NHT Cooperative Model For Learning Independence Of Pancasila Education In Elementary School: Why Teacher-Centered Must Change?

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ABSTRACT

Civic education in elementary schools aims to instill Pancasila values as the basis for learner behavior. However, Civic education is often teacher-centered which makes learners tend to be passive. Therefore, a more active approach, such as the NHT model, is needed to create an interactive and collaborative learning atmosphere. This research uses a literature review by collecting data from relevant scientific articles and journals in the last ten years. It was analyzed by combining theory and best practice to understand the application of NHT in the context of Civic education. The results show that the NHT model encourages learners to work in small groups collaboratively. Through this approach, learners actively discuss, solve problems and take responsibility for their role in the group. This model also creates a fun learning environment and supports the development of social skills. In conclusion, the application of the NHT model is effective in creating learner-centered learning, thus increasing their active involvement in the learning process.

Keywords: *Numbered Heads Together, Student-Centered Learning, Elementary School, Civic Education.*

1. INTRODUCTION

The current teaching methods in elementary schools are still dominated by a teacher-centered approach, where teachers act as the sole primary source in the teaching-learning process (Suhendar & Rambe, 2023; Goodwin, 2024). While this method has advantages in terms of instructional control, it often neglects active student engagement, resulting in low levels of student learning independence (Wong & Liem, 2022; Morgan et al., 2022).

According to a report by Kemendikbud (2022), only 45% of elementary school students exhibit good learning independence (Aliyyah et al., 2023; Suhendar et al., 2023). This data highlights the need for a shift in teaching approaches to encourage active student participation in building their understanding independently.

Cooperative learning models, such as Numbered Heads Together (NHT), have been proven to be effective alternatives in enhancing student learning independence (XIrma, 2022; Sukaesih, 2024). Research by Johnson & Johnson (2019) revealed that the NHT model can increase student participation by up to 60% compared to teacher-centered approaches (Abrar et al., 2021; Suhendar & Halimi, 2023). Furthermore, the constructivist theory by Vygotsky (1978) emphasizes the importance of social interaction in learning to foster critical thinking skills and independence (Ibrahim et al., 2024). In the context of Civic Education, which requires an understanding of philosophical values, the NHT model provides space for students to learn through discussion and collaboration (Affandi et al., 2022).

This paper aims to explore the effectiveness of the cooperative learning model NHT in enhancing students' learning independence in Civic Education at the elementary school level. By evaluating the implementation of this model, this study seeks to identify teaching strategies that can replace the passive teacher-centered approach. Additionally, this research aims to provide recommendations to educators on implementing the NHT model to create a more dynamic, collaborative, and student-centered learning process.

Based on the social and literature facts presented, the argument proposed is that the teacher-centered approach in Civic Education learning needs to shift towards a more interactive and collaborative model like NHT. The hypothesis is that implementing the NHT model can significantly improve students' learning independence while strengthening their understanding of Pancasila values through structured discussions and group work. This model is not only relevant in the context of Civic Education but can also serve as a solution to enhance the quality of education in elementary schools in general.

2. RESEARCH METHODE

This research was conducted on September 18, 2024 at an elementary school located in Surakarta City. The resource persons of this research were grade VI educators and grade VI students. The method used in this research is the literature review method. In order to improve learners' independence through the application of the Numbered Head Together (NHT) cooperative learning model, this method was chosen to collect, examine, and compile data from various related sources. Theories and best practices from other research articles collected from reference materials form the basis of the literature review in this research activity (Simatupang & Yuhertiana, 2021).

The research developed through the literature review made it possible to incorporate additional research obtained from reference materials to support the research on changes in Teacher Centered Learning (TCL) through Numbered Head Together. Literature from journals and articles published in the last ten years (2014 to 2024) are the materials used in this research. The results of the literature will be analyzed using the content

analysis method. To find related theories and evidence that support this study, researchers first select, compare, combine, and sort out different understandings before analyzing the data (Sibuea & Sukma, 2021).

3. RESULT AND ANALYSIS

Challenges in Pancasila Learning

Based on research that has been conducted in one of the elementary schools in Surakarta, there are educators still applying educator-centered learning into their learning activity plans. This teaching approach focuses on educators who act as a source of knowledge or information for students, while students only act as recipients of information (Firmansyah & Jiwandono, 2022). This can be seen when learning activities take place, educators still emphasize the use of the lecture method rather than the two-way interaction between educators and learners. This is in accordance with the TCL paradigm, that most educators use lectures as a teaching method, and learners only listen to lectures and analyze information while taking notes (Salay, 2019). In addition, learners tend to be passive in learning activities which makes the learning process not interactive. Although currently schools have implemented the Merdeka Curriculum, there are still educators who still choose to teach material with a Teacher Centered Learning approach. Therefore, the Number Head Together (NHT) cooperative model should be used in the transition from Teacher Centered Learning to Student Centered Learning.

Basic Concept of NHT Learning Model

The Numbered Head Together (NHT) type learning model is a cooperative learning model consisting of small groups ranging from 4-5 learners heterogeneously, then there are different numbers placed on the head for each group member. This model trains learners to work together in teams and collaboratively seek answers to questions posed by the teacher with their groups (Sari, et al., 2022). This model was designed by Spencer Kagen in 1993 by involving learners in reviewing the subject matter and checking their understanding of the content (Kusnaeni et al., 2023). The NHT model aims to improve students' academic learning outcomes, encourage acceptance of the diversity of friends' backgrounds, and develop students' social skills (Palupi et al., 2022). The characteristics of the Numbered Heads Together (NHT) model include the formation of heterogeneous groups, giving numbers to each student, the teacher conveys the problem, and students in each group can provide answers when randomly selected by the teacher according to the number given (Sari, et al., 2022).

A Comparison Between Teacher-Centered And Student-Centered Models With The NHT Cooperative Model

The teacher-centered and student-centered models with the Numbered Heads Together (NHT) cooperative approach have fundamental differences in Civics learning. In the teacher-centered model, learning focuses on the teacher as the main source of information, with students acting as recipients who tend to be passive. This model makes

it easier to deliver material in a structured manner. On the other hand, student-centered with the NHT method places learners at the center of learning; the teacher acts as a facilitator who encourages group discussion and interaction between learners. The NHT approach involves learners in group work that allows them to exchange opinions and develop shared understanding.

The teacher centered learning model is a learning model where the teacher dominates the lesson and does not involve students. Usually, the educator lectures in front of the class, while students only listen, without any opportunity to ask questions or voice opinions about the material. (Aisyah, & Rahayu 2021). Meanwhile, the NHT type cooperative learning model is designed to make more students active in learning the subject matter. This model also helps teachers check students' understanding of the content of the material. (Saniya, U. M. 2023). The learner-centered NHT type cooperative learning model encourages learners to be more actively involved in the learning process compared to the teacher-centered learning model, which tends to make learners more passive and only receive information from the teacher. Apart from listening and taking notes, learners using NHT work together, discuss and support each other in understanding the subject matter, resulting in a more interesting and dynamic learning environment.

NHT Learning Steps

NHT type cooperative learning can be implemented with the following stages: the instructor instructs the class to sit in groups. After that, each group member is given a number by the educator. This is used to show the class the results of their group discussion, the instructor calls a certain number. The number to be called next is not announced by the instructor until all existing numbers have been called, and so on. Random calling like this will ensure that each student is ready to engage in conversation (Machfud, 2018).

In NHT type cooperative learning, the three main phases are: 1) Using numbers. students are divided into groups or teams of three to five people, and each person is given a number that best describes him/herself; 2) Asking questions. Asking problems or challenges that need to be answered as questions to students. These questions can be easy, moderate, or challenging questions. 3) Thinking Together (Head Together). To answer or solve the questions given, students in the team or study group will collaborate (Lubis, R. 2020).

The steps in Numbered Heads Together (NHT) cooperative learning are as follows: (1) Introduction: In the preparation stage, the teacher explains the learning objectives, provides apperception, and motivates students. (2) Core Activities: The teacher assigns numbers to group members, asks questions, then students explore, discuss, and the teacher provides reinforcement. (3) Closing: The teacher leads reflection activities, formulates conclusions with students, and gives follow-up assignments (Ngongo, 2022). Based on these steps, educators can integrate the Numbered Heads Together (NHT) model to increase students' independence and collaboration skills by organizing diverse learning groups, so that each member has the opportunity to play an active role and learn from each other. In addition, teachers can formulate challenging questions or problems

and encourage students to find solutions together, which will train independence in problem solving. Each group member can be given a specific role, such as a discussion leader or presenter, so that they learn to be responsible for their respective tasks and be actively involved in the group learning process.

Impact of NHT on Independence and Collaboration Skills

Number Head Together (NHT) has the ability to encourage student involvement in the learning process, ensure active participation of each student, foster joy and interest, and increase learning motivation (Arifin & Al Halim, 2021). The NHT cooperative model ensures that each student participates fully and is a great way to encourage personal accountability in group discussions. In order for students to feel that they must actively participate in the learning process, this model places a strong emphasis on group collaboration, where each member is responsible for the outcome of the conversation and understanding the group's work (Zativalen, O., & Humairah, H. 2021) Overall, the NHT cooperative model not only improves students' understanding of the material, but also builds social skills and a sense of responsibility and independence in learning. By encouraging active participation and collaboration, NHT is an effective way to create a more efficient learning environment.

Based on the ideas presented above, the impact of implementing the Number Head Together (NHT) cooperative model in this study is described in the concept map as follows.
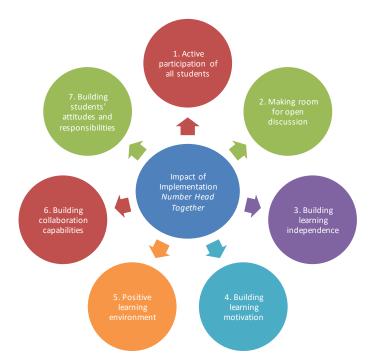
Figure 1: NHT Impact Concept Map

4. CONCLUSION

Based on the results and discussion, it shows that Teacher Centered Learning often makes students passive in class so that it can hinder their ability to learn, thus there needs to be a change in the implementation of learning activities to Student Centered Learning. Through the Numbered Head Together (NHT) model, it can encourage students to be active in discussing and collaborating so as to improve the overall learning experience. In addition, students' independence and social skills have been shown to increase through the NHT approach, which requires them to work in small groups to answer problems. This study uses a literature review method to analyze the implementation of the NHT model and its impact on students' learning independence, showing that this model can increase student participation and motivation in the learning process. This model makes the learning environment more dynamic and interactive. Thus, it is important for educators to consider the implementation of cooperative learning models such as NHT in their teaching, especially in subjects that require deep understanding and active involvement of students.

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