

Implementation of the Numbered Heads Together Model to Increase Motivation to Learn Islamic Religious Education in Grade IV Elementary Schools

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ARTICLE INFO	ABSTRACT
Keywords: Islamic religious education; learning motivation; numbered heads together type cooperative model.	This research aims to determine: 1) the application of the Numbered Heads Together cooperative learning model in increasing student learning motivation; and 2) increasing student learning motivation after implementing the model. This research is classroom action research which refers to the model developed by Kunandar, with research subjects of 18 grade IV elementary school students. Data analysis in this research uses qualitative and quantitative techniques. Qualitative data was obtained from observing teacher and student activities, while quantitative data was obtained from the results of student learning motivation questionnaires. The research results show that: 1) The application of the Numbered Heads Together model includes steps such as preparation, dividing study groups, discussions, calling student numbers, and drawing conclusions. 2) The application of this model also shows an increase in student learning motivation, as seen from the differences in the results of the learning motivation questionnaire in the pre-cycle, cycle I and cycle II. In the pre-cycle, the questionnaire results showed that student learning motivation was 66.67% in the sufficient category. In cycle I, learning motivation increased to 90.83% in the very good category. In cycle II, student learning motivation reached 99%, which is included in the very good category. These results indicate that the Numbered Heads Together cooperative learning model is effective in increasing students' learning motivation in Islamic Religious Education lessons in grade IV elementary school.
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INTRODUCTION

Education at the elementary school level plays an important role in forming the foundation of knowledge and character in students (Suleman, 2024). At this stage, various aspects of basic knowledge are introduced, including Islamic Religious Education (PAI), which is one of the subjects that has a strategic role in forming the character and morals of students in elementary schools (Aufa et al., 2023). Through PAI, students are taught to understand religious values that serve as guidelines in everyday life, such as honesty, responsibility, tolerance, and mutual respect (Jannah, 2023). However, challenges in teaching PAI often arise when students show a lack of motivation to learn, which results in low levels of active participation and understanding of the material being taught (Bahriah et al., 2024).

Low student motivation in Islamic religious education can be caused by various factors, including teaching methods that are less varied and do not attract students' interest (Hakim, 2021). One-way teaching methods, where teachers give more lectures and students are only passive listeners, tend to make students bored quickly and less involved in the learning process (Tamami, 2022). As a result, students are less enthusiastic about participating in learning, which ultimately affects their learning outcomes.

To overcome this problem, a more innovative and interactive learning approach is needed. One learning model that can be applied is Numbered Heads Together (NHT). The Numbered Heads Together model is part of cooperative learning that emphasizes cooperation and shared responsibility in small groups (Zativalen & Humairah, 2021). In this model, students are divided into small groups, and each group member is given a number (Refai, 2022). Each student in the group has an active role in understanding the material given, and when the teacher asks a question, students must discuss it with their group members to find the right answer. After that, the teacher randomly selects one number from each group to answer the question (Fiqry et al., 2024).

Active interaction between students and teachers is at the core of the teaching and learning process in schools (Zulfi Idayanti & Muh. Asharif Suleman, 2024). Teachers not only act as the center of learning but are also important to ensure the active involvement of students and the use of appropriate learning resources (Dwianto, 2024). To encourage active student participation, teachers need to be more creative in implementing learning, including mastering various methods and using learning resources that are appropriate to the material being taught, so that conducive classroom conditions are created and learning objectives can be achieved properly (Purwowidodo & Zaini, 2023). This contributes to the achievement of

optimal learning outcomes for students.

In the field, it is often found that the learning motivation of elementary school students tends to be low (Candrawati & Setyawan, 2023). This low motivation has an impact on decreasing learning outcomes, so that the learning process becomes less than optimal (Sukma & Handayani, 2022). This is in accordance with the results of observations conducted in class IV SDN 1 Kendari, where students' learning motivation is still low. This low motivation can be seen from the average score of students' daily tests in the subject of Islamic Religious Education, which is 71%, which is only slightly above the KKM standard of 70%. This value is categorized as sufficient and was taken before the classroom research action was carried out.

The implementation of the NHT model is expected to increase students' learning motivation because this method encourages students to be more involved in learning, both individually and in groups. In addition, this model can also help students develop social skills such as cooperation, communication, and responsibility, which are very important in their social lives. This study focuses on the implementation of the Numbered Heads Together model in grade IV of elementary school in the context of Islamic Religious Education learning, with the aim of seeing to what extent this model can increase students' learning motivation. Through this study, it is hoped that empirical evidence can be found regarding the effectiveness of the NHT model in increasing students' motivation and learning outcomes in Islamic religious education. In addition, this study is also expected to provide practical contributions for teachers in choosing and implementing more varied learning methods that are in accordance with students' needs, so that the learning process in the classroom becomes more dynamic and meaningful.

After the observation was conducted, the researcher also collected initial data through a student learning motivation questionnaire, with an average result of 66.6%. This low learning motivation is caused by several factors, including internal, environmental, and family factors. Internal factors, such as feelings of lack of self-confidence, feeling unintelligent, or slow thinking, greatly influence students' low learning motivation. The environment, especially the family environment, also plays an important role. Parents who are less concerned about their children's education and give them unlimited freedom to play indirectly teach their children to be lazy and less motivated to learn. The family environment is the initial foundation in the formation of character and student education, where encouragement from the family is very important for achieving achievement (Anisa, n.d.). In

addition, low learning motivation is also influenced by traditional teaching methods, such as lectures and writing notes, which make students passive and learning less interesting (Fitrianti, 2022). If this condition continues, it can hinder the achievement of learning goals and reduce the quality of education. To overcome this problem, teachers need to develop learning plans that involve students actively and collaboratively, including through discussion.

Based on the explanation above, this study is expected to be able to overcome the existing problems and offer the right method to improve students' learning motivation in Islamic Religious Education subjects, especially in grade IV of elementary school. Therefore, this study is entitled Implementation of the Numbered Heads Together Model to Improve Islamic Religious Education Learning Motivation in Class IV of Elementary School.

RESEARCH METHOD

This research is classroom action research (CAR), which, according to (Nurgiansah, 2021), is an activity carried out by teachers, both individually and collaboratively, to improve and enhance the quality of learning in the classroom. CAR has the main characteristic of specific actions aimed at improving the teaching and learning process. In addition, CAR is also a way for individuals or groups to organize their learning experiences so that they can be studied and accessed by others (Sukardi, 2022). This research was conducted at SDN 1 Kendari. The subjects in this study involved 18 grade IV elementary school students, consisting of 8 girls and 10 boys.

Table 1. Names of Class IV Students

No.	Gender	F
1.	Woman	8 People
2.	Man	10 People
Number Of students		18

Then the research procedure in the classroom is designed in several cycles, with each cycle adjusted to the changes to be achieved in the factors being investigated. According to (Machali, 2022), the implementation of PTK consists of four steps: (1) Planning, (2) Implementation of actions, (3) Observation, and (4) Reflection. Furthermore, data collection techniques are observation, questionnaires and documentation. The next research instrument is an observation sheet, questionnaire. And finally, the data analysis technique used in the study is descriptive statistical analysis which aims to describe the Application of the

Numbered Heads Together Model to Increase Motivation to Learn PAI in Grade IV Elementary Schools.

RESULT AND DISCUSSION

Data Description

This chapter explains the results of research on the implementation of cycles I and II using the Numbered Head Together learning model in Islamic Religious Education learning in grade IV of elementary school. Each cycle consists of two meetings, where the first cycle covers material on humble attitudes and the second cycle discusses trustworthy attitudes in everyday life. In the second meeting, an evaluation was carried out as an improvement from the first cycle, which was then applied to the second cycle. The third meeting combines the results of the evaluation with the material on honest attitudes.

Before implementing the Numbered Head Together (NHT) learning model in Islamic Religious Education learning, the researcher conducted field observations and interviews with the principal to understand the needs of classroom action research. After that, the researcher asked for permission to conduct the research from the principal of SDN 1 Kendari and was directed to meet with the relevant homeroom teacher. The researcher conducted interviews, classroom observations, and consultations regarding the action plan that would be implemented in the research.

The results of interviews and initial observations showed that the main problem in Islamic Religious Education learning is the lack of motivation to learn in students, which has an impact on their low interest and learning outcomes. This lack of motivation makes students less enthusiastic and less excited about participating in learning. In addition, it was found that the teaching methods used by teachers tend to be monotonous, limited to lectures, giving assignments, or simply providing notes. As a result, students become less interested, unfocused, and less enthusiastic during learning.

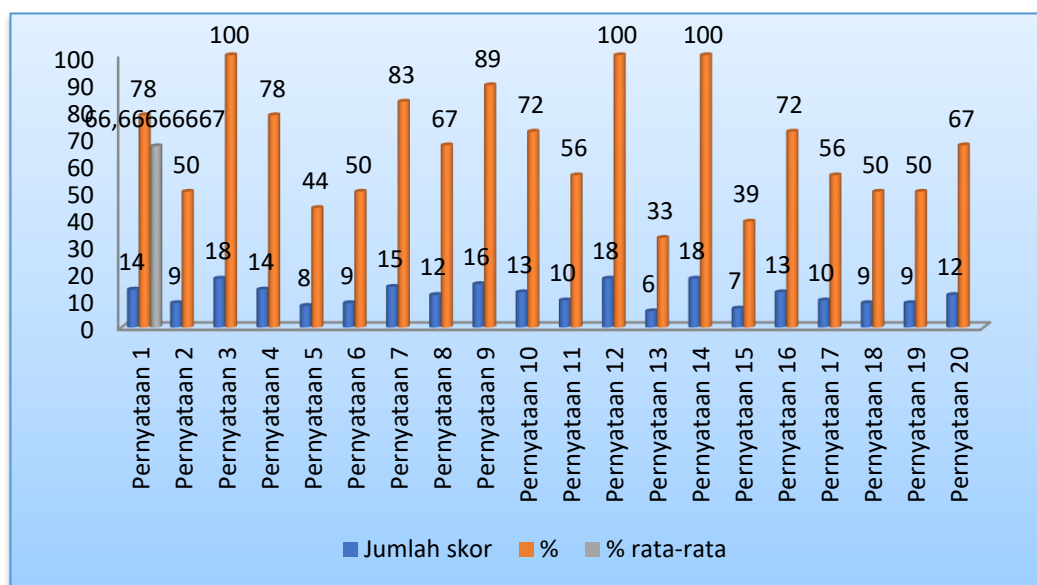
After compiling an instrument to measure the level of student learning motivation, the researcher distributed a questionnaire in class. This step was taken to determine the level of student learning motivation before implementing the learning model designed by the researcher. The results of the questionnaire showed that student learning motivation was still low. In addition, the researcher also distributed a questionnaire to identify learning problems, with an average result of 92%, which is considered very high. This indicates that the greater the learning problem faced, the lower the level of student motivation in Islamic Religious

Education learning.

Based on the data obtained, the average learning problems of students reached 92.59, which is categorized as very high. The high level of learning problems has the potential to reduce students' learning motivation because the greater the problems faced, the lower their motivation to learn.

Based on the average data, the learning motivation of students in the pre-cycle was 66.6%. This is reflected in the lack of enthusiasm of students for learning Islamic religious education. The low desire of students to succeed is also influenced by their dislike of monotonous and outdated learning methods. The data can be displayed in graph 1.

Graph 1. Results of student learning motivation in the pre-cycle



Based on graph 1, students' learning motivation only reached 66.6%, which is categorized as sufficient, indicating that students' interest in Islamic Religious Education learning is still low. This condition indicates the need to increase students' interest. Therefore, the researcher will apply the Numbered Head Together learning model to increase learning motivation in Islamic Religious Education subjects. The application of the NHT model in Islamic Religious Education learning in class IV of SDN 1 Kendari is classroom action research that aims to increase students' learning motivation. This research was conducted in two cycles, each consisting of one meeting.

1. Cycle I Learning Actions

a. Action Planning Stage Cycle I

In cycle I, the first meeting was held with a time allocation of 2 x 35 minutes. In the planning stage, the researcher prepared the Learning Implementation Plan (RPP), prepared learning tools and media, and prepared questionnaires and observation sheets. The following are the stages carried out in this first cycle:

- 1) Through observation and interviews with class teachers, researchers identified that students were still less motivated and enthusiastic about learning. This result was also reflected in the learning problem questionnaire given at the pre-cycle stage.
- 2) Prepare a learning implementation plan for the material to be taught, then consult with the supervising lecturer. This RPP is a guideline for implementing learning, which includes a series of Islamic Religious Education activities using the Numbered Head Together (NHT) model.
- 3) Compiling a questionnaire to be distributed to all grade IV students to measure their learning motivation in each cycle.
- 4) Prepare an observation sheet as a guide for observers to monitor each learning process at each meeting.

b. Stage of implementing cycle I actions

At the beginning of the learning activity, students pray before starting the lesson. The first meeting for cycle I was held, and at this meeting, students studied material about humble attitudes in everyday life. The following is a description of the actions in cycle I.

1) Initial activity

At the beginning of the lesson, the teacher begins with greetings and a prayer together to open the session. The teacher ensures that students are ready to follow the lesson well, including checking their attendance. In addition, the teacher provides apperception by explaining the learning material at the beginning so that students can ask questions related to the topic to be discussed.

2) Core activities

After explaining the learning material briefly, the teacher directs students to form study groups to solve the problems presented in front of the class. These groups are divided heterogeneously, and each group member is given a different

call number to make it easier for the teacher to call them when presenting the results.

The teacher instructs each student to be active and responsible in group work and to ensure that group discussions go according to plan. With the call numbers, all students must be ready when called. The teacher will call one number, and students with that number from each group will raise their hands. The teacher then asks the students to come forward to present the results of their group discussions, while other group members provide responses or match the results of their discussions. Students who do not get the opportunity to present their results can work on exercises that have been prepared by the teacher. The teacher will provide responses and evaluations of the results of the discussions and exercises that have been answered, provide positive feedback, and strengthen understanding of the material. The teacher also emphasizes the importance of humility in everyday life by providing confirmation through relevant sources.

3) Final activity

Students and teachers compile conclusions from the material that has been studied. Before closing with a prayer together, the teacher evaluates the learning outcomes of students during the learning process, then invites them to pray to end the learning session.

c. Analysis and evaluation stage

1) Teacher Observation

At this observation stage, the observer is tasked with monitoring the teacher's activities during the learning process with the Numbered Head Together (NHT) model. From the observation data collected, it can be seen that at the beginning of the learning process, the teacher provided information about the objectives and techniques to be achieved. However, in the first cycle, the teacher did not provide enough motivation to students before the learning process began. In addition, the teacher did not sufficiently direct students to discuss in groups, did not monitor and assist during learning activities, did not provide reinforcement, and did not respect students' opinions. The teacher also did not provide adequate direction for students to draw conclusions with guidance.

In addition, the teacher successfully delivered the material clearly so that it could be understood by the students. The teacher also formed groups of students, provided texts that were in accordance with the basic competencies in Islamic Religious Education learning, and provided worksheets for discussion. The teacher demonstrated skills in directing the presentation of work results with different materials according to the students' NHT sequence numbers and providing constructive feedback.

Based on observations of teacher activities in cycle I, the first meeting, it was seen that there were six aspects of activities that were not carried out by the teacher during the learning process. One of the aspects identified was the lack of teacher efforts in motivating students when starting learning through explanations at the beginning of the material.

2) Student observation

Observations were conducted by observers to monitor student activities during the learning process with the Numbered Head Together (NHT) cooperative model. The results of this observation showed that in the first cycle, the use of the Numbered Head Together (NHT) model in class was still something new for students. Many of them were not used to discussing in groups or solving problems quickly during learning. Some students also still did not respect the opinions of their peers. However, when the teacher divided students into groups, they began to follow the directions given. When the teacher gave the students the opportunity to present the results of the discussion in front of the class, several students showed enthusiasm and competed to convey the results of their work.

3) Cycle I questionnaire results data

In addition to data from observation results, researchers also collected data on the level of student learning motivation through a questionnaire in the first cycle. Before the implementation of the Numbered Head Together (NHT) learning model, the questionnaire distributed in the pre-cycle showed several deficiencies in learning motivation. However, after the implementation of the NHT model in the first cycle, there was an increase in student learning motivation.

Based on the data obtained, the level of learning motivation of grade IV students

in SDN 1 Kendari has increased. In the first cycle, the data showed a percentage of 90.83%, which met the researcher's target for the first meeting. The motivation of students to study Islamic religious education material increased because the questionnaire showed that they enjoyed taking the time to study and read books related to the material being taught. This shows that the students' passion and desire to learn and succeed in the learning process have increased significantly. However, some students still feel bored studying Islamic religious education material due to the lack of discussion and exchange of ideas with group members.

d. Reflection stage

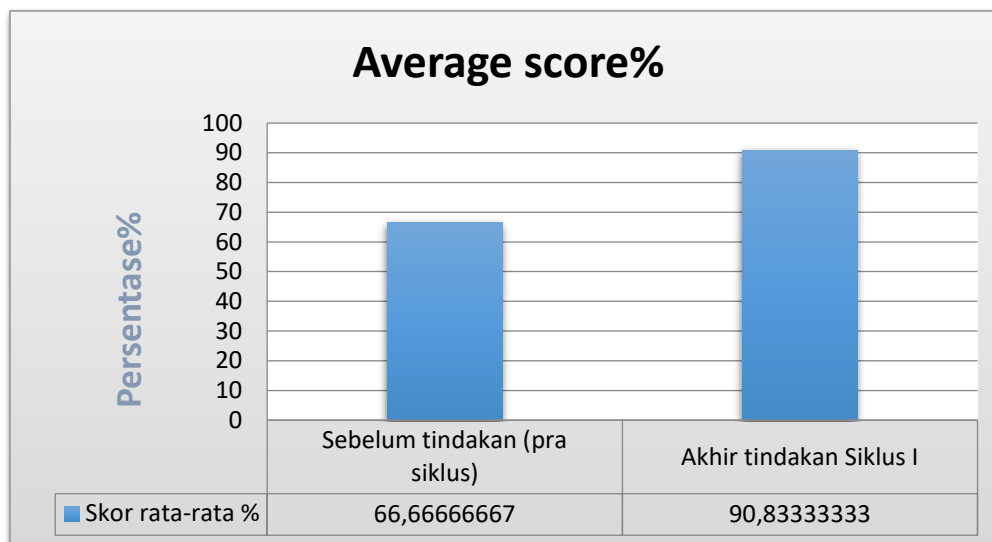
Based on the analysis of the student questionnaire sheet and observation sheet, there were several shortcomings in the first cycle. Although the percentage of results in the first cycle increased compared to the pre-cycle, there were still several areas that needed improvement. These improvements will be compiled based on the results of the reflection from the first cycle.

In the second meeting, the researcher did not distribute the students' learning motivation questionnaire. However, the researcher still made adjustments to ensure the smooth planning of improvements in the second cycle stage for the third meeting. The learning process in the second meeting was carried out as in the first meeting, while still implementing the Numbered Head Together (NHT) model to help students become more familiar with the model. The following is comparative table data between the conditions before the action (pre-cycle) and after the action in cycle I, which is shown in table 2.

Table 2. Recapitulation of comparative data on student learning motivation before the action (pre-cycle) and the end of the action in cycle I.

Stages	Average Score %
Before action (pre cycle)	66.66666667
End of Cycle I action	90.83333333

Based on the table above, the following are the average score results shown in diagram 2 below.



Based on the table and comparison diagram above, it can be seen that the score before the action is lower compared to the first cycle. Pre-cycle data shows a score of 66.6%, while in cycle I it reaches 90.8%. This shows that students' learning motivation in the pre-cycle is still relatively low in Islamic Religious Education subjects. This is caused by various factors that influence the learning process of students in the classroom. In the first cycle, the data shows an increase in students' learning motivation to 90.8% after the implementation of the NHT learning model.

2. Cycle II learning actions

a. Action Planning Stage Cycle II

Cycle II was implemented at the third meeting with a time allocation of 2 x 35 minutes per session. In the planning stage for this cycle, the researcher focused on improvements to increase students' learning motivation by preparing lesson plans optimally, as well as preparing tools, learning media, and questionnaires. The following is the action plan for cycle II.

- 1) Analyze the shortcomings in cycle I and seek solutions in the form of improvements in learning.
- 2) Prepare a lesson plan (RPP) on the material to be taught and then consult it. The RPP contains a series of PAI learning activities using the Numbered Head Together (NHT) model.
- 3) Prepare a learning motivation questionnaire that will later be distributed to students.
- 4) Prepare observation sheets that will be used by observers in cycle II research.

b. Cycle II action implementation stage

At this stage, the researcher carried out cycle II at the third meeting. In this third cycle, students studied material about trustworthy attitudes in everyday life. The following is a description of the learning activities for the second cycle at the third meeting:

1) Initial activity

First of all, the teacher starts the lesson with greetings and prayers. Next, the teacher checks the readiness of the students and takes attendance. After the attendance, the teacher gives an impression by explaining the learning material and its application in everyday life. Then, the teacher gives all students the opportunity to ask short questions related to the material as discussion material.

2) Core activities

After the initial learning activities are completed, in the core activity, the teacher directs students to form heterogeneous study groups, with each group member given a different call number. After the groups are formed, students create worksheets to facilitate discussion. In this core activity, students also present the results of their discussions. Each student must be ready with their material so that when their call number is called, they can be responsible for the results of their group discussion. Students who are not called for a presentation are tasked with providing responses and suggestions to the group that is presenting. This encourages active involvement from all students in the learning process.

3) Final activity

Students and teachers together conclude the material that has been discussed. Before ending the learning process, the teacher provides reinforcement for the material that has been discussed. In the evaluation stage, students listen and summarize the main explanation from the teacher in front of the class. The learning process ends with a joint prayer led by the teacher.

c. Analysis and Evaluation Stage

1) Teacher observation

The results of observations during Islamic Religious Education learning using the Numbered Head Together (NHT) cooperative model in cycle II showed that the observer recorded all teacher activities during the learning

process. Based on the data presented in the table above, it can be seen that the teacher has provided clear information about the objectives and learning techniques to be achieved. In cycle II, both in the first and second meetings, the teacher showed significant improvements in providing motivation to students, providing opportunities to ask questions, and in interaction and discussion guidance. The teacher also succeeded in carrying out his role as a facilitator well, giving appreciation for every question and answer from students and concluding the material effectively. Thus, the data shows an increase in each meeting, and in cycle II, the teacher's performance was in the very good category.

The results of the observation showed that the researcher conducted learning according to what had been planned. Based on observations of teacher activities in cycle II, the third meeting, it was seen that the teacher had implemented all aspects of learning well, except for statements 25 and 26, which were related to the inconsistency of learning with the RPP design and time allocation. This was caused by the lack of emphasis on student discussion time, which resulted in a lack of time in the learning process. However, overall, the learning process followed the steps of the Numbered Head Together (NHT) model very well. Observations of teacher activities in this second cycle obtained a score of 92.30 and were included in the very good category.

2) Student observation

The results of observations during Islamic Religious Education learning using the cooperative model of the Numbered Head Together (NHT) type in cycle II, third meeting, showed that students' learning activities were very good. Students seemed increasingly accustomed to learning in groups, working together, and discussing in groups. Data from the first and second meetings indicated that students were very enthusiastic about participating in learning, expressing opinions, and answering questions well. Satisfactory improvements were also seen in students' attitudes towards other people's opinions and in the increasingly good interactions between teachers and students.

This can be seen when the teacher divides students into several groups, where students' courage to present the results of the discussion increases. Each group appears compact in discussions, with students who are increasingly good at respecting the opinions of their friends and not hesitating to ask questions or

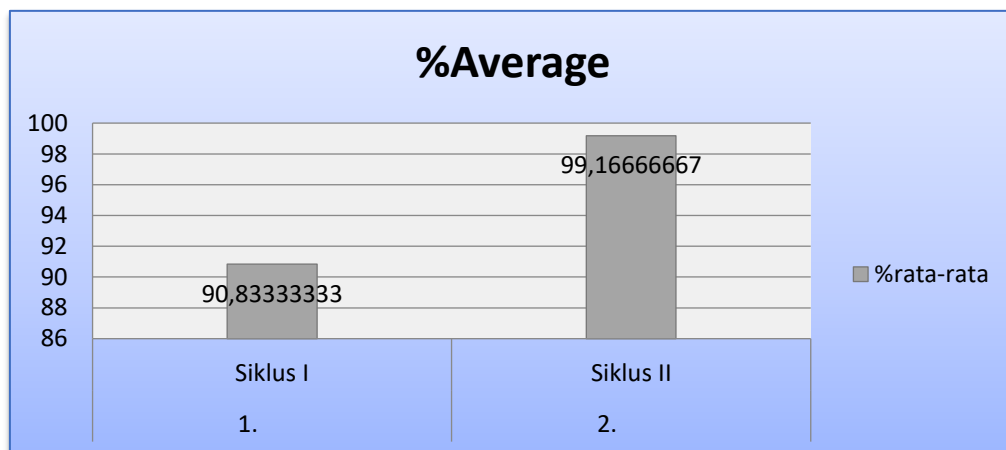
ask for clarification on unclear material. Students show independence in completing group assignments while still asking the teacher if they encounter difficulties and are able to draw their own conclusions about the material being studied. This improvement is very satisfying compared to the previous cycle. Thus, the learning activities in cycle II have followed the steps of the Numbered Head Together (NHT) model very well.

3) Questionnaire result data

In cycle II, the teacher distributed questionnaires to all students to measure their level of learning motivation in Islamic Religious Education learning with the application of the Numbered Head Together (NHT) model. Based on the data obtained, the level of motivation of students in grade IV of SDN 1 Kendari showed a significant increase from the results of the pre-action questionnaire and cycle I. At the end of cycle II, the percentage of student motivation reached 99.16%, which is included in the fairly high category and meets the researcher's target. This increase was due to the fulfillment of various aspects listed in the questionnaire. However, some students were still less focused on learning, and some were less active in class discussions. During Islamic Religious Education learning with the Numbered Head Together (NHT) model, students showed enthusiasm and passion for learning and reading books related to Islamic Religious Education. Discussions in class helped students exchange ideas and information, thereby reducing boredom and increasing their involvement. The results of the increase in student learning motivation in cycles I and II can be seen in table 3 and graph 3 below:

Table 3. Recapitulation of Average Improvement in Student Learning Motivation Results in Cycles I and II

No.	Stages/Cycle	%Average
1.	Cycle I	90.83333333
2.	Cycle II	99.16666667



Based on the average percentage data in the diagram above, there is an increase in students' learning motivation with the application of the Numbered Head Together learning model. In cycle I, the average score was recorded at 90.8%, which is included in the good category. In cycle II, the average percentage increased to 99%, with a very good category. Thus, the research conducted from cycle I to cycle II shows that the Numbered Head Together learning model is effective in increasing students' motivation and interest in learning.

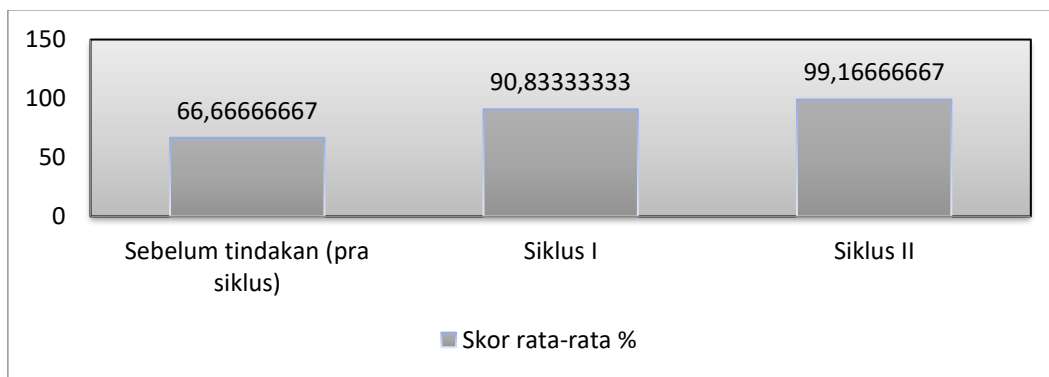
d. Reflection stage

Based on the implementation of learning in cycle II, the researcher noted several important things. The data obtained came from observations, interviews with teachers and students, and observations by researchers. During cycle II, all plans that had been prepared were implemented well, and students' learning motivation increased. However, there were shortcomings in the use of time allocation that were not optimal. Even so, the researcher did not face many obstacles during the learning process with the Numbered Head Together (NHT) model. All students carried out their tasks well and showed high enthusiasm and spirit. Student motivation continued to increase, as reflected in the questionnaire data showing that they enjoyed studying and reading books related to Islamic religious education. Discussions in class reduced boredom, allowed students to exchange ideas, and some students enjoyed discussing. The implementation of the NHT model was in accordance with the researcher's expectations, and the results showed an increase in student learning motivation in each cycle.

Based on the results of the research conducted in the classroom, a comparison of the percentage of questionnaires from the pre-cycle (before the research action)

to the end of cycles I and II can be seen. In the pre-cycle, the percentage of student learning motivation was 66.6%. After cycle I, the percentage increased to 90.83%, and at the end of cycle II, it reached 99.16%. These data show a significant increase in student learning motivation from the beginning of the treatment to the end of cycle II. This increase is quite striking. The following graph will show a comparison of the average scores of student learning motivation.

Graph 4. Comparison of Percentages at the Beginning of Pre-Action, End of Cycle I, and Cycle II



The graph above shows that fourth grade students in SDN 1 Kendari experienced an increase in learning motivation from the beginning of cycle I to the end of cycle II. In the initial questionnaire, the percentage of student learning motivation was 66.6%. This percentage increased to 90% at the end of cycle I and reached 99% at the end of cycle II. This confirms that the Numbered Head Together (NHT) type of cooperative learning model is effective in increasing student learning motivation in fourth grade students of SDN 1 Kendari. This finding is consistent with research (Maulidya et al., 2023) that shows that the NHT model significantly increases student learning motivation, with an increase in learning outcomes of 74.40% in the first cycle and 61.36% in the second cycle. The results of this study are also in line with a study by (Istiyati et al., n.d.), which states that the NHT model can increase student motivation and learning outcomes. This increase can be seen from the average score of the study, where in the pre-action it was 60.03, increased to 72.80 in cycle I, and reached 84.20 in cycle II. The increase in the results of the student questionnaire indicates that the action in this study was declared successful in accordance with the research target.

Based on the description above, it can be seen that students' learning motivation

increased significantly through the application of the Numbered Head Together (NHT) learning model from pre-action to cycle II. At the end of cycle II, the level of student motivation at SDN 1 Kendari reached 99%, which showed high qualifications and met the research target. With these results, it can be concluded that the NHT model is effective in increasing students' learning motivation in Islamic religious education. Therefore, this study has achieved its objectives and does not need to be continued in the next cycle, so the study can be ended.

CONCLUSION

Based on the results of the research and analysis that have been discussed, it can be concluded that the application of the Numbered Head Together (NHT) learning model in Islamic Religious Education learning has succeeded in increasing the learning motivation of grade IV elementary school students. The conclusions of this study are as follows:

1. This study implemented the Numbered Head Together (NHT) model with steps including the preparation stage, group division, provision of materials, starting the discussion, using caller numbers, and drawing conclusions.
2. The implementation of the Numbered Head Together (NHT) model on fourth grade students in SDN 1 Kendari showed a significant increase in learning motivation. The learning motivation questionnaire data showed an increase from 66.6% in the pre-cycle to 90.8% in cycle I and 99% in cycle II.

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