

Enhancing learning outcomes of Social Studies with Numbered Head Together: case at SMP Negeri 6 Yogyakarta

by

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<p>Article History Submitted: 26-01-2024 Revised: 19-03-2024 Accepted: 22-03-2024</p> <p>Keywords: Learning outcomes Numbered Head Together Social Studies outcomes SMP Negeri 6 Yogyakarta</p>	<p>Abstract Learning outcomes play a crucial role in the educational process, demonstrating students' learning success. It is often expressed in the form of grades or scores. The learning outcomes of social studies in SMP Negeri 6 Yogyakarta have not reached their full potential. Enhancement is required to improve the quality of learning. One approach to address this issue is implementing the Numbered Head Together method. This research aims to investigate the impact of the Numbered Head Together Method on improving social studies learning outcomes, specifically in the knowledge domain. The research subjects were class VII C at SMP Negeri 6 Yogyakarta during the 2022/2023 academic year. The study adopts a Classroom Action Research design and involves 32 grade VII C students as research participants. The research process consists of two cycles: planning, implementation, observation, and reflection. Data collection methods include tests and non-tests, with instruments such as written tests, performance assessment sheets, and product assessment sheets. Data validity is ensured through the triangulation method technique. Data analysis uses an interactive technique, including data reduction, presentation, and conclusion/verification. Results demonstrate the positive impact of implementing the Numbered Head Together method on social studies learning outcomes in class VII C at SMP Negeri 6 Yogyakarta. Notably, there was a consistent increase in the percentage of students achieving social studies learning outcomes of $KKTP \geq 80$ throughout the cycles. Additionally, this research project enhanced students' skills in critical discussions and the creation of mind maps.</p>
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Introduction

Maturation through teaching and training efforts carried out with conscious effort individually and in groups is called education. It is a nation and state development effort through quality human resources. Human resources are the spearhead of improving the progress of a nation. Education is a place to improve human resources quality formally implemented through school learning (Sugihartono et al., 2007; Sudrajat, 2023; Sudrajat, 2024; Sudrajat & Agustina, 2019). The learning that takes place must be of high quality, supported by students who actively participate in education and teachers who are competent in their fields and constantly innovate in designing learning activities that are fun, interesting, and according to students' needs. Facilities in schools also have an essential role in obtaining learning resources smoothly and efficiently.

Competent teachers must also support the availability of adequate facilities. It is to make maximum use of these facilities to make the learning process more meaningful. Teachers are one of the determining factors for students' success in learning and achieving educational goals at the national level. This goal of national education is the primary goal of education

through learning; the most important thing is a two-way dialogue between teachers and students to increase knowledge and positive attitudes.

Hamalik (2009: 57) believes that learning is a combination of factors that interact with materials, people, equipment, and procedures to achieve learning objectives. This opinion is supported by Sugihartono et al. (2007: 81), who define learning as the transfer of knowledge, organization, and the ability to create environmental systems using different methods. Social Sciences (IPS) is one of the subjects in SMP/MTs. Integrated learning, which packages various scientific disciplines such as Geography, Sociology, History, and Economics into specific topics, is known as IPS. Various events, facts, concepts, and generalizations related to social problems that arise in society are discussed in social studies learning. Social studies learning must be responsive to students' context, needs, and development. The social studies learning material provided should be equipped with real examples so that it can be helpful in real life.

Social studies is the name of school subjects and university curricula (Sapriya, 2011; Sudrajat & Mujadidi, 2022; Sudrajat, 2021). The term IPS originates from the agreement of Indonesian experts at a national education seminar held in Tawang Mangu, Solo, in 1972. Sumantri (2001: 92) also defines Social Sciences Education as implementing social sciences and humanities as an essential function for teaching and scientific presentation. pedagogical/psychological is described as simplifying or adapting the material's difficulty to suit students' intelligence and interests. Social studies learning is often considered a boring subject that only requires memorization. Teachers also need to implement learning innovations to stimulate students' interest in learning activities in the classroom. This learning innovation occurs due to various factors, including learning methods, media, and teacher teaching styles, which depend on the characteristics of the students in the class. This ensures that students' learning activities go according to plan. Without learning innovation, long-term impacts on national education goals will be challenging to achieve.

Various components are essential factors in efforts to achieve national education goals. Teachers are responsible for learning at school and play an essential role in achieving higher-quality education. Efforts to realize national education begins with improving the quality of learning in the classroom. Improving the quality of social studies learning can be done in various ways, for example, by integrating historical landmarks as one of the learning sources (Sudrajat, 2021; Sudrajat, 2023; Sudrajat et al., 2023). Contextualizing social studies learning more localized (Sudrajat et al., 2020) or using learning strategies such as cooperative learning (Suparmini et al., 2017). Teachers, as educators, are expected to master various competencies. The competencies in question are four teacher competencies consisting of personality, social, pedagogical, and professional competencies, which can determine the success of learning. Teachers' abilities must be utilized optimally because teachers also act as learning resources. In this case, learning innovation is needed to trigger students' interest and motivation in the context of learning discipline.

The learning strategy chosen by the teacher also depends on the teacher's competence. The situation or circumstances of students are also considered when choosing learning strategies and methods. Teachers are greatly helped by the existence of learning methods because, in this way, it will be easier for teachers to convey information to students. Not only that, students are also expected to be able to receive the information conveyed by the teacher

more easily. Based on initial observations at SMP Negeri 6 Yogyakarta, in several class VII in October 2022, some things need attention in planning, processes, and reflection on learning. At SMP Negeri 6 Yogyakarta, the delivery of social studies learning material has used the discussion method on several occasions and varied lectures.

Teachers have utilized school learning facilities like LCDs to deliver learning material more effectively. Social studies learning uses PowerPoint slide media and provides an alternative to playing learning videos. However, only a few students have become more active, while others are still inactive. Social studies learning should involve the active participation of students and various learning resources. Ultimately, learning leads to the teacher as the center of learning, not the students who are the center. Still related to the teacher as the center of learning, this can also be caused by the discussion method being carried out less than optimally. Teachers have utilized the facilities at school but have not maximized the use of appropriate methods. As stated in the Class VII Social Sciences Teaching Module, the teacher has prepared different learning methods at several meetings. However, it has been hampered several times by limited time and a large amount of learning material, so these plans cannot consistently be implemented well, resulting in returning to the discussion method without variations.

Learning activities at SMP Negeri 6 Yogyakarta, especially class VII, are permitted to use cell phones to search for additional social studies learning materials. However, students often abuse this opportunity to play games and open social media. Games and social media can still be used; it is just that policies are needed in their use so that the negative impact of cell phones can be minimized. An initial agreement in class regarding cellphone use must be adhered to. Using a cell phone that is not by the agreement can undoubtedly disrupt the course of learning, such as students becoming unfocused when learning social studies and focusing more on the cell phone they are holding. The implementation of social studies learning, which is still centered on the teacher, the lack of attention or focus of students on the implementation of learning, and less varied learning methods can result in less than optimal output. Through formative assessment, it can be used as an essential reference for determining reflection and follow-up on future learning implementation. This formative test is used to measure student learning outcomes.

The results of observations obtained from several classes VII at SMP Negeri 6 Yogyakarta showed that the initial abilities of students were known because the teacher had carried out diagnostic tests on them. When students start learning, diagnostic tests are carried out so that the student's initial knowledge is known and the extent to which the teacher can provide new knowledge. Diagnostic tests are given using multiple-choice tests using Google Forms, which students can access via their respective cell phones. This diagnostic test went smoothly, but several things needed attention because using Google Forms requires an adequate internet signal. However, the internet facilities provided by SMP Negeri 6 Yogyakarta do not yet reach all classes, so students have to use personal quotas or tether with friends. Students who forget to bring or do not have a cell phone must work with their friends on a worksheet, considering the limited time spent carrying out diagnostic tests (Sudrajat, 2015; Sudrajat, 2023; Wingkel, 2012; Sudarsono et al., 2018; Sudrajat et al, 2023)

The interview was conducted with one of the social studies teachers who collaborated

in this research, teaching four classes VII and three classes VIII. VII C has the lowest social studies learning outcomes compared to other VII classes. The Merdeka Curriculum emphasizes that learning completeness can be seen in improving the learning process and results. Learning outcomes are skills obtained by students after gaining educational experience (Sudjana, 2006: 22). This PTK is focused on classes that have implemented the Independent Curriculum; namely, one class is selected at the grade VII level. Details of the average social studies score for class VII for each class in each exam, both STS and SAS, can be seen in Table 1.

Table 1
Mean Score of STS and SAS Class VII SMP Negeri 6 Yogyakarta

Class	STS (Sumatif Tengah Semester)	SAS (Sumatif Akhir Semester)
VII A	87	83
VII B	69	71
VII C	67	70
VII D	81	85

Source: Document of SMP Negeri 6 Yogyakarta 2022/2023

One data obtained during the observation was the average STS and SAS scores in class VII of SMP Negeri 6 Yogyakarta. Based on the average score, two classes showed less than optimal social studies learning outcomes. The highest average score on STS is class VII A, and the highest SAS is class VII D. The lowest average score is class VII C for both STS and SAS. The learning process and outcomes reflect the level of learning success. The learning process must involve all components, including communication, which not only runs in one direction but instead has two-way communication between students and teachers. Learning outcomes are said to be complete if most students experience an improvement in their learning process, which affects improving social studies learning outcomes.

The Numbered Head Together method is a learning that emphasizes students' abilities. This method is included in cooperative learning and can influence students' interaction patterns. This method can also be used as an alternative to traditional classroom structures. The teacher will choose representatives in each group without telling them who will be appointed (Trianto, 2011, p. 82; Slavin, 2005; Sudrajat, 2023; Trianto, 2011). Students and other students can learn from each other.

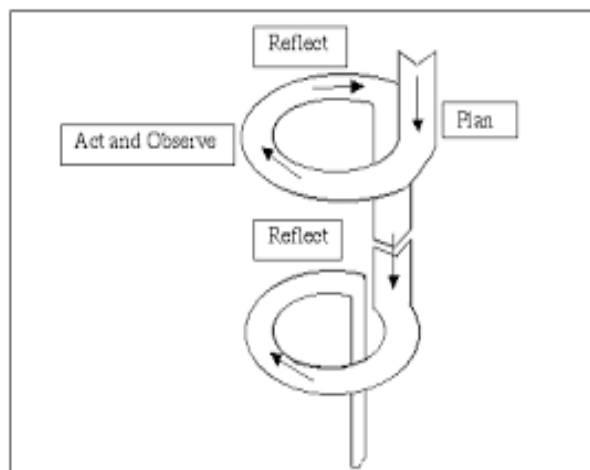
The advantages of this method are that students are suitably prepared to receive learning material and discussions with one another. The clever students can help their less clever friends to understand the learning material so that intensive interaction between students can be created (Sudrajat et al., 2023; Shoimin, 2014, pp. 108-109; Trianto, 2011). Salahuddin (2015: 144) said that students could have serious discussions through the Numbered head-together method, and brilliant students can teach less intelligent students. Furthermore, the method improves learning outcomes, deepens understanding, trains responsibility, increases self-confidence, and fosters cooperation and active participation so that learning is not boring (Kurniasih, 2017; Sudrajat, 2015).

This method generally explains that apart from the team being responsible for their group, individuals must also understand the group's answers, so individual responsibility is also needed in the Numbered Head Together method. It is hoped that each group member's understanding of the answers given by the group can help students understand the material presented, thereby improving social studies learning outcomes. The problems described require solutions to improve the quality of social studies learning at SMP Negeri 6 Yogyakarta, which can later be realized by improving social studies learning outcomes. Therefore, based on the problems raised, the author was encouraged to conduct research to improve social studies learning outcomes through the Numbered Head Together method in Class VII C of SMP Negeri 6 Yogyakarta.

Method

This research is a type of Classroom Action Research. The research design uses the Kemmis and McTaggart model in several stages: planning, implementation, observation, and reflection. The following is a picture of the spiral model of Kemmis and McTaggart (1992).

Figure 1. Action Research Models of Kemmis and Taggart.



The research subject is 32 students in class VII C of SMP Negeri 6 Yogyakarta. Data collection techniques were carried out using tests and non-tests, and triangulation methods were used using data collection instruments in the form of written tests, performance assessment sheets, and product assessment sheets.

Furthermore, qualitative data analysis with data reduction, data presentation, and conclusion or verification was used in this research. The indicator for the success of the action is that at least 75% of class VII C students obtain a score according to the minimum standard of ≥ 80 . The criteria for social studies learning outcomes in the aspect of students' knowledge are according to the explanation from Pratiwi (2017: 156). A percentage of 85%-100% gets an A grade scale with excellent information. Percentage 75%-84%, grade scale B with a good predicate. Furthermore, the percentage is 60% -74%, with a grade scale of C as a sufficient predicate. The percentages are 40%-59% and 0%-39% on a grade scale of D and E, with the predicate of poor and failed.

Result and Discussion

The Numbered Head Together method improves social studies learning outcomes in the knowledge aspect so that this method can be used as an alternative learning method in the classroom. Research data was obtained from observation and assessment of discussion products, and primary data originating from test results. Observation activities are carried out during the action.

Bloom's explanation (Winkel, 2012, pp. 274-279) divides learning outcomes into three parts, namely cognitive, psychomotor, and affective aspects. Teachers most often assess the cognitive aspect of students' ability to understand learning material content. Emotional and psychological aspects are also important and are part of the assessment of school learning (Usman, 2011: 34).

This research focuses on social studies learning outcomes obtained from tests, namely post-tests at the end of the cycle. The test was carried out twice, cycles I and II, with five fill-in and five essay questions. I showed unsatisfactory results using the Numbered Head Together method in the cycle, so the required action success rate of 75% was not met. The first cycle of social studies learning results was 71.87%, with an average score of 79.06.

Researchers and teachers carried out learning reflections on cycle I to perfect cycle II because the results obtained in cycle I were not optimal. This is done by including additional planning for cycle II, namely being more assertive in managing the class to minimize the presence of students who speak outside the context of the discussion material, increasing mastery of classroom conditioning so that learning is more conducive, optimizing the use of time to support the learning process better; also every Group is required to provide ideas or concepts related to the material being discussed. It is hoped that students will be helped in their learning process by using this method, especially in understanding the material. Finally, the teacher will give more time for students to express their opinions or ask questions during discussions or when learning occurs.

Based on the research results, cycle II experienced an increase from cycle I regarding social studies learning outcomes. Action success was achieved in cycle II with an average score of 82.84, or 81.25% of students had completed the learning process. The results of the first cycle posttest showed that 23 students completed with a percentage of 71.87%, and nine other students, or 28.12%, did not complete. This indicates that the researcher's desired success criteria have not been met. The results of the second cycle posttest showed an increase in social studies learning outcomes of 9.38%, with 26 students completing it with a percentage of 82.84%, while six other students, or 18.75%, did not.

The post-test results of cycle II were better than those of cycle I. It can be said that the Numbered Head Together method successfully improved social studies learning outcomes by a percentage more significant than the action criteria to be achieved. A total of $\geq 75\%$ of students have completed with a score of ≥ 80 . This aligns with research from Listyaningsih (2022) and Sumarto (2017), which found that the Numbered Head Together method improved students' learning outcomes because they were required to acquire their knowledge actively. Furthermore, research conducted by Salama (2018) also shows that students' social studies learning outcomes increase and comply with the criteria for learning completeness when using

the Numbered Head Together method.

Students' discussion skills were observed using the Numbered Head Together method during social studies learning. Observations were made to obtain supporting data related to the process skills carried out by students during learning activities using this method. Cycle I observations have shown students' ability to discuss, although not all students were involved in the discussion process.

Discussion ability in cycle I obtained an average of 74.69%. The results of students' discussion skills in cycle II were 82.81%. This means that students' skills in cycle II are higher than in cycle I. The following results were obtained by observing students' discussion skills in Cycle I and Cycle II.

Table 2
 Value of Discussion Skills on Cycle I and II

No	Indicator	Total Score	
		Cycle I	Cycle II
1.	Students can work together in groups	90,62	100
2.	Students respect the opinions of other students	78,12	90,62
3.	Students actively express opinions	75	84,37
4.	Students respond to the opinions of discussion participants	78,12	81,25
5.	Students in groups provide input and support	81,25	84,37
6.	Students participate in problem-solving	78,12	81,25
7.	Students use language with appropriate/appropriate word choices	71,87	78,12
8.	Students use the official Bahasa Indonesia	56,25	75
9.	Students ask questions in the discussion forum	68,75	78,12
10.	Students convey ideas and suggestions according to the issues being discussed	68,75	75
	Mean	74,69	82,81

The average discussion skill in cycle I was 74.69% and increased in cycle II by 8.12%, rising to 82.81%. Students are starting to be able to use language with appropriate/appropriate word choices and use official language, especially during class discussion forums. They have started asking questions in discussion forums and daring to give opinions according to the themes discussed. At the beginning of the cycle I, some of these indicators were not optimal. However, when they entered cycle II with regulations that required students in each group to provide their ideas, these indicators finally appeared more evident. The results of these observations are not the primary research data but can be supporting data to confirm that the Numbered Head Together method can also improve process skills, in this case, students' discussion skills.

The mind map in this research is the output (product) of learning. Mind maps are created to obtain supporting data related to product skills created by students. The average result from cycle I of making a mind map was 78.90, and 85.15 in cycle II. Cycle II results from making mind maps showed higher results. Skills in mind maps can be additional data in this research because they are the output of student discussion activities. Figure 3 below shows the value obtained for making a mind map. Based on Cycles I and Cycle II, students' mind map-making skills increased by 6.25; in other words, making mind maps in Cycle II improved more than in Cycle I. Based on the data that has been described, social studies learning outcomes

can be increased by applying the Numbered Head method Together.

Conclusion

Based on the results of research that went through the data processing stage, it can be concluded that applying the Numbered head Together method contributes to social studies learning outcomes, especially the knowledge aspect. This was also shown in cycle II, achieving the desired success criteria of $\geq 75\%$.

Based on the results of this research, apart from being able to improve students' social studies learning outcomes in terms of knowledge, the Numbered Head Together method can also increase students' average discussion scores and mind map-making skills, especially in class VII C of SMP Negeri 6 Yogyakarta. This method can be developed in other classes that experience the same discussion problems as an alternative solution to learning problems. However, the effectiveness of its use may be different because it depends on other aspects that influence learning in each class.

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