions, cooperate with each other if there are friends in the group who are having difficulties. This can improve student learning outcomes to study and master social studies subject matter so that later they will be motivated and get learning outcomes with good social studies student achievement [8]. With the description of the background above, a study was conducted entitled: "Application of the Number Head Together (NHT) Cooperative Learning Model in Social Studies Learning for Class V SDI Bukkangraki, Bajeng sub-district, Gowa Regency (Study of Achievement Motivation, and Student Learning Outcomes)"

A. Number Kead Tigether (NHT) Cooperative Learning Model

The cooperative model of the Numbered Head Together type is a learning model that emphasizes student activity in finding, processing and reporting information from various sources which is ultimately presented in front of the class [9]. [10] defines Numbered Head Together (NHT) as a cooperative learning strategy.

Numbered head together is a group learning model in which each member of the group is responsible for the group, so that there is no separation between one student and other students in one and the other. students' thoughts on statements made or conveyed by the teacher, which will then be accounted for by students according to the teacher's request number from each group [11].

The NHT (Numbered Heads Together) model is a learning model that begins with Numbering, namely the teacher divides into groups and each person in each group is given a number. Then the teacher asks a number of questions and on this occasion each group unites opinions to discuss thinking about the answers [2]. Then the teacher calls students who have the same number from each group and discusses the most appropriate answer [12]. Based on the description above, the writer concludes that the delivery of material uses groups with the number of each according to the order as a forum for unifying students' perceptions and thoughts on questions asked or asked so as to improve social relations between students. The steps for implementing NHT [13] are: 1) The teacher conveys learning material or problems to students according to the basic competencies to be achieved; 2) The teacher gives individual quizzes to students to get an initial score; 3) The teacher divides the class into several groups, each group consists of 4-5 students, each group member is given a number or name; 4) The teacher proposes a problem to

be solved together in groups; 5) The teacher checks students' understanding by mentioning one of the group member numbers (names) to answer which is a representative of the group; 6) The teacher facilitates students in making summaries, directing and giving confirmation at the end of learning; 7) The teacher gives tests/quizzes to students individually; 8) The teacher rewards the group through an award score based on the acquisition of an increase in individual learning outcomes from the basic score to the next quiz score.

The advantages of the Number Head Together Learning Model [14], namely: 1) Students are more active, creative in their learning process; 2) Involve all students so that individual responsibility in the group increases; 3) Students are ready to answer questions from the teacher, so that each student tries to deepen and understand the material; 4) Students can explain / teach students who are less animated; 5) Acceptance of individuals becomes greater; 6) Minimizing noise in class; 6) Developing student leadership attitudes; 7) Increase students' self-confidence; 8) Conflict between individuals is reduced; 9) Increasing kindness, sensitivity and tolerance, giving students the opportunity to share ideas and consider the most appropriate answer; 10) Student learning outcomes have increased. The weaknesses of the Number Head Together learning model include: 1) Not all group members are called by the teacher. It is possible that the same number can be recalled. Requires teacher creativity so requires a teacher who is able to communicate well; 2) Students tend to dominate so that it can lead to inferior and passive attitudes from weak students; 3) it takes a lot of time; 4) Grouping students requires different seating arrangements

B. Achievement motivation

Achievement motivation is an idea of how to do something as well as possible and more efficiently with maximum results compared to what was done before [15]. Achievement motivation is the desire and encouragement of individuals to do something with good results [16]. Aspects of motivation namely the choice of tasks or interests students have a choice, the tasks they choose show their areas of interest through work done at school or outside of school when they have free time and can choose different activities, then the efforts of students who are motivated to learn tend to strive for success , both physically and mentally [17].This mental effort is related to self-efficacy, whereas persistence is closely related to the time it takes to complete a task.Perseverance is important because most learning takes time and success may not come easily.Their quantity who choose to complete a task, try and persevere, often have extraordinary achievements [18].

1. Achievement Motivation Indicator

The driving force for success is thinking about how to do something best compared to what is available done earlier and more efficiently with maximum results [15] suggesting that individual achievement motives can be considered as indicators of success or motivational strength Quantity. In addition, McClelland also proposed an alternative motivation for high achievement in the form of achievement-oriented behavior, especially in occasional jobs that require high mental abilities. The three components of student achievement motivation are the student's desire to have competence and the desire to complete tasks with the best possible results (cognitive encouragement), the student's desire to increase status and self-esteem (An ego-enhancing one), and the student's desire to always be accepted by other students as an affiliate [19]. Achievement motivated students persist with assignments longer than students with less achievement motivation despite failure [20]. Students interpret failure as a lack of effort, not external factors such as task difficulty and luck. Highly motivated

students want to succeed, and when they fail, they redouble their efforts to succeed. The Indicators of Achievement Motivation [18] explain the indicators of achievement motivation are the selection of tasks according to their characteristics, consistent determination in completing tasks despite obstacles, efforts to do different things to achieve goals that can be achieved (efficiency) .

2. Factors Influencing Achievement Motivation

The factors that affect achievement motivation are influenced by two factors, namely where the factors that influence achievement motivation are internal factors and external internal factors. Achievement motivation is influenced both from internal and external aspects [15]. Inner aspects are aspects that come from within, such as curiosity, knowing something, accepting challenges and trying their best. External aspects are those that come from outside one's self, namely family and living environment and academic environment [17].

C. Learning outcomes

Learning is a change in behavior that is relatively permanent and results from past experience or from purposeful or planned learning[21]. Learning outcomes are abilities that have been obtained after following a series of learning processes, and changes that students have as a result of learning experiences [22]. Learning is a component of education with regard to the goals and reference materials for interaction, both explicit and implicit (hidden) [22]. To capture the contents and messages of learning, in learning, individuals use abilities in the cognitive domain, namely abilities relating to knowledge, reasoning or thoughts consisting of categories of knowledge, understanding, application, analysis, synthesis and evaluation. affective, namely abilities that prioritize feelings, emotions, and reactions

that are different from reasoning consisting of the categories of acceptance, participation, attitude assessment, organization and the formation of lifestyles, psychomotor, namely abilities that prioritize physical skills consisting of perception, readiness, guided movement, complex movements, adjustment of movement patterns and creativity (Kompri, 2015). Agree with cognitive theory Learning is a process that changes perception and understanding. In other words, learning is not necessarily about observable changes in behavior or attitudes. Everyone has different experiences and knowledge, neatly arranged in the form of a cognitive structure [23]. Experience and knowledge is what makes the learning process smooth. This theory is said to work well if the new subjects can adapt to the cognitive structure or abilities of students. Learning refers to the classification of learning outcomes from Benjamin Bloom, who broadly divides it into cognitive, affective, and psychomotor domains. Bloom divides and hierarchically arranges the level of cognitive learning outcomes starting from the lowest and simplest, namely memorization to the highest and most complex, namely evaluation [4]. The higher the level, the more complex and mastery of a level requires mastery of the previous level. The six levels are memorization (C1), understanding (C2), application (C3), analysis (C4), synthesis (C5), and evaluation (C6). Factors that influence student learning outcomes [24] suggests factors that affect student learning outcomes, namely:

1. Internal factors consist; 1) Physiological factors, generally such as healthy health conditions, not tired, not physically disabled, and the like. 2) Psychological factors, basically all students have different mentality, including intelligence (IQ), talents, interests, attention, motives, motivation, cognitive, and reasoning power.
2. External Factors consist of; 1) Environmental factors including physical

and social. 2) Instrumental factors, their existence and use are designed according to the desired learning outcomes. Includes curriculum, facilities, and teachers.

The indicators of learning outcomes. Learning is not only mastering the concept of lesson theory, but also mastering habits, perceptions, pleasures, interests-talents, social adjustments, types of skills, ideals, desires, and expectations [22]. Learning outcomes include [25]:

1. Cognitive abilities according to Anderson & Krothwahl (in Nurtanto, 2017), namely, remembering, understanding, applying, analyzing, evaluating, creating.

2. Effective Capability namely, receiving (attitude of receiving), responding (responding), valuating (value), organization (organization), characterization (characterization),

3. Psychomotor abilities form skill levels into six levels, namely, reflexive movement, basic movement skills, perceptual, visual, auditive, motor skills, physical field abilities such as immunity, harmony, accuracy, skill movement, abilities regarding non-decursive communication such as expressive and interpretive [22].

Research methods

A. Types and Research Approaches

This type of research used is qualitative. A qualitative research approach is an approach related to human behavior and roles in research proposals, the process as it is, researchers are expected to more easily make approaches and adjust what is the target of their research so that they can go into the field [26]. The type of research used in this study is a type of case study research. i.e. a type of qualitative research that focuses on a particular topic and identifies that topic as a case that requires thorough investigation to uncover the underlying reality of the phenomenon. Because

basically what is seen by the eye is not real, but only a reflection of what is inside [27]. Qualitative research is social science research that collects and analyzes data in the form of words (oral and written) and human actions and researchers do not try to calculate or quantify the qualitative data that has been obtained and thus do not analyze numbers [28] .

B. Location and Research Object

This research took place in Class V students at SDI Bukkangraki, Bajeng District, Gowa Regency. This research was conducted at the issuance of research permits. the researcher wanted to know what efforts were made to apply the Number Head Together (NHT) Cooperative Learning Model to Achievement Motivation, and Social Studies Learning Outcomes of Grade V Students. The objects referred to in this study were Grade V students, teachers and school principals .

C. Research focus

The view of qualitative research is holistic (overall, cannot be separated), so that qualitative researchers will not determine their research based solely on research variables, but the entire social situation studied which includes aspects of places, actors and activities that interact synergistically [29]. This social situation around the school is the principal, teachers, students, as well as teaching and learning activities. The focus examined in this study is the application of the number head together (NHT) cooperative learning model to achievement motivation, and social studies learning outcomes for Class V students.

D. Research Description

Determination of informants in this study are:

researchers obtain information/data through interviews from school principals, class teachers and students so as to obtain relevant information/data, events or activities. In this study, the authors kept various documents as research evidence such as photographs during the learning process, various question

instruments that could be used as data and direct answers given from students, teachers and school principals.

E. Research Instruments

The main qualitative research instrument is the researcher himself, but after the research focus becomes clear, it is possible to develop a simple research instrument, which is expected to complement the data and compare with data that has been found through observation and interviews [30]. Data collection instruments are tools that are selected and used by researchers in their collecting activities, so that these activities become systematic and made easier by them. One of the activities in research is compiling research instruments in an effort to collect data, then a research will become clear if it is supported by clear research instruments as well. The instruments used in this study were: observation, interviews and documentation.

F. Data Collection Techniques

1. Observation Techniques

Observation techniques are used to find out firsthand how the Application of the Number Head Together (NHT) Cooperative Learning Model on Achievement Motivation, and Social Studies Learning Outcomes of Class V SDI Bukkangraki, Bajeng District, Gowa Regency. The researcher will prepare an observation sheet. The instruments used in the observation are: Camera (HP), (attached), and stationery [26].

2. Interview Techniques

An interview is a conversation conducted by two parties, namely the interviewer who asks questions and the interviewee who provides answers to these questions [31].

3. Documentation

Documentation is a data collection technique that uses documents as research sources [32]. The instruments used in the documentation are the camera/camera (HP), the cheeklist blank documentation (attached), and the recording device (HP).

G. Data analysis technique

Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation, by organizing data into categories, describing them into units, synthesizing them, compiling them into patterns, selecting which ones are important and what will be learned, and make conclusions so that it is easily understood by oneself and others [33].

H. Data Validity

In an effort to find out whether the data collected is correct, a data check is carried out which is called data validity. Data validity will prove whether the data obtained is in accordance with what is in the field or not. To test the validity of the data the author uses triangulation. Triangulation is a data collection technique that combines existing data and sources [26]. The author will collect data from several combinations of interview, observation and documentation methods to find the truth about various phenomena. To strengthen the validity of the data findings and maintain research validity, the researcher refers to the four validation standards recommended by Lincoln and Guba, which consist of: 1). Credibility (credibility), 2). Transferability, 3). Dependability, 4). Firmness (confirmability) [34].

Results and Discussion

a teacher in implementing the NHT cooperative learning model, namely preparing students to fully play an active role in the learning process, giving instructions on the steps of learning the NHT model, preparing classrooms that show the boundaries of the learning environment, and class management is a process of selecting teacher activities learning leaders and the most important is the selection of the use of learning devices that are in accordance with class characteristics [35]. The teacher before opening the lesson must see the readiness of students who will take part in learning activities, whether

students have the will to learn, have sufficient physical, mental and energy abilities and good health, while mental readiness includes adequacy of interest and physical, mental and motivation to participate learning activities [36]. Opening learning must see student learning readiness in terms of physical health. for learning, the ability to concentrate and pay attention, then the readiness of learning materials as learning materials, exercise books, supported by various reading sources, this book provides information and helps students answer questions related to teacher lessons [36].

Second, the teacher's efforts to motivate using the NHT cooperative model by designing learning according to the material to be presented, then the teacher introduces the learning model used in the learning process, explains the stages carried out, and the steps that must be carried out by students, after that forming students into several groups aiming to work together in doing assignments, discussions not only facilitate students' understanding of the subject, but also encourage closeness between teachers and students [35]. Learning is an activity planned by the teacher where students are involved in learning activities to achieve the expected goals or competencies, in planning this lesson, the teacher must understand the characteristics of the students, the learning objectives achieved or the competencies that must be mastered by students, the teaching materials to be presented and the method of presentation material. Measuring or knowing student activity while learning from the teacher can recognize student actions during the learning process in class by using instruments based on measurements that become indicators of student learning activity from time to time monitoring learning in class measuring student skills abilities teachers can directly observe and see which students are do the best job. This

NHT model is a model that prioritizes student achievement in learning, students interact with other students and also with the teacher, its characteristic is that the teacher appoints students according to the number stated by the teacher, students will represent their group in such a way that they must work together.

Grouping students to work together in the learning process, providing opportunities for students to develop their individual talents, helping students think theoretically and practically in various subjects and school activities, helping students learn to assess their abilities and role in learning The role of the teacher in forming groups learning to help students understand and formulate various problems that they, with learning discussion activities, students are given the opportunity to discuss a problem or topic so that each student expresses his opinion, exchanges ideas to reach a joint conclusion from the discussion held. Reinforcement is a teacher's positive response to students in the learning process, aims to provide information or feedback, strengthening and strengthening some good things such as encouragement or correction so that students can maintain or improve good behavior, reinforcement can create a comfortable learning atmosphere given teacher to students with the aim of increasing positive student behavior, while giving feedback is how the teacher gives self-confidence to students either through praise or feedback. The purpose of strengthening learning is to increase student motivation and attention in learning and develop students' ways of thinking in a better direction, reinforcement is carried out by the teacher by giving awards according to the principle of behavior change, because through teacher reinforcement, students are enriched with various positive behaviors that cumulatively and synergistically supports student performance and achievement of educational goals [38].

Third, student learning outcomes in cooperative learning type number head together (NHT) can form students in the learning process, instill a sense of togetherness with friends in their class, encourage students to work together during the learning process, aim to encourage students to be more active in learning, enable students helping each other understand the material and learning tasks they face, besides that students are also given the opportunity to represent each group showing their work in front of other group friends and this is a special pride for students who are able to appear in public. The results of student evaluations show the learning outcomes themselves, high student learning motivation is reflected in good exam results, conversely if the results are not good, then students are not motivated to learn and the teacher must help students to be more motivated to learn, a teacher must guide and motivate students to continue learning, to make students excited about learning, the teacher must always remember that each student has different talents, personalities, skills and potential, when the teacher gives assignments he should understand the student's condition [37]. This can be supported by the use of a high-quality learning environment, teachers can present material with the help of various creative and innovative learning methods, students are not bored with the material and continue to grow, with good technical skills support the student learning process, can change the atmosphere of boredom by learn to be happier, more enthusiastic and more motivated, thus, students in learning have the potential to improve.

The teacher must pay attention when giving assignments to students, whether students understand the purpose of the assignment, ensure students can understand that the task will arouse student learning interest, if a student has a problem, the teacher must care and motivate students to study harder, the teacher also Giving assignments can be done by giving students the opportunity to work together with the discussion method in groups, so that students feel enthusiastic and motivated to complete the task. Because the development of the affective domain assessment has a very positive influence on students, especially in learning. The teacher's role in motivating students in the affective domain also determines learning attitudes that can influence student learning activities, a positive learning attitude is closely related to interest and motivation, therefore, all things being equal, students with positive learning attitudes learn more actively and thus achieve better results than students who have negative attitudes toward learning.

The teacher in appreciating learning in the classroom by carrying out preparatory steps, namely students are mentally and physically ready to take part in learning, encouraging students to study, asking about subjects and prior knowledge, explaining learning objectives, conveying explanations about learning, the purpose of the material scope and description of activities by preparing students mentally and physically for learning, so that the delivery of material delivered by the teacher is not hampered by problems, for that, the teacher must be able to expand his role and expertise in various issues and teaching techniques that can be developed by the teacher to achieve his goals in an active, innovative and creative.

Teachers in applying the NHT learning model, the teacher must direct students who have been formed in groups to be responsible for their groups, so that there is no difference between one student and another student in delivering material, the teacher uses a group of numbers according to their respective order, as a forum for conveying student perceptions and thoughts, then connecting the questions asked or asked to improve social

relations between students, so as to get answers from the results of student ideas.

Knowledge is the student's ability to know something that has been learned without expecting to be able to use it, understanding is the student's ability to understand something after something is known and remembered, while application is the student's ability to apply or use ideas in new and concrete situations, while analysis is a person's ability to detail or describe a substance or situation into smaller parts and to understand the relationship between parts or factors with other factors, synthesis is the ability to think, which is the opposite of the process of thinking analysis, or the process of combining parts or elements elements logically so that they become a pattern in the form of a new structure or formula, and evaluation is the ability of students to make judgments about situations, values, or ideas, which can improve student achievement.

The knot

Application of the Number Head Together (NHT) Cooperative Learning Model in Social Studies Learning, teachers can use it by introducing students from the first opening of learning and must look at student learning readiness in terms of physical health Physical fitness because it will affect learning outcomes and individual social adjustments, students mental readiness must also be seen referring to intelligence, high memory, needs met, desire or motivation to learn, ability to concentrate and pay attention, then the readiness of learning materials as learning materials, exercise books, supported by various reading sources, this book provides information and help students answer questions related to teacher lessons.

Motivating students to excel in learning The NHT model is used as a group work method so students can work together in the learning process, provides opportunities for students to develop their individual talents, helps students think theoretically and

practically in various subjects and school activities, helps students learn to assess their abilities and role in learning, the teacher's role in forming study groups helps students understand and formulate the various problems they face, with learning discussion activities, students are given the opportunity to discuss a problem or topic so that each student expresses his opinion, exchanges ideas until he reaches a conclusion together from the discussions held, in this way students are motivated to excel in achieving learning success.

The evaluation results of students fulfill three domains, namely affective, cognitive, psychomotor, these three show inseparable learning outcomes, high student learning motivation is reflected in good assessment results, conversely if the results are not good, students are not motivated to learn and the teacher must help students to be more motivated to learn, a teacher must guide and motivate students to continue learning, make students eager to learn, teachers must always remember that each student has different talents, personalities, skills and potential, when the teacher gives assignments he should understand the student's condition.

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