THE INFLUENCE OF THE NUMBERED HEADS TOGETHER (NHT) COOPERATIVE LEARNING MODEL ON STUDENT LEARNING OUTCOMES

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ABSTRACT

This research aims to determine the effect of using the Numbered Heads Together (NHT) cooperative learning model on the Civics learning outcomes of class VII students at MTS Negeri 1 Lombok Tengah This research is quantitative research with a quasi-experimental research method using two classes, namely the experimental class and the control class. The research design used was The Matching Only Pretest-Posttest control group design. Based on the results of research that has been conducted, the average value of learning outcomes using the Numbered Heads Together (NHT) type is higher than the learning outcomes using the Small Group Discussion (SGD) type. . This can be seen in the results of the average value of the experimental class being 86.8 and the control class being 72.27. The results of using the independent t test with a significant level of α: 0.05 (5%) obtained a Sig.2 result with a result of 0.000. Thus, if the Sig α value is accepted then H1 is accepted and H0 is rejected). So it can be concluded that the results of Civics learning in class VII MTS Negeri 1 Lombok Tengah

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Keywords: Numbered Heads Together, Learning Outcomes

1. INTRODUCTION

Education is the process of gaining knowledge that a person practices all throughout their lives. People have more opportunity to live better lives with the aid of knowledge. Education is fundamentally an attempt to improve humankind, and altering one's ideals is the key to improving oneself (Wadu & Jaisa, 2017). It is also envisaged that education will enable people to interact with other living things and their surroundings.(Et al., Ardiyansyah, 2019). Education is "a cultural effort that aims to direct students' physical and mental appearance in life so that it is in accordance with their personal characteristics and the influence of the surrounding environment," according to the Student Teaching Team (2014). A role that can make students grow in their environment, advance physically and mentally in society, requires education that makes students live physically and mentally, namely by implementing the Tri Pusat of Education, namely the family environment, the school environment, and the community environment. The three work together in an inseparable way in achieving the desired educational goals.

The goal of education is to facilitate students' active development of their potential by creating a learning environment and process. According to Wadu et al. (2020), the learning process entails interactive exercises between educators and learners as well as reciprocal communication that occurs in an engaging learning environment with the goal of achieving student learning. An engaging learning environment where students participate (Wadu et al., 2020). Effective learning activities will result in a successful learning process that is not boring, and the

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process itself will not be dull. learning procedure that is effective, enjoyable, and of high quality.

Learning that blends instructional resources, learning models, and learning techniques to produce meaningful and meaningful learning is provided by high-quality learning processes. One enhancement that is required to raise the quality of better teaching and learning is the usage of appropriate models for teaching and learning. Since the learning model cannot be applied directly to mathematics, it must be employed in the mathematics that is being taught. The learning outcomes that are attained will depend on the form of instruction selected. The Civics Education (PKN) subject is one of the learning areas that offers contemporary educational application.

To achieve the educational development that is aspired to, it is necessary to create an educational SU that is capable of developing students into human beings who develop their inner and outer bodies, namely by implementing Pancasila and Civic Education (PPKn). Winataputra & Budimansyah (2012:90) implementing "PKN in a curricular way as a way of developing education that can develop individual potential in order to become citizens of Indonesia who have good morals, are responsible, participatory and accountable." Therefore, civil education in elementary school is very important, namely as the basis for students to become citizens of the country who can develop themselves and become better and better in the eyes of society, and have a high social spirit.

Sutrisno (2016) Development of National Education can be interpreted as a conscious effort to prepare students, so that in the future they can become patriots of the nation and state. This means that leaders who have the power of love, loyalty, and nationality protect the nation and the homeland in their respective fields and professions. In this chapter, Civics Mathematics will be the main basis for students to become human beings who obey the rules of religion and the 1945 Constitution, and become students who love their homeland, and are ready to serve the nation and homeland according to their respective professions . Olevh sevchatev processes of civic education also have the achievement of curriculum objectives which are important in education. To achieve the curriculum objectives, it all

starts with student success in the process of learning activities in school. Students must learn actively, be creative, act and implement all five disciplines optimally. The aim of Civics education advocates is to form elementary school education participants who have the ability to: Think critically and rationally from an early age, actively participate and be responsible in community activities, develop in a positive way (Zulfikar & Dewi, 2021).

In order to achieve advanced development in civic education, students are taught to develop maximum learning outcomes in their class. (Nono, Hermuttaqien, & Wadu, 2018). Therefore, it is important to improve students' understanding and learning outcomes in achieving the desired student learning outcomes. Teachers must implement new changes in the process of learning and teaching.

The results of learning are an important thing in the learning process of teaching, because they can become the results of learning activities that have been carried out. The results of being learning are results that are obtained by students after the learning process in a certain time. According to Gagnev, performances that can be observed as the results of learning and abilities. Learning ability consists of five types of learning outcomes including: cognitive skills, cognitive strategies, attitudes, verbal information, and motor skills. The ability to operate is differentiated because it allows various types of maneuver performance and also because the conditions of operation provide various capabilities. Omar (2017) The results of learning influence the educational attainment of students who follow the process of learning and teaching and learning is the occurrence of behavioral changes in learning people, for example from not knowing to knowing, and from not knowing to becoming aware. The changes in behavior that occur will result in changes and changes in the life or learning process of the activity. Learning material as a result of learning and teaching processes can be expressed in various forms of knowledge, experience, and attitudes (Wadu et al., 2019).

So it can be concluded that the learning outcomes above are the students' ability to achieve learning experiences which have an impact on the individual behavior changes of each student. These abilities include 1). The

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cognitive aspect is the domain that covers mental (brain) activities. According to Bloom, all efforts that cover brain activity are included in the cognitive realm. The results of learning in the cognitive domain (Cognitive Domain) illustrate the skills that apply to the cognitive aspects, the cognitive skills, the cognitive skills and thinking skills. 2) active development of attitudes and values. The characteristics of affective outcomes will appear in students in various behaviors. Krathwohln and friends' effective affective domain is divided into five levels, including responding, responding, appreciating, organizing and characteristics. 3) psychomotor skills appear in skills and ability to act individually. There are different levels of skills, namely: Refleks (skills in unconscious movements), skills in basic movements, perceptual skills, visual skills, auditory skills, motor skills, etc., physical skills, for example skill, harmony, and effectiveness, development of skills, starting from the development of skills from the development to complex skills, the ability to develop non-devisive and innovative communication.

Based on the results of initial observations at MTS Negeri 1 Lombok Tengah, there are still many students who are less actively involved in the learning process, both in terms of asking questions and providing opinions. Students assume that the PPKN study is boring so that the students are on the results of the students who conduct research (Hermuttaqien et al., 2019).

The decline in students' Civics learning outcomes in mathematics learning is influenced by several factors. These factors include the learning process that is still centered on educators (Teacher centered). Educators provide learning materials, do not involve students so that many students are passive, engrossed in playing alone and lack focus in the teaching and learning process so that the learning process is effective, educators also do not use varied learning methods (using the lecture method). The low learning outcomes of KDPn students can be seen when compared to other subjects, the level of excellence of PPKn subjects can be seen in table 1.1 even semester UAS scores for the 2024 academic year.

Table 1. List of Students' Daily PPKn Test Scores Class VII MTS Negeri 1 Lombok Tengah

No	KKM value	Information	The number of students	Percentage
1	≥70	Complete	13	43.3%
2	<70	Not Completed	18	57.7%
		Amount	31	100%

Based on the data above, there are still many class VII students at MTS Negeri 1 Lombok Tengah who get daily test scores below the KKM, which is determined by the school, namely 75. The average untuk score that is able to reach the minimum completeness criteria is only 13 students at 43.3% and the majority students have not met the KKM, namely 17 students amounting to 57.7%. The results of the research show that there are still improvements in teaching and learning that can improve the results of PPKn learning for class VII students at MTS Negeri 1 Lombok Tengah for the 2023/2024 academic year.

Therefore, the development of learning modes that are capable of creating learning situations that are conducive, active, creative and effective so that students can achieve the desired learning outcomes, one of which is by implementing cooperative learning modes Numbered Heads Together (NHT). Models that can encourage students to actively participate in activities and can encourage students to carry out their tasks in a good way, students can also share ideas with other students. So that as long as the learning process continues, students will become more active and understand the learning process more easily, and good communication between students will also develop better, which will result in students' learning outcomes being better than their previous ones.

The benefit of the Numbered Heads Together (NHT) cooperative learning model is that students become more engaged, responsible, and eager learners because they have a number in their heads. They also become more proactive learners, raising questions and providing answers, and they become prepared when the guru gives them their number. The Numbered Head Together (NHT) cooperative model's drawback, however, is that due to the time limit, it's possible that the called number will be called again rather than other group members.

Employing NHT engineering can support the growth of student engagement and

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accountability. The author of this was Hamdani (2011).The fact that each student is fully prepared, capable of leading sophisticated discussions, and able to mentor less intelligent students demonstrate this NHT's superiority. This implies that the cooperative learning strategies employed by NHT can impact students' learning outcomes, including the lessons learned by students in their lessons. The NHT type cooperative learning model, which is the development path followed by Leh Hidayat & Salimi (2018), has a good effect on the civics learning outcomes of students since it may help students build their skills. Students claim that this curriculum also promotes respect for one another's abilities.

Another thing was also proven in the research results of Destita Murtatik that the learning model of Numbered Heads Together can improve learning results in mathematics and development systems in humans, that the average pre test score of students in the level of education is 431.42% and post test 72.211%. Based on the results of the research, it can be concluded that there has been an increase in the learning outcomes of students in class VIII SMP 31 Natar through the NHT learning model.

This model of co-opevrative Numbered Heads Together (NHT) technique basically serves as a variety of group discussion with its characteristic that the teacher only appoints the students who represent the group without knowing who will represent the group ok. This method ensures total enrollment of all students. This method offers an excellent ability to increase individual responsibility in group discussions. Based on the background of the problem above, the research carried out at MTS Negeri 1 Central Lombok is based on the results of PPKn learning for class VII MTS Negeri 1 Lombok Tengah

From the description above, we will hold a research program "The Influence of the Numbered Heads Together (NHT) Cooperative Learning Model on Facing Student Study Results for PPKn class VII MTS Negeri 1 Lombok Tengah ".

2. METHODS

This study makes use of A Closely Examined Design The Matching Only Pretest-Posttest control group design is a quasi-experiment used in Bentuk desain; in this design, the control groups for the experiment and pun are selected at random. The group that is now in place is split into three sections: implementation, posttest, and pretest.

The phases of this development process are planning, development implementation, and final development. Getting information about the existence of research to be studied, conducting pre-observation observations at the research site, conducting unstructured interviews with teaching teachers and students to find out how the sample is before research is carried out, and how the learning process, particularly assessment techniques in learning, are all part of the planning stage. Choosing the subjects that will be used as study material, selecting research samples for experimental and control groups, creating and designing the educational tools that will be used in the learning model and distributed to the test group to observe the results of the model on learning outcomes.

The study employed a variety of learning resources, including lesson plans, student discussion sheets, a syllabus, research instruments validated by experts in the field, research study guides designed and developed, research instruments tested, questions from class VII 1 tested for validity, reliability, level of difficulty, and discriminating power, results calculated from the test of questions to determine validity, reliability, level of difficulty, and power to distinguish, and questions deemed less feasible retained.

Population is an area of development consisting of objects or activities that have the quality and characteristics of development determined by the population under study and the developments drawn from it. According to Tarjo (2019). The population in this education is determined in the 2012/2023 school year, namely the 2012/2023 school year which consists of 2 classes, namely class VII 1 totaling 31 and class VII 2 totaling 31 students. The samples taken by researchers amounted to 2 classes, namely as experimental and control classes. Class VII 1 totaled 31 students and class VII 2 totaled 31 students, so the total sample size was 61 students. Where class VII 11 is used as an experimental class which will use the Numbered Heads Together (NHT) type cooperative learning model and class VII 2 is used as a control class which will use the Small Group Discussion (SGD) learning model.

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The data collection techniques used were tests and documentation. In this study, the tests carried out were the initial test (pretest) and the final test (posttest) which were made relatively the same in terms of the C11-C31 cognitive domain. The initial test was carried out to determine the initial mastery of the material of students, the final test was carried out to determine the ability in learning Civics of students after the application of the Numbered Heads Together (NHT) learning model. The documentation method in this study was used to collect data that could be used to record the names of students, student profiles, a list of student learning outcomes, and other things used in research.

A research instrument is a tool used to measure natural and social phenomena that are observed and then tested for validity and reliability. The instrument used in this study is a multiple choice question based on the learning outcomes of Pancasila and Civics Education (PPKn) students. The method used in this research is Multiple Choice Test Cognitive learning outcomes test sheet totaling 312 multiple choice questions. The learning outcomes test is netted by using a pretest given at the beginning of learning and a posttest given at the end of learning. And the document list sheet is used to provide data on facts that can be used as evidence in the implementation of the research contained in the documentation list. Pevnevliti uses a chek-list to look for certain variables. If the variable sought has been found, then the researcher only needs to write a check mark on the documentation sheet.

Analysis of Research Instrument Trials, namely Validity Test, Reliability Test, Level of Difficulty, and Distinguishing Power. According to Riyanto & Hatmawan (2020)1, to determine the validity index of the objective form test, it can be found using the SPSS Version 201 For Windows computer program with the Corrected ItemTotal Correlation technique. Reliability Test A measurement instrument is said to be reliable, if the measurement is consistent, accurate, and accurate. This method of checking and checking reliability is assisted by using the SPSS computer program Version. 201 For Windows which is evaluated based on the Croanbach Alph's scale (which is 01-11. The reliability test criteria used are as follows: a). If the value means that the research results being

tested for reliability are said to have high reliability (reliable) b). If the value < 01.70101 means that the research results being tested for reliability are said to have low reliability (unreliable).

The prerequisite tests carried out are Normality Test and Homogeneity Test. Normality test is used to check whether the data tested in the control test and test test is normal or not. The data analysis data used must have normal variables, if the analysis data is not normal then parametric statistics cannot be used. This normality detection method is carried out using the Kolmogorov-Smirnov test on the SPSS Vevrsi 201 For Windows computer program. Homogeneity test is used to test whether the data in the experimental class and control class are homogeneous (the same) or not. In this study, the homogeneity test used was the variance test on SPSS Vevrsi. 201 For Windows, the basis of data analysis can be done by comparing the Sig. significance number if the Sig. (2-tailevd) value> alpha (01.015) then H01 is accepted.

Hypothesis Hypothesis Hypotevsis is an assumption or assumption of a thing that has been developed and has been implemented. Hypothesis analysis is used to view the results of the research test for students of research groups and control is used as paramev analysis, namely uji- T Independent using the SPSS Versi computer program. 201 For Windows. The hypothesis proposed in this research is as follows:

H1:There was a significant impact on the cooperative learning model of Numbered Heads Together (NHT) on the results of PPKn class VII MTS Negeri 1 Lombok Tengah Study results.

H0:There was no significant impact on the cooperative learning model of Numbered Heads Together (NHT) on the results of PPKn class VII MTSN 1 Lombok Tengah learning

3. RESULT AND DISCUSSION

RESULTS

Descriptive Analysis Results

Descriptive analysis of this research is intended to provide an overview of the existence of research data, which includes data on the results of observations of teacher and student activities in learning in classes taught

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using the NHT type cooperative learning model and control classes taught using conventional learning models. Various teacher activities, descriptive research is also intended to provide an overview of the existence of student learning outcomes in experimental classes taught using the NHT type cooperative learning mode and control classes taught using conventional learning models.

Data Analysis Results

P retest and posttest data

In the experimental class, the learning was conducted using the Numbered Heads Together type cooperative learning model and in the control class using the Small Group Discussion type cooperative learning model. The results of the revision of pretest and posttest scores on student learning can be described in the table as follows:

Table 2. Recapitulation of Comparison of Average Values of Students' Cognitive Learning Outcomes Diversity of Ethnicities, Races, Religions and Intergroups within the framework of Bhinneka Tunggal unggal Ika

	Kelas Eksperimen (X11)				Kelas Control (X2)			
	Pretest	posttest	N-Gain	Criteria	Pretest	posttest	N-Gain	Criteria
N (juvmlah peserta didik	3111 Peserta Educate				3131 Peserta Educate			
Average alue	619.8	861.8	01.6111	Sedang	55.61	72.27	01.401	Sedang

The table above shows that the average pretest score in the experimental class (X11) was 619.8 while the posttest score was 861.8 with N-gain 01.6111 While the control class (X2) obtained a pretest score of 55.6 while the posttest score was 72.27 with N-gain 01.401. Thus, it can be concluded that the average prestest and posttest scores of students in the experimental class have increased when compared to the control class. The average N-gain of the experimental class and control class

both experienced an increase in classification and the average N-gain value of the experimental class was greater than that of the control class.
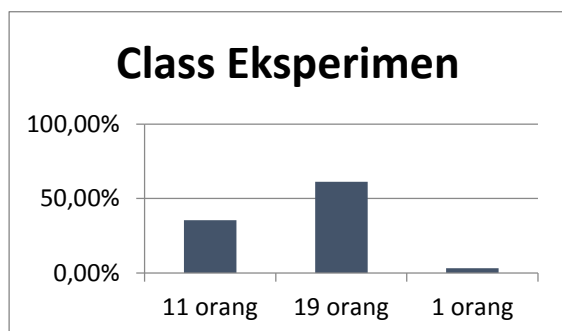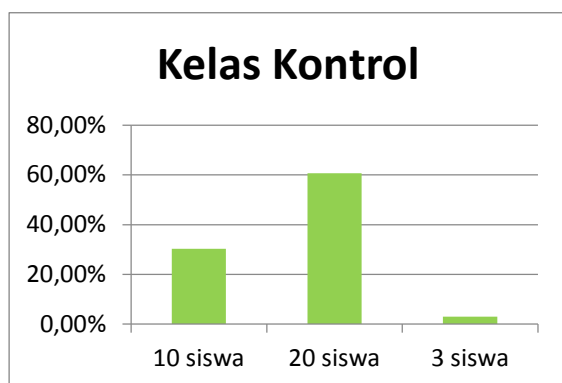
The grouping of N-gain learning outcomes in the cognitive domain can be seen in the following table:

Table 3. N-Gain Grouping of Learning Results in the Cognitive Domain Diversity of Ethnicities, Races, Religions and Intergroups Within the Frame of Bhinneka Tunggal Unggal Ika

Diversity of Ethnicities, Races, Religions and Intergroups within the framework of Bhinneka Tunggal unggal Ika					
Kelas Eksperimen			Kelas Control		
N-gain	Jumlah Students	Persentase	N-gain	Jumlah Students	Persentase
Tall	1111 people	315.48%	Tall	1101 people	3101.3101.%
Sedang	119 people	6111.29%	Sedang	201 people	6101.6101%
Rendah	11 people	31.22%	Rendah	31 people	31.0131%

The table above shows that there is an increase in student learning outcomes in different cognitive domains in the development and control areas on the material of Ethnic, Racial, Religious, and Intergroup Diversity within the framework of Unity in Diversity, ranging from low, medium, to high N-gain categories after learning by using the cooperative learning model type Numbered Heads Together. In the experimental class for the low N-gain category there were 31.22% of students, in the medium category there were 6111.29% of students, then for the high category there were 315.48% of students. Whereas in the control class the achievement of the N-gain value in the low category was 31.0131% of students, in the medium category it was 6101.6101% of students, and for the high category it was 31.0131% of students.

N-Gain Grouping Diagram of Learning Outcomes in the Cognitive Domain

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Class Eksperimen

No	Data	Sig. (2-tailed)	„(5%)	Information
11	Pretest	01, 5014	01.015	Normal
2	Poststest	01.5014	01.015	Normal

Based on the table above, it can be explained that the data is normally distributed if the significance value is 01.015 then the data is declared normal and vice versa, if the significance value is 01.015 then the data is declared abnormal.

The probability value of the Sig value obtained from the question data and the Civics learning outcomes of the experimental class and control class, namely the pretest of 01.5014 01.015, so the data is normally distributed and the posttest of 01.5014 01.015, so the data is normally distributed.

N-Gain Grouping Diagram of Learning Outcomes in the Cognitive Domain

Diversity of Ethnicities, Races, Religions and Groups Within the Frame of Bhinneka Tunggal Ika

Kelas Kontrol

Homogeneity Test

The homogeneity test is used to determine whether the roots of the scale have the same characteristics or not. In this program we will use a program for homogeneity, we will use the SPSS v.201 for Windows program for homogeneity in this test we will use the test for homogeneity, the results of the homogeneity test can be seen in the table below:

Prerequisite Test Results

Normality test

To find out whether the sample is normal or not, a data normality test is carried out. In this study, Kolmogorov-Smirnov research was used using the SPSS v.201 for Windows program with a significance level of 5%. The results of the normality test can be seen in the table below:

Table 5. Recapitulation of Pretest and Posttest Homogeneity Test Results for Experimental and Control Class PPKn Learning Results

No	Data	Sig. (2-tailed)	a (5%)	Information
11	Pretest	01.2315	01.015	Homogen
2	Poststest	01.46131	01.015	Homogen

Based on the table above, it can be explained that in the guidelines for taking homogeneity data, if the significance value is 01.015 then the data is not homogeneous and vice versa, if the significance value is 01.015 then the data is said to be homogeneous.

The probability value of the sig value obtained from the data on Civics learning outcomes and control learning outcomes is the

Table 4. Recapitulation of Normality Test Results for Pretest and Posttest Data on PPKn Learning Results for Experimental and Control Classes

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pretest result of 01.2315 posttes which is 01.4617 01.015, so the data is homogeneously distributed and the posttest is 01.46131 01.015, so the data is normally distributed.

Hypothesis testing

If the data is said to be normal and homogeneous, then we continue by conducting the t test on the experimental class and control class. In this application, we use the SPSS v.201 for Windows program, so the results of hypothesis analysis can be seen in the table below:

Table 6. Recapitulation of Hypothesis Test Results Posttest PPKn Learning Results for Experimental and Control Classes Independent sample test

		Levene's test for equality of varince		t-test for equality of means							
		f	Sig.	t	df	Sig.(2-tailed)	Mean difference	Std. error diference	95% confidence interval of thev difference		
									lower	Upper
mark	Equal variances assumed	,544	,46131	4.9411	612	,010101	112.8201	2,595	7.613131	118.01017
	Equal variances not assuvmevd			4,979	6101.01012	,010101	112.8201	2,575	7.61701	117.9701

If the data is said to be normal and homogeneous, then we continue by conducting the t test on the experimental class and control class. In this application, we use the SPSS v.201 for Windows program, so the results of hypothesis analysis can be seen in the table below:

The application criteria are as follows:

1. Sig (2-tailevd) <0.015 then H11 is accepted. This means that it can be known that the learning outcomes of Civics students in class VII of MTS Negeri 1 Lombok Tengah
2. Sig.(2-tailevd) >01.015 then H11. rejected. This means that you cannot get the results of PPKn class VII MTS Negeri 11 Lombok Tengah.

For a 2-sided test, each side is divided into 2 to become

If Sig.<01.0125 then H11 is accepted.

If Sig> 01.0125 then H11 is rejected.

This is based on the probability value of the Sig value obtained from the TEV question data of the Civics learning outcomes, namely 01.010101. Because the Sig value H11 is tested. So, in this study it can be concluded that there is an effect of the Numbered Heads Together (NHT) type coopertive learning model on the Civics learning outcomes of VII grade students of MTS Negeri 1 Lombok Tengah**.**

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DISCUSSION

This research is based on the learning outcomes of Civics class VII MTS Negeri 1 Lombok Tengah The Numbered Heads Together (NHT) type cooperative learning model is a learning model designed to influence students' educational interaction patterns as an alternative to traditional structures. The purpose of using the Numbered Heads Together (NHT) type cooperative learning model is to assist students in understanding relevant concepts so that they can achieve maximum learning outcomes. The use of the NHT type cooperative learning model is very helpful for students in improving learning outcomes. This is in accordance with Triyanto's opinion which states that Numbered Heads Together or numbered thinking together involves more students in reviewing the content of lessons covered in a subject matter.

Based on the development that has been carried out in the field of development using the Numbered Heads Together (NHT) model, it has been proven that the level of development can increase student confidence, this can be seen when students come forward to the front of the class, students can increase their confidence in preparing the results of the discussion. This is in accordance with the opinion of Imas Kurniasih that the advantages of the Numbered Heads Together (NHT) type cooperative learning model are that it can improve student learning outcomes, increase student learning, increase self-confidence, increase cooperation, develop student curiosity. The implementation of the learning process using the Numbered Heads Together (NHT) mode, can be seen in student learning, namely students become active and active when in the process of using the Numbered Heads Together (NHT) model. This is in accordance with Miftahul Huda's opinion that the implementation of the Numbered Heads Together (NHT) type cooperative learning model begins with the development of dividing students into several groups, each student in the group is given a number, the teacher organizes the task/question and each group works on it, each group will discuss the answers that are considered the most correct and ensure that their group members know the answer to the test, then the teacher calls one of the numbers randomly, and the group whose number is called will raise their hands and show the answers to the results of their group discussions. 78 In addition, it is also to train students to socialize, interact and collaborate with each other without seeing differences in their respective backgrounds. This agrees with the opinion of La Iru and Ode Safiun Numbered Heads Together is part of a structural cooperative learning model, which is a learning model based on special structures designed to influence the interaction patterns of students in learning. The positive response shown by the development program, this basic education program can be seen from the presence of students during the implementation process (treatment). Teachers educate students with enthusiasm and enthusiasm when working in groups, the same thing is also seen during group discussions where students who have more students in their group understand more about the answers to each question in the problem. This is in accordance with the opinion of Pencer Kagen who states that "the kernumber learning technique provides opportunities for students to share ideas and consider the most appropriate answers, this technique also encourages students to increase cooperation among them.

Small Group Discussion (SGD) is a series of learning activities carried out by students in learning groups to achieve learning objectives that have been developed. In SGD there is interaction between individuals involved, sharing experiences and information so as to make students active in learning. 82 From the learning and stages of the Small Group Discussion (SGD) learning model, there are more students than teacher. This is very much developed with the results obtained in the development process, namely in the implementation of the development program using the Small Group Discussion (SGD) type cooperative learning model. -In the group, students become active in discussion, mutual cooperation and group development.

From the results of the development and analysis of the results of the implementation that has been done by the developer shows that, the number of students in class VII level IV in this study is 614 students in class VII, 1, and 3131 students in class VII 2. The sampling technique using Simple random sampling, namely random sampling. Data collection techniques using tests and documentation. In connection with the implementation of the test,

THE INFLUENCE OF THE NUMBERED HEADS TOGETHER (NHT) COOPERATIVE LEARNING MODEL ON STUDENT LEARNING OUTCOMES

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it was carried out in stages. The two stages are the initial learning test or the stage before conducting experiments using the NHT type cooperative learning model as a pretest. While at the final stage of learning or at the end of learning using the NHT type cooperative learning model as a posttest. To find out the initial truth before learning, students were asked to work on multiple choice questions totaling 201 questions, which before to find out the valid multiple choice questions totaling 201 questions, researchers used a class trial in class VII MTS Negeri 1 Lombok Tengah with 31 students.

From the results of the development and analysis of the results of the implementation that the teacher has done, it is clear that the teacher's attitude in implementing learning is good, and the learning outcomes that the teacher has done are good, very good. The learning achievement achieved is evaluated in three domains, namely cognitive, affective and psychomotor. Measuring the learning outcomes of cognitive learners can be done in various ways, either through written tests, oral tests or action tests. Learning outcomes are related to learning outcomes achieved by the main factors, namely, factors within oneself and factors that come from outside oneself or environmental factors.

The hypothesis is used to determine whether or not there is a significant difference between the results of the learning process, the results of the learning process, the development of the learning process, the development of the cooperative learning model, the control of the development using learning model cooperative lesson type Small Group Discussion (SGD), results shows a significance level of 01.010101($<$ a) so it can be concluded that there is a significant difference between the cooperative model type Numbered Heads Together (NHT) with learning model cooperative lesson type Small Group Discussion (SGD). This means that the use of the NHT model provides better results than the SGD test model Nambred Heads Together (NHT) has higher yields compared to class with control that uses Small Group Discussion (SGD) cooperative learning mode.

Based on the results of hypothesis analysis conducted using the SPSS v.201 for Windows computer program and a significant level of α: 01.015 (5%) is determined by the result of the Sig value. There is a significant difference between the results of Civics learning using the Numbered Heads Together (NHT) type cooperative learning model which is higher than the results of learning development using the Small Group Discussion (SGD) type cooperative learning model. It is clear here that there is an effect of the Numbered Heads Togethevr (NHT) type cooperative learning model on the Civics learning outcomes of VII grade students of MTS Negeri 1 Lombok Tengah

Based on the opinion above, it can be concluded that the cooperative model of Numbered Heads Together can influence learning results. very good results, namely, it can be seen that the learning results on the test using the Numbered Heads Together (NHT) mode are higher than those on the control test. This research shows that Slavin's opinion from his research results shows that the use of cooperative educational learning models can improve social skills, improving the attitude of accepting other people's personal shortcomings, can also increase self-esteem. So it can be stated that the cooperative model typev Numbered Heads Together can influence the results of learning

4.   CONCLUSION

Based on the results of data analysis and hypothesis testing that has been carried out, it is concluded that "there is a significant influence between the learning outcomes of Civics of students in class VII MTS Negeri 1 Lombok Tengah ". This can be seen from the results of the SPSS .201 program using the results of the significant level α: 01.015 (5%) based on the results of the Sig value.

5.   SUGGESTION

Based on the conclusions of the research results, there are several things that the researchers suggest, namely:

1.   For Students
    a.   Teachers should pay attention to the implementation of the learning model that will be used. The implementation of the learning model

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will run optimally if students understand the implementation of the learning model well. Implementation of learning will provide learning outcomes.

b. It is hoped that in implementing the learning process, students will be able to be active in implementing the learning process so that the students will come to life and in the end the students will be able to understand and understand the material they have learned.

2. For Teacher

Educators should be able to apply learning models that will be applied to new learning processes so that new learning and development processes will be implemented.

3. For Headmaster

It should provide facilities, means and infrastructure that are used in all activities that support educational activities and improve the quality of PPKn learning.

Based on the results of his research, the researcher made flat building material in meters for class V SD Negeri 1 Banyuasin 1 and helped make LKPD. This allows researchers to create learning media that are valid, useful, and potentially effective. From the results of the validation questionnaire which has an average validity value of 91.383% "Very Valid", and from the results of the student response questionnaire which has an average practicality value of 91.3% "Very Practical", and from the results of the test questions, the LKPD developed is quite effective with an average potential effect value of 97.09%.

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