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Efforts to Improve Understanding of *Asmaul Husna* by Using the Numbered Head Together Learning Model in *Madrasah Ibtidaiyah*

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ABSTRACT

This research aims to improve the understanding of *Asmaul Husna* in *Madrasah Ibtidaiyah* through the application of the Numbered Head Together (NHT) learning model, a cooperative method that emphasizes the active participation of all students in the learning process. Education, in this context, is seen as a conscious and planned effort that aims to shape the character and behavior of students to be in accordance with Islamic values. The process of developing students' intellectual potential needs to be accompanied by the cultivation of moral values and manners, such as manners, which are an inseparable part of a Muslim's personality. The NHT model was applied because it was found that the students at *Madrasah Ibtidaiyah* were still not optimal in creative thinking, and were not fully aware of the importance of manners in daily life. The research method used is Classroom Action Research (PTK) with a cycle design consisting of three main stages: planning, implementation, and reflection. At the planning stage, the researcher developed a Learning Implementation Plan (RPP) which includes learning activities using the NHT model and evaluation instruments. During the implementation, students are divided into small groups and actively participate in group discussions and presentations of the results of the discussion. Observations were made to evaluate students' activeness and understanding of *Asmaul Husna*'s material. The data collected from observations and comprehension tests were then analyzed to determine the effectiveness of the NHT model. The results of the study showed a significant increase in the understanding of *Asmaul Husna*, accompanied by an increase in the activeness and polite behavior of students. This method has proven to be effective in achieving the learning goals that have been set, which is not only improving students' cognition, but also their affective aspects.

KEYWORDS
Understanding *Asmaul Husna*, NHT Learning Model, Islamic Education, Student Activeness, Adab Values

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A. Introduction

The development of science and technology has brought significant changes to various dimensions of life, including in the field of education (Maili, 2021: 158). Schools as formal educational institutions have an important role in organizing learning activities in a systematic and structured manner (Siholoho, 2023: 754). This activity is carried out by professional educators who work with programs that have been poured into a certain curriculum, and are attended by students from various levels of education, ranging from Kindergarten to Higher Education (PT). The changes brought by this technological development also have an impact on the learning methods and strategies used in schools. With technology, various innovative and interactive learning models are increasingly easy to implement, so that they can increase the effectiveness of learning and student learning outcomes. This shows how important the role of technology is in supporting a more modern and efficient educational process (Purnasari & Sadewo, 2021: 3089).

In a study conducted by Dadang Wino Hocky Oktavia entitled "The Application of the Numbered Heads Together (NHT) Type Cooperative Learning Model to Improve Social Studies Learning Outcomes of Class V Students of MI Miftahul Huda Bacem Sutojayan Blitar," student learning outcomes after the implementation of the Numbered Heads Together (NHT) type cooperative learning model have increased significantly. In the pre-test, the completeness of student learning only reached 18.18%. After taking action in the first cycle, the students' learning completeness increased to 63.63%, with an average score of 66.81. Then in cycle II, the learning completeness increased again to 85% with an average score of 75. Based on the results of this study, it can be concluded that the application of the Numbered Heads Together (NHT) type cooperative learning model effectively improves the social studies learning outcomes of class V students of MI Miftahul Huda Bacem Sutojayan Blitar. The significant increase from cycle I to cycle II shows that the NHT method is able to create a more collaborative and interactive learning environment, which ultimately improves students' understanding of the material taught. This learning model not only improves students' learning completeness but also increases the overall grade point average. Therefore, this study provides strong evidence that the NHT-type cooperative learning model can be applied as an effective alternative to improve learning outcomes in the classroom. This improvement also shows that learning strategies that involve students' active participation in the teaching and learning process can produce better results compared to traditional methods (Oktafia, 2015).

The subject of Aqidah Akhlak has a noble purpose, namely to grow and improve the faith and morals of students (Mulia, 2020: 118). Through this subject, students are taught to understand, appreciate, and practice Islamic teachings, especially those related to aqidah and morals. Aqidah Akhlak education does not only focus on the cognitive aspect, but also on the formation of a commendable character in daily life (Noptario & Arif, 2023: 342). By instilling the values of aqidah and morals from an early age, it is hoped that students can grow into individuals who believe in and devote themselves to Allah SWT, and have noble morals that are the basis for interacting with others. Aqidah Akhlak education also aims to prepare students to continue their education to a higher level with strong faith and good morals (Supriatna & Rahayu, 2021: 19). This strong faith will later become a guide in his life, both personally, in society, as a nation, and as a state. In addition, with a solid foundation of aqidah, students are expected to be able to face various challenges and temptations that may arise in their life journey. Thus, the subject of Aqidah Akhlak not only forms students who are intelligent in religious knowledge, but also forms superior characters and noble character.

The learning of Aqidah Akhlak at *Madrasah Ibtidaiyah* emphasizes the inculcation of aqidah and moral values from an early age to students (Jannah, 2020: 237). These values serve as the main foundation in the formation of Islamic student character and behavior. In the context of education, aqidah is a strong foundation for every individual Muslim, because it is from this aqidah that morality is formed and developed (Atin & Maemonah, 2022: 323). By understanding the aqidah correctly, students can internalize the moral and ethical values

taught in Islam, which are then reflected in their daily attitudes and behaviors (Shafi'I et al., 2024: 1). For example, students are taught to appreciate honesty, justice, patience, and various other commendable traits that characterize the morals of a Muslim. This learning process is expected to shape students into individuals who are not only intellectually intelligent, but also have good character. This good character will be beneficial for his life in this world and the hereafter. In addition, with the inculcation of aqidah and moral values from an early age, it is hoped that students can become role models for the surrounding environment and be able to bring positive changes in society. Therefore, learning Aqidah Akhlak has a very important role in producing a generation with noble character.

B. Theoretical Framework

Constructivism theory plays an important role in the world of education, especially in learning models such as Numbered Head Together (NHT). Constructivism emphasizes that knowledge is not something that has already been done, but rather is the result of an active construction process by individuals who learn (Jannah, 2020: 237). Knowledge is a cognitive form that develops through an individual's interaction with his or her environment. This approach was first proposed by Giambatista Vico, who argued that knowledge is formed through human interaction with the world around it (Vico et al., 2000). Over time, this concept has continued to evolve and be applied in various learning models, including NHT, which encourages students to actively build their knowledge through group discussions and collaboration (Janiah, 2022: 1074).

Jean Piaget, a psychologist from Switzerland, is one of the main figures in the development of the theory of cognitive constructivism. According to Piaget, children have an innate curiosity that drives them to continue to understand the world around them (Piaget, 1981:13). Piaget identified four stages of mental development that affect how children build their knowledge: sensorimotor, pre-operational, concrete, and formal operational. Each of these stages reflects an increasingly complex way of thinking, ranging from sensory thinking to abstract thinking (Nainggolah & Daeli, 2021: 31). In the context of learning, cognitive constructivism developed by Piaget emphasizes the importance of the role of the individual in constructing knowledge, where learning is considered an active process that involves exploration and understanding of the world by students (Marinda, 2020: 116).

Lev Vygotsky, a psychologist from Russia, developed an approach to social constructivism that emphasizes the importance of social interaction in the learning process. Vygotsky argues that knowledge is built through interactions with others, especially with individuals who are more knowledgeable or who represent an established cultural system (Ilham & Tiodaara, 2023: 380). In Vygotsky's view, social interaction is key in building new ideas and enriching students' intellectual abilities (Salsabila & Muqowwim, 2024: 813). This approach to social constructivism differs from cognitive constructivism, which focuses more on individual roles. Vygotsky emphasized that ideal learning involves both individual and social constructs of knowledge, so that learning becomes more meaningful and contextual (Payong, 2024: 164). Learning models such as NHT, which encourage discussion and collaboration between students, are heavily influenced by this theory, as they help students develop understanding through active social interaction.

The Numbered Heads Together (NHT) method is a cooperative learning model designed to improve student interaction and encourage active participation in the classroom (Qomaroah et al., 2021). This method was first developed by Spencer Kagan to ensure that all students are engaged in learning and have an equal opportunity to understand the material being taught. In NHT, students are divided into small groups of 3-5 people. Each member of the group is assigned a different number, which is then used to determine who will answer the questions asked by the teacher. NHT steps involve four main phases: numbering, asking questions, thinking together, and answering. In the first phase, students are numbered in their groups. The second phase involves the teacher asking questions to the entire class. In the third phase, students discuss in their groups to put together the best answers, and in the fourth phase, the

teacher chooses one of the numbers to answer the question in front of the class.

The implementation of the NHT method in the classroom aims to improve cooperation between students, promote a deeper understanding of the subject matter, and develop critical thinking skills. In NHT, each student in the group is required to understand the answers generated by group discussions, so that when their number is called, they are ready to answer questions with confidence. This method is very effective in ensuring that every student contributes to learning and that no one feels left out. In addition, NHT also allows teachers to evaluate students' understanding more thoroughly, as each student has the opportunity to demonstrate their knowledge. Thus, this method not only promotes collaborative learning, but also facilitates an inclusive and participatory learning environment (Rusni, 2021: 91).

One of the main advantages of NHT is its flexibility that can be applied in a variety of subjects and age levels. This method can be used to teach a variety of concepts, from factual knowledge to analytical skills, and is suitable for students of different levels of education, from elementary school to higher levels. For example, in science lessons, NHT can be used to explore scientific concepts by asking students to work together to solve a specific problem. Similarly, in social studies, students can be invited to discuss historical or contemporary issues, utilizing NHT to bring together different perspectives and formulate a comprehensive understanding. NHT's ability to accommodate various learning styles and students' ability levels makes it a very valuable method in an effort to improve the quality of learning in the classroom (Ulfah et al., 2024: 33).

C. Research Methods

This research method uses the Classroom Action Research (PTK) approach which is designed to improve students' understanding of *Asmaul Husna* in *Madrasah Ibtidaiyah* through the application of the Numbered Heads Together (NHT) learning model. This research was carried out in three cycles which included planning, implementation, observation, and reflection stages (Sari et al., 2022: 13). In the planning stage, the researcher develops a Learning Implementation Plan (RPP) which includes learning objectives, teaching strategies, as well as media and evaluation tools. The media used included student worksheets, number cards, and whiteboards. In addition, the researcher prepared an observation instrument to assess students' active participation and understanding of the material. The lesson plan is designed to facilitate active and collaborative interaction among students, as well as ensuring that each student has the opportunity to contribute to group discussions.

The implementation of the NHT method is carried out by dividing students into small groups and assigning a number to each group member. Each student with the same number was assigned a different assignment, which had to be presented to the other group. This model aims to increase student participation and deepen their understanding of *Asmaul Husna* through active discussion (Hanifa & Ritonga, 2024: 54). During the learning process, teachers act as facilitators who monitor interactions between students and provide guidance if needed. Observations were carried out to collect data on students' activeness in discussions and their understanding of the material. The researcher also recorded students' manners during group interaction to assess the affective aspects of learning. After each cycle, the researcher analyzed the data obtained from student observation and comprehension tests. In the reflection stage, the researcher evaluated the learning outcomes of students and the effectiveness of the implementation of the NHT model based on the data collected. Discussions with teachers are conducted to evaluate the achievement of learning objectives and identify areas that need improvement (Ulpa & Husairi, 2023: 32).

D. Research Results

This research was carried out in class V of MI Futuhul Islamiyah Gotputuk, with a student population consisting of 30 people, namely 11 female students and 19 male students. The purpose of this study is to measure the improvement of student learning outcomes in moral faith subjects, especially *Asmaul Husna* material. To achieve this goal, the researcher applied

a cyclical approach in classroom action research, which consisted of three cycles. Each cycle is designed to identify and overcome obstacles in learning that may affect student learning outcomes. This approach allows researchers to systematically observe, analyze, and reflect on student progress, as well as make necessary adjustments in teaching methods.

In the first cycle which was held on October 31, 2022, the observation results showed that only 50% of students achieved a score above the Minimum Completeness Criteria (KKM) set, which was 71. This shows that there are still most students who have not mastered the *Asmaul Husna* material well. Realizing this, the researcher then carried out several interventions to improve students' understanding in the second cycle. In the second cycle which was held on November 21, 2022, there was a significant increase, with 71% of students achieving scores above the KKM. This improvement shows that the change in teaching strategies has succeeded in helping more students in understanding the material. However, the percentage of classical completeness still does not meet the expected target, so additional cycles are needed to achieve the research objectives.

In the third cycle held on December 2, 2022, the results showed a very significant increase, with 86% of students achieving scores above KKM. The percentage of classical completeness in this cycle reached 93.33%, which means that it has met the predetermined class completeness criteria, which is ≥75%. This achievement shows that the learning method applied during the three research cycles is effective in improving student learning outcomes on *Asmaul Husna* material. With high classical completeness in the third cycle, this study is considered successful and can be terminated. These results also show that the learning strategies used, including reflection and adjustment in each cycle, are successful in achieving the goal of improving student learning outcomes. This success has positive implications for the application of similar methods in other classes to improve students' understanding and learning outcomes on various subject matter.

E. Discussion

This study uses a Classroom Action Research (PTK) design consisting of three cycles to measure the improvement of student learning outcomes. Cycle I, Cycle II, and Cycle III are carried out in stages to obtain comprehensive data on changes and developments that occur in students. In each cycle, the researcher carried out certain interventions to increase students' activeness and understanding of the material taught. The increasing activity of students from cycle to cycle has a positive impact on their learning outcomes. Data on student learning outcomes and completeness are recorded and analyzed in each cycle. With this approach, researchers can evaluate the effectiveness of the interventions carried out and see a comparison of systematic improvement in student learning outcomes. The following table presents data on the improvement of learning outcomes and student learning completeness in each cycle, which shows positive changes in student activity and its impact on learning outcomes. Through this analysis, it can be concluded that the PTK approach is very useful in understanding learning dynamics and improving student learning outcomes as a whole.

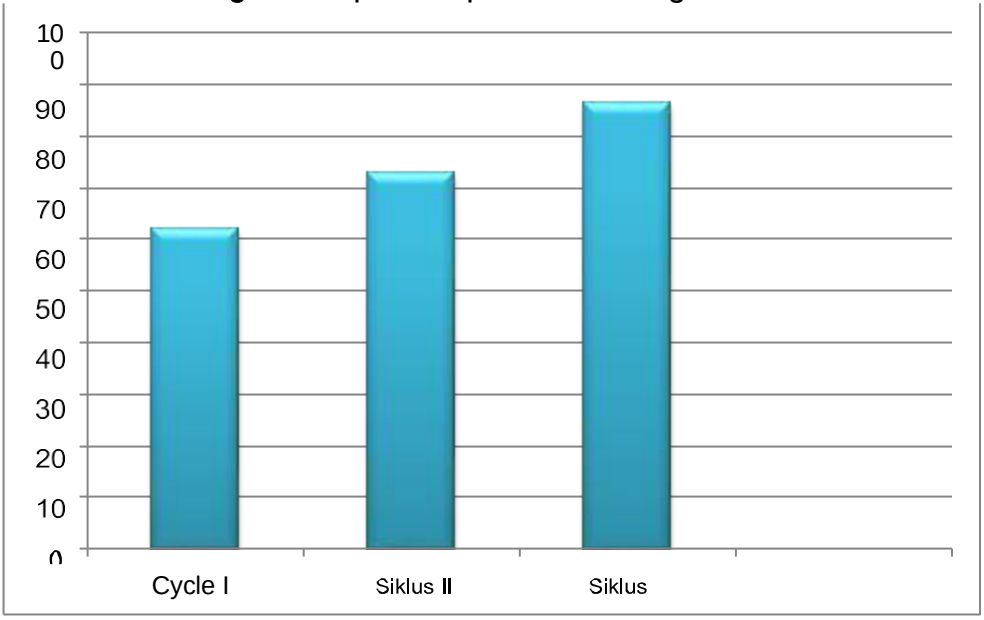
Table 4.5 Recapitulation of Research Results

No.	Criterion	*Pretest*	Cycle I	Cycle II	Cycle III
1	Class average	62	72,83	79,00	**89,17**
2	Students complete their studies	20%	56,67%	83,33%	**93,33%**
3	Students have not completed their studies	80%	43,33%	16,67%	**6,67%**
4	Results of observation of researcher activities	-	82,86%	88,33%	**96,15%**
5	**Results of observation of student activities**	**-**	**81,43%**	**87,33%**	**95,38%**

The results of the study show that the application of the Numbered Heads Together

(NHT) learning model is effective in improving the learning outcomes of grade V students at MI Futuhul Islamiyah. This increase can be seen from the data on learning completeness which increased significantly from the pre-test to the third cycle. In the pre-test, only a small percentage of students achieved scores above the Minimum Completeness Criteria (KKM), while most were still below it. However, after the implementation of the NHT model in cycles I, II, and III, the number of students who achieved scores above KKM gradually increased. This shows that the NHT model has succeeded in creating a more collaborative and effective learning environment, allowing students to better understand the material being taught and improve their learning outcomes. This increase in completeness also shows that the NHT model can be used as an effective alternative to improve the quality of learning in the classroom. The application of the NHT model shows that learning strategies that involve student collaboration can bring significant results in improving understanding and learning completeness.Here is a graph of improved learning outcomes:

Pig. 1: Graph of improved learning outcomes



At the beginning of the study, the preliminary test results showed that out of 30 students in grade V of MI Futuhul Islamiyah, only 6 students (20%) achieved a score of ≥75, while the other 24 students (80%) were below that score, with an average class score of 62. After the first intervention in cycle I, the average class score increased to 72.83, with 17 students (56.67%) achieving a score of ≥75 and 13 students (43.33%) still below it. This increase shows that there is a positive effect of the implementation of the NHT model in the early stages. In the second cycle, the average grade of the class increased further to 80, with 23 students (76.67%) achieving a score of ≥75, and only 7 students (23.33%) were still below that score. This significant improvement suggests that the NHT model is not only effective in improving student comprehension but also improving overall learning outcomes. In the third cycle, the average grade of the class increased further to 89.17, with 28 students (93.33%) achieving a score of ≥75, and only 2 students (6.67%) were still below that score. This data shows that the NHT model can be applied effectively to improve learning outcomes in various subjects. This success provides strong evidence that collaborative-based interventions such as NHT can significantly improve the quality of education and student learning outcomes.

The average increase in student learning outcomes from cycle I to cycle III was very significant, which was 27.17. In addition, the completeness of learning the Moral Faith has also increased drastically, namely by 73.33% from cycle I to cycle III. In cycle III, classical completeness reached 93.33%, which means that almost all students have met the minimum completeness criteria determined, which is ≥75. This shows that the NHT learning model is very effective in improving student learning outcomes. With this achievement, the research can be ended because the expected target has been met. The high classical completeness in cycle

III shows that the NHT model is able to have a significant positive impact on students' understanding and learning outcomes, making it a very suitable method to be applied in learning Akidah Akhlak in class V of MI Futuhul Islamiyah. This success shows that collaborative methods can be used effectively to improve learning outcomes in various educational contexts.

The results of the post-test in cycle III showed a significant increase in student understanding. This is evident from the very striking increase in student learning outcomes compared to the previous cycle. Thus, the use of the Numbered Heads Together (NHT) learning model has proven to be able to help students improve their learning outcomes effectively. This increase is not only seen in the increase in the average grade of the class, but also in the number of students who manage to achieve a score above the KKM. This success shows that NHT is able to create a learning environment that is conducive to collaboration and better understanding of the material. Therefore, this model can be used as one of the effective learning methods to be used in various subjects and other levels of education, in order to improve overall student learning outcomes. The application of the NHT model also shows that an approach based on cooperation and active participation can encourage significant and sustainable improvement in learning outcomes.

F. Conclusion

Based on the results of the research conducted, the application of the Numbered Head Together (NHT) learning model is proven to improve the learning outcomes of grade V students at MI Futuhul Islamiyah on *Asmaul Husna*'s comprehension material. From the results of the observation of student activities, there was a significant increase from cycle I to cycle III, namely from 81.86% to 93.85% with the category of very good. This increase is also reflected in the test results of students. Starting from the Pre Test with an average student score of 62, there was an increase in the Post Test cycle I with an average score of 72.83, then increased again in the Post Test cycle II with an average score of 79, and finally reached an average score of 89.17 in the Post Test cycle III. In addition, the level of student learning completeness also increased significantly, from 56.67% in the first cycle to 93.33% in the third cycle. This data shows that the use of the NHT model not only improves students' learning activities but also their overall learning outcomes. This improvement shows the effectiveness of the NHT model in helping students understand *Asmaul Husna* material better, as well as increasing students' active involvement in the learning process. Thus, the application of the NHT model can be used as an effective learning method to improve student learning outcomes, both in terms of material understanding and in terms of overall learning skills. This finding is expected to make a positive contribution to learning practices in madrasas and other educational institutions, so that it can continue to improve the quality of education for students.

Efforts to improve *Asmaul Husna*'s understanding by using the Numbered Head Together (NHT) learning model at *Madrasah Ibtidaiyah* have shown positive results. However, this study has a significant weakness, namely its application is limited to one school. The focus on one institution does not provide a comprehensive picture of the effectiveness of the NHT model more broadly. Each school has unique characteristics that can affect the results of the application of this method, such as differences in the curriculum, teacher ability, and student characteristics. In addition, external factors such as the social and cultural environment can also affect learning outcomes. The research conducted in only one school is not enough to conclude that the NHT model will be effective in all Ibtidaiyah Madrasas. It takes a broader study and includes a variety of schools with different backgrounds to get more representative and valid data. This is important so that the results of the research can be adopted more universally and applied with appropriate adjustments in various educational contexts. By conducting research in more schools, it will be possible to see variations in the effectiveness of NHT models and understand what factors support or hinder the success of these methods. Therefore, although the initial results show success, the implementation of NHT in *Madrasah Ibtidaiyah* requires further research and application in various schools to ensure the reliability

and sustainability of this learning model in improving the understanding of *Asmaul Husna* among students more broadly and holistically.

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