



The Influence of the Numbered Heads Together (NHT) Learning Model on Students' Learning Interest in Christian Religious Education and Character for Grade XI Students of SMA Negeri 1 Sipoholon

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ABSTRACT

The purpose of this study was to determine the extent of the influence of the Numbered Heads Together (NHT) learning model on students' interest in learning Christian Religious Education and Character among Grade XI students of SMA Negeri 1 Sipoholon in the 2024/2025 academic year. The research employed an inferential quantitative method. The population consisted of all Grade XI students of SMA Negeri 1 Sipoholon in the 2024/2025 academic year, totaling 261 students, from which a research sample of 64 students (25% of the population) was drawn. Data were collected through a closed questionnaire consisting of 52 items. The results of data analysis indicated that the Numbered Heads Together (NHT) learning model had a positive and significant influence on students' interest in learning Christian Religious Education and Character. This finding was evidenced by the following analyses: 1) Analysis prerequisites test: a) A positive correlation test yielded $r_{xy} = 0.506 > r_{table} (\alpha = 0.05, n = 64) = 0.244$. b) A significance test of the correlation showed $t_{count} = 4.621 > t_{table} (\alpha = 0.05, df = n - 2 = 62) = 2.000$. 2) Effect test: a) Regression equation test resulted in the regression equation $\hat{Y} = 25.73 + 0.58X$. b) Regression coefficient of determination (r^2) = 25.6%. 3) Hypothesis testing using the F-test showed $F_{count} > F_{table} (\alpha = 0.05, df \text{ numerator } k = 22, df \text{ denominator } = n - 2 = 62)$, namely $21.33 > 1.39$. Thus, the proposed hypothesis (H_a), stating that there is a positive and significant influence of the Numbered Heads Together (NHT) learning model on students' interest in learning Christian Religious Education and Character among Grade XI students of SMA Negeri 1 Sipoholon in the 2024/2025 academic year, is accepted, while the null hypothesis (H_0) is rejected.

Keywords: Numbered Heads Together, Students' Interest, Learning, Christian Religious Education, Character

INTRODUCTION

Education is one of the primary pillars and essential capital in anticipating and preparing for the future, as it is always oriented toward developing students' potential to enable them to play a role in the future and respond to human needs. This is in line with the mandate of the Indonesian government in the National Education System Act No. 20 of 2003, which states that the aim of national education is *"to develop capabilities and shape the character and civilization of a dignified nation in order to educate the life of the nation and to develop the potential of learners so that they may become human beings who believe in and are devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."* It is expected that through education, in its broad sense and at a macro scale, social change and societal stability will take place constructively and collectively. At this macro level, education as a social phenomenon often manifests in the form of communication, particularly two-way communication. Education is understood as the affirmation of human beings as subjects, involving a profound (critical) awareness of the world (reality) as *"men of action."* Learning itself is the accumulation of the concepts of teaching and learning, with an emphasis on the integration of both, namely fostering student activity. This concept can be viewed as a system, in which learning involves components such as students, learning objectives, materials to achieve those objectives, facilities and procedures, as well as media that must be developed. Students are expected to develop their potential into increasingly advanced capabilities in attitudes, knowledge, and skills. Therefore, learning activities should be directed toward empowering all students' potential into the competencies desired. Christian education, in particular, is aimed at shaping redeemed students to become conformed to God in Jesus Christ. Consequently, the curriculum must be based on biblical teachings and examples, as students' understanding of God is often consistent with what they see and learn from their teachers. As Paul reminded the Thessalonians, *"You became imitators of us and of the Lord"* (1 Thessalonians 1:6). Educators, therefore, need to pay attention to their attitudes and actions as good role models while also fostering deep eschatological awareness among students for the sake of enhancing their spirituality. Spiritual growth, encompassing virtues such as kindness, generosity, and justice, has been shown to support academic achievement as well as personal development. Thus, teachers need to provide students with broader opportunities to connect with their *inner selves* and to develop their spiritual lives as Christians who are conscious of the coming of the end times. The learning process in the classroom constitutes an activity of transforming knowledge, attitudes, and skills. In this process, students' learning interest is highly expected; hence, teachers must be able to select appropriate learning models to employ during instruction, such as the Numbered Heads Together (NHT) model.

Numbered Heads Together (NHT) is a group learning model in which each member of the group is responsible for the group's tasks. This eliminates separation among students within the same group, encouraging mutual sharing and exchange of ideas. In the learning process, it is not only the teacher who participates; students must also be able to interact with the teacher and with peers so that learning can proceed effectively. A well-structured and well-planned learning process can improve students' abilities through the collaborative efforts of both teachers and students, focusing more on *how students learn*

rather than merely *what they learn*. Learning, in essence, is a process of behavioral change, encompassing aspects of knowledge, skills, and attitudes. More broadly, this change includes not only knowledge but also skills, habits, attitudes, understanding, adaptation, and the appreciation of interests. A good learning process cannot be separated from the appropriate selection and application of learning models that enhance students' interest in learning. According to Bloom, interest is categorized as *subject-related affect*, which includes students' attitudes and interest toward the learning material. Similarly, Slameto defines interest as a sense of preference or attraction without external compulsion. The expression of students' learning interest may be influenced by the strategies or models of instruction employed by teachers during lessons. Therefore, teachers must strive to increase students' learning interest so that the objectives of Christian Religious Education can be effectively achieved.

In practice, however, many students still fail to pay attention to teachers during class. Several factors contribute to this issue, such as the reliance on conventional learning models and students' lack of intrinsic motivation. This lack of interest in learning is also influenced by external distractions, particularly gadgets (smartphones). Based on interviews conducted with Christian Religious Education teachers at SMA Negeri 1 Sipoholon, it was found that some students still feel bored, engage in conversations with peers, daydream, or lose concentration during class. Some even fall asleep during Christian Religious Education lessons, which diminishes their learning interest. To address this problem, teachers employed a more engaging and enjoyable learning model, namely Numbered Heads Together (NHT). The application of this model increased students' interest in learning, as they were able to learn while engaging in interactive activities. According to Imas Kurniasih, the Numbered Heads Together (NHT) learning model is a technique that encourages students to integrate and draw conclusions from the exchange of diverse ideas within their groups. This method fosters collaboration, curiosity, and learning interest, motivating students to recognize their own potential and bridging the gap between high- and low-achieving students. It creates a joyful learning environment, ensuring that even in the final periods of the school day, students remain enthusiastic about learning. Based on the explanation above, it is evident that issues of learning interest still exist in the classroom, causing students to be less actively engaged and to experience boredom during lessons.

METHODS

The research method employed in this study was the inferential quantitative method. According to Sugiyono, the inferential quantitative research method refers to statistical techniques used to analyze sample data, the results of which are then generalized to the population. This research was conducted at SMA Negeri 1 Sipoholon in the 2024/2025 academic year. The study was scheduled to take place from May to June 2025. The data collection technique used in this study was a closed-ended questionnaire, following these steps: 1) Prior to distributing the questionnaire, respondents were provided with instructions on how to complete it properly. 2) The questionnaire was distributed to the respondents, who were asked to answer honestly by ticking one of the available options. 3) Respondents were guided and assisted while answering the questions, with further

explanations provided for statements that were not clearly understood. 4) All results from the questionnaires were recorded and compiled into a single table.

DISCUSSION AND RESULTS

The Numbered Heads Together (NHT) learning model is an instructional approach designed to provide students with opportunities to actively share ideas, exchange perspectives, and collaboratively arrive at the most accurate answers to the problems posed during the learning process. This model emphasizes not only cognitive engagement but also the development of students' social and cooperative skills, as it requires them to work collectively and support one another in achieving common learning goals. In addition, the NHT model fosters a sense of responsibility among students, as each member of the group has the potential to be called upon to represent their peers and present the group's work. The cooperative nature of NHT makes it suitable for application across various subjects and levels of education, ranging from primary schools to higher education, as it provides a flexible structure that enhances both academic achievement and interpersonal collaboration. The implementation of NHT follows a systematic sequence of steps that also serve as its core indicators. The first step is preparation, where the teacher develops a detailed lesson plan, communicates the objectives of the learning session to the students, and prepares student worksheets (LKS) tailored to the instructional material. The second step is grouping students, which involves forming small groups based on the results of a pre-test to ensure balanced distribution of abilities. Each student within the group is assigned a number, and the groups typically consist of three to five members to allow for effective collaboration. The third step is providing textbooks or learning guides, in which the teacher distributes supporting materials to serve as references for group work and delivers the content that each group will discuss. The fourth step is problem discussion, where the teacher distributes worksheets as the main learning tool, and students work together within their groups to solve the assigned questions. During this stage, students are expected to engage in meaningful discussion, share their knowledge, and confirm that every group member understands the material and the answers reached. The fifth step is answer presentation, where the teacher randomly calls a specific number, and students with that number from each group present their group's answers in front of the class, ensuring accountability and equal participation. Finally, the sixth step is conclusion, in which the teacher and students collaboratively summarize the key points and finalize the answers related to the presented material. Through this structured process, the NHT learning model not only improves comprehension and critical thinking but also instills cooperation, confidence, and a deeper sense of responsibility in students, thereby making learning more interactive, inclusive, and effective.

Learning Interest

Interest is defined as a sense of preference and attraction toward an activity without external coercion. Essentially, interest reflects the acceptance of a relationship between oneself and something external. The indicators of students' learning interest include:

1. **Enjoyment:** Students show enjoyment toward lessons, feel pleased when teachers provide fair assessments, and attend classes willingly.

2. Student involvement: Students actively participate in learning activities, take part in discussions, and ask questions.
3. Attraction: Students display enthusiasm in following lessons, show interest in learning materials, and are motivated to complete tasks assigned by Christian Religious Education teachers.
4. Attention: Students give full attention during the learning process, concentrate on the material delivered by the teacher, and focus on each topic taught in Christian Religious Education.

Based on the results of the study conducted among Grade XI students of SMA Negeri 1 Sipoholon in the 2024/2025 academic year, the discussion of the findings is as follows: From the analysis of students' responses regarding the Numbered Heads Together (NHT) learning model, it was found that students' interest in learning Christian Religious Education and Character in Grade XI of SMA Negeri 1 Sipoholon in the 2024/2025 academic year increased as an effect of applying the NHT model. The steps of the Numbered Heads Together (NHT) learning model, which also served as the indicators in this study, are as follows:

1. Preparation: the teacher prepares the lesson plan, communicates the learning objectives, and provides worksheets (LKS) aligned with the lesson.
2. Forming groups: students are divided into groups based on their pre-test results, assigned numbers, and organized into groups of 3–5 students.
3. Provision of textbooks or guides: the teacher distributes textbooks as references for completing group tasks and provides materials for group discussion.
4. Problem discussion: the teacher distributes worksheets to each student as study material. Students collaborate in groups to answer the given questions, ensuring that every member understands the answers.
5. Answer presentation: the teacher calls out a specific number from each group, and the students with that number present their group's discussion results.
6. Conclusion: the teacher and students summarize the final answers to all questions related to the lesson material.

Through the implementation of the Numbered Heads Together (NHT) learning model, students' interest in learning Christian Religious Education and Character increased positively and significantly. This was demonstrated by the following indicators of learning interest:

1. Enjoyment, including feeling happy about the subject, appreciating fair evaluation by the teacher, and attending classes regularly.
2. Student engagement, including being active in the learning process, participating actively in discussions, and asking questions.
3. Interest, including enthusiasm in attending lessons, attraction to the learning materials, and motivation to complete assignments given by the Christian Religious Education teacher.
4. Attention, including giving full attention during the learning process, maintaining concentration on the material taught, and paying attention to each topic in the lesson.

From the correlation analysis test, to examine whether there was a positive relationship between variable X and variable Y, the obtained value was $r_{\text{count}} = 0.506$ compared to r_{table} at a 5% significance level and confidence interval of 95% with $n = 64$, which was 0.244.

Since $r_{\text{count}} > r_{\text{table}}$ ($0.506 > 0.244$), it can be concluded that there is a positive relationship between the NHT learning model and students' interest in learning Christian Religious Education and Character.

From the significance test of correlation, the obtained value was $t_{\text{count}} = 4.621$ compared to t_{table} at a 5% significance level with $df = n - 2 = 62$, which was 2.000. Since $t_{\text{count}} > t_{\text{table}}$ ($4.621 > 2.000$), it can be concluded that there is a significant relationship between the NHT learning model and students' learning interest.

From the regression test: a) The regression equation was $\hat{Y} = 25.73 + 0.58X$. This indicates that when the constant is 25.73, every increase in the application of the NHT learning model contributes to an increase of 0.58 in students' learning interest. b) The coefficient of determination (r^2) = 0.256, which means that the NHT learning model contributes 25.6% to students' learning interest in Christian Religious Education and Character, while the remaining 74.27% is influenced by other factors. These include internal factors, such as students' attention and curiosity, and external factors, such as parents, teachers, peers, and learning facilities.

From the F-test, the analysis of variance yielded $F_{\text{count}} = 21.33$, which is greater than F_{table} with df numerator = 22 and df denominator = $n - 2 = 62$, namely 1.39. Since $F_{\text{count}} \geq F_{\text{table}}$ ($21.33 > 1.39$), the null hypothesis (H_0), which stated that there is no influence, was rejected, while the alternative hypothesis (H_a), which stated that there is a positive and significant influence, was accepted. It can be concluded that the research hypothesis proposed by the researcher is accepted: there is a positive and significant influence of the Numbered Heads Together (NHT) learning model on students' interest in learning Christian Religious Education and Character among Grade XI students of SMA Negeri 1 Sipoholon in the 2024/2025 academic year.

CONCLUSION

From the results of the study, it was found that the hypothesis testing showed a value of $F_{\text{count}} > F_{\text{table}}$, namely $21.33 > 1.39$, indicating that the research hypothesis was accepted. Thus, it can be concluded that there is a positive and significant effect of the Numbered Heads Together (NHT) learning model on students' interest in learning Christian Religious Education and Character for Grade XI students at SMA Negeri 1 Sipoholon in the 2024/2025 academic year, amounting to 25.6%. Based on the theoretical review and research findings, it can be concluded that the Numbered Heads Together (NHT) learning model can enhance students' interest in learning Christian Religious Education and Character for Grade XI students at SMA Negeri 1 Sipoholon in the 2024/2025 academic year. The better the implementation of the Numbered Heads Together (NHT) learning model, the greater the improvement in students' learning interest in Christian Religious Education and Character.

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