


Improving Learning Quality in Pancasila Education Through the NHT Model in Elementary Schools

Ramanda Febriana

Elementary Education Study Program, Universitas Negeri Padang

Article Info	ABSTRACT
<p>Keywords: Learning Quality, Pancasila Education, NHT Model</p>	<p>The writing of this article aims to reanalyze the improvement of learning quality in Pancasila Education through the NHT Model in elementary schools, based on studies previously conducted by experts. This article employs a qualitative literature review method with literature analysis as its analytical instrument. The initial stage of writing this article was determining a topic aligned with the issue the author intended to examine, in order to facilitate the data collection process. The data in this study were obtained through searching online journals on Google Scholar using several keywords, namely learning quality, Pancasila Education, and Numbered Heads Together (NHT). Based on the analysis conducted by the author on previous studies, it can be concluded that the use of the Numbered Heads Together (NHT) model in improving learning quality, particularly in Pancasila Education, has been proven successful. Previous researchers have also stated that improved learning quality is an important factor in enhancing learning outcomes. Through the use of the NHT learning model, students become more enthusiastic and more confident in expressing their opinions, as well as more active in group work, thereby creating an enjoyable learning environment.</p>
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INTRODUCTION

To create the Golden Generation of 2045, it is necessary from an early age to cultivate students' sense of patriotism through the learning of Pancasila Education. Fauzana (2024) states that the quality of a nation's human resources determines its progress. Considering the importance of this matter, efforts must be made to develop high quality individuals in addition to improving the quality of existing human resources. In line with this, Desvianti, Desyandri, & Darmansyah (in Hutauruk et al., 2023) also state that in Indonesia, the education system aims to nurture intellectual intelligence and strong character in every student. This is consistent with the mandate of Law No. 20 of 2003, Article 1, which defines education as a planned effort to create a learning environment that allows learners to actively develop their potential in order to possess spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by themselves, society, and the nation.

Furthermore, Gusnawan & Renda (in Septiyani & Setiawan, 2024) state that education is a conscious and systematic effort to create a learning atmosphere and learning process so that students actively develop their potential to acquire religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, the nation, and the state. In line with this, Widyasti et al. (2023) also state that education is a learning process that encompasses knowledge, skills, and character development carried out by a group and passed down from one generation to another, aiming to prepare the next generation as the future successors of the nation. Galu Wati et al. (2024) also argue that the goal of education is to facilitate students' active development of their potential by creating the appropriate learning environment and process.

According to Parwati, Saylendra, & Nugraha (in Putri, Waldi, & Amsari, 2025), in the Merdeka Curriculum, Pancasila and Citizenship Education (PPKn) has been replaced by Pancasila Education. Pancasila Education is included in the Merdeka Curriculum to build a young generation that is ready to face global challenges with strong character foundations. The Merdeka Curriculum is defined as a curriculum designed to make learning calmer, less stressful, and enjoyable for students so that they are better able to demonstrate their natural talents.

In the era of increasingly advanced information and communication technology, teachers not only teach but must also create an appropriate learning environment and atmosphere that can foster students' creativity and activity. Teachers also serve as learning managers; they manage all aspects of teaching and learning activities, beginning with preparing material, planning learning, organizing, controlling, and evaluating teaching and learning activities (Rachmawati et al., 2023). The learning process must involve cooperation between teachers and students in utilizing all existing potentials and resources, whether these potentials come from within students, such as talents, interests, and basic abilities, or from outside, such as the environment, facilities, and learning resources as efforts to achieve learning goals (Tambun, 2023). In addition, it is necessary to apply an appropriate learning strategy so that student activity and learning motivation increase. If the learning strategy is appropriate and aligned with the learning objectives, the learning process will certainly succeed (Fitri et al., 2020).

Widodo & Tarto (in Uddiin et al., 2025) state that the implementation of learning in elementary schools still faces various challenges. The learning process generally uses a conventional teacher centered approach. Teachers tend to use lecture and question and answer methods dominantly. This approach reduces students' active roles in the learning process. As a result, students are less involved, unmotivated, and experience difficulties in deeply understanding the material. This condition leads to low learning outcomes in many elementary education units. Consistent with this, Rais (2017) states that the teacher's role in delivering lessons to students is not easy. Teachers must possess various abilities that support efforts to achieve predetermined educational goals.

Cooperative learning differs from classroom discussion methods. Cooperative learning emphasizes learning in small groups in which students learn and work together to achieve optimal goals. Cooperative learning has a positive impact on students with low learning

activity, as active learners can increase motivation, learning outcomes, and long term retention of learning material (Riyadi, 2017). According to Izzah (2020), the Numbered Heads Together learning model, in the author's view, is suitable for early childhood in increasing the habit of memorizing; this model emphasizes groups to increase student cooperation so that they can overcome young children's difficulties through collaborative activities.

The NHT (Numbered Heads Together) type of cooperative learning is a learning model that provides students with opportunities to share ideas and consider the most appropriate answers. NHT is a type of cooperative learning designed to influence students' interaction patterns and serves as an alternative to traditional class structures. NHT is able to involve many students in reviewing the material covered in a lesson and checking their understanding of the lesson content (Dewi, 2017). The NHT group type cooperative model is essentially a variant of group discussion. Its characteristic is that the teacher appoints one student to represent the group without informing beforehand who will be selected to represent. This method ensures total involvement of all students and is an excellent effort to enhance individual responsibility in group discussions. Cooperative learning of the Numbered Heads Together type involves students more in examining the material included in a lesson and checking their understanding of the content. Numbered Heads Together is one of the cooperative learning types that emphasizes a particular structure designed to influence students' interaction patterns and aims to improve academic mastery by involving students in reviewing the learning materials and checking their understanding of the content (Shoimin in Damayanti et al., 2020).

In line with the objective of study, the following research questions are proposed : How is the Numbered Heads Together (NHT) model implemented in Pancasila Education learning in elementary schools?. Which aspects of learning quality can be improved through the implementation of the NHT model in Pancasila Education learning in elementary schools?. What challenges arise in using the NHT model to improve the quality of Pancasila Education learning in elementary schools?

METHOD

In writing this article, the author uses a qualitative literature review method. This method is used to summarize research findings qualitatively. Aprilyada et al. (2023) state that a literature review is a general process that we go through to obtain previous theories. A literature review, also referred to as a literature study, is an activity of reviewing or re-examining various works that have been published by academics or other researchers related to the topic we intend to investigate. A literature review is a very important component to discuss because, in writing scientific papers, a literature review is an essential element that is always included.

After determining a topic aligned with the issue the author intended to address, the next step was conducting an article search through an electronic platform, namely Google Scholar, using the keywords learning quality, Pancasila Education, and Numbered Heads Together (NHT). Following this search process, the author obtained 35 articles relevant to

the chosen topic. From these studies, the author then filtered the articles that specifically discussed the intended topic, resulting in 28 selected articles. The author subsequently conducted an analysis of the problems and solutions identified by previous researchers.

RESULTS AND DISCUSSION

Results

A total of 28 studies published between 2015 and 2025 met the criteria for this review. These studies were conducted in various regions of Indonesia. Most of the studies employed classroom action research (n = 23), followed by quasi experiments (n = 2), qualitative approaches (n = 2), and one study using research and development (n = 1). Sample sizes ranged from small class groups of 10 students to larger scale groups involving more than 80 students.

The characteristics and key findings of the selected representative studies are summarized in Table 1. As shown, the reviewed studies indicate a variety of improvements in the quality of Pancasila Education learning in elementary schools using the NHT model. For example, Tambun (2022) found that the implementation of the NHT cooperative learning model increased student activity from 59% to 85%. Similarly, Fauzan & Asrani (2024) reported continuous improvement in student activity at each meeting. In the first meeting, students' activity reached only 51.85%, categorized as moderately active, increasing to 62.96% (moderately active) in the second meeting, rising further to 77.78% (active) in the third meeting, and eventually reaching 92.59% (very active) in the fourth meeting. Likewise, Uddiin et al. (2025) stated that student activity in cycle I scored 21.65 (sufficient), increased to 29.1 (good) in cycle II, and reached 38.1 (very good) in cycle III. Furthermore, Siti Fathonah & Metroyadi (2024) reported that student activity from the first to the fourth meeting increased from the criterion "almost all students were less active" to "almost all students were very active," and students' critical thinking skills increased from "almost all students were less critical" to "very critical." Indani Damayanti, Atim Suparman, and Yeye Sukmaya (2020) also stated that in cycle I, students' self confidence reached 66.66%, and in cycle II it increased to 81.6%.

Table 1. Summary of Selected Studies on Improving Learning Quality Using the NHT Model

Author & Year	Country	Method/ Design	Sample	Strategy Focus	Key Findings
Tambun (2022)	Indonesia	Classroom Action Research	29 students in Grade VI	Improving Activity and Learning Outcomes	Increased student participation and provided many opportunities for each group member to contribute.
Fauzan & Asrani (2024)	Indonesia	Classroom Action Research	27 elementary students	Improving Activity, Motivation, and Learning Outcomes	Students became more attentive, more motivated, and more active throughout the learning process.
Uddiin et	Indonesia	Classroom	20 sixth	Improving	The application of the NHT

al. (2025)	Action Research	grade students	Learning Quality	cooperative learning model supported by audiovisual media improved teacher skills, student activity, and learning outcomes across three cycles.
Siti Fathonah & Metroyadi (2024)	Classroom Action Research	18 fourth grade students	Improving Critical Thinking and Collaboration Skills	Student activity increased from “almost all students were less active” to “almost all students were very active,” and critical thinking skills rose to the “very critical” category.
Indani Damayanti, Atim Suparni, Yeye Sukmaya (2020)	Classroom Action Research	49 fourth grade students	Improving Self-Confidence	The NHT cooperative learning model increased students’ self-confidence and learning outcomes regarding village and subdistrict government topics.

From the thematic analysis conducted on the 28 studies, it was revealed that the NHT Model has several positive impacts on students, including: (1) Improving Activity and Learning Outcomes; (2) Improving Activity, Motivation, and Learning Outcomes; (3) Improving Learning Quality; (4) Improving Critical Thinking and Collaboration Skills; and (5) Increasing Self Confidence.

Across these studies, several challenges were also identified. Nineteen studies highlighted that introducing a new learning model posed challenges, as students were accustomed to lecture based learning. Five studies identified limited time as a constraint for implementing group based learning. Additionally, four studies highlighted limited school resources, such as textbooks and digital tools, which hindered learning development. Despite these challenges, most of the included studies concluded that targeted strategies could significantly enhance learning quality when appropriately adapted to classroom contexts.

RQ1: How is the Numbered Heads Together (NHT) model implemented in Pancasila Education learning in elementary schools?

Based on the analysis of 28 reviewed studies, the implementation of the Numbered Heads Together (NHT) model in Pancasila Education at the elementary school level involves several key strategies that significantly contribute to enhancing learning effectiveness. The most frequently identified approach is the grouping strategy (7 studies), where students are placed into small, heterogeneous groups consisting of four to six members. Such grouping arrangements are designed to enable students to complement one another, share understanding, and collaboratively solve problems, thereby creating deeper and more meaningful learning interactions.

Another widely applied method is the questioning strategy (8 studies). In NHT, teachers often pose challenging questions that stimulate higher order thinking, requiring students not only to recall factual information but also to analyze, evaluate, and formulate responses collectively. This strategy strengthens students' critical thinking skills while ensuring that each individual remains accountable for the answers produced by their group.

From an instructional perspective, the use of learning media (5 studies) also plays an important role in supporting the implementation of NHT. Concrete, visual, or digital media are integrated to clarify abstract concepts within Pancasila Education, making the material more accessible and engaging for students. This strategy enhances learning involvement and fosters more productive collaboration during group work.

In addition, the teacher as facilitator strategy (3 studies) underscores the importance of shifting the teacher's role from a transmitter of information to a guide in the knowledge construction process. Teachers manage group dynamics, provide necessary scaffolding, and encourage students to confidently present the outcomes of their group discussions. Under this approach, the teacher becomes an instructional facilitator rather than the central source of information.

Another essential strategy is strengthening the learning environment (5 studies), which emphasizes that the success of NHT is strongly influenced by a supportive, open, and collaborative classroom atmosphere. A conducive learning environment enables students to participate actively and feel safe when expressing their ideas, thus creating optimal conditions for cooperative learning.

Overall, the combination of these strategies forms a comprehensive and effective framework for implementing NHT in Pancasila Education. Integrating grouping strategies, questioning techniques, instructional media, facilitative teacher roles, and a supportive classroom environment ensures that learning becomes more collaborative, participatory, and meaningful for all students.

Table 2. Strategies Implemented in the Reviewed Studies

Strategy Type	Number of Studies	% of Total	Example Study
Questioning Strategies	8	28 %	Salsabila et al. (2025) – Students completed five open ended critical thinking questions aligned with critical thinking indicators.
Grouping Strategies	7	25 %	Putri et al. (2025) – Students engaged in cooperative learning within small heterogeneous groups of four to six members.
Learning Environment Support Strategies	5	18 %	Desvianti et al. (2020) – NHT was used to influence student interaction patterns and serve as an alternative to traditional classroom structures.
Media Use Strategies	5	18 %	Farida et al. (2025) – The Pancasila Value Board media helped transform abstract materials into more concrete and enjoyable learning

Strategy Type	Number of Studies	% of Total	Example Study
Teacher as Facilitator Strategies	3	11 %	experiences. Widodo & Tarto (2022) – Teachers assigned numbers, posed questions, facilitated group dialogue, and ensured students presented collaborative answers.

RQ2: Which aspects of learning quality can be improved through the implementation of the NHT model in Pancasila Education learning in elementary schools?

Findings from the 28 studies analyzed reveal that the implementation of the Numbered Heads Together (NHT) model is capable of enhancing various aspects of learning quality in Pancasila Education at the elementary school level. The most dominant improvement was observed in learning activities and learning outcomes, as reported in 10 studies. Through the structured group discussions characteristic of the NHT model, students consistently demonstrated increased engagement. They became more active in expressing ideas, responding to peers, and participating directly in problem-solving activities. These improvements in learning activity had a direct and positive impact on their academic performance.

Additionally, six studies reported simultaneous improvements in learning activity, motivation, and learning outcomes. The collaborative learning environment fostered by the NHT model was found to enhance students' confidence, interest, and participation in learning activities. As a result, students demonstrated better comprehension of instructional materials and achieved higher levels of mastery.

Three studies highlighted overall improvements in learning quality, particularly when the NHT model was integrated with innovative learning media such as audiovisual tools. This integration made learning more concrete, engaging, and relevant to students' experiences, thereby improving both the learning process and its outcomes.

Four studies indicated that NHT strengthened students' critical thinking and collaboration skills. Through structured group discussions and collective evaluation, students learned to analyze information, provide logical reasoning, and work collaboratively to formulate well constructed answers on behalf of their groups. These experiences significantly supported the development of higher order thinking skills and essential social competencies.

Furthermore, five studies reported significant improvements in students' self-confidence. The supportive learning environment, in which every student has the opportunity to represent their group, encouraged students to speak, share their thoughts, and participate actively throughout the learning process.

Overall, the findings demonstrate that the NHT model contributes comprehensively to improving learning quality in Pancasila Education, encompassing cognitive, affective, and social domains. This indicates that NHT is not merely an active learning technique, but a pedagogical approach capable of creating meaningful and engaging learning experiences for elementary school students.

Table 3. Reported Effects of Using the NHT Model to Improve Learning Quality in Pancasila Education

Learning Quality Aspect	Number of Studies	% of Total	Reported Effects	Example Study
Increasing Activity and Learning Outcomes	10	36 %	Increased activity and learning outcomes in Civics (PKn) among sixth grade students at SD Negeri 2 Selat.	Tambun (2022) – Cooperative Learning Model Type Numbered Heads Together (NHT) to Improve Activity and Learning Outcomes in Civics for Grade VI Students
Improving Activity, Motivation, and Learning Outcomes	6	21 %	Teacher activity, student activity, learning motivation, and student learning outcomes increased to the categories of “Very Active,” “Very High,” and “Complete.”	Fauzan & Asrani (2024) – Increasing Activity, Motivation, and Learning Outcomes Through PBL, STAD, and NHT Models in Elementary Schools
Increasing Self-Confidence	5	18 %	The use of the NHT cooperative learning model increased students’ self confidence and learning outcomes due to its emphasis on group based learning.	Damayanti et al. (2020) – Use of the Numbered Heads Together Cooperative Learning Model to Increase Self Confidence and Learning Outcomes in Civic Education Learning in Elementary Schools
Enhancing Critical Thinking Skills and Collaboration Skills	4	14 %	Teacher activity, student activity, critical thinking skills, and collaboration skills during Pancasila Education learning with the NHT model across four meetings achieved “very good” criteria, with nearly all students being very active, highly critical, and very skilled.	Fathonah & Metroyadi (2024) – Improving Critical Thinking and Collaboration Skills Using a Combination of PBL, NHT, and TGT in Elementary Schools
Improving Learning Quality	3	11 %	The implementation of the Numbered Heads Together (NHT) cooperative learning model based on audiovisual media improved the quality of Pancasila and Civic Education learning.	Uddiin et al. (2025) – Improving the Quality of PPKn Learning Through the Audiovisual Based NHT Cooperative Model in Elementary Schools

RQ3: What challenges arise in using the NHT model to improve the quality of Pancasila Education learning in elementary schools?

Based on findings from the various studies analyzed, several major challenges were identified in the implementation of the Numbered Heads Together (NHT) model to improve the quality of Pancasila Education learning in elementary schools. The most significant

challenge arises from the fact that many students are still accustomed to teacher centered learning, as reported in 19 studies. The transition from conventional instruction to a cooperative learning approach such as NHT requires substantial adjustments in classroom interaction patterns, student autonomy, and collaborative skills. During the initial stages of implementation, some students encountered difficulties in adapting to this shift. They often experienced confusion in carrying out group procedures, lacked confidence in expressing their ideas, and required additional time to understand their responsibilities within group discussions.

Another notable challenge involves time limitations, identified in 5 studies. The NHT model requires multiple stages, including group formation, structured discussion, collaborative answer formulation, and group reporting. This extended process demands more instructional time than traditional teaching methods. In schools with tightly scheduled timetables or limited instructional hours, teachers frequently struggle to complete all stages of the NHT model effectively.

The next challenge relates to limited learning resources, as reported in 4 studies. Some schools lack adequate textbooks, student worksheets, and digital devices that could support group discussions and enhance the delivery of learning materials. In these situations, teachers often need to prepare alternative learning media on their own. This not only increases the instructional planning workload but may also affect the consistency and quality of NHT implementation across classrooms.

Overall, these findings indicate that although the NHT model holds substantial potential to enhance the quality of Pancasila Education learning, its effectiveness depends greatly on the readiness of the learning environment, the capacity of teachers to manage cooperative learning, and the availability of sufficient supporting resources. Without appropriate support, the implementation of NHT is likely to face obstacles that may hinder the attainment of optimal learning outcomes.

Table 4. Challenges in Using the NHT Model to Improve the Quality of Pancasila Education Learning in Elementary Schools

Challenge	Number of Studies	Examples
New learning model	19	Students are accustomed to lecture based learning.
Limited Time	5	Difficult to develop group based learning.
Limited resources	4	Some schools lack digital devices that support learning.

Discussion

RQ1: How is the Numbered Heads Together (NHT) model implemented in Pancasila Education learning in elementary schools?

The analysis reveals that the implementation of the Numbered Heads Together (NHT) model in Pancasila Education learning in elementary schools involves several main strategies, namely questioning, grouping, learning environment support, media utilization,

and the role of the teacher as a facilitator. These strategies are the most widely applied approaches to improving the quality of Pancasila Education in elementary schools.

The first strategy is the use of questioning techniques, as reported in several studies (Kusumawati & Indarini, 2024; Prihandoko, 2025; Hutauruk, 2023; Annisa, 2024; Salsabila et al., 2025; Fathonah, 2024; Nurhaliza, 2025; Widyasti et al., 2023). Salsabila et al. (2025) explain that NHT supported by questioning strategies in the form of critical-thinking evaluation tests consisting of five essay items covering critical-thinking indicators can improve students' critical thinking skills. Similarly, Prihandoko (2025) reports consistent improvement in students' critical thinking abilities across learning sessions. Students' scores increased from 39% (low category) in the first meeting to 57% (fair), 71% (high), and finally 89% (very high) in the succeeding meetings. Critical thinking skills are essential in the 21st century as they help students generate ideas and solutions that support learning processes (Agusta, 2020; Wangid et al., 2020).

The second strategy is grouping or cooperative group learning (Ni Ketut Tambun, 2023; Putri et al., 2025; Putri et al., 2025; Roslianingsih et al., 2021; Afwan & Masniladevi, 2024; Mudana, 2021; Damayanti et al., 2020). Putri et al. (2025) emphasize that students learn and work cooperatively in groups consisting of four to six members with heterogeneous composition. Ni Ketut Tambun (2023) reports that increased activity and learning outcomes from cycle I to cycle II result from the optimal use of NHT, which enhances students' collaborative spirit. This model is considered effective in strengthening individual accountability within group discussions. Astuti (2019) and Dara Asshofi et al. (2019) further support this by stating that NHT allows students to share ideas and consider the most appropriate answers collaboratively.

The third strategy concerns supporting the learning environment (A& Setiawan, 2024; Rais, 2017; Imroah & Komalasari, 2025; Desvianti et al., 2020; Putri et al., 2017). Desvianti et al. (2020) reveal that NHT is designed to influence student interaction patterns and serves as an alternative to traditional classroom structures. Thus, it motivates students to learn more actively because the model demands every student to express their understanding during group discussions. Rais (2017) also finds that NHT enhances enthusiasm, learning processes, and learning outcomes in Civics Education. These findings align with Seminar et al. (2020), who highlight NHT's role in strengthening classroom interaction quality.

The fourth strategy is the use of instructional media (Rofii'Uddiin et al., 2025; Farida et al., 2025; Romadona et al., 2019; Septiyani & Setiawan, 2023; Riska et al., 2025). Farida et al. (2025) demonstrate that the Pancasila Value Board media transforms abstract materials into more concrete and enjoyable learning experiences. Uddiin et al. (2025) add that combining NHT with audiovisual media significantly improves Pancasila and Civics learning quality. Audiovisual media enhance students' attention and comprehension, particularly when dealing with abstract concepts. This is supported by Yulizar et al. (2022), who confirm that audiovisual media increase learners' engagement effectively.

The fifth strategy is the teacher's role as a facilitator (Chudri, 2025; Fauzan, 2024; Widodo & Tarto, 2022). Widodo and Tarto (2022) explain that NHT requires the teacher to

conduct activities such as assigning numbers, posing questions, guiding collaborative responses, and calling on specific students to share their group's answers. Fauzan (2024) finds that teachers who consistently reflect on each learning session with observers successfully create increasingly effective and enjoyable learning conditions in subsequent meetings. This highlights that teachers must not only deliver material but also manage the learning process effectively (Maulidi, 2022; Meilasari, 2022; Nur & Fatonah, 2022; Putri et al., 2020; Sanjani, 2020; Ubabuddin, 2020).

Based on the overall findings, the strategies for implementing the NHT model in Pancasila Education at the elementary school level are carried out through five main approaches: the use of questioning, group organization, support from the learning environment, the utilization of instructional media, and the role of the teacher as a facilitator. These five strategies complement one another and collectively form an effective framework for implementing the NHT model. The questioning strategy and group organization strengthen students' critical thinking skills and their ability to work collaboratively. Support from the learning environment and the use of media help create a more engaging and meaningful learning atmosphere. Meanwhile, the role of the teacher as a facilitator ensures that each stage of the learning process runs optimally. Therefore, the combination of these strategies positions NHT as a learning model capable of enhancing student participation, comprehension, and the overall quality of Pancasila Education.

RQ2: What aspects of learning quality can be improved through the implementation of the NHT model in Pancasila Education learning in elementary schools?

Based on the studies compiled in the summary table, the implementation of the Numbered Heads Together (NHT) model has been shown to enhance multiple aspects of learning quality in Pancasila Education at the elementary school level. These aspects include learning activities and outcomes, motivation and engagement, self-confidence, critical thinking and collaboration skills, as well as the overall quality of the learning process. These findings are consistently reported across various studies employing Classroom Action Research (CAR) designs in elementary schools.

The first aspect, namely the improvement of learning activities and outcomes, is reported in numerous studies (Ni Ketut Tambun, 2023; Chudri, 2025; Rofii'Uddiin et al., 2025; Prihandoko, 2025; Farida et al., 2025; Aâ & Setiawan, 2024; Rais, 2017; Putri et al., 2025; Desvianti et al., 2020; Afwan & Masniladevi, 2024). Tambun (2022) demonstrated that the NHT model increases student participation and provides greater opportunities for each group member to contribute. Prihandoko (2025) emphasized that critical thinking skills play a significant role in influencing learning achievement, as these skills enable students to develop deeper understanding of concepts. This finding is reinforced by Ramdani et al. (2021), who state that the selection of an appropriate learning model can enhance the effectiveness of instruction, support active student involvement, and contribute positively to learning outcomes.

The second aspect, involving the enhancement of learning activities, motivation, and achievement, is supported by the findings of Fauzan (2024), Widodo & Tarto (2022), Mudana (2021), Septiyani & Setiawan (2023), Riska et al. (2025), and Putri et al. (2017).

Widodo and Tarto (2022) explain that learning achievement is influenced by individuals' capacities such as intelligence, interest, and motivation. Fauzan (2024) reported that student activity and motivation progressively increased, eventually reaching the "highly active" category in the fourth meeting. These findings align with Firdaus (2016) and Kistian (2018), who argue that NHT fosters an active learning environment while promoting individual responsibility, as one student must represent the group without prior notification.

The third aspect concerns the development of students' self-confidence (Putri et al., 2025; Imroah & Komalasari, 2025; Rosliansih et al., 2021; Damayanti et al., 2020; Romadona et al., 2019). Rosliansih et al. (2021) found that the learning activities became more engaging and encouraged students to express their answers confidently, while valuing others' opinions. Damayanti et al. (2020) also reported that NHT motivates students to be more confident when presenting their ideas during PPKn lessons. These findings are supported by Kurniasih (2015), who highlights the role of NHT in fostering student confidence.

The fourth aspect, the enhancement of critical thinking and collaboration skills, is demonstrated in studies by Annisa (2024), Salsabila et al. (2025), Fathonah (2024), and Widyasti et al. (2023). Research by Fathonah and Metroyadi (2024) confirmed that NHT helps students become more active in discussions, more critical in analyzing information, and more collaborative in group work. Students' activity levels improved significantly over four instructional meetings. This aligns with Kurniasih (2015), who notes that NHT deepens understanding, nurtures curiosity, and strengthens interpersonal cooperation.

The fifth aspect is the overall improvement of the learning process, as reported in studies by Kusumawati & Indarini (2024), Hutauruk (2023), and Nurhaliza (2025). Uddiin et al. (2025) found that the implementation of NHT using audiovisual media enhanced student engagement, teacher performance, and learning outcomes during each action cycle. Kurniasih (2015) further asserts the advantages of NHT, including improving learning achievement, fostering responsibility, encouraging curiosity, increasing confidence, strengthening collaboration, and creating an enjoyable learning atmosphere.

Based on the overall findings, it can be concluded that the implementation of the NHT model enhances multiple aspects of learning quality in Pancasila Education at the elementary school level. The model not only improves students' learning activities and outcomes but also strengthens motivation, self-confidence, critical thinking, collaboration skills, and the overall quality of the instructional process. Therefore, NHT serves as an effective cooperative learning approach that holistically develops students' cognitive, affective, and social competencies.

RQ3: What challenges arise in the use of the NHT model to increase student activeness in learning?

This review identifies several contextual challenges that influence the effectiveness of the Numbered Heads Together (NHT) model in fostering student engagement during learning activities. The first challenge relates to the introduction of a new instructional approach. Findings from various studies (Ni Ketut Tambun, 2023; Chudri, 2025; Prihandoko, 2025; Putri et al., 2025; Farida et al., 2025; Fauzan, 2024; Aâ & Setiawan, 2024; Annisa,

2024; Salsabila et al., 2025; Rais, 2017; Fathonah, 2024; Putri et al., 2025; Imroah & Komalasari, 2025; Roslianingsih et al., 2021; Desvianti et al., 2020; Mudana, 2021; Damayanti et al., 2020; Widyasti et al., 2023; Putri et al., 2017) indicate that most students are still accustomed to traditional lecture based learning. As a result, they experience difficulties adapting to a cooperative learning model like NHT, which requires active participation, initiative, and collaborative engagement.

Dewi et al. (as cited in Tambun, 2022) explain that teachers often rely on monotonous and unvaried teaching strategies in PKn learning. This condition leads to student boredom, reduced engagement, and a lack of active participation. Supporting this finding, Prihandoko (2025) discovered that during the first meeting, student activity reached only 43%, falling into the “low active” category. This occurred because the prior learning approach did not involve students actively and remained teacher centered. Such low engagement levels hinder the development of students’ critical thinking skills and ultimately affect learning outcomes.

The second challenge concerns time limitations (Kusumawati & Indarini, 2024; Hutauruk, 2023; Nurhaliza, 2025; Widodo & Tarto, 2022; Riska et al., 2025). Kusumawati and Indarini (2024) found that the teaching and learning process could not reach full implementation because teachers needed additional time to assign numbers to groups as required in NHT syntax. According to Hutauruk (2023), the NHT model requires considerable time for group discussion and presentation, and therefore teachers must manage the instructional schedule efficiently to ensure equal participation opportunities. Although digital tools and online learning applications are suggested to accelerate the process, in practice, the limited instructional time available in elementary schools often becomes a barrier, resulting in group discussions that fail to reach their optimal dynamics.

The third challenge involves resource limitations (Afwan & Masniladevi, 2024; Romadona et al., 2019; Septiyani & Setiawan, 2023; Rofii’Uddiin et al., 2025). Several schools still lack adequate learning facilities, including digital devices needed to support cooperative learning activities. Uddiin et al. (2025) highlight that elementary school learning remains dominated by conventional methods such as lectures and question answer activities, with minimal use of instructional media. This condition reinforces teachers’ tendency to retain traditional approaches and reduces the opportunities to maximize the NHT model. Romadona et al. (2019) further note that the media used in PKn learning such as PowerPoint slides containing descriptive explanations of Pancasila did not stimulate group or class discussions. The absence of interactive and varied teaching materials limits students’ motivation to engage actively, thereby hindering the effectiveness of NHT implementation.

Overall, the challenges identified in implementing the NHT model to increase student engagement involve three major factors: students’ difficulty in adapting to a new cooperative learning approach, time constraints during learning activities, and inadequate supporting resources. These challenges are interconnected and significantly influence the effectiveness of cooperative learning implementation. Therefore, the successful application of the NHT model requires well prepared teachers, sufficient instructional facilities, and

effective time management strategies to ensure that student engagement can be enhanced optimally.

CONCLUSION

Based on the findings of the reviewed studies, it can be concluded that the Numbered Heads Together (NHT) model significantly contributes to enhancing the quality of Pancasila Education in elementary schools. First (RQ1), NHT has been proven to improve conceptual understanding, active participation, critical thinking skills, and students' ability to collaborate through its structured cooperative learning framework. Second (RQ2), the implementation of NHT is supported by five key strategies: the use of thought provoking questions, effective grouping that fosters collaboration, the creation of a supportive learning environment, the utilization of relevant instructional media, and the teacher's role as a facilitator. Together, these strategies create a more interactive and meaningful learning process that enhances students' social and cognitive competencies. Third (RQ3), despite its substantial potential, the implementation of NHT still encounters challenges such as students' difficulty adapting to a new learning model, limited instructional time for group discussions and reporting, and insufficient supporting resources in some schools. Therefore, the successful application of NHT requires teacher preparedness, adequate learning facilities, and effective time management to ensure that cooperative learning can function optimally. Overall, these findings demonstrate that NHT is a relevant and effective learning model for strengthening student engagement, understanding, and character formation within Pancasila Education in elementary schools.

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