IMPLEMENTATION OF THE NUMBERED HEAD TOGETHER (NHT) LEARNING METHOD IN IRE EDUCATION TO ENHANCE COMPREHENSION OF CONTENT

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ABSTRACT
Learning methods are foundational to the effectiveness of the teaching and learning process. The success of these educational activities is closely linked to how effectively teachers implement and adapt learning methods to meet instructional goals. The achievement of these objectives, as outlined in the Learning Implementation Plan (LIP), serves as a measure of instructional success. Furthermore, selecting teaching strategies that align well with the material is essential for fostering active student engagement and deep understanding, allowing students to apply what they learn to real-life contexts. This study employs an experimental design to assess the impact and engagement levels of students in response to the Numbered Head Together (NHT) method in Class VII at SMP Negeri 1 Sumbermanjing. Focusing on enhancing skills within the learning process, this research aims to identify the strengths, limitations, and challenges encountered during instructional activities with the NHT approach to advance students' comprehension.

Keywords: Implementation, NHT Learning Method, Islamic Religious Education

INTRODUCTION

Teaching is characterized as the process of transmitting information or knowledge from educators to learners (Wiyani, 2013: 27). This act of disseminating knowledge is frequently viewed as a means of transferring understanding. Therefore, the primary objective of educators is to impart knowledge and skills to students through structured learning activities, enabling them to effectively and efficiently address the challenges they encounter in life.

Education represents a deliberate and organised endeavour to cultivate an environment conducive to learning and to facilitate a process that encourages students to actively develop their potential. This development encompasses the cultivation of religious and spiritual strength, self-discipline, character, intelligence, moral integrity, and practical skills to their fullest extent. Islamic Religious Education (IRE) is a conscious and planned effort to prepare students to know, understand, appreciate, believe, have noble character, and practice the teachings of Islam from the main source of the holy book

Al-Qur'an and Al-Hadith through guidance activities, teaching exercises, and the use of experience (Ramayulis, 2005:21)
Teaching and learning can be greatly enhanced through diverse, student-centred methods (Supardi, 2015:1). Therefore, the choice of methods within learning systems plays a crucial role. The success of education largely relies on how effectively teachers implement these methods.

SMP Negeri 1 Sumbermanjing is one school that employs the Numbered Heads Together (NHT) method to enhance Islamic Religious Education. In this context, the author plans to conduct research aimed at understanding the implementation of the Numbered Heads Together (NHT) learning method in Class VII at SMP Negeri 1 Sumbermanjing.

METHOD

The author is conducting this research using field research. The method employed in this study is qualitative. Qualitative research is based on the philosophy of post-positivism and focuses on natural objects, which are entities that exist in their natural state without manipulation by the researcher. Additionally, the presence of the researcher does not influence the dynamics of these objects. In qualitative research, the researcher serves as the primary instrument of data collection (Sugiono, 2015: 8). This approach generates descriptive data presented in the form of written or spoken words from individuals or observed behaviours.

The research is conducted at SMP Negeri 1 Sumbermanjing in Sumbermanjing Wetan, Malang District, East Java Province. In this study, the author serves as the primary instrument and data collector. Additional instruments employed include direct observation guidelines, in-depth interviews, and documentation. For the in-depth interviews, the author engages in face-to-face question-and-answer sessions with the research subjects to gather relevant data. The author uses guidelines that outline the key topics to be addressed during these interviews. Observations are made through direct field visits to gather firsthand information. Documentation involves using various tools to collect data about the research aspects, which includes notes, transcripts, books, agendas, newspapers, and other relevant materials.

Data analysis in this study is carried out through 3 stages, namely data reduction, data presentation, and data verification. Data reduction by making a summary of the aspects that are the focus of the research is then simplified to things that are important problems. Presentation of data by describing data or information from research results as it is. The last step in qualitative research data analysis is drawing conclusions and verification. If the conclusion presented is supported by valid and consistent evidence, then the conclusion is credible (Sugiyono, 2015, p. 252).

RESULT

The effectiveness of educational activities is evidenced by the attainment of the objectives specified in the Learning Implementation Plan. Furthermore, the adoption of effective teaching strategies and methodologies is essential for engaging students with the subject matter. This approach facilitates active student interaction, enhances comprehension of the presented content, and enables the application of knowledge in real-life situations.

In the implementation of Islamic Religious Education (IRE) learning using *the Numbered Head Together (NHT)* learning method, there are several steps, including the following:

a.) Preliminary Activities

On Monday, November 4, 2024, the researcher observed directly in class VII of SMP Negeri 1 Sumbermanjing at 12.30 – 13.30 WIB with the material Presenting prayer in life. In this preliminary activity, the teacher begins learning by reading Bismillah together with students. Furthermore, teachers motivate students so that they become motivated to participate in teaching and learning process activities. Then, the teacher conveys the competency standards, basic competencies, and the objectives of learning. The basic competencies that are determined are getting used to performing prayers having an attitude of reminding each other in virtue as an implementation of the understanding of being used to carrying out prayers and dhikr in life. Then, the teacher gave the students a worksheet to be discussed using *the Numbered Head Together (NHT)* method.

b.) Core Activities

In the core activities of the teaching and learning process using *the Numbered Head Together* method, teachers form 4 groups; each group consists of 5 people. Then, the teacher distributes the head number that has been prepared to each student. Then, each group was distributed a sheet of paper with a picture of a Tiin fruit.

In the teaching and learning process using the Numbered Heads Together method, numbering the students is crucial. Additionally, students' pre-test scores are used to form groups. They are then given half an hour to discuss the assigned questions with the help of a textbook or other reference materials.

During group work, each student collaborates to ensure that everyone understands and can answer the questions posed by the teacher. The teacher then randomly calls on one group member to present their group's discussion in front of the class. After this presentation, other groups are invited to add any information or answers that they feel were not addressed by the presenting student.

c.) Closing activities

In this activity, students are asked to collect the results of their discussion, which will be a group assessment. Then, the teacher

concludes the final answer to all the questions that have been assigned. After that, the teacher said the closing greeting to end the teaching and learning activities.

The implementation of *the Numbered Head Together (NHT) Learning* Method in Islamic Religious Education (IRE) Learning in Grade VII of SMP Negeri 1 Sumbermanjing has been implemented well and efficiently. This can be proven by several things, namely:

1. The planning of *the Numbered Head Together (NHT)* Learning Method in Islamic Religious Education (IRE) Class VII of SMP Negeri 1Sumbermanjing is going well. This is evidenced by the fact that before teaching and learning activities had been designed in the Learning Implementation Plan (RPP).
2. Implementation of *the Numbered Head Together (NHT)* Learning Method in Islamic Religious Education (IRE) Class VII SMP Negeri 1 Sumbermanjing
   well implemented. This is evidenced by the stages that have been designed in the RPP. With this planning, *the NHT* method is different from the usual group learning method. In ordinary group learning that presents the results of an independent group, it may be delivered by one of the group members. Meanwhile, in NHT, the group results must be presented in a number that is randomly selected by the teacher so that each student in the group feels responsible for the group discussion.

The evaluation of learning with the application of *the Numbered Head Together (NHT)* Learning Method in Islamic Religious Education (IRE) Class VII SMP Negeri 1 Sumbermanjing was carried out after the learning was completed. This is evidenced by the collection of the results of the discussions carried out and the confidence possessed by each individual.

DISCUSSION

The method is a method used to implement a plan that has been prepared in real activities so that the goals that have been prepared are optimally achieved (Majid, 2014:193). The existence of learning methods in formal school educational institutions is very important for the success of learning objectives. *Numbered Head Together (NHT)* is a learning method where each student is given a number. Then, a group is created, and then the teacher randomly calls the number of the students (Wahab, 2015:214).

Numbered Head Together (NHT) or co-thinking numbering is a type of cooperative learning that is designed to influence student interaction patterns and as an alternative to traditional classroom structures (Hamdayama, 2015: 175). This learning was first introduced by Spenser Kagen to involve more students in studying the material covered in a lesson and checking their understanding of the content of the lesson.

The *Numbered Head Together (NHT)* method is part of a structural

cooperative learning model, which emphasises specific structures designed to influence interaction patterns. NHT-type cooperative learning is a type of collaborative learning that emphasises a special structure designed to influence student interaction patterns and aims to improve academic mastery. This type was developed by Kagen by involving students in studying the material covered in a lesson and checking their understanding of the lesson's content.

Numbered Head Together (NHT) is a learning method where each student is given a number. Then, a group is created, and the teacher randomly calls the number of the students (Wahab, 2015:214). Numbered Head Together (NHT) is a type of cooperative learning that is designed to influence student interaction patterns and as an alternative to traditional classroom structures (Hamdayama, 2015: 175). This learning was first introduced by Spenser Kagen to involve more students in studying the material covered in a lesson and checking their understanding of the lesson Using the Numbered Head Together (NHT) *Learning Method*

It has several advantages, which are as follows:

d.) Train students to be able to cooperate and respect the opinions of others,
e.) A good student can teach his friends who are not smart,
f.) Train students to be able to become peer tutors,
g.) Fostering a sense of togetherness,
h.) Make students familiar with differences.
i.) Every student becomes all ready,
j.) Can do the disquiz earnestly,

In using *the Numbered Head Together (NHT)* Learning Method, several shortcomings must be watched out for. This is done so that unwanted things do not happen in the learning environment, including the following:

a.) Students who are used to conventional methods will be a little overwhelmed,
b.) Teachers must be able to facilitate students,
c.) Not all students get a turn to be called by the teacher.
d.) The number that has been called may be called again by the teacher.

Islamic Religious Education (IRE) is a systematic and intentional endeavour aimed at equipping students with the knowledge, understanding, and appreciation of Islamic teachings, fostering in them a firm belief, reverence, and the cultivation of noble character. This educational process draws on the primary sources of Islam, the Al-Qur'an and Al-Hadith, employing methods such as guided instruction, experiential learning, and practical exercises to reinforce understanding (Ramayulis, 2005:21). The curriculum of IRE is carefully aligned with the religious principles imparted by human educators, envisioning individuals devoted to Allah SWT, imbued with high moral standards, and embodying

values such as honesty, justice, ethics, mutual respect, and discipline. The ultimate objective is to nurture individuals who are not only virtuous and socially responsible but also able to contribute harmoniously and productively within both personal and societal spheres (Maesaroh, 2013:152).

CONCLUSION

The implementation of the Numbered Head Together (NHT) learning method in Islamic Religious Education (IRE) for Grade VII at SMP Negeri 1 Sumbermanjing has proven highly effective, as indicated by increased student enthusiasm and the successful attainment of learning objectives. This effectiveness is reflected in several key aspects:

1. **Planning**: The preparation of NHT for IRE in Class VII was executed meticulously, with teaching and learning activities thoughtfully pre-structured in the Learning Implementation Plan (RPP). This proactive planning ensures alignment with instructional goals and standards, setting a solid foundation for successful learning.
2. **Implementation**: The NHT method was effectively applied, following the steps outlined in the RPP. Unlike traditional group work, where a single member may present group findings, NHT requires that any group member, selected randomly by the teacher, can be called upon to present. This structure promotes individual accountability and reinforces each student's active role in the discussion.
3. **Evaluation**: Assessment of the NHT application in IRE was conducted post-instruction, gathering discussion results and observing the increased confidence in students. This assessment further highlights the positive impact of NHT on student engagement and comprehension in religious education.

This strategic approach in IRE, integrating planning, dynamic group interaction, and evaluative follow-up, illustrates NHT's role in fostering a supportive and engaging learning environment.

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