

## INTEGRATION OF THE NUMBERED HEADS TOGETHER (NHT) COOPERATIVE MODEL AND THE ACTIVE DISCUSSION METHOD IN LEARNING ASMAUL HUSNA

Willy Radinal

Universitas Agama Islam An-Nur Lampung  
email; willyradinal@gmail.com

Corresponding Author:\*email. willyradinal@gmail.com

### Abstrak

Penelitian ini bertujuan untuk mengevaluasi sejauh mana efisiensi penggabungan model pembelajaran kooperatif dengan tipe Numbered Heads Together (NHT) dan metode diskusi aktif dalam memperdalam pemahaman siswa mengenai materi Asmaul Husna. Model NHT menekankan pentingnya kerja sama dalam kelompok serta tanggung jawab individu melalui diskusi yang diatur, di mana setiap anggota kelompok berpartisipasi secara aktif. Metode diskusi aktif membuka kesempatan bagi siswa untuk menyampaikan gagasan, berkomunikasi, dan mengembangkan pemahaman materi dengan cara yang lebih kritis. Kombinasi kedua pendekatan ini diharapkan dapat meningkatkan motivasi belajar, keterlibatan siswa, serta hasil belajar pada materi Asmaul Husna secara lebih baik. Temuan dari penelitian ini mengindikasikan bahwa penerapan gabungan model tersebut berhasil mendorong partisipasi aktif siswa dan memperkuat pemahaman mereka tentang Asmaul Husna, berbeda dengan metode pembelajaran tradisional yang biasanya bersifat pasif. Penggabungan kedua pendekatan sebagai strategi pembelajaran yang kreatif dalam konteks pendidikan agama Islam, khususnya pada materi Asmaul Husna, dengan penekanan pada interaksi antar kelompok dan diskusi sebagai elemen kunci untuk mencapai keberhasilan dalam pembelajaran.

**Kata Kunci:** Numbered Heads Together (NHT), Diskusi Aktif, Asmaul Husna

### Abstract

This study aims to evaluate the effectiveness of combining the Numbered Heads Together (NHT) cooperative learning model and the active discussion method in deepening students' understanding of the Asmaul Husna material. The NHT model emphasizes the importance of group cooperation and individual responsibility through structured discussions, in which each group member actively participates. The active discussion method provides opportunities for students to express ideas, communicate, and develop a more critical understanding of the material. The combination of these two approaches is expected to improve learning motivation, student engagement, and learning outcomes in the Asmaul Husna material. The findings of this study indicate that the implementation of the combined model successfully encourages active student participation and strengthens their understanding of the Asmaul Husna, in contrast to traditional learning methods that are usually passive. The combination of these two approaches as a creative learning strategy in the context of Islamic religious education, especially in the Asmaul Husna material, with an emphasis on intergroup interaction and discussion as key elements to achieve success in learning.

**Keywords:** Numbered Heads Together (NHT), Active Discussion, Asmaul Husana

## **Introduction**

The collaborative learning model known as Numbered Heads Together (NHT) is an educational approach that emphasizes the importance of collaboration among students in small groups. Each student in the group is assigned a number and is responsible for understanding the lesson and contributing to group discussions. This approach aims to encourage active student participation so they can support each other and discuss problems more effectively. During the learning process, NHT encourages students to actively express their thoughts and consider the best solutions collectively. This approach encourages individual student participation, improves communication skills, and strengthens a sense of social responsibility. The teacher acts as a guide, directing the dialogue and providing feedback so students can learn from each other in a supportive and interactive environment (Prihanto, Romdanih, and Astuti 2021).

The interactive dialogue method in teaching the Asmaul Husana has a significant contribution in fostering a deeper understanding of the meaning and beauty of God's names. Organized discussions facilitate students' transition from passive recipients of information to active participation in discussions and Q&A sessions. This provides an opportunity for each student to express their views based on their understanding and strengthens their retention of the material. The implementation of the NHT strategy and interactive discussions can significantly improve student learning outcomes, especially in religious material such as the Asmaul Husana. Students experience increased intellectual and social participation, feel encouraged to learn and contribute within the group, and develop tolerance and empathy through constructive interactions. Furthermore, this approach helps address differences in ability among students because each individual is required to master the material for the common good. Practically, the process of combining these models begins with the teacher forming groups and assigning members numbers, followed by the presentation of material and questions that encourage active discussion. Next, group members exchange ideas and discuss to achieve a common understanding. The teacher acts as a facilitator, providing direction, motivation, and assessing the results of the discussion and students' understanding, both individually and in groups. This method is very suitable for learning materials that require a deep understanding of concepts and spiritual values, such as Asmaul Husana (Wahyuni 2023).

Using a combination of the Numbered Heads Together (NHT) cooperative learning method and active discussions in teaching the Asmaul Husna has a significant impact on the teaching and learning process. This approach transforms learning that usually tends to be monotonous and one-way into a more dynamic and enjoyable activity. Students become more actively involved because they not only listen to the teacher's explanation, but also engage in discussions, exchange ideas, and collaborate in groups to understand the meaning and value of the Asmaul Husna. This process not only improves cognitive understanding of the material but also develops social skills such as cooperation, communication, and empathy among students. More than just the academic side, this approach also develops emotional skills that are very important in religious education, such as tolerance, respect for others, and honesty. In discussions, students learn to listen to the views of those around them, appreciate existing differences, and control emotions so that communication can take place well and efficiently. All of these components play a role in character formation and strengthening students' faith as a whole. Thus, the learning process becomes a comprehensive experience that not only

stimulates intellectually but also builds a soul that is beneficial for their personal and social lives. The combination of Numbered Heads Together (NHT) and active discussion is also in line with the goals of Islamic religious education which prioritizes the formation of individuals who not only have broad knowledge, but also good morals and strong faith (Salsabilla, Kasja Eki Waluyo, and H. Masykur H. Mansyur 2025).

This type of education seeks to create students who are not only academically intelligent but also able to apply religious values in their daily lives. This method brings students closer to religious teachings in a contextual and practical way, so that their understanding of the Asmaul Husna is not merely rote, but truly embedded in their character and behavior. Furthermore, implementing this approach can increase students' enthusiasm for learning. Because they share responsibilities within the group, students are encouraged to prepare themselves well and be ready to answer questions. Active discussions create a positive learning atmosphere, making the class more dynamic and interactive. This process can reduce student boredom and spark their interest in exploring more deeply the Islamic teachings contained in the Asmaul Husna (Arwani 2024).

Based on various studies over the past five years, the implementation of this learning method has shown significant results in improving students' cognitive and affective abilities, while simultaneously boosting student participation and discipline during learning activities. This demonstrates that education is not only about imparting knowledge, but also creating meaningful learning experiences, improving the quality of religious education, and preparing students to become individuals with integrity and high emotional intelligence. Using a combination of the Numbered Heads Together (NHT) cooperative learning method and interactive discussions, Asmaul Husna education not only focuses on knowledge but also expands towards developing students' spiritual and social character. This strategy has a significant impact on advancing comprehensive and sustainable religious education, thereby producing a generation that aligns with the goals of national education and Islamic religious education, one that truly possesses faith, knowledge, and high morals (Collins et al. 2021).

## **Research Methods**

The method applied in this study is a quantitative research with a quasi-experimental type. This study was conducted to assess how effective the combination of the Numbered Heads Together (NHT) cooperative learning model and active discussion methods are in improving student learning achievement in the Asmaul Husana material. The quasi-experimental design was chosen because in a social education environment, full randomization is often difficult, so this design allows for the implementation of research with two existing groups, namely the experimental group and the control group. The research design involved a pre-test and post-test to assess student abilities before and after treatment, where the experimental group received the NHT model intervention and active discussion, while the control group implemented traditional learning methods (Intan Aulia Hilma and Subhan Adi Santoso 2023).

The population in this study consisted of students in one class at a school that teaches Islamic religious education. The sampling technique used was purposive sampling or cluster sampling to obtain two representative groups. The instrument used was an ability test consisting of multiple-choice and essay questions, designed to measure understanding of the concept and meaning of the Asmaul Husana. In addition, observations were made of student

activities during the learning process to evaluate engagement and interaction in discussions and group work. Prior to use, the instrument's validity and reliability were tested to ensure the accuracy of the research data. The research began with a pre-test on both groups to measure initial abilities. Afterward, the experimental group followed a combined NHT and active discussion learning method, while the control group used traditional methods. After the treatment was completed, a post-test was administered to assess improvements in learning outcomes. Quantitative data from the pre- and post-tests were analyzed using descriptive statistics and inferential t-tests to compare the average learning outcomes of the two groups. Observational data were analyzed qualitatively to support quantitative findings related to participation and group learning dynamics. This method provides a comprehensive understanding of the effectiveness of the combined learning models applied (Kezya Meylani Fernanda Putri, Lidiya Rima Ranti, and Glen Hosea Fernando Ringkat 2024).

## Results and Discussion

Islamic Religious Education is a system that aims to shape Muslim individuals who are faithful, pious, have good morals, and are able to apply religious teachings in their daily lives. This education is not only limited to the delivery of knowledge, but also a process of developing character, spirituality, and comprehensive morals, which ultimately produces a complete human being who has the insight and ability to carry out humanitarian and religious roles in a balanced manner. The basic principle of Islamic religious education is tauhid, namely the belief in one God which is the foundation for all educational activities. Islamic religious education is guided by the Qur'an, Hadith, and the traditions of Islamic knowledge inherited from scholars and companions of the Prophet. The curriculum of religious education includes aspects of faith, worship, morals, fiqh, and Islamic history as a basis for building a comprehensive understanding for students. The main objectives of Islamic religious education include developing faith and piety to Allah SWT, forming good character such as honesty, patience, discipline, and responsibility, as well as improving skills in worship and conducting da'wah. In addition, this education also encourages students to be socially and environmentally conscious and to act as responsible caliphs in the world by upholding the values of justice and truth. In its implementation process, Islamic religious education emphasizes interactive and contextual teaching methods, which combine cognitive, affective, and psychomotor aspects.

This is important so that students not only understand religious concepts at the theoretical level, but are also able to apply them in everyday behavior and attitudes. The role of teachers in religious education is very important as guides and examples in instilling spiritual and moral values. Teachers are expected to be able to develop creative teaching methods, such as through discussions, case studies, and character development so that students learn actively and usefully. Furthermore, Islamic religious education has a key role in creating a harmonious and civilized society by strengthening social relationships based on Islamic values. This education is also the basis for facing the challenges of globalization, technological progress, and social change, by preparing a strong generation and in accordance with the needs of the times. Therefore, Islamic Religious Education is the main pillar in the education system that does not only focus on academic aspects, but also on integral spiritual and ethical aspects, and aims to form a complete human character based on Islamic teachings. Various sources and theoretical

studies originating from writings and research emphasize the importance of Islamic religious education as a strategic tool in developing faithful and knowledgeable humans (Rumagit 2020).

Asmaul Husna is literally divided into two terms in Arabic: asma, which can be interpreted as names, and husna, which means good or beautiful. Therefore, Asmaul Husna can be interpreted as "good and beautiful names" belonging to Allah SWT. These names reflect the perfect, noble attributes of Allah, and are not possessed by any creature. In the Qur'an, Surah Al-A'raf verse 180, it is explained that Allah has Asmaul Husna, and Muslims are encouraged to pray to Him by reciting these names and avoiding mentioning them incorrectly. There are 99 Asmaul Husna, which describe various main aspects of Allah's attributes, such as the Most Gracious (Ar-Rahman), the Most Merciful (Ar-Rahim), the Most Holy (Al-Quddus), the Most Just (Al-Adl), the Almighty (Al-Aziz), the Owner of the Kingdom (Malik-ul-Mulk), and others. Each name contains a deep meaning and wisdom, which teaches Muslims about the greatness, compassion, and justice of Allah in everyday life. Apart from being an important element in the teaching of monotheism in Islam, reading and applying Asmaul Husna offers many spiritual benefits. Muslims believe that regularly reciting the names of Allah can bring peace of mind, protection from various threats, and strengthen one's spiritual bond with the Creator. The Prophet Muhammad (peace be upon him) also encouraged his followers to practice the Asmaul Husna as a means to get closer to Allah and get abundant rewards in the afterlife (Yulinda and Syarifin 2024).

In the world of education, Asmaul Husna is taught not only to broaden religious knowledge but also to shape students' character and good behavior. This aligns with the goal of Islamic religious education, which is to create a generation of faithful, knowledgeable, and noble characters. A deep understanding of the Asmaul Husana (Asmaul Husana) This allows students to get to know God better, thereby fostering a sense of love, fear, and faith in Him, which are the primary drivers in practicing religious teachings. In addition, the teaching of Asmaul Husana can be done in an interactive and fun way, such as through collaboration in the Numbered Heads Together (NHT) learning model and active discussions. This method supports students to learn together, discuss, and strengthen each other's understanding of the meaning of the beautiful and noble names of Allah. This approach not only strengthens cognitive aspects but also spiritual and social aspects, so that the learning process becomes more meaningful and impactful in students' daily lives. As a result, the content of Asmaul Husna is an essential foundation in Islamic religious learning that explains the main attributes of Allah, while fostering solid character and spirituality for every Muslim individual (Education and Volume 2025).

The active discussion method is a learning approach that places students at the center of the learning process by directly involving them in the exchange of thoughts, opinions, and ideas to solve problems or collectively discuss specific topics. Discussion is more than just a chat; it is a focused and organized interactive process, in which each student is required to actively participate by expressing ideas and providing arguments to support their views. The main principle of this method is to create a democratic, inclusive, and open learning environment, which allows for healthy dialogue, mutual respect, and collective decision-making. In a learning context, the active discussion method is considered more efficient than the lecture method because it can increase the level of student engagement and motivation. During discussions, students not only passively receive information but also engage in processing and

connecting new knowledge with what they already know. This stimulates students' critical, analytical, and creative thinking skills to the maximum. This method also strengthens communication skills, teamwork, as well as attitudes of tolerance and empathy among students. The implementation of the active discussion method requires clear steps to ensure it runs smoothly and in accordance with the required atmosphere. Teachers must set learning objectives and choose topics that are relevant and applicable (Dzulfian Syafrian 2025).

Next, students will be divided into small groups and given guidelines to keep the discussion focused. The teacher's role here is as a facilitator who utilizes the discussion, maintains a conducive atmosphere, and provides positive feedback. The discussion process generally ends with a presentation of the discussion results and a question-and-answer session, followed by a joint conclusion as a closing session. Despite its various advantages, the active discussion method also faces several obstacles. It takes longer than traditional methods and requires the teacher to skillfully manage the class so that all participants can actively participate without any group or individual dominating. Furthermore, if the discussion is not well guided, there is a high possibility of unproductive debates or deviations from the topic being discussed. Therefore, the success of this method is greatly influenced by the teacher's preparation, management, and skill in facilitating an efficient discussion. Philosophically, the active discussion approach aims to develop students' cognitive, affective, and psychomotor abilities as a whole, as well as to shape critical and democratic character. In religious learning, such as the topic of *Asmaul Husana*, this approach is very useful for deepening spiritual understanding while strengthening social values such as tolerance, honesty, and mutual respect. Active discussion enables students not only to understand the attributes of God but also to integrate these values into their daily lives. Therefore, the active discussion method becomes a comprehensive and efficient teaching strategy to create an interactive, fun, and meaningful learning atmosphere, as well as to encourage students' intellectual and social-emotional growth to the maximum.

The Numbered Heads Together (NHT) cooperative learning model is a form of learning that groups students into small groups, where each member is given a number to determine the order in which they answer questions from the teacher in a random, rotating manner. The main goal of the NHT model is to increase the active involvement of all students during the learning process, promote cooperation and collaboration between group members, and deepen collective understanding of the material (Mutiara, Sidik, and Zahra 2024).

Structured, the implementation of NHT begins with the teacher dividing students into several small groups (generally consisting of 4-5 students per group), and each student receives a unique number from 1 to the number of members in the group. After the teacher presents the material or questions, students will discuss in groups to find answers together and ensure that each member understands the resulting answer. Next, the teacher will randomly call a certain number, and the student with that number will represent the group to answer the question in front of the class. This method ensures that all students are motivated to understand the material so that their group can provide the right answer. The NHT model has several main advantages, such as increasing students' sense of responsibility towards the group, honing communication and cooperation skills, providing equal opportunities for students who are less confident to participate, and creating a fun and interactive learning atmosphere. In addition, this model also plays a role in reducing the gap between smarter and less able students because learning takes

place collaboratively and supports each other among group members (Astari, Sugandi, and Malikha 2025).

The steps of the NHT method include preparation by the teacher in selecting materials and formulating questions, dividing into groups and numbering members, delivering materials, discussions in groups, randomizing member numbers to provide answers, providing feedback from the teacher, and reaffirming things that have been learned. The NHT cooperative learning model is very effective for use in various learning situations, including in religious, language, and mathematics subjects. This model encourages students not only to receive information passively, but also to actively discuss, collaborate, and think critically together so that learning outcomes can improve significantly. Simply put, the NHT model is a cooperative learning approach that integrates group work, shared responsibility, and active participation so that each student is involved in the learning process, deepens their understanding, and develops social and communication skills optimally. Collaborative learning that focuses on work in small groups with a member numbering system to ensure that each student participates in the learning process. This model is designed to increase student participation, responsibility, and learning outcomes through discussion and mutual support in groups (Ayuningtias 2023).

In detail, the implementation of this model goes through the following steps:

1. Preparation of Materials and Questions by the Teacher; The instructor selects the material to be covered and prepares questions to stimulate group discussion. The questions are designed to encourage discussion, critical thinking, and a deeper understanding of the material (Rohman, Bakhrudin, and Najamudin 2023).
2. Group Division and Numbering; The class is divided into several small, diverse groups, typically consisting of 3 to 5 members per group. Each student in the group is assigned a different number (e.g., 1 through 4). This numbering is intended to regulate students' turn-taking in answering questions.
3. Delivery of Material and Discussion in Groups; The instructor briefly explains the material, then gives each group the opportunity to discuss and answer questions. All members are required to actively discuss, share their views, and complement each other's answers (Rosna 2023).
4. Turn-to-Answer Settings; After the discussion period ends, the instructor randomly calls out a number. The student with that number must answer a question in front of the class as a representative for their group. This method encourages each student to be prepared and thoroughly understand the material in order to represent their group.
5. Feedback and Affirmation; The teacher provides feedback on students' answers, corrects any errors, and reiterates key points of the material to ensure students' understanding is accurate and thorough.
6. Evaluation; Assessment is carried out both individually and in groups, which includes discussion results, student activity, and learning ability tests.

The NHT learning model has the advantage of overcoming students' tendency to be passive in traditional learning methods. By using group management and a numbering system that requires each student to truly understand the material, all students are motivated to study harder. Furthermore, this model supports the development of social skills such as communication, collaboration, and tolerance among students. Active participation in group discussions can improve understanding and encourage critical and

creative thinking skills among students (Arwani 2024). This model is highly adaptive and can be applied in various disciplines, from science, mathematics, language, to religious education. Many studies have shown that the application of the NHT model can improve student learning outcomes, increase learning activities, and significantly increase learning motivation. Overall, the Numbered Heads Together cooperative learning approach is a planned and efficient method. This method combines group work, shared responsibility, and active participation of each student through discussions and a numbering system, thus ensuring that each student gains a deep understanding of the material and develops good social and communication skills (Dzulfian Syafrian 2025).

The benefits of combining the Numbered Heads Together (NHT) Cooperative Model and the Active Discussion Method in Asmaul Husana" learning materials are as follows:

- a. Making Scientific Contributions; This paper makes a significant contribution to the advancement of education, particularly in the context of Islamic religious studies. By integrating the NHT model and interactive discussions, this paper broadens the perspective on new learning methods that are more efficient in deepening understanding of the Asmaul Husana compared to conventional approaches (R. Nurhayati et al. 2023).
- b. Increasing Student Learning Activity and Motivation; The use of the NHT method combined with active discussion makes the learning process more interactive, enabling students to become more engaged, motivated, and responsible in their learning. This paper describes how this method addresses the problem of low student participation and increases student engagement across the board.
- c. Supporting Educators in Planning Learning; This article offers practical guidance for religious educators in determining and combining appropriate methods for the topic of Asmaul Husana. This allows educators to implement learning methods that increase student participation and deepen their spiritual understanding and character.
- d. Improving Understanding and Learning Outcomes; This article describes an efficient learning method that demonstrates progress in understanding the concept of Asmaul Husana and student learning outcomes. Through collaborative learning and active discussion, students' cognitive and affective understanding of Islamic values deepens (Alauddin State Islamic University, Makassar, and Author 2024).
- e. Cultivating Character and Social Skills; This paper emphasizes that the integration of these methods not only addresses the cognitive aspect but also focuses on character development and social skills such as collaboration, communication, tolerance, and mutual respect. These aspects are crucial in shaping a generation with strong faith and morals.
- f. Encouraging Innovation and Advanced Research; This paper can serve as a foundation and reference source for researchers and educators in creating new, creative, and efficient learning methods. Furthermore, it provides an opportunity for further research that can evaluate the effectiveness and development of the method in different learning contexts.
- g. Supporting the Improvement of the Quality of Islamic Religious Education

This paper serves to support the more comprehensive goal of Islamic religious education, namely creating a learning process that emphasizes not only academics but

also spiritual and ethical aspects. This is crucial for developing individuals who are not only intelligent but also ethical and possess strong faith (Dzulfian Syafrian 2025).

## **Conclusion**

In conclusion, it can be concluded that the combination of the Numbered Heads Together (NHT) cooperative learning model and the active discussion method in the Asmaul Husna material is an effective solution to improve the quality of the teaching and learning process. By implementing these two methods, learning becomes more interesting and interactive, while encouraging active participation from all students, so that each student has an equal opportunity to contribute, understand the material, and hone critical thinking and communication skills. More than just cognition, this model is able to create a learning atmosphere rich in social interaction, which is very important in the formation of character and spiritual values of students. The in-depth material of Asmaul Husna can be delivered and understood not only as mere memorization, but also as a foundation for internalizing religious attitudes and behavior, in accordance with the goals of Islamic religious education to form individuals who are faithful, knowledgeable, and have noble character. In conclusion, it can be stated that the implementation of the Numbered Heads Together (NHT) cooperative learning model in conjunction with the active discussion method in the Asmaul Husana material is an effective solution to improve the quality of the teaching process. By using these two methods, learning becomes more engaging and interactive, and encourages active participation from all students, so that each student has an equal opportunity to contribute, understand the material, and develop critical thinking and communication skills (MA'HAD 2024).

Beyond the cognitive aspect, this model is also able to create a learning environment rich in social interaction, which is very important in building the character and spiritual values of students. The in-depth material of Asmaul Husna can be delivered and understood not only as memorization, but also as a basis for internalizing religious attitudes and behavior, in line with the goals of Islamic religious education in forming individuals who are faithful, knowledgeable, and have good morals. In conclusion, it can be stated that the application of the Numbered Heads Together (NHT) cooperative learning model together with the active discussion method in the Asmaul Husna material is an effective solution to improve the quality of the teaching process. By using these two methods, learning becomes more interesting and interactive, and encourages active participation from all students, so that each student has an equal opportunity to contribute, understand the material, and develop critical thinking and communication skills. Beyond the cognitive aspect, this model is also able to create a learning environment rich in social interaction, which is very important in building the character and spiritual values of students. The in-depth material of Asmaul Husana can be delivered and understood not only as memorization, but also as a basis for internalizing religious attitudes and behavior, in line with the goals of Islamic religious education in forming individuals who are faithful, knowledgeable, and have good morals (Lina Azahro, Insiyah, and Saifuddin Zuhri 2025).

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