

Implementation of the Learning Model of Number Head Together to the Biology Skills of Students

Nurdawani P Insyani^{1*}, Linda Advinda²

¹ Student of Postgraduate Program of Biology Education,

Faculty of Mathematics and Natural Science, Universitas Negeri Padang, Indonesia

² Department of Biology, Faculty of Mathematics and Sciences, Universitas Negeri Padang

Jl. Prof. Dr. Hamka Air Tawar Barat Padang - 25131, Indonesia



Abstract- This aim research is to know the number head together effect on the biology skills of a student. The type of research used in this study is the apparent experimental by the research design that is the Posttest Only Control Design. The population used is the student class X MIA MAN Solok City in the 2019/2020 school year. The sample uses the saturation sampling technique and X MIA 2 is set as the experiment class while X MIA 1 is as the control class. The research instrument used is a skill observation sheet. The data analysis uses the Mann Whitney U test. The study research shows that there is a significant difference between the experiment class and the control class. The average value of the experiment class is higher than the control class that is 3.46 (B+) and 2.53 (B-). The conclusion for this study is that the implementation of the learning model of the number head together to the biology skills of students could be increasing the skills of a student.

Keyword - Biology Skills, Implementation, Learning Model, Number Head Together.

I. INTRODUCTION

According to regulation, no 20 of 2003 concerned education is the conscious and planned effort to actualize the learning environment and the learning process so that students could be growing their potency actively and having a good spirituality, self-control, attitude, and skills for themselves. To increase student achievement certainly, it's not apart from the learning quality improvement in the school. The success of a learning process is most influenced by a teacher, so the teacher must have a good ability to teach the student and use the attractive strategy to implement the learning process.

The result and quality education are highly determined by the learning process, a step that could be conducted to increase the student competency is completing the learning system. According to the ministerial regulation of education,

no 36 of 2018 about to the curriculum 2013 and the competency standards of students are the knowledge competency, attitude competency, and skill competency.

The learning process that doesn't let the student in the class action could impact unbalance the knowledge, attitude and skill aspect of the student. That aspect is highly related to the character and expertise building, it can't reach if the learning model implemented could not motivated to let the student in the learning process actively. To actualize effective learning the teacher must have the great ability and skill to learn by applying the exact learning model in the class.

Based on the observation result and the interview with the biology teacher in MAN Solok city, we get the information that the student is not active yet in the learning process both in the group discussion and into giving a

response so the learning process is still dominated by the teachers. In the discussion process, there are many students having an indifferent attitude to their member group and they don't care about the learning materials that must be understood. They often burden their task to the active member, besides they still use their notebook and teacher's explanation. If we saw from the value aspect the teachers just tend to the knowledge aspect while the other aspects haven't done fully by teachers. It has an impact on the learning competency of the student. Haviz, et al (2016) said that the low activity of students in the learning process could affect the learning quality of students.

To overcome that problem, we need the learning model which can increase the active learning way and in the learning process could give a chance to the student to develop their knowledge and science. The teachers need to implement the right learning model so the students are to be active in the learning process and could be understood the learning materials.

According to Suprijono (2012:46), the learning model is a pattern and a tutorial used is a guideline planning in the class which refers to the learning approach that used, the learning aim, the syntax in the learning and the class management. Similar to Suprijono, Lufri (2010: 52-53) explained that the learning model is the learning pattern or example which has been designed by using the learning approach or method or strategy and has been completed by the syntax and the learning device.

Mustami (2018) said that one of the efforts to increase the learning competency of a student is by using the learning model of number lead together (NHT). It's one of the learning models which could increase student activities in the learning process. According to Nuryanti (2018), the cooperative learning of NHT is one of the learning types focused on the particular structure which is designed to affect the student interaction pattern and have the aim to increase the academic materials.

The cooperative learning model of NHT is the learning strategy having collaboration among students to reach the learning aim. Based on that explanation so we have conducted a study with a title that is the implementation of the learning model of number head together to the biology skills of students.

II. METHODOLOGY

The type of research used in this study is the apparent experimental by the research design that is the *Posttest Only Control Design*. The population used is the student class X

MIA MAN Solok City in the 2019/2020 school year. The sample uses the saturation sampling technique and X MIA 2 is set as the experiment class while X MIA 1 is as the control class. The research instrument used is a skill observation sheet. The data analysis uses the Mann Whitney U test.

III. RESULT AND DISCUSSION

Data that is got in this study are the skills of the experiment class and the control class.

a. The student skills data

Table 1. The student skill data

Class	Average	Predicate
Experiment	3,46	B+
Control	2,53	B-

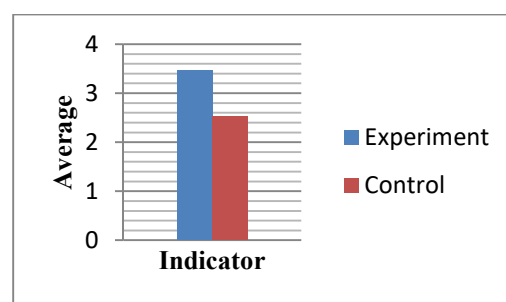


Image 1: the average of the student skills value

The skill competency assessment, in the observation sheet, has been conducted by two observers as long as the learning process. It was conducted in the sample class that is the inactivity during the discussion, the presentation, the explanation skills, the teamwork, and closing. Based on table 1 and image 1 we saw that the average of the student skill value in the experiment class is higher than the control class, 3.46 (B+) and 2.53 (B-). That thing has happened because when the learning process there is an interaction between the group presentation and the student so they could develop and understand the learning material. According to Purnomo (2015) said that NHT could motivate the student to be active in that discussion because they can help each other.

Fanalog (2016) described that NHT require the student to be interacting among the group member, individual and group accountability, that could motivate them to increase their achievement each other. The learning model implementation of NHT gave a positive impact on the biology skill of students because that method could facilitate the student to understand the learning material in the class. This way gives a chance to all group members to say their

idea, to consider their right answer, and to push them increasing teamwork vibe in this discuss.

By using this model it will increase the student skill in the learning process. According to Aswan, Lufri, Sumarnin (2018) said that critical thinking skills must develop through the student direct experience in problem-solving. NHT could lead the student to develop the learning material and their skills in this discuss. The student achievements depend on the student's interest in the learning material.

IV. CONCLUSION

Based on this study, we've got a conclusion that the NHT implementation has a significant impact on student skills and has been proven to increase the biology skill of the student.

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