International Journal of Applied and Advanced Multidisciplinary Research (IJAAMR)
Vol.4, No.7, 2026: 623-634

Application of NHT Type Cooperative Model to Improve Pancasila Education Learning Outcomes for Class V Students of SD Negeri 3 Timoreng Panua Sidrap Regency

Musfirah[1*], Ritha Tuken[2], Nurkhaliza Jabir[3]
Makassar State University
Corresponding Author: Musfirah musfirah@unm.ac.id

A R T I C L E I N F O

Keywords: NHT, Learning Outcomes, Pancasila Education, Classroom Action Research

Received : 3 May
Revised : 24 June
Accepted: 26 July

A B S T R A C T

This study aims to improve student learning outcomes in Pancasila Education through the Numbered Head Together (NHT) cooperative learning model in class V at UPT SD Negeri 3 Timoreng Panua, Sidrap Regency. The method used was classroom action research (CAR) conducted in two cycles, each consisting of two meetings covering planning, implementation, observation, and reflection. Subjects were one teacher and 26 fifth-grade students. Data were collected through observation, learning outcome tests, and documentation, analyzed using a qualitative approach. Results showed that the completeness of student learning outcomes increased from 46.15% (sufficient category) in Cycle I to 80.76% (good category) in Cycle II, indicating that the NHT model effectively improves student learning outcomes in Pancasila Education

DOI: https://doi.org/10.59890/ijaamr.v4i7.269
ISSN-E: 3026-2437
https://nvlmultitechpublisher.my.id/index.php/ijaamr/index

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential, as mandated by Government Regulation Number 57 of 2021 concerning National Education Standards. Within the framework of the Independent Curriculum, Pancasila Education is a compulsory subject at the elementary school level which plays an important role in shaping the character of students to become responsible citizens with noble character.

The results of the observation carried out on February 24, 2026 in class V UPT SD Negeri 3 Timoreng Panua, Sidrap Regency showed that out of 26 students, only 5 students (19.23%) achieved the Learning Goal Achievement Criteria (KKTP) ≥75 in the Pancasila Education subject, while 21 students (80.76%) have not completed it. This problem stems from two main factors, namely the factor of teachers who do not apply a varied learning model and are still based on reading books, and the factor of students who are less active, easily bored, and less involved in group cooperation.

One cooperative learning model that can actively involve students in sharing understanding is the *Numbered Head Together (NHT)* model. This model emphasizes student cooperation in small groups, where each member is assigned a number and collectively studies the material before the teacher randomly calls a number to present the results of the discussion. Previous research by Chudri et al., (2025) and Niswah et al., (2025) proves that the application of *the NHT model* is able to increase learning outcomes and students' learning interests in various subjects, including Pancasila Education.

Based on this description, this study aims to find out the application of the *Numbered Head Together (NHT) type cooperative model* in Pancasila Education subjects and to find out the extent to which the application of the model can improve the learning outcomes of grade V students of SD Negeri 3 Timoreng Panua, Sidrap Regency.

LITERATURE REVIEW

Cooperative Learning Approach

Cooperative learning is a learning model that has long been known and used in the world of education, where teachers play a role in encouraging students to cooperate with each other in various learning activities, such as group discussion activities and peer learning, with the intention that students can help each other in understanding the material while achieving shared learning goals. Furthermore, cooperative learning is a learning model that emphasizes learning activities in groups whose members consist of students with diverse backgrounds, interests, talents, and levels of intellectual ability. Through these heterogeneous groupings, students are encouraged to interact with each other, work together, and communicate actively so as to create an effective and meaningful learning process without eliminating the main purpose of learning (Musyawir et al., 2022).

The cooperative learning model according to Sugiyanto (Mukhtar, 2023) emphasizes the active involvement of students in small groups to work collaboratively. Through these group work activities, students help each other,

discuss, and take responsibility in creating a learning atmosphere together. In addition, cooperative learning encourages positive social interaction, trains communication skills, and fosters mutual respect between group members, so that each student can develop optimally and learning goals can be achieved effectively. In line with this, the cooperative learning model is also understood as an approach that conditions students to learn in small groups that are heterogeneous based on their ability level, where each member of the group is actively involved in working together and helping each other in understanding the material, studying the results of work, and improving the answers of friends. The responsibility of learning in this approach is not only individual, but also a shared responsibility of the group, so that the success of learning is measured by the achievement of mastery of the material by all members of the group (Lestari & Azzahri, 2022).

In line with this opinion, according to Shamdani (Putri et al., 2024), cooperative learning is one of the approaches that emphasizes student cooperation through the formation of groups during the learning process. Through the group learning process, students have the opportunity to exchange ideas and opinions, because in general they feel more comfortable expressing their thoughts to their peers than directly to the teacher. Nevertheless, the role of teachers remains very important in the implementation of this model, especially in organizing group divisions, monitoring the course of discussions, providing guidance to students, and coordinating the delivery of the results of discussions in front of the class so that learning goals can be achieved optimally.

Numbered Head Together (NHT) Type Cooperative Learning Model

Numbered Head Together (NHT) is one of the cooperative learning strategies that emphasizes student cooperation in small groups, where each member of the group is given a number, then together studies the material and solves problems given by the teacher through a group discussion before one of the numbers is randomly called to represent the group in answering (Diana et al., 2023). This model actively engages students in order to share understanding during the learning process, so that each member is required to discuss and understand the material thoroughly.

The NHT model has its own advantages over other types of cooperatives because of its simpler and easier to apply learning steps, and provides opportunities for all students to be responsible for the material they have learned (Kahar & Aly, 2022). During the learning process, students actively discuss in groups about the material being discussed to make the classroom atmosphere more lively, as well as help develop students' communication skills through group presentation activities in front of the class, which strengthens their understanding and learning outcomes.

Steps of the Numbered Head Together (NHT) Type Cooperative Learning Model

Numbered Head Together (NHT) is one of the cooperative learning strategies that emphasizes student cooperation in small groups, where each member of the group is given a number, then together studies the material and solves problems given by the teacher through a group discussion before one of the numbers is

randomly called to represent the group in answering (Diana et al., 2023). This model actively involves students to be able to share understanding during the learning process, so that each member is required to discuss and understand the material thoroughly.

The NHT model has its own advantages over other types of cooperatives because of its simpler and easier to apply learning steps, and provides opportunities for all students to be responsible for the material they have learned (Kahar & Aly, 2022). During the learning process, students actively discuss in groups about the material being discussed to make the classroom atmosphere more lively, as well as help develop students' communication skills through group presentation activities in front of the class, which strengthens their understanding and learning outcomes.

Advantages and Disadvantages of the Numbered Head Together (NHT) Type Cooperative Learning Model

According to Suparyono (Mahlevi et al., 2022), the NHT-type *cooperative learning model* has a number of advantages, including being able to increase cooperation between students because they learn in groups and exchange opinions through discussions, foster a sense of shared responsibility in groups, help students learn to unite various opinions and views, and teach students to respect the opinions of their peers. On the other hand, this model also has disadvantages, namely discussion activities can take a long time so that learning time can be insufficient, sometimes debates arise that are not relevant to the core of the material, and passive students will find it difficult to be actively involved in discussions and difficult to be held accountable.

In line with this, Handayana (Palupi et al., 2022) stated that the *NHT* model trains students to be able to work together, respect the opinions of others, and get them used to being peer tutors for their friends, in addition to fostering a sense of community and familiarizing students with different views. However, this model also has weaknesses, such as students who are used to traditional learning methods will have difficulty following this method, teachers are required to be more active in guiding and facilitating students, and not all students get the same opportunity to answer or express their opinions due to the opportunity of repeated numbers (Hamdani in Tambunan et al., 2023).

Learning Pancasila Education

Pancasila education is a subject that instills character values derived from Pancasila, which are instilled in the life of the community, nation, and state in a conscious and sustainable manner, with the aim of forming intelligent, moral, and responsible citizens (Meliza & Eliyasni in Azura et al., 2025). In this course, students learn the important elements that are the basis of the life of the nation and state, namely Pancasila, the 1945 Constitution of the Republic of Indonesia, the motto of Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia (NKRI).

At the elementary level, Pancasila Education learning is directed to strengthen moral values and develop students' attitudes and behaviors in daily life, in line with the principles of divinity, humanity, unity, humanity, and justice

that are mutually animating in the hierarchy of the Pancasila pyramid (Nurgiansah, 2021). Pancasila education has an important role in shaping students' character because it is a strong moral and ethical foundation, where through this lesson students get values such as honesty, responsibility, and tolerance that help them face the changing times while encouraging them to think critically and do good for society and the nation (Putri et al., 2023).

Learning Outcomes

Learning outcomes are the various abilities that students acquire after undergoing the learning process, which include three main aspects, namely knowledge (cognitive), attitude (affective), and skills (psychomotor); these learning outcomes can be known through evaluation activities that aim to collect data as evidence of students' achievement towards predetermined learning outcomes (Fatimah & Syamsudin, 2021). Learning outcomes are also the main benchmark in determining the extent of students' success in experiencing behavior change and improvement in abilities during the learning process, so that learning outcomes are not solely measured by final grades, but also by the depth of understanding, the cultivation of positive attitudes, and the application of knowledge and skills in real life (Restikawati et al., 2020).

Learning outcomes are influenced by internal and external factors. Internal factors include the physical and psychological aspects of students, such as thinking ability (cognitive), attitudes and interests in learning (affective), skills (psychomotor), and health conditions that affect concentration and enthusiasm for learning, while external factors include family conditions, the role of teachers and teaching methods used, the school and home environment, and facilities available to support the learning process (Siregar, 2024). In line with this, Slameto (in Putri et al., 2024) emphasized that the learning process goes well if students are highly motivated, where external factors such as school curriculum, learning methods, and teacher-student relationships also play an important role in creating a pleasant learning atmosphere and encouraging student enthusiasm.

Frame of Mind

The low learning outcomes of Pancasila Education for grade V students are caused by the factor of teachers who do not apply diverse learning models and the factor of students who are less active in learning. This problem is overcome through the application of the steps of the *Numbered Head Together (NHT) type cooperative model,* namely numbering, asking, thinking together, and answering, so that it is hoped that the learning outcomes of grade V students of SD Negeri 3 Timoreng Panua, Sidrap Regency can increase.

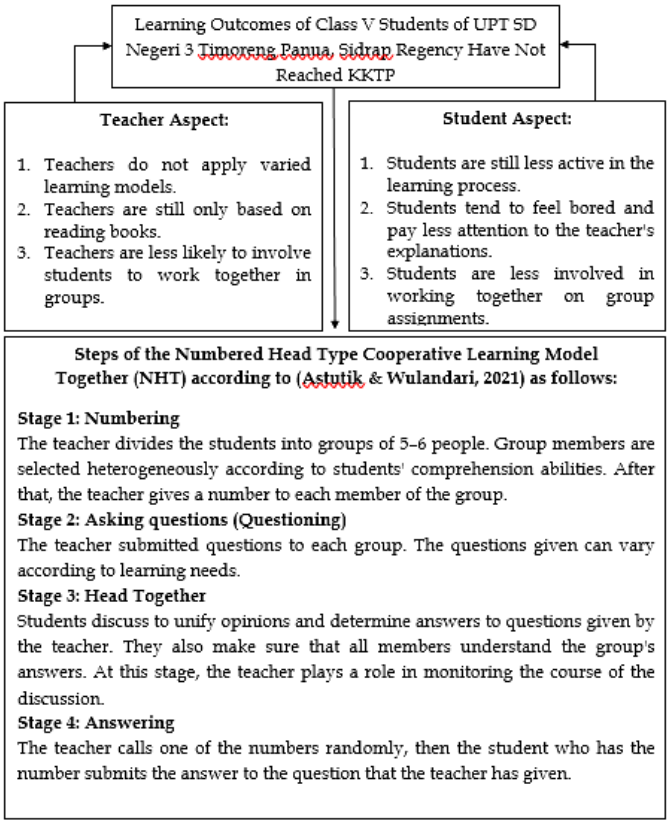

Figure 1. Frame of Mind Chart

Action Hypothesis: If the steps of the Numbered Head Together (NHT) type cooperative learning model are applied properly to the learning of Pancasila Education, then the learning outcomes of class V students of SD Negeri 3 Timoreng Panua Sidrap Regency will increase.

METHODOLOGY

This study uses a qualitative approach with the type of Class Action Research (PTK) following the design of Kemmis & McTangart (2014) which is carried out in two cycles, each cycle consists of two meetings with stages of planning, implementation, observation, and reflection. The subjects of the study were one teacher and 26 students of class V of SD Negeri 3 Timoreng Panua, Sidrap Regency, consisting of 12 male students and 14 female students. The research was carried out in the even semester of the 2025/2026 school year, with Cycle I on April 14-15, 2026 and Cycle II on April 21 and 25, 2026, in class V UPT SD Negeri 3 Timoreng Panua, Jalan Poros Bulo No. 95, Lanrang, Panca Ribang District, Sidenreng Rappang Regency, South Sulawesi.

Each cycle begins with a planning stage in the form of the preparation of teaching modules, Group Worksheets (LKK), evaluation questions, and observation sheets for teachers and students. The implementation stage is carried out by applying the four stages of *the NHT model*, namely numbering, asking questions, thinking together, and answering. The observation stage is carried out by observers using teacher and student observation sheets during the learning

process, and is complemented by a learning outcome test at the end of each cycle. The reflection stage is carried out to evaluate the results of the implementation and determine whether or not the implementation of the next cycle is necessary.

The data collection technique was carried out through observation of teacher and student activities, a multiple-choice learning outcome test (10 questions, a score of 1 for correct answers and 0 for incorrect answers), and documentation in the form of photos, videos, and a list of scores. Data analysis refers to the Miles & Huberman model (Latifah & Supena, 2021), covering data condensation, data presentation, and drawing conclusions. The percentage success rate is calculated using the following formula:

$$Score = \frac{Obtained\ Score}{Maximum\ Score} \times 100\%$$

Criteria The success rate of the research is presented in Table 1.

Table 1. Success Rate Indicators

Success Rate	Kualifikasi
76% - 100%	Good (B)
60% - 75%	Sufficient (C)
0% - 59%	Less (K)

The success indicators of this study consist of two aspects, namely: (1) the implementation of the learning model is declared successful if teachers and students are able to implement all stages of *the NHT model* with a minimum implementation percentage of 76% (good qualifications); and (2) learning outcomes are declared successful if at least 76% of students achieve a KKTP score of ≥75 (Djamarah & Zain in Halik et al., 2022).

RESEARCH RESULT

Results of Cycle I

In Cycle I, the results of observation of teachers' activities showed a percentage of implementation of 66.66% in the first meeting and increased to 75% in the second meeting, both were at sufficient qualifications (C). Student activity showed a percentage of 67.62% in the first meeting and 75% in the second meeting, also at the sufficient qualification (C). Based on the final evaluation test of Cycle I, out of 26 students, there were 12 students (46.15%) who achieved a KKTP score of ≥75, with an average score of 69.23, so that the completeness of learning outcomes was at sufficient qualifications (C) and did not meet the set success indicators.

The results of the reflection of Cycle I showed several obstacles, namely teachers had not clearly explained the purpose and function of numbering, had not ensured the active participation of all group members, and had not provided reinforcement and clarification to students' answers. In the student aspect, it was found that students have not listened to questions carefully, have not worked

together optimally in groups, and are still not active in conveying answers during the learning process.

Results of Cycle II

Based on the results of the reflection of Cycle I, several actions improvements were made in Cycle II, including teachers clearly explaining the purpose and function of numbering, monitoring and guiding group discussions so that all members participated, providing reinforcement and clarification to student answers, and encouraging students to be more active in communicating and daring to express their opinions.

The results of observation of teacher activities in Cycle II showed an increase to 83.33% in the first meeting and 91.66% in the second meeting, both of which were in good qualifications (B). Student activity also increased to 79.16% in the first meeting and 85.89% in the second meeting, with good qualifications (B). In the final evaluation test of Cycle II, as many as 21 out of 26 students (80.76%) achieved a KKTP score of ≥75 with an average score of 82.30, so that the completeness of learning outcomes was at a good qualification (B) and had met the indicators of research success. The recapitulation of Cycle I and Cycle II data is presented in the following table.

Table 2. Recapitulation of Activities and Learning Outcomes of Cycle I and Cycle II Students

Aspects	**Cycle I Meeting 1**	**Cycle I Meeting 2**	**Cycle II Meeting 1**	**Cycle II Meeting 2**
Teacher Activities	66.66% (Sufficient)	75% (Enough)	83,33% (Good)	91,66% (Good)
Student Activities	67.62% (Sufficient)	75% (Enough)	79,16% (Good)	85,89% (Good)

Aspects	**Cycle I**	**Cycle II**
Number of Students Completed (≥75)	12 Students	21 Students
Grade Point Average	69,23	82,30
Completion Percentage	46,15%	80,76%
Incompleteness Percentage	53,83%	19,23%
Qualification of Completeness of Learning Outcomes	Sufficient (C)	Good (B)

Based on table 2, student learning outcomes have increased from Cycle I to Cycle II both in terms of teacher activities, student activities, and completeness of learning outcomes, which is characterized by a change in qualifications from sufficient (C) to good (B).

DISCUSSION

The results of the study showed that the application of the *Numbered Head Together (NHT)* type cooperative model was able to increase the learning outcomes of Pancasila Education for grade V students of SD Negeri 3 Timoreng Panua, Sidrap Regency gradually from Cycle I to Cycle II. In Cycle I, even though the *NHT model* stage (numbering, asking questions, thinking together, and answering) has been implemented, the completeness of student learning outcomes is still at sufficient qualifications (46.15%) because teachers have not been optimal in explaining the numbering function, ensuring the active participation of all group members, and providing reinforcement to students' answers.

Improvements made in Cycle II, such as clearer explanations of the numbering function, more intensive discussion guidance, and reinforcement and clarification, have a positive impact on improving student engagement and learning outcomes. The completeness of learning outcomes increased significantly to 80.76% with good qualifications. These findings are in line with the opinion of Diana et al., (2023) that the *NHT* model is a cooperative learning strategy that divides students into small groups to be responsible for each other in understanding and solving problems, thereby increasing student activity, cooperation, and understanding.

The increase in Cycle II is also marked by more active student interaction and cooperation. This is supported by the view that *the NHT* model is designed with a specific structure to build effective interaction between students, so that each student is actively involved, supports each other, and has shared responsibility for the learning outcomes achieved. In addition, increasing students' confidence and courage in expressing their opinions also contributes to changes in learning outcomes, as stated by Fauzi et al., (2023) that the learning process is said to be successful if there are positive changes in students after participating in learning, both from physical, mental, and emotional aspects.

These findings reinforce the results of previous research by Chudri et al., (2025) and Niswah et al., (2025) which also prove that the application of *the NHT* model to Pancasila Education learning in elementary schools is effective in improving student learning outcomes. Thus, it can be concluded that the *Numbered Head Together (NHT)* type cooperative model is an alternative effective learning strategy to improve student learning outcomes in Pancasila Education subjects, especially through strengthening active participation and group cooperation.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research and discussion, it can be concluded that: (1) the application of the *Numbered Head Together (NHT) type cooperative model* is able to improve the learning process of Pancasila Education in class V of UPT SD Negeri 3 Timoreng Panua, Sidrap Regency, characterized by an increase in the percentage of teacher and student activities from sufficient qualifications to good; and (2) the application of *the NHT* model proven to improve student learning outcomes, characterized by an increase in the percentage of completeness of learning outcomes from 46.15% in Cycle I to 80.76% in Cycle II.

Based on these findings, it is recommended that teachers apply the NHT-type cooperative learning model by optimally managing group discussions, actively involving all students, and providing reinforcement to the results of the discussion. Schools are expected to support the use of innovative learning models through training for teachers, while researchers can then develop this research on different materials, educational levels, or research variables.

ADVANCED RESEARCH

This research has several limitations, including that it is only carried out in one class (class V) in one school with a total of two cycles, so that the results of the research cannot be generalized widely in the context of other schools. In addition, this research focuses on the material on attitude and behavior of unity in maintaining the Republic of Indonesia, so it does not include other Pancasila Education materials. Further research is suggested to apply *the NHT* model to different subjects, subjects, or levels of education, and may consider a quantitative approach to measure the effectiveness of the model more broadly.

ACKNOWLEDGMENT

The author would like to thank Dr. Musfirah, S.Pd., M.Pd. as Supervisor I and Dra. Ritha Tuken, M.Pd. as Supervisor II, who have taken the time to provide very valuable guidance, direction, and input during the preparation process until this research can be completed properly. The author also expressed his gratitude to Mrs. Natriani Syam, S.Pd., M.Pd. as Examiner I and Mr. Dr. Abdul Majid, S.Pd., M. Pd. as Examiner Lecturer II for suggestions, criticism and constructive evaluation in order to improve this research. In addition, the author would like to thank the UPT SDN 3 Timoreng Panua, Sidrap Regency, for providing permission, assistance and support during the implementation of this research.

REFERENCES

Astutik, P., & Wulandari, S. S. (2021). Analisis Model Pembelajaran Number Head Together dalam Meningkatkan Keaktifan Siswa. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, *9*(1), 154–168.

Azura, Yanti, F., Atri, W., & Hana, S. I. (2025). Peningkatan Hasil Belajar Peserta Didik pada Pembelajaran Pendidikan Pancasila Menggunakan Model Kooperatif Tipe Make A Match Berbantuan Wordwall di Kelas V UPT SDN 03 Pasar Amping Parak Kabupaten Pesisir Selatan. *Jurnal Ilmiah Pendidikan Dasar*, *10*(02), 153–169.

Chudri, A., Muhammadi, Anita, Y., & Iraqi, H. S. (2025). Peningkatan Hasil Belajar Peserta Didik Menggunakan Model Kooperatif Tipe Numbered Head Together pada Pembelajaran Pendidikan Pancasila di Kelas IV SDN 10 Bandar Buat. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, *10*(2), 211–221.

Diana, L. M., Arif, M., Stefany, E. M., & Aini, N. (2023). Model Pembelajaran Numbered Head Together untuk Meningkatkan Hasil Belajar Siswa. *Jurnal Ilmiah Educatif: Pendidikan Dan Informatika*, *9*(2), 201–211. https://doi.org/10.31949/educatio.v9i2.4780

Fatimah, S., & Syamsudin, S. (2021). Model Pembelajaran Numbered Head Together (NHT) dalam Meningkatkan Hasil Belajar Tematik Peserta Didik Madrasah Ibtidaiyah. *Awwaliyah: Jurnal PGMI*, *4*(1), 42–60. https://ejournal.iai-tabah.ac.id/index.php/awaliyah/article/view/684

Fauzi, M. R., Riswari, L. A., & Ermawati, D. (2023). Penerapan Model Jigsaw Meningkatkan Hasil Belajar Matematika Siswa Kelas V. *Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, *09*(03), 189–197.

Halik, A., Ilmi, N., & Lestari, A. (2022). Penerapan Model Pembelajaran Kooperatif Tipe Pair Check untuk Meningkatkan Keterampilan Menulis Paragraf pada Siswa Kelas V UPT SD Negeri 9 Benteng Kecamatan Baranti. *AUFKLARUNG: Jurnal Kajian Bahasa, Sastra Indonesia Dan Pembelajarannya*, *1*(3), 156–164. https://etdci.org/journal/AUFKLARUNG/indexhttps://doi.org/xx.xx/xxx/xxxx-xx

Kahar, V. M., & Aly, I. B. (2022). Pengaruh Model Kooperatif Tipe Numbered Heads Together (NHT) Terhadap Hasil Belajar Siswa di SMP Negeri 12 Kabupaten Halmahera Selatan. *Jurnal JBES: Journal Of Biology Education And Science*, *2*(3), 38–47.

Kemmis, S., & McTangart, R. (2014). *The Action Research Planner: Doing Critical Participatory Action Research*. London: Business Media Singapore.

Latifah, N., & Supena, A. (2021). Analisis Attention Siswa Sekolah Dasar dalam Pembelajaran Jarak Jauh di Masa Pandemi Covid-19. *Jurnal Basicedu*, *5*(3), 1175–1182. https://jbasic.org/index.php/basicedu

Lestari, E., & Azzahri, F. (2022). Penerapan Metode Pembelajaran Kooperatif pada Pelajaran Pendidikan Agama Islam. *Journal Research and Education Studies*, *3*(3), 84–95.

Mahlevi, M., Erwandi, R., & Egok, A. S. (2022). Penerapan Model Pembelajaran Numbered Head Together pada Mata Pelajaran IPS Siswa Kelas IV SD. *Journal of Elementary School (JOES)*, *5*(2), 384–391.

https://doi.org/10.31539/joes.v5i2.4286

Mukhtar, M. (2023). Pembelajaran Kooperatif dan Kolaboratif Perspektif Pendidikan Islam. *AMEENA JOURNAL*, *1*(2), 162–174.

Musyawir, Ansori, S., Irani, U., Delimayanti, M. K., Surwuy, G. S., Ismail, Hidayah, S. N., Sihotang, C., Massang, B., Puspitasari, T., Magfirah, I., Agung S, A., & Elvianasti, M. (2022). *Model-Model Pembelajaran Inovatif*. Medan: PT. Mifandi Mandiri Digital. http://repository.uhamka.ac.id/id/eprint/22716/1/Model-Model Pembelajaran Inovatif Full.pdf

Niswah, H., Susiani, T. S., & Salimi, M. (2025). Penerapan Model Numbered Head Together (NHT) dengan Media Kartu Soal untuk Meningkatkan Hasil Belajar Pendididkan Pancasila Tentang Aku dan lingkunganku Pada Siswa Kelas VA SD Negeri Roworejo Tahun Ajaran 2023/2024. *Kalam Cendekia: Jurnal Ilmiah Pendidikan*, *13*(1), 334–342.

Nurgiansah, T. H. (2021). Pendidikan Pancasila Sebagai Upaya Membentuk Karakter Jujur. *Jurnal Pendidikan Kewarganegaraan Undiksha*, *9*(1), 33–41.

Palupi, D. I., Rahmani, E., Yusnita, E., Pertiwi, H., Gustina, H., & Priyanti, N. (2022). Mengenal Model Kooperatif Numbered Head Together (NHT) untuk Pembelajaran Anak Usia Dini. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, *4*(1), 21–28. https://doi.org/10.62775/edukasia.v4i1.89

Putri, M. F. J. L., Putriani, F., Santika, H., Mudhoffar, K. N., & Putri, N. G. A. (2023). Peranan Pendidikan Pancasila dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Kewarganegaraan*, *7*(2), 1983–1988. https://doi.org/10.54371/jiip.v7i9.5839

Putri, M. F., Ranti, L. R., & Ringkat, G. H. F. (2024). Artikel Model Pembelajaran Cooperative Learning. *Dewantara : Jurnal Pendidikan Sosial Humaniora*, *3*(3), 1–6.

Putri, M. S., Ramadhanti, D., & Rusli, S. M. (2024). Faktor-faktor yang Mempengaruhi Proses dan Hasil Belajar Siswa dalam Penerapan Kurikulum Merdeka. *Komposisi: Jurnal Pendidikan Bahasa, Sastra, Dan Seni*, *25*(1), 64–73. https://doi.org/10.24036/komposisi.v25i1.127975

Restikawati, I., Santosa, A. B., & William, N. (2020). Pengaruh Pembelajaran Number Head Together (NHT) Terhadap Hasil Belajar padaPembelajaran Tematik. *Jurnal Pengembangan Pendidikan Dasar*, *4*(2), 81–90.

Siregar, H. T. (2024). Faktor-Faktor yang Mempengaruhi Hasil Belajar dalam Pembelajaran PAI. *Jurnal Ilmu Tarbiyah Dan Keguruan (JITK)*, *2*(2), 215–226. https://ejournal.edutechjaya.com/index.php/jitk%0AFaktor-Faktor

Tambunan, S. M. I. B., Purba, N., & Sianturi, C. L. (2023). Pengaruh Model Numbered Head Together Terhadap Hasil Belajar Siswa Kelas IV Pada Subtema 1 SD Negeri 124385 Pematang Siantar. *Jurnal Sains Student Research*, *1*(2), 107–114.