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Implementation of The *Cooperative Learning* Method of the *Numbered Heads Together* (NHT) Type to Improve PAI Learning Motivation in Fifth-Grade Students of SDN Telukjambe I

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ABSTRACT

Purpose of the Study: This study aims to improve the motivation to learn of fifth-grade students in Islamic Religious Education (PAI) at SDN Telukjambe I by implementing the Numbered Heads Together (NHT) cooperative learning model. The research addresses the problem of low student motivation in PAI learning by examining how a structured, team-based numbering strategy can foster greater activity, responsibility, cooperation, confidence, and participation in the subject matter. **Methodology:** This research employs Classroom Action Research (CAR), involving researchers and teachers, conducted over two cycles, with two meetings in each cycle. The participants were 36 fifth-grade students at SDN Telukjambe I. Data were collected using observation sheets, learning motivation questionnaires, and cognitive-domain achievement tests. The data were analyzed using descriptive statistics, in which the mean and percentage of students' learning motivation scores were calculated to determine the category of motivation achieved. **Main Findings:** The implementation of the NHT model led to a measurable improvement in students' learning motivation, rising from an initial benchmark score of 79.4% (high) to 84.4% (high) in Cycle I and reaching 91.4% (very high) in Cycle II. These findings demonstrate that the collaborative, structured pattern of the NHT model effectively stimulates motivation and encourages students to be more active, responsible, cooperative, confident, and participatory in the learning process. **Novelty/Originality of this Study:** This study provides practical evidence on the application of the Numbered Heads Together (NHT) cooperative learning model in the specific context of Islamic Religious Education (PAI) at the elementary school level. It offers a replicable, classroom-tested strategy for enhancing students' motivation to learn in religious subjects, providing a foundation for educators seeking active-learning alternatives to conventional, lecture-based PAI instruction.

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A. Introduction

Islamic Religious Education (PAI) is an important subject for developing students' character, moral values, and spiritual awareness at the primary school level. PAI is not limited to intellectual understanding of religious teachings; it places greater emphasis on cultivating a religious

attitude and applying Islamic values in daily life. In the context of primary education, Islamic Religious learning serves as an important foundation for shaping students with noble character (akhlakul karimah), who are disciplined and responsible, and who can apply Islamic values within the family, school, and community. Therefore, the PAI learning process must be designed to be effective and engaging, and to actively involve students so that educational goals can be achieved optimally. PAI and Character Education have an important function in building religious awareness and fostering ethical and moral behavior among students from primary school age (Annisa et al., 2025). In addition, the quality of PAI learning needs to be continuously improved through innovative learning models and strategies, enabling students to move from theoretical understanding to practical application in their daily lives. (Hanifa et al., 2023).

A primary element influencing learning success is student motivation, which encompasses the internal drive and external support that arouse learners' enthusiasm, desire, and persistence to participate in learning activities. Motivation strongly affects students' level of participation, concentration, and learning outcomes. Students with high motivation tend to be more proactive in asking questions, more willing to express their opinions, and more committed to their learning tasks. On the other hand, less motivated learners tend to show lower enthusiasm for learning and participation, become bored more easily, and are passive in class. Such a situation ultimately hurts learning outcomes and the overall attainment of learning objectives. (Suharni, 2021) explains that motivational factors are the main drivers of students' enthusiasm for learning. Meanwhile, Ayunda et al. (2022) affirm that strong motivation to learn increases student participation, thereby producing greater focus and activity during learning activities.

Based on the initial *benchmark* research conducted at SDN Telukjambe I, the data collected showed that fifth-grade students' motivation to learn Islamic Religious Education was 79.4%, placing it in the high category. Nevertheless, the indicators of perseverance and result orientation were still in the low category compared with the other indicators. This shows that some students did not yet have optimal intrinsic motivation in following the learning. Students still lacked confidence in expressing their opinions, were less willing to answer the teacher's questions, and were not yet accustomed to working together actively in groups. This condition indicates the need to implement a learning model that enhances students' overall engagement and fosters self-confidence and a sense of responsibility for learning.

The low level of students' active engagement in learning is influenced, among other things, by the use of teaching methods that remain centered on the teacher *(teacher-centered learning)*. In conventional learning, the teacher tends to dominate learning activities through lectures, while students merely listen, absorbing the material. This condition limits students' opportunities to discuss, exchange ideas, or develop critical thinking skills. Mustamiroh et al. (2023) state that teacher-centered learning often causes students to become passive because the learning interaction proceeds in only one direction. As a result, students show lower engagement in learning activities and experience a decline in their mastery of the material studied. An overly teacher-dominated learning approach is also considered less effective at creating an enjoyable and interactive learning environment. Conversely, student-centered learning *(student-centered learning)* can increase learners' engagement, sense of responsibility, and the meaningfulness of their learning experience.

One cooperative learning model that can be implemented to increase students' motivation and engagement in learning is Numbered Heads Together (NHT). The NHT *(Numbered Heads Together)* learning model is a type of cooperative learning approach that emphasizes group collaboration and individual accountability. In this approach, students are placed in small groups, and each individual is assigned a particular number. The teacher then poses questions for discussion, after which the numbers are drawn at random, and students are asked to answer them. This mechanism requires all group members to understand the material because every student has an equal chance of being called to represent their group. According to Kholish (2024), the NHT model can increase student participation because every group member is required to discuss and

understand the material together actively. Moreover, the NHT model helps create a more enjoyable, interactive, and collaborative learning environment, thereby motivating students to engage in learning.

The application of the NHT model is considered relevant to PAI learning because PAI material requires not only mastery of concepts but also the habituation of social attitudes such as cooperation, responsibility, and mutual respect for others' opinions. Through group discussion in the NHT model, students can learn to convey ideas, listen to their friends' opinions, and build self-confidence when asked to answer questions. Hanifa et al. (2023) state that the NHT model has advantages in controlling student activity, maintaining group activeness, and stimulating active discussion in the PAI learning process.

Previous studies have also shown that the NHT model is effective in increasing students' motivation and learning outcomes across subjects. The study by Asmuki and Djuwairiyah (2024) showed that the application of the NHT model in PAI teaching increased student engagement and academic achievement. Another study conducted by Daulay et al. (2023) found that the NHT model has a positive effect on the learning activity of primary school students, as they become more engaged in discussion and better prepared to follow the learning. In addition, the study by Aulia and Lena (2023) found that applying the NHT model can improve learning outcomes for students in integrated thematic learning at the primary level by enhancing teamwork and student participation within groups. The study by Selfia & Rahman (2023) further showed that using the NHT model in PAI teaching has a substantial impact on primary school students' academic achievement.

In addition to improving learning outcomes, the NHT model also develops students' self-confidence and communication skills. When students are allowed to discuss and to represent their group in answering questions, they become more accustomed to expressing their views in front of their peers. This condition positively impacts the development of students' intrinsic motivation. In cooperative learning, students gain an understanding of the material while also learning to appreciate differences of opinion and to work together toward group goals. Therefore, the NHT model is considered capable of fostering a more active, democratic, and enjoyable learning environment.

The implementation of the NHT model in PAI learning at SDN Telukjambe I is expected to gradually and sustainably improve fifth-grade students' motivation to learn. This approach stimulates greater student engagement in the learning process, the courage to ask and answer questions, and, at the same time, responsibility for their group's success. (Sudewiputri & Dharma, 2021) explain that the NHT model can guide students to help one another and work together so that all group members are motivated to understand the material well. This condition is reinforced by Annisa et al. (2025), who showed that implementing the Numbered Heads Together approach in PAI and Character Education learning increased student engagement and collaboration skills and enhanced students' self-confidence throughout the learning experience. Therefore, the NHT model is regarded as effective in promoting interactive, cooperative, and student-centered education.

Based on the background described above, this research was conducted as Classroom Action Research (CAR) to improve the learning motivation of fifth-grade students at SDN Telukjambe I in the subject of Islamic Religious Education through the application of the cooperative learning model, Numbered Heads Together (NHT). The research was carried out in two cycles to obtain a more comprehensive picture of the process of applying the NHT model and its effect on students' learning motivation. The results of this study are expected to provide a reference and an alternative learning strategy for PAI teachers in creating innovative, active, and effective learning at the primary school level.

B. Methods

This research used a Classroom Action Research (CAR) approach and was conducted in collaboration with the subject teacher. CAR was chosen because it can address learning problems directly through gradual, reflective activities. Classroom action research is a reflective approach designed to improve the quality of learning, teacher professionalism, and student learning outcomes through specific, repeated efforts carried out in cycles (Mawaddah et al., 2021). The research method used follows the stages of Classroom Action Research: *planning*, *acting*, *observing*, and *reflecting*. These four stages were implemented systematically across two research cycles to observe the gradual, continuous development of students' motivation to learn. Each cycle consisted of two meetings to enable the evaluation and reflection process to be conducted more effectively.

The research was conducted at SDN Telukjambe I in the even semester of the 2025/2026 academic year. The research subjects were fifth-grade students, totaling 36. The selection of research subjects was based on preliminary observations indicating that students' motivation to learn Islamic Religious Education (PAI) remained low. This condition was indicated by low student involvement in class discussions, a weakening of students' confidence in expressing their views, and low student enthusiasm for the learning. Low motivation to learn can reduce student involvement during the learning process and ultimately affect student learning outcomes. Therefore, a learning model is needed to increase students' activity, cooperation, responsibility, and self-confidence in the learning process.

The action used in this research was the cooperative learning method *Numbered Heads Together (NHT).* type. The NHT method is a type of *Cooperative Learning* that emphasizes the active involvement of all group members through individual responsibility and group cooperation. This method is considered effective in increasing students' enthusiasm, involvement, and learning success because every group member is given an equal opportunity to participate in discussions and deliver answers (Sudewiputri & Dharma, 2021). In its application, students are divided into heterogeneous groups of 4–5 people to foster good social interaction and cooperation among group members. Learning with the NHT method also helps create an enjoyable, active, and competitive learning environment, thereby motivating students to engage in learning (Widiani, 2021).

The first step in applying the NHT method is the *numbering* stage, in which the teacher groups the students into several heterogeneous teams and assigns a number to each team member. The numbering aims to increase individual readiness and responsibility because every student has an equal chance of being called to represent their group. The second step is *questioning*, in which the teacher provides questions or a student worksheet (LKS) related to the lesson "Senangnya Berteman" (The Joy of Friendship). The questions are arranged according to the learning objectives and are designed to encourage students to think critically and discuss actively in groups.

The third step is *heads together*, in which group members collaborate to find the best answer and ensure that all members understand the results of their discussion. At this stage, the teacher assigns roles to the students, such as group leader, note-taker, presenter of the discussion results, and order-keeper, so that the discussion process runs in a more directed and conducive manner. Group discussion activities in the NHT model can enhance social interaction, a sense of responsibility, and students' communication skills in learning (Janah, 2021). In addition, collaboration within the group also helps students build self-confidence and the courage to express their opinions (Riska & Alexon, 2021). The final step is *answering*, in which the teacher calls out a particular number at random, and the student holding that number is asked to give an answer representing their group. This step aims to train learning readiness, individual responsibility, and students' concentration during learning.

Data collection for this research used several instruments, including observation sheets, a learning motivation questionnaire, and a cognitive assessment. The observation sheet was used to monitor the activities of the teacher and the students throughout the learning process. The aspects

observed included students' enthusiasm for learning, activeness in group discussion, ability to cooperate, individual responsibility, and the competitive atmosphere that emerged during the application of the NHT method. The observation was conducted directly by an observer to collect objective data on the learning process.

In addition to observation, this research also used a learning motivation questionnaire consisting of a *benchmark test*, a *pre-test*, and a *post-test*. The questionnaire functions to assess changes in students' learning motivation before and after the action was administered. Manurung et al. (2022) also used learning motivation measurement as a research instrument to assess students' level of learning motivation when using the *Numbered Heads Together* (NHT) method. An important element contributing to students' success in learning is motivation, as it encourages them to be active, work hard, and be enthusiastic about learning (Solikhin et al., 2021). In classroom action research, the use of tests serves to assess students' mastery of the subject matter and to determine the improvement in learning outcomes after the implemented action (Mustamiroh et al., 2023). At the end of each learning cycle, a cognitive assessment was administered to measure the impact of increased learning motivation on student performance. This evaluation was designed in accordance with competency-based achievement standards for the Islamic Religious Education curriculum.

The data obtained were then analyzed using descriptive statistics, including the mean and the percentage of students who showed an increase in learning motivation. Descriptive analysis was used to examine changes in students' motivation and learning outcomes across each research cycle. The level of students' learning motivation was categorized by percentage: 81%–100% as very high, 61%–80% as high, 41%–60% as moderate, and 21%–40% as low. This study was considered successful if there was an increase in students' learning motivation from cycle I to cycle II, and it reached at least the "high" classification at the classical level. In addition, the success of the action was evidenced by increased student activity during instruction. It improved learning outcomes after implementing the Numbered Heads Together (NHT) cooperative learning model.

C. Result and Discussion

Through the Numbered Heads Together (NHT) method, this classroom action research sought to improve the motivation for Islamic Religious Education (PAI) learning among fifth-grade students at SDN Telukjambe I over two cycles. The NHT method falls within the category of cooperative learning models that place students at the center of learning through group discussions, individual responsibility, and cooperation among students. This model is considered capable of fostering an active and enjoyable learning atmosphere while also encouraging the participation of all students throughout the learning process (Hanifa et al., 2023). The application of the NHT method in this study revealed a gradual increase in students' motivation to learn from Cycle I to Cycle II.

In Cycle I, the learning conditions still showed various obstacles, particularly in the first meeting. Based on the observation results, the average student engagement score reached only 1.50, which falls into the low category. Students appeared enthusiastic about the new method used by the teacher, but most still had difficulty adapting to the group learning format. Some students tended to choose close friends as group members, so the group formation process took longer. In addition, the dominance of the lecture method, which had previously been used frequently, meant that students were not yet accustomed to active discussion. Hence, the classroom atmosphere remained quite noisy. This condition indicates that a change in the learning model requires adaptation for both the teacher and the students. According to Sudewiputri & Dharma (2021), the application of the NHT model in the early stages often faces obstacles, including low student participation, a condition influenced by students who are still adapting to a cooperative approach that demands the active involvement of every group member.

The initial *benchmark* results showed that students' learning motivation was 79.4%, placing it in the high category. Nevertheless, perseverance and result orientation were the indicators with the lowest scores. This was evident when some students gave up easily on difficult questions and

hesitated to express their views. The low level of these aspects indicates that students' intrinsic motivation had not yet developed optimally. Motivation to learn is an essential element of educational success because highly motivated students participate more actively, stay focused, and feel responsible for completing their learning tasks (Ayunda et al., 2022). Therefore, education must develop learning strategies that foster students' self-confidence and courage to become active learners.

In the second meeting of Cycle I, fairly significant progress was visible. The average observation score increased to 2.67, in the high category. The teacher began to manage the class more effectively through a personal approach with less active students and by providing clearer guidance on the group discussion mechanism. The use of the *Numbered Heads Together* method began to contribute positively to students' active participation in learning. According to the assessment rubric, the average learning motivation of students increased to 84.4%, placing it in the very high classification. This increase was evident from the growing number of students who dared to answer questions, discussed with their group members, and paid attention to the teacher's explanation. Even so, the aspect of interest in learning still needed improvement, as some students were still seen joking and not focused on the learning material. This condition is consistent with the study by Sudewiputri & Dharma (2021), which finds that implementing the Numbered Heads Together model can increase students' motivation and engagement because each team member is required to understand the material and play an active role in group discussions.

Entering Cycle II, students' motivation to learn showed increasingly stable and positive development. In the first meeting of Cycle II, the average observation score reached 2.83. This increase reflects that students had become accustomed to the cooperative learning pattern implemented by the teacher. One important finding at this stage was the increase in students' sense of personal responsibility when their numbers were called to represent the group. The responsibility aspect even reached the maximum score, namely 4. This indicates that the NHT method succeeded in instilling a sense of individual responsibility within group activities. In the NHT model, all students have an equal opportunity to answer questions, so all group members must understand the material being studied (Kholish, 2024). This situation made students increasingly prepared, more focused, and more serious in following the learning because they did not know which number the teacher would call.

At the end of Cycle II, the average percentage of students' learning motivation, based on the assessment rubric, was 91.4%, placing it in the very high category. This increase in motivation is inseparable from the use of *rewards in the form of points and stars for groups that answered* questions correctly. Providing simple rewards proved effective in creating an atmosphere of healthy competition among groups and increasing students' motivation to learn. Students became increasingly active in asking questions, dared to respond to their friends' answers, and tried to cooperate so that their group would obtain the best score. This situation shows that students' motivation to learn can grow more effectively when the teacher appreciates students' effort and participation during learning. According to Zaitun et al. (2021), learning motivation will increase if students gain a learning experience that is enjoyable and interactive and provides positive encouragement for their engagement in the learning process. In addition, the teacher also began to reduce the dominance of the lecture method and acted more as a learning facilitator. The change in the teacher's approach from *teacher-centered* to *student-centered* created more space for students to deepen their understanding and develop their social skills. The study by Fiqry et al. (2024) reinforces this finding, revealing that the Numbered Heads Together (NHT) cooperative learning model increased students' motivation to learn from 53.5% in the first cycle to 75.14% in the second cycle. The NHT model is recognized as effective in fostering an active and collaborative learning atmosphere and increasing students' engagement.

Table 1 Comparison of Students' Motivation and Learning Outcomes in Cycle I and Cycle II

No	Name	M/F	Cycle I		Cycle II			
			Motivation	Category	Motivation	Category	Cognitive Score	Cognitive Status
1	APP	M	96,7%	ST	90%	ST	50	BT
2	RRA	M	96,7%	ST	-	-	-	-
3	AFI	F	96,7%	ST	90%	ST	100	TS
4	AA	F	-	-	90%	ST	90	TS
5	AGA	F	83%	ST	100%	ST	80	TS
6	I	M	70%	T	-	-	-	-
7	MRP	M	80%	T	87,5%	ST	80	TS
8	AM	M	90%	ST	-	-	-	-
9	HAH	F	86,7%	ST	92,5%	ST	100	TS
10	NNL	F	86,7%	ST	95%	ST	80	TS
11	DFA	M	96,7%	ST	90%	ST	90	TS
12	RNA	M	86,7%	ST	90%	ST	60	BT
13	HM	M	80%	T	-	-	-	-
14	D	F	86,7%	ST	-	-	-	-
15	AAS	F	86,7%	ST	90%	ST	90	TS
16	RA	M	76,7%	T	-	-	-	-
17	R	M	70%	T	77,5%	T	60	BT
18	SF	F	63%	T	82,5%	ST	90	TS
19	AA	F	86,7%	ST	-	-	-	-
20	RD	F	96,7%	ST	85%	ST	60	BT
21	AA	M	90%	ST	-	-	-	-
22	RAM	M	73%	T	85%	ST	60	BT
23	FD	F	86,7%	ST	100%	ST	60	BT
24	BFF	F	90%	ST	95%	ST	80	TS
25	KDA	F	80%	T	87,5%	ST	100	TS
26	Y	M	83%	ST	-	-	-	-
27	SA	M	83%	ST	95%	ST	70	BT
28	Z	M	83%	ST	95%	ST	70	BT
29	N	F	100%	ST	-	-	-	-
30	K	F	90%	ST	92,5%	ST	70	BT
31	A	M	100%	ST	100%	ST	90	TS
32	FKN	M	96,7%	ST	97,5%	ST	60	BT
33	WS	M	100%	ST	100%	ST	50	BT
34	MI	M	93%	ST	77,5%	T	30	BT
35	RS	F	93%	ST	100%	ST	100	TS
36	R	M	96,7%	ST	-	-	-	-
AVERAGE			**84,4%**	**ST**	**91,4%**	**ST**	**74,8**	**BT**

Keterangan:

- ST = Very High
- T = High
- BT = Not Achieved
- TS = Achieved
- Cognitive KKM = 75

Based on Table 1, most students showed an increase in their motivation to learn from Cycle I to Cycle II. This increase is indicated by the growing number of students in the "very high" category in Cycle II. In addition, students' cognitive learning outcomes showed fairly good development, although some students had not yet reached the KKM (minimum mastery criterion). This condition indicates that the Numbered Heads Together (NHT) method can increase motivation to learn and gradually improve students' academic performance in the cognitive domain.

The success of the NHT method in increasing students' motivation to learn is influenced by the model's core syntax. The first stage is *numbering*. At this stage, each student is assigned a particular number within their group. Numbering gives students a unique identity and fosters a sense of responsibility because every member has an equal chance of being called by the teacher. The second stage is *questioning*, in which the teacher provides questions or tasks through the prepared student worksheet (LKS). This stage stimulates students' curiosity and strengthens their capacity for critical analysis. The third stage is *heads together*, in which students discuss together with their team members to find the best answer. This process becomes the core of cooperative learning because students learn to help one another, exchange ideas, and appreciate their friends' opinions. The final stage is *answering*, in which the teacher calls a specific number to represent the group in responding to the question. This stage creates a learning environment that is tense yet enjoyable because every student must always be ready to give the best answer for their group (Asmuki & Djuwairiyah, 2024).

The application of the *Numbered Heads Together* syntax proved able to change the behavior of students who previously showed little involvement, helping them become proactive and responsible in their learning. Before the action was carried out, most students appeared to become drowsy easily, were unfocused, and tended to listen only to the teacher's explanation without being involved in class. However, after the implementation of NHT, students became more enthusiastic about following the learning because they felt they had an important role in their group. This supports cooperative learning theory, which states that social interaction within a group can increase students' motivation, self-confidence, and communication skills (Hanifa et al., 2023). In addition, the discussion activities in NHT help students understand the material more deeply by allowing them to explain to one another and exchange opinions. The study by Prayekti & Manggalastawa (2021) also showed that the *Numbered Heads Together* learning model improves the learning outcomes of primary school students because each group member is required to actively understand the material and be responsible for the group's answer.

Although students' learning motivation has increased significantly, the research results show that improvements in cognitive learning outcomes have not fully kept pace with this increase. At the end of Cycle II, the average cognitive score of students reached 74.8, still slightly below the KKM of 75. This finding shows that high learning motivation does not necessarily directly produce optimal conceptual understanding. Motivation is indeed an important factor in learning, but academic success is also influenced by the quality of the thinking process, conceptual understanding, and students' ability to process information. Rahayu et al. (2022) explain that learning success is determined not only by high student motivation but also by learning strategies that develop students' conceptual understanding and thinking skills in depth. This is reinforced by Fernando et al. (2024), who state that motivation makes a significant contribution to improving student learning outcomes, as higher motivation leads to greater effort and intensity in learning. In the context of this research, the *heads together* process needs to be deepened so that group discussion focuses not only on finding short answers but also on a thorough understanding of concepts, particularly in the material on *ukhuwah* and tolerance in PAI learning.

In addition, the research results show that providing *rewards* significantly increases students' extrinsic motivation. Simple rewards, such as points and stars, can make students more eager to engage in learning and more confident in expressing their opinions. Nevertheless, the teacher needs to foster students' intrinsic motivation so that enthusiasm for learning arises not only from rewards

but also from an awareness of learning's importance. According to Kholish (2024), the success of the NHT method lies not only in group competition but also in the teacher's ability to build students' sense of responsibility, cooperation, and awareness of independent learning.

Overall, the application of the *Numbered Heads Together* (NHT) method created a more active, enjoyable, and less boring learning atmosphere. Assigning a number to each student kept them always ready when the teacher called a number at random, so their attention to the teacher's explanation increased. Learning that was initially monotonous became more interactive as students were directly involved in group discussions and the question-and-answer process. The results of this research are supported by Widiani (2021), who states that the NHT model is effective in improving the learning achievement of primary school students through group cooperation and individual responsibility. Thus, the NHT method is proven effective in increasing PAI learning motivation among fifth-grade students of SDN Telukjambe I, particularly in the aspects of activeness, responsibility, cooperation, and the courage to express opinions.

D. Conclusion

Based on the results of this classroom action research, conducted over two cycles, the findings show that the use of *Cooperative Learning* in the Numbered Heads Together (NHT) type can increase Islamic Religious Education (PAI) learning motivation among fifth-grade students at SDN Telukjambe I. This is evident from the initial *benchmark* of 79.4% with a high level of motivation, which then increased to 84.4% in Cycle I and 91.4% with a very high level in Cycle II. This increase indicates that the NHT method is effective in fostering more active, interactive, and student-centered learning.

The implementation of NHT also had a positive effect on students' activity in discussion, their sense of individual responsibility, their ability to cooperate, and their courage to express opinions in class. Through the *numbering*, *questioning*, *heads together*, and *answering* methods, students were better able to follow the lesson because each member was allowed to be called by the teacher as the group representative. In addition, the learning atmosphere became more engaging and less monotonous, motivating students to take a more active role in their learning.

Nevertheless, it can be concluded that the increase in students' learning motivation has not yet been matched by an improvement in their cognitive learning outcomes to their full potential. Therefore, teachers should seek more advanced learning strategies, especially during the group discussion phase, to ensure that students are active, motivated, and able to absorb concepts. Further research needs to explore the development of more effective ways to apply the NHT method through innovative media or models to increase students' motivation and learning outcomes.

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