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THE EFFECT OF NUMBERED HEADS TOGETHER (NHT) COOPERATIVE LEARNING MODEL AND LEARNING INTEREST ON STUDENT LEARNING OUTCOMES

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Abstract
This research is a pseudo-experimental research that aims to find out whether there is an influence of collaborative learning models and learning interests on the learning outcomes of economic students in SMAN 11Wajo. The free variables in this study are collaborative learning models such as Numbered Heads Together (NHT) and interest in learning, while the bound variables are students' economic learning outcomes. The population in this study consisted of a set of SMA Negeri 11 Wajo students, while the sample was Class XIIIS 1 as an experimental class of 26 students and Class XI IIS 2 as a control class of 26 students. The research data was collected by carrying out learning performance tests with materials on economic growth and economic development in the form of pre- and post-tests as well as questionnaires to measure the students' interest in learning. Data analysis techniques use tests for normality, tests for homogeneity, and t-tests.According to the results of the data analysis in the statistical t-test, there were significant values for the cooperative learning model Heads Numbered Together (NHT) type 0.307> 0.05 and the significant value of learning interest 0.242> 0.05, so the hypothesis test results showed that H0 was accepted and Ha was rejected. Therefore, it can be concluded that there is no significant impact between the Numbered Heads Together (NHT) collaborative learning model and interest in learning on the learning outcomes of economic students in SMAN 11 WAJO, Takkalalla District, Wajo Regency, returns.

Keywords: *Numbered Heads Together (NHT), Interest In Learning, Learning Outcomes.*

Abstrak
Penelitian adalah penelitian eksperimen semu yang dirancang demi mendeteksi apakah model pembelajaran kooperatif tipe *Numbered Heads Together* (NHT) dan minat belajar berpengaruh terhadap hasil belajar ekonomi siswa di SMAN 11 Wajo. Variabel bebas pada penelitian ini merupakn model pembelajaran kolaboratif tipe NHT serta minat belajar, untuk variabel terikat yaitu hasil belajar ekonomi siswa. Populasi dalam penelitian ini sejumlah siswa SMA Negeri 11 Wajo, sedangkan sampelnya merupakan Kelas XI IIS 1 untuk kelompok eksperimen sebanyak 26 siswa serta kelas XI IIS 2 untuk kelompok kontrol sebanyak 26 siswa. Pengumpulan data penelitian dilaksanakan dengan melakukan tes kinerja pembelajaran terhadap materi pertumbuhan ekonomi dan pembanguand ekonomi berupa pretest serta posttest dan kuesioner agar menetahui tingkat minat belajar. Teknik analisis data dilakukan dengan pengujian normalitas, homogenitas, serta uji-t. hasil analisis data pada uji-t statistik, nilai Sig. untuk NHT sebanyak 0,307>0,05 serta nilai Sig. untuk minat belajar yaitu 0,242>0,05 sehingga hasil uji hipotesis menyatakan bahwa H_0 diterima serta H_a ditolak. Dengan demikian diperoleh bahwa tidak terdapat pengaruh yang signifikan antara model pembelajaran kooperatif *Numbered Heads Together* (NHT) dan minat belajar terhadap hasil belajar siswa mata pelajaran ekonomi pada SMAN 11 WAJO, Kecamatan Takkalalla, Kabupaten Wajo.

Kata kunci: *Numbered Heads Together (NHT),* Minat Belajar, Hasil Belajar.

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INTRODUCTION

Developments for technology and science are getting faster. along withit also demands quality improvementeducation as well as various efforts made in order to improve the quality of education have been carried out and one of them is by curriculum reformas well as repair fsupporting facilities and infrastructure as well as teaching and learning activities in order to improve the quality of education. besides that, teacher professionalism is also needed in the use of appropriate learning methods (Camelia, 2020) Activities in the learning process in schools are an effort to improve the quality of national education, because schools are educational facilities. In addition, teaching management that is developed must be in accordance with didactic principles. The principle in teaching is the effort of a teacher to create and shape situations in teaching and learning so that students enable learning activities to the fullest. Teachers can plan the application of teaching principles during the process of teaching and learning, especially when a student's learning condition is deteriorating. (Firdianti, 2018). In the teaching-learning process a teacher becomes a teacher and a student becomes a learner. In this case, changes in knowledge, skills, values, attitudes, and personal characteristics are neededteaching and learning process is carried out effectively and efficiently (Huda, 2017). Success in training is achieved if the learning and teaching process is carried out effectively. Teaching and learning activities that are carried out effectively can help a student develop the skills needed in line with the goals to be achieved.The goals to be achieved here are the learning outcomes of a student (Fakhrurrazi, 2018). . Learning success is often used as a measure of how well a student masters the content of the material he is studying. Benjamin Bloom divides the results of the learning process into three parts, namely "the cognitive part, the affective part, and the psychomotor part" (Arifin, 2020). Most teachers still use traditional learning examples in their learning activities, namely giving lectures and or just providing information. Traditional learning emphasizes one-way relationships, in which a teacher plays an important role in the teaching and learning process in class, this makes a student passive in receiving material because the material presented is not understood by a student as a whole, resulting in boring learning conditions. (Syofra, 2020).

Apart from that, a student becomes less enthusiastic about teaching activities and can lead to unsuccessful student learning outcomes. So instead of that the teacher is required to do the right learning model, for example can use collaborative learning, where students can work together and discuss in groups with the aim of being able to help each other in the learning process (Sari, 2016). The collaborative model is the relationship between a student and another student or a student and the

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teacher in analyzing, exploring or discussing certain problems or conflicts in the teaching and learning process. (Widayat, 2018) Cooperative learning is a method of conveying the idea that students can work together in teams while teaching activities become more responsible (Rosita, 2015). Teams are made up of students from different backgrounds, characters, and characteristics. This variation causes students to have a lot of knowledge, so one by one they complete it (KROWIN, 2021)Collaborative learning models are often practiced in class by a teacher, but teachers often don't realize that what they are doing is an example of collaborative learning. The cooperative learning model is an example of learning where the implementation prioritizes a group (Lubis, 2017)Each student in the group has different abilities and backgrounds. Collaborative learning models prioritize groups in conflict resolution so that in applying knowledge and trapping skills in order to achieve a teaching purpose that needs to be achieved. The collaborative teaching model is a type of teaching that has been widely used and is one of the concerns and recommendations for expert training. Because based on the conclusions of a study according to Slavin (1995), it is said: (1) The use of cooperative learning can increase social interaction Tolerance and respect for other people's opinions, (2) Cooperative learning can promote meeting students' needs for critical thinking, problem solving.

The cooperative teaching model develops in the teaching tradition which prioritizes active democratic thinking and action and learns cooperative behavior and respects the differences that exist in a multicultural society (Hidayat, 2020). In practice, collaborative learning can replace the role-based teacher centered task of managing small group activities. As a result, the teacher's tasks that were previously continuous will decrease and a student will be increasingly able to resolve various conflicts, even if conflicts are considered difficult. Examples of cooperative learning that teachers often use in class are examples of NHT learning. The NHT type of collaborative learning makes it easy for students to interact with one another (Dadri, 2019)In the example of NHT type collaborative learning, student participants must be able to have the ability to communicate with one another. The learning model is a measure of learning that is delivered systematically according to a unique pattern of synchronous learning using learning needs and interests (Nurdyansyah, 2016) The learning model consists of several elements, namely focus, syntax, social systems and support systems (Rahmawati, 2014). Through this type of teaching in the NHT form, students are expected to be more active in their learning. This type of teaching type NHT itself is a learning process in which a student works together in a group, which in practice can form an attitude of positive interrelationship between students in the group. With this teaching example, students have the opportunity not only to think about the material, but also the

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importance of responsibility. This type of teaching version of Numbered Heads Together (NHT) is also needed when generating active attention in studying students and good learning outcomes for students.

RESEARCH METHODS

Research using quasi-experimental techniques. According to Sugiyono (2012: 107) quasi-experimental research techniques can be regarded as research techniques used to find the effects of certain actions on others under controlled conditions. Held on 3 - 29 September 2022 at SMA Negeri 11 Wajo which is located at Jl. A. Maddaremmeng No.2, Peneki, Takkalala District, Wajo Regency, South Sulawesi, with postal code 90981. The investigation used a quasi-experimental method. It is said to be quasi-experimental because the researcher did not monitor all external variables that could affect the implementation of the experiment (Payadnya, 2018). The number of population in this study amounted to538 students while the research sample is 52 students.The purpose of this investigation is to be able to detect whether there is an influence of collaborative learning and learning interest on learning on the learning outcomes of a student, especially in economics subjects, between classes taught using the NHT method (experimental class) and classes that are not given the treatment where they are taught. with conventional learning (control class). The investigation design that the researcher uses is a non-equivalent multi-group design. Comparing the experimental class with the control class and pre-testing, followed by treatment (for the experimental class) and finally the post-test (Sugiono, 2016).

Table 1. Research Design

Class	Beginning	Treatment	End
Experiment	Y_1	T	Y_2
Control	Y_1	-	Y_2

Source: (Sugiono, 2016, hal. 116)

Keterangan:

Y_1 : Provision of pre-test, questionnaire and initial observation

T : Treatment with Numbered Heads Together (NHT) method

Y_2 : Provision of post-test and final observation

The population is the totality of all possible values according to certain characteristics of several objects whose condition will be examined. The population of Bailey states or universes is a

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holistic number, depending on the unit of analysis, while Spigel talks about a holistic population unit (defined as the places where information is wanted). The population in the study were all students of SMAN 11 WAJO, Takkalalla District, Wajo Regency. The following is data on the number of students in SMAN 11 Wajo:

Table 2. Number of Students of SMAN 11 WAJO

Level of education	L	P	Total
Level 10	96	115	211
Level 11	73	92	165
Level 12	74	88	162
Total	243	295	538

The sample is a component of the set which has the characteristics of the population (Sugiyono, 2018). The sampling method used in this research is Simple Random Sampling, where the sample collection is done freely and does not take into account the class of the population. In the investigation conducted by the investigator, the sample of the investigation was received from the 11th grade level, namely the class that had the lowest economic completeness score. The experimental group is the XI IIS 1 group and for the control class, namely class XI IIS 2. Furthermore, class XI IIS 1 is used as an experimental class because the mastery score in economics subjects is lower than class XI IIS 2. The form of data collection is in the form of a test , questionnaires and documentation. The type of instrument is a multiple choice type of learning performance test on the object, which is then tested for the validity of its level of specificity and level of difficulty. as well as a questionnaire to calculate students' learning interest using a Likert scale which is then tested to test the prerequisites for data analysis before testing the research hypothesis. Hypothesis testing was carried out using statistical tests to find significant differences in terms of students' interest in learning as well as the learning outcomes of the experimental group and the control group. In the investigation, testing the hypothesis using independent sample t-test analysis through SPSS.25 software for normally distributed and homogeneous research data. If the statistical test conditions are not met parametrically, then the Mann-Whitney test is used instead of the t-test Hypothesis testing was carried out using statistical tests to look for significant differences seen in aspects of student interest in learning as well as the learning outcomes of the experimental group and the control group. In the investigation, testing the hypothesis using independent sample t-test analysis through SPSS.25 software for normally distributed

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RESULTS AND DISCUSSION

In making initial observations, investigators prepare the time and place of investigation. Second, the researcher prepared instruments that had been validated by experts before conducting the research in which the number of questions before being validated was 50 items and after being validated there were 20 items. For research data collection techniques, the researcher divided the experimental group and the control group based on the lowest score in Economics subject and selected XI IIS 1 for the experimental group and XI IIS 2 for the control group. The control class was not given NHT treatment, so the learning process in the control class was carried out conventionally. Furthermore, for learning outcomes, the researcher distributes test questions to all students in the form of a pretest before learning is carried out and a post-test after receiving treatment. The written statement in the questionnaire consists of 4 possible answers which are then given a number of 4 to all students who respond Strongly Agree (SS), number 3 is given to students who respond Agree (S) and number 2 to students who respond Disagree (TS)) as well as for students who respond Strongly Disagree (STS) is given a point of 1. The distribution of the pre-test to students before starting learning aims to measure the extent to which the level of student skills in economics learning is related to material on economic growth and to material on economic development. The researcher then carried out the learning process which was carried out in 16 sessions, with the distribution of 8 sessions in class XI IIS 1 (experimental group) and 8 sessions in class XI IIS 2 (control group). After completing the learning process, students can be given post-test questions which aim to obtain student learning outcomes when given treatment through the use of the Numbered Heads Together (NHT) form and which are taught conventionally. In order to obtain how much the nature of the Numbered Heads Together (NHT) collaborative teaching form and the learning interests of students influence the learning of Economics subjects at SMAN 11 WAJO, Takkalalla District, Wajo Regency, it is carried out through the distribution of interest scale questionnaires to determine the level of students' interest

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in studying economics and distributing tests so that assess student learning outcomes when receiving treatment,Student learning outcomes on investigations can be seen in the results of the pre-test and post-test, filling out questionnaires, data normality tests, data homogeneity tests and data hypothesis testing.

Pretest results for Class XI IIS 1 and Class XI IIS 2

The average pre-test score on economics learning outcomes of XI IIS 1 students was 29.53 and the pre-test average score of students' economics learning outcomes at XI IIS 2 was 31.04. The pretest data for this class can be seen in Table 3.

Table 3. Pretest Value Data

	Pretest	
	XI IIS 1	XI IIS 2
Number of Students	23	24
Average	29.53	31.04
The highest score	50	60
Lowest Value	5	10
Std. Deviation	11.977	10.630

Based on Table 3, it can be seen that the average pre-test score of students in XI IIS 2 looks higher than XI IIS 1. So that in the XI IIS 2 investigation it was used as the experimental group and in XI IIS 1 it was used as the control group.

Posttest results for Class XI IIS 1 and Class XI IIS 2

The average post-test score for the economics study results of the experimental group students was 33.04 and the average post-test scores for the economics study results for the control group was 37.17. The post-test results for the group are shown in Table 4.

Table 4. Posttest Value Data

	Posttest	
	Experiment	Control
Number of Students	23	23
Average	33.04	37.17

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The highest score	65	90
Lowest Value	10	5
Std. Deviation	13.292	18.939

Based on Table 4 it shows that the average posttest score of students in the control class is higher than the experimental class. this shows that the numbered heads together (NHT) cooperative learning model is not too influential in improving student learning outcomes compared to conventional classes taught using conventional models.

Study Interest Questionnaire Results

Based on what the researchers did,the average value of the economic interest questionnaire for XI IIS 1 students was 60.12 and the average score for the economics study interest questionnaire for XI IIS 2 was 59.54. The value of the group questionnaire results is shown in Table 5.

Table 5. Study Interest Questionnaire Value Data

	Questionnaire	
	XI IIS 1	XI IIS 2
Number of Students	26	26
Average	60.12	59.54
The highest score	79	74
Lowest Value	46	44
Std. Deviation	7.377	6.237

Based on Table 5, it shows that the average value of the student learning interest questionnaire for XI IIS 1 is higher than XI IIS 2. This is also shown in the highest and lowest scores in XI IIS 1 and XI IIS 2, where the highest scores are in XI IIS 1 is 79 and the lowest score is 46. Whereas in XI IIS 2 the highest score is 74 and the lowest score is 44. However, the difference is not too significant in terms of the standard deviation.

Prerequisite Test of Variable Data Analysis of the NHT Learning Model

To test the normality and homogeneity of the NHT type learning model variables, the data used is the test results after experimental and control learning, so that the output data obtained is:

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Table 6. Output Normality Testing Test

Tests of Normality

	NHT Type Cooperative Learning Model	*Kolmogorov-Smirnov*[a]		
		Statistic	*Df*	*Sig.*
Economic Study Results	Experiment Class	.170	23	.084
	Control Class	.209	23	.010

Source: Output SPSS.25

The above data on the Kolmogorov-Smirnov normality test on learning outcomes is evident from the significant value for the experimental group, namely 0.084 and for the control group, as much as 0.010. Therefore it can be stated that the data is not normally distributed.

Table 7. Output Test Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	*df1*	*df2*	*Sig.*
Economic Study Results	Based on Average	.627	1	44	.433
	Based on Median	.523	1	44	.473
	Based on Median and with adjusted df	.523	1	38.086	.474
	Based on trimmed average	.528	1	44	.471

Source: Output SPSS.25

From the calculation results above, it can be seen that the significance value is greater than 0.05 indicating that the test data is homogeneous with a significance level of 0.05.

Test Prerequisites Data Analysis Variable Interest in Learning

To test the normality and homogeneity of the interest in learning variable, the data used is the tabulation of the value of the interest in learning questionnaire, thus providing the data obtained:

Table 8. Output Questionnaire Normality Test

Tests of Normality

	Class	*Kolmogorov-Smirnov*[a]		
		Statistic	*Df*	*Sig.*
Interest to learn	XI_IIS_1	.156	26	.102
	XI_IIS_2	.111	26	.200*

Source: Output SPSS.25

The results of the Kolmogorov-Smirnov normality test for the results of the questionnaire obtained significant results for class XI IIS 1 of 0.102 and for class XI IIS2 of 0.200 and the value for Shapiro-Wilk for XI IIS 1 was 0.571 while for XI IIS 2 was 0.810. In order to obtain a significance value greater than 0.05 so that it can be stated that the data is normally distributed.

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Table 9. Output Questionnaire Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	*df1*	*df2*	*Sig.*
Interest to learn	Based on Average	.466	1	50	.498
	Based on Median	.446	1	50	.507
	Based on Median and with adjusted df	.446	1	48.392	.507
	Based on trimmed average	.454	1	50	.503

Source: Output SPSS.25

The results of the previous calculations are known for the value of Sig. > 0.05 indicates that the questionnaire data is homogeneous with a significance level of 0.05.

Furthermore, researchers conducted regression testing using multiple regression analysis techniques in order to determine the effect of the two independent variables on the dependent variable. Below are the results of testing using IMB SPSS.25:

Table 10. Statistical T Test

Coefficients[a]						
		Unstandardized Coefficients		*Standardized Coefficients*		
Model		B	*Std. Error*	*Beta*	t	*Sig.*
1	(Constant)	1.483	24.359		.061	.952
	Learning model	5.023	4.861	.156	1.033	.307
	Interest to learn	.437	.368	.179	1.185	.242

Source: Output SPSS.25

Based on the Coefficientsa output, it is known that the significance value is Sig.> 0.05 so it is confirmed that H_0 is accepted while H_a is rejected. Therefore, there is no significant influence between learning interest and student learning outcomes in economics subjects at SMAN 11 WAJO, Takkalalla District, Wajo Regency.

On the normality test results of the test data, the value of Sig <0.05 was obtained. Because the data is not normally distributed so the t-test cannot be continued if using the Independent Sample-Test, an alternative that can be used is to use NonParametric Statistics using the Mann-Whitney Test. Testing was carried out with the help of SPSS.25 software, namely the Mann-Whitney Test. The basis for decision making is Asymp.Sig.> 0.05 then H_0 is accepted and H_a is rejected, while for Asymp.Sig.<0.05 then H_0 is rejected and H_a is accepted. The output of testing the hypothesis using IMB SPSS.25, namely:

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Table 11. Output The Mann Whitney test

Test Statistics[a]	
	Economic Study Results
Mann-Whitney U	225.000
Wilcoxon W	501.000
Z	-.875
Asymp. Sig. (2-tailed)	.381
a. *Grouping Variable*: : NHT Type Cooperative Learning Model	

Source: Output SPSS.25

Based on the calculation results in the Test Statisticsa output table, Asymp.Sig data is obtained. as much as 0.381> 0.05 so that H_0 is accepted and H_a is rejected. Therefore, it is said that there is no significant influence between the Numbered Heads Together (NHT) Cooperative Learning Model on Economic Learning Outcomes at SMAN 11 WAJO, Takkalalla District, Wajo Regency.

The Effect of Numbered Heads Together (NHT) Cooperative Learning Model on Learning Outcomes

Numbered Heads Together (NHT) collaborative teaching produces higher learning outcomes because the Numbered Heads Together (NHT) collaborative teaching form is a very interesting form of teaching to apply to students (Bayu Rima Aditya, 2022). Students work in groups of four students, boys and girls and the intelligence varies in the group (Ajid Y. E., 2018). Students who study in systematic groups are more willing to work together and support each other when studying in groups than students in unstructured groups. (Muh Khalifah Mustami, 2018). It is known, students in structured groups have strong opinions about small group teaching which is very enjoyable and can enable quality collaborative learning to occur (Baskoro, 2020).

Teaching by applying the collaborative teaching form Numbered Heads Together (NHT) is one of the best efforts in the teaching process.. (Dian Permata), however, in the research conducted by the researchers applying the Numbered Heads Together (NHT) teaching form, it did not have much effect on students' learning outcomes, especially for economic subjects with the raw material of economic growth and economic development. After proving both aspects through the t-test, it was found that by examining the hypothesis, there was no significant difference between the class that was taught the Numbered Heads Together (NHT) form and the class that did not implement Numbered Heads Together collaborative teaching, where the learning achievements of students in class addressed with the form of collaborative learning Numbered Heads Together (NHT) which is not much different from the class that was not given treatment.

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The application of Numbered Heads Together (NHT) collaborative teaching forms can create an atmosphere of joy in student learning during the learning process, but it does not rule out the possibility of attracting students' attention to learning, but does not significantly affect student learning outcomes. (Pinontoan, 2019). Indeed, when learning takes place in groups, many students are less active in groups. Unlike the research conducted by (Tofan Prianandа Adinata, 2020) found several comments from students who learned to apply the Numbered Heads Together (NHT) technique. Most argue that the NHT learning method makes learning more fun, develops deep thinking skills and critical analysis skills. One of the students said that the Numbered Heads Together (NHT) technique was very interesting. (Widyastuti, 2021) argues that collaborative learning not only provides positive involvement in academic success, but also maximizes students' social skills.

According to a study that investigates the impact of Numbered Heads Together (NHT) on school and extracurricular achievements of SMA IPA students. One of the two randomly assigned groups of students was taught via the Numbered Heads Together (NHT) technique (experimental group) and the other group was taught via conventional techniques (control group). The results of the study prove that the experimental group has superior academic achievement, less bias and prejudice, and improved social relations compared to the control group (Nursyamsi S.Y., 2016). Tri Fuspa Wilanda's research proves that the implementation of the Numbered Heads Together (NHT) form is able to create a positive learning atmosphere so that the classroom atmosphere becomes lively, students and students' interpretations are deeper and learning outcomes are maximized. Instead of going through the Numbered Heads Together (NHT) form which is more effective because it depends a lot on the teacher's work, the students want to be passive in learning, but this affects students' understanding of the lesson (Tri Fuspa Wilanda, 2017). This is also supported through analysis which proves that the Numbered Heads Together (NHT) learning style tends to outperform the traditional learning style which claims to understand the concept (Nida Adilah, 2022). According to (Hariyati L. S.) states that the Numbered Heads Together (NHT) technique is an excellent way to develop student involvement in learning so that student achievement in developing language learning. This is communicated through (Diana Amirotuz Zuraida, 2018) And found that the Numbered Heads Together (NHT) technique was able to develop mathematics learning outcomes compared to conventional forms. Numbered Heads Together (NHT) and the conventional cooperative teaching model are constructivist, in which students are asked to acquire individual knowledge through various

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channels by reciting, thinking, listening, exchanging ideas by studying, observing, and learning activities to shape student learning activities. focused learning (Diana Amirotuz Zuraida, 2018).

Several obstacles were found during the research, the first obstacle was the lack of guidance provided by students, the researchers' efforts consisted of making guidance (Siregar & Safitri, 2020). Students pay attention to the material being discussed. In the second case, students still lack the will to read a problem, so that when faced with problem solving questions, students will reflexively ask the teacher. These obstacles can be overcome when investigators provide information to students about the purposes discussed in the problem to help students understand and solve problems, as well as ask interesting questions and encourage students to read and then answer them. The next obstacle is that in the investigation students are still confused and continue to argue or ask their friends when they want to present the results of their discussion in front of the class. Writing views at the thinking stage, students are no longer allowed to exchange ideas with group members so that the interpretation of the theory of each student can last a long time. The last obstacle is that there are still some students who are dissatisfied with the groupings that have been determined. The research effort aims to provide an understanding and description of the basis of association students. The last obstacle is that there are still some students who are dissatisfied with the groupings that have been determined. The research effort aims to provide an understanding and description of the basis of association students. The last obstacle is that there are still some students who are dissatisfied with the groupings that have been determined. The research effort aims to provide an understanding and description of the basis of association students.

The Effect of Student Learning Interest on Learning Outcomes

Behavioral learning theory is influenced by various stimuli and interest in learning is one of these stimuli (Febrian Solikhina, 2021). . In cognitive theory, he also explains that learning is also influenced by internal self. The students themselves are also referred to as learning interests. So there are two interests. Types, namely from outside and from the students themselves (Tiara Sonita, 2022). It also explains that interest consists of two types, namely intrinsic interest and external interest. Interest in learning can grow because of intrinsic factors, such as the desire to succeed and the stimulation of the desire to learn, hopes for ideals, while the extrinsic factor is appreciation, a place to activate learning and interesting learning actions (Hesty Prayekti, 2019). Several studies also show that interest in learning affects students' learning difficulties (Bayu Rima Aditya, 2022). The results of

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the investigation were strengthened through investigations carried out by Firdianti (2018) concluding that internal factors such as health problems, interest in learning, learning motivation and study habits have a negative effect on difficulty learning accounting in class XII students of MA Al Asror Gunungpati Semarang (Firdianti, 2018). Sari 2016 In his journal, he concluded that there was a negative influence on the learning motivation of important students on economic learning difficulties according to students of class XI IPS SMA/MA Semarang Regency in the 2015/2016 academic year (Sari, 2016). Also supported by research concluded that interest in learning affects the study difficulties of class X IPA students in Medan City in 2013/2014 (Hariyati L. S.). The conclusion can be accepted from the description, interest in learning has a significant influence on student learning outcomes Office Management Skills at SMK Negeri 2 Magelang. It can be seen that arousing interest is not the only thing that is important for students to carry out learning activities, but also shows how many students can learn in the activities they carry out and the information they find (Arifin, 2020). For this reason, motivated students will definitely show very high cognitive activity and behavior in learning activities, easily understand information and remember what has been learned, leading to the acquisition of high learning outcomes to reduce learning difficulties for students (Baskoro, 2020).

In contrast to several previous studies, the research results obtained in the research conducted by the researcher proved that the learning interest variable did not have a significant effect on student learning outcomes, especially for economic subjects, material economic growth and economic development. This is because the level of interest in studying economics in students can be categorized quite high but the learning outcomes obtained are still very low. As explained in the results of the questionnaire distributed to students, the highest index value was found in the statement item "I pay attention to the teacher's explanation of the economics material being taught." The average student stated that he strongly agreed with this statement. The lowest index scores on the results of the questionnaire were found in the two statements which read "When the teacher gives assignments, I do them by copying my friends' assignments" and in the statement items which read "I often feel bored and daydream when participating in economics lessons". This shows that students do their own work which is distributed by the teacher and during the teaching process students pay more attention when the teacher explains the material rather than feeling bored and daydreaming while the learning process is in progress. Based on the Hypothesis Test on the t test conducted in this investigation proves that the learning interest variable has no effect on student learning outcomes, a significance value of 0.242 is obtained > 0. 05 then H_0 nan states "there is no significant influence between learning interest and

learning outcomes of students studying Economics at SMAN 11 WAJO, Takkalalla District, Wajo Regency" is accepted. This means that interest in learning is not one of the causes that can affect student learning outcomes in economics subjects at SMAN 11 Wajo. It can be interpreted that students have high variables to influence in influencing learning outcomes in economics subjects. From this explanation it can be concluded that for the success of students in learning, various learning needs of students need to be considered and fulfilled even in simple models and types.

CONCLUSION

In connection with the and analysis that has been carried out by the analyzer, a significant value is found for the Numbered Heads Together (NHT) model, namely 0.307> 0.05 and for a significance value on learning interest, namely 0.242> 0.05, thus it is said that in this study H_0 is accepted and H_a rejected. so that it can be concluded that there is no significant effect between the Numbered Heads Together (NHT) Type Cooperative Learning Model and Learning Interest on Student Learning Outcomes in Economic Subjects at SMAN 11 WAJO, Takkalalla District, Wajo Regency.

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