# Effectiveness Numbered Head Together Type Cooperative Learning Model to Improve Arabic Language Learning Outcomes

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**Abstract**

Arabic language learning is a lesson that is difficult to understand and comprehend by most students one of them is students at SMP Muhammadiyah 2 Kalasan, because the learning model applied by the teacher is a lecture model that makes students quickly feel bored in participating in learning. Therefore, the type cooperative learning model is a solution that is in accordance with the situation of students in grade 7 SMP Muhammadiyah 2 Kalasan. This study aims to determine the effectiveness of the Numbered Head Together type cooperative learning model in improving learning outcomes in Arabic language subjects. The research method used is quantitative pseudo-experimental type true experimental with post test only control group design. Researchers will use taking 50 samples. This study uses two groups, namely the experimental group and the control group by giving treatment and post test in each class. The sampling used is probability sampling, researchers use data collection methods only from post test results. The results showed that the Numbered Head Together type cooperative learning model was effective in improving the Arabic language learning outcomes of 7th grade students of SMP Muhammadiyah 2 Kalasan compared to learning with the lecture method. Evidenced by the results of the independent sample T-test analysis, it is known that the 2 tailed sig value of 0.000 is smaller than 0.05, so Ho is rejected Ha is accepted. It is concluded that there is a significant difference in the average student learning outcomes between learning using the Numbered Head Together model and learning that does not use the Numbered Head Together model, namely the lecture method. For future research If you want to use the Numbered Head Together model in learning, adjust it first to the needs of students and do as much as possible so that the resulting output is optimal. In addition, teachers can develop more creative learning models so that students learn fun and understand easily.

**Keywords:** Cooperative Learning Model, Effectiveness, Learning Outcomes, Numbered Head Together

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**ملخص**

دروس اللغة العربية هي دروس يصعب على معظم الطلاب استيعابها واستيعابها، وذلك لأن نموذج التعلم الذي يطبقه المعلم هو نموذج المحاضرة مما يجعل الطلاب يشعرون بالملل بسرعة أثناء متابعة الدرس. ولذلك، فإن نموذج التعلم التعاوني من نوع نموذج مرقمة الرأس معًا هو الحل الذي يناسب وضع الطلاب في الصف السابع في مدرسة الإعدادية المحمدية ٢ كالاسان. يهدف هذا البحث إلى تحديد مدى فعالية نموذج التعلم التعاوني من النوع نموذج مرقمة الرأس معًا في تحسين نتائج التعلم في المواد العربية. طريقة البحث المستخدمة هي نوع تجريبي زائف كمي وتجريبي حقيقي مع تصميم المجموعة الضابطة للاختبار البعدي فقط. سيستخدم الباحثون ٤ فصول يبلغ مجموعها ١٠٧ طلاب كمجموعة من خلال أخذ ٥٠ عينة. استخدم هذا البحث مجموعتين هما المجموعة التجريبية والمجموعة الضابطة من خلال تقديم العلاج والاختبار البعدي في كل فصل. وكانت العينة المستخدمة هي العينة الاحتمالية، واستخدم الباحث أسلوب جمع البيانات فقط من نتائج الاختبار البعدي. أظهرت نتائج البحث أن نموذج التعلم التعاوني من النوع نموذج مرقمة الرأس معًا فعال في تحسين نتائج تعلم اللغة العربية لطلاب الصف السابع في مدرسة المحمدية الثانية كلسان المتوسطة مقارنة بالتعلم باستخدام طريقة المحاضرة. وقد ثبت ذلك من خلال نتائج تحليل اختبار T للعينة

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المستقلة، ومن المعروف أن قيمة sig ثنائية الطرف ٠٠٠٠، أصغر من ٠،٠٥، لذلك يتم رفض Ho وقبول Ha. وقد تم التوصل إلى وجود فرق كبير في متوسط نتائج تعلم الطلاب بين التعلم باستخدام نموذج مرقمة الرأس معًا والتعلم الذي لم يستخدم نموذج مرقمة الرأس معًا، أي طريقة المحاضرة.

**الكلمات المفتاحية** : فعالية، نتائج التعلم، نموذج التعلم، نموذج مرقمة الرأس معًا

## Introduction

Education is an absolute need that must be fulfilled throughout life, without education it is impossible to gain extensive knowledge.[1] Language serves to convey various opinions with others. If a concept is not communicated to others through language, it will not be known by anyone.[2] The urgency of learning Arabic is because it is the gateway to knowledge, especially Islamic sciences.[3] Arabic as a subject that requires a deep understanding of grammar and vocabulary, often requires a more interactive and collaborative approach to learning.Arabic language learning is not only an effort to gain knowledge but to process knowledge and train life skills. That is the reason that efforts to improve the quality of Arabic education are not an easy problem, but a complex and interrelated problem with creativity, learning quality and teacher quality.[4]

Arabic language learning must be packaged in such a way that students are not bored when following Arabic language learning. Arabic is the second language after the mother tongue, therefore there are many difficulties faced by students.[5] Education functions to encourage change so that the life of a society can improve its quality and meaning. Hence, quality human resources are determined by good quality education at the basic, middle and high levels. This is the key in the effort to educate the life of the nation.[6] Learning is one of the most popular terms in education. Learning can be

[1] Ary Antony Putra, "*Konsep Pendidikan Agama Islam Perspektif Imam Al-Ghazali*," Jurnal Pendidikan Agama Islam Al-Thariqah 1, no. 1 (24 Agustus 2017): 41–54. DOI: https://doi.org/10.25299/althariqah.2016.vol1(1).617

[2] Syarifuddin dan Lailatun Nimah, "*Pengaruh Model Pembelajaran Index Card Match Terhadap Penguasaan Mufradat Siswa Madrasah Diniyah Bahrul Ulum Coban Blimbing Wonorejo*," Jurnal Mu'allim 5, no. 1 (18 Januari 2023): 147–58. DOI: https://doi.org/10.35891/muallim.v5i1.3655

[3] Durtam Durtam, "*Implementasi Model Pembelajaran Bahasa Arab Dalam Upaya Meningkatkan Penguasaan Mufrodat Berbasis Tema Pada Anak Usia Dini*," AWLADY : Jurnal Pendidikan Anak 8, no. 1 (30 Maret 2022): 98. DOI: https://doi.org/10.24235/awlady.v8i1.9773

[4] Saiful Anwar, Guntur Cahaya Kesuma, dan Koderi, "*Development of al-Qawaid an-Nahwiyah Learning Module Based on Qiyasiyah Method for Arabic Language Education Department Students | Pengembangan Modul Pembelajaran al-Qawaid an-Nahwiyah Berbasis Metode Qiyasiyah untuk Mahasiswa Jurusan Pendidikan Bahasa Arab*," Mantiqu Tayr: Journal of Arabic Language 3, no. 1 (2 Januari 2023): 11–24. DOI: https://doi.org/10.25217/mantiqutayr.v3i1.2830

[5] Dina Indriana dan Ali Maksum, "*Implementation of The Special Arabic Language Learning Program (PKPBA) for New Student at The Tarbiyah and Teacher Training Faculty UIN Sultan Maulana Hasanuddin Banten | Implementasi Program Khusus Perkuliahan Bahasa Arab (PKPBA) Bagi Mahasiswa Baru Fakultas Tarbiyah dan Keguruan UIN Sultan Maulana Hasnauddin Banten*," Mantiqu Tayr: Journal of Arabic Language 3, no. 1 (31 Maret 2023): 53–69. DOI: https://doi.org/10.25217/mantiqutayr.v3i1.3173

[6] Nureva Nureva, "*Analysis of Effect Application of Stad-Type Cooperative Learning Model on Learning Outcomes at Elementary School,*" International Journal on Advanced Science, Education, and Religion 5, no. 2 (12 Juni 2022): 37–47. DOI: https://doi.org/10.33648/ijoaser.v5i2.188

interpreted as a process of activities in the framework of planning, implementing, and evaluating teaching programs. The term learning is a teaching style that makes students as subjects and not as objects or better known as student centered.[7]

There are four skills in language consisting of reading, listening, speaking, and writing skills. These four skills are needed by students to help all their activities both in education and daily activities.[8] Many things must be prepared to achieve the important goals of education, one of which is to provide skilled educators.[9] The use of educational technology in schools has undergone significant changes since a few years ago, including the use of media for teaching. Textbooks have been replaced by e-books, laptop computers with devices such as iPads and tablets, and interactive books.[10]

Media or tools are one of the systems that can be used to make it easier for someone to carry out tasks and to achieve goals effectively and efficiently.[11] Various kinds of learning models can be used by teachers to optimize the potential of students, especially in subjects that are considered difficult by students. Education is designed to provide understanding for students and to improve student achievement. In the teaching and learning process, students are required to always play an active role, in the sense that they are not only active to get scores, but students are required to be active in participating in the learning process.[12] One of the main components in education is language which is an important component in the communication system in interacting, cooperating, and conveying self-expression.[13]

Learning is effective if it achieves the educational goals according to the curriculum. Effective learning cannot be obtained if a teacher who delivers learning material in front of the class actually makes students bored. Presentation of uninteresting learning materials that result in students being less or not even motivated to follow it.[14] In schools, the objectives of education are operationalized

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[7] Marti Marti, Syamswisna Syamswisna, dan Ruqiah Ganda Putri Panjaitan, "*Efektivitas Pembelajaran Kooperatif Tipe NHT (Numbered Heads Together) Dengan Media Visual Terhadap Hasil Belajar Siswa Padamateri Organisasi Kehidupan di Kelas VII SMP Rehoboth,*" Jurnal Pendidikan Matematika dan IPA 5, no. 2 (14 Januari 2016): 54. DOI: https://doi.org/10.26418/jpmipa.v5i2.13336

[8] Nur Azmi Alwi dkk., "*Peningkatan Keterampilan Berbicara Berbicara Menggunakan Model Cooperative Learning Tipe Artikulasi di Kelas IV Sekolah Dasar,*" Jurnal Basicedu 5, no. 6 (25 November 2021): 6055–61. DOI: https://doi.org/10.31004/basicedu.v5i6.1843

[9] Amonio Halawa, Aprianus Telaumbanua, dan Yelisman Zebua, "P*enerapan Model Pembelajaran Cooperative Learning Untuk Meningkatkan Hasil Belajar Siswa,*" Educativo: Jurnal Pendidikan 1, no. 2 (30 November 2022): 582–89. DOI: https://doi.org/10.56248/educativo.v1i2.84

[10] Lebyana Norma Belinda, Sofyan Iskandar, dan Dede Trie Kurniawan, "*Penggunaan Media Pembelajaran Papan Tulis Interaktif di Kelas Pada Abad 21,*" Jurnal Lensa Pendas 8, no. 1 (1 Februari 2023): 23–31. DOI: https://doi.org/10.33222/jlp.v8i1.2555

[11] Annisa Elita Rahmawati dkk., "*Development of the Quizizz Application-Based Evaluation Tool for Learning Arabic for MTs│Pengembangan Alat Evaluasi Berbasis Aplikasi Quizizz pada Pembelajaran Bahasa Arab untuk MTs,*" Mantiqu Tayr: Journal of Arabic Language 3, no. 2 (20 Juli 2023): 135–50. DOI: https://doi.org/10.25217/mantiqutayr.v3i2.3484

[12] Suyasmini, "*Penerapan Model Pembelajaran Kooperatif Tipe Rotating Trio Exchange untuk Meningkatkan Keaktifan dan Hasil Belajar Matematika pada Siswa Kelas V SD Negeri 2 Sukasada,*" Jurnal Citra Pendidikan 2, no. 3 (21 Juli 2022): 591–604. DOI: https://doi.org/10.38048/jcp.v2i3.897

[13] Natasya Nabilah Hi. Hasbin, Muhammad Irfan, dan Bhakti Prima Findiga Hermuttaqien, "*Pengaruh Penggunaan Media Pembelajaran Interaktif Wordwall dalam Meningkatkan Kosakata Siswa di Sekolah Dasar,*" Sistem-Among : Jurnal Pendidikan Sekolah Dasar 4, no. 1 (30 April 2024): 20–26. DOI: https://doi.org/10.56393/sistemamong.v4i1.2110

[14] Aisyah Tresnanda, Asep Sunarko, dan Rifqi Aulia Rahman, "*Penggunaan Model Pembelajaran Teams Games Tournament (TGT) Untuk Meningkatkan Maharah Kitabah Siswa Kelas VIII SMP Takhassus Al-Qur'an Kalibeber Wonosobo,*" Al-Mu'arrib: Journal of Arabic Education 2, no. 1 (19 Juli 2022): 34–43. DOI: https://doi.org/10.32923/al-muarrib.v2i1.2435

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into learning objectives from the field of study given by the teacher in the classroom, including; Arabic language learning that encourages students to have the ability to think objectively, critically, carefully, analytically, and logically.[15]

As a learning model, cooperative learning has the following benefits; a) Students can learn from other students and develop their confidence in their ability to think independently and gather information from a variety of sources. They can also learn from their teacher less frequently. b) The capacity to verbally express ideas and evaluate them against those of others can be developed through cooperative learning. c) Through cooperative learning, kids can learn to accept and value differences, respect others, and be conscious of their own limitations.[16]

Despite its benefits, the cooperative learning model also has its drawbacks. For example, students who are considered to have advantages may feel that students who are considered to have lower abilities are holding them back. This situation has the potential to disrupt the atmosphere of cooperation in the group. The main feature of cooperative learning is that students gain knowledge from each other. Consequently, in the absence of effective peer teaching in addition to teacher-directed teaching, it is likely that students will never acquire the necessary knowledge and understanding. The outcome of the group project forms the basis of cooperative learning assessment. However, educators must understand that the real outcome or achievement that is expected is the achievement of each individual student.[17]

Students have varied learning styles, if the learning methods provided by the teacher are not appropriate, then students' interest and motivation in learning will decrease. Based on this, the selection of learning methods has a huge influence and role on the success of student learning, because it is one of the strategies or ways to increase student interest in learning and make it easier for them to understand the material.[18] Given the advances in technology that are very sophisticated at this time, it is hoped that it will be a good solution and can make learning more effective and enjoyable.[19]

Learning media technologies to support students' learning is essential to the educational process. Anything that transmits information or messages from the news source to the intended audience is considered learning media.[20] The use of media in the process of teaching and learning

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activities guarantees better understanding for students.[21] Students who learn through the sense of hearing alone will have a different level of understanding and memory strength than students who learn through two senses at once, namely the senses of the eyes and ears. Media is not just a conveyor of material, but also a means of arousing imagination, interest, and bringing learners to be able to create a fun and exciting atmosphere. Media can trigger emotional and mental involvement.[22]

Cooperative learning is learning conducted by a group of students who work together in solving problems and each student has a responsibility for the success of their group, they will interact with each other so that it will foster the social spirit of students and participate in expressing opinions. The cooperative learning model studied is the *Numbered Head Together* type cooperative learning model.[23] This study aims to fill the knowledge gap on the effectiveness of the *Numbered Head Together* model in the context of Arabic language learning at the junior high school level, as well as provide recommendations for developing more effective learning strategies in the future.

The *Numbered Head Together* cooperative learning model is a type of cooperative learning designed to influence patterns of student interaction and as an alternative to traditional classroom structures.[24] The *Numbered Head Together* type cooperative learning model is a learning approach that involves many students (groups) in reviewing material or questions covered in a lesson and checking their understanding of the content of the lesson, the teacher's task in this method is to distribute students in several groups and each student in the group gets a number, the teacher gives a task and each group works on it, the group discusses the correct answer and ensures that each group member can work on it or knows the answer well.[25]

There are several previous studies that are similar to the current research, based on research conducted.[26] This research design is a single factor independent groups design, using test methods, and data analysis using MANOVA. The results of data analysis showed a significant effect of the *Numbered Head Together* type cooperative learning model on critical thinking skills and learning outcomes in mathematics.

Furthermore, research conducted.[27] This type of research is classroom action research (PTK) using 3 concepts namely research, action, and class. The research instruments are observation sheets and test kits. In this thesis explains that the NHT type model can improve student learning

[21] Mulyati Mulyati, Fhadira Insani Putri, dan Deswalman Deswalman, "*Efforts to Improve Student Activities and Outcomes in Physics Learning Using the Two Stay Two Stray Technical Cooperative Learning Model at Senior High School,*" Integrated Science Education Journal 4, no. 1 (31 Januari 2023): 30–35. DOI: https://doi.org/10.37251/isej.v4i1.294

[22] Kurniawan Hamidi dkk., "*Pengembangan Media Pembelajaran Bahasa Arab Berbasis Video Animasi Interaktif untuk Siswa Madrasah Aliyah,*" Journal on Education 5, no. 2 (29 Januari 2023): 5289–96. DOI: https://doi.org/10.31004/joe.v5i2.1098

[23] Ismun Ali, "*Pembelajaran Kooperatif (Cooperative Learning) Dalam Pengajaran Pendidikan Agama Islam,*" Jurnal Mubtadiin, Vol. 7 No. 01 (Januari-Juni 2021): 247. https://www.studocu.com/id/document/universitas-papua/religion-education/pembelajaran-kooperatif-pai/47579478

[24] I Komang Agus Aditya Juliantara, "*Penerapan Model Pembelajaran Kooperatif Tipe Numbered Head Together untuk Meningkatkan Hasil Belajar Teknik Dasar Passing Sepak Bola,*" Jurnal Ilmu Keolahragaan Undiksha 11, no. 1 (23 Juli 2023): 62–68. DOI: https://doi.org/10.23887/jiku.v11i1.57214

[25] Sri Murwanto, "*Implementasi Model Pembelajaran Kooperatif Tipe NHT (Numbered-Head-Together) untuk Meningkatkan Hasil Belajar IPA Siswa Kelas IX B SMP Negeri 4 Alla Enrekang,*" Sainsmat : Jurnal Ilmiah Ilmu Pengetahuan Alam 9, no. 1 (3 Juli 2020): 14. DOI: https://doi.org/10.35580/sainsmat91141872020

[26] Chan Dadri, Nyoman Dantes, Made Gunamantha, "*Pengaruh Model Pembelajaran Kooperatif Tipe NHT terhadap Kemampuan Berpikir Kritis dan Hasil Belajar Matematika Siswa Kelas V SD Gugus III Mengwi,*" Pendasi: Jurnal Pendidikan Dasar Indonesia, Vol 3, No 2 (2019): 84-93. DOI: https://doi.org/10.23887/jpdi.v3i2.2870

[27] Putri Rizkiah, *Penerapan Model Number Head Together (NHT) dalam Meningkatkan Hasil Belajar PAI di SMP Negeri 7 Banda Aceh*, (Skripsi thesis, UIN AR-RANIRY)," 2020. https://repository.ar-raniry.ac.id/id/eprint/12249/

achievement, with the results of research that increased in cycle I the average student score was 62.50% and in cycle II it was 81.50%, it can be concluded that the student response is very good to this learning model.

From two previous studies that have applied cooperative learning methods based on the *Numbered Head Together* model, it can provide good results and influence in learning. This *Numbered Head Together* learning model has never been applied by Arabic language teachers at SMP Muhammadiyah 2 kalasan. Therefore, researchers want to try to apply the model in the classroom as a test material whether it can have an effect on student learning outcomes or not.

The difference in previous research with the current research is that the researcher wants to try using the self reward method. As for students who can complete their assignments with the right answers, these students will get a prize. This was done by researchers in order to attract the attention of other students and to motivate students to be more serious and focused in participating in the learning process. The results of the educational process at each stage of human development also determine the style of his personality. Personality is a complex pattern of behavior that exists in each individual (person).[28]

Based on monitoring in the classroom during the Arabic language lesson, the teacher used the lecture method. This resulted in students becoming bored in learning because of the lack of student involvement in learning. Not only bored, many of them do not pay attention to the teacher when explaining the material. In the world of education and learning, the interaction between teachers and students is very important because it will affect the learning outcomes of these students.

For grade 7 students, Arabic is a difficult subject to understand, so learning outcomes are low. Based on the results of the conversation, with the Arabic teacher and the fact that each subject has its own level of difficulty, the teacher must be good at choosing a learning model that suits the needs of his students so that the material presented can be understood properly and not boring. The ability to use one's vocabulary to communicate and express ideas to others orally and in writing is known as mastery of Arabic vocabulary. This is characterized by the development of fundamental language skills, such as speaking, writing, listening, and reading in Arabic.[29]

There are 4 components that teachers must have to improve learning success, namely; Pedagogic, personality, professional, and social.[30] If these components are fulfilled, the next step is to determine the learning model. The learning model must be adjusted to the conditions of the students in the class, until now the Arabic teacher in class 7 still uses the lecture method which only explains the material and then tells them to take notes and answer questions. As for students who want to ask questions, the teacher does not immediately give answers but asks students to try to think for themselves until they get an answer.

[28] Khairina Wahyuni, "*Pengaruh Model Pembelajaran Kooperatif Tipe Numbered Head Together (NHT) Terhadap Hasil Belajar Siswa pada Mata Pelajaran Bahasa Indonesia Materi Puisi di Kelas V (MIS) Islamiyah Londut Kec. Kualuh Hulu Kab. Labuhannbatu Utara*," NIZHAMIYAH 12, no. 2 (31 Desember 2022): 55. DOI: https://doi.org/10.30821/niz.v12i2.2260

[29] Rubiyatno dkk., "*Team Game Tournament (TGT)-Type Cooperative Learning Model: How Does It Affect The Learning Outcomes of Football Shooting?*," Edu Sportivo: Indonesian Journal of Physical Education 4, no. 1 (16 April 2023): 86–96. DOI: https://doi.org/10.25299/es:ijope.2023.vol4(1).12130

[30] Nur Hizbullah dan Zaqiatul Mardiah, "*Masalah Pengajaran Bahasa Arab di Madrasah Aliyah di Jakarta*," Jurnal Al-Azhar Indonesia Seri Humaniora 2, no. 3 (3 November 2015): 189. DOI: https://doi.org/10.36722/sh.v2i3.145

Learning and learning evaluation is a process to determine the value of learning carried out, through assessment and measurement of learning and learning.[31] Measurement and learning is the process of comparing the level of learning success that is determined quantitatively, while learning and learning assessment is the process of making decisions on the value of qualitative learning success.[32] Success in learning is supported by the strategy or method used. The use of strategies in learning is very important because, to facilitate learning so that, can achieve optimal results. Without a learning strategy, learning will not be optimal, and will not take place effectively and efficiently.[33]

Learning outcomes are a process of changing intellectual (cognitive), emotional (affective) and motor (psychomotor) abilities in students. From this opinion, it can be concluded that learning outcomes are a form of change in a person's behavior from not knowing to knowing from not understanding to understanding both from the cognitive, affective, and psychomotor aspects of the results of the learning process that he does.[34]

From this it can be concluded that the Arabic language learning model used in class 7 is less effective, seen from the scores of many students below the average. Seeing from these various shortcomings and problems, it is necessary to improve the learning model so that student learning outcomes increase.Based on the theoretical study in this study, the researchers proposed a hypothesis, namely: There is a difference between the cognitive learning outcomes of students in Arabic language subjects who use the *Numbered Head Together* type learning model compared to students who use conventional methods (lectures).

$$\text{Ho} : \mu_1 = \mu_2 \quad \mu_1 = \text{Experimental class cognitive learning outcomes}$$
$$\text{Ha} : \mu_1 \neq \mu_2 \quad \mu_2 = \text{Control class cognitive learning outcomes}$$

In this study, researchers tried to apply the *Numbered Head Together* type cooperative learning model, the method has never been applied by Arabic language teachers at school. Researchers will use classes 7B-7E to be used as a population and a random sample of 50, namely 25 from the experimental class and 25 from the control class, class 7A is not used because it is a special ICT class. The experimental class consists of classes 7D and 7E, and the control class consists of classes 7B and 7C. The experimental class is the class that uses the *Numbered Head Together* type cooperative learning model treatment, while the control class is the class that does not get treatment or uses the original method, namely the lecture method.

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[31] Muhammad Idris Usman, "*Pengaruh Kreativitas dan Motivasi Belajar Siswa Terhadap Prestasi Belajar Bahasa Arab di MA DDI Al-Badar,*" Lentera Pendidikan : Jurnal Ilmu Tarbiyah dan Keguruan 19, no. 1 (22 Juni 2016): 76–89. DOI: https://doi.org/10.24252/lp.2016v19n1a7

[32] Muhimmatul Choiroh, "*Evaluasi Pembelajaran Bahasa Arab Berbasis Media E-Learning,*" Jurnal Naskhi: Jurnal Kajian Pendidikan dan Bahasa Arab 3, no. 1 (19 April 2021): 41–47. DOI: https://doi.org/10.47435/naskhi.v3i1.554

[33] Innayah Wulandari, "*Model Pembelajaran Kooperatif Tipe STAD (Student Teams Achievement Division) dalam Pembelajaran MI,*" Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar 4, no. 1 (31 Januari 2022): 17–23. DOI: https://doi.org/10.36232/jurnalpendidikandasar.v4i1.1754

[34] Nuri Ria Sri Wahyuni dan Rhomiy Handican, "*Systematic Literature Riview: Peningkatan Hasil Belajar Matematika Melalui Model Teams Games Tournament,*" Griya Journal of Mathematics Education and Application 3, no. 1 (31 Maret 2023): 23–35. DOI: https://doi.org/10.29303/griya.v3i1.267

**Method**

This study uses a quantitative research method with a type of pseudo-true experimental research design Posttest only control group design.[35] Researchers will use 4 classes, namely classes 7A, 7B, 7C, and 7D totaling 107 students as a population. Researchers took a sample of 50 students using simple random sampling technique. This study uses two groups, namely the experimental group and the control group by giving treatment and posttest to each class. The sampling used by researchers is probability sampling, and the acquisition of data in this study will be analyzed on spss version 25 using descriptive analysis techniques, normality tests, homogeneity, and independent sample T-test.

**R** **X** **O1**

Students are selected randomly | Treatment Use of Numbered Head Together | *Pos Test* Results After Treatment

Students will be selected by

**R** **O2**

Students are selected randomly | *Pos Test* Results Without Treatment
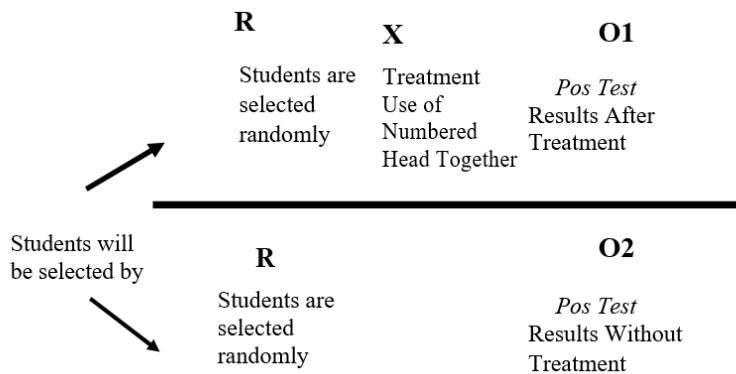
**Result and Discussion**

Learning Model is a form of learning that is illustrated from beginning to end which is presented characteristically by the teacher, with another meaning that the learning model is an approach to analyzing a method, strategy and learning technique. There are 6 types of learning models, namely project-based learning, cooperative learning, problem-based learning, contextual teaching, inquiry learning models, and concept learning.

Teaching materials have an important role in the learning process because they are the basis for the success of teaching and learning activities.[36] To achieve learning goals, teachers and students must work together. Not only does this help teachers to better manage the classroom atmosphere, but it is also important to deliver the material effectively and build deep understanding. To ensure that the educational process delivered meets the expected quality standards, it is important to utilize quality in creating teaching materials.[37]

In determining a teaching method, a teacher must adjust to the learning objectives that have been determined. After the teacher determines the learning objectives, the next issue is for the teacher to determine the method so that the predetermined objectives can be achieved optimally.

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[35] Andrew England, "*Quantitative and Qualitative Research Methods,*" dalam *Research for Medical Imaging and Radiation Sciences*, ed. oleh Euclid Seeram dkk. (Cham: Springer International Publishing, 2021): 71–96. DOI: https://doi.org/10.1007/978-3-030-79956-4_5

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[37] David Priyo Susilo, Kalis Stevanus, dan Tantri Yulia, "*Kinerja Pendidik dalam Upaya Peningkatan Kualitas Pembelajaran,*" Jurnal Teologi Berita Hidup 5, no. 2 (7 Maret 2023): 407–24. DOI: https://doi.org/10.38189/jtbh.v5i2.398

Then a good learning method is a method that is able to bring students to achieve an educational goal and train students' abilities in various activities.[38]

Learning is a process of changing one's personality where the change is in the form of improving the quality of behavior, such as increasing knowledge, skills, thinking power, understanding, attitudes, and various other abilities. The existence of cooperative learning is that students can express their opinions to other friends so that it trains and shapes students to be more critical and active in the learning process. This definition shows the purpose of learning that determines learning outcomes through activity.

Many components affect student success in the learning process. One of the components is the learning media used by the teacher. In an effective learning process requires good planning. The media to be used also requires good planning. Because, learning media is a tool used by every teacher to support interesting learning activities. Through learning media, students can understand lessons easily.[39]

These cooperative learning models are very diverse and have different application techniques in each model. In this study, the researcher used the *Numbered Head Together* cooperative learning model. This type of cooperative learning model is the dominant model in the learning process, there is cooperation between group members with the main characteristic, namely the numbering of each student, making students have a sense of responsibility and try to understand any material or questions given. *Numbered Head Together* has a good purpose and function for students, with this learning model can help students in understanding the material and can also master the concept of learning Arabic. Not only that, the *Numbered Head Together* learning model can also improve cooperation skills between students and improve critical thinking skills. This is what can make student learning outcomes increase.

The steps of the Numbered Head Together type learning model are as follows; *First step* Numbering, the teacher divides students into groups of 4-6 students or can be adjusted to the number of students in the class. Each student gets a different number. The *second step* is giving questions, the teacher gives questions to students by giving varied questions and of course in accordance with the material that has been taught, the questions are not ambiguous so that students can reason well with these questions. The purpose of giving this question is to transform students' new knowledge to respond to the material they will learn.

The *third step* is answering, which is the activity of the teacher calling one of the students according to the number that has been distributed at the beginning by raising his hand and answering the teacher's question in front of classmates. The answer is in accordance with what has been discussed in the student group. *Step four* Assessment and feedback. In this phase, the teacher asks other students to provide responses, answers and input to the answers submitted by students in step 3 earlier. Then the teacher appoints another number as done at the beginning and so on.

The *fifth step* is conclusion, to avoid misperceptions from students, it is necessary for the teacher to provide an explanation for the questions from the answers submitted by students. The *last*

[38] R. Umi Baroroh dan Fauziyah Nur Rahmawati, "*Metode-Metode dalam Pembelajaran Keterampilan Bahasa Arab Reseptif,*" Urwatul Wutsqo: Jurnal Studi Kependidikan dan KeIslaman 9, no. 2 (16 September 2020): 179–96. DOI: https://doi.org/10.54437/urwatulwutsqo.v9i2.181

[39] Mutiara Angelina dan Dudung Hamdun, "*Pengembangan Media Pembelajaran Ta'bir Berbasis Permainan Uno Stacko pada Siswa MA Ibnul Qoyyim Putra Yogyakarta,*" al Mahāra: Jurnal Pendidikan Bahasa Arab 5, no. 2 (31 Desember 2019): 209–32. DOI: https://doi.org/10.14421/almahara.2019.052.04

*step* is evaluation. According to Edwind, evaluation means an action or process in determining the value of something. In general, evaluation is a systematic process for determining the value of something (provisions, activities, decisions, performance, processes, people, objects, and others), evaluation is very important to know and provide feedback on the results of activities that have been carried out. Evaluation is divided into two ways, namely oral and written. The purpose of assessment in the learning process is; making decisions about learning outcomes, understanding students, improving and developing teaching programs.

Student learning outcomes depend on the learning process, because in essence learning outcomes are influenced by student abilities and teaching quality. Learning outcomes can be seen from learning achievement, while learning achievement is the goal of changing student behavior in the learning process. Therefore, the learning model and learning outcomes have a close relationship.

## Data Analysis Results
## A. Descriptive analysis

Descriptive statistical measurements need to be done to see the general picture such as the average value (Mean), highest (Max), lowest (Min), and standard deviation of each class. Regarding the results of the descriptive statistical test, it can be seen in the table below:

**Table 1.** Descriptive Analysis

|  |  | Post Eksperimen | Post Kontrol |
|---|---|---|---|
| N | Valid | 25 | 25 |
|  | Missing | 0 | 0 |
| Mean |  | 75.76 | 59.48 |
| Std.   Error   of Mean |  | 2.772 | 2.586 |
| Median |  | 77.00 | 63.00 |
| Mode |  | 75 | 46[a] |
| Std. Deviation |  | 13.860 | 12.930 |
| Variance |  | 192.107 | 167.177 |
| Range |  | 53 | 39 |
| Minimum |  | 47 | 40 |
| Maximum |  | 100 | 79 |
| Sum |  | 1894 | 1487 |

a.   Multiplemodesexist. The Smallest Value is Shown

Based on the Table 1 Descriptive Statistical Test Results above, we can describe the distribution of data obtained by researchers : The experimental class has a minimum post test score of 47 while the maximum is 100 and the average experimental class score is 75.76. The standard deviation of student value data is 13.860. The control class has a minimum post test score of 40

while the maximum is 79 and the average control class score is 59.48. The standard deviation of student value data is 12,930.

**B. Data Normality Test**

Data normality test analysis was carried out on two data, namely post-test data of the experimental group and control group. In this study, the normality test was obtained using the Kolmogrof-Smirnov test. The normality test is used to determine whether the data is normally distributed or not, provided that the data is normally distributed if it meets the criteria with a significance value> 0.05. The results of the normality test for the experimental group and control group can be seen in the following table :

**Table 2.** Test of Normality

**Tests of Normality**

|  | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
|  | Statistic | df | Sig. | Statistic | df | Sig. |
| Post Eksperimen | .169 | 25 | .062 | .957 | 25 | .354 |
| Post Kontrol | .153 | 25 | .136 | .911 | 25 | .032 |

a. Lilliefors Significance Correction

Based on the table 2 normality above the Kolmogrof-Smirnov test, the data analysis obtained on the experimental posttest with a sig of 0.062 and the control posttest with a sig of 0.136. From the results of the normality test on both data, it shows that the two data each have a significance value greater than 0.05, it can be concluded that the two data are normally distributed.

**C. Data Homogeneity**

Before conducting an independent sample t test on the two research groups, there is a requirement that is carried out, namely finding the value of homogeneity. Researchers use the homogeneity of variance test, the data can be declared homogeneous if the significance value based on mean> 0.05. If the data is not homogeneous (conditions are not met) then it can use the man whitney test. The results of the homogeneity test of the two groups can be seen from the following table :

**Table 3.** Test Homogeneity

**Test of Homogeneity of Variance**

|  |  | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Hasil Belajar | Based on Mean | .311 | 1 | 48 | .580 |
|  | Based on Median | .226 | 1 | 48 | .637 |
|  | Based on Median and with adjusted df | .226 | 1 | 44.188 | .637 |
|  | Based on trimmed mean | .315 | 1 | 48 | .577 |

Based on the table 3 homogeneity above, the data analysis obtained at the sig value Based on the mean, which is 0.311 greater than 0.05, it can be concluded that the variance of the posttest data of the experimental class and control class is homogeneous. So one of the conditions (not absolute) of the independent sample t test has been fulfilled.

### D. Independent Sample T-test

The independent T-test test was conducted to see whether there was a difference in the post test results of students from the experimental and control classes. The results of the independent t test calculation can be seen from the following table:

**Table 4.** Independent Sampel t-Test

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| HasilBelajar | Equal variances assumed | .311 | .580 | 4.294 | 48 | .000 | 16.280 | 3.791 | 8.658 | 23.902 |
| | Equal variances not assumed | | | 4.294 | 47.770 | .000 | 16.280 | 3.791 | 8.657 | 23.903 |

Based on the table 4 independent sampel t-test above, it can be seen that the 2 tailed sig value of 0.000 is smaller than 0.005, so Ho is rejected Ha is accepted, it can be concluded that there is a significant difference in the average student learning outcomes between *Numbered Head Together* cooperative learning and learning not using *Numbered Head Together* cooperative.

After applying the cooperative learning model using numbered head together in Arabic lessons. Researchers found that there were some students who could change their learning patterns or mindsets in the sense that learning did not have to be done individually, but could learn to work together to exchange ideas and opinions with each other. Before applying this method there were some students who did not care about this Arabic language subject. Because students assume that Arabic lessons are difficult to understand just like math lessons. However, after applying this model, there are many changes that can be seen from the students' learning outcomes.

Based on the results of the research after applying the *Numbered Head Together* type cooperative learning model, many changes and improvements occurred in students such as being active in group discussions, being brave in answering questions, being able to interact and exchange opinions with each other regarding the questions given to each group. Learning while discussing and answering questions based on the lottery number given by the teacher makes students serious in understanding the material, and the emergence of a sense of responsibility. In addition, the *Numbered Head Together* type cooperative learning model can also train students in improving four skills in Arabic and change the atmosphere of the class to be more fun.

## Closing

As long as the teacher uses the *Numbered Head Together* model in learning Arabic, student learning outcomes improve compared to those using the lecture method, and the learning model is effective. Evident from the data analysis test results of descriptive statistical analysis of the median value of 77.00 for the experimental class and 63.00 for the control class, the normality test of the experimental and control class data shows that the Kolmogrof-smirnov significance value> 0.05, this distribution states normal with the significance value of the experimental group is 0.062 and the Control group is 0.136. Furthermore, the homogeneity test which is a parametric statistical test with data analysis obtained at a sig value Based on mean 0.580 greater than 0.05, it can be concluded that the variance of the experimental class data and the control class is homogeneous because the results of the data are greater than 0.05. So one of the conditions (not absolute) of the independent sample t test has been fulfilled. Furthermore, namely the independent sample t test, it can be seen that the 2 tailed sig value of 0.000 is smaller than 0.05, so Ho is rejected Ha is accepted, it can be concluded that there is a significant difference in the average student learning outcomes between learning using the *Numbered Head Together* model and learning that does not use the *Numbered Head Together* model, namely the lecture method. From the results of the overall analysis it can be concluded that the *Numbered Head Together* model is effective in improving the learning outcomes of 7th grade students of SMP Muhammadiyah 2 Kalasan.

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