

THE EFFECT OF THE NUMBERED HEADS TOGETHER COOPERATIVE LEARNING MODEL ON STUDENTS' LEARNING VALUES IN THE ECONOMICS SUBJECT IN CLASS XI PRIVATE SENIOR HIGH SCHOOL TAMAN SISWA PEMATANGSIANTAR ACADEMIC YEAR 2025/2026

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Abstract

This study aims to determine the Effect of the Numbered Heads Together Cooperative Learning Model on Student Learning Scores in the Economics Subject of Class XI of Tamansiswa Private High School Pematangsiantar in the 2025/2026 Academic Year. The type of research used in this study is quantitative with a quasi-experimental design through a Nonequivalent Control Group Design. The study population consisted of all students of class XI Merdeka of Tamansiswa Private High School Pematangsiantar with a total of 102 students. The sample used in this study consisted of 2 classes, namely class XI Merdeka 7 as the control class and class XI Merdeka 8 as the experimental class with a total of 69 students. Based on the results of the study, it shows that the learning scores of students who do not use conventional methods obtain an average score of 79.892. While the learning scores of students who use the Numbered Heads Together cooperative model obtain an average score of 93.125. The t-test results also support this research, where the t-count value is 6.682 and the t-table value is 1.996, where the t-count > t-table with a significance level of 0.05. Thus, Ho is rejected and Ha is accepted. This proves that there is a significant influence of the Numbered Heads Together cooperative learning model on student learning scores in the Economics subject of class XI at Tamansiswa Private High School, Pematangsiantar.

Keywords: *Learning values, cooperative learning model, Numbered Heads Together.*

INTRODUCTION

Education is a conscious and planned effort to create an environment and learning process where students actively develop their potential to become individuals with spiritual diversity, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, nation, and state. Education plays a very important role in advancing one's potential. Education plays a role in shaping students' attitudes, abilities, and intellectual intelligence so that they become skilled, intelligent, ethical individuals, and are able to improve the quality of human resources for the better. The educational process can take place through interactions between teachers and students, where students act as learners and teachers as instructors. According to Law No. 20 of 2003 concerning the National Education System, national education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state. Based on this law, the goal of Indonesian education is to create a learning environment and learning process that allows students to actively develop their potential. The learning process is an activity that involves interaction between teachers and students, as well as ongoing reciprocal communication to achieve learning goals. Efficiently conducted learning activities will create a fun and engaging learning environment.

The quality of education in schools is usually measured by the academic performance of students. Improving student academic performance is not easy. Various obstacles often arise , resulting in suboptimal academic performance. As educators, teachers are required to be creative and innovative in creating a learning environment that effectively understands the material. Given the importance of the teacher's role, one way to improve student academic performance is through the selection of appropriate learning models, particularly in economics. The quality of learning depends not only on the material taught but also on the approach, strategies, and learning models employed by the teacher during the learning process (WASISNO, 2023). By implementing the

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right learning model, an active, innovative, efficient, and enjoyable learning environment can be created, making economics a compelling subject. In this regard, the Economics subject at the Senior High School (SMA) level plays a crucial role in helping students understand the social and economic conditions around them. The economics learning process focuses not only on mastering theory but also on improving critical thinking, analytical skills, and problem-solving. Therefore, the quality of economics learning is one indicator of success in achieving national education goals. Good economics learning will produce students who understand economics, have social awareness, and can make rational decisions in everyday life. Although economics learning has an important function, various problems remain, particularly in terms of low student learning outcomes. Learning outcomes are crucial for determining whether or not learning objectives are achieved, as measured by the Minimum Completion Criteria (KKM) set by the school.

Based on the results of observations conducted by researchers on students of grades XI Merdeka 6, XI Merdeka 7 and XI Merdeka 8 at Tamansiswa Private High School Pematangsiantar, where all three classes are classes majoring in social studies, teachers in delivering the material use conventional learning models such as lectures and regular group discussions. The lecture and group discussion methods applied were still unable to increase student activeness in the learning process. Students seemed less actively involved during the learning process. Some students seemed preoccupied with themselves and less focused on the explanations given by the teacher, so that when the teacher asked questions to students, students were unable to answer the questions asked by the teacher. And when the teacher invited students to ask questions, there were only 1 to 2 people who asked questions, while the other students just listened silently. Therefore, this has an impact on student learning scores, where some of these students received scores below the KKM set by the school.

Based on the interview results, the researcher concluded that the teacher implemented a flexible and contextual learning model, tailored to classroom conditions and student characteristics. The teacher combined conventional lecture-based learning models with more modern learning models. Although the teacher attempted to create a one-way learning environment, student participation in economics learning still varied, depending on student interest and the material being taught. This indicates that the implemented learning model was not fully effective in increasing student engagement, resulting in uneven student learning outcomes. To support the interview statement, the researcher also observed students' final semester exam scores for the 2024/2025 academic year. Some students' midterm exam scores were still below the Minimum Competency (KKM). These results are shown in the following table.

Table 1.1 Average Final Exam Scores for Even Semesters

No	Class	Minimum Competency (KKM)	Number of Students	Students Who Did Not Finish	
				≥Minimum Competency (KKM)	< Minimum Competency Criteria
1.	XI Independence Day 6	80	33	16	17
2.	XI Independence Day 7	80	32	15	17
3.	XI Independence Day 8	80	31	11	20
	AMOUNT		97	42	54

data source: Tamansiswa High School, Pematangsiantar

From the table of scores above in the economics lesson for class XI at Tamansiswa Private High School in Pematangsiantar, it is known that there are several students who obtained a low average score on the final semester exam so that they have not reached the Minimum Competency (KKM) score set by the school. The KKM score set by the school is 80. Of the three class XI, those who have not reached the KKM score are 54 students, while those who have reached the KKM score are 42 students. This means that there are more students who have not reached the KKM score than students who have reached the KKM score. The low learning scores of students in the Economics subject are caused by difficulties in understanding the material. Students also tend to be passive, less daring to ask questions or express opinions, so that two-way communication in the learning process does not run optimally. This presents a challenge for teachers to create learning that not only transfers knowledge but also develops students' overall potential. Teachers play a crucial role in developing a learning process that leads students toward achieving their learning goals. A teacher's role is no longer limited to teaching (teacher-centered),

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but rather emphasizes student learning (student-centered). Teacher-centered learning often leaves students passive and hinders in-depth understanding of the material. Conversely, a student-centered learning approach can promote active engagement and better conceptual understanding (Nisa et al., 2024). Therefore, it is crucial for teachers to embrace more interactive, collaborative, and constructive learning models, rather than just conventional models. Although, in practice, the 11th-grade economics teacher at Tamansiswa Private High School in Pematangsiantar has tried various learning models, the cooperative learning model, such as Numbered Heads Together, has never been optimally utilized by the economics teacher. The cooperative learning model is an innovation in education that has been proven effective in improving student learning outcomes. In this model, students can work in small, structured groups to help each other understand the material and complete assignments together. Using a cooperative learning model can provide opportunities for students to innovate and collaboratively find solutions to existing problems (Fatimah et al. 2024:77).

Furthermore, this approach provides equal opportunities for all students to participate actively, so that no student feels left behind or ignored. In the context of economics learning, cooperative learning is relevant to implement because it can help students understand economic concepts more clearly through discussion and collaborative problem-solving. One effective and easy-to-implement cooperative learning model in the classroom is the Numbered Heads Together (NHT) model. The Numbered Heads Together model was developed by Spencer Kagan with the aim of ensuring all group members have the same understanding of the material being discussed. The process in the Numbered Heads Together model includes group numbering, joint discussions to answer questions, and the teacher randomly calling on students to provide answers on behalf of the group. In this way, each group member is required to play an active and responsible role in the learning process. According to Kagan, Numbered Heads Together (NHT) can increase students' cognitive engagement and create a competitive and enjoyable learning environment. Furthermore, this model is considered capable of fostering students' social skills such as cooperation, responsibility, and confidence in expressing opinions (Palupi et al., 2022).

METHOD

This study used a quantitative method with a quasi-experimental design of the Nonequivalent Control Group Design type. This study involved two groups, namely the experimental group that applied the Numbered Heads Together (NHT) cooperative learning model and the control group that used the conventional learning model. Both groups were given a pre-test to determine the initial score, then given treatment according to their respective groups. After the treatment, both groups were given a post-test to measure changes in student learning scores. The research sample consisted of two classes, namely XI Merdeka 7 as the control class and XI Merdeka 8 as the experimental class selected by purposive sampling. Data analysis was carried out using the t-test to examine differences in learning scores between the two groups.

RESULTS AND DISCUSSION

This research was conducted in four meetings in each class, both the experimental and control classes. Learning in both classes was based on learning modules developed by the researchers and teachers. The experimental class module, which uses *Numbered Heads Together cooperative learning*, and the control class module can be found in the appendix.

Research Instrument Results

Before the test was distributed during the research, the instrument was first tested, namely: validity test, reliability test, difficulty level test and discriminatory power test.

Validity Test

Before conducting the tests on the experimental and control classes, the researchers first conducted a validity test to determine whether the test items used to determine student learning outcomes were valid. This validity test was administered to class XII Merdeka 7 as a trial class. The test validity was calculated using the *Product Moment Correlation formula* in Microsoft Excel 2021. Question validation was conducted in class XII Merdeka 7 with a total of 34 students. The table price for the error level is 5% with $df = n-2$. The number of data (n) is 34 students then $df = 34-2 = 32$. Then obtained with $r_{table} = 0.339$ with a significance level of 0.05%. Of the 40 questions that have been tested, 25 questions were valid and 10 questions were invalid. This is in accordance with the testing criteria $r_{hitung} > r_{tabel}$ with a significance value of $\alpha = 0.05$, so the question is declared valid. The following are the results of the validity calculation can be seen in the following table:

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Table 1 Question Validity Test

No	r_{hitung}	r_{tabel}	Information
1	0.465	0.339	Valid
2	0.580	0.339	Valid
3	0.149	0.339	Invalid
4	0.047	0.339	Invalid
5	0.389	0.339	Valid
6	0.413	0.339	Valid
7	0.434	0.339	Valid
8	0.022	0.339	Invalid
9	-0.008	0.339	Invalid
10	0.146	0.339	Invalid
11	0.456	0.339	Valid
12	0.176	0.339	Invalid
13	0.400	0.339	Valid
14	0.459	0.339	Valid
15	0.105	0.339	Invalid
16	0.403	0.339	Valid
17	0.268	0.339	Invalid
18	0.454	0.339	Valid
19	0.499	0.339	Valid
20	0.400	0.339	Valid
21	0.349	0.339	Valid
22	0.147	0.339	Invalid
23	0.145	0.339	Invalid
24	-0.004	0.339	Invalid
25	0.512	0.339	Valid
26	0.501	0.339	Valid
27	0.213	0.339	Invalid
28	0.452	0.339	Valid
29	0.568	0.339	Valid
30	0.402	0.339	Valid
31	0.518	0.339	Valid
32	0.080	0.339	Invalid
33	0.557	0.339	Valid
34	0.402	0.339	Valid
35	0.412	0.339	Valid
36	0.531	0.339	Valid
37	0.028	0.339	Invalid
38	0.231	0.339	Invalid
39	0.510	0.339	Valid
40	0.659	0.339	Valid

(Data processed using Ms. Excel version 2021)

Based on Table 4.1 above, it can be concluded that 25 valid questions ranged from 0.349 to 0.659. Meanwhile, 10 invalid questions ranged from 0.008 to 0.268. The invalid questions were not used in the research sample. Therefore, the validity test yielded 25 valid questions for the research sample.

Reliability Test

Reliability testing is conducted to determine the consistency and stability of a research instrument as a measuring tool, ensuring that the results are reliable. In this study, reliability calculations were carried out using the KR-20 formula with the assistance of Microsoft Excel version 2021. The results of the item reliability test can be seen in Table 4.2 below:

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Table 4.2 2Test

Reliability Value	N of Item
0.866	25

(Data processed using Ms. Excel version 2021)

Based on table 4.2 above, it can be concluded that the reliability value of the 25 valid question items is 0.866 and is included in the reliability level with the criteria of $0.80 < r \leq 1.00$ is very high. An explanation of the reliability test results is in the appendix.

4.1.1.1 Difficulty Level Test

The difficulty level test was used to determine which questions fell into the easy, moderate, or too difficult criteria. The difficulty level analysis was conducted using Microsoft Excel 2021. Researchers analyzed the difficulty level of 25 valid multiple-choice questions. The results of the difficulty level test can be seen in Table 4.3 below.

Table 4.3 3Difficulty Level

No	B	JS	Difficulty Level (P)	Category
1	28	34	0.823	Easy
2	25	34	0.735	Easy
3	24	34	0.706	Easy
4	29	34	0.853	Easy
5	30	34	0.882	Easy
6	23	34	0.676	Enough
7	26	34	0.765	Easy
8	19	34	0.559	Easy
9	30	34	0.882	Easy
10	21	34	0.618	Easy
11	24	34	0.706	Easy
12	26	34	0.765	Easy
13	22	34	0.647	Enough
14	25	34	0.735	Easy
15	22	34	0.647	Enough
16	28	34	0.823	Easy
17	29	34	0.853	Easy
18	23	34	0.676	Enough
19	26	34	0.765	Easy
20	21	34	0.618	Enough
21	21	34	0.618	Enough
22	26	34	0.765	Easy
23	23	34	0.676	Enough
24	24	34	0.706	Easy
25	23	34	0.676	Enough

(Data processed using Ms. Excel version 2021)

Based on the table above, it can be concluded that there are 17 easy questions and 8 moderate questions. An explanation of the difficulty level test results is provided in the appendix.

Distinguishing Power of Questions

The discriminant power test in this study aims to determine the ability of a test item to differentiate between high-achieving and low-achieving students. The discriminant power analysis was conducted using Microsoft Excel 2021. The results of the calculation can be seen in Table 4.4 below.

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Table 4.4 4Power of Questions

No	Distinguishing Power	Information
1	0.118	Bad
2	0.294	Enough
3	0.235	Enough
4	0.059	Bad
5	0.118	Bad
6	0.529	Good
7	0.235	Enough
8	0.411	Good
9	0.118	Bad
10	0.647	Good
11	0.470	Good
12	0.470	Good
13	0,353	Enough
14	0.412	Good
15	0.235	Enough
16	0.235	Enough
17	0.294	Enough
18	0.294	Enough
19	0.235	Enough
20	0.412	Good
21	0.294	Enough
22	0.235	Enough
23	0.412	Good
24	0.235	Enough
25	0.412	Good
Amount		Ugly = 4
		Enough = 12
		Good = 9
Total		= 25

(Data processed using Ms. Excel version 2021)

Discussion of Research Data

The data obtained included student learning outcomes from each class, namely the experimental class XI Merdeka 8 which implemented the *Numbered Heads Together cooperative learning model* and the control class XI Merdeka 7 which did not use this learning strategy. The data analyzed came from the *pretest scores* given at the beginning of the lesson and the *posttest scores* given at the end of the lesson. Based on the research that has been conducted to determine whether there is an influence of the *Numbered Heads Together cooperative learning model* on the learning scores of students in class XI of Tamansiswa Private High School, Pematangsiantar, it can be explained as follows:

1. Pretest and Posttest Results Data in the Experimental Class

To see changes in student learning scores before and after implementing the *Numbered Heads Together cooperative learning model*, the data that has been obtained and analyzed, namely in the form of pretest and posttest scores, are presented in the following table:

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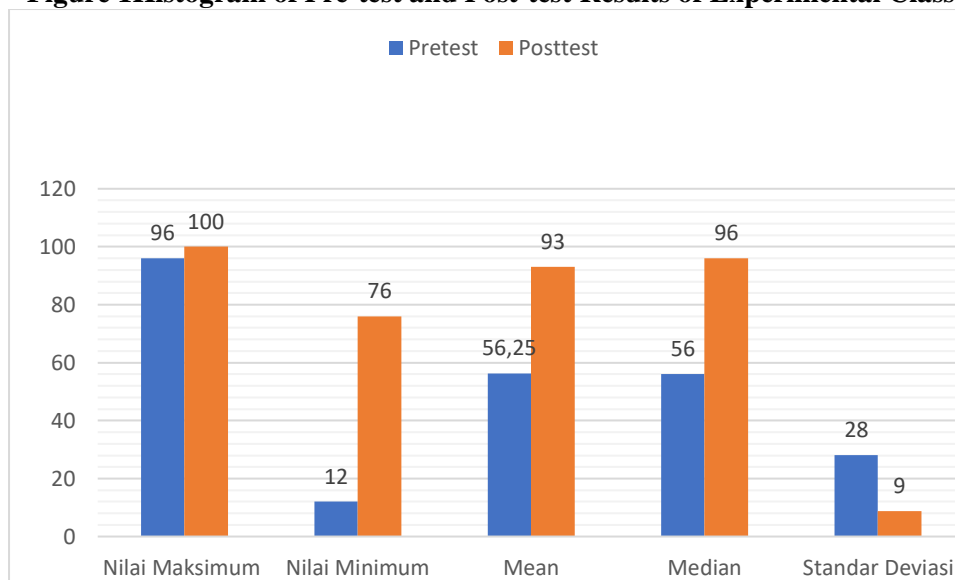
Table 5 Descriptive Statistics of Pretest and Posttest Data of Experimental Class

Statistics	Experimental Class	
	Pretest	Posttest
Maximum Value	96	100
Minimum Value	12	76
Mean	56,25	93,125
Median	56	96
Standard Deviation	28,155	8,754

(Data processed using Ms. Excel version 2021)

Based on the data in Table 4.5, it can be seen that the maximum score in the pretest was 96, while in the posttest it increased to 100, thus indicating an increase in the highest student achievement after the learning process took place. Meanwhile, the minimum score also increased from 12 in the pretest to 76 in the posttest, indicating that the minimum score also improved. The average student learning outcomes also increased from 56.25 in the pretest to 93.125 in the posttest, likewise the median increased from 56 to 96. Furthermore, the standard deviation decreased drastically from 28.125 in the pretest to 8.754 in the posttest. This decrease in the standard deviation indicates that student learning outcomes were more consistent in the posttest compared to the pretest. This indicates that the treatment successfully improved students' overall learning scores. Therefore, it can be concluded that the treatment successfully reduced variation in ability among students and encouraged more students to achieve higher scores. Based on the table above, the graph is as follows:

Figure 1 Histogram of Pre-test and Post-test Results of Experimental Class



(Data processed using Ms. Excel version 2021)

2. Pretest and Posttest Results Data in the Control Class

To see the difference in student learning scores before and after learning without using *the Numbered Heads Together cooperative learning model*. The data processed were *pretest* and *posttest* scores which are presented in the following table:

Table 6 Descriptive Statistics of Pretest and Posttest Data for the Control Class

Statistics	Control Class	
	Pretest	Posttest
Maximum Value	92	96
Minimum Value	28	64
Mean	62,486	79,892
Median	64	80
Standard Deviation	18,723	7,745

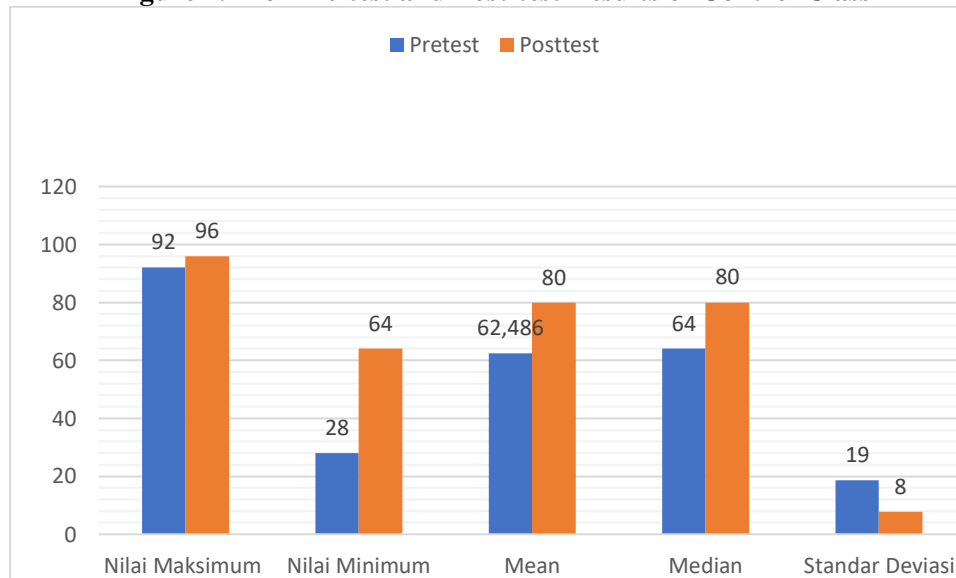
(Data processed using Ms. Excel version 2021)

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Based on the data in Table 4.6, it can be seen that the maximum score in the pretest was 92 and the posttest increased to 96, so that the highest achievement of students in the control class experienced an increase. Meanwhile, the minimum score increased from 28 in the pretest to 64 in the posttest, indicating a slight increase in students with the lowest achievement. The average student learning outcomes also increased from 62.486 in the pretest to 79.892 in the posttest, as did the median which increased from 64 to 80. This indicates that in general, student learning scores in the control class experienced an increase, although not too large. In addition, the standard deviation decreased from 18.723 in the pretest to 7.745 in the posttest. This decrease in the standard deviation indicates that student learning outcomes during the posttest were even compared to the pretest. Thus, it can be concluded that learning in the control class still showed an increase in learning outcomes, even without special treatment. Based on the table above, the graph is as follows:

Figure 4.2 2of Pre-test and Post-test Results of Control Class



Description of Student Learning Values

The description of learning value is the achievement achieved by students after participating in the learning process. These changes can be proven through the acquisition of *pretest* and *posttest* scores. Based on the results of the study, the experimental class that used the *Numbered Heads Together cooperative learning model* showed an increase in posttest scores on the material on the concept of business entities in class XI of SMA Swasta Tamansiswa Pematangsiantar. This indicates that the application of the *Numbered Heads Together cooperative learning model* is able to improve students' understanding and learning values. Meanwhile, in the control class that did not use the *Numbered Heads Together cooperative learning model*, the increase in posttest scores only experienced a slight increase.

Normality Test

The Kolmogorov-Smirnov test is a statistical method used to determine whether sample data follows a specific distribution, such as the normal distribution. The principle of this test is to compare the cumulative distribution obtained from the sample data with the theoretical cumulative distribution, then calculate the largest difference between the two. In the application of the normality test, the value of the test statistic (D) is compared with the critical value at the 0.05 significance level. If the D statistic value is greater than the critical value, then the null hypothesis (Ho) states that the data follows a normal distribution. Conversely, if the D value is smaller than or equal to the critical value, the data is not normally distributed. The following are the results of the normality test for the control and experimental classes.

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Table 7 Normality Test Results

Class	Dmax	Min	Information
Pretest Experiment	0.123	0.05	Normal
Posttest Experiment	0.216	0.05	Normal
Pretest control	0.109	0.05	Normal
Posttest Control	0.143	0.05	Normal

(Data processed using Ms. Excel version 2021)

How to find the value of $f(x) = F / \text{number of respondents} (2/32) = 0.062$

How to find the f_{kum} value = the first f_{kum} sum remains constant, then the second data frequency is added to the previous cumulative frequency. $1 + 2 = 3$

How to find the value $F_s = f_{kum} / n = 2 / 32 = 0.0625$

How to find the value of $z = (x_i - \bar{x}) / s = (3 - 14.06) / 7.04 = -1.572$

How to find the value of $f_t = \text{normsdist}(z) = 0.05802$

How to find the value of $f_t - f_s = 0.0625 - 0.05802 = -0.004485$

How to find the value of $[f_t - f_s] = \text{abs}(f_t - f_s) = 0.004485$

How to find the value of $D = \max [f_t - f_s] = 0.12341$ find the largest number.

Based on the results of the normality test presented in Table 4.6, it is known that all data from each class, the control class, and the experimental class are in the normal category. This is indicated by the Dmax for each group (Experimental pretest = 0.123; Experimental posttest 0.216; Control pretest = 0.109; Control posttest = 0.143) which are all greater than the minimum value or critical value of 0.05. Thus, it can be concluded that the distribution of data in the groups in this study is normally distributed.

Homogeneity Test

The homogeneity test was conducted to determine whether the two sample groups had the same variance. The homogeneity of distribution in both sample groups serves to determine whether the comparison between the experimental and control classes can be carried out with the assumption of comparable variances. The results of the homogeneity test for the posttest scores of both sample groups are shown in Table 4.7. This table provides information regarding the similarities or differences in variance between the groups, which is an important requirement before conducting further statistical tests to compare the differences between the two groups.

Table 8 Results of Homogeneity Test

	Post-test	
	Experiment	Control
Mean	93.13	79.89
Variance	76.63	59.99
Observation	32	37
Df	31	36
F count	1.2774	
Ftable	1,7701	

(Data processed using Ms. Excel version 2021)

Based on the results of the homogeneity test presented in Table 4.8, it is known that the calculated F value of 1.2774 is smaller than the F table of 1.7701 at a significance level of 5% with degrees of freedom of 31 in the experiment and 36 in the control, respectively. Based on the decision criteria if $f_{hitung} < f_{tabel}$, then the data can be said homogeneous. With value $1.2774 < 1.7701$ then it can be concluded that the research data is said to be homogeneous.

Hypothesis Testing

Hypothesis testing was conducted to determine whether there was a significant difference between the learning outcomes of students taught with the *Numbered Heads Together cooperative learning model* and students taught with conventional methods. With the condition that the data is normally distributed and homogeneous, the t-test was used. The test was conducted at a significance level of 0.05 with the decision-making criteria if the value $t_{hitung} > t_{tabel}$, then H_0 is rejected and H_a is accepted, which means there is a significant influence of the

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Numbered Heads Together cooperative learning model on student learning outcomes. Conversely, if $t_{hitung} < t_{tabel}$, then H_0 is accepted and H_a is rejected, which indicates that there is no significant influence of the learning model. The following are the results of the hypothesis test:

Table 9 Hypothesis Test Results

	Experiment	Control
Mean	93.13	79.89
Variance	76.63	59.99
Observations	32	37
Pooled Variance	67.69	
Df	67	
t count	6,682	
t table	1,996	

(Data processed using Ms. Excel version 2021)

Based on the results of the hypothesis test contained in Table 4.9, it can be seen that the mean value of the experiment is 93.13 and the mean control is 79.89. The variance for the experimental group is 76.63, while the variance for the control group is 59.99. The pooled variance used in the calculation t_{hitung} is 67.69. $Df = 69 - 2$, then t_{tabel} is 1.9960 while t_{hitung} is 6.682. So $t_{hitung} > t_{tabel}$ with a significance of 0.05. So based on the results obtained H_0 is rejected and H_a is accepted which means there is a significant influence of the *Numbered Heads Together* cooperative learning model on student learning scores in the subject of Economics for class XI at SMA Swasta Tamansiswa Pematangsiantar.

RESEARCH DISCUSSION

The research conducted at Tamansiswa Private High School, Pematangsiantar includes: two classes, namely the experimental class and the control class. Before being given treatment, *A pretest* was conducted in both classes to determine the students' initial abilities. Class experiment own mark average 56.25 And class control own mark The average is 62.49 . After knowing the initial abilities of students in both classes, Next, students will get a different learning model. Students on class experiment taught with use model cooperative learning *Numbered Heads Together* , while students in the control class used the model conventional or lecture. After giving different treatment to experimental class and control class, students were given *a post-test* at the end of the meeting after learning the material to find out the students' learning outcomes. The average value *post-test* For class experiment is 93,125 whereas class control is 79,892. Furthermore, after conducting a normality test on the results of *the pre-test* and *post-test* of the class experiment And class control, results obtained data distributed normal. After know data distributed normal, step furthermore is test homogeneity. It is known that the value f_{hitung} is 1.2774 and f_{tabel} is 1.7701 then the experimental class And class control originate from variants Which The same Because $1.2774 < 1,7701$. By Therefore, there is no difference between the two, the data is called homogeneous and has variance Which the same. In hypothesis testing using the t-test, the data that The results of *the post-test* for both classes were tested . A significance level of 5% was used. or = 0.05 obtained t_{hitung} of 6,682 and t_{tabel} of 1,996. Because $t_{hitung} > t_{tabel}$ so H_0 is rejected. So H_a is accepted. From here it can be concluded that the learning value student Which taught with use model learning *Numbered Heads Together* cooperative influence And Good used in learning.

CONCLUSION

Based on the analysis of pre-test and post-test data, it is clear that the average score of students in the experimental class using the *Numbered Heads Together* cooperative learning model experienced a significant increase. The average post-test score of the experimental class reached 93.13, while the control class only reached 79.89. In addition, the decrease in the standard deviation in the experimental class indicates that the variation in scores between students is decreasing, which means that the improvement in learning outcomes occurred evenly among all students after participating in the learning. The t-test results also support this research, where the t-count value is 6.682 and the t-table value is 1.996 where the t-count > t-table with a significance level of 0.05. Thus, H_0 is rejected and H_a is accepted. This proves that there is a significant influence of the *Numbered Heads Together*

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