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THE INFLUENCE OF THE NUMBERED HEAD TOGETHER MODEL ON STUDENTS' LEARNING OUTCOMES

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ABSTRACT

This research is motivated by low student learning outcomes, because in the teaching and learning process teachers only use conventional learning models, so it is less interesting for students to pay attention to. This research aims to determine the influence of the Numbered Head Together model on PPKn learning outcomes on State Emblem material at SD Negeri 43 Palembang. This research is a type of experimental research, Quasi Experimental Design. The population and sample in this study were class III students at SD Negeri 43 Palembang, totaling 16 students in the control class and 14 students in the experimental class. Data collection techniques in this research are observation, tests, and documentation. The data analysis techniques in this research are normality test, homogeneity test and hypothesis test. From the results of calculating the hypothesis test using the independent sample t-test, the Sig.(2-tailed) value was 0.000 < 0.05 and the value of tcount > ttable was 5.145 > 1.701, which means that based on hypothesis testing Ho was rejected and Ha was accepted. This means that there is an influence of the Numbered Head Together model on PPKn learning outcomes in the State Emblem material at SD Negeri 43 Palembang.

Keywords: *Numbered Head Together Model, Learning Outcomes, Civics Learning*

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1. INTRODUCTION

Education is the main foundation for building students' character and knowledge so that they can contribute greatly to the quality of Human Resources (HR) in Indonesia. One important aspect of education is the learning process which must be designed effectively to achieve the desired educational goals. Considering the importance of education in forming human resources, improving the quality of education is something that needs to be done continuously to keep up with current developments(Restikawati et al, 2020, p. 82).

Improving the quality of human resources can be achieved through the teaching and learning process in schools that have systematic and planned programs. Teaching and learning activities in the world of education, especially those that take place in elementary schools, involve active interaction between students and teachers. The teacher is not only the center of teaching and learning activities, but the active involvement of students and the use of learning resources is also equally important(Arianti, 2019, p. 117). The learning process in elementary schools is organized in an interesting, interactive, inspiring manner and motivates students to participate actively and provides space that suits students' interests, talents and psychology.(Sudewiputri and Dharma, 2021, p. 428).

In learning activities, a conducive learning atmosphere is very necessary for teachers and students. According toFajar and Rahmatina (2021, p. 65)A conducive learning atmosphere will be created if teachers have the ability to educate and teach, adequate teaching facilities and infrastructure, a safe and comfortable learning environment, and students who have high learning motivation. With a conducive learning atmosphere, a good learning process will be created which will also bring good results.

Student learning outcomes are criteria for assessing student success in mastering the subject matter presented during the learning process(Sappaile et al, 2021, p. 3). In elementary schools in the 2013 curriculum there are eight subjects, one of which is the subject of Pancasila and Citizenship Education or commonly called PPKn.

Civics subjects act as a forum for developing moral values originating from Indonesian culture. The hope is that these moral values can shape good behavior in students, both as individuals and in society, so that they can become citizens who are beneficial to the nation and state.(Jaya Wibawa and Suarjana, 2019, p. 116). Civics learning is very important in elementary schools, but this is not in line with achieving less than optimal student learning outcomes. This phenomenon is supported by research (Yusuf et al, 2022, p. 4)which states that the low achievement of PPKn learning outcomes is caused by the use of inappropriate learning models that are not in accordance with the material being taught. There are still many teachers who do not use learning models, so that learning in class becomes less interesting.

In line with opinionSusiyanti, et al. (2021, p. 26)that Civics lessons in elementary schools are still considered a burdensome subject for teachers and less interesting for students. Teachers find it difficult because they don't understand the learning material which generally covers the government system in Indonesia. On the other hand, students feel bored because the dominant learning model only uses lectures. This is because the learning used tends to be one-way towards the teacher and there is also no interaction between the teacher and students.

Based on observations during field experience at SD Negeri 43 Palembang, information was obtained that PPKn subjects were less popular with students because during the learning process the

teacher only explained without any two-way interaction between the teacher and students, so it became difficult for students to understand PPKn subjects. . Students learn only to complete the tasks given by the teacher without understanding the content of the lesson material, so that the learning outcomes obtained are not optimal. This can happen because, during the teaching and learning process, the conventional learning model is still used, where in these activities the teacher explains more of the material so that he pays less attention to the activities carried out by students during learning.

After knowing the problem of low student learning outcomes in PPKn subjects, researchers are trying to improve students' teaching and learning activities, one of which is by choosing a learning model that is appropriate to PPKn learning to achieve complete understanding and there is interaction between fellow students, so that learning will not be easily forgotten. One learning model that involves students being active and encourages students' enthusiasm for learning is the NHT (Numbered Head Together) type cooperative learning model.

The Numbered Head Together (NHT) type cooperative learning model or what is usually called the numbered head learning model can be used as an alternative in a variety of group learning models. The teacher will distribute numbers to each group member, then the teacher will give questions to discuss with group friends, after that the teacher will name one group member's number to represent the group (Husain, 2022, p. 4).

Strengthening the existence of research that proves that the NHT learning model influences student learning outcomes, namely research conducted by(Nuraisyah and Pratomo, 2023)with the title "The Influence of the Numbered Heads Together Cooperative Learning Model on Learning Outcomes in Pancasila and Citizenship Education" based on the results of this research showing that the average post-test score for the control class was 66.90. Meanwhile in the experimental class the post-test score was 84.12. Based on the results of research conducted at SDN Segugus Sarita Bima, there is an influence of the use of the Numbered Head Together (NHT) type cooperative learning model on the PPKn learning outcomes of class V students. This can be seen from the increase in the average pretest and post-test scores in class V the.

Based on the description of the background above, researchers need to conduct research entitled "The Influence of the Numbered Head Together Model on PPKn Learning Outcomes on National Emblem Material at SD Negeri 43 Palembang".

2. LITERATURE REVIEW

Understanding Learning

Learning is defined as an effort or activity that aims to produce changes in student behavior, both in terms of knowledge, attitudes or skills as a response to the learning process guided by the teacher (Nurhayani and Salistina, 2022, p. 8).

According toAlizamar (2016, p. 2)states that learning is an activity that occurs through active interaction with the environment, which can produce changes in knowledge, skills and attitudes. According toYahya and Mahande (2023, p. 8)The learning process includes changes in an individual's personality which are shown in the form of improvements both in quality and quantity, such as increasing skills, attitudes, knowledge, understanding, thinking power, skills, attitudes and other abilities.

From the various opinions expressed by the experts above, it can be concluded that learning is a process or activity that involves a person interacting with their environment, thereby causing

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changes in skills, knowledge, behavior or attitudes. This process can occur intentionally or unintentionally, and the results can be seen through changes in a person's behavior or understanding.

Learning Principles

According toDewi, et al. (2022, p. 42)There are 7 principles of learning, namely:

a. Attention and motivation: In planning and implementing learning, it is important for teachers to understand the application of the principle of attention. Meanwhile, motivation is reflected in mastery of teaching materials, class mastery, and the ability to create a pleasant learning environment.
b. Activeness: To increase student activity, teachers can use behavior such as multimedia, apply active learning methods, and provide individual or group assignments.
c. Direct student involvement emphasizes the need for students to do the tasks given by the teacher.
d. Repetition of the material needs to be carried out to ensure that students really understand the material so that it forms a habit without the need for an initial stimulus.
e. Challenges in learning can encourage students to overcome difficulties in learning.
f. Feedback and reinforcement, students need certainty from previous activities. This can provide knowledge about learning outcomes as a form of reinforcement. This will raise awareness of the need to obtain feedback or evaluation as well as a form of reinforcement for students.
g. Individual differences, each student has unique characteristics and is different from one another.

Understanding the Numbered Head Together (NHT) Model

The Numbered Head Together model or numbered thinking together was developed by Spencer Kagan in 1993. The Numbered Head Together learning model is a type of cooperative learning that emphasizes special structures designed to influence student interaction patterns in improving learning.(Marheni and Djami, 2022, p. 121). The NHT learning model is a method developed as a pattern of student interaction so that there are changes in the teaching and learning process. In this way, each student is expected to participate deeply in the ongoing learning(Saragih et al, 2023, p. 463).

Apart from that, the NHT learning model is a model that emphasizes students being able to participate actively during the learning process and developing students' skills in communicating with classmates and teachers.(Sudewiputri and Dharma, 2021, p. 428). Based on several experts above, it can be concluded that the Numbered Head Together model is an approach that emphasizes cooperation and collaboration between students in groups, who will be asked questions about the material being studied and all students in each group will be given a number that will called randomly by the teacher to present the results of their group discussions orally.

Steps for the Numbered Head Together (NHT) Model

According toHaerullah and Hasan (2017, p. 114)There are four steps in NHT type cooperative learning, namely:

a. *Numbering*, the teacher groups students into teams of 3 to 5 people and assigns a number to each student in the team with a number range of 1 to 5.
b. *Questioning*, the teacher gives students various assignments or questions that must be solved together.
c. *Heads Together*, students combine their respective opinions or solutions

to find answers and ensure that all group members know and understand the answers.

d. *Answering*, the teacher will call students with a certain number from each group who then raise their hands and report the answers to the assignments that have been given.

Advantages and Disadvantages of the Model*Numbered Heads Together*(NHT)

According toAsri, et al. (2021, p. 4)advantages ofModel*Numbered Heads Together*(NHT) are as follows:

a. Students interact in solving a problem to determine the concept being developed.
b. Can improve learning outcomes and social skills.
c. Readiness to learn that every student has.
d. Students' thinking skills can be improved, both individually and in groups.
e. Train students to develop self-confident communication skills.

The disadvantages of the Numbered Head Together (NHT) learning model are as follows:

a. Not suitable for use with large numbers of students.
b. Requires quite a long time.
c. Not all members in the group get a call from the teacher.

Understanding Learning Outcomes

Learning outcomes are a process for determining student learning values through assessment or measurement(Sappaile et al, 2021, p. 11). According toRahman (2021, p. 290)says that learning outcomes are achievements obtained by a student after following the learning process. Learning outcomes include various abilities, including cognitive, affective and psychomotor aspects obtained by students after experiencing the learning process.

Apart from that, learning outcomes are the final value obtained by a person as a result of a process that is carried out repeatedly(Lestari et al, 2021, p. 5090). In line with some of the opinions above, it can be understood that learning outcomes are the achievements or successes obtained by students after going through the learning process. Learning outcomes include understanding, knowledge, skills and attitudes obtained by students as a result of learning activities.

Factors that Influence Learning Outcomes

There are several positive and negative factors on student learning outcomes according toRidho'i (2022, p. 124), namely as follows:

a. Learning behavior, students who have disciplined learning behavior, in the learning process is a positive factor. However, the negative factor, namely when disciplined behavior is not balanced with frequent practice of the knowledge gained, can result in unsatisfactory learning results.
b. Interest in learning can make students' curiosity high, so that it can encourage students to look for information related to their learning interests. Conversely, if students' interest in learning decreases, then the learning outcomes achieved will decrease from the predetermined target.
c. Learning motivation, if students have high learning motivation, this will influence learning behavior positively. On the other hand, low learning motivation will affect student learning outcomes so that they do not meet the targets that have been set.
d. Emotional intelligence, students can think quickly, especially in the context of learning and can influence decision making. However, the inability to manage emotional intelligence can result in difficulty understanding the

material and constructing understanding when solving problems.

e. Family factors, parental or family involvement have a positive impact, although sometimes a lack of understanding about how to support children's educational progress, especially due to busy professions, can have a negative impact on learning outcomes.
f. School factors, positively, students can learn effectively using the methods taught by teachers, whether through lectures or discussions. However, the negative impact is that students may experience difficulties in following the learning process, whether through the lecture method or group learning taught by the teacher.

Understanding Civics Learning

Pancasila and citizenship education is defined as a means to develop and maintain noble and moral values that are rooted in the culture of the Indonesian nation(Sucahyono, 2016, p. 9). Civics learning is an effort to provide basic knowledge and skills to students in the context of the relationship between citizens and the state, as well as providing preliminary education to defend the country, with the hope that students can become citizens who can be relied upon by the nation.(Japar et al, 2019, p. 94).

Citizenship education is democratic education which aims to prepare citizens to be able to think critically and act democratically, as well as making the new generation understand that democracy is the form of social life that best guarantees people's rights.(Saidurrahman and Arifinsyah, 2018, p.2). Based on the opinions above, it can be concluded that Pancasila and Citizenship Education is a subject designed to provide understanding and development of knowledge, skills and attitudes about Pancasila values, as well as responsibilities and roles as citizens.

Material on the History of Making the Indonesian National Emblem

In 1947, the Indonesian government held a competition to design the national emblem. Unfortunately, this competition did not produce the expected results because the participants did not understand welfare laws and the understanding of national symbols.

Then on January 10 1950, the government held another competition and formed a committee called the state symbols committee. The state symbols committee is chaired by Muhammad Yamin and has 5 members, namely Ki Hajar Dewantara, MA Pellaupessy, Mohammad Natsir, and RM Poerbatjaraka.

The selection carried out by the state symbols committee ended with 2 (two) sketches belonging to Sultan Hamid II and Muhammad Yamin. After discussing and observing every part of the sketch, the government then decided that the sketch received was the sketch made by Sultan Hamid II.

Figure 1. Sketches 1, 2, 3 Sultan Hamid II

To perfect the selected sketch, President Sukarno, Mohammad Hatta, and the national symbols committee then held discussions again. The result of the discussion was that the image of the Garuda bird used in the state symbol is the image of the Garuda found in temples in Indonesia. Changing the color of the ribbon held by the Garuda from red and white to white with the words "Bhinneka Tunggal Ika".

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Figure 2. Sketch 4

On February 8 1950, the draft sketch of the state symbol from the results of the discussion was officially discussed at a meeting of the state symbols committee. Muhammad Natsir believes that the Garuda figure in the sketch is like the imaginary figure of the Garuda bird which symbolizes humans. He suggested that the garuda used as a national symbol should be more like a real bird. Purbatjaraka and MA Pellaupessy also suggested that the number of feathers on Garuda's wings, tail, base of tail and neck at that time be changed to 17, 8, 19 and 45 to symbolize the independence day of the Republic of Indonesia.

Based on this input, Sultan Hamid II also conducted a lot of research on symbols of other countries that symbolized similar things. He was finally inspired to use the figure of a Rajawali eagle. On February 11, 1950, the design of this image was introduced for the first time to the general public and later became the national symbol.

Figure 3. Sketch 5

On February 20 1950, President Sukarno asked Sultan Hamid II to revise the design of the head and feet to make it look more dashing. Sultan Hamid II improved the design of the eagle image so that it had a head and claws as suggested. To perfect the sketch, President Soekarno then asked a palace painter named Dullah to paint a sketch designed by Sultan Hamid II.

Figure 4. National Emblem of Indonesia

After the state symbol was perfected by Dullah, it became the image of the Pancasila Garuda bird as we know it now.

The meaning of each part of the Garuda bird symbol

Garuda Pancasila is the symbol of the Unitary State of the Republic of Indonesia (NKRI). The Garuda Pancasila symbol has the motto in Sanskrit "Bhinneka Tunggal Ika" which means "Even though we are different, we are still one". Apart from that, each part of the Garuda Pancasila symbol has a meaning on its body(Pabbajah et al, 2022, p. 25), that is:

a. The Garuda's head is turned to the right. On the Garuda's neck there is a shield that resembles a heart. The neck, wings and tail have feathers. The number of feathers on each part of the Garuda Pancasila symbol explains the date of independence of the Republic of Indonesia:
   17 feathers on each wing.
   8 feathers on the tail.
   19 feathers at the base of the tail.
   45 feathers on the neck.
b. Garuda Pancasila symbolizes greatness and strength. As citizens, we must make Indonesia big and strong.
c. There are several colors on the state symbol "Garuda Pancasila", the gold color reflects majesty and glory. White means purity, truth and purity. Black means eternity. The color red means courage. The color green means fertility and prosperity.

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d. At the foot of the Garuda Pancasila symbol, it means strength and development energy. Our country's motto is "Bhinneka Tunggal Ika" which is written on the ribbon on the Garuda Pancasila flag. The meaning of the word diversity is diverse or different. The word singular means one. The word ika means too. Bhinneka Tunggal Ika means "Even though we are different, we are still one". This motto symbolizes the unity and integrity of the Indonesian nation which has a diversity of ethnicities, races, cultures, regional languages, religions and beliefs.

3. RESEARCH METHODOLOGY

The method used in this research is an experimental research method. The experimental design used is Quasi Experimental Design. The form of Quasi Experimental Design used is Nonequivalent Control Group Design. In this form of design, the control group and the experimental group will be given a pre-test then the post-test for the two groups will be compared with student learning outcomes but the samples are not taken randomly (Rukminingsih et al, 2020, p. 51).

This research was conducted at SD Negeri 43 Palembang, Jl. Segaran No. 250, 14 Ilir, Ilir Timur District. I, Palembang City, South Sumatra Province. This research will be carried out in the even semester of the 2023/2024 academic year.

The population in this study is the entire population, namely all 30 class III students at SD Negeri 43 Palembang for the 2023/2024 academic year. In this research, the sample used was from classes III.A and III.B, totaling 30 students.The sampling technique in this research was carried out using saturated samples. Saturated sampling is a sampling technique in which all members of the population are used as samples(Sugiyono, 2022, p.134).

The data collection techniques used by researchers are observation, tests and documentation. Before test questions are used in research, each item must be valid and reliable. Validity is used to state the extent to which the data obtained through a research instrument will measure what it wants to measure(Abdullah, 2015, p. 256). Reliability means the extent to which the results of a measurement can be trusted. A measurement result can be trusted if, in carrying out measurements several times on the same group of subjects, relatively similar measurement results are obtained(Abdullah, 2015, p. 256).

The first data analysis technique used was the Normality Test.The zero-rmality test is used to see whether the data obtained is consistentwhether the experimental class and control class are normally distributed or not. The zero-rmality test in this research uses the Shapiro Wilk testhelp with the computer program IBM SPSS Statistics v.23 for windows.The decision making criteria from the Shapiro Wilk test is that if the significant value is > 0.05 then the distribution is normal. Meanwhile, if the significant value is <0.05 then the data is not normally distributed.

Second, the homogeneity test is used to find out whether the sampled classes have the same variance or not(Sianturi, 2022, p. 388). Researchers used Levene's test with the help of the IBM SPSS Statistics v.23 for Windows computer program. It is said to fulfill the assumption that the variance is homogeneous if the value of Wcount < Ftable, then the data distribution is homogeneous. On the other hand, if the value of Wcount > Ftable, then the data distribution is not homogeneous.

Third, test the hypothesis to find out whether there is an influence of the Numbered Head Together learning model on student learning outcomes in Civics subjects. In this study, researchers will use data analysis tests to compare post-

test data in the experimental class and control class, then hypothesis testing is carried out using independent sample t-test where the data used is not paired.(Nuryadi et al, 2017, p. 108)with the help of the IBM SPSS Statistics v.23 for Windows computer program. The basis for making a decision to accept or reject Ho in this test is if the tcount < ttable then Ho is accepted and Ha is rejected. Conversely, if the value of tcount > ttable then Ho is rejected and Ha is accepted.

4. RESULTS AND DISCUSSION

From the results of research that has been carried out, learning outcomes increase after being given treatment using the NHT learning model. This can be seen from the average score obtained for the experimental class post-test, namely 80.21 and the average score for the control class post-test, namely 52.81. This means that it can be seen that the average value for the experimental class is higher than the average value for the control class.

Instrument Validity Data

So that the instrument can be used during research, before that the validity of the questions must be tested. The results of the question validity test using SPSS Statistics v.23 are as follows.

Table 1. Validity Test Results of Test Questions

No	r_{count}	rtable	Information	Category
1	0.716	0.514	Tall	Valid
2	0.495	0.514	Enough	Invalid
3	0.425	0.514	Enough	Invalid
4	0.177	0.514	Very low	Invalid
5	0.408	0.514	Enough	Invalid
6	0.634	0.514	Tall	Valid
7	0.631	0.514	Tall	Valid
8	0.634	0.514	Tall	Valid
9	0.666	0.514	Tall	Valid
10	0.121	0.514	Very low	Invalid
11	0.634	0.514	Tall	Valid
12	0.715	0.514	Tall	Valid
13	0.355	0.514	Low	Invalid
14	0.055	0.514	Very low	Invalid
15	0.483	0.514	Enough	Invalid
16	0.832	0.514	Very high	Valid
17	0.715	0.514	Tall	Valid
18	0.632	0.514	Tall	Valid
19	0.459	0.514	Enough	Invalid
20	0.128	0.514	Very low	Invalid

Based on the results of the validity test of the test questions in the table above, it shows that of the 20 questions, there are 10 questions whose value is rcount > rtable, which means that the question items are valid and can be used for research on control classes and experimental classes, both pre-test and post-test. -test.

Table 2. Reliability Test Results for Test Questions

Cronbach's Alpha	*N Of Items*	Information
0.873	10	Reliable

Based on the results of reliability test calculations with the help of the IBM SPSS Statistics v.23 for Windows computer program, a reliability coefficient value of 0.873 > 0.60 was obtained, which means that the test questions were said to be reliable and suitable for use for collecting data on PPKn learning outcomes.

Descriptive Statistical Test Results

Based on the calculations, the data obtained shows an increase in student learning outcomes, which is described in the following table:

Table 3. Control Class Pre-Test and Post-Test Results

Student's name	Pre-Test	Category	Post-Test	Category
Adelia	43	Not Completed	63	Not Completed
Faiz	27	Not Completed	40	Not Completed
Fri Cillia	47	Not	63	Not

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		Completed		Completed
Aidil	17	Not Completed	83	Complete
Fikri	6	Not Completed	23	Not Completed
Abwabar	37	Not Completed	70	Complete
Kamaludin	47	Not Completed	70	Complete
Ricko	27	Not Completed	37	Not Completed
Maulana	53	Not Completed	53	Not Completed
Rizki	20	Not Completed	30	Not Completed
Nagitasari	30	Not Completed	37	Not Completed
Nilamsari	43	Not Completed	67	Not Completed
Aulia	63	Not Completed	53	Not Completed
Raisyha	40	Not Completed	53	Not Completed
Al-Fatih	40	Not Completed	60	Not Completed
Virgo	27	Not Completed	43	Not Completed
Amount	**567**		**845**	
Average	**35.43**		**52.81**	
The highest score	**63**		**83**	
Lowest Value	**6**		**23**	
Complete	**0**		**3**	
Not Completed	**16**		**13**	

Based on table 3 above, the results of calculating the pre-test and post-test scores in the control class showed a slight increase. It can be seen that the lowest score for the control class during the pre-test was 6 and the highest score was 63. For the control class during the post-test the lowest score was 23 and the highest score was 83. The Minimum Completeness Criteria (KKM) for PPKn learning outcomes was 70 can be declared complete, but if the PPKn learning result score is less than 70 it is declared incomplete.

Table 4. Results of Pre-Test and Post-Test for Experimental Class

Student's name	Pre-Test	Category	Post-Test	Category
Anindita	53	Not Completed	87	Complete
Aurel	57	Not Completed	97	Complete
Shakir	40	Not Completed	73	Complete
Abuzar	50	Not Completed	93	Complete
Fabian	40	Not Completed	87	Complete
Dicky	47	Not Completed	83	Complete
Mikayla	50	Not Completed	93	Complete
Sidik	60	Not Completed	83	Complete
Knight	53	Not Completed	80	Complete
Sultan	50	Not Completed	80	Complete
Shangrilla	40	Not Completed	67	Not Completed
Tria Febriani	57	Not Completed	53	Not Completed
Naura	50	Not Completed	70	Complete
Love Ayu	47	Not Completed	77	Complete
Amount	**694**		**1123**	
Average	**49.57**		**80.21**	
The highest score	**60**		**97**	
Lowest Value	**40**		**53**	
Complete	**0**		**12**	

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Not Completed	**16**		**2**	

Based on table 4 above, the results of calculating pre-test and post-test scores in the experimental class show an increase in student learning outcomes. It can be seen that the lowest score for the experimental class during the pre-test was 40 and the highest score was 60. For the experimental class during the post-test the lowest score was 53 and the highest score was 97.

Normality test

In this study, the normality test was carried out using Shapiro Wilk with the IBM SPSS Statistics v.23 computer program. The decision making criteria using Shapiro Wilk is that if the Sig (significant) value is > 0.05 then the data is normally distributed and vice versa if the Sig (significant) value is < 0.05 then the data is not normally distributed. The results of calculating normality test data for student learning outcomes can be seen in the table below:

Table 7.Normality Test Results Using SPSS

Tests of Normality				
Student learning outcomes		*Shapiro-Wilk*		
	Class	Statistics	df	Sig.
	Pre-Test Experiment	,923	14	,242
	Post-Test Experiment	,955	14	,638
	Pre-Test Control	,983	16	,983
	Control Post-Test	,972	16	,875

Based on the data table of normality test results above, the Sig value is obtained. in the experimental class pre-test, namely 0.242 > 0.05. The results of the experimental class post-test are the Sig. 0.638 > 0.05. The results of the control class pre-test are the Sig value. 0.983 > 0.05. The results of the control class post-test are the Sig value. 0.875 > 0.05. Thus, it can be concluded based on Shapiro Wilk's decision making criteria, that the value data in the experimental and control classes is normally distributed.

Homogeneity Test

The homogeneity test used by researchers in this study uses Levene Statistics, where the test criteria can be said to be homogeneous if they meet the assumption that the Wcount < Ftable value and vice versa if the Wcount > Ftable value then the data is not homogeneous. The results of calculating homogeneity test data can be seen in the table below:

Table 8.Homogeneity Test Results Using SPSS

Test of Homogeneity of Variances			
Student learning outcomes			
Levene Statistics	df1	df2	Sig.
2,193	1	28	,150

Based on the results of the homogeneity test using Levene Statistics, the Wcount value was 2.193 and the Ftable value was 4.196. Therefore, the value of Wcount < Ftable is 2.193 < 4.196, which means that the data on student learning outcomes in the control and experimental classes is homogeneous data.

Hypothesis testing

The next stage was to test the hypothesis using the independent sample t-test (t test) with the help of the IBM SPSS Statistics v.23 computer program. The decision making criteria in hypothesis testing is if the tcount > ttable then Ho is rejected and Ha is accepted. Conversely, if the value of tcount < ttable then Ho is accepted and Ha is rejected. The following are the criteria for hypothesis testing:

Ho: There is no influence of the Numbered Head Together (NHT) model on the learning outcomes of PPKn students on national symbols at SD Negeri 43 Palembang.

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Ha: There is an influence of the Numbered Head Together (NHT) model on the learning outcomes of PPKn students on national symbols at SD Negeri 43 Palembang.

The results of hypothesis testing using SPSS Statistics v.23 can be seen below:

Table 9. Hypothesis Test Results Using SPSS

Independent Samples Test										
		Lelvelnel's Telst folr Elquality olf Variancels		*t-telst folr Elquality olf Melans*						
		F	Sig.	Q	Df	*Sig. (2-taileld)*	*Mean Diffelrelncel*	*Std. Elrollr Diffelrelncel*	*95% Colnfidelncel Intelrval olf thel Diffelreln cel*	
									Lolwelr	*Upelr*
Results	Equal variancels assumeld	2,193	0.150	5,145	28	0,000	27,402	5,326	16,492	38,312
	Elqual variancels zerot assumeld			5,264	26,925	0,000	27,402	5,206	16,719	38,084

Based on the results of hypothesis testing data analysis using the t-test with the help of the SPSS Statistics V.23 computer program, the results obtained were a Sig.(2-tailed) value of 0.000 and a tcount value of 5.145. Thus, the Sig (2-tailed) value is 0.000 < 0.05, which means that Ha is accepted and Ho is rejected. Apart from that, a value of tcount = 5.145 was obtained where ttable = 1.701 with df = N–2, namely 28 (number of samples). So the value obtained for tcount > ttable is 5.145 > 1.701, which means that based on hypothesis testing Ho is rejected and Ha is accepted.

5. CONCLUSIONS AND SUGGESTIONS

Based on the results of data analysis and research discussion, it can be concluded that there is a significant influence on implementationNumbered Head Together (NHT) model on PPKn learning outcomes on National Emblem material at SD Negeri 43 Palembang. The effect can be seen from the differences in learning outcomes between the experimental class and the control class. The average post-test score for the experimental class was higher than the post-test score for the control class.

Based on the results of hypothesis testing, it is obtainedtcount > ttable and the independent sample t-test shows a Sig (2-tailed) value < 0.05, which indicates that there is a significant influence, Ho is rejected and Ha is declared accepted. So, it can be concluded that the use of the Numbered Head Together (NHT) model has an influence on PPKn learning outcomes on National Emblem material at SD Negeri 43 Palembang.

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