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The Use of Numbered Heads Together (NHT) Learning Model to Improve Arabic Reading Skills of Students at Sdit Al-Fajar Academy Mataram

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ABSTRACT
This study aims to determine the effectiveness of the Numbered Heads Together (NHT) learning model to improve the Arabic reading ability of students at SDIT Al-Fajar Academy Mataram. This study uses a quantitative method with a quasi-experimental design. The results of the study showed that the use of the NHT learning model in improving students' Arabic reading ability was effective. This was indicated by the rejection of Ho and the acceptance of Ha because the calculated t value of 2.721 was greater than the t table of 2.016 at a significance level of 5%. This is because the Numbered Heads Together (NHT) learning model actively involves students in learning to read Arabic so that they have the ability to read Arabic texts correctly. And the increase in students' Arabic reading skills is significant, where the N-Gain Score in the experimental class reached 50.75 which is included in the medium (effective) category, while the control class only reached 9.03 which is included in the low (ineffective) category. This is because the NHT model encourages students to actively think and participate because each individual has the responsibility to understand the material before conveying the results of the group discussion

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INTRODUCTION

Arabic is one of the Semitic languages that holds a special position in the history of civilization and knowledge, primarily due to its role as the language of revelation in the Qur'an. (Mufid, 2017) Arabic functions not only as a means of communication but also as a medium for the development of science, literature, and culture in the Islamic world. It is also part of the cultural and social system of Arab societies, thus the study of this language must involve historical and sociological dimensions. (Wahid, 2016)

Arabic comprises several essential language skills that need to be mastered, namely: listening (maharah al-istima'), speaking (maharah al-kalam), reading (maharah al-qira'ah), and writing (maharah al-kitabah). These four aspects are crucial in learning Arabic, as they are interrelated and collectively support the achievement of language proficiency. (Taufik, 2016)

Reading in Arabic is one of the fundamental skills in Arabic language learning that must be mastered for students to be able to comprehend Arabic texts. Arabic reading is a receptive skill that requires not only the ability to pronounce the text but also to understand its content, sentence structure, and contextual meaning. (Mansyur, 2016)

There are several types of qirā'ah (reading), such as: qirā'ah shāmitah (silent reading), qirā'ah jahrīyah (aloud reading), qirā'ah mukatstsafah (intensive reading) which is used to introduce new structures and vocabulary, qirā'ah muassa'ah (extensive reading) which includes long texts aimed at improving overall comprehension, qirā'ah sarī'ah (speed reading), qirā'ah istimtā'iyyah (recreational reading), and qirā'ah tahlīliyyah (analytical reading). Each type of reading serves a specific purpose, from encouraging students to read faster, to enhancing understanding, and analyzing text structure. (Abidin, 2022)

One type of Arabic reading suitable for beginners is silent reading (qirā'ah shāmitah). Silent reading is a mental process in which the reader understands meaning without vocalizing or moving the lips/throat. This method helps students comprehend the content or acquire as much information as possible quickly. (U. Nuha, 2016) Reading Arabic is an essential skill in Arabic learning. Learning Arabic is a well-designed process to help students master the language, including listening, speaking, reading, and writing skills. (Hamalik, 2020)

In Arabic language learning, there are several key components, including: learning objectives that guide teaching activities, learning materials as content to be mastered by students, teaching methods as strategies used by teachers to deliver material effectively, as well as media, facilities, and infrastructure that support the learning process. The active role of students and teacher guidance significantly determines learning success, while evaluation is conducted to measure learning outcomes and the extent to which materials have been mastered. (Hamalik, 2017)

One of the most important components is the teaching method, which is a comprehensive plan for systematically presenting language material based on a specific approach. (Wahab, 2019) A teaching method is considered a structured procedure or process, a regular way or path to achieve learning objectives. (Suyono, 2017)

In practice, a method does not stand alone; it is closely related to teaching strategies and models. Thus, a method is part of a broader instructional structure that works together with strategy and model to create an effective, efficient, and enjoyable learning experience for students. (Ulin Nuha, 2017)

A learning model is a conceptual framework that outlines systematic procedures for designing, implementing, and evaluating instructional activities to achieve specific goals. It serves as a guide for teachers to organize students' learning experiences effectively. It includes the approach, strategy, method, and techniques integrated into one system. (Arifin, 2021)

One of the most strategic learning models is the cooperative learning model. Cooperative learning emphasizes mutual cooperation in group work. Learning takes place in groups of 2–5 students who motivate and help each other to achieve learning goals optimally. (Aris, 2016) Cooperative learning is also defined as a model in which students work and learn together in small groups of 4–6 people, encouraging more enthusiastic learning.

One widely used cooperative learning model in the classroom is Numbered Heads Together (NHT). This model is designed to increase student participation through equitable group discussion. Each group member is assigned a number, and the teacher poses a question for the group to discuss. One number is randomly chosen to represent the group in answering. (Daryanto & Karim, 2017)

This concept encourages all students to think and participate actively, since anyone could be called to respond. This strategy offers several benefits, including promoting active participation, developing communication and collaboration skills, building self-confidence, and deepening understanding through discussion.

In the context of Arabic reading, the NHT model has characteristics that align well with Arabic reading instruction. One of its primary strengths is fostering full student engagement. In Arabic reading, each student must practice reading correctly, and NHT motivates them to always be ready, as any group member might be chosen to read. In addition, NHT emphasizes group cooperation, which is helpful when discussing how to read or interpret words and sentences. (Anita, 2018)

Such discussions create a collaborative and enjoyable learning environment. NHT also helps build student self-confidence, as they are accustomed to presenting and reading the group's findings in front of classmates. (Kurniasih & Sani, 2015) This is crucial in Arabic reading, so students are not shy or afraid when reading aloud in Arabic. Lastly, NHT instills individual and group responsibility, as each member plays a vital role in the group's success. Thus, the NHT model significantly supports students' Arabic reading skills development in both knowledge and practical aspects.

The role of Arabic reading in elementary school Arabic instruction is not only to help students understand Arabic texts, but also to lay the foundation for comprehensive language skills. Reading proficiency is essential to access the meaning of texts. In the elementary school context, Arabic reading holds a

strategic position—not only supporting Arabic as a communication language but also as a medium for understanding Islamic teachings from the Qur'an and Hadith. (Zarkasyi, 2015)

In the Integrated Islamic School Curriculum (SIT), reading Arabic is a core competency in the Arabic subject aimed at developing the ability to read Arabic texts correctly and understand their meaning. Arabic reading instruction in SIT schools integrates both language and religious elements—reading the Qur'an with proper tajweed and reading everyday Arabic texts relevant to students' context. The SIT curriculum emphasizes gradual Arabic reading development—from recognizing hijaiyah letters, reading words, sentences, short texts, to comprehending texts comprehensively. Furthermore, Arabic reading aims to strengthen Arabic literacy skills and reinforce Islamic values. Learning resources include Arabic language textbooks from the 2013 curriculum, Arabic reading books, as well as modules and digital media specifically developed for SIT environments. (Suryani, 2021)

One school that teaches Arabic reading skills is SDIT Al-Fajar Academy Mataram. Students' Arabic reading skills at the school vary. Some students are already able to read simple Arabic texts with fairly good pronunciation and understand basic meanings. However, many still struggle with reading fluency. In addition, students tend to be passive, lack confidence, and rely heavily on the teacher during reading activities.

The method and model used by the Arabic teacher at SDIT Al-Fajar Academy Mataram is Role Playing, aiming to enhance students' ability to read Arabic correctly. Role Playing in Arabic reading is a learning strategy where students act out roles or scenes from Arabic reading texts. However, its implementation faces challenges, such as students' limited vocabulary—especially for beginners—which hinders their ability to express themselves in the roles they play. Moreover, students often overlook grammatical accuracy (nahwu) and morphology (ṣarf), leading to repeated errors. A lack of confidence also becomes an obstacle, as many students feel shy or afraid of making mistakes when speaking Arabic in front of peers.

LITERATURE REVIEW

To support and facilitate the writing of this research, the researcher sought to conduct a review of existing literature in the form of previous relevant studies related to the present research. These include:

1. Fala Yahzunka (UIN Sunan Kalijaga)

This thesis examines the effectiveness of the Numbered Heads Together (NHT) learning model in improving Arabic learning outcomes, particularly in oral reading (qira'ah) skills at MAN Wonokromo Bantul. The results showed a significant increase in post-test scores in the experimental class compared to the control class. The t-test result showed tcount = 4.561 > ttable = 2.00. The improvement from pre-test to post-test in the experimental class reached 14.58, much higher than the control class. It concludes that the NHT model is effective in enhancing Arabic reading skills.

2. Siti Mahfudhoh (UIN Sunan Kalijaga)

This study investigates the effectiveness of the Cooperative Learning method of the Team Games Tournament (TGT) type in improving qira'ah learning achievement of seventh-grade students at MTs Negeri Piyungan. The results show tcount = 3.25 > ttable = 2.03, indicating a significant improvement in students' reading performance. It concludes that the TGT method is effective in teaching qira'ah.

3. Indah (2023)

This thesis explores the influence of the NHT model on students' learning outcomes in Islamic Education (PAI), specifically on the topic of Ramadan fasting at SDN 5 Putri Betung Gayo Lues. The hypothesis test showed tcount = 7.833 > ttable = 2.060, indicating a significant effect of the NHT model on students' achievement. The study focused on increasing understanding of PAI material rather than Arabic reading (qira'ah).

METHODOLOGY

This study employs a quantitative approach, as the data collected are numerical and analyzed using statistical techniques. The type of research used is experimental research, which is one of the most robust forms of quantitative research for measuring cause-and-effect relationships. This study is classified as field experimental research, where the group receiving stimulation and the comparison group are not separated from their everyday environment. This provides an additional advantage, namely the ability to observe other independent variables that may also influence changes in attitudes (Jannah, 2016).

The experimental design used is a Quasi-Experimental Design, which aims to examine the relationship between independent and dependent variables using samples from both experimental and control groups. Both groups were given a posttest. The procedure involved dividing the subjects into two groups: the experimental group received the treatment, while the control group did not. The specific design used was the Nonequivalent Posttest-Only Control Group Design.

The population of this study consisted of all students at SDIT Al-Fajar Academy Mataram. The target population focused on students who had already received basic Arabic language instruction and were beginning to develop reading proficiency in Arabic (qirāʾah). The sample consisted of 45 students, divided into 25 students in the experimental group and 20 students in the control group. The experimental group received treatment using the Numbered Heads Together (NHT) learning model, while the control group received conventional instruction.

The research instrument used was a multiple-choice test designed to measure students' Arabic reading ability. The test consisted of 30 items constructed based on reading proficiency indicators, including the ability to recognize Arabic letters and words, comprehend sentence meanings, identify explicit and implicit information, summarize text content, and determine the

main idea. Prior to use, the instrument underwent validity testing, difficulty level analysis, and discrimination index analysis. Validity was tested using the Pearson Product-Moment correlation formula, showing that 23 out of 30 items were valid. The difficulty analysis showed a balanced distribution among easy, moderate, and difficult items. The discrimination index ensured that the items could distinguish between high- and low-performing students.

Data collection was carried out through the administration of posttests to both groups after six learning sessions, each lasting two class periods. The experimental class used the NHT learning model, while the control class followed a conventional method. All data collection was conducted under the direct supervision of the researcher and subject teacher to ensure the validity and consistency of test administration.

The collected data were analyzed using two statistical techniques. First, an independent sample t-test was conducted to determine whether there was a significant difference between the posttest results of the experimental and control groups. This test was performed using SPSS software with a 5% level of significance. Second, the N-Gain score was calculated to measure the extent of improvement in the experimental group's learning outcomes. The N-Gain score was derived by comparing pretest and posttest scores and was then classified into low, medium, or high categories based on established interpretations (Nasarudin, 2025).

RESULT

Based on the results of the t-test, it was found that the calculated t-value (2.721) was greater than the critical t-table value (2.016), thus the working hypothesis was accepted. This hypothesis states that there is a significant difference in Arabic reading ability between students taught using the Numbered Heads Together (NHT) model and those who were not. This occurred because, after the application of the NHT learning model, students' Arabic reading skills significantly improved compared to the class taught using conventional methods. This learning model requires each student to thoroughly understand the material, as they may be chosen to represent their group in answering questions. This condition indirectly encourages the improvement of Arabic reading skills, particularly in terms of meaning comprehension, reading accuracy, and fluency.

The results of the N-Gain test calculation show that the average score in the experimental class was 50.75 (medium-high), which falls into the effective category, while the average score in the control class was only 9.03 (low), categorized as ineffective. Therefore, the working hypothesis is accepted, stating that the improvement in Arabic reading ability of the students at SDIT Al-Fajar Academy Mataram is significant. The improvement in Arabic reading proficiency was not due to students' intelligence, but rather the result of implementing the Numbered Heads Together (NHT) learning model, where students demonstrated more active learning behavior. They did not merely read the text mechanically, but began to understand the content, discuss it with peers, grasp the meaning of sentences, summarize the content, and explain the meaning

of the text. This indicates that their reading process had developed into a more comprehensive understanding after using the Numbered Heads Together (NHT) learning model.

DISCUSSION

The Effectiveness of Using the Numbered Heads Together (NHT) Learning Model in Improving Arabic Reading Skills of Students at SDIT Al-Fajar Academy Mataram

Based on the results of the t-test, it was found that the calculated t-value of 2.721 is greater than the t-table value of 2.016. Therefore, the working hypothesis is accepted, which states that there is a significant difference between the Arabic reading ability of students taught using the Numbered Heads Together (NHT) model and those not taught using the NHT model. This is because, after the implementation of the NHT model, students' Arabic reading skills proved to be significantly more effective compared to the class that used conventional methods.

This learning model requires each student to understand the material thoroughly because they have the opportunity to represent their group in answering questions. This condition indirectly encourages improvements in Arabic reading skills in terms of meaning comprehension, reading accuracy, and fluency.

These findings align with research conducted by Fala Yahzunka, which showed that the use of the NHT model improved students' Arabic reading skills before and after its application. The t-test result showed a calculated t-value of 0.361, which is smaller than the t-table value of 2.00 at the 5% significance level, indicating that the initial abilities of the two classes were relatively balanced. (Yahzunka, 2015)

After the intervention, namely the implementation of the NHT model in the experimental class, the post-test results showed a significant difference. The average post-test score of the experimental class increased to 80.97 with a standard deviation of 6.65, while the control class only reached an average of 72.39 with a standard deviation of 7.56. The post-test t-test yielded a calculated t-value of 4.561, which is greater than the t-table value of 2.00, indicating a statistically significant difference in learning outcomes between the two classes.

Moreover, the improvement from pre-test to post-test in the experimental class reached 14.58, much higher than the control class, which was only 5.36. The t-test on this improvement yielded a calculated t-value of 6.044, which again exceeded the t-table value of 2.00.

The NHT learning model has proven to be significantly effective in improving students' Arabic reading skills compared to conventional methods, as evidenced by the significant increase in Arabic reading ability after the implementation of NHT. This finding is consistent with previous research showing that the NHT learning model is an effective method for improving students' Arabic reading skills, as confirmed by the acceptance of the alternative hypothesis (Ha), stating that the use of the NHT learning model is effective in

enhancing students' Arabic reading abilities compared to conventional teaching methods.

Additionally, research by Mahfudhoh showed that the TGT (Team Games Tournament) method significantly improved student achievement in Arabic reading skills. The hypothesis test showed a calculated t-value of 3.25, which is greater than the t-table value of 2.03 at the 5% significance level. Therefore, the alternative hypothesis (Ha) was accepted. This is because the TGT model effectively improved students' learning outcomes, especially in reading skills (qirā'ah). (Mahfudhoh, 2015)

This occurred because the TGT strategy encourages students to learn actively, enthusiastically, and responsibly. In the TGT model, students learn in groups, help each other understand the material, and then participate in quizzes or inter-group competitions. This creates a competitive yet enjoyable atmosphere, motivating students to better understand Arabic texts.

The acceptance of the alternative hypothesis (Ha) in research using the TGT method can be linked to the effectiveness of the NHT model, as both are part of the Cooperative Learning approach, based on collaboration and student interaction. Like TGT, the NHT model emphasizes the active involvement of each student in the learning process. However, NHT places more emphasis on individual readiness within the group, as any student may be called upon to answer on behalf of their team.

Furthermore, research by Indah showed that the implementation of the NHT model improved students' learning outcomes in the subject of Ramadan fasting. The hypothesis test showed a calculated t-value of 7.833, while the t-table value at a 5% significance level was 2.060. Since the calculated t-value was greater than the t-table (7.833 > 2.060), the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. This was due to a significant improvement in students' learning outcomes after the use of the NHT method, as well as increased student activity in class. (Indah, 2023)

Research by Rozali also supports the findings of this study. Using a pretest-posttest control group design, the hypothesis test results showed a calculated t-value of 5.5, while the t-table value was 2.000 at a 5% significance level with 58 degrees of freedom (df). Since t_calculated > t_table, the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. (Rozali, 2015) This demonstrates a significant difference in learning outcomes between students taught using the NHT model and those taught using conventional methods. The improvement was not due to students' intelligence levels, but rather the teaching method applied. The NHT model effectively created an active, collaborative learning environment that encouraged all students to understand the material more deeply.

Thus, students' active involvement in the learning process is one of the main factors contributing to improved learning outcomes, not merely their intellectual ability. These findings are in line with current research, which also shows that the application of the NHT model positively impacts the improvement of students' Arabic reading skills.

These findings are also consistent with cooperative learning theory as proposed by Slavin, which states that cooperative learning builds positive interaction structures among students and increases active involvement in the learning process. The NHT model is a form of cooperative learning that emphasizes individual responsibility within a group setting. (Slavin, 2018)

Anita Lie also emphasizes that the NHT model not only trains individual responsibility but also creates an enjoyable learning atmosphere. In the context of Arabic learning, which is often perceived as a challenging subject by students, a pleasant atmosphere becomes crucial for increasing learning interest and participation. (Anita Lie, 2018)

Additionally, this study is supported by the views of Erta Mahyudin, who emphasized that Arabic language learning requires techniques that can actively and consistently engage students. Language skills such as listening (istimā'), speaking (kalām), reading (qirā'ah), and writing (kitābah) develop optimally when teachers create interactive and participatory learning environments. In this context, students are not just recipients of information but actively involved in the process of constructing language understanding. This shows that the NHT model aligns with the communicative approach recommended in Arabic language learning. (Mahyudin, 2016)

This research is also supported by Sugiyono's statement (2017) that a hypothesis is a temporary answer to a research problem that must be tested empirically. Hypothesis testing is used to determine whether there is a significant effect between the treatment variable (learning model) and the outcome variable (Arabic reading skills). Furthermore, the effectiveness of a learning model can be measured using the normalized gain (N-Gain) formula, which shows the standardized improvement students achieve from pre-test to post-test. In this case, the learning model used is the Numbered Heads Together (NHT) model. (Sugiyono, n.d.)

This study is also supported by Trianto, who designed and trained students to think actively, discuss in groups, and be individually responsible for group answers. (Trianto, 2019) Through numbering and collaboration strategies, NHT creates a learning atmosphere that promotes student engagement and participation. This strategy is highly relevant in teaching reading skills (especially Arabic reading), because according to Abdul Hamid, Arabic reading skills are not only about correctly reading Arabic text but also understanding the meanings of words and sentences and summarizing the text thoroughly. (Hamid, 2016)

Using the NHT learning model in Arabic reading instruction helps students recognize Arabic letters and words as a foundation for understanding the text as a whole. This ability then develops into understanding sentence meanings in Arabic texts, both explicit and implicit.

Student improvement in recognizing Arabic letters and words became significantly apparent after applying the NHT model. Alwasilah (2015) explained that letter recognition is a fundamental foundation in language acquisition, and collaborative interaction can accelerate the process of recognizing sound symbols

and word meanings. Thus, NHT provides an effective platform for building foundational Arabic reading skills. (Alwasilah, Chaedar, 2015)

The ability to understand sentence meanings in Arabic texts also increased through the NHT model. Students not only read sentences but also strive to understand sentence structures, vocabulary, and contextual meanings with their groups. Mulyasa (2015) noted that cooperative learning activities allow students to gain deeper understanding through sharing thoughts, clarification, and the social construction of meaning. Group discussions make sentence comprehension more solid and not solely based on memorization. (Mulyasa, 2015)

The NHT model allows students to practice higher-order thinking skills, such as identifying implicit information in texts. In group discussions, students are trained to interpret readings critically and uncover hidden meanings not directly written. Hamra and Syatriana (2015) emphasized that inferential comprehension is very important in reading skills. Therefore, the NHT approach is highly appropriate for improving the ability to infer implicit meanings in Arabic texts. (Syatriana, 2015)

After implementing the NHT model, students showed improvement in summarizing text content. In group discussions, students were guided to identify key points and summarize them into a general understanding of the reading. Tarigan (2019) explained that summarizing is a reading skill that reflects comprehensive text comprehension, only achievable when students integrate key information from the text. NHT supports this process through collaborative learning that activates students' analytical skills. (Tarigan, 2019)

Students' ability to identify the main ideas of passages improved because NHT encouraged them to discuss paragraph content and extract the main ideas of each part of the text. Dalman (2015) stressed that identifying the main idea is a crucial reading skill because it serves as the basis for understanding the text as a whole. Structured group discussions in NHT support this process by providing students the opportunity to practice identifying and categorizing main information in Arabic texts. (Dalman, 2015)

In NHT learning activities, students help each other understand explicit information, i.e., information directly stated in the text. By reading together and discussing important parts, students can recognize data, facts, and direct statements in the reading. Suparno and Yunus (2016) stated that literal comprehension is the initial stage of reading skills, and can be effectively trained through structured group exercises. The NHT model strongly supports this indicator by assigning roles within the group. (Yunus, 2016)

The NHT model also positively impacted students' ability to translate simple Arabic texts. Group discussions helped students understand word meanings, sentence structures, and text context collaboratively. Nababan (2018) mentioned that translation in foreign language learning is a complex process requiring understanding of meaning and structure, which can be improved through active collaborative interaction. Thus, translation becomes easier and more meaningful when done in groups under teacher guidance. (Nababan, 2018)

The ability to recognize the communicative purpose of a text also increased after NHT was implemented. Through group interaction, students were able to identify whether a text was narrative, descriptive, or informative. Emilia (2017) stated that understanding text types and purposes is essential in a genre-based approach, where students learn to recognize the structure and social function of texts. In NHT activities, this process occurs naturally as students are encouraged to analyze the text's content together. (Emilia, 2017)

Students were also guided to identify implicit information in the text and summarize the content based on overall text comprehension. Furthermore, students were expected to identify main ideas in each paragraph, comprehend explicit information, accurately translate simple Arabic texts, and determine the communicative purpose of the text. All these indicators serve as benchmarks for assessing students' Arabic reading skills comprehensively in the context of Arabic language instruction.

The use of the Numbered Heads Together (NHT) cooperative learning model in this study was proven effective in improving students' Arabic reading skills, especially in reading simple Arabic texts accurately and fluently. This model combines group discussion, numbering members, and random calls, ensuring all students are prepared to actively read, understand sentence structure, and identify meaning independently and collaboratively.

The alternative hypothesis (Ha) in this study was accepted because the NHT model significantly helped students improve their Arabic reading abilities. The method also strengthens phonetic memory and syntactic structure through group interaction, which encourages students to read accurately and with comprehension. Based on data analysis and research findings, which showed a sig. value of $0.006 < 0.05$, it can be concluded that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. Thus, the implementation of the Numbered Heads Together (NHT) learning model has a significant effect on improving students' Arabic reading skills.

This is because, in the experimental class using the NHT model, students demonstrated improvements in various characteristics of Arabic reading ability. Beyond reading correctly, students also developed comprehension of text content, coherence between sentences, and the ability to grasp overall meaning. Through group discussions, students were encouraged to read more actively, understand the content, and share their interpretations with group members. This process helped students develop more careful and meaningful reading habits. As a result, core Arabic reading characteristics such as reading accuracy, content comprehension, and the ability to restate meaning were effectively enhanced through the NHT model.

Improving Students' Arabic Reading Skills through the Use of the Numbered Heads Together (NHT) Learning Model at SDIT Al-Fajar Academy Mataram

Based on the results of the N-Gain test, the average score in the experimental class was 50.75 (moderate–high), which falls under the effective category. Meanwhile, the control class had an average score of only 9.03 (low),

categorized as ineffective. Thus, the accepted hypothesis is the working hypothesis, which states that there is a significant improvement in the Arabic reading ability of students at SDIT Al-Fajar Academy Mataram. This improvement is not due to students' intelligence alone, but rather a result of the implementation of the Numbered Heads Together (NHT) learning model. After its implementation, students showed a more active learning process. They did not merely read texts mechanically but began to comprehend the content, discuss with peers, grasp sentence meanings, summarize the text, and explain the main ideas. This indicates that their reading process had developed into a more comprehensive understanding after using the NHT learning model.

These findings are supported by research conducted by Lailatul Fadhilah, which showed that the implementation of the NHT model significantly improved students' Arabic reading skills. This study used a quantitative experimental approach with a pretest–posttest control group design (Fadhilah, 2016). The data analysis revealed that the N-Gain score in the experimental class reached 0.69 (moderate–high category), while the control class only achieved a score of 0.28 (low category). The improvement occurred due to the active involvement of students in group discussions, the demand to fully understand the text, and the opportunity for students to express their opinions. This learning strategy also proved to enhance students' confidence in reading Arabic texts aloud and supported deeper comprehension.

Additionally, research conducted by Ahmad Zaki Mubarak produced similar findings. In his thesis, he concluded that the NHT learning model had a significant effect on improving students' reading skills (specifically Arabic reading). The study employed a quasi-experimental design with data collected through pretests and posttests. The results showed an N-Gain score of 0.75 (high category) in the experimental class, while the control class only achieved 0.34 (moderate category). The success of the NHT model was evident in the improved understanding of text content, more accurate pronunciation, and active participation throughout the learning process. Group collaboration also helped lower-performing students to comprehend the material with the support of their peers (Mubarak Zaki, 2016).

This study also aligns with research conducted by Deni Nurhalimah, whose findings indicated an N-Gain score of 0.55 in the experimental class (moderate category). Meanwhile, the control class using conventional teaching methods remained in the low category with an N-Gain score of 0.29 (Nurhalimah, 2020).

The comparison between the experimental and control classes shows that the improvement in Arabic reading skills in the experimental class was not only quantitatively higher but also qualitatively more meaningful. This improvement was not solely due to individual student intelligence but rather the advantages of the NHT method itself, which encourages active student involvement in comprehending texts through group discussions, individual responsibility, and collaborative reinforcement. The NHT model prompts students to think actively, discuss, and understand reading material collaboratively. Each group member is responsible for the discussion outcomes, ensuring comprehensive student

engagement in understanding Arabic texts. This greatly aids the development of Arabic reading skills, both in terms of technical proficiency (reading correctly and fluently) and text comprehension.

This study aligns with Abdul Hamid's perspective, which states that Arabic language learning strategies must activate learners in understanding meaning—not merely reading text. He emphasizes that effective reading occurs when students engage in activities that involve comprehending, interpreting, and discussing text content comprehensively. Thus, the application of the NHT model, which promotes interaction, questioning, and cooperation among students, fulfills the principles of communicative and meaningful learning strategies as described by Abdul Hamid. It is not surprising, then, that students' reading processes evolved from merely mechanical decoding to deep and holistic comprehension (Hamid, 2016).

This is also supported by the theory of Suyono and Hariyanto, who stated that effective learning processes are those that position students as active subjects. In active learning, students do not passively receive information but are involved in thinking, discussing, and reflecting—so the knowledge formed is more meaningful and long-lasting (Suyono & Hariyanto, 2015).

Moreover, the scientific approach described by Hosnan emphasizes five main activities in 21st-century learning: observing, questioning, reasoning, experimenting, and communicating (Hosnan, 2014). This process is very suitable for Arabic reading activities in class, where students not only read texts but also inquire about their meanings, discuss the content, and articulate the ideas obtained both orally and in writing.

In line with this research, Zaini, Bahrul Hayat, et al., also stated that active learning strategies can improve student motivation and participation in the learning process (Zaini, Bahrul Hayat, 2017). Through group discussions, Q&A sessions, and comprehension-based assignments, students are encouraged to engage in higher-order thinking, such as analyzing sentence structures, identifying main ideas, and evaluating textual information. These activities reinforce indicators of Arabic reading skills, such as understanding the meaning of simple Arabic texts, summarizing content, and identifying main ideas—all of which show that students read not just for the sake of reading, but to fully comprehend.

Based on data analysis and research findings, it can be concluded that the Numbered Heads Together (NHT) learning model can improve students' Arabic reading skills and is effective for use in Arabic language instruction. This is proven by the N-Gain score of 50.75 in the experimental class (moderate–high category), compared to only 9.03 in the control class (low category).

The improvement in Arabic reading skills after the implementation of the NHT model is due to several interrelated factors. First, from a learning process perspective, the NHT model encourages students to think actively and participate because each individual is responsible for understanding the material before presenting the group's discussion results. The structured group work model makes students more focused, orderly, and engaged in the learning

process. Second, the improvement in Arabic reading skills can be seen in several aspects: (1) improved fluency in reading Arabic texts, (2) enhanced ability to understand sentence meanings due to frequent discussions on the meaning of texts, (3) the ability to summarize reading content, (4) the ability to identify the main ideas in texts, and (5) improved understanding of both explicit and implicit information due to the collaborative nature of learning, which fosters deeper analysis. Thus, the application of the NHT model is not only effective in increasing students' active participation but also significantly improves various aspects of Arabic reading skills.

CONCLUSIONS AND RECOMMENDATIONS

The conclusion of this study is that the use of the Numbered Heads Together (NHT) learning model in improving students' Arabic reading skills is effective. This is evidenced by the acceptance of the alternative hypothesis (Ha), which states that there is a difference in the Arabic reading skills of students who are taught using the NHT model compared to those who are not. This is supported by the results of the independent sample t-test, which shows a significance value of 0.006 < 0.05.This effectiveness is due to the fact that the Numbered Heads Together (NHT) model actively involves students in the Arabic reading learning process, enabling them to read Arabic texts correctly, understand the content, identify connections between sentences, and grasp the meaning comprehensively. Through group discussions, students are encouraged to read more actively, understand the text, and express their opinions to their group members. This process helps students develop more careful and meaningful reading habits. Thus, the characteristics of Arabic reading skills—such as reading accuracy, content comprehension, and the ability to restate the meaning of the text—can develop well through the use of the Numbered Heads Together (NHT) model. The improvement in students' Arabic reading skills using NHT is significant, with the average N-Gain score in the experimental class reaching 50.75 (categorized as moderate/effective), while the control class only reached 9.03 (categorized as low/ineffective). This improvement is attributed to the NHT model, which encourages students to think and participate actively, as each individual is responsible for understanding the material before presenting the results of their group discussion. The structured group work model makes students more focused, disciplined, and engaged in the learning process. The improvement in students' Arabic reading skills is evident in several aspects: increased fluency in reading Arabic texts, improved ability to understand sentence meanings due to frequent discussions of text meaning, the ability to summarize reading content, identify main ideas in texts, and enhanced understanding of both explicit and implicit information since collaborative learning fosters deeper analysis.

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