

## Improving Student Learning Outcomes in The Legal Protection and Law Enforcement Materials Through Numbered Heads Together Cooperative Learning Model

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### ABSTRACT

*The purpose of this study was to find a solution to the problem in applying the NHT (Numbered Heads Together) cooperative learning model to improve student learning outcomes in Class XII Social Studies Major of SMA Mathla'ul Anwar High School Batujaya Karawang. This study used a classroom action research method. The study was conducted in three cycles and each cycle consists of 4 steps, namely planning, acting/implementing, observing, and reflecting. The results of the study show students' improvement in understanding the legal protection and law enforcement materials after the implementation of NHT cooperative learning model. By using the NHT model, the students find it easier to understand the concepts that used to be considered difficult. Before implementing the model, the understanding level of the students at SMA Mathla'ul Anwar Batujaya Karawang was relatively low because some students' scores were below the minimum completeness criteria. After the actions in the three cycles were completed, the student learning outcomes increase. The students' average score before the treatment was 60.16. It increased to 68.25 in cycle 1, 72.50 in cycle 2, and 80.25 in cycle 3. This increase indicates that the NHT model can help the students improve their understanding. In the learning process using this model, the students feel that they are systematically guided in understanding the materials. Moreover, it helps the students in improving their ability to explain the learning materials and to provide examples on the legal protection and law enforcement materials in the learning process using the NHT cooperative learning model.*

**Keywords:** *learning outcomes, legal protection, law enforcement, NHT cooperative learning model*

### ABSTRAK

*Tujuan dari penelitian ini adalah untuk mendapatkan suatu pemecahan masalah tentang penerapan model pembelajaran kooperatif tipe NHT (Numbered Heads Together) untuk meningkatkan hasil belajar siswa di Kelas XII IPS SMA Mathla'ul Anwar Batujaya Karawang. Metode penelitian ini menggunakan metode penelitian tindakan kelas (classroom action research). Metode tersebut menggunakan tiga siklus dan tiap siklus terdiri atas empat langkah, yakni perencanaan, kegiatan, observasi, dan refleksi. Berdasarkan hasil penelitian dan analisis yang penulis lakukan, terdapat adanya peningkatan pemahaman siswa melalui metode Numbered Heads Together (NHT) dibandingkan kelas lain yang tidak menggunakan metode ini. Numbered Heads Together (NHT) dapat meningkatkan pemahaman siswa tentang materi perlindungan dan penegakan hukum. Dengan Numbered Heads Together (NHT) kelompok, siswa akan lebih mudah menemukan dan memahami konsep-konsep yang dianggap sulit. Sebelum dilakukan tindakan, tingkat pemahaman siswa di SMA Mathla'ul Anwar Batujaya Karawang masih terbilang rendah karena masih terdapat siswa yang memperoleh nilai di bawah KKM. Akan tetapi setelah dilakukan tindakan pada siklus 1, 2*

dan 3, hasil belajar mengalami peningkatan dari yang semula nilai rata-rata kelas 60,16 pada siklus 1 menjadi 68,25, 72,50 pada siklus 2, dan 80, 25 pada siklus 3. Metode NHT dapat membantu para siswa untuk meningkatkan pemahaman mereka, karena dalam proses pembelajaran siswa merasa terbimbing dalam memahami materi pelajaran yang mereka pelajari, dan siswa dapat meningkatkan kemampuan menjelaskan materi yang mereka pelajari serta memberikan contoh pada materi perlindungan dan penegakan hukum dengan menggunakan model pembelajaran kooperatif tipe NHT.

**Kata kunci:** hasil belajar, perlindungan hukum, penegakan hukum, model pembelajaran NHT



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Received: August 02 2019

Revised: July 13 2020

Accepted: October 2 2020

## INTRODUCTION

In a learning process, learning outcomes are often used as binoculars to see improvements in one's learning; therefore, educators must be able to measure the students' mastery of the concept in the given materials by looking at their learning outcomes (Kholis, 2017). Students' learning success is influenced by several factors that come either from the students themselves or from the teacher as an educator. The factors originating from teachers include the ability to design learning that can foster students' learning motivation and create an interesting and enjoyable learning atmosphere (Ayuwanti, 2016). The use of learning methods is one of the factors leading to the students' success in learning. The use of appropriate methods is important to help students achieve their learning goals (Dewi, 2016). It can be said that high and qualified student learning outcomes can be produced from a quality learning process, and to produce a quality learning process requires the teacher's ability to apply learning methods that are appropriate with the students' needs. The mismatch in applying learning methods can reduce the quality of the learning process and hinder the students' learning improvement. Meanwhile, the improvement of student learning outcomes at school can only be carried out with the use of appropriate learning methods applied by teachers. Thus, this study aims at finding out how the use of certain learning method improves the student learning outcomes (Nasution, 2017).

One of the learning methods or models that can be applied is numbered head together (NHT) cooperative learning, a learning model that is basically a variation of group discussions. In applying NHT, the teacher appoints a student who represents his/her group. In appointing the student, the teacher does not tell in advance who will represent the group. Such appointment guarantees the total involvement of all students and is an excellent effort to increase individual responsibility in group discussions. In addition, the NHT learning model provides opportunities for students to share ideas and consider the most appropriate answers. The involvement of all students will certainly have a positive impact on students' motivation. In NHT cooperative learning model, each student has equal opportunity to present their assignments in front of the class. Students can be organized with a queuing model, i.e., by using numbers; therefore, the learning process is no longer dominated by

certain students only (Surya, 2018). NHT cooperative learning model is a learning model that divides students into a group of 3-5 students heterogeneously, and each student within each group is given a number. In most classroom discussion, each of the groups gets the same material. With this numbering system, the students are required to always be ready to present the results of their group discussions so that each student will try to understand the results of their group work, take responsibility for the results of their discussions, and be actively involved in the discussion activities. This learning model encourages students to increase their cooperation so that students' learning activeness can increase along with their total involvement in the group discussion (Atiyah, 2018).

Guided by the NHT model, each of the students has a sense of responsibility to try to answer and understand the problems given by the teacher. NHT learning also makes students feel ready to present the results of the discussion because the teacher will call students randomly based on the numbers assigned to them. Besides, as the members of the groups are randomly selected, the groups contain the students with different level of academic ability. Therefore, during learning activities in groups, the students with higher academic ability can help and motivate students with lower academic ability. This makes the learning process become more enjoyable. The interaction between the teacher and students is also well established so that students do not feel awkward in delivering their opinions or questions. Such learning process will make the students feel happy doing the learning activities and overcome their boredom, so it accelerates students' learning and understanding processes. Therefore, the application of the NHT learning model is an appropriate way to improve the students' cognitive learning outcomes (Nursyamsi SY, 2016).

The students' low achievement or low learning outcomes was caused by the assumption that teaching is a process to transfer knowledge, not to build knowledge, process skills and attitudes. Students often experience both internal and external difficulties. Internal difficulties are in the form of students' low cognitive abilities, interests, talents and motivation. External difficulties include the lack of facilities and improper learning strategies applied by teachers. Pancasila and Citizenship Education (PPKn) is one of the subjects that aims to build good citizens to live in the society, nation, and state. The students' learning process is very influential on their learning success. One of the highly supportive factors is the role of teachers who can master and apply appropriate learning methods and models (Fajriyati, 2019).

The learning activities observed in SMA Mathla'ul Anwar High School Batujaya, Karawang regency were less effective, especially in the legal protection and law enforcement materials, because the students looked active-negative. The students only listened and took notes actively. This indicates the teachers' failure in managing the learning process due to their conventional learning methods. In addition, the class atmosphere was boring because the teachers were busy delivering the materials without considering two-way communication. Most of the teachers did not vary the learning models. Such learning situation suggests the need of more learning model variations. One of the learning models to apply to overcome such problem is numbered head together (NHT) cooperative learning model. In the

learning process, NHT was applied in four stages: (1) numbering, (2) asking questions, (3) thinking together, and (4) answering (Sulfiani, 2016).

NHT cooperative learning model is a type of cooperative learning model designed to influence students' interaction patterns and serve as an alternative to traditional classroom structures. With this cooperative learning model, students can interact with each other in their group. In their group, they seriously discuss or think together about the learning materials, the students with higher academic ability help others with lower academic ability or those who are not good at completing their assignments. By helping each other during the discussions, the students look socially cooperative in completing the tasks. In classroom discussion involving all the groups, each group member must listen carefully to their group's member's answers; therefore, when one of their group's members encounters difficulties in answering teacher's question, they can help by delivering their opinions to improve the group's performance (Nurfitria, 2019).

Based on the observations by the researchers, the students' achievement in understanding the importance of legal protection and law enforcement is low. Generally, students' success in learning is indicated by the defined score of the minimum completeness criteria of Class XII at equal to or higher than 75. Based on the data of students' scores in legal protection and law enforcement materials in Class XII IPS of SMA Mathla'ul Anwar Batujaya Karawang, the researchers found only 12 out of 33 students meet the minimum completeness criteria, while the remaining 21 students do not. One of the factors leading to such failure is the use of ineffective learning model. Therefore, it is necessary to use a more effective learning model to improve the students' learning outcomes in understanding the importance of legal protection and law enforcement. The use of NHT cooperative learning model is considered appropriate to improve the student learning outcomes because it makes students more active and flexible in understanding the materials presented (Danti, 2015).

The students' success in learning can be seen from their achievement. In education, students' success on certain learning materials will be assessed through tests of learning outcomes. The expected outcome is an optimal and high learning achievement. However, different students have different learning achievement results (Wardani, 2015). Improving the students' learning outcomes on legal protection and law enforcement materials is a shared responsibility among schools, teachers, and students themselves, but the most responsible is the teachers because they deal directly with the students. In the process of achieving the learning objectives, teachers play a significant role. In addition to serve as educators, they also serve as administrators in the field of education and teaching because the implementation of the learning process needs to be well administered including making lesson plans and recording learning outcomes. As teachers, they certainly expect their students to get better learning outcomes and become intelligent people.

Learning outcomes are benchmarks to determine students' success in knowing and understanding the materials learned. Learning outcomes can also provide information to the institution or students themselves about their level of mastery and ability in the materials and skills from the subject matter (Yenni, 2016).

Learning outcomes are the abilities obtained by the students after going through learning activities. Programmed and controlled learning activities are called learning activities or instructional activities. Students who succeed in learning are those who achieve the learning objectives or instructional goals (Qomariah, 2016). Learning outcomes are changes in physical, mental, and intellectual skills from learning activities both at formal education levels such as schools and non-formal education levels such as family and community that will be used in daily activities in schools and society (Ariyanto, 2016). Also, learning outcomes are in the form of changes in individual behavior; these changes are not only about the amount of knowledge but also in the form of skills, habits, attitudes, understanding, appreciation, interests, adjustment, or in short, regarding all aspects of one's personality (Nasution, 2000). Besides, learning outcomes are a final assessment of the process and recognition that has been done repeatedly, which will be stored for a long time or even will not be lost forever because the results of learning contribute in forming individuals who always want to achieve better results that will change the way of thinking and produce better work behavior (Sulastri, 2014). The low ability of students to understand the legal protection and law enforcement materials is characterized by the students' less attention to the materials, their lack of participation in the learning process (just listening to the teacher's explanation), their low scores (under the minimum completeness criteria), and their lack of ability in explaining the importance of legal protection and law enforcement. Therefore, if the problem is not immediately addressed, this will result in their undervaluing the materials and lack of understanding of the importance of legal protection and law enforcement.

Regarding the problem of students' low ability in learning the materials about legal protection and law enforcement, it is necessary to have learning innovations that are oriented towards student learning outcomes, so the teacher is required to look for methods or strategies/models of teaching Pancasila and Civic Education that are suitable for the students' development. One of them is the numbered head together (NHT) model, which is one of the types of cooperative learning model, which is effective among students who have a low, medium, or high ability.

Based on the rationale elaborated above, the researchers use NHT cooperative learning model to improve the learning outcomes in understanding legal protection and law enforcement materials in SMA Mathla'ul Anwar Batujaya Class XII.

## **RESEARCH METHOD**

This study used classroom action research, a scientific activity carried out by the teacher in his/her own class by designing, implementing, observing, and reflecting actions through several collaborative cycles and participation aimed at improving the quality of the learning process in the classroom (Kunandar, 2011). This classroom action research was conducted in 3 (three) cycles, and each cycle was carried out in accordance with the learning objectives to be achieved. Each cycle consisted of four stages: planning, acting/implementing, observing, and reflecting.

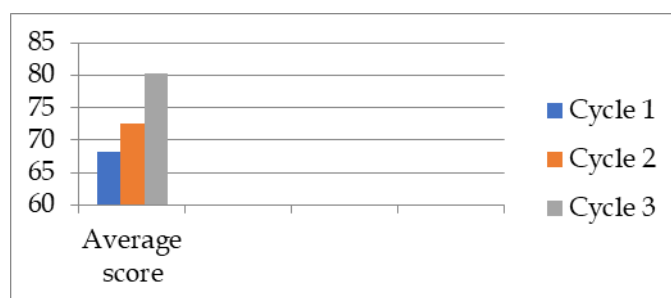
In this study, the source of the data was the students of Class XII IPS (social science major) at SMA Mathla'ul Anwar Batujaya Karawang, consisting of 33 students. The data were collected through documentation, testing, and observation.

The data were analyzed using a descriptive analysis method to find out the improvement tendency of student learning outcomes at each learning cycle. The success criteria in this classroom action research were: 1) the learning outcomes reach an average score of 75, which means that the level of mastery of competence is at least 75, and a minimum of 80% is completed, 2) the average score of the variable measured by the student activity sheets reaches a minimum of good or high quality.

## RESULTS AND DISCUSSION

Based on the results of observations in the field, it is found that the students' understanding through learning using NHT model has increased compared to using lecture or other methods. This improvement can be seen from the results of the post test conducted in the three cycles. In cycle 1, the average score of the class was 68.25. It increased to 72.50 in cycle 2 and 80.25 in cycle 3. For more details, the results are displayed in the graph below.

**Graph 1. Student Learning Outcomes after Using the Numbered Heads Together (NHT) Model**

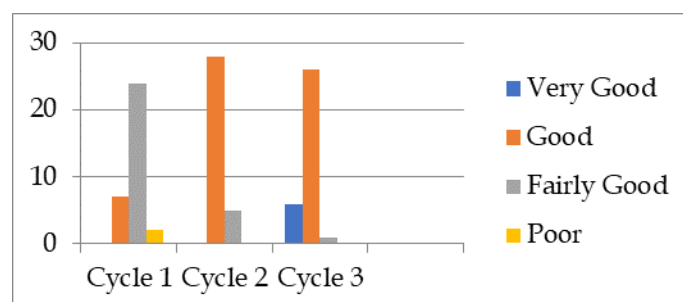


In learning activities using the NHT model, the ability of the students to explain and give examples of the learning material concerning legal protection and law enforcement has increased. Based on the results of observations in cycle 1, none of the students had a very good understanding of the learning materials: 7 students (21%) had a good understanding, 24 students (63%) had a fairly good understanding, and 2 students (16%) had a poor understanding of the learning materials. Thus, the students' level of understanding in cycle 1 is categorized "fairly good". Like in cycle 1, none of the students had a very good understanding of the learning materials in cycle 2: 28 students (84%) had a good understanding, 5 students (16%) had a fairly good understanding, and none of them had a poor understanding of the learning material. The results were different in cycle 3 because 6 students (18%) already had a very good understanding of the learning materials. Meanwhile, 26 students (81%) had a good understanding, 1 student (1%) had a fairly good understanding, and none of the students had a poor understanding of the learning material. Thus in cycle 3, the category of the students' level of understanding had been in line with the expectations of the researchers, i.e. more than 80% of the students were in the "good" category. The results can be illustrated in the Graph 2.

Based on the results of the interviews with teachers at SMA Mathla'ul Anwar Batujaya Karawang, it is concluded that the use of NHT model was very effective in

improving the understanding of the senior high school students in Class XII social science major of SMA Mathla'ul Anwar Batujaya Karawang on the legal protection and law enforcement materials. Using the NHT model allegedly increased the students' level of understanding because they have been able to explain and provide examples related to the legal protection and law enforcement materials.

**Graph 2: Student Understanding Level after Using Numbered Heads Together (NHT) Model**



Learning outcomes are the attainment of a form of behavior change that tends to persist from the cognitive, affective, and psychomotor domains of the learning process carried out within a certain time. One's learning outcomes can be known by conducting tests and measurements (Hutauruk, 2018). The value of learning outcomes is an indicator that can be used to measure a person's learning achievement. The value of learning outcomes reflects the results achieved by someone in cognitive, affective, and psychomotor domains (Rostrieningsih, 2010). Tests and measurements require tools as data collectors called instruments for assessing learning outcomes. The instrument is divided into two major parts, namely test and non-test. Learning outcomes can be measured through the progress obtained by students after studying earnestly. Learning outcomes represented in the students' behavior changes can be observed and measured through changes in their attitudes and skills.

To measure the students' learning outcomes, the researchers conducted a post-test after using the NHT model in the learning process. The results show that the students' learning outcomes after having been treated using the NHT model increased compared to their learning outcomes when treated using lecture or other methods. NHT is a type of cooperative learning model, an approach with the ability to make the students more actively involved in studying the material and checking their understanding of the contents of the learning materials (Ibrahim et al., 2000).

Law enforcement is an effort made to make the law, both in the narrow formal sense and in the broad material sense, a guide for behavior in every legal act, both by the relevant legal subjects and by law enforcement officials who are officially assigned the task and authority by law to guarantee the functioning of legal norms that apply in the life of society and the state. The results of the post-test after conducting the three cycles show an increase in the students' learning outcomes. In cycle 1, before taking the action, the students' average score in understanding the materials of law protection and enforcement was 68.25. It increased to 72.50 in cycle 2, and 80.25 in cycle 3. The results of learning activities are marked by a change in

behavior toward a relatively permanent positive direction in the students' learning behavior. The students can be said to have succeeded in their learning if they are able to show changes in themselves. These changes include their ability to think, skills, or attitudes towards the objects being learned, in this case concerning the topic of legal protection and law enforcement. The students have begun to learn about the nature of law and the factors that influence law enforcement and legal protection.

These internal and external factors greatly affect the students' learning outcomes. In this study, the students' learning success was motivated by the external factor, i.e., the use of certain learning strategies. Learning strategies are one of the important aspects that affects the student learning outcomes. If the learning strategy is appropriate, then the student learning outcomes also tend to be better and vice versa (Prastowo, 2018).

The NHT learning model does not require the students to always memorize the materials, but the model gives freedom to the students to explore their own knowledge. In addition, in learning using the NHT, the students are actively involved in the learning process and discuss with their classmates in finding the answers to the problems addressed (Sihotang, 2017). Furthermore, in using the NHT learning model, the students' ability to explain and give examples of law violation cases is visible. The results of observations in cycle 1 show that none of the students had a very good understanding of the nature of law, it is categorized "fairly good". In cycle 2, although none of the students had a very good understanding of the learning material, the number of students with good understanding had increased to 28 students (84%), 5 students (16%) had fairly good understanding, and none of them had a poor understanding. In cycle 3, there were already 6 students (18%) with a very good understanding of the nature of law. Meanwhile, 26 students (81%) had a good understanding, 1 student (1%) had a fairly good understanding, and none of the students had a poor understanding of the nature of law.

The NHT model can improve the students' level of understanding in Class XII social science major at SMA Mathla'ul Anwar Batujaya Karawang on the legal protection and law enforcement materials. The improvement was indicated by their ability to explain and provide examples related to the legal protection and law enforcement materials. The students understand the importance and purpose of the law. If students already understand the purpose of the law, they will have legal awareness and obey the law. One small example is the students can enforce the rules or regulations at their school.

## CONCLUSION

The results of the study indicate that the use of NHT learning cooperative model improves the students' understanding of the legal protection and law enforcement materials. By using the NHT learning cooperative model, the students find it easier to understand the concepts that used to be considered difficult. Before using the model, the SMA Mathla'ul Anwar Batujaya students' level of understanding was relatively low because some students' scores were below the minimum completeness criteria. But after the three-cycle actions completed, the students' learning outcomes increase. The students' average score before the



treatment (in cycle 1) was 68.25. It increased to 72.50 in cycle 2 and 80.25 in cycle 3. The NHT learning model can help students improve their understanding because in the using this learning model students feel that they are systematically guided in understanding the materials. Besides, it helps the students in improving their ability to explain the learning materials and to provide examples related to the legal protection and law enforcement materials.

## ACKNOWLEDGEMENTS

The authors would like to thank those who have provided their assistance, particularly the Directorate of Research and Community Service, the Directorate General of Scientific and Technological Development and Advancements of Ministry of Research, Technology and Higher Education of the Republic of Indonesia, Research and Community Service (LPPM) of Universitas Singaperbangsa Karawang, Department of Youth Education and Sports Karawang District, and the Principal of SMA Mathla'ul Anwar Batujaya Karawang, who have given permission for conducting Community Service Activities in the National Competitive Category Community Partnership Program (PKM).

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