



THE INFLUENCE OF THE NUMBERED HEAD TOGETHER (NHT) LEARNING METHOD ON STUDENTS' LEARNING ACHIEVEMENT IN THE SUBJECT OF ECONOMICS AT MA RUWAQ AL AZHAR PANDAN DURE ACADEMIC YEAR 2023/2024

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ABSTRACT

This research aims to assess the influence of the Numbered Head Together (NHT) Learning Method on students' learning achievement in the subject of Economics at MA Ruwaq Al Azhar Pandan Dure during the academic year 2023/2024. The research design employs an experimental approach with both a control group and an experimental group. Students in the experimental group receive instruction using the NHT method, while the control group undergoes conventional teaching. Learning achievement data is collected through exams administered before and after the implementation of the teaching method. Data analysis indicates a significantly positive influence of the NHT Learning Method on students' learning achievement in the Economics subject. Students who undergo instruction with the NHT method show higher improvements in learning achievement compared to the control group receiving conventional teaching. These findings support the effectiveness of the NHT Learning Method as an instructional approach that enhances students' learning outcomes in the Economics subject. The results of this research have positive implications for the development of teaching strategies at the secondary education level, particularly in the context of the Economics subject. The practical implications can assist teachers and policymakers in selecting effective teaching methods to improve students' learning achievement in the future.

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Keywords: Numbered Head Together, students' learning achievement.

INTRODUCTION

Education has a very important role in improving human resources. Through education, a person will be able to improve their various abilities and skills (Andesta, 2021; Anjarsari, 2018; Persada et al., 2020). Education can also create a superior and competitive generation in an effort to face the challenges that will occur in the future (Andrian & Rusman, 2019; Husain & Kaharu, 2021). To achieve better education, a commitment is needed to build independence that can sustain the progress of education in the future. One of the things that plays an important role in the success of students is

student learning achievement (Syafari & Montessori, 2021).

Learning achievement is defined as a measure of knowledge gained from formal education and is shown through test scores (Lawrence & Vimala, 2012). In line with this opinion, (Umah et al., 2023) defines learning achievement as the knowledge achieved or skills developed in various subjects at school which are usually determined by test scores or grades given by teachers, or both. Kpolovie, Joe, and Okoto (2014) added that learning achievement is the ability of students to learn, namely by remembering facts and communicating their knowledge both orally and in writing, even in exam conditions.

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Learning achievement can be shown through the grades given by a teacher from the number of fields of study that have been studied by students. Every learning activity, of course, always expects to produce maximum learning. So, in essence, learning achievement can be said to be the results obtained from learning activities in schools that are cognitive in nature and are usually determined through measurement and assessment.

MA Ruwaq Al Azhar Pandan Dure School is committed to providing quality education for students as its primary goal. Based on the preliminary observations on January 23, 2023, at MA Ruwaq Al Azhar Pandan Dure, it was revealed that students' economic learning achievements have not yet reached an optimal level. The average economic learning outcomes of students are below the Minimum Mastery Criteria (KKM), as seen in Table 1.1 Daily Test Results Data for Class X Students Academic Year 2022/2023, with the average scores of students XA at 69.68 and XB at 69.56, while the KKM is 70. This information was obtained from the economics subject teacher at MA Ruwaq Al Azhar Pandan Dure.

Furthermore, the results of interviews with the economics subject teacher revealed that some students tend to respond to questions silently without providing ideas. Additionally, when given homework assignments, some students are unwilling to work on it independently and prefer to wait for answers from friends they consider smart, without making an effort to understand the material. This condition indicates that students' economic learning achievements are far from optimal.

With these issues in mind, efforts are needed to improve teaching methods and student engagement to enhance economic learning achievements in the future.

METHOD

This study is a quantitative research aimed at testing hypotheses based on data collected in accordance with previous theories and concepts. The quantitative approach utilizes a deductive-inductive method, starting from a theoretical framework, ideas from experts, or the researcher's

understanding, which is then developed into problems along with their solutions. The research employs an experimental method with a true experimental design to evaluate the differences in economic learning achievements among students taught using the Numbered Heads Together (NHT) teaching method and those taught with the lecture method. The research design is outlined in Table 3.1, covering a control group with pre-tests and post-tests.

The study population involves all students of class X at MA Ruwaq Al Azhar Pandan Dure in the first semester of the academic year 2023/2024, totaling 36 students divided into 2 classes. The sample is selected using random sampling, taking all students as the number is less than 100, and the classes in the population are homogeneous. The determination of experimental and control classes is done through a draw among class leaders.

The research variables consist of the independent variable (NHT teaching method) and the dependent variable (students' economic learning achievements).

Data collection involves tests, observations, and documentation. Tests use multiple-choice questions in pre-tests and post-tests. Observations focus on the learning activities using observation sheets and rubrics. Documentation includes any written statements related to the research.

Data analysis begins with a normality test to ensure a normal distribution for each variable. Subsequently, a homogeneity test is conducted to determine the homogeneity of variance. Hypothesis testing uses a t-test to evaluate the influence of the NHT teaching method on students' learning achievements. If the calculated t-value $>$ the tabulated t-value at a 5% significance level, H_a is accepted; otherwise, if the calculated t-value $<$ the tabulated t-value, H_0 is accepted. This testing is performed using SPSS version 20. Thus, the research methodology is designed to investigate the impact of the NHT teaching method on students' economic learning achievements at MA Ruwaq Al Azhar Pandan Dure in the academic year 2023/2024.

RESULT AND DISCUSSION

This research is a quantitative study aimed at testing hypotheses based on data collected according to previous theories and concepts. The quantitative approach uses deductive-inductive methods, starting from a theoretical framework, ideas from experts, or the researcher's understanding, developed into problems along with their solutions. This study employs an experimental method with a true experimental design to evaluate the differences in students' economic learning achievements between the group taught using the Numbered Head Together (NHT) learning method and the group taught using the lecture method. The research population involves all students of class X at MA Ruwaq Al Azhar Pandan Dure in the first semester of the academic year 2023/2024, totaling 36 students divided into 2 classes.

The sample is selected using random sampling, encompassing all students because the population is less than 100, and the classes in the population are homogeneous. The determination of the experimental and control groups is conducted through a draw among class representatives. The research variables consist of the independent variable (independent), namely the NHT learning method, and the dependent variable (dependent), namely the students' economic learning achievement. Data collection is done through tests, observations, and documentation. Tests involve multiple-choice questions in pre-tests and post-tests. Observations focus on learning activities using observation sheets and rubrics. Documentation includes written statements related to the research.

Data analysis begins with a normality test to ensure a normal distribution for each variable. Furthermore, a homogeneity test is conducted to determine the homogeneity of variance. Hypothesis testing uses a t-test to evaluate the influence of the NHT learning method on students' learning achievement. From the hypothesis testing results, the t-value is obtained $>$ the t-table value ($3.43 > 2.03$). Thus, it can be concluded that the Numbered Head Together (NHT) learning method has an effect on the students' learning

achievement at MA Ruwaq Al Azhar Pandan Dure in the academic year 2023/2024.

CONCLUSION

Based on the research findings, it can be concluded that this study is a quantitative research using an experimental method with a true experimental design. The main objective of the research is to test hypotheses based on data collected in accordance with previous theories and concepts.

Data analysis began with the normality test to ensure a normal distribution for each variable, followed by the homogeneity test to determine the variance homogeneity. The hypothesis test used a t-test, and the results indicated a significant influence of the Numbered Head Together (NHT) teaching method on students' learning achievements, with the calculated t-value (3.43) exceeding the tabulated t-value (2.03) at a 5% significance level. Therefore, it can be concluded that the Numbered Head Together (NHT) teaching method has a positive impact on students' learning achievements at MA Ruwaq Al Azhar Pandan Dure in the academic year 2023/2024.

Author declaration

Author contributions and responsibilities

The authors made major contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation, and discussion of results. The authors read and approved the final manuscript.

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Availability of data and materials

All data is available from the author.

Competing interests

The authors declare no competing interests.

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