

**PENGARUH MODEL PEMBELAJARAN *NUMBERED HEADS TOGETHER* (NHT) TERHADAP HASIL BELAJAR SISWA
PADA MATA PELAJARAN IPAS KELAS IV SD
NEGERI 056594 MENJAHONG
KAB. LANGKAT
T.P 2025/2026**

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Numbered Heads Together* (NHT) terhadap hasil belajar siswa pada mata pelajaran IPAS materi Pengaruh Gaya Terhadap Benda di kelas IV SD Negeri 056594 Menjahong Kabupaten Langkat Tahun Pelajaran 2025/2026. Penelitian menggunakan pendekatan kuantitatif dengan jenis penelitian eksperimen semu (*quasi experimental*) dan desain *Pretest-Posttest Control Group Design*. Sampel penelitian terdiri dari 36 siswa, yaitu 18 siswa kelas IVA sebagai kelas eksperimen dan 18 siswa kelas IVB sebagai kelas kontrol. Instrumen penelitian berupa tes pilihan ganda sebanyak 10 soal yang telah diuji validitasnya. Data dianalisis menggunakan uji normalitas (*Lilliefors*), uji homogenitas (uji F), dan uji hipotesis (uji-t). Hasil penelitian menunjukkan bahwa nilai rata-rata *pretest* kelas IVA sebesar 44,44 sedangkan nilai rata-rata *pretest* kelas IVB sebesar 45,00, nilai rata-rata *posttest* kelas eksperimen yang diajar menggunakan model NHT sebesar 91,11, sedangkan kelas kontrol yang diajar dengan pembelajaran konvensional sebesar 76,67. Hasil uji-t menunjukkan nilai $t_{hitung} = 3,90 > t_{tabel} = 2,03$, sehingga hipotesis alternatif diterima. Model pembelajaran *Numbered Heads Together* (NHT) memberikan pengaruh sebesar 30,9% terhadap hasil belajar siswa. Dengan demikian, dapat disimpulkan bahwa terdapat pengaruh yang signifikan penggunaan model pembelajaran *Numbered Heads Together* (NHT) terhadap hasil belajar siswa pada mata pelajaran IPAS. Model NHT efektif digunakan pada mata pelajaran ipas, terbukti hasil belajar siswa meningkat, kerja sama, dan pemahaman siswa dalam proses pembelajaran.

Kata Kunci: *Numbered Heads Together* (NHT), Hasil Belajar, IPAS, Pembelajaran Kooperatif.

**THE EFFECT OF THE NUMBERED HEADS TOGETHER (NHT)
LEARNING MODEL ON STUDENTS' LEARNING OUTCOMES**

IN THE IPAS SUBJECT OF FOURTH GRADE AT SD

NEGERI 056594 MENJAHONG, LANGKAT

REGENCY, ACADEMIC

YEAR 2025/2026

ABSTRACT

This study aims to determine the effect of the Numbered Heads Together (NHT) learning model on students' learning outcomes in the IPAS subject on the topic The Effect of Force on Objects for fourth-grade students at SD Negeri 056594 Menjahong, Langkat Regency, in the 2025/2026 academic year. The research employed a quantitative approach using a quasi-experimental method with a Pretest–Posttest Control Group Design. The research sample consisted of 36 students, comprising 18 students from class IVA as the experimental group and 18 students from class IVB as the control group. The research instrument was a multiple-choice test consisting of 10 items that had been tested for validity. Data were analyzed using the normality test (Lilliefors), homogeneity test (F-test), and hypothesis testing (t-test). The results showed that the average pretest score of class IVA was 44.44, while that of class IVB was 45.00. The average posttest score of the experimental group taught using the NHT model was 91.11, whereas the control group taught using conventional learning obtained an average score of 76.67. The t-test results indicated that $t_{\text{calculated}} = 3.90$ was greater than $t_{\text{table}} = 2.03$, indicating that the alternative hypothesis was accepted. The Numbered Heads Together (NHT) learning model contributed 30.9% to students' learning outcomes. Therefore, it can be concluded that the use of the NHT learning model has a significant effect on students' learning outcomes in the IPAS subject. The NHT model is effective in IPAS learning, as evidenced by improvements in students' learning outcomes, collaboration, and understanding during the learning process.

Keywords: *Numbered Heads Together (NHT), learning outcomes, IPAS, cooperative learning.*