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EFFORTS TO INCREASE ACTIVITY AND RESULTS OF LEARNING THROUGH LEARNING MODEL OF COOPERATIVE NUMBERED HEAD TOGETHER (NHT) WITH THE PROVISION OF REWARD SUBJECT IPS IN CLASS IXA SMP STATE 6 NEGARA INDONES

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EFFORTS TO INCREASE ACTIVITY AND RESULTS OF LEARNING THROUGH LEARNING MODEL OF COOPERATIVE NUMBERED HEAD TOGETHER (NHT) WITH THE PROVISION OF REWARD SUBJECT IPS IN CLASS IXA SMP STATE 6 NEGARA INDONESIA

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ABSTRACT

This study aims to determine the activity and student learning outcomes through Cooperative Learning Model Numbered Head Together (NHT) by Giving Reward to Citizenship Education in Class IX of SMP Negeri 6 Negara. Application of the Numbered Head Together (NHT) Cooperative Learning Model with the Reward for Citizenship Education. It can be said that there is a significant increase where the initial reflection data on average learning outcomes, seraf power and class completeness are relatively low, but after the first cycle is implemented the results are increasing, with learning outcomes reaching an average of 74.50, and seraf reaching 74, 50%, and mastery learning reaches 80.00%. While the results of observations on the learning activities of students reached an average of 34.40 with quite active categories, and students who received active categories and above only reached 73.33%. After carrying out the second cycle showed a very significant increase, where learning outcomes reached an average of 80.00, with seraf power reaching 80%. This means there is an increase of 5.5 or 5.5% from the first cycle. Mastery learning in the second cycle reached 96.67%, this means there was an increase of 16.67% from the first cycle. While learning activities were able to reach an average of 41.93 with active categories increasing by 7.73 or 15.37% from the first cycle and students who had reached active and very active categories reached 96.67%. It means an increase of 23.33% from the first cycle. From the description above, it can be concluded that the application of the Numbered Head Together (NHT) Cooperative Learning Model with Reward Granting can significantly improve student learning activities and outcomes in the Citizenship Education Class IX A of SMP state 6 Negara.

Keywords : Cooperative Learning Model (NHT), Reward Giving, student activities

INTRODUCTION

The development of science and technology and human civilization, forcing us as part of the world community, participate in pursuing and developing ourselves so as not to lag far behind. Development in the field of

education which is one of the development of social and cultural aspects is a very important part and cannot be negotiable and becomes a necessity in order to improve and develop human resources who have high abilities / skills, moral and noble character as well as intelligent and creative. Considering the importance of education as mentioned above, teaching and learning activities in the classroom must be improved so that the quality of education in schools is increasing.

Citizenship Education as part of the national education system must have a contribution in the context of improving the quality of education, especially in alleviating moral decadence and other negative effects which constitute the arable realm of Citizenship Education in Indonesia, in addition to moral education and arts, social and cultural education. In that effort the increase in student activity and learning outcomes in Citizenship Education is not only focused on cognitive aspects but there is a balance with psychomotor aspects and affective aspects.

The role of the teacher as the spearhead of educational development is certainly sought to innovate continuously in the teaching and learning process activities so that students are more enthusiastic in learning to achieve the expected competencies. Packaging learning methods is very important in the teaching and learning process. During this time there are still many teachers applying conventional learning methods in schools. Conventional teaching methods position the teacher as the owner of knowledge or knowledge authority. While students become passive objects, only as recipients of knowledge so students become less and lack critical thinking. Therefore teachers should begin to shift to a new paradigm where students are seen as subjects of learning, for that teacher always tries to apply models or learning methods that are to activate students.

One learning model that involves active students is the cooperative learning model is a learning model in which students work together to achieve specific goals or complete an assignment. Because through the cooperative learning model each group member must help one another in doing the task and help in giving encouragement or motivation to improve student learning outcomes while at the same time improving social relations, fostering attitudes to accept the advantages and disadvantages of each.

In the teaching and learning process usually many difficulties are found, among them students are less motivated. Activities tend to be low which ultimately has an impact on low learning outcomes. The condition of teaching and learning activities like this also occurs in Citizenship Education in class IX SMP Negeri 6 Negara. Therefore, the author tries to conduct research on "Efforts to increase activities and learning outcomes through the Numbered Head Together (NHT) Cooperative Learning Model by Providing Reward in Citizenship Education"

Based on the background above, the following problems can be raised: "Is the Numbered Cooperative Learning Model Head Together (NHT) by Rewarding can improve student learning activities and outcomes in Citizenship Education Class IXA SMP Negeri 6 Negara"

This research aims to find out how high the increase in student activity and learning outcomes through the Numbered Head Together (NHT) Cooperative Learning Model with Reward Giving in Class IXA Citizenship Education at SMP Negeri 6 Negara. To carry out this research supported by several literature studies: 1. Cooperative Learning

Isjoni'sin (Faisal, 2013) Suggests that cooperative learning is a learning strategy with a number of students as members of small groups with different levels of ability. In completing the task group, each group member must work together and help each other to understand the subject matter. According to Sanjaya (2006: 242) cooperative learning is a learning model using a grouping system or a small team, which is between four to six people who have different academic abilities, sex, race, or ethnicity (heterogeneous). Cooperative learning (Cooperative Learning) in general can be interpreted as a learning process that is designed to help students to interact and work together collectively, through assignments to achieve learning goals.

According to Nurhadi, et al (2004) states the types of cooperative learning that are widely used in education include

- a. Student Teams-Achievement Division (STAD)
- b. Teams-Games-Tournament (TGT)
- c. Jigsaw

- d. Thing-Pair-Share (TPS)
- e. Numbered-Head-Together (NHT)

Numbered-Head-Together is a learning model that prioritizes student activities in searching, processing, and reporting information from various sources which are finally presented to the class. Kagan in Herdian, (2009) states that the NHT cooperative learning model is part of the structural cooperative learning model, which emphasizes specific structures designed to influence student interaction patterns. The Kagan structure requires that students work interdependently on small groups cooperatively. The structure was developed as an alternative material to the traditional class structure.

Trianto (2007: 62) states that Numbered Head Together (NHT) or numbering of shared thinking is a type of cooperative learning designed to influence student interaction patterns and as an alternative to traditional classroom structures.

According to Wartono, et al (2004: 18) Variations in the NHT type of Cooperative Learning Model, consisting of four stages of the steps as follows:

Stage (1): Numbering, the teacher divides students into several groups where each group consists of 3-5 people and each member is given number 1 to the last number. Stage (2): Asking questions, the teacher asks a question to students questions can vary, questions can be very specific and in the form of question sentences or directives. Stage (3): Think together, students put their opinions together on the answer to the question and make sure each member in the group knows the answer. Stage (4): Answering, the teacher calls a certain number, then the student whose number is suitable raises his hand and tries to answer the question for the whole class and the other students can encourage students to think. The four stages above are principles of learning that must be done for themselves and maximum learning results are obtained when students work at their own pace appear to be active in carrying out tasks both individual and group assignments and ultimately experience successful learning. The advantages of NHT cooperative learning are:

- a. Every student becomes all ready. b. Can conduct discussions in earnest. c. Smart students can teach students who are not smart. While the weaknesses of NHT cooperative learning between others ::
- a. Possibly the number called, was called again by the teacher. b. Not all group members are called by the teacher.

1. Giving Rewards or Bonuses

Generally rewards or bonuses are interpreted as awards, namely awards given to someone or a group of people who have successfully carried out work well and responsibly. Reward or bonus can also be given to a person or group of people who have actively participated in carrying out an activity in order to achieve the expected goals to the maximum. Reward or bonus can be interpreted as a form of appreciation for certain achievements given both by and from individuals or institutions to a person or group of people.

Function Reward or bonus or award, which is very important for the formation of expected behavior:

- a. Strengthen motivation to push yourself to achieve achievements
- b. Giving a sign to someone who has more ability Rewarding or bonuses in the learning process is an effort to increase learning motivation and competitive power and learning outcomes. Giving bonuses or rewards in the learning process is generally given to students who succeed in the learning process both individually and in groups.

Giving rewards or bonuses can be done in line with the provision of motivation to learn in the form of: giving incentives, giving gifts, giving praise, and giving a plus. Giving incentives can be done in the form of giving money in accordance with the level of success and ability, gift giving can be done in the form of souvenirs or items that can be used as memories and motivate learning, giving praise can be done in the form of applause or words that are pleasing or satisfying to students and giving a plus can be an additional value from the value that should be obtained. By giving a bonus in this study will be able to increase students' competitive power in learning so that the

activities and student learning outcomes will tend to increase.

2. Learning

Activities Activities are part of the principles of teaching where teaching activities involve the feelings of a teacher in the context of seeking to create a fabric of harmonious communication between teaching itself and learning. Successful learning must go through a variety of activities, both physical and psychological activities so as to arouse student activeness the teacher needs to ask questions, guide students' discussions, give assignments to solve problems, analyze, make decisions and so on.

According to Anton M. Mulyono (in Cahaya Media, 2012), **Activity means "activity or activity". So everything that is done or activities that occur both physical and non-physical, is an activity.** Based on the understanding of the activities above it can be said that learning activities are all activities carried out in the process of interaction (teacher and students) in order to achieve learning objectives.

The use of the principle of great activity is of value to the teaching of students because: a. Students seek their own experience and experience it themselves. b. Doing it alone will develop all aspects of students' personal integrally. c. Foster harmonious cooperation among students. d. Students work according to their own interests and abilities. e. Cultivate class discipline naturally and the learning atmosphere becomes democratic. Strengthening school relations with the community, parents and teachers. g. Teaching is given realistically and concretely so as to develop understanding and critical thinking and avoid verbalism. h. Teaching in schools comes alive as activities in life in the community. Done with tests and non tests.

3. Learning

Outcomes Results are something that is achieved or achieved from Learning activities. Specifically in terms of the education function, learning can be interpreted as a process that causes a change from not knowing to knowing in mastering science, besides learning can also be said of an individual change in habits, knowledge, and attitudes. Winkel (2005: 53) states "learning as a

mental or psychological activity that takes place in active interactions with the environment that results in changes in knowledge, understanding, skills and attitude values".

Prayitno (in Ratnasari, 2007: 25) states that "learning outcomes are something that are obtained, controlled or is the result of the learning process". Measurement of learning outcomes shows the extent to which the material being studied can be understood or mastered by students. The learning achievement test is one of the most widely used measurement tools to determine student success in a teaching and learning process.

Hamalik (2001: 30) states that learning outcomes will appear in the following aspects of change: knowledge, understanding, habits, skills, appreciation, emotional social relations, physical or character and attitude. While learning achievement is an indicator of the degree of student behavior.

According to Usman (in Faisal Nisbah: 2013) states there are several factors that affect student learning outcomes, namely:

- a. Internal factors of students, among others: physical factors both innate from psychological, psychological factors (intelligence and talents, attitudes, habits, interests, motivation, and adjustment)
- b. Student external factors, including: social factors (family, school, and community environment), cultural factors (customs, science, technology, and art), physical environmental factors (home and learning facilities).
- c. The question factor can also influence student learning outcomes because if the teacher uses questions that are not well structured and inappropriate throwing techniques will have a negative impact. Based on the above understanding it can be said that learning outcomes are changes in behavior in a person as a result of the learning process achieved by students in the form of knowledge and understanding of the knowledge being learned.

This result is usually reflected by the existence of the relevant eye test scores. Each learning process activity is always influenced by several factors, including internal and external factors, teacher factors, lesson objectives, subject matter, instructional media, teaching methods, and assessment instruments.

In the process of learning Hinduism is more emphasized on an attitude in the context of respecting humans as creatures of His creation, as himself, in relation to the environment both the social and natural environment. So that the teacher's role in teaching Hinduism to students is very central besides the availability of learning facilities and infrastructure, the teacher is able to design learning models, methods, and learning media and become resource persons for students especially in elementary schools so as to enable students to learn and improve learning outcomes.

4. Thinking framework and hypotheses

In overall educational activities that take place at school, the main thing is learning activities, this means that the success or failure of achieving educational goals depends a lot on how the learning process experienced by students as students. In the teaching and learning process usually many difficulties are found, among them students are less motivated. Activities tend to be low which ultimately has an impact on low learning outcomes. Departing from these weaknesses, the teacher's role is very important in packaging learning so students are able to play an active role in the learning process so that a learning goal is achieved.

The success of the learning process can be demonstrated by the achievement of learning objectives or indicators of basic competencies that have been set. The success in this study is shown by an increase in learning activities both individually and collectively (groups) and demonstrated by the achievement of the value of learning outcomes above the KKM standard

Based on the description, the following framework of thinking can be formulated: to improve student learning activities and outcomes strived through Numbered Head Together (NHT) Cooperative Learning Model with Rewards for students. The action hypothesis reflects allegations while predicting changes in what will happen to the object of the study if an action is carried out. Then based on the formulation of the above frame of mind problem, the following action hypothesis is proposed: "Through the Cooperative Learning Model Numbered Head Together (NHT) with the Reward can increase student learning activities in Citizenship Education Class IXA Middle School 6 State Junior High School

METHODOLOGY

Setting, Subjects and Research Object research

Setting: Classroom Action Research was carried out at SMP Negeri 6 Negara, in the odd semester of the academic year 2017/2018 Research Subject: in this study were class IX A students with a total of 30 people. Research Object: Activities and student learning outcomes from the application of the Numbered Head Together (NHT) Cooperative Learning Model with the Reward for Citizenship Education 2. Types and Design of Research This

type of research uses Classroom Action Research, which is action research aimed at developing skills, methods or new approaches to solving problems with direct application through planned actions. According to Suhardjono (2008: 58), Classroom Action Research is action research conducted with the aim of improving the quality of learning practices in the classroom. Classroom Action Research is an effort from various related parties, especially teachers as instructors to improve or improve the teaching and learning process towards the achievement of educational or teaching objectives themselves.

The research design is a research framework which is the flow of research activities in order to obtain, collect, compile, classify and analyze data.

Classroom Action Research generally includes four steps, namely: (1) planning, (2) action / implementation, (3) observation or observation, (4) reflection. These four steps are carried out sequentially and identified as a cycle. as follows:

RESEARCH RESULTS AND DISCUSSION

1. Description of the Initial Conditions

This study was conducted at SMP Negeri 6 Negara, Jalan Awen Lelateng Negara, Jembrana Regency. SMP Negeri 6 Negara, which was established in 2010, until the time of this study had completed 2 batches, each of which consisted of 5 groups, all of whom were declared 100% graduated. At present the total number of students is 389 divided into 15 classes and each level divided into 5 classes and each class has an average number of students under 32 people / class. Judging from the number of students in each class, it is indeed ideal in accordance with national standards, but when talking about the quality of education, it needs to be improved, given the new school and its location rather on the edge of the city and the input of students who are somewhat below other schools, but teachers are always optimistic to be able to compete.

This class action research was conducted by the teacher in Citizenship Education who was also the author of this study. Based on the data of the initial reflections after the daily tests, before the research was conducted the average learning outcomes of 30 students only reached 69.50 so that the new student capacity reached 69,50%, is still relatively low when compared to the Minimum Mastery Criterion (KKM) which has been set in accordance with national standards (75.00) and classical learning completeness has only reached 56.67%, still below the criteria of minimal completeness criteria (85,00%), so an effort to increase yield is needed learning (seraf power) and classical mastery achievement

In this case the researcher tries to carry out classroom action research on efforts to improve student learning activities and outcomes through the Numbered Head Together (NHT) Cooperative Learning Model with Rewarding in Citizenship Education

2. Descriptive Research Results and Discussion

The Numbered Head Together (NHT) Cooperative Learning Model with Reward Giving is carried out because the writer wants to try to apply it in the learning process according to the existing references, hoping to improve student activities and learning outcomes, apparently in an effort to maximize student learning activities and results and mastery learning students are still experiencing difficulties, especially in terms of activities, student participation in doing the assignment is still lacking in the sense that there are still some students who are not active as if ignoring the tasks given. Therefore, the writer tries to examine and identify the weaknesses of the Numbered Head Together (NHT) Cooperative Learning model with Reward to be given a solution in the next cycle.

a. Description of each cycle:

1). Planning

Based on the identification of problems regarding the still low learning outcomes and student learning activities, an alternative plan for solving problems through the Numbered Head Together (NHT) Cooperative Learning Model with Rewarding in an effort to improve student learning activities and outcomes in Citizenship Education. So researchers make and prepare the following things:

- a. Develop a learning plan that contains indicators, objectives and material learning
- b. Develop and develop learning scenarios
- c. Determine donations and learning instruments
- d. Develop learning evaluation instruments and determine criteria for success
- e. Developing observation instruments along with criteria for evaluating the results of observations

2) Implementation

In the implementation phase, the following steps are carried out:

- a) Convey apperception, basic competencies and indicators of learning outcomes in accordance with the learning plan and scenario.

- b. Coordinate students into groups consisting of 6 groups of 5 people.
- c. Distribute the task sheet / discussion related to the discussion material and guide the groups during the discussion to complete the task in a timely manner.
- d. Help each group prepare the results of the discussion to be presented in class.
- e. Evaluate the results of the discussion and call numbers to the group to present the results of the discussion.
- f. Together students summarize the results of the discussion in the form of summaries.
- g. The teacher gives a bonus or reward to the students who succeeded well in answering and making conclusions.

3) Observation

In the observation phase, the steps taken are as follows:

- a. Observing student activities during learning by using sheets observation about learning activities that have been prepared by researchers
- b. Evaluating student achievement at each end of the cycle by using learning evaluation evaluation instruments (tests) in accordance with the specified questions lattice
- c. Record the observations during the process and the results of each student's evaluation and report the results of each group's discussion at the end of the learning process
- d. Noting the observed phenomena in the form of obstacles or problems found during the implementation of actions as well as positive things that occur during the learning process based on the results of interviews with students

4) Reflection

Reflection at the end of the cycle is based on the results of observation and evaluation, as well as interviews with students against obstacles constraints experienced by students during learning activities. In this phase the teacher is able to analyze the results of recording during the process until the end of the process at each end of the cycle. The results of reflection in the first cycle are used as a basis for improving the implementation of actions in the second cycle, and the results of reflection at the end of the second cycle are used to draw conclusions and arrange follow-up or suggestions for further research.

3. Analysis and Discussion of Research Results

From the results of the evaluation of learning using the test instrument at the end of the process and the results of observation during the learning process carried out in this study consisting of 2 cycles the results of the research above, it can be analyzed the results of the process of efforts to increase activity and results belajar siswa melalui Model Pembelajaran Kooperatif Numbered Head Together (NHT) by Giving Reward in Citizenship Education before and after the learning process.

In the first cycle, teaching and learning activities are actually quite good because students have mastered the basic competencies delivered by the teacher, but there are still some students who have not fully mastered the competencies and indicators expected. This can be seen from the average achievement of learning outcomes reaching 74.50 (seventy four point fifty), and serafability reaching 74.50%, meaning there are still students below the minimum completeness criteria, namely an average of 75.00 (KKM = 75), as well as classical learning completeness has only reached 83.00%, meaning that it has not yet reached criteria of minimum calcial completeness which is 85%. While the results of observations of the new learning activities reached an average of 34.40 (the category is quite active). really need to be increased again so that it reaches an average of at least 35.00 (active category). And students who get active categories and above only reach 73.33%, this means it still needs to be improved so that it reaches 100% active and very active categories

From the results of the first cycle of reflection, found several obstacles including:

- a. Understanding of the expected indicators described in the form of assignments according to the number of participants in the group is not maximal

- b. Students' readiness towards mastering the learning process still needs to be improved, especially in mastering the material and drawing conclusions from the exploration of the material is not maximal
- c. Learning activities still need to be improved, especially motivation and discipline of learning so that there arises a high level of passion and responsibility.

Based on several problems or obstacles from the results of the first reflection, the researcher seeks to find solutions to be carried out in the second cycle, as follows: a. Improving planning and learning scenarios, especially in apperception, delivery of indicators and learning objectives, delivery of the learning process flow tailored to the time allocated in the learning scenario. b. Guide students in finding material and formulating conclusions in accordance with their assignments, so that they can be conveyed properly through the presentation. c. Delivering a bonus or reward that will be given to students who succeeded well in delivering the results of group discussions and answering several questions through tests that have been prepared by researchers. At the end of the second cycle it can be explained that efforts to improve student learning activities and outcomes through the Numbered Head Together (NHT) Cooperative Learning Model with Rewarding for Citizenship Education are stated to be quite successful. This can be seen from the recording data of learning evaluation results reaching an average of 80.00, this means the average has reached the minimum cafeteria completeness with 80% seraf power, and learning completeness reached 96.67%, this means it has reached above the minimum completeness. Whereas learning activities were able to reach an average of 41.93 with active categories and students who had reached active and very active categories reached 96.67%.

Means there are still student learning activities under the active category. After reviewing it turns out that based on data and information the student is indeed a rather quiet ability, lack of communication due to the ability and motivation to learn is rather lacking.

From the results of data analysis in the first cycle and the second cycle in this class action research about efforts to improve student learning activities and outcomes through the Cooperative Learning Model Numbered Head Together (NHT) with Rewarding on Citizenship Education Class IX A Middle School 6 State Junior High School, it can be said that there was a significant increase in where from the initial reflection data the average learning outcomes, staff capacity and class completeness were relatively low, but after the first cycle was carried out with the Numbered Head Together (NHT) Cooperative Learning Model with Reward Granting, the results generally improved where learning outcomes reached an average of 74.50, and seraf power reached 74.50%, with mastery learning reaching 80.00%, which has significantly increased from previous results. While the results of observations on the learning activities of the students reached an average of 34.40 (quite active categories), and students who got active categories above only reached 73.33%, (quite active categories). It turned out that after the second cycle was carried out accompanied by several alternative improvements to the implementation of the previous cycle, showed an increase in learning outcomes and learning activities that were very significant, this can be seen from the increase in the results of the first cycle compared to the results of the second cycle as follows: where the results of the second cycle reached an average of 80.00, with seraf power reaching 80%. This means there is an increase of 5.5 from the average and the power of the first cycle of learning outcomes ($80 - 74.50 = 5.5$) or an increase of 5.5% from the first cycle. Mastery learning in the second cycle reached 96.67%, this means there was an increase of 16.67% ($96.67\% - 80.00\% = 16.67\%$) from the first cycle. While learning activities were able to reach an average of 41.93 with active categories increasing by 7.73 or 15.37% from the first cycle and students who had reached active and very active categories reached 96.67%. It means an increase of 23.33% from the first cycle

CONCLUSION

From the description above, the author draws a conclusion that the application of the Cooperative Learning Model Numbered Head Together (NHT) with Rewarding can improve the activities and student learning outcomes in Class IX A Citizenship Education at State Sixty-Six Public Schools,

Based on the description analysis and conclusions of the results of the study above, the authors can submit the following suggestions: To the Citizenship Education teacher it is advisable to always continue to try to apply

innovative learning models to try to find / find its weaknesses, then try to find solutions so that real learning can be carried out effective to achieve learning objectives; Citizenship Education teachers to optimally increase student learning activities and learning outcomes are advised to apply the Numbered Head Together (NHT) Cooperative Learning Model with Rewarding for Citizenship Education state; To related institutions, especially education institutions

formal, to always encourage and motivate teachers to always improve their professional abilities so that the quality of education can be improved and learning outcomes improve.

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