

Application of Numbered Head Together Type Cooperative Learning Model to Overcome Learning Saturation of Elementary School Students

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Abstract

This study aims to determine the application of the NHT (Numbered Head Together) type of cooperative learning model to overcome student learning saturation. This type of research is PTK with research instruments using observations, questionnaire sheets, and documentation. The results of this study were high precyclical; there were ten students (43.48%), nine students (39.13%), and low only four students (17.39%). On the other hand, cycle I result in a learning saturation of 5 students (21.74%), which is still high, medium 14 students (60.87%), and low remaining four students (17.39%). In comparison, cycle II students who are high in learning saturation 0 students (0.00%), medium eight students (34.78%), and low 15 students (65.22%) can be concluded that learning saturation in students has decreased quite rapidly, and answers the problem in this study, namely the completion of learning saturation in grade IV students of SD Negeri 8 Salobulo Kota Palopo.

Keywords: *Cooperative Learning, NHT, Learning Saturation*

Introduction

Education is very important and fundamental for every individual, both in personal interests and as citizens. However, whether or not the achievement of educational goals greatly depends on how students experience the learning process. As an educator, it is known that a teacher's professionalism is not in his ability to carry out interesting and meaningful Learning for his students.

In the learning process, the Learning carried out by the teacher is mostly presented with a conventional model and slightly accompanied by Q&A. As a result, students receive only information in finished form from the teacher, while students must master the material actively and independently. Some of them just expect help from teachers without wanting to try to cooperate with friends. Learning conditions like this cause student learning saturation.

Mohammad Fauziddin and Ade Agusriani (2021) argue that the lack of confidence and low process of understanding the lessons received is caused by giving too many tasks, and a monotonous learning atmosphere creates a cynical and adaptive attitude towards

the Learning provided. The opinion was added by Malita et al. (2016). If this is considered a passing wind, then the student will give rise to the saturation of learning many times in one study period. It will be the ultimate challenge for homeroom teachers to be able to solve this problem.

According to Mahrita Indah Sari (2019), the dominant factor that causes students to often feel saturated in the learning process is environmental factors. That factor makes students not infrequently leave lessons because they are too heavy and less interesting. The existence of limited student abilities is also one of the impacts of this factor.

One way to overcome learning saturation is to use a cooperative learning model. Cooperative Learning is a learning approach that focuses on small groups of students working together to maximize learning conditions to achieve learning goals. This quality of interaction and communication is expected to reduce student learning saturation.

Haniya, L., S., & Wahyuni, S. (2021) said cooperative Learning comes from the word cooperative, which means to do something together – together by helping each other as a group or team. This cooperative Learning has a characteristic of team learning based on cooperative management and cooperation skills. In addition to the characteristics of cooperative Learning, it also has elements, namely learning together with friends during the learning process occurs face-to-face with friends, listening to each other's opinions between group members, learning from one's friends in groups, studying in small groups, being productive in talking or expressing opinions with each other and heterogeneous. Types of cooperative learning models such as NHT, STAD, Jigsaw, group investigation, make match make, and TGT

Spencer Kagan, in the journal Ibrahim (2000), the cooperative learning model is a simple structure with four stages that are used to review facts and basic information that regulate student interaction. The NHT-type cooperative learning model can be used for problem-solving of limited difficulty and also encourages students to improve cooperation between students. Therefore, the NHT-type learning model is expected to overcome learning saturation.

There are several opinions regarding learning saturation in the journal Zuni Eka Kusumawati (2015). According to Tursan Hakim, learning saturation is a person who feels reluctant, lethargic, not eager to do learning activities occurs due to the mental state of a person who experiences a very bored or saturated feeling while in the journal Nunung Agustina Ambarwati (2016) Abu Abdirrahman Al-Qawiy said that learning saturation is someone who is under pressure is very profound and has come to a certain point. In line with this statement in the journal Ni'matul Fauziyah (2013), Muhibbin Shah stated that the saturation of Learning is a situation where students can no longer receive lessons even if the essence of Learning is no longer suitable. Another opinion expressed by Agustin is the emotional state of students when they feel saturated and tired both mentally and physically due to increasing academic demands in the journal Naeila Rifatil Muna (2016). Based on these various opinions, the researchers concluded that learning saturation is the

mental state of students who can no longer accommodate or receive lessons. We can see this from the aspects of learning saturation, namely emotional fatigue, physical fatigue, congenital fatigue, motivational fatigue, and not bringing results. Learning saturation occurs due to various factors such as academic burden, lack of social support, and playing context. Learning saturation also has an impact both in terms of emotions and behavior; in the journal Putri, TRE & Rozzaqyah F. (2022), Agustin, in terms of emotions, said students will like to be angry – angry, insomnia, do not care about schoolwork, irritability, often restless and feel inferior while in terms of behavior Nurmalasari stated that usually students would skip school, cheating, not paying attention to the material, anxious during the test, not mastering the material, not feeling at home in the room, afraid of the teacher, and so on

In the cooperative learning model, there are several types of, one of which is the NHT (*Numbered Head Together*) type cooperative learning model. The NHT (*Numbered Head Together*) type cooperative learning model is a cooperative learning model that requires students to think together in their groups. Each group member is numbered and has the opportunity to answer questions from the teacher.

The NHT learning model is expected to make students become enthusiastic in the learning process and can more easily understand the material being taught. To create a fun learning atmosphere and attract students' attention in the learning process or, usually, say, the learning process while playing. Based on this description, the researcher aims to find out how the application of the NHT Type Cooperative Learning Model (*Numbered Head Together*) to Overcome Student Saturation in Grade IV SD Negeri 8 Salobulo Palopo City

Method

This research is a type of class action research, which is a discernment of learning activities in the form of an action, which is deliberately raised and occurs in a class together. The action was given by the researcher with a direction from the homeroom teacher applied to the students of Suharsimi Arikunto et .al. (2011). The researcher collaborated with the homeroom teacher of class IV and only took a research subject from students in grade IV of SD Negeri 8 Salobulo, Palopo City. In this study, researchers used techniques to collect observation data (observation), questionnaire sheets, and documentation

In processing data and, analyzing the collected data, making decisions from existing data, researchers use formulas following the opinions of Anas Sudjono (2005), namely:

$$P = \frac{F}{N} \times 100\%$$

Information

F = The frequency with which the presentation is being searched

N = *Number of cases*

P = Percentage number

In the journal Julia R and Putri RM (2022), Aswar stated that researchers using categorization formulas to measure the level of learning saturation are as follows:

Table.1. Categorization Formula

High	$X < M - 1SD$
Medium	$M - 1SD \leq X < M + 1SD$
Low	$M + 1SD \leq X$

Data were obtained from 23 respondents who were the subjects of the researcher's study to be analyzed using *Microsoft office excel 2007*.

Result

Precyclical

Before carrying out the research, the researcher first carried out the teaching and learning process using the lecture method, and it was seen that if the Learning only used the lecture method, students were less enthusiastic about Learning, did not pay attention to Learning, ran around in class, hooked up friends and even seemed to yawn during the learning process because they only focused on the teacher. It is what underlies researchers to use NHT type and advanced cooperative learning models in the next stage, namely cycle I and cycle II.

Table 2. Frequency distribution and percentage of precyclical scores

Category	Interval	Sum	Presented
High	$X < 70,5$	10	43,48
Medium	$70,5 \leq X < 105,7$	9	39,13
Low	$X \geq 105,7$	4	17,39
Total		23	100

Based on the table above, it can be seen before applying the NHT (*Numbered Head Together*) type cooperative learning model, the results of high student learning saturation were ten students (43.48%), while nine students (39.13%) and low only four students (17.39%) for a clearer picture of student learning saturation in grade IV SD Negeri 8 Salobulo Palopo.

Cycle I

The initial meeting of the research began in cycle I. the research begins with introducing learning materials and starting with an NHT (*Numbered Head Together*) type cooperative learning model. The results of the learning process are attached to the following table:

Table 3. Frequency distribution and percentage of cycle one scores

Kategori	Interval	Jumlah	Presentase
Tinggi	$X < 81$	5	21,74
Sedang	$81 \leq X < 110$	14	60,87
Rendah	$X \geq 110$	4	17,39
Total		23	100

Based on the percentage of student learning saturation results in the first cycle, there are five students (21.74%) who are still high, medium 14 students (61.3%), and low only four students (17.39%) for a clearer picture of student learning saturation in grade IV SD Negeri 8 Salobulo Palopo.

Based on diagram 1 and diagram 2 shows a decrease in student learning saturation, but it has not been maximized because the low category is still the same frequency and prevalence and has not increased. Therefore, researchers continue on cycle II.

Cycle II

Table 4. Frequency distribution and percentage of cycle II scores

Kategori	Interval	Jumlah	Presentase
Tinggi	$X < 98$	0	00,00
Sedang	$98 \leq X < 116$	8	34,78
Rendah	$X \geq 116$	15	65,22
Total		23	100

Based on the table in cycle II, the results of high student learning saturation are not 0 students (00.00%), medium eight students (34.78%), and low only four students (65.22%) for a clearer picture of student learning saturation in grade IV SD Negeri 8 Salobulo Palopo.

Based on the results it shows a rapid decrease in learning saturation and is said to be successful because there is no longer a high learning saturation, so the researcher ends the study up to two cycles.

Discussion

Precyclical

Before carrying out research by applying the NHT (*Numbered Head Together*) cooperative learning model, researchers carry out the teaching and learning process of Class IV, whose learning process uses the lecture method with the material Theme 1 The Beauty of Togetherness Subtheme 1 cultural diversity of Bangsaku Learning 1 and it can be seen that if learning only uses the lecture method students are less enthusiastic, pay less attention to Learning, run around in class, hook up friends and even seem to yawn during the learning process because learning only focuses on the teacher. It then underlies researchers to use NHT type and advanced cooperative learning models in the next stage, namely cycle I and cycle II.

Cycle I

Planning

Planning is the preparation that is carried out for the conduct of class action research. At this planning stage, researchers make preparations, including the following:

1. Make a learning implementation plan (RPP) about the material taught using the discussion method. The material that will be taught in cycle I am Theme 1, The Beauty of Togetherness Subtheme 1, cultural diversity of my nation's 2nd Learning.

2. Make a questionnaire to find out the saturation of student learning in the first cycle.

Implementation

Implementation is the implementation of all the action plans that have been made; as for the scarcity – the steps taken are:

1. Researchers convey learning objectives and activities to be carried out
2. The researcher gives an apperception of the material to be taught.
3. Researchers divided the students into four groups of 5 students. Where each group is given a different sub-material.
4. Researchers provide an opportunity for each group to discuss the material provided and then convey the results of their group work.
5. Each group was allowed to ask questions.
6. Researchers guide students during the discussion.
7. Evaluating the process and results of discussion activities.

Observation

Observation is an activity carried out in conjunction with the implementation of actions by looking directly at the activities of the learning process. Based on the observations that have been made during the learning process, the following results were obtained:

1. Students mostly like NHT (*Numbered Head Together*)
2. Of the 23 students, not all of them seem to be active in the learning process by applying NHT (*Numbered Head Together*)
3. Some students have the nature of being embarrassed to ask questions.
4. The courage of students to express opinions is still lacking
5. The evaluation results regarding the increased student learning saturation are still slightly increased.

Reflection

Reflection is a stage to study and process the data obtained when observations are made. Reflection is determined whether cycle I should be repeated or has been successful. Based on researchers' observations during the learning process in cycle I, learning with the application of NHT (*Numbered Head Together*) has proceeded according to the planned procedure. However, some students still do not participate in learning seriously because there are still a few other students who choose to take Learning seriously, but there are still a few other students who choose to chat or play, and some even go in and out of the classroom during the discussion. In addition, students still feel reluctant and embarrassed to ask questions and express their own opinions about the material taught because some students are not sure about the answers and do not understand the material

taught, so a small percentage only ask questions and express their opinions of students in the first cycle.

Based on the implementation in the first cycle, it was obtained that the implementation of Learning was still not effective because it still did not carry out learning activities following the RPP. Besides that, students were still embarrassed to ask questions and opinions, so the researcher continued to cycle II. However, at the end of the meeting, the researcher gave a message to students to read and study first at home the material that will be taught and discussed at the next meeting in cycle II and explained the results of the discussion in their respective notebooks.

Cycle II

Planning

Planning is the preparation that is carried out for the conduct of class action research. At this planning stage, researchers make preparations, including the following:

1. Make a learning implementation plan (RPP) about the material taught using the discussion method. The material that will be taught in cycle II is Theme 1, The Beauty of Togetherness, Subtheme 1, cultural diversity of my nation's 3rd Learning
2. Make a questionnaire to find out the saturation of student learning in cycle II

Implementation

The implementation of the second cycle is carried out following what is planned in the learning planning is:

1. Researchers provide direction and motivation to students about the importance of the material to be studied
2. Researchers say that whether all students have read and studied the material to be taught and discussed.
3. Researchers say that students who dare to express their opinions either in the form of questions or those who answer questions will be recorded and given additional grades.
4. The researcher gives directions that later the researcher can suddenly choose randomly who will represent his group of friends to present, answer and give questions
5. Researchers divided the students into four groups of 5 students. Each group is given different sub-materials and different group friends from the I cycle group.
6. Researchers provide an opportunity for each group to discuss the material provided and then convey the results of their group work.
7. Researchers direct each group to express opinions and questions related to sub-material from other groups
8. Researchers invite students to discuss each question from representatives of each group
9. Researchers guide students during the discussion.

Observation

Observation is an activity that is carried out in conjunction with the implementation of the learning process. Based on the observations that have been made during the learning process taking place in cycle II, the following results are obtained:

1. Students start to be active and not shy – shy again, asking questions
2. Students already dare to express their own opinions
3. When an evaluation is carried out, student interest in learning the lesson has increased.

Reflection

Reflection is a stage to study and process the data obtained when observations are made. The successes obtained in cycle II are as follows:

1. Students dare to express their opinions because they have studied at home before the material is taught in class. In addition, students are more focused on paying attention to the presentation because researchers may appoint students to ask and answer so that students become familiar with the material being taught, which makes them confident and courageous to express their opinions either in giving questions or giving answers.
2. Researchers can build student learning activity in Learning because the attractive presentations of each group are also encouraged by providing additional value from researchers if students can express opinions.
3. Decrease in student learning saturation both with the learning process following the rpp that researchers have designed due to a significant decrease in learning saturation

Conclusion

In the pre-cycle learning process, researchers get results if learning only uses the lecture method, and it can be seen that if the Learning only uses the lecture method, students are less enthusiastic about Learning, pay less attention to Learning, run around in class, disturb their deskmates and even seem to yawn during the learning process because they only focus on the teacher. It is what underlies researchers to use NHT type and advanced cooperative learning models in the next stage, namely cycle I and cycle II.

This research was carried out in two cycles, and each cycle was carried out with three meetings (two material discussions and one time for questionnaires of cycle results) and different materials for each cycle. The implementation of the first cycle obtained the implementation of Learning is still not effective because it still has not carried out learning activities following the RPP. Students are still embarrassed to ask questions and express their opinions, so researchers continue the research to cycle II. However, in the end, the researcher meeting gives a message to students to read and study first at home the material to be taught and discussed at the next meeting in cycle II and explains the results of the discussion in their respective notebooks then for student learning saturation in learning using the NHT (*Numbered Head Together*) type has decreased and resolved.

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