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THE INFLUENCE OF THE NUMBERED HEAD TOGETHER (NHT) LEARNING MODEL ON LEARNING ACTIVITY AND LEARNING RESULTS OF EARLY AGE CHILDREN IN LHOKSEUMAWE BIMBEL

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Abstract

This research is motivated by student learning activities that do not use discussion learning models much in Islamic Jurisprudence subjects. This study aims to determine the importance of a learning model Numbered Head Together (NHT) at Cikal Bimbel and analyze the effect of the Learning Model Numbered Head Together (NHT) on the activity and learning outcomes of Class A. Type of research using Mixed Method Research namely mixing Quantitative and Qualitative with design Sequential Explanatory Design where in this study it was preceded by quantitative research and then only complemented by qualitative research. The research sample was 44 students. Consisting of 22 Class A students who received the learning model treatment Numbered Head Together (NHT) and 22 Class B students with the conventional model. Data collection techniques using observation sheets and tests. The data analysis technique used was the Manova Test, which had previously passed the prerequisite tests, namely Normality and Homogeneity. Research results show that students who were given treatment in the form of a Learning Model Numbered Head Together (NHT) were more active compared to students who were not given treatment. The Manova Test of Activeness and Learning Outcomes shows a sig. 0.000 <0.05, then Ho is rejected and Ha is accepted. Based on this, it can be concluded that there is a significant influence on the learning model Numbered Head Together (NHT) on the activity and learning outcomes of Class At Cikal Bimbel. These results indicate that: First, the NHT learning model can in fact be applied to subjects other than exact; Second, teachers get a lot of benefits from the NHT learning model because this model is something new for teachers at Cikal Bimbel, especially in Jurisprudence subjects; Third, the discussion learning model is the basis for active learning so that the teacher must be creative; Fourth, other variables that influence apart from the variables studied are factors from within students and infrastructure.

***Keywords**: Learning Model, Activeness, Learning Outcomes, NHT, Mixed Methods.*

A. INTRODUCTION

From any aspect, education is a very important aspect and cannot be separated from human life. Education is a bridge to continue to explore human potential and support the quality of human resources (HR) in achieving life goals.[1]Muhibbin Syah agrees, stating that education is a process for developing all human abilities (potential) and behavior through teaching.

Education is the key to success in order to educate the nation's life, forming a forward-thinking civilization. Progress in the field of education will determine the personality of the nation itself.[2] The demands of the Internet of Things (IoT) era in the 21st century place education as a place to convey all forms of knowledge and form an advanced civilization.

Education at the primary and secondary education levels is required to quickly follow the current of development, especially in early childhood. In this case, teachers as determinants of student success must be able to act as drivers of change. Because if teachers don't move quickly then education won't move forward. So, teachers in the teaching and learning process must be able to utilize technology and apply good learning models and methods. Of course, this is expected to attract students' attention when teaching and learning activities take place in class.[3]

Teaching Islamic Religious Education to students, especially early childhood at school, is expected to be able to create an active learning atmosphere. The aim of active class conditions and a conducive atmosphere will have a good impact on students' memory for a long period of time. Therefore, choosing an approach to learning and even a learning model is very important. The learning model must be adjusted as best as possible according to the needs of students to develop

[1]Hendri Marhadi, "Application of the Numbered Heads Together (NHT) Cooperative Learning Model to Improve Student Learning Outcomes for Class Vd SDN 184 Pekanbaru," Primary: Journal of Primary School Teacher Education 3, no. 2 (2015): 73, https://doi.org/10.33578/jpfkip.v3i2.2497.

[2]Syafri Rizka Martabe Nasution, "Islamic Education in the National Education System," Multidisciplinary Studies: Journal of Islamic Studies 4, no. 2 (2017): 127–46, https://doi.org/10.24952/multidisciplinary.v4i2.932.

[3]Suwito Adi Prasetyo, "Era 4.0, Teachers, and Their Demands," Kemdikbud.go.id, 2021, https://ayoguruberbagi.kemdikbud.go.id/article/era-4-0-guru-dan-tuntutan- his demands/.accessed on Saturday, 29 October 2022, at 22.34 WIB.

children's creativity and thinking patterns to the maximum. A good approach of students and educators will determine the success or failure of the expected learning objectives.[4]

In practice, Islamic teaching is synonymous with lectures, because we need to realize that there are still teachers who find it difficult to apply learning methods. Many teachers have implemented the discussion method, but there are also more teachers who choose to use the lecture method because the teacher may not be aware of what they want to implement. This causes students to often not pay attention and feel bored. Students only receive material from the teacher. From the results of observations at Cikal Tutoring, it was found that students who were always active and asking questions were students who had high abilities, while those with moderate abilities preferred to be passive and did not respond to questions from the teacher. Even in one class, some students are very hyperactive but lack attention to the current subject.[5]

This has of course become a serious problem or gap, so it would be very unfortunate if this problem occurred repeatedly in the long term. Mulyasa stated that learning is said to be successful and of high quality if all or at least the majority of students are actively involved, both physically, mentally and socially in learning. To overcome this, there is a need for variations in learning models and the use of fun learning media. Lie stated that one learning model that can activate students is the cooperative learning model.

To minimize inappropriate learning outcomes, the search for learning models must be innovative and motivate students towards better learning. Numbered Head Together (NHT) is an effective solution to increase activity and is expected to improve student learning outcomes at school.[6]

A success in the learning process is called a learning outcome. So, good student learning outcomes are the main goal in the learning process that has been undertaken. Efforts to achieve good learning outcomes must be balanced with the cooperation of several components, namely: objectives,

[4]Muhamad Ripin Ikwandi, "The Influence of the Numbered Heads Together (Nht) Cooperative Learning Model on Student Activeness in the PAI Learning Process," Darajat: PAI Journal 1, no. 20 (2018): 133–47.

[5] "Observation Results at MTs Al Hadi II," ndOn Thursday, October 13 2022, at 09.58 WIB.

[6] Irwanda As Yanto, Rachmat Sahputra, and Lukman Hadi, "The Influence of NHT on the Activities and Learning Outcomes of Students VIII MTs Khulafaurrasyidin on Additive and Addictive Substances," nd, 1–9.

learning materials, teaching and learning activities, learning models, learning tools and resources, and evaluation. At least the main foundations in the learning process in the form of these components must be implemented as closely as possible to minimize obstacles in the learning process. This is of course also related to factors that can improve student learning outcomes at school. [7]

Based on the observations made by the researcher at the beginning of the observation, the researcher was moved to conduct research that could increase activity and learning outcomes and see whether there was an influence using the Number Head Together (NHT) cooperative learning model on early childhood learning. Researchers try to use methods that were not used by previous teachers to maximize learning outcomes, especially in the subject of Jurisprudence.

1. Numbered Head Together (NHT) Learning Model

According to Kagan, the Numbered Head Together (NHT) cooperative learning model indirectly trains students to share information, listen carefully and speak calculatingly so that learning becomes more productive. According to Ibrahim Numbered Head Together (NHT) said that:

> " The numbered Head Together is a learning model developed by Spencer Kagan. This learning model is intended to involve many students in studying the material in a lesson given by the teacher and checking students' understanding of the content of the lesson".[8]

Also too Muslimin said that " Numbered Head Together (NHT) is a type of cooperative learning with a directing syntax, creating heterogeneous groups and each student having a certain number, giving each group the same problems or teaching materials but not with a number, in other words, each student gets a number. together get the same questions then work together in groups, group

[7] Shelvi Febriyani; Mus Mulyadi; Adam Nasution, "The Influence of the Numbered Head Together (NHT) Cooperative Learning Model on the Learning Outcomes of Class VIII Students in SKI Subjects at MTsN 1 Bengkulu City," Journal of Thematic Education 1, no. 3 (2020): 6–7.

[8] Ade Haerullah, Innovative Learning Models & Approaches (Theory and Application), 2017,p 138.

presentations according to the numbers obtained, individual quizzes and make a progress score for each student, announce the quiz results and give students rewards."[9]

Researchers concluded that the Numbered Head Together (NHT) learning model is a learning model that groups students together and emphasizes overall activeness and individual responsibility within the group. Effectively train students in speaking to convey their ideas.

a. Characteristics of the Numbered Head Together (NHT) Learning Model

The NHT Learning Model is included in the cooperative learning model category. The characteristics of the cooperative learning model are as follows:

1) Groups are formed from students who have high, medium and low abilities.
2) If possible, each group comes from a different race, culture, ethnicity and gender.
3) Students study in groups cooperatively to complete the learning material.
4) Rewards are more group oriented than individual.[10]

The main principles in the cooperative learning model are; (a) common goals, meaning that being in a group makes learning activities more cooperative; (b) positive dependency, meaning that several students are recruited as group members because activities can only be successful if members can work together well. The cooperative learning model is certainly different from the group learning model. At first glance, the way of learning is the same but has different concepts and goals. The difference between cooperative learning and group learning can be seen in the following table:

[9]"NUMBERED HEAD TOGETHER (NHT) LEARNING MODEL," nd, https://ainamulyana.blogspot.com/2012/02/model-pembelajaran-kooperasi-tife.html.Accessed on December 18 2022 at 16.39 WIB

[10] Sri Hayati, Learning and Teaching Based on Cooperative Learning, Magelang: Graha Scholar, 2017,p 15.

Table 2.1 Comparison of Cooperative Learning and Group Learning

Cooperative Learning	Study Group
Has various models and techniques	It only has one model, namely several students join in one group
Has a certain structure, quantity and technique	There is one way, namely completing certain tasks together
Enable all group members to participate in completing a specific task.	Give rise to symptoms of dependency between members of the group.
Cooperative learning increases the potential for socialization among its members.	It really depends on the good intentions of each group member.

The application of this learning model is the result of a teacher's considerations in order to increase students' understanding in exploring the subject matter provided by the teacher. Without realizing it, this learning model can train students in the listening aspect. Students listen carefully, inform each other of their respective discoveries and practice their speaking skills in conveying opinions, of course, so that the learning atmosphere becomes active. Everyone in the class is involved and trained in active learning activities.

According to Rusman, the NHT learning model is different from other learning models because it has a distinctive characteristic, namely that student activities are more collaborative activities in groups. Apart from academic assessment, another assessment that teachers observe is attitude assessment, namely how students can cooperate with each other in the group and receive input from fellow group members. From all the explanations above, it can be concluded that each group member is expected to be responsible in completing the teacher's assignments, because the success that will be achieved is a group assessment, not an individual assessment.

b. Steps for the Numbered Head Together (NHT) Learning Model

Before discussing the steps in this learning model, the researcher first explains the steps in cooperative learning. According to Harmianto, cooperative learning steps are explained operationally as follows:" a) The teacher must prepare a lesson plan, b) Using the help of an observation sheet to observe student activities in group activities, c) Teachers guide students individually and in groups in understanding the material and attitudes towards learning activities, and d) The teacher acts as a facilitator or moderator in leading students to present answers to the results of their respective group word".

The Numbered Head Together (NHT) cooperative learning model is a structural approach type. This learning was developed by Spencer Kagan, et al. This approach places emphasis on certain structures designed to influence student interaction patterns in learning. Actually, there are two types of PS structures (Structural Approach), namely: (1) Think-Pair-Share (TPS) structure; (2) Numbered-Head-Together (NHT) structure.[11] In this case the research focus is on the Numbered-Head-Together (NHT) structure in accordance with the objectives of the research. The NHT structure is usually called group thinking. NHT is used to involve more students in studying the material covered in a lesson and to check students' understanding of the content of the lesson. Instead ask questions to the whole class. The following are the steps for NHT Cooperative Learning:

Step 1: Numbering: The teacher divides students into groups of 3-5 people and each member is given a number 1 to 5.

Step 2: Asking a question: The teacher asks a question to his students. This question can be in the form of a question sentence or a direction to the students.

Step 3: Thinking together: Students unite their opinions on the answer to the question and ensure that members of their team know the answer.

[11] Muhamad Afandi, Evi Chamalah, and Oktarina Puspita Wardani, Learning Models and Methods in Schools, National Library Catalog in Publications (KDT), vol. 392, 2013, https://doi.org/10.1007/s00423-006-0143-4.

Step 4: Answering: The teacher calls students with certain numbers, then students are appointed to answer the teacher's questions for all students in the class.[12]

The objectives of the Numbered Head Together (NHT) Cooperative Learning Model are as follows:

1. Structural academic learning outcomes, which aim to improve student performance in academic tasks.
2. Recognition of diversity, namely that students can accept friends who have various backgrounds.
3. Social skills development, namely to develop students' social skills. The skills in question include sharing tasks, actively asking questions, respecting other people's opinions, being willing to explain ideas or opinions, and being able to work in groups and so on.[13]

For more details, the steps for implementing the NHT method can be seen in the table below:

Table 2.2 Syntax of the NHT learning model[14]

Phase	Teacher Activities	Student Activities
Phase 1 Numbering	The teacher divides students into small groups containing 3-5 group members and is given numbers 1-5.	Students form groups according to the teacher's directions and each group holds a number that has been distributed by the teacher.

[12] Haerullah, Innovative Learning Models & Approaches (Theory and Application).pp. 138-139.
[13] Living, Learning and Learning Based on Cooperative Learning.p 21.
[14] Nur Ina Fildza Zahia, "Implementation of the Numbered Head Together Al-Quran Hadith Method for Class VIII Students. 4 Parepare State MTs" (Parepare State Islamic Religious Institute, 2022).

Phase 2 Submission of Questions	The teacher asks the students a question or distributes worksheets to each group.	Students listen to questions or receive worksheets given by the teacher.
Phase 3 Think Together	Teachers help and teach students in group work.	Each group member combines their opinions on the answers to the teacher's questions and discusses the answers that each student feels are appropriate.
Phase 4 Answer	The teacher calls a certain number to answer the question.	The student whose number is called raises his hand first and must be ready to answer the questions given by the teacher.

c. Advantages and Disadvantages of the Numbered Head Together (NHT) Learning Model

According to what Suwarno stated, the Numbered Head Together (NHT) learning model has the following advantages and disadvantages:

Excess:

1) There is good interaction between students through discussion activities and jointly solving the problems being faced.
2) Smart and weak students alike benefit from cooperative learning activities.
3) By working cooperatively, the possibility of knowledge construction becomes greater and allows students to arrive at the expected conclusions.
4) Providing opportunities for students to use questioning skills, discussing and developing leadership talents within this scope.

Weakness:

1) Smart students tend to dominate, so it is possible for students who are weak in thinking to feel inferior.
2) The discussion process runs smoothly if there are students who only copy the work of clever students.
3) Grouping students requires different seating arrangements and requires a lot of time or special planning in designing the formation.[15]

1. Learning Activeness

a. Understanding Learning Activeness

Activeness is an activity that is both physical and mental, especially in the learning process. The aim of student activity in learning is to emphasize understanding of problems or everything that students face in the learning process. Student learning activity is a basic element in achieving success in learning. According to the Big Indonesian Dictionary (KBBI), activeness comes from the basic word active which means active.

According to Sudjana said that active learning is a series of teaching and learning processes in which students are taught intellectually and emotionally, so that students are able to participate actively in learning activities".[16]

So researchers state that active learning is an activity that requires students to be active in the learning process, so that active student learning activities are observed when the learning process takes place.

[15] "Numbered Head Together (NHT) Type Cooperative Learning," nd, https://suwarnostatistik.files.wordpress.com/2008/12/pembkoop-nht11.pdf.Accessed on December 18 2022 at 17.20 WIB.

[16] Nanda Rizky Fitrian Kanza, Albertus Djoko Lesmono, and Heny Mulyo Widodo, "Analysis of Student Learning Activeness Using the Project Based Learning Model with a Stem Approach in Physics Learning Material Elasticity in Class XI MIPA 5 SMA Negeri 2 Jember," Journal of Physics Learning 9, no. 2 (2020): 71, https://doi.org/10.19184/jpf.v9i1.17955.

b. Learning Activeness Indicators

Indicators of active learning that students must achieve include:" (1) Students pay attention and listen to the teacher's explanation; (2) Students answer the teacher's questions; (3) Students ask questions to the teacher and to other students; (4) Students record the teacher's explanation of the results of the discussion; (5) Students read the material; (6) Students give opinions to friends; (7) Students listen to friends' opinions; (8) Students provide responses; (9) Students practice completing practice questions; (10) Students dare to present the results of the discussion".[17]

According to Aminoto and Pathoni, indicators that express learning activities include the following:

1. Visual Activities: reading, looking at pictures, observing experiments, demonstrations, exhibitions, watching other people work or play.
2. Oral Activities (oral): stating a fact or principle, relating an event, asking questions, giving suggestions, expressing opinions, interviewing.
3. Listening Activities: listening to the presentation of material, listening to conversations or group discussions, listening to musical instruments playing, and listening to radio broadcasts.
4. Writing Activities: writing stories, writing reports, checking essays, making sketches or summaries, taking tests, filling out questionnaires.
5. Drawing Activities: drawing, making graphs, diagrams, maps and patterns.
6. Metric Activities: conducting experiments, selecting tools, holding exhibitions, making models, organizing games (simulations), dancing, gardening.
7. Mental Activities: pondering, remembering, solving problems, analyzing factors, finding relationships, making decisions.

[17] Kanza, Lesmono, and Widodo...p. 74.

8. Emotional Activities: interest, distinguishing, courage, calm and so on.[18]

c. Forms of Active Learning

According to Sudjana, student activity can be seen from how involved students are in each learning process, for example when listening to explanations of material, discussing, making assignment reports and so on. Learning activity can be seen through the following:

1) Participate in carrying out assignments

Students in their study groups participate in carrying out assignments from the teacher regarding the material that has been assigned by the teacher in the lesson.

2) Engage in the problem solving process

Students are involved in the problem process, meaning students can participate in studying, exploring material that is considered difficult with their study group.

3) Ask your group friends or teacher if you don't understand the problem at hand

Ask friends when you don't understand the problems faced during the group learning process. For example, students should ask the teacher or friends about material they do not understand.

4) Carry out group discussions according to the teacher's directions

Carrying out discussions in accordance with the teacher's directions means that students carry out their group assignments in accordance with the teacher's instructions when presenting the material at the beginning of learning and their learning outcomes are in accordance with the learning objectives desired by the teacher.

5) Able to present work results

[18] I Komang Sukendra; I Kadek Surya Atmaja, Preparation of Research Instruments, ed. Teddy Fictorius (Pontianak: Mahameru Press, 2020).P.19-20.

This means that all students convey the results of the discussion to other group friends by conveying the results of the material discussion in front of the class well.[19]

d. Factors that Influence Learning Activeness

Active learning in teaching and learning activities in students can be stimulated so that talents can develop and students can practice critical thinking. Nana Sudjana stated that there are five things that influence active learning, including:

1) Learning stimulus

Learning stimulus means a method implemented by teachers in overcoming problems in the teaching and learning process so that they can solve problems in the learning process in the classroom.

2) Attention and motivation

Attention and motivation means focusing on the material being presented by the teacher so that students focus more on learning in class.

3) Learned response

The response studied is the student's activity after receiving learning stimulation from the teacher or study friends.

4) Strengthening

Reinforcement is a response to behavior in order to increase positive behavior in the classroom so that learning motivation becomes high.

5) Use and transfer

Use and transfer are responses to behavior that result in students becoming more active in participating in teaching and learning interactions.[20]

[19] Zuriatun Hasanah, "Cooperative Learning Model in Fostering Student Learning Activeness," Journal of Student Studies 1, no. 1 (2021): 1–13, https://jurnal.stituwjombang.ac.id/index.php/.

[20] Hasanah...p.11.

2. Learning outcomes

a. Understanding Learning Outcomes

A student is a subject involved in learning. At school, students experience what is called a learning process, after which the learning process is expected to change the student according to what was learned in the learning process. This is in accordance with psychologists who state that learning is a change in the maturity of students as a result of learning. And according to Gagne, learning is a process where an organism changes its behavior as a result of experience.[21]

According to Susanto, learning outcomes are student changes which include cognitive, affective and psychomotor aspects as a result of student learning activities.

According to Sudjana, learning outcomes are abilities that students have after experiencing the learning process. Therefore, researchers state that learning outcomes are abilities that students have which include cognitive, affective, psychomotor aspects as a result of their learning activities as well as changes in accordance with what is learned in experience.

b. Types of Learning Outcomes

According to Subur in the book The Conditioning of Learning by Gagne, there are 5 types of learning outcomes:

1) Verbal information, namely a learning outcome in the form of the ability to respond to stimuli, in other words the ability to name, identify and explain.
2) Direct skills, namely skills in the form of physical actions, using muscles to carry out an action, expertise in executing or carrying out an action to achieve that result.
3) Attitude and attitude, namely a condition in a student's body, can influence personal decisions when carrying out an action. This behavior is a tendency he has

[21] Rosali Br Sembiring and . Mukhtar, "Learning Strategies and Interest in Learning on Mathematics Learning Outcomes," Journal of Educational Technology (JTP) 6, no. 2 (2013): 34–44, https://doi.org/10.24114/jtp.v6i2.4996.

in his behavior. These include a person's beliefs and choices which can influence how they do something in dealing with a condition that befalls them.

4) Knowledge skills, namely the ability to carry out analysis and modification of knowledge and information symbols. Intellectual skills are used to understand how concepts and rules work to deal with problems.
5) Cognitive strategies, namely metacognitive abilities which are displayed in the form of the ability to think about thought processes (think how to think) and learn how to learn (learn how to learn).

c. Factors that influence Learning Outcomes

According to Yudha, the factors that influence the learning process and outcomes are:

1. Internal factors
   a) Physiological factors, consisting of physiological conditions and conditions of the five senses.
   b) Psychological factors, consisting of interest, intelligence, talent, motivation and cognitive abilities.

2. External Factors
   a) Environmental factors, consisting of the natural environment and socio-cultural environment.
   b) Instrumental factors consist of curriculum, programs, tools and facilities, and teachers.

The MKPD curriculum and learning development team also stated that student learning outcomes can be influenced by 2 factors, namely internal factors (within the student) and external factors (outside the student).[22]Here's the description:

1. Internal factors
   a) Physiological factors, both innate and acquired by seeing, hearing, body structure, body defects, etc.
   b) Psychological factors are congenital or hereditary characteristics which include:
      (1) Intellectual factors, consisting of:
         (a) Potential factors, namely: intelligence and talent.
         (b) Actual factors, namely: real skills and achievements.
         (c) Non-intellectual factors, namely: certain personality components such as attitudes, interests, habits, motivation, self-concept, needs, adjustment, emotionality, etc.
      (2) Maturity factors, both physical and psychological.
2. External Factors
   a) Social factors, including: factors in all family circles, schools, community environments, and groups.
   b) Cultural factors, consisting of: customs, science and technology.
   c) Physical environmental factors, namely: housing facilities, learning facilities, climate, etc.
   d) Spiritual factors or religious environment

d. Domain of Learning Outcomes

[22] Nerti Yustika Barza, "The Influence of the Numbered Heads Together (NHT) Learning Model on Student Learning Outcomes on the Concept of the Circulatory System Class Xi Sman 2 Maros," Journal of Learning Research and Innovation 1, no. 2 (2020): 1–11.

Basically, the educational process consists of 3 basic elements, namely input-process-output. The input referred to here is students with all backgrounds. The process is a learning activity which includes providing material and understanding the material by the teacher to the students. Meanwhile, the output is the result of the study achieved through cognitive, affective and psychomotor assessments. Among these three elements, it is the learning process that will determine whether the students' abilities and learning outcomes are good or not.

Education is of course an effort to develop the potential of children or students towards achieving maturity, which means independence and responsibility as well as developing human potential to become creative people.

In this research, researchers focus on developing the cognitive domain, because the success of developing the cognitive domain will also have a positive impact on students' affective and psychomotor domains. Without the cognitive domain, it is difficult to imagine that a student can think. Furthermore, without the ability to think, it is impossible for a student to understand and believe in the lesson materials given.

In general, the cognitive domain category according to Jufri (2013)[23]that is:

1. Knowledge (Knowledge)

   Knowledge that is rote and factual. Rote knowledge includes definitions, articles and laws. Meanwhile, factual knowledge includes formulas, numbers, dates of events, names of inventors, names of places and the like.

2. Comprehension

   Comprehension is the ability to understand the information obtained, utilize and explore knowledge in new contexts. Able to explain meaning,

[23] Barza... p. 20-21.

interpret facts, predict and extrapolate this knowledge to be used in other conditions.

3. Application

   Is the ability to use the knowledge possessed in concrete or special situations.

4. Analysis

   It is an attempt to select a concept or structure into parts so that the structure is clear.

5. Synthesis

   It is the ability to unite elements into a unified whole.

6. Evaluation (Evaluation)

   This is the highest category of cognitive learning outcomes which includes the ability to make decisions about the value of something seen from several aspects/points of view.

B. RESEARCH METHODS

The research method used is Mixed Method Research type Sequential Explanatory Design, namely a mixture of two methods by prioritizing quantitative research then complemented by qualitative research. In this study, researchers used one experimental group and one control group. The population was 44 students consisting of 22 class A students and 22 class B students. Sample selection used purposive sampling. This research consists of 3 variables, namely the independent variable (X) or independent variable: Numbered Head Together (NHT) learning model and the dependent variable (Y1 and Y2) or dependent variable: activity and learning outcomes. Data collection in this research used observation sheets, tests and interviews. The test method is carried out by giving a pretest and posttest. Activity assessment uses an activity observation sheet that has been tested by experts. After preparing instruments that are in accordance with competency achievements and activity indicators, they are then field tested with

validity and reliability. After that, the researcher carried out analytical techniques to achieve the expected hypothesis. The analysis technique uses the Manova Test which has previously passed the Normality and Homogeneity Prerequisite Tests. The hypothesis testing criterion is if the sig value. < 0.05 then Ho is rejected and Ha is accepted, which means it has an effect, and if the value is sig. > 0.05 then Ho is accepted and Ha is rejected, which means it has no effect.

C. RESULTS AND ANALYSIS

1. The importance of the Numbered Head Togther (NHT) Learning Model for the activeness and learning outcomes of Class A and Class B at Cikal Bimbel

Each method of learning certainly has advantages and disadvantages. So the presence of the Numbered Head Together (NHT) learning model is important because it has advantages that can have a positive influence on student activity and learning outcomes. Research was carried out on At Cikal Bimbel class students in the even semester of 2022/2023 in the fiqh subject chapter on halal and haram food provisions. Before providing learning, a pretest is carried out to determine students' initial abilities, both activeness variables and learning outcome variables. This research process was carried out by providing learning twice for each control class and experimental class. Each class has 22 students who have been determined to be the sample in the research. Next, a posttest on activity and learning outcomes was carried out to determine the final abilities of students in the control and experimental classes. Data taken through tests (multiple choice) and activity questionnaires in the form of observation sheets as a tool for measuring activity. The activity assessment was carried out directly by Mr. Alfan Aliyafi, SHI as a teacher at Cikal Bimbel. The role of the fiqh teacher in this case is as an observer of activity in the control and experimental classes. Based on the results of interviews with Mr. Alfan Aliyafi as a jurisprudence subject teacher as well as an observer in the NHT learning model, he believes that students are more active in learning, because students are required to ask questions and give opinions and hone their skills in discussion. So the class atmosphere becomes lively. With the NHT learning model, students gain new experiences using this

learning model and add ideas to increase teacher creativity in applying learning methods in fiqh subjects because this learning model is something new at Cikal Bimbel.[24]

Average Posttest Results for Activeness and Learning Results

Kelas

Dependent Variable	Kelas	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Keaktifan Siswa	Eksperimen (NHT)	19.727	.518	18.681	20.773
	Kontrol (Konvensional)	18.091	.518	17.045	19.137
Hasil Belajar	Eksperimen (NHT)	82.500	1.894	78.678	86.322
	Kontrol (Konvensional)	68.682	1.894	64.860	72.504

The two classes show differences in activity and learning outcomes. These results show that the learning outcomes of the two classes have very obvious differences. It can be seen that the experimental class which was subjected to the Numbered Head Together (NHT) learning model tended to be more active in the learning process than the control class which used teacher centered learning or the conventional model. In conventional classes, students tend to be passive, as evidenced by the results of observations of activity in both classes. This shows that the activeness and learning outcomes of experimental class students are superior to those of the control class. It can be ascertained that there are many advantages and reasons why this learning model is very important and suitable for forming positive dependence among students on aspects of activeness and good quality of student learning outcomes.

2. The influence of the Numbered Head Together (NHT) Learning Model on the activeness and learning outcomes of Classes A and B at Cikal Bimbel

In this stage the researcher analyzes the data that has been obtained by means of statistical analysis. This analysis aims to find out whether the hypothesis is proven or not. The data analysis stage begins with collecting pretest and posttest data for both control and experimental classes. In this

[24] Interview Results with Mr. Alfan Aliyafi, Cikal Bimbel II Teacher (nd).On Tuesday 23 May 2023 at 10.00 WIB

case, the analytical test used is the Manova test, which is a test used to analyze the diversity of whether the population mean vector is the same or different. This analysis process can test several observed variables at once by involving a variance covariance matrix.[25]Previously, you had to fulfill the prerequisite tests for the Normality Test and Homogeneity Test analysis.

a. Data Normality Test (y1 and y2)

Tests of Normality

	Kelas Pre Post Angket	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre Post Angket	Pre Angket Kontrol	.227	22	.004	.934	22	.150
	Post Angket Kontrol	.198	22	.025	.938	22	.184
	Pre Angket Eksperimen	.227	22	.004	.944	22	.238
	Post Angket Eksperimen	.189	22	.040	.946	22	.264

a. Lilliefors Significance Correction

Tests of Normality

	Kelas Pre Post tes	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Pretest Post test	Pre test kelas kontrol	.203	22	.019	.931	22	.126
	Post test kelas kontrol	.168	22	.105	.916	22	.063
	Pre test Eksperimen	.149	22	.200*	.953	22	.366
	Post test Eksperimen	.150	22	.200*	.956	22	.418

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

In the Normality test, activity and learning outcomes showed significance with a value of $\alpha > 0.05$. In the Experimental Class, the Activity Posttest was $0.264 > 0.05$ and the Learning Result Posttest was $0.418 > 0.05$. Both prove that the sample from the population is normally distributed.

b. Homogeneity Test

[25] Gudono, Multivariate Data Analysis (Yogyakarta: BPFE, 2014).p 79.

Levene's Test of Equality of Error Variances[a]

	F	df1	df2	Sig.
Keaktifan Siswa	1.897	1	42	.176
Hasil Belajar	1.991	1	42	.166

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Model_Pemb

Based on the data above, the homogeneous value for activeness is 0.176 > 0.05 and the homogeneous value for learning outcomes is 0.166 > 0.05, thus This means that the data has the same variance (homogeneity).

c. Manova Test

Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.992	2700.058[b]	2.000	41.000	.000	.992
	Wilks' Lambda	.008	2700.058[b]	2.000	41.000	.000	.992
	Hotelling's Trace	131.710	2700.058[b]	2.000	41.000	.000	.992
	Roy's Largest Root	131.710	2700.058[b]	2.000	41.000	.000	.992
Model_Pembelajaran	Pillai's Trace	.390	13.084[b]	2.000	41.000	.000	.390
	Wilks' Lambda	.610	13.084[b]	2.000	41.000	.000	.390
	Hotelling's Trace	.638	13.084[b]	2.000	41.000	.000	.390

*Wilk's Lambda*is a value that is often used in Manova analysis tests. The data shows a significance value of 0.000 <0.05 according to the criteria that Ho is rejected and Ha is accepted. This means that there is a significant influence on activeness and learning outcomes.

d. Test of Beetwen Subject

Source	Dependent Variable	F	Sig.

NHT	Liveliness	4,985	0.031
	Learning outcomes	26,617	0,000

The Between Subject test is used to analyze differences in each activity and learning outcomes between students who use NHT learning and conventional learning. The data above is to prove that the NHT learning model influences activity and learning outcomes but with more detailed significance values.

D. CONCLUSION

There is a significant influence of the Numbered Head Together (NHT) learning model on the activeness and learning outcomes of the Cikal Bimbel early childhood class. And it can be applied to subjects other than exact, namely to Fiqh subjects with a significance level of 0.000<0.05. This proves that the NHT learning model is suitable for use as an alternative to discussion learning. These results show that: First, the NHT learning model can be applied in subjects other than exact; Second, teachers get a lot of benefits from the NHT learning model because this model is something new for teachers at Cikal Bimbel; Third, the discussion learning model is the basis for active learning so teachers must be creative; Fourth, other influential variables apart from the variables studied are factors within the student and infrastructure

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