

THE DIFFERENCE OF THE STUDENTS' CIVIC EDUCATION OUTCOMES USING NUMBERED HEADS TOGETHER MODEL AND EXPOSITORY MODEL AT V GRADE SDN 064009 MEDAN MARELAN, ACADEMIC YEAR 2016-2017, MEDAN, INDONESIA

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ABSTRACT: *Learning students' learning outcomes at SDN 064009 Medan Marelan in the subject of Civics is still categorized low, under the KKM that has been established by the school. Numbered heads together (NHT) also called as numbering, thinking together, numbered head is one of innovations in cooperative learning. The students' learning outcomes taught by the NHT model are higher than the Expository model on Civics subject of joint decision materials in Grade V SDN 064009 Medan Marelan. This is evidenced by the calculations that show significant differences between students taught by the NHT model with the Expository learning model.*

KEYWORDS: Numbered Heads Together (NHT) Model; Civic Education; Expository Model

INTRODUCTION

The choosing of teaching models by teachers is strongly influenced by the material to be taught, the objectives to be achieved in the teaching, and the level of the students' ability. Besides that, each learning model always has stages (syntax) performed by the students with the teacher guidance. Between the syntax with syntaxes has a difference. Therefore, the teachers need to master and apply various learning models in order to achieve the learning objectives to be achieved. One of the learning models that is expected to be able to realize the conducive active, creative, effective, and fun learning situation, is by applying cooperative learning model type Numbered Heads Together (NHT) or shared thinking numbering.

This NHT type cooperative learning is one of the learning models that gives the students the opportunity to share ideas and consider the most appropriate answers. NHT is a type of cooperative learning which is designed to influence the students' interaction patterns and as an alternative to the traditional class structures. NHT is able to involve many students in reviewing the material covered in a lesson and checking their understanding of the lesson content. NHT learning model is expected to foster the students' interest in learning. Interest is one of the factors that influence the students' success or failure in learning. Along with the students' learning process, then the interest can spur individuals to learn. Interests have a strong influence on the students' behavior in learning that leads to the student learning outcomes.

Learning outcomes are the main benchmark to know the success of the students' learning, both in the behavior change and the ability in learning. Learning outcomes can also be regarded as changes in the students' behavior due to learning. The change is sought in the process of teaching and learning to achieve the educational goals. Learning outcomes are seen from the students' ability in mastering the subject matter based on experience or lessons after following

the learning periodically in the classroom. The completion of the teaching and learning process ended with evaluation to know the students' progress of learning and mastery to the material provided by the teacher of Civics. From the results of this evaluation, it will be known the students' learning outcomes which are usually expressed in the form of values or numbers.

Generally Civics in schools still uses Expository learning model in applying learning. The use of Expository model (lecture) is not effective because students tend to be passive. This is contrary to the objective of Civics. The objective of Civics is to have the students' critical, rational, and creative thinking skills in responding to the citizenship issues, participating actively and responsibly. The students in receiving Civic learning materials are still not good. This can be seen from the evaluation process orally. The students take a long time to be able to explain the basic concept of Civic material that has been given by the teacher. Special and extra attention is required from the teacher in attracting the students' basic knowledge in order to be able to explain the material that has been discussed.

Furthermore, in the process of learning Civics, there are still seen some students who are less enthusiastic, still low in the students' active participation during the learning process, as well as lack of understanding of the material that has been given. This is seen from the attitude of the students who tend to be embarrassed to express their opinions in question and answer activity. The students choose silence, do not ask even though the actual student has not understood about the material being discussed. Some students are also still embarrassed to come forward if they are asked by the teachers voluntarily to explain what they received after listening to the teacher's explanations. It takes a long time to persuade the students to be willing to present their work.

Based on the interviews results with one of the teachers on Grade V SDN 064009 Medan Marelan states that in line with the statement above, the teacher has actually submitted knowledge and assigned the students to move, but less than 50% of the students who want to do it well and correctly. If the learning is held through active learning model, the students are also not active in doing the task given by the teacher. This condition indicates that the students' understanding in the learning process is still low, causing the students' learning outcomes tend to be low. In addition, the learning process of Civics conducted by the teachers in the classroom is still monotonous, the teacher tends to use the direct learning model so that it has not been able to activate the students optimally in learning and less applicable on the students' daily occurrence so that the result still has not reached the Minimum Criterion (KKM).

The reality as described above appears in the learning of Civics in SDN 064009 Medan Marelan, the students' learning outcomes in the subject of Civics is still categorized as low under the KKM that has been established by the school, which is 75. This can be seen from the students' data in SDN 064009 Medan Marelan who still has a lot of low score on Civics subject. SDN 064009 is one of the favorite schools with A accreditation in Medan Marelan, surely always tries to improve the effectiveness in learning. The increase is always oriented towards the use of various learning models. Based on the data obtained from SDN 064009 Medan Marelan, it can be seen that the average value of Final Exam Semester for Civics subject as follows:

Table. 1: Students' Average Civics Achievement of Final Semester Examination

No	Academic Year	Semester	Average Value
1	2014/2015	I	63
2	2014/2015	II	65
3	2015/2016	I	65
4	2015/2016	II	67

Source: Teacher of Grade V SDN 064009 Medan Marelan

LITERATURE REVIEW

The Nature of the Numbered Heads Together Learning Model

Numbered Heads Together (NHT) is also called as numbering, thinking together, numbered head is one of innovations in cooperative learning. According to Huda (2011: 138), NHT provides an opportunity for students to share ideas and consider the most appropriate answers. NHT is also able to increase the students' cooperation spirit and can be used for all subjects and grade levels. Furthermore, according to Daryanto and Rahardjo (2012: 245), NHT type cooperative learning is developed by Spencer Kagen. NHT is generally used to involve the students in strengthening the understanding or checking the students' understanding of the learning materials.

Furthermore, according to Istarani (2012: 12), NHT is a series of material delivery by using group as a container in unifying the students' perceptions/thoughts on questions asked by the teachers, which will then be accounted for by the students in accordance with the teacher's request number from each group.

The Nature of Expository Learning Model

Expository model can be said as a traditional model because it has always been used as a means of oral communication between the teachers and the students in the learning process. Although this model demands the teacher's activity rather than the students', it still cannot be left behind in the teaching activities. For example, rural areas or schools that lack of facilities still use the Expository model as a delivery of subject matter to the students.

According to Hamruni (2013: 73), Expository learning model is a learning model that emphasizes the process of verbal material delivery from a teacher to a group of students with the intention that the students can master the subject matter optimally. Roy Killen (1998) named this Expository model with the term Direct Instruction because in this model the subject matter is delivered directly by the teacher. The students are not required to find the material. The subject matter as if already so. Because of the Expository model emphasizes the process of speech, it is often called the "Chalk and Talk" strategy.

So Expository Learning Model is a teacher-centered learning model because the learning strategy makes the students passive because the students receive all information from the teacher by just sitting and listening without doing activities that support the students to do the activity. The purpose to be achieved by using the Expository model is the teacher can control the order and extent of the learning materials so that the teacher knows the extent to which students master the lesson material presented. With limited time the teacher can explain the subject matter, the teacher observes through the demonstration implementation with the Expository, the class in large scale can be taught simultaneously.

It is concluded that by controlling the broad range order of learning materials, observing while the Expository running, the limited time and the large number of classes will make the planning, implementation, assessment and learning outcomes conducted and recognized by the teacher. Meanwhile the students act as followers of activities displayed by the teacher. The steps to be taken in the Expository learning model are as follows:

1. Preparation which is related to preparing the students to receive the lesson.
2. Presentation which is related to the material delivery of association freedom.
3. Correlation which is related to the subject matter to the student's experience or with other matters that enable the student to grasp the interconnectedness in the knowledge structure possessed.
4. Generalization is the stage to understand the core of the subject matter that has been presented, concluded means to give confidence to the students about the truth of an exposure so that the students do not feel any doubt about the teacher's explanation.
5. Application is a step for the students' ability after they listen to the teacher's explanation, how to provide tasks and tests about the association freedom.

The Nature of Citizenship Education

Civic Education or Civics has many terms. In the Attachment of Permendiknas Law No. 22 Year 2006 about the content standards for elementary and secondary education units stated that "Civic Subjects are subjects that focus on the establishment of citizens who understand and are able to exercise their rights and the obligations to become intelligent, skilled and characterized Indonesian citizens as mandated by Pancasila and the 1945 Constitution".

The similar meaning, Sumantri (in Ubaedillah, 2008: 7) defines the Civics as a Civic knowledge which deals with human relationships with: (a) human in organized associations (social, economic, political organization), (b) Individuals with country. Furthermore, according to Somantri (in Winataputra, 2013: 14) clarifies that the purpose of Civics as follows: "Civics" which aims to foster and develop the students to become good citizens. A good citizen is a citizen who knows, wishes, and is able to do in good manner or in general who knows, realizes, and exercises his/her rights and obligations as a citizen.

In addition, according to Syarbaini (2006: 4), the notion of Civics is: "A field of study that has the object of virtuous study and civic culture, using the disciplines of education and political science. Naturally, civic education is a conscious and planned effort to educate the life of the nation for the citizens by growing national identity and morals as the foundation of the implementation of rights and obligations in state defense, for the sake of life and glory of the nation and state".

METHODOLOGY

Location and Time of Research

This research was conducted at SDN 064009 Medan Marelan, in the even semester of the academic year 2016/2017, which took place from January to March 2017.

Population and Sample of Research

According to Arikunto (2010: 173) population is the entire subject of the study, while sample is part or representative of the population studied. Population in this research were all the students in grade V SDN 064009 of Medan Marelan of academic year 2016/2017, totaling 80 people. Class V-A as many as 40 students and V-B as many as 40 students. According to Arikunto (2010: 135) "If the research population is less than 100 then the samples taken are all, but if the population is more than 100 then the sample can be taken between 10-15% or 20-25% or more. Thus, the number of population and samples in this study is the same that is 80 students who are distributed in two classes namely class V-A and V-B at SDN 064009 of Medan Marelan Lesson 2016/2017.

Types and Research Design

Type of Research

This type of research includes quasi experimental research by conducting the experiments in existing classes as they are, without changing the classroom situation and the learning schedule. The research was conducted on the learning of Civics by comparing the NHT learning model with the Expository learning model and are implemented in the pre-defined classes. The Class V-A carries out the NHT learning model while V-B class is applied with the Expository learning model. Furthermore, each class is given a questionnaire to determine the students' learning interests and test questions to find out the students' learning outcomes before the treatment.

This study was conducted to find out whether the NHT learning model gives a significant effect on the student's learning outcomes compared with the Expository learning model and whether the students who have higher interest obtain better Civics learning outcomes of than the students with lower learning interest and to know the interaction between the two independent variables to the dependent variable.

Research Design

The research design used is 2x2 factorial design. The first independent variable is the learning model, with two levels that is an experimental class as the class which is taught by the NHT model and the control class as the learning class of the Expository model, while the moderator variable is the learning interest and the dependent variable is the result of Civic learning. The design of this study can be seen in table.2

Table.2 : Research Design of 2x2 Factorial

Learning Interest (B)	Learning Model(A)	
	NHT (A ₁)	Expository (A ₂)
High (B ₁)	A ₁ B ₁	A ₂ B ₁
Low (B ₂)	A ₁ B ₂	A ₂ B ₂

Note:

A1B1 = Students' learning outcomes taught by NHT learning model with high learning interest.

A1B2 = Students' learning outcomes taught by NHT learning model with low learning interest.

A2B1 = Students' learning outcomes taught by Expository learning model with a high learning interest.

A2B2 = Students' learning outcomes taught by Expository learning model with a low learning interest.

Research Variables

This research consists of 3 types of research variables, namely independent variables, moderator variables, and dependent variables.

a. Independent Variables

The independent variable according to Sugiyono (2009: 59) is "Variable which influences or becomes the cause of the change or the emergence of independent variable." The independent variable in this study is a learning model that consists of two characteristics, namely NHT learning model and Exposure learning model.

b. Moderator Variable

The moderator variable according to Sugiyono (2009: 64) is "The variable that determines the strong weakness of the relationship between the independent variable with the dependent variable". Moderator variable in this study is interest in learning. Learning interest becomes a moderator variable due to the high learning interests and the low learning interest that aim to see the interaction between learning models on the Civics learning outcomes.

c. Dependent Variables

The dependent variable according to Sugiyono (2009: 59) is "Dependent variable is the variable that is influenced or which becomes due to the independent variable". The dependent variable in this study is the result of Civic learning.

Research Instruments

Test of Civics Learning Outcomes

a. Cognitive domain

Learning outcome test is used to obtain the data of Civics learning outcomes. The form of the learning outcome test used is 20 items of multiple choice test that is estimated to have been able to represent the students' knowledge. The form of the multiple choice test questions are compiled with four answers that are A, B, C, and D. This learning test question is designed in such a way to cover C1 (knowledge), C2 (understanding), C3 (implementation). The scoring is as follows:

1. Those who answered the correct answer, the score = 1
2. Those who answered the wrong answer, the score = 0

The instrument grid used to reveal the data of the students' learning outcomes can be seen:

Table 3: Grid Problem Test Results of Civics Learning

No	Basic material	Aspect Being Scored						Total
		C1	C2	C3	C4	C5	C6	
1	Understanding Joint Decisions	8, 10, 13, 19	1	14				20
2	Types of Joint Decisions	6		3		17		
3	The Way in Taking Joint Decisions	16	7, 18	2	12, 20		15	
4	Conducting the Result of Joint Decisions	4	9, 11		5			

Note:

- C1 = Cognitive domain of knowledge
 C2 = Cognitive domain of understanding
 C3 = Cognitive domain of application
 C4 = Cognitive domain of analysis
 C5 = Cognitive domain of synthesis
 C6 = Cognitive domain evaluation

b. Attitude Domain**Instrument and Rubric of Attitude Assessment**

The integrated and developed attitudes to achieve the SK of respecting the joint decisions and KD of recognizing the forms of joint decisions are curiosity, discipline, responsibility, polite, and cooperative behavior. In determining the assessment of each indicator by category: 4 = If the four indicators are visible, 3 = If the three indicators are visible, 2 = If the two indicators are visible and 1 = If one indicator is visible. From the explanation about the indicator seen on the students and their assessment, then more details will be explained as follows:

c. Attitude of Curiosity

Curiosity is an attitude and action that always strives to know more deeply and extensively from what has been learnt, seen and heard. Curiosity in the learning process can be shown with enthusiastic search for the answers, focus on the problems given, active in the discussion, and ask many questions.

Table.4: Rubric Scoring of Curiosity Attitude

Indicator	Scale	Score
a. Enthusiastic search for the answers	Extremely Enthusiastic (SB)	4
	Enthusiastic (B)	3
	Quite Enthusiastic (C)	2
	Less Enthusiastic (K)	1
b. Focus on the problems given	Extremely Focused (SB)	4
	Focused (B)	3
	Quite Focused (C)	2
	Less Focused (K)	1

c. Active in the discussion	Extremely Active (SB)	4
	Active (B)	3
	Quite Active (C)	2
	Less Active (K)	1
d. Ask many questions	Extremely Ask Many Questions (SB)	4
	Ask Many Questions (B)	3
	Quite Ask Many Questions (C)	2
	Less Ask Many Questions (K)	1

d. Attitude of Discipline

The attitude of discipline is an action that shows the orderly and obedient behavior on various rules and regulations. The attitude of discipline in the learning process class can be shown by coming on time, paying attention to the explanations and opinions of the teachers and friends, orderly following the instructions, and being obedient to the task.

Table.5: Rubric Scoring of Discipline Attitude

Indicator	Scale	Score
a. Coming on time	Extremely on time (SB)	4
	On time (B)	3
	Quite On time (C)	2
	Less On time (K)	1
b. Paying attention to the explanations and opinions of the teachers and friends	Extremely pay attention (SB)	4
	pay attention (B)	3
	Quite pay attention (C)	2
	Less pay attention (K)	1
c. Following the instructions Orderly	Extremely orderly (SB)	4
	orderly (B)	3
	Quite orderly (C)	2
	Less orderly (K)	1
d. Being obedient to the task	Extremely obey the task (SB)	4
	obey the task (B)	3
	Quite obey the task (C)	2
	Less obey the task s (K)	1

e. Attitude of Responsibility

Attitude of Responsibility is the attitude of consistency and commitment in carrying out duties and obligations as it should be done, both to oneself, friends and teachers. In the learning process, the attitude of responsibility can be demonstrated by participating actively in group discussions, daring to bear the risks for the actions that have been done, being consistent in the assigned tasks, re-tidying the space and learning equipment used.

Table.6: Rubric Scoring of Responsibility Attitude

Indicator	Scale	Score
a. participating actively in group discussions	Extremely Active(SB)	4
	Active (B)	3
	Quite Active (C)	2
	Less Active (K)	1
b. daring to bear the risks for the actions that have been done	Extremely Brave (SB)	4
	Brave (B)	3
	Quite Brave C)	2
	Less Brave (K)	1
c. being consistent in the assigned tasks	Extremely Consistent (SB)	4
	Consistent (B)	3
	Quite Consistent (C)	2
	Less Consistent (K)	1
d. re-tidying the space and learning equipment used	Extremely neat (SB)	4
	Neat (B)	3
	Quite Neat (C)	2
	Less Neat (K)	1

f. Attitude of Politeness

Attitude of politeness is a tendency to act and speak in accordance with the norm and how to behave towards others. Attitude of politeness in the learning process can be demonstrated with polite in speaking, respect and courtesy towards the teachers and friends, Courtesy in thanking for receiving the help of others, and appreciating the opinions of others in the lessons/discussions.

Table.7: Rubric Scoring of Politeness Attitude

Indicator	Scale	Score
a. Polite in speaking	Extremely Polite (SB)	4
	Polite (B)	3
	Quite Polite (C)	2
	Less Polite (K)	1
b. respect and courtesy towards the teachers and friends	Extremely Respectful (SB)	4
	Respectful (B)	3
	Quite Respectful C)	2
	Less Respectful (K)	1
c. Courtesy in thanking for receiving the help of others	Extremely Courtesy (SB)	4
	Courtesy in (B)	3
	Quite Courtesy (C)	2
	Less Courtesy (K)	1
d. appreciating the opinions of others in the lessons/discussions	Extremely Appreciating (SB)	4
	Appreciating (B)	3
	Quite Appreciating (C)	2
	Less Appreciating (K)	1

g. Attitude of Cooperative

Attitude of cooperative is an activity jointly conducted by more than one person in order to achieve the common goals. A polite attitude in the learning process can be demonstrated actively in group work, focusing on the goals of group, willingness to perform the tasks as the agreement, and prioritizing the group's interests above the personal interests.

Table.8: Rubric Scoring of Cooperative Attitude

No.	Student's Name	Curiosity	Discipline	Responsibility	Politeness	Cooperative	Total Score	Attitude Score	Criteria
1									
2									
3									

Indicator	Scale	Score
a. Actively in group work	Extremely Active (SB)	4
	Active (B)	3
	Quite Active (C)	2
	Less Active (K)	1
b. Focusing on the goals of group,	Extremely Focused (SB)	4
	Focused (B)	3
	Quite Focused (C)	2
	Less Focused (K)	1
c. Willingness to perform the tasks as the agreement,	Extremely Ready (SB)	4
	Ready (B)	3
	Quite Ready (C)	2
	Less Ready (K)	1
d. Prioritizing the group's interests above the personal interests.	Extremely Priorizing (SB)	4
	Priorizing (B)	3
	Quite Priorizing (C)	2
	Less Priorizing (K)	1

Next, the teacher makes a recapitulation of the the students' attitude assessment result as in the following format:

Note:

1. Range score of each attitude = 1.00 up to 4.00.
2. Total score = total score of all criteria.
3. Attitude Score = Average of Attitude Score.
4. Criteria / Predicate:
 - a. 3.25 - 4.00 = SB (Very good)
 - b. 2.50 - 3.24 = B (Good)
 - c. 1.75 - 2.49 = C (Enough)
 - d. 1.00 - 1.74 = K (Less)

Psychomotoric Domain**a. Skill Domain Assessment****Table. 9: Rubric Scoring of Skill Assessment**

No	Indicator	Assessment Result			
		4 (Very Good)	3 (Good)	2 (Enough)	1 (Less)
1.	Spelling	Spelling can be understood even with a certain accent	There is a problem in pronunciation that causes the listener to focus and sometimes cause misunderstanding	Difficult to understand because there are problems in shipping and frequent frequencies	Almost always out in shipping so it can not be understood
2.	Grammar	There is almost no grammatical error	There are some grammatical errors but no effect on the meaning	Many grammatical errors affect the meaning of having to reorder speech conversations	The grammar is so bad that the conversation is so difficult to understand
3.	Vocabulary	Sometimes spelling is not appropriate and requires further explanation because of inappropriate vocabulary	Often uses inappropriate vocabulary so that the dialogue becomes limited due to the limited vocabulary	Using the wrong vocabulary so that it can not be understood	Vocabulary is so limited that it does not allow for dialogue
4.	Fluency	Dialog smoothly, very little difficulty	Not too smooth because of course encountered language difficulties	Often hesitate and stop because of language limitations	Often stopped and silent during the dialog so the dialogue is not created
5.	Comprehension	The whole contents of a conversation can be understood even though there is occasional repetition of its parts	Most of the contents of the conversation are understandable although there are some repetitions	Difficult to follow the dialogue except in the general dialogue section with slow conversation and many repetitions	Unintelligible even in the form of a brief dialogue
Total Score Obtained					

Scoring Criteria:

$$\text{Score} = \frac{\text{Total score obtained}}{\text{Maximum Score}} \times 100$$

Criteria/Predicate:

3.25 - 4.00 = SB (Very Good)

a. 2.50 – 3.24 = B (Good)

b. 1.75 – 2.49 = C (Enough)

c. 1.00 – 1.74 = K (Less)

b) Interest Learning Questionnaire

The measurement of the students' interest in learning is conducted before the treatment. The measurement is intended to differentiate the students who are high interested in studying with the students who are low interested in learning so that the group of students in accordance with the research design is obtained. The grid of learning interest instruments can be seen in Table 10 below: (Kusuma Indra, Sri 2010: 60).

Table. 10: Grid of Learning Interest Instrument

No.	Indicator	Number of Test Item		Total
		Positive	Negative	
1.	Attention	2, 3, 6	5, 8	5
2.	Willingness -Willingness in doing the task.	1, 7	4, 10, 11	5
	- Attendance in learning.	9, 13	14, 30	4
3	Pleasure - Fun in following lessons.	39, 40	12, 17	4
	- Feel the benefits of the lesson.	15, 19, 20, 21, 34	16, 18, 23, 24, 26	10
4.	Desire - The desire to master the lesson.	22, 25, 28, 29, 32	27, 31, 33	8
	- The desire to have books and lessons learned.	36, 37	35, 38	4
Total		21	19	40

Criteria/Predicate:

3.25 - 4.00 = SB (Very Good)

2.50 – 3.24 = B (Good)

1.75 – 2.49 = C (Enough)

1.00 – 1.74 = K (Less)

Instrument Test of Learning Test Result

The instrument test is a test which is conducted before the test to be used for the research. The instrument test consists of validity test, reliability test, difficulty level, and different power.

a) Validity test

Validity test is used to measure the accuracy of a test in measuring the data in accordance with its competence. According to Sudijono (2011: 185) validity test can use the formula:

$$r_{pbis} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}} \quad (\text{Sudijono, 2011:185})\text{Note}$$

- r_{pbis} : Validity test
 M_p : Average Score of the students who answer the item correctly
 M_t : Average Score from total score
 SD_t : Standard Deviasion from the total score
 p : Students' proportion who answer correctly
 q : Students' proportion who answer incorrectly

Testing the validity of the research test instrument is assisted with the number processing software, Microsoft Excel, to test whether the validity of the test items based on the ratio of $r_{\text{calculation}}$ and r_{tabel} . A research test is said to be valid if $r_{\text{calculation}} > r_{\text{tabel}}$, at $\alpha = 0,05$. The test results were conducted on Grade 6 students of SDN 064009 Medan Marelan who had previously been taught joint decision material, so the complete validity test can be seen in Appendix 7, the calculation results of the validity test can be seen in the Table 3.10.:

Table.11: Validity Test Results

Number of Test	r_{hitung}	$r_{\text{tabel}} (df = 30)$	category
1	0.594	0,361	Valid
2	0.514	0,361	Valid
3	0.373	0,361	Valid
4	0.614	0,361	Valid
5	-0.137	0,361	Invalid
6	0.507	0,361	Valid
7	0.547	0,361	Valid
8	-0.002	0,361	Invalid
9	0.723	0,361	Valid
10	0.401	0,361	Valid
11	0.551	0,361	Valid
12	0.573	0,361	Valid
13	0.026	0,361	Invalid
14	0.581	0,361	Valid
15	0.405	0,361	Valid
16	0.499	0,361	Valid
17	0.217	0,361	Invalid
18	0.396	0,361	Valid
19	0.389	0,361	Valid
20	0.488	0,361	Valid

21	0.581	0,361	Valid
22	0.602	0,361	Valid
23	0.627	0,361	Valid
24	0.387	0,361	Valid
25	0.643	0,361	Valid

Based on the table above, the test results of learning test results with 25 items of questions about 25 items of question there are 21 items that are valid and 4 items that are invalid. So it can be concluded that 21 items of valid question can be used to measure the student learning result of Grade V SDN 064009 Medan Marelan.

b) Reliability Test

Reliability test aims to measure the trustworthiness, and consistency of the test in measuring the data. According to Sudijono (2011: 254) reliability test can use the formula:

$$r_{ii} = \left(\frac{n}{n-1} \right) \left(\frac{SD_t^2 - \sum pq}{SD_t^2} \right) \quad (\text{Sudijono, 2011:254})$$

Note:

- r_{ii} : Reliability test
 n : Number of test item
 SD_t^2 : Total variance
 p : Students' proportion who get score 1
 q : Students' proportion who get score 0

With criteria:

If $0,00 \leq r_{ii} \leq 0,69$ then the test is not reliable and the test item should be changed

If $0,70 \leq r_{ii} \leq 1,00$ then the test is reliable

In this research, the reliability analysis is calculated with the help of number processing software, Microsoft Excel, to test whether or not reliable test item. The results of the reliability test question can be seen in appendix 10, test results reliability calculation problem can be seen in Table.12 follows:

Table.12: Testing Result of Reliability Test

$r^{1/2/2}$	0.76
r_{11}	0.86
Note	Reliable

Based on the above table it can be concluded that the test results of student learning outcomes are in the category of reliability with the value of r of 0.86 or is stretched value $r > 0.7$. This category of reliability shows that the test of learning outcomes in research is reliable and feasible to be used as a research instrument.

c) Test of Difficulty Level

Test of difficulty level aims to capture the subjects who answer the test items correctly. According to Robert L. Thorndike (in Sudijono, 2011: 372) the test of difficulty level use the formula:

$$P_n = \frac{B_n}{J_s} \quad (\text{Sudijono, 2011:372})$$

Note:

P_n : difficulty level of item to-n

B_n : number of students who answer the item to-n correctly

J_s : number of total students

With the criteria:

$0,00 < P < 0,30$: Difficult

$0,30 < P < 0,70$: Medium

$0,70 < P < 1,00$: Easy

The testing results of test difficulty level can be seen in appendix 8, summarized in Table 13.

Table.13: The Calculation Result of Difficulty Level of Instrument

Test Instrument	Difficulty level	Number of Item	Total
Test Item	Easy	2, 3, 6, 7, 8, 10, 11, 12, 13, 14, 18, 20, 21, 25	14
	Medium	1, 5, 9, 15, 16, 19, 22, 23, 24	9
	Difficult	4, 17	2
Number of items			25

Based on the Table.13, the test results of the instrument test has the criteria *easy*, *moderate* and *difficult*. From these results it is concluded that the test used in this research is in the level of difficulty of 0.71 which is *quite easy*.

d) Different Power Test

Different power test separates the clever students and the less clever students to know the goodness level of each item question. Sudijono (2011: 389) proposed the different power test formula and criteria as follows:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} \quad (\text{Sudijono, 2011:389})$$

Note:

D : Different power

B_A : Number of students in upper group who answer the test correctly

B_B : Number of students in lower group who answer the test correctly

J_A : Number of students in upper group

J_B : Number of students in lower group

With the criteria:

$0,00 < D < 0,20$: Bad

$0,21 < D < 0,40$: Enough

$0,41 < D < 0,70$: Good

$0,71 < D < 1,00$: Very Good

The test results of the differentiating power of each item of understanding the joint decision can be seen in table. 14.

Table. 14: Calculation Results of Different Power of Test Item

Test Instrument	Category of Different Power Test	Number of Item	Totasl	Criteria
Test Item	Bad	5, 8, 13, 17, 18,	5	Rejected
	Enough	2, 3, 6, 11, 14, 19, 20, 21, 25	9	Accpeted
	Good	7, 10, 15, 16, 24	5	Accpeted
	Very Good	1, 4, 9, 12, 22, 23	6	Accpeted
	Total		25	

Instrument Test of Learning Interest Questionnaire

The instrument test is a test that conducted before the test to be used for the research. The instrument test consists of validity test, and reliability test.

a) Learning Interest Question Validity

To test and measure the validity of the students' learning interest questionnaire is determined by using Product Moment Correlation from Karl Pearson described by Arikunto (2003: 67). The criteria of the test is stated as *valid* if r_{xy} calculation $> r_{(table)}$ at a significant level of 5%.

$$R_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum x^2 - (\sum X)^2\} \{N (\sum Y)^2 - (\sum Y)^2\}}}$$

Note

R_{xy} = coefficient of correlation

$\sum X$ = Score of test item

$\sum Y$ = Total score

N = Number of subject

The validity test of the research questionnaire instrument is assisted with a number processing software, Microsoft Excel, to test whether the validity of the questionnaire items based on the ratio of r_{hitung} and r_{tabel} . A research test is said to be valid if $r_{hitung} > r_{tabel}$, at $\alpha = 0,05$. The results of the tests were conducted on the students of grade VI SDN 064009 Medan Marelan who had previously been taught the decision material together.

DISCUSSION

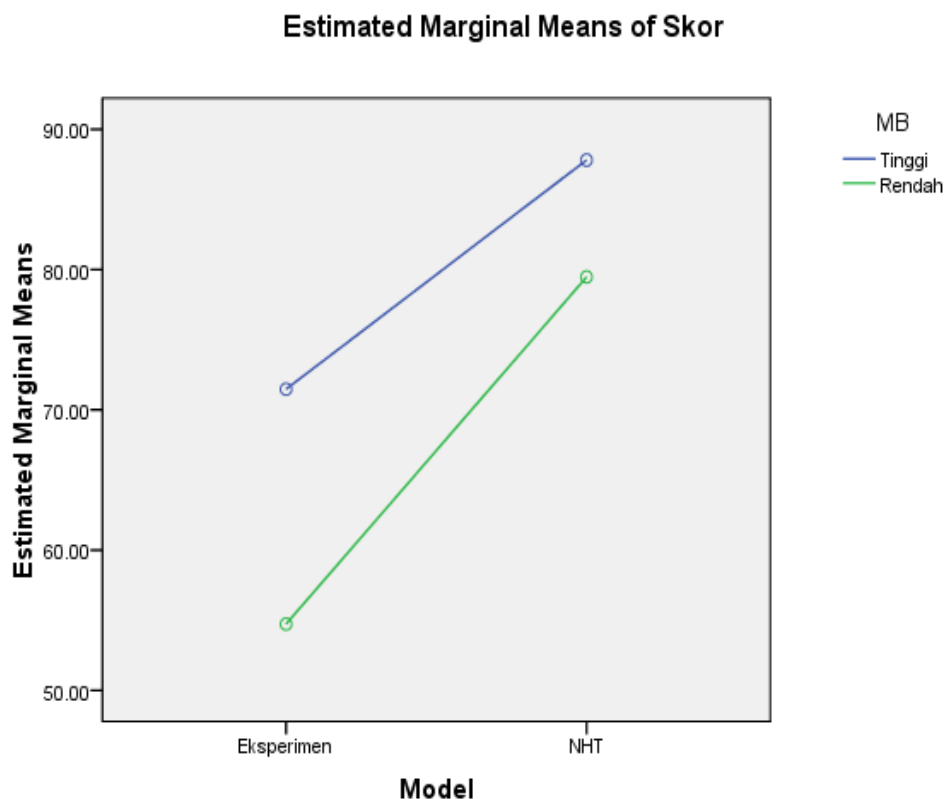
Models of learning Numbered Heads Together and Expository are basically models of learning that can be used by teachers in achieving the desired learning objectives. Specifically anything related to the subject matter that is learned or obtained through self-study and from the teacher at the time of learning. It is proven from research findings that there is a significant different of a condition from the application of the two learning models. The advantages of the Numbered Heads Together learning model are outlined in the theoretical framework

empirically is proven, so that these results reinforce that the students's Civics learning result is better with the Numbered Heads Together learning model.

The interaction result between the learning model and the learning interest in influencing the student's learning result can also be presented in graphical form. Figure.1. Below shows a graph of interaction between the learning model and students' interpersonal intelligence.

Figure.1

Interaction Graph between Numbered Heads Together Model and Expository Learning Models with Learning Interests



From Figure.1 above, the interaction between the learning models and the interest of learning cannot be seen directly with the intersection of the line, but if both lines are extended then there will be an intersection at a point. Based on the above picture at a point where there is an intersection between the two lines, it appears that the control class, the value of student learning outcomes who have a high MB almost the same as students who have low MB. In other words, both students with high or low MBs taught with the Expository model show the similar learning results.

Unlike the class that is taught with Numbered Heads Together. Both students with the high and low MBs show higher learning outcomes than the control class. This is indicated by the widening graphic form. In other words, both students with high and low MB who are taught with the Numbered Heads Together learning model providing better learning outcomes than the expository learning model. Another advantage from Civics learning with the learning model at SDN 064009 Medan Marelan is the V-A class is more interested in learning by using Numbered Heads Together model is able to stimulate active students in learning activities

because the Numbered Heads Together learning model is learning centered on the students. Numbered Heads Together is an interactive learning strategy that can create student activity in the learning process through the activity of exchanging writing and exchanging opinions. The Numbered Heads Together learning model is one type of cooperative learning that emphasizes the special structure designed to influence the pattern of student interaction and has a goal to improve academic mastery. The Numbered Heads Together learning model involves the students in studying the materials covered in a lesson and checking their understanding of the content of the lesson.

From the side of the process, Numbered Heads Together provides the opportunity for the students to share ideas and consider the most appropriate answers. NHT is also able to increase the spirit of students' cooperation and can be used for all subjects and grade levels. In general, NHT is used to involve the students in strengthening understanding or checking students' understanding of learning materials. Furthermore, Numbered Heads Together is a series of material delivery by using groups as a container in unifying students' perceptions/thoughts on questions asked by teachers, accounted for by the students according to the teacher's request number from each group.

It is unlike the Expository learning model that has been widely used in the classroom learning activities that tends to be centered on teachers (teacher centered learning). The Civic learning activities that take place is only transferring the knowledge from the teachers to the students. This causes the students to have less active role in the process and construct their inner knowledge. The Expository learning model is a model of teacher-centered learning activities and a lecture-shaped learning process. In the expository learning model the delivery of the material is final. So the teacher just lectures and gives notes to the students. Civics learning at SDN 064009 Medan Marelan Class V-B uses an exposure model causes students not to be empowered and involved to express their learning experiences in everyday life. This causes the saturation to the students and the impact of lack of appreciation of the material presented by the teacher. This expository learning model is also delivered in the classroom regardless of individual students.

Based on the fact, the Expository learning model does not get maximum results for the students because they are less interested in listening to the concepts, consequently the students are less able to obtain the material and the students are less coordinated and less communicate with their friends because each listening material presented by the teacher while with the Numbered Heads Together model the students are more free to coordinate and communicate with friends and teachers. Communication between friends and teachers provides a quick solution for the students to get the lesson. Based on the findings, stated in general differences between the Numbered Heads Together learning model with Expository learning model lies on the aspects among other things, that the Numbered Heads Together learning model shows the characteristics of a learning process student-centered, while the model of Expository teaching centered on the teacher, Numbered Heads Together learning model involves the students' physical activity while the teacher's expository teacher/teacher model is more dominant.

The above statement supported by the research results showing that the students who are taught with Numbered Heads Together learning model get a better average value of the results than the class that was taught by Expository model. In addition the value of analysis of variance showed that significant value learning model for 0000 is smaller than $\alpha=0,05$ which means there are significant differences in the results between the classes taught using Numbered Heads Together model than the Expository model. This result is consistent with the research

conducted by Arsini, et al (2015) and Juniantari, et al (2014) which concluded that the Numbered Heads Together learning model can improve the student learning outcomes. This is because this learning model is used by the teachers in achieving the desired learning objectives. Specifically related to the subject matter that is learned or obtained through self-study as well as from the teacher during the lesson.

Besides the results of variance analysis, the results of this research can also be seen from the mean difference (average difference). viewing from the average postes of class Numbered Heads Together (83.29) and Expository (63.29). These results indicate the difference in average learning outcomes is 20.00. the research conducted by Arsini (2015), entitled *Pengaruh Model Pembelajaran Kooperatif Tipe Numbered Head Together (NHT) Terhadap Hasil Belajar IPS Siswa Kelas IV Semester II SD Gugus VI Kecamatan Kintamanitahun Pelajaran 2014/2015*. The results of this study indicate that there are significant differences in IPS learning outcomes between students who follow the learning model with cooperative learning type Numbered Head Together (NHT) with students who follow the learning with conventional learning model. From the average (\bar{X}) calculation, it is known \bar{X} of the experimental group learning with cooperative learning model Numbered Head Together (NHT) is greater than the 17.62 average (\bar{X}) of the control group who learn with conventional learning model that is 8.35. This means that the experimental $\bar{X} > \bar{X}$ controls, so it can be concluded that the implementation of cooperative learning model of Numbered Head Together (NHT) affects the IPS outcome of the fourth grade students in the second semester of Cluster VI SD Kintamani District.

In addition the research results of Anak Agung Juniantari Vera (2014), entitled *Pengaruh Model Pembelajaran Kooperatif Tipe NHT Berbantuan Multimedia Terhadap Hasil Belajar IPS Siswa Kelas V SD Gugus III Kecamatan Gianyar*. Based on the data analysis, obtained $t = 4,17 > t_{tab} = 2,000$ at 5% significance level. So that it can be interpreted that there are significant differences result of the IPS studies among the students taught the Cooperative Learning Model Numbered Head Together (NHT) assisted Multimedia and the students taught the conventional learning, and based on the average value of the experimental group $\bar{X} = 77,06 > \bar{X} = 68.28$ in the control group. Thus, it was concluded that the implementation of cooperative learning model of NHT-assisted type Multimedia influenced the learning outcomes of IPS students of class V in Gianyar District .

Next, the research results from Kd Dian Prima Ridwanthi (2012) entitled *Pengaruh Model Pembelajaran Kooperatif Tipe NHT Berbantuan Media Question Cards Terhadap Hasil Belajar Matematika Siswa Kelas IV SDN 6 Bondalem*. The data obtained are analyzed using descriptive and inferential statistical analysis techniques with t-test techniques. The results of this study found that: (1) the students' mathematics learning outcomes before applying cooperative learning model type NHT-assisted media question cards are in the medium category, (2) students' mathematics learning outcomes after applying cooperative learning model type NHT assisted media question cards are in category Very High, (3) there is a significant difference of learning result of mathematics between before and after applying cooperative learning model type NHT assisted by media question cards in fourth grade students of SD Negeri 6 Bondalem. This means that cooperative learning model type NHT assisted media question cards have an effect on student learning result of mathematics.

CONCLUSION

Based on the research results and the discussion, it can be obtained by several conclusions as follows: The students' learning outcomes taught by the NHT model are higher than the Expository model on Civics subject of joint decision materials in Grade V SDN 064009 Medan Marelan. This is evidenced by the calculations that show significant differences between students taught by the NHT model with the Expository learning model.

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