مقارنة تطبيق نموذج التعليمي الرؤوس المرقمة معا (Number Head Together) وطولة ألعاب الفريق (Team Games Tournament) لترقية مهارة الكلام إلى انتاج تعليم اللغة العربية للطلاب الصف الثامن المدرسة التوسطة الحكمة الأمانة فاجيت موجوكرطا

Halimah Nur Hasanah Febriyanti[1], Ninik Indrawati[2]

[1,2]Universitas Pesantren K.H Abdul Chalim, Indonesia
halimahnurkhasanah52@gmail.com[1], ninikindrawatiikhac@gmail.com[2]

Abstract: This study examined the effectiveness of two cooperative learning models, Numbered Heads Together (NHT) and Teams Games Tournament (TGT), on Arabic language learning outcomes among eighth-grade students at MTs Hikmatul Amanah. Employing a quantitative method with comparative and experimental approaches, the research involved 33 students as a sample from a population of 178 students. Results indicated that the mean score for Arabic language learning outcomes using the NHT model was 88.33, while the TGT model yielded a mean score of 85.18, both falling within the high category. Hypothesis testing produced $t\_observed$ (1.671)⁻ $t\_critical$ (1.55) at a significance level of 0.05, demonstrating a significant difference between the two models. In conclusion, both cooperative learning models proved effective in enhancing student learning outcomes, with the NHT model demonstrating superior results compared to TGT. This research provided valuable insights into the efficacy of cooperative learning strategies in improving Arabic language learning outcomes.

Keywords : *Arabic Learning Outcomes,Numbered Heard Together (NHT), Teams Games Tournament (TGT)*

Abstrak: Penelitian ini mengkaji efektivitas model pembelajaran kooperatif Numbered Heads Together (NHT) dan Teams Games Tournament (TGT) terhadap hasil belajar bahasa Arab siswa kelas VIII MTs Hikmatul Amanah. Menggunakan metode kuantitatif dengan pendekatan komparatif dan eksperimen, penelitian ini melibatkan 33 siswa sebagai sampel dari populasi 178 siswa. Hasil menunjukkan nilai rata-rata hasil belajar bahasa Arab dengan model NHT adalah 88,33, sedangkan dengan model TGT adalah 85,18, keduanya dalam kategori tinggi. Uji hipotesis menghasilkan t_hitung (1,671)⁻ t_tabel (1,55) pada tingkat signifikansi 0,05, menunjukkan adanya perbedaan signifikan antara kedua model. Kesimpulannya, kedua model pembelajaran kooperatif efektif dalam meningkatkan hasil belajar siswa, dengan model NHT menunjukkan hasil yang lebih baik dibandingkan TGT. Penelitian ini memberikan wawasan berharga tentang efektivitas strategi pembelajaran kooperatif dalam meningkatkan hasil belajar bahasa Arab.

Kata kunci: Hasil Belajar Bahasa Arab, *Numbered Heard Together* (NHT), *Teams Games Tournament* (TGT)

INTRODUCTION

Efforts to improve learning outcomes cannot be separated from the various factors that influence them. One of them is a creative teacher. Creative teachers are needed in improving student learning outcomes, because creative teachers will make the learning process more enjoyable so that the subject matter can be delivered optimally. Through interviews that researchers conducted with 10 students in class VIII, it shows that Arabic language lessons are generally not considered by students as difficult lessons. Learners never categorize Arabic subjects as a scourge like mathematics, physics, English and other subjects. But in fact, the value of students' learning outcomes in Arabic lessons is not better than the subjects that are considered difficult.[1]

This problem arises not only because the ability and motivation of students to learn is lacking, but when researchers ask about the extent of the learning model used or how often teachers use new learning models when learning takes place is minimal. So that the creativity of an Arabic teacher in managing learning also has a very big influence in improving student learning outcomes.[2]

The unsatisfactory results obtained by these students can be triggered by the existence of several problems, such as the number of students who underestimate or consider Arabic subjects easy, the learning process is less interesting so that students feel bored, the lack of activeness of students in asking questions even they sit quietly and are reluctant to ask even though there is a lot of material that they do not understand. In addition, many students do not pay attention to the explanation of the teacher when in class. [3]

Based on these problems, it is suspected that teachers apply learning models that are less effective, resulting in low student learning activities. Therefore, to make students' learning activities and interests increase, the right learning model is needed according to the characteristics of Arabic language subjects in order to optimize learning outcomes.[4]

Observing this, one of the efforts to improve students' Arabic learning outcomes is to apply effective learning models in the form of Teams Games Tournament and Numbered Heads Together learning models. Teams Games Tournament is a cooperative learning model commonly referred to as a team game match, where this learning places students in learning groups of several members and the groups are chosen heterogeneously.[5]

Numbered Heads Together is a type of cooperative learning that was created to influence the interaction patterns of students as an alternative to the international class

structure. This learning model is very interesting to be applied to Arabic language learning in class VIII Hikmatul Amanah.[6]

METHOD

This study used a quantitative approach.[7] Quantitative research methods can be interpreted as research methods based on positivist philosophy used to research on certain sample populations, sampling techniques are generally carried out randomly, data collection using research instruments, data analysis is quantitative or statistical with the aim of testing predetermined hypotheses. The research design used was Nonequivalent Control Group Design. This design is almost the same as the Pretest-Posttest Control Group Design, except that in this design the experimental group is not randomly selected. Two groups are given a pretest, then given treatment, and finally given a posttest.[8]

Data collection techniques are used to obtain the data needed, in accordance with the research instruments used, data collection in this study was carried out using observation techniques, interviews, and written tests. The observation mentioned in this research is to make observations of various phenomena/situations/conditions that occur. If the data source is a person, then observation is needed to understand the process of the interview: the subject's behavior during the interview, the subject's interaction with the researcher and things that are considered relevant so that they can provide additional data to the interview results. [9]

Interview is a data collection technique carried out through direct question and answer between researchers and sources or data sources. and finally, the written test which is meant to be a more formal information gathering tool compared to the other tools. In this study, researchers used interviews to strengthen information related to the implementation of the Teams Games Tournament (TGT) and Numbered Heard Together (NHT) type cooperative learning models in class VIII MTs Hikmatul Amanah Pacet Mojokerto.[10]

RESULTS AND DISCUSSION

This research used two different learning models, namely Numbered Heard Together (NHT) cooperative learning model and Teams Games Tournament (TGT) cooperative learning model. The Numbered Heard Together (NHT) type cooperative learning model was implemented in class VIII-A (experimental class I) while the Teams Games Tournament (TGT) type cooperative learning model was implemented in class VIII-D (experimental class II) and each class consisted of 33 and 27 students respectively.[11],[13] The research was conducted at MTs Hikmatul Amanah Pacet Mojokerto involving two classes, namely experimental class I and experimental class II.

Before being treated, both classes were given a pre-test to determine the initial learning outcomes of students. The average pre-test score for experimental class I was 76.5 and for experimental class II was 70.15. Based on homogeneity testing conducted, it was found that both classes had the same variance or homogeneous.[14],[16]

The learning outcomes of students in both classes before being treated received an average score of 70, then students were given different cooperative learning models on the material "visiting the sick".[17],[21] Students in experimental class I were taught with the Numbered Heard Together (NHT) type cooperative learning model and students in experimental class II were taught with the Teams Games Tournament (TGT) type cooperative learning model. After being given different treatments in experimental class I and experimental class II, at the end of the meeting students were given a post test to determine their learning outcomes. The average post test score in experimental class I was 88.33 while in experimental class II it was 85.15. From the tests carried out through the post test given, it was found that both classes had the same or homogeneous variance.[22]

Based on the average post test scores of both classes, it can be seen that the average post test score of experimental class I is higher than the average post test score of experimental class II. To prove whether there is a difference in learning outcomes, a t-test is used. The test results obtained tcount> ttable, namely 1.671> 1.655 at the level $\alpha = 0.05$, which means that there is a significant difference in the learning outcomes carried out by researchers. So Ho is rejected and Ha is accepted, which means that the alternative hypothesis which states that the Arabic learning outcomes of students taught with the Numbered Heard Together (NHT) type cooperative learning model are better than the Arabic learning outcomes with the Teams Games Tournament (TGT) type cooperative learning model in class VIII MTs Hikmatul Amanah Pacet Mojokerto.[23]

Cooperative learning model type Numbered Heard Together (NHT) or thinking together is a type of cooperative learning designed to influence the interaction patterns of students, which can encourage curiosity, want to try, be independent and want to progress. This model provides thinking time or waiting time which is a strong factor to improve learners' ability to answer questions. In Numbered Heard Together (NHT) learning, the teacher only provides basic information or completes a short presentation, as a basis for learners to search and find other information on their own.[24]

The Teams Games Tournament (TGT) cooperative learning model is a way of using academic tournaments, using quizzes and an individual progress score system, where learners compete as representatives of their team with other team members whose previous academic performance is equivalent.[25] In Numbered Heard Together (NHT) learning,

students are indirectly educated to practice' speaking in public, namely by expressing ideas or opinions with their groups, then the teacher asks each group of students to share something that has been discussed with their respective partners in front of the class, so that in this step students indirectly practice speaking in public. Likewise with Teams Games Tournament (TGT) learning, where in this learning there are stages that must be carried out by students in the classroom. Learners are placed in a group of 3 people with low, medium and high abilities. This composition is recorded in a special table (tournament table), which must be changed every week in the Teams Games Tournament (TGT). Each member is tasked to learn the material first with their members, then they are tested individually through academic games. The score they get from the game will determine their group score.[26]

Students' activities in the class taught with the Teams Games Tournament (TGT) learning model are more than the class taught with the Numbered Heard Together (NHT) learning model. The Numbered Heard Together (NHT) cooperative learning model is relatively simple because it does not take a long time to arrange seating or group students. One of the advantages of the Numbered Heard Together (NHT) type learning model is that it can increase their reasoning power, critical power, imagination and understanding of the material that has been conveyed. Because this learning begins by asking questions or issues related to the lesson for each learner to think about. These advantages are not found in Teams Games Tournament (TGT) learning.[27],[28]

In accordance with the explanation above, when compared between the learning outcomes of students using the Numbered Heard Together (NHT) type cooperative learning model and using the Teams Games Tournament (TGT) type cooperative learning model, the higher student learning outcomes are using the Numbered Heard Together (NHT) type cooperative learning model. This is because the activities carried out in Numbered Heard Together (NHT) learning are simpler than learning in Teams Games Tournament (TGT), and in Numbered Heard Together (NHT) learning does not take much time in grouping students while in Teams Games Tournament (TGT) learning requires a long time for learning activities and the use of time is sometimes less effective.[29],[30]

Relevant research taken from the research of Nur Aulia (2018), majoring in mathematics education, Faculty of Tarbiyah and Keguruan UIN SU Medan. The study showed that students' learning outcomes were higher using the Numbered Heard Together (NHT) type cooperative learning model. So it can be concluded between the Numbered Heard Together (NHT) type cooperative learning model and the Teams Games Tournament (TGT) type after researching that students' Arabic learning outcomes are higher using the

Numbered Heard Together (NHT) cooperative learning model. This right can be seen in the following description:

1. **Description of the learning outcomes of VIII grade students of MTs Hikmatul Amanah Pacet Mojokerto who use the Numbered Heads Together (NHT) type cooperative learning model**.

     This section is used to answer the first problem formulation. Based on the results of data analysis, before applying the Numbered Heads Together type cooperative learning model, the category of student learning outcomes was in the high category, this happened because by using the Numbered Heads Together learning model students get information at once from different groups and students have many opportunities to communicate by expressing opinions by expressing ideas to other participants, so that students are able to write down the information and problems contained in a problem, not just listening but also knowing how to read it and knowing the meaning of each step - the steps of solving the problem. From the description above, it can be concluded that the Numbered Heads Together learning model can improve student learning outcomes.

2. **Description of learning outcomes of VIII grade students of MTs Hikmatul Amanah Pacet Mojokerto who use the Teams Games Tournament (TGT) type cooperative learning model.**

     This section is used to answer the second problem formulation. Based on the results of data analysis, before applying the Teams Games Tournament (TGT) type cooperative learning model, the category of student learning outcomes was in the high category, this happened because by using the Teams Games Tournament (TGT) learning model, students worked together to win the quiz given by the teacher and all students participated enthusiastically in the team quiz game, so that they were able to write down the information and problems contained in a problem, not just listening but also knowing how to read it and knowing the meaning of each step - the step of solving the problem. From the description above, it can be concluded that the Teams Games Tournament (TGT) learning model can improve student learning outcomes.

3. **Comparison of learning outcomes of VIII grade students of MTs Hikmatul Amanah Pacet Mojokerto who used the Numbered Heads Together (NHT) type cooperative learning model and the Teams Games Tournament (TGT) type cooperative learning model.**

     In this section, it is used to discuss the formulation of the third problem, namely whether there are differences in the learning outcomes of Arabic language students in class VIII MTs Hikmatul Amanah Pacet Mojokerto by using the Numbered Heads Together (NHT) type cooperative learning model and the Teams Games Tournament (TGT) type cooperative learning model. Based on observations and research analysis results, it is

known that the data obtained from testing the average difference of experimental class I and experimental class II using the description test is normally distributed and homogeneous. This indicates that the data processed can represent the entire research population by using the t-test, obtained the significance value used is 0.05, because tcount> ttable is 1.671> 1.655 at the level $\alpha = 0.05$ which means there is a significant difference in the learning outcomes conducted by researchers. So Ho is rejected and Ha is accepted, which means that the alternative hypothesis which states that the Arabic language learning outcomes of students taught with the Numbered Heard Together (NHT) type cooperative learning model are better than the Arabic language learning outcomes taught with the Teams Games Tournament (TGT) type cooperative learning model in class VIII MTs Hikmatul Amanah Pacet Mojokerto.

CONCLUSION

Based on the results of the research that has been carried out, it can be explained that, the calculation of data on students' Arabic language learning outcomes (post test) obtained the average value of experimental class I students using the Numbered Heads Together (NHT) type cooperative learning model of 88.33 and the average value of experimental class II students using the Teams Games Tournament (TGT) type cooperative learning model of 85.18. Based on the average post test scores of the two classes, it can be seen that the average post test score of experimental class I is higher than the average post test score of experimental class II. After conducting a t-test on the post test data, tcount = 1.671 and ttable = 1.55 were obtained. By comparing the t-count and t-table, it is obtained that t-count> t-table, namely 1.671> 1.55 at the level $\alpha = 0.05$, which means that there is a significant difference in the learning outcomes carried out by researchers. So Ho is rejected and Ha is accepted, which means that the alternative hypothesis which states that the Arabic language learning outcomes of students taught with the Numbered Heads Together (NHT) type cooperative learning model are better than the Arabic language learning outcomes of students taught with the Teams Games Tournament (TGT) type cooperative learning model in class VIII MTs Hikmatul Amanah Pacet Mojokerto.

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