

**THE INFLUENCE OF THE NUMBERED HEAD TOGETHER (NHT) METHOD IN
IMPROVING CLASS VIII STUDENT LEARNING OUTCOMES IN PAI SUBJECTS AT SMP
NEGERI 2 BANDAR MASILAM SIMALUNGUN REGENCY**

Chairuddin Siregar¹, Riza Apriyani²

Sekolah Tinggi Agama Islam Tebingtinggi Deli
Program Studi Pendidikan Agama Islam STAI Tebingtinggi Deli
Email: ¹chairuddinsiregar01@gmail.com, ²rizaapriyani@gmail.com

Abstract

This type of research is quantitative research with an experimental method approach. The results of the research in this thesis, the learning model used in this study is Number Head Together (NHT). The obstacles encountered in implementing the Numbered Head Together (NHT) learning method are first, students are not familiar with the Numbered Head Together (NHT) learning method. Second, the relationship between students and friends in one discussion group in teaching and learning activities is still lacking. Third, the participation and seriousness of students in teaching and learning activities is still lacking. Fourth, the lack of effective use of time in teaching and learning activities. Fifth, there were some students who could not answer the questions. The solution to facing these obstacles is the need to use the Numbered Head Together (NHT) learning method in learning, not only in the subjects of Islamic Religious Education but in other subjects. In addition, it is necessary to reduce the use of the lecture method in the application of the Numbered Head Together (NHT) learning method, and a teacher needs to look at the abilities of each student, so that the distribution of groups is fair and equitable. The use of the Numbered Heads Together method affects student learning outcomes. It is known that there is a significant (real) difference between the average student learning outcomes in the experimental class and the control class. In addition, seen from the results of posttest calculations for the experimental class using the Numbered Heads Together method, the average value was 77.70. This shows a higher value compared to the control class that does not use the Numbered Heads Together method obtained 65.00. Thus the average value of student learning outcomes taught by the Numbered Heads Together method is significantly higher than the students taught not using the Numbered Heads Together method.

Keywords : *The Effect of the NHT Method, Improving, Learning Outcomes*

1. INTRODUCTION

Learning is a mental and psychological activity carried out by a person which can cause different behavior changes between before learning and after learning. Thus learning can be interpreted as a process carried out by individuals to obtain a new behavior change as a whole, as a result of the individual's own experience in interaction with his environment.¹ Learning is also a process, meaning that learning is an activity that takes place continuously or continuously. Learning in the perspective of Islam is an obligation for every individual who believes to acquire knowledge as an effort to improve the degree of their life. Learning is conditioning students to learn. Learning is essentially a complex process with the intention of providing learning experiences to students in accordance with the objectives. The goal to be achieved is a reference in organizing the learning process. In learning the teacher creates conditions in such a way that students can carry out various activities in studying learning material according to their interests. Learning is the main activity in the educational process in schools. Therefore, the teacher's

¹Ruswandi, Learning Psychology, (Bandung: Cipta Pesona Sejahtera, 2013). p. 24

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understanding of the meaning of learning will influence the way the teacher teaches so that the success of achieving educational goals can be achieved effectively. Learning is a process carried out by individuals to obtain a new behavior change as a whole, as a result of the individual's own experience in interaction with the environment.²

The quality of learning can be seen from two sides that are equally important, namely the process side and the learning outcomes side. The learning process is related to student behavior in studying the subject matter. Meanwhile, learning outcomes are related to changes in behavior obtained as a result of the learning process. Learning outcomes are one of the factors that can determine the learning process. The learning process can be considered as a system. Thus, success can be determined by the various components that make up the system itself.³ The current learning problem is that students are still not encouraged by their thinking skills. The learning process that is carried out is still around memorizing information, being forced to remember information, and hoarding it without being required to understand and relate it to everyday life. Therefore, the teacher must have a strategy to increase student learning motivation and to arouse student enthusiasm for learning. The results of the initial observations of researchers at SMP Negeri 2 Bandar Masilam District, Simalungun Regency, it is known that in learning Islamic Religious Education (PAI) at SMP Negeri 2 Bandar Masilam, Simalungun Regency there are still problems. One of them is that during the learning process the teacher only explains the lesson and the students listen and then record the lessons given, so that student learning outcomes are unsatisfactory. During the learning process the teacher does not use media that can attract students' attention. Therefore, it was found that students did not pay attention to the teacher or were busy with their respective activities. In fact, many students look lazy when participating in the learning process, of course this can result in low learning outcomes.

When the learning process takes place, the teacher still does not use a variety of learning methods, but the teacher tends to use the lecture and group method, where the teacher only explains the material and students listen. During the group learning process the teacher divides students into several groups, between groups consisting of 4-5 students and the teacher immediately gives assignments in the form of papers to be presented in front of the class in the coming week. The group learning process took place, not all students completed the task and students who did not complete the task, it was enough to pay a fine. Tasks given by the teacher to students by dictating or verbally. Therefore, there will be many students who are left behind in questions and will look lazy. Thus it can be seen that the implementation of the teaching and learning process in groups already exists SMP Negeri 2 Bandar Masilam, Simalungun Regency, but it is wrong in its application. From the description above, it can be seen that the use of learning methods does not affect student activity. Therefore the teacher can use the method used to attract students' attention in the learning process. To generate activity during the learning process and to improve student learning outcomes, the researchers tried to apply the Numbered Head Together (NHT) method.

The Numbered Head Together learning method is a learning method that prioritizes student activities in finding, managing, and reporting information from various sources which is then presented in front of the class. This learning method provides opportunities for students to share ideas and consider the most appropriate answers, and encourages students to work together in small groups.⁴ Departing from this background, the researcher is interested in conducting a study on the effect of the Numbered Head Together method. Therefore prospective researchers are interested in conducting research with the research title The Effect of the Numbered Head Together (NHT) Method in Improving Class VIII Student Learning Outcomes in the subject of Islamic Religious Education at SMP Negeri 2 Bandar Masilam, Simalungun Regency. The aim of the study was to

²Ruswandi, Learning Psychology, . p. 30

³Wina Sanjaya, Class Action Research, (Jakarta: Kencana Prenada Media Group, 2011), p. 3

⁴Syaiful Bahri Jamrah and Aswan Zain, Teaching and Learning Strategies, (Jakarta: Rineka Cipta, 2016), p.73.

determine the effect of the Numbered Head Together learning method on Islamic education class VIII at SMP Negeri 2 Bandar Masilam, Simalungun Regency. This research is expected to be useful in adding insight and contributing to the development and produce information about the effect of learning methods on SMP Negeri 2 Bandar Masilam, Simalungun Regency. This research is expected for students to increase activeness and more satisfying learning outcomes. This research is expected to improve the quality of school education. This research is expected that teachers can provide knowledge of teaching methods that are liked by students so that students can improve learning outcomes and increase knowledge about learning methods.

2. LITERATURE REVIEW

2.1. Definition of the Numbered Head Together Method

According to lie in Tukiran Tani Redja that cooperative learning methods are not the same as just learning in groups. There are basic elements of cooperative learning that distinguish it from the division of groups which are distributed at random. Implementation of cooperative procedures truly and allows educators to manage classes more effectively.⁵ The Numbered Head Together (NHT) or numbered heads cooperative learning method is the development of the Teams Games Tournament (TGT) type of learning. This model was developed by Spencer Kagan and discovered in 1992 with special characteristics of group learning through completing tasks by sharing ideas or ideas. Each group must ensure that its members understand and master the task, so that all students understand the concept carefully. This learning method accommodates an increase in the intensity of discussion between groups, togetherness, collaboration and quality within groups, as well as facilitating assessment.⁶

Numbered Head Together (NHT) is a learning method that prioritizes student activities in finding, processing, and reporting information from various sources which is finally presented in front of the class. The NHT method is part of the structural cooperative learning model, which emphasizes special structures designed to meet student interaction patterns.⁷ In *Numbered Head Together*, this learning provides an opportunity for students to share ideas with each other and consider the most appropriate answer. This method can also increase the spirit of student cooperation and can be used for all subjects and grade levels.⁸ In understanding learning not only from educators but can also be obtained from friends. Therefore, in group study a friend must try to provide opportunities for other friends to express their opinions by respecting the opinions of others and correcting mistakes together, looking for answers together, and looking for references together so that they can be discussed together as well.

This is in accordance with the main objective of the Numbered Head Together (NHT) learning method where group study is carried out with friends by respecting each other's opinions and providing opportunities for others to express their opinions. The advantage of this group study is being able to know a person's personality, whether the student (person) is a selfish type or not, is responsible for each task given or not, and so on. The main purpose of learning in groups is to acquire the same knowledge as their friends.⁹ Based on this description, it can be seen that Numbered Head Together is a learning method in which each student is given a number and a

⁵Tukiran Tani Redja, et al, *Innovative and Effective Learning Models*, (Bandung: Alfabeta, 2013). p. 56.

⁶Saur M. Tampubolon, *Classroom Action Research To Improve Educator and Scientific Profession* (Jakarta: Erlangga, 2014), p. 94.

⁷Muhammad Fathurrohman, *Innovative Learning Models Alternative Fun Learning Designs* (Yogyakarta: Ar-Ruzz Media, 2015), p. 82.

⁸Miftahul Huda, *Cooperative Learning: Methods, Tactics, Structures and Implementation Models*, (Yogyakarta: Student Library, 2011), p. 138

⁹Agus Suprijono, *Cooperative Learning (PAIKEM Theory and Application)*, (Yogyakarta: Student Library, 2010), p. 12

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group is formed, then the teacher randomly calls the number from the students. This technique provides an opportunity for students to share ideas and consider the most appropriate answer. It also encourages students to increase their cooperative spirit.

2.2. Definition of Learning Outcomes

Learning is a process of changing behavior due to individual interaction with the environment. So behavior change is the result of learning. Learning outcomes are strung from two words, namely results and learning. According to Arikunto in his book Ruswandi, learning outcomes are the end results after experiencing the learning process, the changes appear in observable and measurable actions. Learning outcomes are the abilities possessed by students after receiving their learning experience. Individuals who learn will get results from what has been learned during the learning process.¹⁰ Student learning outcomes are abilities that children acquire after going through learning activities. Because learning itself is a process of someone trying to obtain a form of behavior change that is relatively permanent. In learning activities or instructional activities, educators usually set learning goals. Children who are successful in learning are children who succeed in achieving learning goals or instructional goals.¹¹

Learning outcomes achieved by students through optimal learning processes tend to show learning outcomes with the following characteristics:

1. Satisfaction and pride that can foster motivation in students.
2. Increase the ability to self-confidence.
3. The learning outcomes achieved are meaningful for him as it will last a long time in his memory, shape his behavior, be useful for learning other aspects, and can be used as a tool to obtain other information and knowledge.
4. The ability of students to control or assess and control themselves, especially in assessing the results achieved and assessing the process and learning effort.¹²

It can be concluded from the description of learning outcomes is the achievement of a person who is obtained or the result of his own activities and allows a change to occur which is usually expressed in the form of letters or numbers. The benefits of learning outcomes for a teacher are knowing how far a student can understand the material being taught.

3. RESEARCH METHOD

3.1. Type of Research

This type of research is quantitative research with experimental methods. Quantitative research is research with data in the form of numbers and analysis using statistics. The experimental method is a research method used to find the effect of a particular treatment.¹³ Experimental research was conducted to determine the effectiveness of the work/products being experimented on compared to other existing work/products.¹⁴ This type of research is said to be a productive research method, because if this research is done well it will be able to answer hypotheses related to causal relationships. This is why this type of research is called the most comprehensive quantitative research approach, because it fulfills all the requirements for examining causal relationships. Experimental research is a way to look for a causal relationship (causal relationship) between two factors that are intentionally caused by researchers by eliminating or reducing or setting aside other disturbing factors. Therefore, it is clear that

¹⁰Ruswandi, *Learning Psychology*, (Bandung: Cipta Pesona Sejahtera, 2013), p. 50-51.

¹¹Ahmad Susanto, *Learning Theory and Learning in Elementary Schools*, (Jakarta: Prenadamedia Group, 2013), p. 5.

¹²Ruswandi, *Learning Psychology*, p. 52

¹³Sugiyono, *Quantitative, Qualitative and R&D Research Methods*, p. 56

¹⁴Endang Mulyatiningsih, *Applied Research Methods in Education*, (Bandung: Alfabeta, 2012). p. 52

experimental research has two elements, namely the existence of a group (control) and an experimental group. The group that was given the treatment was called the experimental group and the group that was not given the treatment was called the control group.¹⁵

3.2. Variable Operational Definition

Operational definition is a dimension given to a variable by giving meaning or specifying activities or justifying an operation needed to measure that variable.¹⁶The operational definition in this study is

1. Numbered Head Together learning method

Numbered Head Together (NHT) learning method which is a learning method that puts more emphasis on student activity in finding, processing, and reporting information from various sources which is finally presented in front of the class. NHT type cooperative learning is a type of cooperative learning that emphasizes a special structure designed to influence student interaction patterns and has the aim of increasing academic mastery.

2. Learning outcomes

Learning outcomes are the achievements of a person obtained or as a result of his own activities and allow for a change to occur which is usually expressed in the form of letters or numbers. The benefits of learning outcomes for a teacher are knowing how far a student can understand the material being taught.

3.3.Data Collection Techniques

Collecting data in a study is very important to do in order to obtain information and data. The data collection method used in this study is as follows:

1. Observation. Observation is a method or way of analyzing and systematically recording behavior by observing or directly observing individuals and groups.¹⁷
2. Documentation. Documentation can be done by collecting some information about data and facts related to problems and research objectives, both from published and unpublished document sources, books, scientific journals, newspapers, magazines, websites and others.
3. Library Studies. The literature study used aims to strengthen the truth of the research results carried out, by looking for concepts that are relevant to the problem to be studied. To support and strengthen the research results, references such as books and materials related to the problem under study are used.
4. Test. Data collection techniques in this study using tests. In the context of learning tests are used to measure student learning outcomes.¹⁸The test given before learning is called the pretest and after learning is carried out it is called the posttest.

3.4.Data analysis techniques

1. Descriptive Statistical Analysis

Descriptive analysis is a statistic that is used to analyze data by describing or describing the data that has been collected as it is without intending to make general conclusions or generalizations. To describe the data obtained from the results of the pretest and posttest of the two groups the mean, median, mode, range, and standard deviation. In this research it was carried out with the help of SPSS 22 for Windows.

¹⁵Karunia Eka Lestari and Mokhammad Ridwan Yudhanegara, Mathematics Education Research, (Bandung: Refika Aditama, 2015), p.136

¹⁶Sugiyono, Quantitative Qualitative Research Methods and R & D, p. 236.

¹⁷Sugiyono, Quantitative Qualitative Research Methods and R&D, (Bandung: ALFBETA, 2014), p. 226.

¹⁸Hamzah B. Uno, Learning Assessment, (Jakarta: Bumi Aksara, 2012), p.109

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2. Inferential Statistical Analysis

Inferential statistics, (often also called inductive statistics or probability statistics) are statistical techniques used to analyze sample data and apply the results to populations. Inferential statistics are used to carry out hypothesis testing but previously carried out the following prerequisite tests:

- 1) Data Normality Test. The data normality test was carried out to find out whether the data is normally distributed or not. This data analysis uses SPSS 22 for Windows using the Shapiro-Wilk technique. The condition for a data to be said to be normal is if its significance or probability value is > 0.05 .
- 2) Homogeneity Test. This test is used to determine whether the two groups have the same level of data variance or not. If the results of the homogeneity test show a significance or probability level of > 0.05 , it can be said that the variances of the samples in question are not much different, so the samples are homogeneous.
- 3) Hypothesis testing. After testing the data population using normality and homogeneity, and the population data is known to have a normal and homogeneous distribution, a hypothesis test is carried out. This hypothesis test was conducted to determine the application of the Numbered Head Together (NHT) method to the learning outcomes of class VIII students in Islamic Religious Education Subjects. This hypothesis test was carried out using SPSS 22 for Windows, namely the analysis technique of independent samples T-Test with a significance level of 0.05.

4. RESULTS AND DISCUSSION

4.1. Research Results

In this study, learning in the experimental class used the Numbered Head Together learning method. The use of the Numbered Head Together method after the results of the pretest (initial ability of students) is obtained. Numbered Head Together is a learning method in which each student is given a number and a group is formed, then the teacher randomly calls the number from the students. This technique provides an opportunity for students to share ideas and consider the most appropriate answer. The use of the Numbered Head Together method was given in the second meeting week and the third meeting in the experimental class. After using the Numbered Head Together method at the end of the lesson the researcher gave a final test (posttest) in the form of multiple choice questions totaling 10 questions and 5 questions in essay form. Giving a posttest aims to see the learning outcomes of the experimental class after using Numbered Head Together in the learning process. The results of the analysis of the posttest data description of the experimental class can be seen from the following table,

Table 1 Description of the Posttest Class Experiment

N	Valid	37
	Missing	0
Mean		77.70
Std. Error of Mean		1.246
Median		80.00
Mode		80
Std. Deviation		7.578
Variance		57.423
Range		25
Minimum		65
Maximum		90
Sum		2875

From the table above it can be seen that the posttest results from the experimental class obtained a total score of 2875 from 37 students. The average student learning outcomes (posttest) in the experimental class is 77.70, has a variance magnitude 57.423 and a standard deviation of 7.578. The maximum score is 90 and the minimum grade is 65, thus the range is 25. The class median is 80.00 and the mode is 80. Learning in the control class is a class that does not use the Numbered Head Together learning method in the learning process. In the control class the researcher only used conventional methods such as the lecture method, taking notes and so on. At the end of the lesson the researcher gave a final test (posttest) in the form of multiple choice questions which totaled 10 questions and 5 questions in essay form. The results of the posttest data description analysis for the control class can be seen from the following table,

Table 2 Description of the Control Class Posttest

N	Valid	37
	Missing	0
Mean		65.00
Std. Error of Mean		2.349
Median		60.00
Mode		50
Std. Deviation		14.289
Variance		204.167
Range		50
Minimum		40
Maximum		90
Sum		2405

Based on the table above, it can be seen that the posttest results from the control class obtained a total score of 2405 from 37 students. Posttest learning outcomes in control class students have an average of 65.00. With a maximum value of 90 and a minimum value of 50, thus the range of values is 40. The median in the control class is 60.00 and the mode is 50. This hypothesis test was carried out using IBM SPSS 22 for Windows, namely the analysis technique of independent samples T-Test with a significance level of 0.05. But before testing the hypothesis, it is necessary to test the prerequisites of the hypothesis, namely the data normality test and homogeneity test.

1. Normality test

Normality test analysis using IBM SPSS 22 for Windows using the Shapiro-Wilk technique. The normality test results can be seen in the following table;

Table 3 Data Normality Test

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pretest	.138	74	.210	.931	74	.198
Posttest	.153	74	.210	.928	74	.280

a. Lilliefors Significance Correction

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From the results of the output above it can be seen that the sig.Shapiro-Wilk for the pretest and posttest in the experimental class and control class is greater than 0.05, namely 0.198 and 0.280, thus it can be stated that the data is normally distributed.

2. Homogeneity Test

Homogeneity aims to determine whether a variance (diversity) of data from two or more groups is homogeneous (same) or heterogeneous (not the same). Homogeneity test is generally used as a requirement in the average difference test. The results of the homogeneity test of the experimental class and control class can be seen in the following table;

Table 4 Data homogeneity test

		Levene Statistics	df1	df2	Sig.
Student learning outcomes	Based on Means	.531	1	146	.468
	Based on Median	.343	1	146	.559
	Based on Median and with adjusted df	.343	1	145,247	.559
	Based on trimmed mean	.530	1	146	.468

Based on the output above, it is known that the significance value (Sig) based on mean is $0.468 > 0.05$, so it can be concluded that the variance of the posttest experimental group and the control class posttest are the same or homogeneous. From the results of the normality test and homogeneity test, it can be seen that one of the requirements of the independent sample t test has been met. The results of hypothesis testing in this study can be seen in the following table:

Table 5 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Hasil Belajar	Equal variances assumed	16.195	.468	4.779	74	.000	12.432	2.601
Siswa	Equal variances not assumed			4.779	55.682	.000	12.432	2.601

Based on the output above, it is known that the value of Sig. Levene's Test for Equality of Variances is $0.468 > 0.05$, it means that the variance of the data between the experimental class and the control class is homogeneous or the same. So that the interpretation of the independent samples test output table above is guided by the values contained in the equal variances assumed table. From the independent sample t test output table in the equal variances assumed section, it is known that the value of Sig. (2-tailed) of $0.000 < 0.05$, then as a basis for decision making in the independent sample t test it can be concluded that H_0 is rejected and H_a is accepted. Thus it can be seen that there is a significant (real) difference between the average student learning outcomes in the experimental class and the control class.

4.2. Discussion

Based on the hypothesis testing that was done before, it was found that H_0 was rejected. Thus, the alternative hypothesis (H_a) is there is a difference in the average student learning outcomes between experimental classes (which use the method *Numbered Head Together*) with a control class (which doesn't use the *Numbered Head Together*), which means that the learning outcomes of students who are taught using the *Numbered Head Together* learning method are higher than those of students who are taught using conventional learning methods. Thus, before the *Numbered Head Together* learning method was applied, teaching and learning activities were still focused on by the teacher in explaining and on final conclusions. Students are less active in following the learning process. However, after applying the *Numbered Head Together* method for the experimental class, the learning process was more active and creative than the control class which used the conventional method. This is proven by several factors, including students being more enthusiastic with the *Numbered Head Together* method, growing enthusiasm for learning and more serious attention, and reducing feelings of boredom.

The magnitude of the influence of the *Numbered Head Together* learning method on PAI class VIII subjects at SMP Negeri 2 Bandar Masilam, Simalungun Regency is 17.83%. Hypothesis testing based on the output of the independent sample t test on the equal variances assumed section using IBM tools SPSS 22 for Windows. However, before testing the hypothesis, it is necessary to test its normality test. Normality test analysis using IBM SPSS 22 for Windows using the Shapiro-Wilk technique. Normality test results in the experimental class and control class is greater than 0.05, namely 0.198 and 0.280, thus it can be stated that the data is normally distributed.

5. CONCLUSION

Based on the hypothesis testing that was done before, it was found that H_0 was rejected. Thus, the alternative hypothesis (H_a) is there is a difference in the average student learning outcomes between experimental classes (which use the method *Numbered Head Together*) with a control class (which doesn't use the *Numbered Head Together*), which means that the learning outcomes of students who are taught using the *Numbered Head Together* learning method are higher than those of students who are taught using conventional learning methods.

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