

Application of Numbered Head Together (NHT) Cooperative Learning Model in Hindu Religious Education Lessons for Elementary School Students

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Abstract

The right learning model can create a fun learning environment and make it easier for students to learn lessons. In the process of learning the conventional learning model, the lecture method used is less flexible and seems stiff. The ability to cooperate is useful for training students to accept that there are many differences with other friends with different backgrounds. The Numbered Head Together (NHT) cooperative learning model can maximize educators' role in paying attention to students, and positive interactions occur between students and educators and students with other friends. This study aimed to obtain an innovative learning model. The data collection methods used were observation, interviews, document studies, and literature studies which were analyzed using qualitative descriptive analysis methods. The results showed that the application of the NHT cooperative learning model consisted of planning activities, implementation activities, final activities, and construction, resulting in increased interaction and discipline in learning, increased understanding in learning, and increased socialization and cooperation. Thus, it can be concluded that the application of the Numbered Head Together (NHT) cooperative learning model prioritized the role of students to be active by inviting students to learn while playing. The NHT learning model helped the learning process to be effective and efficient. The selection of the application of the Numbered Head Together (NHT) cooperative learning model in Hindu Religious Education lessons is expected that learning can give more impressions and deep meaning to students in learning with a group system.

Keywords: NHT Type Cooperative Learning Model; Hindu Religious Education

Introduction

The development of maturity, adulthood, and human personality is a process of education. Education is an effort to guide children's development from birth to adulthood in the interaction of nature and the environment (Mila, 2022). Thus, cognitive and affective aspects in education are two important and related things. The development and changes from each era with different characteristics and patterns trigger humans to always think about finding statements that are considered true as a benchmark for education from the previous era to the current era. Humans need education in their lives to balance quality social change. Educated humans always desire to progress and continue learning about information, science, and technology throughout their lives (lifelong learning). Thus, education is closely related to the issues faced in human life. There are many problems in education, including weak learning processes.

The teacher-centered learning paradigm is still inherent these days, even though students' involvement in learning and teaching activities is still a passive object. Still, they can be said to have experienced the learning process. Teachers who are educators, as one of the elements of student development in participating in the learning process, have an important responsibility and role in overcoming various problems that arise. The

teacher's success in solving a problem in learning activities is an implementation of the teacher's professionalism in applying learning models, learning methods, learning strategies, techniques, and others. Improving students' quality from an early age should be immediately realized in facing global competition. The learning approach factor is a student's learning effort, including the learning model strategy used by students to carry out learning activities.

Classroom learning activities, especially in elementary schools, essentially aim to shape the students' identity. One of the skills that support the formation of quality student character is through reading skills. Reading is one of the most important skills in influencing student success as a student in learning activities (Yunia, 2020). But in reality, there is still a gap between the skills students must master and students' character. Each student's ability has a different level, based on the role of parents, family background, and the situation and conditions in the environment where the child grows and develops. Thus, their knowledge tends to be limited if no adults help guide students in achieving predetermined goals because low interest and motivation in reading are the roots of the problem in the learning process.

One of the subjects that requires innovation in the learning process is Hindu Religious Education. The objectives of Hindu Religious Education for children can be expressed in the form of programs or activities, such as religious lesson guidance, mental and Hindu religious guidance, and skills and social guidance (Sudarsana, 2018). The entire guidance program has been scheduled with discipline through the supervision of teachers at school. In general, the objectives of Hindu Religious Education lessons are to develop and improve the quality of belief and respect through motivation and practice of Hindu religious teachings that have noble character and good character in relation to God, humans, and the environment is reflected in daily behavior. In learning, educators are expected to have proficiency and authority in mastering the material, teaching models suitable for the classroom environment, and innovative and varied learning approaches and models. Therefore, educators should pay attention to matters related to teaching skills according to the needs of students in the classroom.

Human nature as a social being is undeniable that humans need other people in their lives because humans must work together and will not be able to live alone. Cooperation is an important part of the social development aspects of children in addition to the integration development of understanding morals, religious, physical language, cognitive and social-emotional values. Each of these aspects requires appropriate stimulation to develop optimally. Social-emotional aspects hold the key to determining students' success in the future. Cooperation is called a cooperative attitude, which means creating good or positive friendship relationships that need to be familiarized from an early age. Using less varied and less involved learning models with students causes learning activities to be less than optimal. It has an impact on student achievement and motivation.

Hindu religious and moral subjects use interactive learning approaches in accordance with the period of life in Hinduism. Regarding Hindu Religious Education learning activities, most learning is still teacher-centered. The teacher still uses the lecture method, where the teacher gives a summary, an explanation, and then explains the example questions and answers. Based on the results of observations and interviews conducted by the researcher with Hindu Religious Education teachers and Homeroom Teacher of grade IV at SD No. 2 Seminyak, information was obtained that the learning outcomes of some students were still relatively low. It can be seen from students' learning outcomes that the average majority of comparable students according to the Minimum Completeness Criteria (MCC) for Hindu Religious Education lessons is 72. Learning that

builds more one-way communication from teachers to students only cause students to participate passively in the learning and teaching process. It is necessary to involve the participation of all students by providing opportunities for them in all processes during learning and teaching activities to obtain maximum learning outcomes.

Egocentric nature is often prominent in children's characteristics that should be a concern and should be fostered gradually. Thus, it is necessary to provide stimulation with activities that train children's cooperation abilities. The observation results made at elementary schools in Kuta Subdistrict show that the characteristics and behavior of students still cannot show a caring attitude toward friends and still cannot cooperate. In addition, their understanding of the subject matter is not optimal because of their reluctance to ask questions. Therefore, effective activities are required to help implement empathy and care for the children through the learning process. One of the things that can be done is to apply the Numbered Head Together (NHT) cooperative learning model. Through this learning model, children will get used to helping each other, realizing positive cooperation related to understanding the material, and creating a sense of sympathy with their friends because in the Numbered Head Together (NHT) cooperative learning model, the activeness of all children to collaborate can help achieve predetermined learning goals.

In line with the explanation above, the researcher is interested in raising this issue through a study entitled Application of Numbered Head Together (NHT) Cooperative Learning Model in Hindu Religious Education Lessons in Elementary School Students. The cooperative learning model emerged from an educational tradition with a democratic background that is active and respect differences in society. The reason is that cooperation in teaching and learning activities can encourage a comprehensive understanding of students. However, there are still gaps and contradictions with all the limitations that exist in the learning process, especially in Hindu Religious Education lessons. The Numbered Head Together (NHT) Cooperative Learning Model for Hindu Religious Education lessons is also considered to facilitate positive interactions in the classroom compared to learning models using the lecture method.

Method

In research, the success or failure of the research depends on the method used and has a close relationship with the research conducted. In this study, the type of research conducted used qualitative research using a qualitative descriptive approach. Qualitative research aimed to understand a social phenomenon by providing a clear description of the social phenomenon in the form of a series of words that will produce a theory (Sujarweni, 2020). Data collection technique is a way to collect the data required to answer the problems in the research conducted. The data collection technique used in this study was non-participant observation, or researchers were not directly involved. Then the semi-structured interview technique was carried out by selecting research subjects through informant determination techniques using purposive sampling techniques with the subjects used were the principal, homeroom teacher, Hindu Religion teachers, and elementary school students. Furthermore, document study techniques were in the form of photographs and supporting documents. In addition, literature study techniques utilized relevant references, such as books, journals, and other sources.

Research data was divided into primary data and secondary data obtained from the main instrument, namely the researcher and supporting instruments in the form of field notes and digital recordings. Data analysis used in this study was data collection by summarizing the results of data obtained at the research location, then data reduction by sorting data according to data classification. Furthermore, data were presented in brief

descriptions and the like, and conclusions were drawn as a closing stage for new findings. Data were presented in a formal form using tables and other forms. Informally, the research results were in the form of a narrative of expressions of words assembled per the rules of scientific writing.

Results and Discussions

A learning process is usually implemented by educators with students in one classroom, where there is a direct interaction between educators and students in its implementation. To prepare creative thinking skills and be able to solve various problems and make decisions through collaboration, there are many learning models that teachers can use in the classroom with various benefits so that students can be able to collaborate and be active in solving a problem. Cooperative learning is a learning model that prioritizes group cohesiveness to achieve learning objectives (Muliadari, 2019). During the cooperation process, there is communication, interaction, discussion, and exchanging ideas from individuals or groups who do not know it before become to know. One of the cooperative learning models suitable for Hindu Religious Education lessons is the Numbered Head Together (NHT) cooperative learning model. Because it is not enough just to know, memorize and understand the concept of understanding the lesson in learning Hindu Religious Education lessons, it also requires the ability to work together between students to be able to express their ideas in groups by involving students through a numbering strategy in each individual. Thus, this method can improve students' critical thinking skills to achieve common goals.

1. Numbered Head Together (NHT) Cooperative Learning Model Concept

The learning model is one of the important aspects that describe systematic procedures in organizing learning. The learning model is listed and outlined in Lesson Plan (RPP), adjusted to the material and student circumstances. The learning model selection is influenced by the form of material to be discussed, the objectives to be achieved, and the student's ability level. Cooperative learning is a group learning model that has specific guidelines. Based on the opinions above, it can be concluded that cooperative learning is a learning activity carried out in groups so that students can work together in constructing their knowledge. Cooperative learning requires cooperation between students in achieving learning objectives. The success of cooperative learning depends on the success of each individual in the group. In the cooperative learning model, the teacher acts more as a facilitator who functions as a bridge to higher understanding. Teachers not only provide knowledge to students but also have to build knowledge in their minds. The word cooperative means working on a task together as a group or team by helping each other.

Students have the opportunity to gain hands-on experience in applying their ideas, which is an opportunity for students to discover and apply their own ideas. Several types of cooperative learning models can be applied by teachers in carrying out the learning process. One of them is the Numbered Head Together (NHT) cooperative learning model. The Numbered Head Together (NHT) cooperative learning model provides opportunities for students to share ideas and consider the most appropriate answers. This technique also encourages students to improve their cooperation in achieving learning objectives. This learning model also emphasizes student activities in searching, collecting, processing, and reporting information from various sources, which are finally presented in front of the class (Nuriyani, 2021). The Numbered Head Together (NHT) cooperative learning model is a type of cooperative learning designed to influence student interaction patterns that can be an alternative to traditional classroom learning. The Numbered Head Together

(NHT) cooperative learning is an approach that involves all students in understanding the subject matter and can be done by numbering each group member, the educator poses a problem, and the teacher mentions one of the group member numbers to present the results of the discussion, which expects student courage and student activity to express opinions in the discussion to respond to the problems posed by the teacher.

a. Characteristics of Numbered Head Together (NHT) Cooperative Learning Model

The role of learning models in teaching and learning activities is to facilitate educators in structuring the learning to be achieved. The Numbered Head Together (NHT) learning model is a cooperative learning model that emphasizes discussion and group cooperation. The Numbered Head Together learning model is a learning model designed to require students to be active and work together with group mates to explore the material and solve problems faced by students (Kembar, 2020). The same thing was also conveyed by Juliartini & Arini (in Kembar, 2020) that the Numbered Head Together (NHT) cooperative learning model is a learning model that gives students a sense of responsibility to train students brain development so that they can find out for themselves what has been assigned in completing the task. Based on the description above, it can be summarized that the Numbered Head Together (NHT) cooperative learning model is one of the group learning models where each group member is responsible for their group assignments so that there is no separation between one student and another in one group to give and receive each other. This model provides opportunities for students to share ideas and consider the most appropriate answer. This learning model should be implemented by giving numbering so that each student in the team has a different number according to the number of students in the group. By providing these numbers, the teacher can ask questions to students. The questions can be drawn from specific subject matter that is being studied. The Numbered Head Together cooperative learning model can be applied to all subjects and all age levels of students.

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The application of the Numbered Head Together (NHT) cooperative learning in teaching and learning activities can provide meaningful experiences for students. It is because students are directly involved in finding their own answers to the problems posed. This kind of learning will stimulate students to improve student learning outcomes in the learning process. With many activities carried out, it can cause children's enthusiasm for learning so that their understanding of the application of the Numbered Head Together (NHT) cooperative learning model is getting better. In addition, their learning outcomes will increase because the learning model can influence how students learn from passive to more active. The application of the Numbered Head Together (NHT) cooperative learning model aims to increase student activity in the learning process and when working on tasks given by the teacher so that it can influence learning outcomes. Therefore, there is sharing with friends and respect for others' opinions, recognition of the students' diversity that everyone has a different background, has advantages and disadvantages so that students become active when participating in learning.

b. Application Steps of the Numbered Head Together (NHT) Cooperative Learning Model.

The objective of learning is to create quality and competent output in accordance with their majors. The students must be interested in and willing to learn to get quality output. The willingness to learn can be influenced by the learning methods and models used by educators. The Numbered Head Together (NHT) cooperative learning model is a learning model that involves student interaction because learning is based on cooperative or group cooperation where each group member has the same tasks and responsibilities. The concept of Numbered Heads Together was introduced by Spencer Kagan (Lina, 2019). Application steps of the Numbered Head Together (NHT) Cooperative Learning Model are as follows.

Table. 1 Steps of the NHT Learning Model

No.	Steps
1	Each student is divided into a group and gets a head number.
2	The teacher gives each group a task to work on.
3	Each group ensures group members can do the task correctly and discusses it.
4	The teacher calls one of the students' numbers to report the result of their cooperation.
5	The teacher points to another number and gives a response from the other number.
6	Conclusions.

A pre-test is a form of test conducted in each group before being given action, which aims to determine the initial learning outcomes of students. Meanwhile, a post-test is a form of test conducted on the group after being given an action that aims to determine student learning outcomes after the action. Each learning model has a structured syntax in its application. Learning syntax contains practical steps that educators and students must carry out in an activity. Trianto in (Lina, 2019) argues that in asking questions to students, teachers use a phase structure as the syntax of the Numbered Head Together (NHT) Cooperative Learning model, including as follows.

Table 2. Phase Structure of NHT Model

No. Phase	Steps
1. Numbering	The teacher divides the students into groups of 3-5 people, then each member of the group is numbered 1 to 5.
2. Asking questions	The teacher asks various questions to students.
3. Thinking together	Students unify their opinions and convince each team member to know the answer.
4. Answering	The teacher calls on a specific number to answer the question.

The application of the Numbered Head Together (NHT) Cooperative Learning model can increase the effective cooperation of students and activities and interactions with teachers so that the classroom environment will be conducive to learning. Thus, student learning outcomes increase.

c. Advantages and Disadvantages of Numbered Head Together (NHT) Cooperative Learning Model

Basically, students who study in one class have the same goal, namely mastering and understanding the subject matter and getting satisfactory results, even though they learn in different ways. Learning using the NHT-type cooperative learning model is developed by involving students in reviewing the material covered in a lesson and checking students' understanding of the lesson's content. Through cooperation, students do not rely too much on the teacher but can increase their confidence in their own thinking ability, find information, and learn from other students. Advantages and disadvantages of the Numbered Head Together (NHT) cooperative learning model are actually all methods, models, teaching, and learning strategies are good, and it all depends on how the educator is able to manage the implementation process. Each of them also has advantages and disadvantages, but all of them really depend on the understanding and skills of the educator in their implementation.

Table 3. Advantages of NHT Learning Model

No	Advantages
1	Learners can use skills in conducting interactions through discussions, asking questions, and developing leadership talents earnestly.
2	Students can learn from each other (peer tutor).
3	Students can increase enthusiasm and motivation and stimulate thinking in the educational process.
4	Students are required to be more responsible for others and realize all the limitations that everyone has.

With the advantages of this NHT cooperative learning model, it is expected to be a better way to carry out learning than conventional learning that is usually done. Cooperative success in developing individual group awareness requires a long period of time. It cannot be achieved with just one influence of the cooperative model. Cooperative assessment refers to the results of group work. However, educators need to realize that the expected results or achievements are actually each student's achievements.

Table 4. Disadvantages of NHT Learning Model

No	Disadvantages
1	Clever students tend to dominate, leading to a lack of self-confidence for passive students.
2	Discussions run smoothly if there are group members who simply copy the work of clever colleagues.
3	Not all group members will be called by the teacher.
4	Grouping each group member requires seating arrangements that require special time.

Meaningful learning is where all students are directly involved in the learning process. Educators only act as facilitators and motivators. With the direct involvement of students, the nature of learning will be achieved not only as a product but also as a process and attitude development. Educators are expected to form small cooperative groups so that each individual can work together optimally and maximize their own material development and group learning. Each group is responsible for learning the material and helping their fellow group members learn the material. It is adjusted to the nature of humans as social creatures who cannot live without the help of others. Humans in their lives always carry out social interactions where there is a relationship of mutual need between one human being and another.

2. Application of the Numbered Head Together (NHT) Cooperative Learning Model in Hindu Religious Education Lessons for Elementary School Students

The application of Numbered Head Together cooperative learning model is a learning model that utilizes the interaction of the cooperation process between students to improve academic mastery. Cooperation with the group can create a sense of belonging to the group's success, which is determined by each individual in it (Dandri, 2019). A group is not merely a collection of individuals but a group of people who interact, are structured and have a common goal. The group's objective is based on the reason that it feels good in a group, and to achieve something cannot be achieved individually but must be done together.

a. Planning Activities

In the students' learning activities in Hindu Religious Education learning, a plan is made regarding the learning process that is carried out so that students are more interested in following the learning material. Therefore, it is necessary to implement a plan related to the Hindu Religious Education learning model. In this explanation, the right solution that is suitable and chosen as an effort to make the students' learning environment in the classroom conducive is Numbered Head Together cooperative learning model because this learning model emphasizes the group learning process and provides opportunities for students to interact with each other and consider the most appropriate answers. Planning comes from the word plan, which means designing something that will be done.

Newman (in Firmansyah & Mahardhika, 2018) states that planning is the process of determining what will be done. Planning concerns actions, strategies, and objectives in the context of an environment. The same thing was also stated by Amirulla & Hanafi (in Sadiki et al., 2020) that planning is a process of setting objectives, determining strategic options, and determining the best ways to achieve the goals to be achieved. It can be concluded that planning is the determination of ideas and actions to achieve a goal effectively and efficiently. The application of Numbered Head Together (NHT) cooperative learning model is identical to group learning, namely in learning Hindu Religious Education lessons. It is because learning Hindu Religious Education is not only with theory but also practice in the form of implementing student behavior based on the teachings of Hindu Religious Education in everyday life and in making works related to Hindu Religious Education lessons. After identifying the existing problem formulation, the action plan that will be carried out using Numbered Head Together (NHT) cooperative learning model is designing Lesson Plans (RPP) about *Tri Kaya Parisudha* material in accordance with Numbered Head Together (NHT) cooperative learning model. Lesson plans are prepared and function as a guideline when conducting learning in the classroom. Furthermore, prepare the necessary learning facilities and media, such as package books, student worksheet (LKS) books, modules, etc. Educators compile observation guidelines

for student learning activities with group formation based on Numbered Head Together (NHT) cooperative learning principles.

The initial planning stage in learning is very important because it will determine the learning and what goals can be achieved from this learning. The purpose of implementing the Numbered Head Together (NHT) cooperative learning model is to make students develop their social skills as a way to answer the challenges of the current era, and there is a change in the learning method that has been applied previously to learning with two-way communication. Planning activities in building facilities for implementing the Numbered Head Together (NHT) cooperative learning model in elementary schools certainly involve all elements of the learning process. Thus, it greatly affects learning outcomes. In this lesson plan, the educator is a facilitator, guide, and information provider during learning activities.

Based on the opinions above, the researcher concluded that the researcher would apply the NHT learning steps. Each individual was formed into a group, each student was given a number, and they were responsible for the number they held. Furthermore, students discussed with their group mates to answer the tasks that the teacher proposed. One of them was appointed by the teacher who could represent their group mates to answer questions or present the results of their discussion. The learning activities observed were paying attention to the teacher's explanation and listening to the teacher's explanation. In addition, students actively record important things, students actively ask questions in the learning process, students actively discuss solving a problem in groups, were responsible with the NHT number, students could use opportunities to determine the resolution of a problem based on opinion differences, students actively answering and responding to questions asked by teachers and other friends, students appreciate the contribution of discussion group friends, and the enthusiasm of students during the learning process, and students remain seated with their group mates and did not walk around to other groups.

b. Implementation Activities

The basic competency at the teaching and learning activity meeting is understanding the material to be discussed, namely Hinduism, with the topic of *Tri Kaya Parisudha*. Teachers carry out core learning activities based on the Lesson Plans (RPP) guidelines that the teacher has prepared. When the teacher implements learning using Numbered Head Together (NHT) cooperative learning model, observations are conducted to focus on the teacher's activities in knowing students' attention and participation in learning. Furthermore, the learning activities ended with the implementation of teacher activities guiding students to summarize the material that had been learned and reminding students to study for the next material. Numbered Head Together cooperative learning model begins by grouping students into groups. Each member in the group is given a number to facilitate the division of group tasks, organize materials, change group positions, and present and respond to questions from other groups. Implementing actions using the NHT cooperative learning model means that each student is divided into small groups, and each group consists of 3-5 individuals with different abilities.

Before the implementation, educators formed groups randomly based on students' academic abilities. This grouping system would provide more opportunities for students to communicate and interact with each other in the learning process. In the beginning, students objected to the group composition. Students asked for group formation to be done by themselves and were free to choose on the grounds of being more comfortable during group learning. However, these obstacles can be overcome immediately by providing understanding to continue the learning process. It was intended that all students could work together with other friends in groups with heterogeneous situations. Students

must believe that without cooperation, their goals will not be achieved. A common goal should unite each group. Individual accountability is the basis for ensuring that all group members can actually have their personalities strengthened by group learning. This accountability arises when the results of each group partner are assessed, and the results are returned to the group. Based on these results, each student can reflect back to increase their contribution as much as possible to the group.

The groups that have been given the task synergize with their group members to find answers to it. During the learning process, the educator always reminds the group that each group member must understand the results of the answers to the tasks done by the group. After all groups had successfully completed the task, the teacher randomly called out a specific NHT number from each group. The designated number must present their group work in front of the class. Educators also gave tests to students about the material that had been discussed. Students with their group members work together according to the rules given by the educator in the learning model that has been applied. Each student was assessed for interaction in their learning discussion. Because it randomly called each member's number, it required each individual to present their group's work. Group presentations were carried out by calling each member who had low learning activity in their group. In contrast, other members gave responses or questions to the results of other groups' presentations. The educator called the NHT number randomly to present the answer and then discussed it with the presenting group.

During this meeting, there were still some students who could not focus on the lesson with this learning model because they often talked to their friends, asked questions, and argued about things outside the lesson. It happened because students were used to being passive during the learning process. In addition, the process of forming active learners required a lot of time and several ways to make these students familiar and comfortable with active learning, such as learning with the Numbered Heads Together (NHT) model. The conclusion is that the learning process carried out in Hindu Religious Education lessons is in accordance with the stages of Numbered Heads Together (NHT) cooperative learning model, namely numbering, asking questions, thinking together, answering questions, and concluding. The application of Numbered Head Together (NHT) cooperative learning model can make the teaching material easier to understand for students so that students can solve enthusiastically and happily the problems given to their study groups.

c. Final Activities

The final learning activity is the element of learning together to reflect on the learning and teaching activities that have been carried out, such as providing opportunities for students to ask questions about anything. Most students have established two-way communication, although only some have done it. Based on the observation conducted, it can be concluded that the application of Numbered Head Together cooperative learning model is fun learning for students. Thus, it is expected that student learning outcomes can improve consistently in Hindu Religious Education lessons.

Teachers provide opportunities for students to ask questions about things they do not understand. If there are no questions, the teacher immediately conducts an oral multiple-choice test and gives awards to groups who actively answer and get the highest number of points. Then, the teacher closes the Hindu Religious Education subject matter meeting by motivating and encouraging them to study harder. Thus, the next learning task can be done well, and also thank the students for their help in applying the Numbered Head Together cooperative learning model. The application of various learning models can make students' learning activities more enthusiastic and fun and make it easier to understand the subject matter. Learning Hindu Religious Education in elementary schools

needs to use creative and innovative learning models so that the learning process is not monotonous.

The activity carried out by the teacher in the final activity is also to give awards. This activity went quite well. The teacher awarded the best groups but has not provided individual awards evenly. Then the teacher is quite good. Educators guided students to summarize the learning material, but the teacher did not provide reinforcement of the material. In addition, the teacher also did not write it on the blackboard and then gave a follow-up task. Overall, the final activity went well. Students' orderly paid attention to the explanation from the teacher. At the end of the lesson, the teacher closed the lesson by praying together. When the teacher gave a briefing, many students still have not paid attention. For example, when the teacher explained the LKS work and divided the groups. It caused students to ask questions repeatedly, and the teacher repeated to explain it. The teacher should calm the students down before explaining so that the whole class can pay attention to the explanation. Questions from each student can also be directly listened to by classmates so that the same questions do not arise.

3. Personal, Knowledge and Skill Construction on the Application of Numbered Head Together (NHT) Cooperative Learning Model in Hindu Religious Education Lessons for Elementary School Students

Constructivist learning helps students transform new information by producing new knowledge, which will form a new cognitive structure. Constructivism is broader to understand and does not involve what is re-expressed. In constructing their knowledge, students certainly go through different processes and results. It is inseparable from the importance of students' thinking and learning styles in the learning process. In addition, it will also make it easier for students to understand the material delivered by the teacher and can increase the teacher's creativity in carrying out the learning process.

a. Improved Interaction and Discipline in Learning

Each group member is required to contribute ideas to complete the task, and at the end of learning, the individual must strive to get a high score so that he or she can contribute score points to the group. Asmendri & Sari (2018) stated that Piaget's personal construction emphasizes that students construct knowledge by transforming, organizing, and reorganizing knowledge from previous information. The role of educators is to provide support for students to help develop understanding so that the process of knowledge construction by students can run smoothly. The application of Numbered Head Together cooperative learning model through group discussion activities by utilizing the peer tutor system causes a process of students' personal construction. Students are free to discuss because the main function of group learning is that students can exchange ideas and create a positive learning environment for interaction between students and the Hindu Religion teacher. Personal construction in the application of Numbered Head Together cooperative learning model in Hindu Religious Education lessons for elementary school students supports increasing student activeness in explaining, answering, or responding to the learning process through discussion activities in improving student discipline.

Interaction between students, teachers, and peers in the form of discussions must be created to improve understanding of the material being studied. Learning resources used to construct knowledge in applying Numbered Head Together cooperative learning models in Hindu Religious Education lessons include peers as peer tutors, printed materials, multimedia, and interaction between teachers and students. Students' skills referred to in cooperative learning are actively asking questions, sharing tasks with group members, expressing opinions, respecting other people's opinions and ideas, and working

together in doing group assignments. Each member can interact face-to-face to integrate different ideas in solving or responding to a problem to create a sense of mutual utilization of the strengths and weaknesses of each group member with a different background and respect for each other. Thus, they can expand their understanding of Hindu Religious Education lessons better.

b. Improved Understanding in Learning

The knowledge construction in the application of Numbered Head Together cooperative learning models in Hindu Religious Education lessons for elementary school students through stages, namely students identify initial planning before conducting the implementation of learning, Students actively explore new information related to teaching materials and discussion activities are carried out by students both in groups through group learning and individually with the teacher concerned. Thus, students get solutions to the problems that they face. Material delivered using groups can be a place to accommodate students' ideas and perceptions of the problems raised so that it can increase students' insight into studying and mastering the material to be discussed (Pendy, 2021). Therefore, teachers must be able to see students' abilities and expertise because the level of understanding and knowledge depends on how the student receives and process information as a process of constructing their knowledge. The purpose of group processing is to increase the effectiveness of group members in contributing to group activities to achieve group goals.

The perspective of cognitive development with the interaction between each group member can develop students' achievements in thinking to process various information. Each student will try to understand and examine the information obtained to increase their cognitive knowledge. Cooperative learning aims to improve student's performance in academic tasks. The success of applying the Numbered Head Together cooperative learning model in Hindu Religious Education lessons also lies in students' readiness to participate in the learning process. Students prepare skills in each group. The existence of a grouping system can also make each member actively participate in completing the assigned tasks. Furthermore, if there is a group transfer, each student must provide an understanding of the material studied. During the discussion, students are expected to better understand and develop the material learned because they already have their own responsibility to remember and teach it to group mates. Thus, social skills will be well-developed if the group interaction runs smoothly. Therefore, although all teaching materials have been prepared through the Internet, students still have to be kind, honest, and enthusiastic in participating in learning.

c. Improved Socializing and Cooperation

Cooperation is one of the human natures as living beings. The form of cooperation can be found in all groups of people and without age restrictions. The process of cooperation occurs when individuals realize that they have the same interests at the same time and are supported by enough self-control and knowledge to meet these needs. Cooperation abilities are helpful in training students to accept the existence of many differences with other friends with different backgrounds. It is also related to the characteristics of the cooperative learning model that directs the cooperation process in groups and discussing material topics together. The implications of applying the Numbered Head Together cooperative learning model, in this case, students are taught to learn and understand peers' characteristics. Then, they are able to establish respectful cooperation between friends as a form of applying the teachings in Hindu Religious Education lessons, especially on *Tri Hita Karana* material (Narayani, 2019). Student activity is one part of the success of learning in the classroom. These activities include individual and group activities. When the teacher provides an opportunity for students to

ask questions about the teaching material presented, students then ask questions and often have discussions among students related to the subject matter as a form of sharing knowledge that they acquire themselves through various sources. Many students living close to each other do group work related to the assignments. Students who are actively involved in the learning process will positively impact the quality of communication and, at the same time, the interaction of children to improve their abilities. There are three important things that need to be considered in classroom management of cooperative learning models, namely the spirit of cooperation, grouping, and classroom arrangement.

Communication between members in the learning process, all groups and members will try to communicate positively with each other in deliberation to reach a consensus to solve a problem. In its process, each member must be able to use wise words. It is because there are differences in the background of each individual within a group so that this process can develop students' mental and emotional development. The ability to cooperate, if not familiarized from an early age, is feared to have a negative impact on the development process of students' self-adjustment in the academic or the child's social field. Teachers should be able to communicate effectively with students. The standard ability of cooperation is already listed in the standard level of achievement of child development, which is one of the references in children's social and emotional development. Teachers carry out social communication with students to facilitate information to students in answering questions related to the material. Children can adapt themselves to peers and the environment due to social development. Social maturity can be interpreted by giving responsibility through group tasks that require physical and mental energy. Social development helps students understand the meaning of respecting each other, helping each other and respecting each other, and providing information in their social interactions. Thus, cooperation skills are very important to be developed more optimally.

The willingness to cooperate is practiced through activities described in cooperation abilities. Thus, students need to be encouraged to be willing and able to interact and communicate with other members. In this case, the role of educators, especially teachers in the classroom, is very supportive of achieving group results in children's learning activities. Teachers must be able to direct children together to help each other achieve goals rather than prioritizing their own needs. Goals should be to prevent the individual interests who joined the group of children because they still need guidance and attention in determining the common achievement of the learning activity. Positive interdependence between individuals in the group because the group's success is very dependent on the cooperation of each group member to learn from each other and teach their friends so that group mates understand the subject matter discussed.

Conclusions

Based on the research results that have been carried out, it can be concluded that the application of Numbered Head Together cooperative learning model prioritized the role of students to be active by inviting students to learn while playing. NHT learning model was able to help the learning process of Hindu Religious Education lessons in elementary schools. The learning model was very effective in learning Hindu Religious Education lessons. It was supported by the advantages of the learning model, namely a deeper understanding of the lesson, a sense of tolerance, and a higher sense of self-esteem so as to develop a sense of belonging, sensitivity, tolerance, and cooperation. By selecting the application of the Numbered Head Together cooperative learning model in Hindu Religious Education lessons, it is expected that learning can give a deeper impression and meaning to students in learning. The numbered Head Together cooperative learning

model in Hindu Religious Education lessons could overcome the weaknesses in conventional learning based on the lecture model. Therefore, an active and interactive learning atmosphere can be created. The numbered Head Together (NHT) cooperative learning model greatly influenced students' motivation and learning outcomes.

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