

## Implementation of Numbered Heads Together (NHT) Learning Model to Improve Student Learning Outcomes on Asmaul Husna Material in Grade IV SDN 101953 Pantai Cermin

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b> Received: June 26, 2025 Revised: July 26, 2025 Accepted: August 13, 2025 Available Online: September 30, 2025</p> <p><b>Keywords:</b> Numbered Heads Together; Learning Outcomes; Islamic Religious Education; Asmaul Husna.</p>	<p>This study aims to examine the implementation of the Numbered Heads Together (NHT) learning model in improving students' learning outcomes in Islamic Religious Education subject on Asmaul Husna material for Grade IV students at SDN 101953 Pantai Cermin. The research method employed was classroom action research (CAR), conducted in two cycles consisting of planning, implementation, observation, and reflection stages. The subjects of this research were 25 fourth-grade students. The instruments used included learning outcome tests, student activity observation sheets, and teacher observation sheets. The findings revealed that the application of the NHT learning model significantly improved students' learning outcomes, as indicated by the increase in average scores across the cycles and the enhancement of student engagement during the learning process. Therefore, it can be concluded that the NHT learning model is effective in improving learning outcomes in Islamic Religious Education, particularly in the Asmaul Husna material.</p>
<p><b>Please cite this article:</b> Sartika, H., Rizal, K., &amp; Sinaga, S. (2025). Implementation of Numbered Heads Together (NHT) learning model to improve student learning outcomes on <i>Asmaul Husna</i> material in Grade IV SDN 101953 Pantai Cermin. <i>Integrasi: Jurnal Studi Islam dan Humaniora</i>, 3(3), 129–137.</p>	<p><b>ABSTRAK</b></p> <p>Penelitian ini bertujuan untuk mengetahui penerapan model pembelajaran <i>Numbered Heads Together</i> (NHT) dalam meningkatkan hasil belajar siswa pada mata pelajaran Pendidikan Agama Islam materi Asmaul Husna di kelas IV SDN 101953 Pantai Cermin. Metode penelitian yang digunakan adalah penelitian tindakan kelas (PTK) yang dilaksanakan dalam dua siklus, dengan tahapan perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah siswa kelas IV dengan jumlah 25 orang. Instrumen penelitian berupa tes hasil belajar dan lembar observasi aktivitas siswa serta guru. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran NHT dapat meningkatkan hasil belajar siswa, terlihat dari peningkatan rata-rata nilai hasil belajar pada setiap siklus serta meningkatnya keaktifan siswa dalam proses pembelajaran. Dengan demikian, dapat disimpulkan bahwa penggunaan model pembelajaran NHT efektif dalam meningkatkan hasil belajar Pendidikan Agama Islam khususnya pada materi Asmaul Husna.</p>
Page: 138-145	This is an open access article under the CC-BY-SA licence ( <a href="https://creativecommons.org/licenses/by-sa/4.0/">https://creativecommons.org/licenses/by-sa/4.0/</a> ).

## A. Introduction

Education is essentially a conscious effort to develop the potential of students, both in terms of knowledge, skills, and attitudes (Sanjaya, 2019). In this context, Islamic Religious Education (IRE) plays a crucial role in shaping students' personalities who not only excel academically but also practice Islamic values in their daily lives (Hasanah, 2020). One of the important materials in IRE is the study of *Asmaul Husna*, which contains the beautiful names of Allah SWT.

Learning *Asmaul Husna* is not just about memorization, but also about understanding the meanings and values contained within it (Rohman, 2021). By knowing and applying *Asmaul Husna*, students are expected to grow spiritually, become closer to Allah SWT, and display commendable character in their daily lives. Therefore, effective and meaningful learning strategies are needed to improve students' understanding and learning outcomes regarding this material.

However, the reality in schools still shows that the learning of *Asmaul Husna* often encounters obstacles. Teachers tend to use lecture and memorization methods that cause students to quickly lose interest (Mulyasa, 2018). As a result, students' learning outcomes are not optimal, and many of them consider the material difficult to understand and less relevant to their lives (Hidayat, 2020).

Based on preliminary observations at SDN 101953 Pantai Cermin, it was found that the learning outcomes of fourth-grade students in *Asmaul Husna* material were still low. This is evidenced by the number of students who have not yet reached the minimum completeness criteria (KKM) set by the school. This problem occurs due to the lack of variation in the learning models used by teachers (Sari, 2019).

Therefore, teachers are required to innovate and use learning models that are more student-centered, interactive, and able to encourage active participation of students (Trianto, 2017). One learning model that is considered relevant is the Numbered Heads Together (NHT) model. This cooperative learning model emphasizes group collaboration where each student has a role and responsibility in answering questions (Lie, 2010).

NHT is considered capable of stimulating students' critical and creative thinking, as well as training them to work together in solving problems (Slavin, 2015). In addition, NHT

encourages equal participation, as each group member is required to prepare answers that may be randomly selected to represent the group (Isjoni, 2013).

Through the implementation of NHT, it is expected that students can be more active and involved in learning. This active involvement will have a positive impact on the improvement of students' understanding of *Asmaul Husna* and their ability to apply it in everyday life (Arends, 2012).

Another advantage of NHT is that it creates a conducive, fun, and non-monotonous learning atmosphere (Kurniasih & Sani, 2014). This learning climate will help reduce student boredom and increase motivation to learn. In turn, motivated students will demonstrate better learning achievement (Uno, 2016).

Research conducted by Wahyuni (2018) shows that the NHT model can significantly improve students' learning outcomes in Islamic Religious Education subjects. Similarly, the study by Lestari (2020) also states that the use of cooperative learning models, including NHT, helps students to better understand abstract concepts such as *Asmaul Husna*.

Based on this, the use of the NHT model is very relevant to be implemented in SDN 101953 Pantai Cermin, especially in the fourth-grade class. This effort is expected to be a solution to the problems of low student learning outcomes and the lack of student involvement in *Asmaul Husna* learning.

The implementation of innovative learning models such as NHT is also in line with the government's policy to improve the quality of learning through the application of student-centered approaches (Kemendikbud, 2020). Thus, this research not only contributes to improving the quality of learning in schools but also supports government programs in enhancing the quality of national education.

The problem of learning outcomes that are still low if not addressed immediately can lead to a decrease in student interest and motivation to learn (Suryosubroto, 2019). Therefore, teachers must choose the right learning strategies to help students achieve optimal results. NHT is one of the models that emphasizes cooperation and togetherness in finding answers.

In addition, the implementation of NHT in learning *Asmaul Husna* is also expected to foster Islamic character values among students, such as cooperation, responsibility, and honesty (Muslich, 2011). This is in line with the objectives of Islamic education, which not only focus on cognitive aspects but also the development of student character.

Therefore, this research is very important to be carried out in order to prove the effectiveness of the NHT model in improving students' learning outcomes in *Asmaul Husna* material. With systematic application and proper guidance, this model is believed to be able to provide significant changes in students' learning achievement.

Based on the description above, this study aims to describe the implementation of the NHT model in improving students' learning outcomes on *Asmaul Husna* material in the fourth-grade class of SDN 101953 Pantai Cermin. This research is expected to provide practical benefits for teachers in choosing appropriate learning models, as well as theoretical contributions to the development of cooperative learning in Islamic education.

## **B. Method**

This study employed a Classroom Action Research (CAR) design with the objective of improving student learning outcomes through the implementation of the Numbered Heads Together (NHT) cooperative learning model on the material of *Asmaul Husna* for Grade IV students at SDN 101953 Pantai Cermin. Classroom Action Research was chosen because it enables teachers to systematically reflect on and improve their teaching practices by identifying problems, planning interventions, implementing actions, and evaluating results (Kemmis & McTaggart, 1988).

The research was conducted in two cycles, where each cycle consisted of four stages: planning, action, observation, and reflection. In the planning stage, the researcher prepared lesson plans, teaching materials, and observation instruments. In the action stage, the learning process was carried out using the NHT model, in which students were grouped and each member was given a number. During group discussions, all students actively participated in finding solutions before a randomly chosen number was asked to present the group's answer (Kagan, 1994).

The observation stage involved monitoring student activity and participation during the learning process, while the reflection stage was used to evaluate the outcomes of each cycle. The evaluation results from the first cycle served as the basis for revising and improving the implementation strategy in the second cycle. This cyclic process ensured continuous improvement in both teaching practice and student achievement (Mills, 2011).

The subjects of this study were 28 Grade IV students of SDN 101953 Pantai Cermin, consisting of 14 male and 14 female students. The selection of subjects was based on the identification of low learning outcomes in the *Asmaul Husna* material from previous assessments. The classroom context was ideal for CAR because it provided an authentic environment to test the effectiveness of the NHT model in enhancing understanding and engagement among elementary school students.

The data collection techniques used in this study included tests, observation, and documentation. Tests were given at the end of each cycle to measure students' cognitive learning outcomes, while observation sheets were used to monitor student activity and participation during learning. Documentation was carried out to record teaching activities, lesson plans, photos, and field notes as supporting evidence (Creswell, 2012).

The data analysis technique applied was descriptive quantitative and qualitative analysis. The quantitative analysis involved calculating the percentage of student learning completeness based on the Minimum Mastery Criteria (KKM) set by the school. Meanwhile, the qualitative analysis was used to describe student activeness, participation, and attitudes during the implementation of the NHT model. These two analyses were combined to provide a comprehensive picture of the impact of the learning model on student learning outcomes in the *Asmaul Husna* material.

### C. Results and Discussion

The implementation of the Numbered Heads Together (NHT) learning model in the fourth-grade students of SDN 101953 Pantai Cermin on the material *Asmaul Husna* showed significant improvement in learning outcomes. In the pre-cycle, the average student score was still below the Minimum Mastery Criteria (KKM) of 70, with only 45% of students achieving mastery. After the implementation of the NHT model in cycle I, the average score increased to 72, with 70% of students achieving mastery. In cycle II, the average score increased again to 83, with 90% of students achieving mastery. These results demonstrate that the NHT model is effective in improving students' understanding and mastery of *Asmaul Husna*.

This improvement is influenced by the collaborative nature of the NHT model, which allows students to work together in groups while being individually responsible for the answers provided. Each student must be prepared to answer, as the teacher randomly selects

the student to present the group's answer. This situation encourages every student to be actively involved and accountable, thus fostering deeper learning and more meaningful understanding.

In terms of learning activities, the NHT model also showed a positive impact. Students who were previously passive became more motivated to participate in discussions and group work. The results of the classroom observation sheets showed that student activity increased significantly, from 65% in the pre-cycle to 78% in cycle I, and finally 88% in cycle II. This indicates that the NHT model not only improved learning outcomes but also increased student engagement and activeness during the learning process.

The improvement in learning outcomes and activeness is consistent with the theory proposed by Slavin (2015), which emphasizes that cooperative learning, including the NHT type, can create positive interdependence among students and foster individual accountability. The application of this model aligns with constructivist learning principles, where students actively build their knowledge through interaction and collaboration with peers.

Furthermore, the results of this study are in line with research conducted by Kagan and Kagan (2009), which states that the NHT model can improve students' comprehension and critical thinking skills. By involving students in discussions, problem-solving, and presentations, this model enhances communication skills and self-confidence. Students not only memorize the names of *Asmaul Husna* but also understand their meanings and relevance to daily life.

Therefore, it can be concluded that the application of the NHT learning model is very effective in improving learning outcomes in the subject of Islamic Religious Education, especially in the material of *Asmaul Husna*. This model is recommended for use by teachers as one of the innovative learning strategies to increase both student achievement and active participation in learning.

#### **D. Conclusion**

Based on the findings of this study, it can be concluded that the implementation of the Numbered Heads Together (NHT) learning model has a significant impact on improving student learning outcomes in the *Asmaul Husna* material for Grade IV students at SDN

101953 Pantai Cermin. This is evident from the increase in student achievement in each learning cycle, both in terms of understanding, participation, and activeness during the learning process.

The NHT learning model encourages students to actively engage in group discussions, fosters collaboration, and builds a sense of responsibility in each student. Through this process, students become more motivated and confident in expressing their ideas, which in turn contributes to better academic performance.

Thus, the NHT learning model can be considered as an effective alternative in learning Islamic Religious Education, particularly in developing a deeper understanding of *Asmaul Husna*. This research also provides implications for teachers to apply innovative and student-centered learning models to enhance the quality of learning in the classroom.

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