

THE EFFECTIVENESS OF NUMBERED HEAD TOGETHER AND QUIZIZZ PAPER MODE ON LEARNING INTEREST IN DESCRIPTIVE TEXT MATERIAL OF VII C STUDENTS OF SMP N 2 SAYUNG

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Abstract

This study aims to increase the students' interest in learning Descriptive Text through the NHT (Numbered Head Together) method and Quizizz Paper in class VII C of SMP N 2 Sayung. In this study, the researcher used the Classroom Action research model with a descriptive quantitative method. In collecting the data, the researcher used a Likert scale. Data collection was carried out through 3 cycle, namely pre-cycle, cycle I and cycle II. From the results obtained there was an increase of 21.22% related to learning interest from pre-cycle of 52.52% to 73.74% with learning outcomes increasing by 15 points. In this research, cycle II was used as the validator. There was increasing in learning interest (14.29%) and outcomes (8 points). In conclusion, the NHT (Numbered Head Together) and Quizizz Paper methods are effective in increasing the learning interest of class VII C students of SMP N 2 Sayung.

Keywords – Learning Interest, Numbered Head Together, Quizizz Paper

Introduction

The increasingly intense competition for Human Resources (HR) in the digital era has led to changes in the development of learning methods over time. Various learning methods have been implemented and examined to be applied effectively and efficiently. These methods have undergone significant developments, starting from conventional (one-way communication teaching) to cooperative (two-way communication) learning. The development of learning is carried out to achieve optimal learning outcomes because learning is the key to advancing and benefiting Human Resources (HR).

Learning is a learning process that involves the main components for successful teaching and learning such as educators, students, and the learning environment (Dick and Carey in Fujiawati, 2016, p. 21). In Indonesia, various learning methods have been adapted to improve the quality of education in the country. However, even in the 21st century, the

quality standards of education in Indonesia are still relatively low. According to idntimes.com, based on a poll conducted by worldtop20.org, Indonesia is ranked 67th out of 209 participating countries in terms of education for the 2023 period. The weakness of education in Indonesia, as reported by idntimes.com, is influenced by the academic level of teachers, with academic graduation rates still below 50%. Consequently, both teachers and educational institutions in Indonesia lack sufficient manpower to conduct research related to educational methods.

From these shortcomings, Indonesia has begun to implement the "merdeka" (freedom) curriculum to provide almost absolute freedom to each teacher, especially schools, to be independent and conduct their own research in developing effective and efficient learning methods to improve the education level of students without intervention from the education department regarding curriculum

regulations. Because teachers or educators in their respective schools who understand the students' conditions are given the responsibility and trust to design their own methods based on the needs of the students in the places where they teach.

Various obstacles in the learning process in some schools often revolve around passive students. In the learning process, students are not sufficiently encouraged to develop their thinking abilities. Some learning processes in the classroom only focus on the students' ability to memorize and recall information without connecting it to real-life problems outside the school environment. This causes students to become passive and merely accept learning materials without understanding the information, which can impact their learning outcomes and hinder the achievement of the intended learning goals set at the beginning (Sanjaya, 2010:1).

One of the reasons for the low level of learning outcomes is influenced by students' interest in learning. According to various studies, students' interest in learning is considered one of the factors in achieving good learning outcomes. Quoting from the Kamus Besar Bahasa Indonesia (Depdiknas, 2013, p. 656), interest is defined as a strong inclination of the heart towards something; enthusiasm, desire. Furthermore, interest in learning is the inner drive of individuals to engage in learning activities to gain knowledge, skills, and experiences. This interest grows from the desire to know and understand something, which motivates and directs students' interest in learning, making them more dedicated to their studies (Iskandar, 2012, p. 181).

From various studies, it can be proven that there is a significant influence of interest in learning on students' learning outcomes. According to a study by Berutu and Tambunan (2018) on the influence of interest in learning on the learning outcomes of Biology students in Stabat city, there is a 20.3% influence of interest

in learning on the learning outcomes of the Biology subject. Furthermore, in a study conducted by Fitri and Sari (2019) on the influence of creativity and interest on Mathematics learning outcomes, it was found that there is a significant influence. The study showed that the level of interest in students accounts for 60.4% of the Mathematics learning outcomes, with a calculation of multiple regression yielding an F-value of 2.069, indicating an influence of interest in learning on the Mathematics learning outcomes of the students.

From the several studies above, it can be concluded that interest in learning is an important factor in improving students' learning outcomes. In this regard, it is crucial for educators to constantly conduct research and innovation related to the teaching methods applied in the classroom to engage students' interest in learning. In the present era, technology has become part of the learning media. However, there are some cases in schools, especially those with limited educational facilities and infrastructure, which hinder the enhancement of students' learning outcomes. This is where educators face difficulties in innovating teaching methods with limited resources. Nevertheless, there are various teaching methods that do not rely on technology and can be implemented with limited resources while still being enjoyable. One example of such a teaching method is Numbered Head Together.

According to Hayati (2017), NHT (Numbered Head Together) also encourages each student to think with their own abilities in discussing and completing the given material. According to Febriyanni (2020), Numbered Head Together learning model is a cooperative learning model that hones students' collaborative skills through group activities. Interactions among students are considered influential in improving students' academic mastery, thereby achieving the learning objectives. This

learning model has a distinctive feature where the teacher selects a student to represent their group without informing beforehand who will be the representative, ensuring the involvement of all students. This approach is an excellent effort to enhance individual responsibility in group discussions. NHT (Numbered Head Together) is also referred to as a learning model because it consists of steps (syntax) used by teachers as a guide in designing and implementing classroom instruction.

In the case study conducted at one of the junior high schools in Sayung, the researcher obtained a sample of student learning outcomes with an average score of 62, while the minimum passing criteria set by the school was 77. From these learning outcome samples, there is an issue where the use of conventional methods in teaching is not sufficiently effective in assisting students in achieving learning outcomes according to the school's established criteria. One of the factors contributing to this issue is the students' interest in the teaching methods employed. Data collected from the initial questionnaire after implementing the conventional methods revealed that the students' interest was relatively low at 52.52%. This data was obtained from a sample of 27 students who participated in the conventional teaching approach.

Based on various previous research and the obtained data on the issue mentioned above, the researcher decided to develop a new method by combining the Numbered Head Together method with the Quizizz paper media to enhance students' interest in learning. The hope is that when this treatment is implemented in the Descriptive Text learning, it can increase students' interest in learning and influence the learning outcomes of the 7th-grade students in SMP N 2 Sayung. The uniqueness of this research lies in the utilization of the Quizizz Paper media, which is an online learning tool that not only allows the creation of quizzes but also offers various additional features. One of

these features is that teachers can create presentations to deliver the learning materials to the students.

Methodology

This study is an action research. Oja and Sumarjan (in Titik Sugiarti, 1997, p. 8) state that action research can be grouped into four types: (a) teacher as a researcher, (b) collaborative action research, (c) simultaneous-integrative, and (d) experimental social administration. The treatment in this research involves the use of the NHT (Numbered Head Together) and Quizizz Paper learning methods. The variables influenced in this study are the students' interest in learning and their achievement in learning outcomes.

The research is conducted in the form of classroom action research, which consists of cycles, namely planning, acting, observing, and reflecting. According to Supardi and Suhardjono (2011, p. 85), classroom action research is carried out in a repetitive manner, consisting of four main stages: (a) planning, (b) action, (c) observation, and (d) reflection. In each cycle, three meetings are conducted, and during the third meeting, an evaluation is carried out to assess the students' learning outcomes.

Data analysis in this research is conducted simultaneously with data collection. As stated by Wiriadmadja (2005, p. 147), data analysis in classroom action research is carried out together with data collection. The data in this research consist of one type, namely quantitative data. The quantitative data is collected from test results. The quantitative data is analyzed using quantitative analysis by presenting the data in the form of percentages, medians, and standard deviations, which are displayed through tables and diagrams.

Numbered Head Together (NHT) is a type of cooperative learning designed to influence the pattern of student interactions and serve as an alternative to traditional classroom structures. Numbered

Head Together (NHT) was developed by Spencer Kagan (1993) to engage more students in examining the content covered in a lesson and assess their understanding of the lesson material (Trianto, 2009, p. 82). According to A'la (2010, p.100), Numbered Head Together (NHT) is a group learning method where each student is assigned a number, and the teacher randomly calls out numbers to involve students in the learning process.

According to Nizarudin, Muhtarom, and Nugraha (2021, p. 294), Quizizz is a self-paced learning tool that helps students enjoy their learning process through quizzes. By using Quizizz, teachers can create interactive learning experiences and make students more engaged in their learning. Teachers incorporate Quizizz in their instructions, reviews, and assessments to support students from kindergarten to college. To play games on Quizizz, teachers can choose from a library of public quizzes or create their own quizzes. After selecting a quiz, teachers can conduct it in class using the live mode or assign it as homework for students to practice at their own pace. Students can use any device with a browser to join the game, and teachers can view data for each student and the entire class.

Learning interest is the heartfelt desire that involves a sense of pleasure in engaging in learning activities aimed at achieving satisfaction in something not yet acquired through participation in the learning process, resulting in relatively better learning outcomes and permanent behavior change (Ra'ufuatun, 2015). Learning interest is an attitude related to the attraction or enjoyment of a subject, which can lead to behavioral changes in students to pay more attention and continuously remember, accompanied by a sense of pleasure in achieving learning goals (Agustina, Arief, Bukhori, & Fitri, 2022, p. 204-205). Students' learning interest can be categorized as follows:

The criteria for learning interest are as follows: an interest percentage greater than 80% and up to 100% falls into the category of very high, an interest percentage greater than 60% and up to 80% falls into the category of high, an interest percentage greater than 40% and up to 60% falls into the category of sufficient, an interest percentage greater than 20% and up to 40% falls into the category of low, and an interest percentage of 20% or less falls into the category of very low (Suyitno, 2004, p. 73).

This action research utilizes a collaborative action research approach. In conducting the research, the researcher collaborates with the mentor teacher. Therefore, both the researcher and the mentor teacher play a full responsibility in this research.

Research Implementation:

1. Pre-cycle:

- Problem identification
- Formulating the research problem
- Determining the research method
- Literature review
- Designing research instruments

2. Cycle I

Conducting research according to the treatment design of NHT (Numbered Head Together) and Quizizz Paper in class VII C at SMP N 2 Sayung with a total of 27 students, conducted on May 15, 2023. Data collection methods include questionnaires and students' learning achievements.

3. Cycle II

Conducting research according to the treatment design, this research in cycle II is used for validation. The treatment used is the NHT (Numbered Head Together) and Quizizz Paper learning methods in class VII C at SMP N 2 Sayung with a total of 28 students, conducted on May 22, 2023. Data collection methods include questionnaires and students' learning achievements.

Finding and Discussion

Results

Description Pre-Action

It is known that there are still many students in class VII C who obtained grades below the predetermined Minimum Completion Criteria (KKM), which is 77. From the initial data, it is known that only 8 students have passed, accounting for a percentage of 29.63%, while 19 students have not passed, accounting for a percentage of 70.37%. The average student score is 61.5. Considering the above conditions, it is necessary to take action in an effort to increase students' learning interest so that their learning outcomes can improve and reach the predetermined Minimum Completion Criteria (KKM) of 77.

Cycle I

Planning

- 1) Prepare a lesson plan.
- 2) Prepare the teaching materials to be presented.
- 3) Prepare the instructional media.
- 4) Prepare the questionnaire.
- 5) Coordinate with the homeroom teacher and colleagues regarding the implementation of classroom action.

Action

- 1) The teacher greets and takes attendance of the students.
- 2) The teacher provides motivation to the students to make them ready to start the lesson.
- 3) The teacher explains the learning objectives and prepares the students for learning.
- 4) The teacher presents information to the students verbally.
- 5) The teacher explains to the students the procedure for forming study teams and forms groups for transition.
- 6) The teacher assigns each group member a number between 1 and 5.
- 7) The teacher presents questions to the students in the form of Quizizz Paper

Mode displayed on the LCD, relevant to the lesson content for that day.

- 8) The students discuss and consolidate their opinions on the answer to the question, ensuring that each team member knows the team's answer.
- 9) The teacher calls a specific number, and the student with that number raises their hand and attempts to answer the question using the Quizizz Paper answer sheet.
- 10) The teacher evaluates the students according to the taught material.
- 11) The teacher, together with the students, summarizes the lesson content that has been learned and informs them about the material for the next meeting. Then, the teacher bids farewell.

Results of the Action

It can be observed that in Cycle I, the learning activities were in the moderate category with an average score of 77. This is because many students were still not accustomed to active learning as they were used to teacher-centered instruction. On the other hand, the high number of students who were unable to participate in the learning process resulted in a noisy classroom environment, causing the teacher to focus more on classroom management rather than providing guidance to enthusiastic students engaged in active learning. Apart from learning activities, student progress was also assessed based on their achievement in evaluation tests administered at the end of the cycle. It can be seen that in terms of student achievement, in Cycle I, only 19 students achieved proficiency, accounting for 67.86% of the total students. Meanwhile, 9 students did not achieve proficiency, representing 32.14% of the total students, with an average score of 77. In this case, the expected level of student proficiency of 70% has not been reached based on the total number of students.

Reflection

After the planning phase, the implementation of the learning took place. Then, the researcher conducted a reflection on all the activities in Cycle I. Firstly, the researcher examined the results of the Student Worksheets found in the Quizizz application and the questionnaire related to students' interest in the Descriptive Text material. From the test results, it can be seen that the majority of students have not yet understood the material conveyed by the teacher.

Based on the reflection results, improvement actions will be implemented in the next cycle. From the observations of the problems and their causes in Cycle I, it can be generally concluded that there was no significant improvement in student outcomes in Cycle I. The researcher's success in using the Numbered Heads Together (NHT) Learning Model combined with Quizizz Paper to enhance learning outcomes was limited. This was due to students' lack of familiarity with the given actions. Additionally, students were not accustomed to being active in the classroom, whereas the Numbered Heads Together (NHT) Learning Model combined with Quizizz Paper requires active student participation in the learning process. Furthermore, many students did not adequately prepare themselves before the lesson, such as reviewing the previously taught material at home. As a result, during the implementation of the lesson, students felt confused about the given material because they were unfamiliar with it beforehand.

Therefore, it is necessary to take action in the next cycle to address the weaknesses that occurred in Cycle I, so that the researcher's expectations of improving student interest and learning outcomes can be realized. This is also evident from the progress made in academic achievement. Hence, in this regard, the same actions need to be continued in Cycle II following the same

procedure as in Cycle I, but with different discussion topics.

Cycle II

Planning

- 1) Prepare a lesson plan.
- 2) Prepare the teaching materials to be presented.
- 3) Prepare instructional media.
- 4) Prepare questionnaires.
- 5) Coordinate with the homeroom teacher and colleagues regarding the implementation of classroom activities.

Action

- 1) The teacher greets and takes attendance of the students.
- 2) The teacher provides motivation to the students to get them ready for the lesson.
- 3) The teacher explains the learning objectives and prepares the students for learning.
- 4) The teacher presents information verbally to the students.
- 5) The teacher explains the procedure for forming study teams and organizes the transition into groups.
- 6) The teacher assigns a number between 1 and 5 to each member of the group.
- 7) The teacher presents questions to the students in the form of Quizizz Paper Mode displayed on the LCD screen, corresponding to the lesson topic for the day.
- 8) The students discuss and consolidate their opinions on the answers to the questions, ensuring that each team member knows the team's answer.
- 9) The teacher calls out a specific number, and the student with that number raises their hand and attempts to answer the question for the entire class.
- 10) The teacher provides evaluation to the students based on the taught material.
- 11) The teacher, together with the students, summarizes the lesson

content that has been covered and informs them about the topic for the next meeting.

12) The teacher close the class.

Results of the Action

It can be seen that in Cycle II, the learning activities are categorized as very good with an average score of 85. This is due to the students becoming more enthusiastic about the active learning approach being implemented, resulting in an improvement in learning activities.

In terms of student progress, based on the students' proficiency as assessed by the evaluation test conducted at the end of the cycle, it is evident that in Cycle II, all 28 students who participated in the learning process achieved proficiency. Therefore, the percentage of proficiency reached 100%, with an average student score of 85. Based on these results, the students' learning outcomes have surpassed the researcher's initial expectations. The expected proficiency rate, which was initially set at 70%, has now reached 100%. As a result, no further action is required in the subsequent cycles, and the research will be conducted for only two cycles.

Reflection

In Cycle II, it is known that all 28 students who participated in the learning process achieved proficiency, resulting in a 100% proficiency rate with an average student score of 85. Based on these results, the students' learning outcomes have exceeded the researcher's initial expectations, which were estimated to be 70%. Therefore, no further action is needed in the subsequent cycles, and the research will be conducted for only two cycles.

This has happened because students have become accustomed to the implemented actions. They have also started to be actively engaged in the learning process, and they have prepared themselves before the start of the lesson by reviewing and studying the upcoming materials on their own. As a result,

students find it easier to understand the taught lessons. Based on the reflection results, it is evident that the integration of the Numbered Heads Together (NHT) teaching model with Quizizz Paper Mode has successfully enhanced students' interest and learning outcomes, as well as made them more active in the learning process. Therefore, there is no need for further actions in the subsequent cycles. Thus, this research will only consist of two cycles, with one session for each cycle.

Discussion

In the Pre-cycle conducted with 27 students, the average learning outcome of Grade VII C students was 61.5, which is below the minimum mastery criterion of 77. This is influenced by the low level of student interest in learning. After collecting data on student interest, it was found to be at 65%, as shown in the following table:

Table 1
Table of Learning Interest Level Results

Scale	Description	Percentage
4	Very Suitable	27,94 %
3	Suitable	24,58 %
2	Not Suitable	23,53 %
1	Not suitable at all	23,95 %

From the table, it can be seen that the percentage of students who expressed a strong interest in learning descriptive text using NHT (Numbered Heads Together) combined with Quizizz Paper is 27.94% of the total population, while the percentage of students who expressed an interest in learning descriptive text using NHT (Numbered Heads Together) combined with Quizizz Paper is 24.58% of the total population. On the other hand, the percentage of students who are not interested in learning descriptive text using NHT (Numbered Heads Together) combined with Quizizz Paper is 23.53% of the total population, and the percentage of students who expressed an interest in learning descriptive text using NHT

(Numbered Heads Together) combined with Quizizz Paper is 23.95% of the total population.

From the data above, it is found that with a learning interest level of 52.52%, the achievement obtained by the students is 61.5, which is below the minimum proficiency criteria of 77. Therefore, based on this case, the hypothesis is derived that there is an influence of learning interest on learning outcomes.

Based on the hypothesis, the researcher conducted an Action Research study using the NHT (Numbered Head Together) learning method combined with Quizizz Paper, assuming that the NHT method and Quizizz Paper can enhance learning interest in the topic of descriptive text, thereby improving learning outcomes in descriptive text. The implementation of this treatment is intended to enhance the students' learning interest, with the expectation that when the students' learning interest increases, the achieved learning outcomes will be directly proportional to their level of interest.

In Cycle I, which was conducted with the same population, namely the students of class VII C of SMPN 2 Sayung, focusing on the subject of Descriptive Text, which was the material being taught during the research, data was obtained from a total of 27 students on May 15, 2023, as follows:

From the learning of the Descriptive Text material using the NHT (Numbered Heads Together) and Quizizz Paper methods, a learning outcome of 77 was obtained. This score was determined by calculating the average score of the class during the posttest, using the formula:

$$\bar{x} = \frac{\sum x_i}{n}$$

Description:

\bar{x} : Average Score

x_i : Value of Data i

n : Number of Data

The data collection technique used in this research is a Questionnaire method, where the researcher distributed a Likert scale questionnaire to the existing population. With this Likert scale, the researcher obtained the following data on students' level of interest in learning:

Table 2

The Results of the Likert Scale on Students' Level of Interest in Learning Descriptive Text.

Scale	Description	Percentage
4	Very Suitable	37,39 %
3	Suitable	36,34 %
2	Not Suitable	10,50%
1	Not suitable at all	15,76 %

From the table, it can be seen that the students who expressed a strong interest in learning Descriptive Text using NHT (Numbered Heads Together) combined with Quizizz Paper accounted for 37.39% of the total population. The students who showed interest in learning Descriptive Text using NHT (Numbered Heads Together) combined with Quizizz Paper accounted for 36.34% of the total population. The students who did not show interest in learning Descriptive Text using NHT (Numbered Heads Together) combined with Quizizz Paper accounted for 10.50% of the total population. Lastly, the students who expressed interest in learning Descriptive Text using NHT (Numbered Heads Together) combined with Quizizz Paper accounted for 15.76% of the total population.

The results from the data were calculated using the formula for interest in learning based on the following equation:

$$NP = \frac{R}{SM} \times 100\%$$

Description:

NP : Percentage Value

R : Score Obtained
 SM : Number of statements x ideal maximum score

Purwanto (in Humaeroh, 2016, p. 55) states that by using the formula, the result of the level of learning interest is obtained as 73.74%.

To validate the use of the NHT (Numbered Head Together) and Quizizz Paper methods in improving students' learning interest in Descriptive text material, the researcher employed Cycle II as a validator for the treatment used.

In Cycle II, which was conducted on the same population of students, namely the 7th grade students of Class VII C at SMPN 2 Sayung, with Descriptive text as the taught subject during the research, data was obtained on May 22, 2023, with a total of 28 students. The data is as follows:

From the learning of Descriptive text using the NHT (Numbered Head Together) and Quizizz Paper methods, an average learning outcome of 85 was obtained, which is higher than the minimum passing criteria (KKM) of 77. This score was obtained by calculating the class average during the posttest. Using the formula:

$$\bar{x} = \frac{\sum x_i}{n}$$

Description:

\bar{x} : Average Score
 x_i : Value of Data i
 n : Number of Data

The data collection technique used in this research is the questionnaire method, where the researcher distributed a Likert scale questionnaire to the existing population. Using this Likert scale, the researcher obtained the following data on students' level of learning interest:

Table 3
 The Results of the Likert Scale on the Level of Students' Learning Interest in the Descriptive Text Material

Scale	Description	Percentage
4	Very Suitable	43,28 %
3	Suitable	44,75 %
2	Not Suitable	6,72 %
1	Not suitable at all	5,25 %

From the table, it can be observed that students who express a strong interest in learning descriptive text using NHT (Numbered Head Together) combined with Quizizz Paper account for 43.28% of the total population. Students who are interested in learning descriptive text using NHT and Quizizz Paper account for 44.75% of the total population. Those who are not interested in learning descriptive text using NHT and Quizizz Paper make up 6.72% of the total population, while those interested in learning descriptive text using NHT and Quizizz Paper represent 5.25% of the total population. The data is calculated using the formula for the level of learning interest based on the following equation:

$$NP = \frac{R}{SM} \times 100\%$$

Description:

NP : Percentage Value
 R : Score Obtained
 SM : Number of statements x ideal maximum score

Purwanto, (in Humaeroh, 2016, p. 55). By using the formula, the result of the learning interest level is obtained as 88.03%.

From the results of the pre-cycle, cycle I, and cycle II, it can be observed that the students' learning interest level affects their learning outcomes. This can be explained by the developmental progress starting from the pre-cycle stage,

where the students were not subjected to the NHT (Numbered Head Together) and Quizizz treatment, and only conventional methods were used. The students' learning interest in descriptive text material was found to be 52.52%, with learning outcomes of $61.5 < 77$, which is below the Minimum Mastery Criteria (KKM). In cycle I, when the NHT and Quizizz Paper treatment was introduced, the students' interest in Descriptive Text increased to 73.74%, with learning outcomes of $77 = 77$, meeting the KKM. Continuing this treatment to cycle II, the students' learning interest further increased to 88.03%, with learning outcomes of $85 > 77$, surpassing the KKM. For a clearer understanding, please refer to the diagram below:

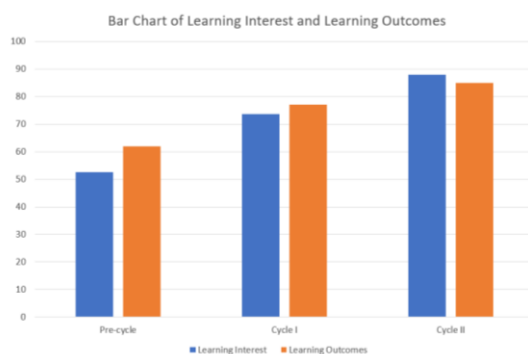


Figure 1
Diagram of Students' Learning Interest and Learning Outcomes Improvement.

The table above shows an increase of 21.22% in learning interest from the pre-cycle to cycle I, with a corresponding improvement of 15 points in learning outcomes. After validating the same teaching method, NHT (Numbered Head Together), and Quizizz Paper in cycle II, there was a further increase in learning interest by 14.29% from cycle I to cycle II, with an improvement of 8 points in learning outcomes.

The above developments can prove that the teaching method using a combination of NHT (Numbered Head Together) and Quizizz Paper is effective in enhancing learning interest, thereby achieving the desired learning outcomes.

Conclusion

From the presented data, it can be concluded that enhancing learning interest and learning outcomes using the NHT (Numbered Head Together) and Quizizz Paper teaching methods in the 7th-grade students of SMP N 2 Sayung is considered effective with an increase in learning interest by 21.22% and an improvement in learning outcomes by 15 points.

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