NHT Type Cooperative Learning Model (Numbered Heads Together) On Student Learning Results in Indonesian Language Learning in The Third Grade of SDN 1 Kawalimukti

Indriyanti, and Kama Abdul Hakam✉

Pendidikan Dasar, Universitas Pendidikan Indonesia, Bandung, Indonesia

indriyanti@upi.edu; ✉ kama.hakam@yahoo.com

Abstract: This research is motivated by the low achievement outcomes from the third-grade students in Indonesian subjects. This can be seen from the preliminary research data on student learning outcomes in Indonesian subjects only 45% of the students reached the KKM. The NHT (Numbered Heads Together) type cooperative learning model is expected to provide solutions to improve student learning outcomes in Indonesian subjects for the third grade of elementary school. The purpose of this study is to describe the practical implementation of the cooperative learning model NHT and to describe the improvement of the student learning outcomes in Indonesian subjects. The research method used Classroom Action Research (CAR) by adapting the Kemmis & Mc. Model. Taggart in two research cycles and each cycle consisting of planning, implementing, observing/observing, and reflecting. The results showed that there was a positive influence on students thus their learning outcomes increased. These results can be seen from the increase in each cycle, namely the average student learning outcomes in cycle I was 74.6% and increased by 9.6 points in cycle II to 84.2%. Then, the percentage of completeness according to the KKM in cycle I was 72% increased by 28 points in cycle II becoming 100%. Based on the research results above, it can be concluded that the application of the cooperative learning model NHT type (Numbered Heads Together) can gave a positive influence on student learning outcomes in Indonesian subjects for the third grade in Public Elementary School 1 Kawalimukti in Kawali District, Kawalimukti Sub-District, Ciamis.

Keywords: Learning outcomes, NHT cooperative learning model.

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INTRODUCTION

Teaching and learning activities that occur in class are a process of interaction between teachers and students as in learning units. The teacher's main tasks are to educate, teach, guide, train, and evaluate students. In line with this, the researchers concluded that teachers as educators must make excellent human resources. The success of educators can be seen from making the students' objectives reached the maximum learning outcomes, hence, educators must as much as possible make their students master the subject in the class. According to (Siregar, 2013) "the outcomes of the study are influenced by students' mastery toward the subject learned and also affected by the learning opportunities provided for the students".

The objectives of Indonesian language learning are making the students have the ability to speak Indonesian well and correctly, also being able to live the Indonesian language and literature by the situation and language goals and the level of experience of elementary school students. Research according to (Lely, 2008) language is very practical in human life, because besides being the most effective instrument to communicate, language also is used when we think. According to (Akhadiah, 1991) Indonesian Language Education in elementary school is very important to implement, especially if the children do not understand the Indonesian language material hence will hurt their social life at school and outside of school. Based on the facts obtained in the field in the third grade of SDN 1 Kawalimukti, researchers saw that the initial conditions of the class had problems with student learning outcomes in Indonesian subjects, who were still using learning strategies that emphasized the delivery of material information in the form

of lectures, students only wrote and memorized material the teacher gives during lectures in front of the class and caused students to be passive, so there were no activities that make students active, they only listened to the teacher's explanation and then solved the questions. Due to the existence of the conventional learning activities in the class that are less effective and conducive plus it also seems unsuitable for the class, this kind of learning makes students unable to control the classroom atmosphere well and there is no desire to be active in the learning process especially for Indonesian subjects that have not yet reached the learning objectives and their maximum. In line with research (Heru, 2016) that the determinant factor of student attitudes during learning Indonesian, which is not yet optimal, is strongly suspected to be from the teacher factor because the teacher creates an atmosphere of learning, good or bad lessons, the biggest role is in the teacher. The low student learning outcomes can be seen from the test results, only 45% of students score above the Minimum Learning Mastery. The average student test results in learning Indonesian are still not maximal, namely 70.

To achieve quality education by the objectives, it must be with innovations that help to achieve an education with a certain quality, there are lots of learning models that can be used by educators or teachers in achieving learning goals. According to Joyce & Weil (1980) in (Rahman, 2004) defines the learning model (model of teaching) is a plan used in compiling the curriculum, organizing learning materials, and giving guidance to teachers in the classroom in a teaching situation or other settings. According to him as follows. Models of teaching are plans or patterns that can be used to shape a curriculum (long-term courses of studies), to design instructional materials, and to guide instruction in the classroom and other settings. According to Suprehiningrum (Suprihatiningrum, 2013), the definition of a learning model is "Clones or examples of conceptual frameworks that describe systematic learning procedures in managing student learning experiences so that certain desired learning objectives can be achieved".

Based on the explanation above, the researchers decided that this problem needed to be overcome with a learning model that could make the class effective. As stated by Susanto (Hermawan & et al, 2007) that "The learning process is said to be effective if all students can be actively involved, mentally, physically, and socially. This is because, in the learning process, the students' activities are the one need to stand out. Referring to research (Jeff, Hal, & Clayton, 2011) Innovators DNA, Harvard Business Review, explained that 2/3 of a person's creative abilities are obtained through education, while the remaining 1/3 comes from genetic inheritance. While the opposite applies to intellectual abilities, namely 1/3 of education, and the remaining 2/3 of genetic inheritance, therefore good education in the classroom is very influential for the development of students' growth. The quality of learning can be seen in terms of the process and terms of results, because (Sutarno, 2008) stated that a constructivist learning model can be applied to improve activities and learning outcomes, and teacher performance. It can be concluded that to improve learning outcomes a suitable learning model is needed.

The research (Mutia, Nurdinah , & Asep, 2016) showed that the application of the NHT model can improve learning outcomes on natural and socio-cultural appearance materials. Then, research conducted by (Rositawati, 2012) showed that the use of the NHT model can improve learning outcomes at junior high school level students. Further, research (Qalsum, 2020) showed that the NHT model in Indonesian subjects in 7 grades of junior high school can improve student learning outcomes. Therefore, the researchers will apply the Cooperative Learning model type NHT (Numbered Heads Together) in the classroom as the alternative actions that will be taken to improve the learning

outcomes of elementary school students in Indonesian subjects, students will be emphasized to be active in every learning class activities in this model.

The purpose of this study is to describe the implementation of the NHT Type Cooperative Learning model application to primary school student learning outcomes in Indonesian language learning and to describe the increase of students learning outcomes in the application of the NHT Cooperative Learning model in Indonesian language learning. According to (Purwanto, 2009), "student behavior changes compared to before after students carried out learning activities is the learning outcomes". Meanwhile, according to Hamalik (2003, p. 159) that "learning outcomes indicate learning achievement while learning achievement is an indicator of the degree of change in student behavior". It can be concluded that learning outcomes are a process that has changed from the previous state.

Slavin (Isjoni, 2014) stated that "In cooperative learning methods, students work together in four-member teams to master material initially presented by the teacher". Based on this description, it can be revealed that cooperative learning is a learning method where the learning system is carried out in groups with small groups of 4-6 people in each group collaboratively so that it can make students more excited during the learning process. Work success is greatly influenced by the involvement of each member of the group itself. As Rusman argued (Rusman, 2011) that: Cooperative learning is more than just group learning because learning must have a cooperative structure of encouragement and tasks to allow for open interactions and effective interdependent relationships among group members. By (Suprijono, 2009) described "cooperative learning is a broader concept covering all types of groups including forms that are more teacher-led or teacher-directed". Meanwhile, according to Lie Anita (2008, p. 41) stated that: "Cooperative learning is a learning model that uses a heterogeneous grouping system, namely between three to five students who have different academic abilities, gender, ethnicity and work together to achieve the learning objectives that have been formulated".

The cooperative learning model used in this study was the Numbered Heads Together (NHT) cooperative learning model. In this model, students can learn in groups, collaborating to unite ideas that students have and dare to express their opinions in front of the class, as according to Huda (2012, p. 138) who suggested the NHT type cooperative learning model as follows:

1. Developed by Russ Frank.
2. Provide opportunities for students to share ideas and consider the most appropriate answers.
3. Increase the spirit of students' cooperation.
4. Can be used for all subjects and grade levels.

Also, in this type of NHT cooperative learning model students are not only given responsibility for their groups but must also be responsible for themselves as according to Slavin (2005, p. 256) that "The Russ Frank method is an excellent way to add individual responsibility to group discussions.

The above problems must be resolved immediately and the researchers decided to conduct a study entitled Cooperative Learning Model NHT (Numbered Heads Together) Type Against Student Learning Outcomes in Learning Indonesian in the third grade of SDN 1 Kawalimukti.

METHODS

The research method used in this study was classroom action research, where this method aimed to change teacher teaching behavior, student behavior in class, increase or improve learning practices. Action research is, essentially, a series of "action-research-action-research-action" carried out in a series to solve problems (Kusumah

& Dwitagama, 2010, p. 9). According to Mulyasa (2013, p. 33) Classroom Action Research is an effort to improve the performance of an organizational or community system to be more effective and efficient, including to improve the performance of the education system. This classroom action research is an attempt to improve the quality of the process and the desired results. The classroom action research model used in this study was the model of Kemmis and Mc Taggart (Rahman N. A., 2015) "which in each cycle consists of four phases, namely: planning, acting, observing, and reflecting". The steps of this classroom action research model can be explained as follows:

Planning

Identifying a problem and developing a plan as an action to get a solution. In planning the researchers must consider the appropriate strategy and the improvements that may be achieved. At this stage several things must be done, namely:

1. Researchers determine problems in the field by observing and interviewing the teacher of the third-grade students.
2. Assessing theories for problems that have been previously observed.
3. Planning steps to solve problems, starting from planning cycle 1.

Action

This stage is the implementation of the planned actions. In this phase, the focus of the research is implementing the skills improvement plan or process. Researchers applied the NHT type cooperative learning model.

Observing

This phase is the process of collecting data regarding the level of success of the strategies used in solving problems by applying the NHT type cooperative learning model. At this stage, the researchers were assisted by 2 observers, namely 1 class teacher, and 1 peer to look for findings that would be reflected for consideration in the next cycle.

Reflecting

This is the phase of data analysis and discussion to determine the extent to which the data shows success. So that it can be found the weaknesses of learning activities during research to determine actions in the next cycle. The participants of this study were all students of the third grade with a total of 25 students consisting of 13 male students and 12 female students. Participants were selected based on an analysis of the problems they get while teaching low-grade classes. This research was conducted in one of the elementary schools in Kawalimukti Village, Kawalimukti Subdistrict, which was conducted from April 3, 2019, to May 12, 2019. In this classroom research, researchers conducted two cycles using Kemmis and Taggart's research model. If students have improved in two cycles, the cycle will end. On the other hand, if the two cycles studied did not show success, it was possible to carry out the next cycle. Before conducting classroom action research, the researcher conducted a preliminary study to identify, focus and analyze the problem to be studied. The findings of the preliminary study served as guidelines for researchers to determine the solution strategy. Data collection instruments are instruments that strengthen information for the requirements of classroom action research. To reveal the success achieved in this study, the instruments used by researchers include:

1. The observation sheet is a direct observation of the research subject. To get it, the learning observation sheet provided was used to be filled out by the observer. The things that were observed are a) The ability of the teacher in managing the teaching and learning activities through teacher activity observation sheets, b) Observation of student learning activities through student activity observation sheets.

2. Documentation was used to find out the exact data of the syllabus, a list of student names, the structure of teacher organigrams, and a list of facilities at school for smoothness during teaching and learning activities. The documentation used was photos of student activities in the learning process to visually describe the conditions of the research directly.

The qualitative data processing obtained was the result of the observation sheet to show the process of learning outcomes or research that have taken place by applying the Cooperative Learning type Numbered Heads Together (NHT) model. The qualitative data outcomes are described in the form of a description. According to Sugiyono (Sugiyono, 2012) the data processing process is in the form of a description or qualitative based on the following stages:

1. Data Reduction, in this stage, the researchers choose and focus on the data that has been obtained.
2. Data Display, in this stage, data is grouped based on certain criteria to look for existing similarities.
3. Verification, at this stage according to Mile and Huberman, is a means of conclusion and verification.

For data processing using quantitative analysis, quantitative data analysis is used by researchers to analyze data obtained from observations as a result of data analysis carried out using simple statistics, as follows.

The calculation of the average student learning outcomes is:

Average Student Learning Outcomes

$$\frac{\Sigma \text{ grades of all students}}{\Sigma \text{ students}}$$

(Agustina, 2016)

Student learning success with the predicate range formula according to (Kemendikbud, 2013) as follows

$$\text{Predicate ranges} = \frac{maximum\ value - Minimum\ Learning\ Mastery + 1}{3}$$

So that the resulting success criteria for student learning outcomes as in the table below.

Table 1. The predicate of Students' Learning Success

No.	Value	Predicate
1.	91 ≤ x ≤ 100	Excellence
2.	81 ≤ x ≤ 90	Good
3.	70 ≤ x ≤ 80	Adequate
4.	..... < 70	Needs Guidance

Calculating the percentage of students' classical learning completeness with the formula according to Purwanto (2009)

$$P = \frac{\Sigma P}{\Sigma N}\ x\ 100\ \%$$

Information

P :The percentage of learning completeness
∑P :The number of all students who have finished learning
∑ N :Total number of students
100% : Fixed number

The following is the formula used by researchers to determine the class average value

$$R = \frac{\sum X}{\sum N}$$

Information:

R: Class average score
∑X: The sum of all students' score
∑N: Total number of students

The implementation of this classroom action research was planned in two cycles, each cycle was carried out by the progress or changes that had been achieved in the previous cycle. The procedure for each cycle is described as follows:

Cycle I

a. Planning Stage

1) Preparing the learning materials.
2) Preparing a Learning Implementation Plan (RPP) by a curriculum that is oriented to the Numbered Heads Together (NHT) Cooperative Learning model.
3) Preparing Worksheets and individual evaluation sheets.
4) Preparing an observation instrument that will be used during the research.
5) Preparing tools, materials, and media that will be used during the first cycle of classroom action research.

b. Implementation Stage

After carrying out the planning, proceed to the implementation stage, namely:

1) Carrying out the learning process using the Cooperative Learning type Numbered Heads Together (NHT) learning model.
2) Explaining the material in cycle 1, which is about objects around us and providing the media that has been provided.
3) Grouping students heterogeneously consisting of 5 students, and the teacher giving numbers from 1-5 to students in groups.
4) Each group is given a worksheet and conducts a discussion, each student in the group must know and understand the answers to all the LK questions.
5) The teacher points to one of the same numbers from each group to present the answer.
6) The teacher gives an award to the group that has answered the question.
7) The teacher gives individual evaluation questions to each student.

Cycle II

a. Planning Stage

1) Preparing the learning materials.
2) Preparing a Learning Implementation Plan (RPP) by a curriculum that is oriented to the Numbered Heads Together (NHT) Cooperative Learning model.
3) Preparing Student Worksheets and individual evaluation sheets.
4) Preparing an observation instrument that will be used during the research.
5) Preparing tools, materials, and media that will be used during the second cycle class action research.

b. Implementation Stage

After carrying out the planning preparation, proceed to the implementation stage, namely:

1) Carrying out the learning process using the Cooperative Learning type Numbered Heads Together (NHT) learning model.
2) Explaining the material in cycle II, which is about objects around us and providing the media that has been provided.
3) Grouping students heterogeneously consisting of 5 students, and the teacher giving numbers from 1-5 to students in groups.
4) Each group is given a worksheet and conducts a discussion, each student in the group must know and understand the answers to all the LKS questions.

5) The teacher points to one of the same numbers from each group to present the answer.
6) The teacher gives an award to the group that has answered the question.
7) The teacher gives individual evaluation questions to each student.

RESULTS AND DISCUSSION

Implementation of Numbered Heads Together (NHT) Cooperative Learning Model.

Table 2. Implementation of Numbered Heads Together (NHT) Cooperative Learning Model

Stages	Cycle 1	Cycle II
The numbering stage (numbering)	The teacher gave a number to each group member.	The teacher gave a number to each group member and distributed the group before the core activity started, and guided each group again at this stage.
	Students were difficult to organize and some students did not pay attention to the teacher.	Two students were fighting over numbers and there was one student who did not want to join the group.
The stage of questioning (questioning)	The teacher distributed one worksheet to each group	The teacher distributed worksheets to each group member.
	Students fought over the worksheet.	Two students chat a lot while reading the worksheets.
Joint thinking stage (heads together)	The teacher-guided the group	The teacher-guided each group in turn and explained to each group.
	Some students were not involved in helping the group	Students' awareness to solve problems was still lacking.
Answering stage (answering)	The teacher gave instructions only at the beginning	The teacher gave instructions again at this stage.

Description of Learning Outcomes Improvement.

The following are the results of improving student learning outcomes in the learning activities that had been implemented in cycle I and cycle II by applying the NHT model.

Table 3. The Improvement of Student Learning Outcome

Aspect	Cycle I	Cycle II
Average	74,6	84,2
Percentage Completeness accordingly to Minimum Criteria of Mastery	72%	100%
Highest score	95	100
Lowest score	65	75

It can be seen from the table above, there is an increase in student learning outcomes in learning that had been done. The mean of student learning outcomes in cycle I got 74.6, increased in cycle II to 84.2, an increase of 9.6 points. Then the percentage of completeness according to the KKM cycle I got a 72% increase in cycle II to 100%, increased by 28 points. The highest value in cycle I got 95, increased in cycle II, namely 100, increased by 5 points, and the lowest value in cycle I got 65 increased in cycle II to 75, increased by 10 points.

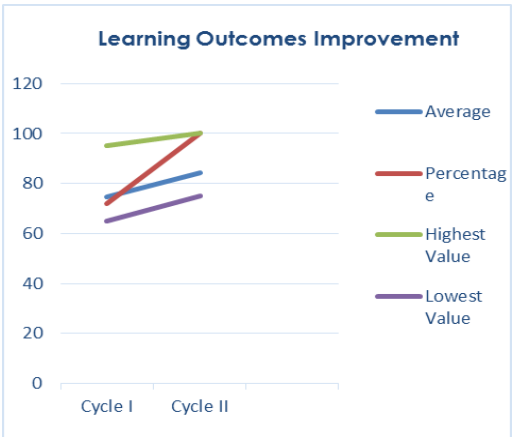

Figure 1. The Improvement of Student Learning Outcomes from Cycle I to Cycle II

From the graph, it can be seen that all aspects that support the development of student learning outcomes have increased due to the treatment of the NHT learning process. Based on the graphic above, this model is suitably applied to all groups of students who have various abilities, it is also proven that the highest and lowest scores have experienced positive development by applying the NHT model, this is in line with research conducted by (Qalsum, 2020) which showed that the NHT model in Indonesian subjects in seven grade of junior high school can improve student learning outcomes that all aspects that support the development of student learning outcomes have increased due to the treatment of the NHT learning process. Based on the graph above, this model is suitably applied towards all groups of students who have various abilities, it is proven that the highest and lowest scores have experienced positive development by applying the NHT model. The following shows a graph of the development of student learning outcomes from cycle I and cycle II according to the predicate.

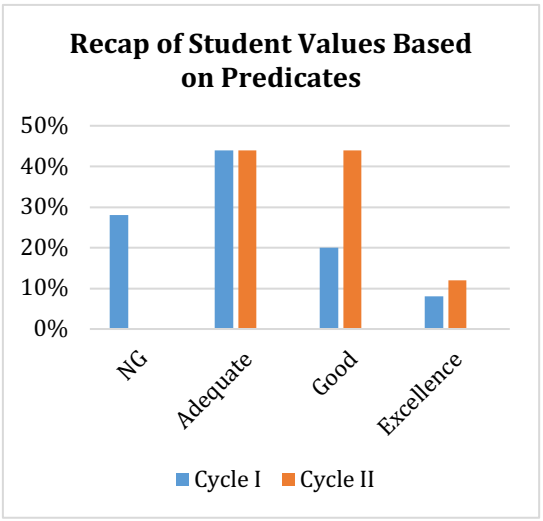

Figure 2. Student Value Recap based on Predicate

The improvement of each predicate can also describe the process of improvement in learning which emphasizes the learning process that applies the NHT model. In this chapter, the researchers describe the comparison of each predicate from cycle I to cycle II. All of the predicates experienced an increase after the teacher carried out the reflection results in cycle I. After being clarified through interviews with students who experienced improvements in the predicate of needing guidance, that is because students felt more cared for and guided by the teacher during the learning process compared with the previous one, where during cycle 1 the teacher was busier on his own with his activities without knowing that there were students who were not carrying out their duties, then the media was more facilitated than before, especially for the provision of worksheets, then students can be more conditioned because they practiced in the previous cycle and many already understand so that students who did not understand were helped by their friends who already understand. As seen from the graph above, students experienced an increase from cycle I to cycle II, and students who experienced this increase were already above the indicator of research success, namely ≥70%, this research was terminated or declared successful. So, it can be concluded that to

overcome the low learning outcomes of students, and NHT type cooperative learning model can be given in the application of learning.

CONCLUSION

Based on the findings obtained in the action research cycle I and cycle II on the application of the NHT type cooperative learning model in improving the learning outcomes of the third-grade students in Indonesian Elementary School subjects in the 2019/2020 school year it can be concluded that: The implementation of learning by applying the NHT Cooperative Learning model to Learning Outcomes in Indonesian Language Learning in elementary school in cycle I, and cycle II used 4 stages. The 4 stages include Step 1, Numbering. The teacher divided the students into groups of 3-5 people and the group members were numbered between 1 and 5. Step 2, Asking Questions. The teacher asked a question to students. Step 3, Think Together. Students synthesized their opinions on the answers to these questions and make sure each member of their team knows the answers. Step 4, Answer. The teacher called a specific number, then the student whose number matched, raised their hand and tried to answer the questions for the whole class. Whereas in cycle II there were differences in learning media, namely the addition of media using images, and also the use of projectors. Improving student learning outcomes in the third grade of elementary school by applying the Cooperative Learning type Numbered Heads Together (NHT) model can improve student learning outcomes in achieving Indonesian learning objectives. This was proven by the increase in the learning outcomes by looking at the percentage increase in each cycle. The average student learning outcomes in the first cycle got 74.6 and increased in the second cycle to 84.2, an increase of 9.6 points. Then the percentage of completeness according to the Minimum Learning Mastery in cycle I got 72% increase in cycle II to 100%, up 28 points. The highest value in cycle I got 95, increased in cycle II, namely 100, increased by 5 points, and the lowest value in cycle I got 65, increased in cycle II to 75, increased by 10 points. It can be concluded that applying the Numbered Heads Together cooperative learning model has proven to be effective in improving the learning outcomes of the third grade of elementary school students.

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