

The Effect of Numbered Heads Together Learning Model Towards Social Emotional Ability of Children 5-6 Years Old in Assisi Kindergarten Medan

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Abstract: *The problem in this study was the low emotional social ability of children. The study aimed to determine the influence of Numbered Heads Together Learning model towards the social-emotional ability of children aged 5-6 years at the Assisi Kindergarten Medan Academic Year 2017/2018. This research is the experimental research of Posttest-Only Control Group Design. The population of this research was the entire group B in the Assisi Kindergarten of Medan which was 110 children. Sampling techniques were carried out with random sampling, i.e. selecting samples randomly with a raffle. The first take is to select the experiment class and the control class with the draw 2 of the 5 classes. The first step was taking a random class, which was an experimental class and the second step was taking a random class for the control class. For the experimental class, 25 children were taught by using Numbered Heads Together learning model and in the control class with 25 children was taught by learning demonstration model. Based on the results of the study and the discussion, it's found that the children of the experiment class has the lowest value 6, the highest value 12 and the average value of 10.4 higher than that of the control class with the lowest value 4 and the highest value 11 with the average of 7.84. This showed that the children's emotional social ability in the experimental class is better than the child of the control class. From the calculation result obtained value $T_{count} = 4.76$; this value is compared to the T_{table} with value $(DK = \sqrt{(n_1 + n_2) - 2} = 48$ and $\alpha = 0.05$). The value of T_{table} with $\alpha = 0.05$ is obtained 1.694. So it can be deduced $T_{count} > T_{table}$ or $4.76 > 1.694$. Thus the H_0 hypothesis was rejected and H_a was accepted, so it could be stated "There is a significant influence learning model Numbered Heads Together to the emotional social ability of children aged 5-6 years in Assisi Kindergarten Medan.*

Keywords: *emotional social ability; Numbered Heads Together; learning model*

I. Introduction

In line with the development of the education world in Indonesia, the competition level of education is very strict and need to be improvement especially in early childhood education. Law number 20 year 2003 on national Education system article 1 Figure 14 states that "early childhood education (PAUD) is a coaching effort that aimed at children from birth to age six years providing educational stimulation to help the physical and spiritual growth and development so that children have readiness in entering further education."

Early Childhood Education has the role to build, grow, and develop all the potential of children optimally so that the behavior and basic ability are formed in accordance with the development level in order to have readiness to enter the next education. With such an important condition, education should be attentive and planned in a solid planning. Even as Leslie and Brinkman (2000:56) expose that, "education is a major contributor to economic growth." Therefore planning is the keyword implementation of the success of education. DEPDIKNAS (National Education Department) year 2002 stated that educational purposes of Kindergarten children are: (1) helping to lay the foundation toward the development of

knowledge, skills, and creation of the child's needs and (2) Prepare children to enter primary education.

Emotional social ability is a vehicle to build a child to be able to control social and emotional naturally and can interact with each other and with adults well, and can help themselves in Life Skills (PERMENDIKNAS (Rules of National Education Ministry) No. 58 year 2009). Therefore, the role of teachers is indispensable in the development of potential children aged 5-6 years and gives the opportunity to grow in all aspects of the child especially emotional social.

The child's emotional social ability needs to be stimulated early on because it affects the child's life in the future, especially in interacting with the surrounding environment, in both family, school and community environments. The low aspect of a child's emotional social ability will cause the child to be difficult to interact with, both with the teacher and his peers, and the child is also less able to obey the prevailing rules, whether in the home environment, school, or community.

The fact that happened in the field, researchers found some problems related to the emotional social ability of the child during their research in Assisi Kindergarten. There were teachers who have not yet applied a variety of learning models. This can be seen from the way teachers are to give assignments in the form of LKS (student worksheets) and picture books to children without being interspersed with the application of specific learning models. Thus, it causes the child to become less active and lack of interaction between friends and teachers while learning. Assignment of LKS-shaped tasks (student worksheets) only make children focused on themselves so as to make individualist children and emotional social development of early childhood is less developed. It is characterized by a child who is only associating with a known friend, for example only with a friend, there are still children who have not been able to follow the rules. For example, the child does not want to follow the line rules, and there is still a child who likes to frown and cry suddenly.

The role of teachers is necessary to support the creation of a learning atmosphere that is fun, active and allows the child to achieve the maximum. Therefore, teachers need to apply learning models so that they can spur children to develop their own potential. However, in the Assisi Kindergarten Medan, the teachers had not yet adopted a varied learning model. Teachers should be able to activate the atmosphere in the classroom using a learning model where the child participates and has the responsibilities of each child. Basically, learning is very influential about the child's emotional social ability, where a monotonous learning model causes less active children and less interaction between children in the classroom. For that as educators, it is demanded that creativity devise learning to use a varied learning model so that the class is not only dominated by Teacher.

For that, teachers must create an atmosphere of learning in solid planning so that children get the opportunity to interact optimally. In this interaction, the child will form a community that allows him to like the learning process. With an interesting atmosphere, the child will establish a good cooperation. In terms of the use of group learning, Johnson (2000: 18) presented his research results that, "group learning can produce higher achievements, more positive relationships, and better psychological adjustments learning atmosphere that is full of competition and separates children.

Various ways can be done by the teacher so that the child is able to develop a social-emotional reaction. One of them is through the learning model Numbered Heads Together. According to the research conducted by Kartini, shows that the application of model Numbered Heads Together can affect the emotional social ability of the child in TK AisyahCilopadang,

because this learning affects children to do Interaction with others, following the rules of the group, and raising the child's emotional social reactions.

Looking at the condition of the child's emotional social ability above, researchers were interested in researching the influence of Numbered Heads Together learning model towards emotional social ability.

Therefore, the learning model of Numbered Heads Together will make the child accustomed and strive to cooperate, follow the rules, and demonstrate a reasonable emotional reaction. Many emotional social attitudes will develop when implementing Numbered Heads Together Learning model due to interaction, cooperation, and feeling responsible for finding the answers to each child.

II. Theoretical Studies

Social development is a process of establishing abilities and skills to socialize (connect with others). According to Hurlock (in Nugraha and Rachmawati, 2004: 1.13) expressed that social development is the acquisition of the ability to behave in accordance with social demands. Socialization is the ability to behave in accordance with norms, values or social expectations. As for Hurlock (1978: 250) expressed that social development is the acquisition of the ability to behave in accordance with the demands of life (the group).

Numbered Heads Together Learning models are cooperative learning models that prioritize active student involvement where students are divided into groups and each group member is numbered from a small number to a big number, every member of the group is responsible for thinking about the answer to the teacher's question (Kahesti, 2013: 50).

Learning type Numbered Head Together (NHT) is a type of learning that prioritizes the cooperation between students in the group to achieve the learning objectives. Cooperation in the group will increase the child's motivation in learning.

Lundgren in Ibrahim (2000: 18) stated that there are several benefits to the Model learning Numbered Heads Together (NHT) among others are: a) sense of self-esteem becomes higher, b) improve presence, c) acceptance of the individual becomes greater, D) Behavior of disturbing others to be minimized, e) personal conflict decreases, f) deeper understanding, g) Increase goodness, kindness, sensitivity and tolerance, h) higher learning outcomes.

In learning Numbered Heads Together (NHT), it will make it easier for children to receive the teaching material because they think together. Children will have a more meaningful learning experience and can improve their learning achievements. In NHT learning model in the activity of learning a lot of children centered, and teachers only as interaction facilitator between students with teachers and among students.

There are 4 (four) objectives to be achieved in NHT learning model (according to Ibrahim, 2000: 18), namely: a) prepare students with a variety of new skills in order to follow the development of the Age, b) forming children's personality and Develop the ability to communicate in a variety of social situations, c) Invite children to actively build knowledge, D) to establish personal interactions among children and among teachers with students to build understanding and knowledge Together.

The Learning model Numbered Heads Together (NHT) is a type of learning that is tergolong into the cooperative model of its purpose is designed to influence student interaction patterns and the implementation of it has its own specific different from the model Other cooperative learning.

Since early childhood the ability to be socially emotional needs to be introduced. Understanding of the child's emotional social skills develops along with the development of time and opportunity. Emotional social is one of the skills that humans need in living daily life. A child who has grown his social emotional ability optimally is a child who can work together with others, a child who knows and follows the rules, and a child who begins to control self-emotion. Emotional social ability in early childhood can be developed through school learning activities both in the classroom and outside the classroom. Many learning models can be applied to improve the child's emotional social ability, one of which is through the learning model of Numbered Heads Together (NHT). Learning Numbered Heads Together (NHT) is a learning model that can prepare students with new skills in order to keep up with the times, shape the child's personality and develop skills communicating in various social situations, inviting children to actively build knowledge, establishing personal interactions among children and among teachers with students to build understanding and knowledge together. In the application of Numbered Heads Together learning Model, this emotional social ability will appear in the child when the child can work with his or her friend in a group, know and follow the rules, and begin to control self-emotion.

III. Research Methods

The type of research used in this research is a type of experimental research. The design in this study is True Experimental Design, with the Posttest Only Control Design In this model there was a group of experimental experiments and control groups that are randomly selected.

The population in this study was all children of B group in Assisi Kindergarten Medan. The total was 110 children.

Sampling techniques conducted by means of random sampling. Where the B4 class became an experimental class taught with the Numbered Heads Together learning model and the B5 class became the control class taught with demonstration learning. Students in class B4 was 25 students, and class B5 was 25 students too.

The data collection technique in this study was to use non-test research instruments i.e. structured observation about Numbered Heads Together learning model.

IV. Results of Research and Discussion

The data collection techniques in this study used observation techniques by involving two classes that were given different treatments, namely the experimental class using the Numbered Heads Together learning model and the control class using Demonstration learning. The required observation sheet had been arranged so that it could be used to see the child's emotional social ability.

Tabulated social-ability observation data for children aged 5-6 years on an experimental class using the Numbered Heads Together learning model can be seen in the table in appendix 3. The tabulation serves to describe and clarify the data obtained from the research results. The value of the observation scores of emotional social ability aged 5-6 years through learning models Numbered Heads Together are:

Table 1. Result Data on Experimental Class Observation Value

No.	Name	Observation Score
1	A	12
2	B	9
3	C	7
4	D	11
5	E	12
6	F	10
7	G	11
8	H	7
9	I	6
10	J	11
11	K	12
12	L	12
13	M	12
14	N	10
15	O	12
16	P	11
17	Q	12
18	R	9
19	S	12
20	T	8
21	U	6
22	V	12
23	W	12
24	X	12
25	Y	12

The social emotional anility of children age 5-6 years through the learning model Numbered Head Together (NHT) was increasing. This is because NHT learning models are cooperative learning models that prioritize active student involvement where students are divided into several groups and each member of the group is numbered from a small number to a number and expected each member of the group is responsible for giving answers to the teacher's question (Kahesti, 2013: 50). The results of the implementation of NHT learning models performed on the experimental class are very influential in the child's emotional social ability, as they are evident when learning children are very happy, interacting with each other in Learning. The question of the teacher makes the child be more responsible in answering the question according to the number called by the teacher. Unlike the learning demonstrations conducted on the control class, the child's emotional social ability is less developed. This is evident when children are learning less interactions and no responsibility for each child because the demonstration learning model does not require interaction with a friend in the classroom.

Thus, based on the results of research that had been done in the Assisi Kindergarten Medan the child's emotional social ability in the experimental class was better compared to the

control class. It's concluded that the learning model Numbered Heads Together has a significant influence on the emotional social ability of children aged 5-6 years in the Assisi Kindergarten Medan in accordance with the opinion of Trianto (2007:26) Numbered Heads Together (NHT) or Common-thinking numbering is a type of cooperative learning designed to influence the patterns of student interactions and as an alternative to traditional class structures

V. Conclusion

Based on the results of studies that have been done it can be concluded as follows:

1. Numbered Heads Together Learning Model gives a significant influence on the emotional social ability of 5-6 years than the demonstration model.
2. Test requirement analysis for normality with lilliefors for experimental class known $L_{count} = 0.1105$ is smaller than $L_{table} = 0.173$. Test the homogeneity of the data variance of emotional social ability of the second class of research results derived from the homogeneous population with a value of $F_{count} = 1.43 < F_{count} = 1.98$.
3. The results of the hypothesis test value proved that $T_{count} > T_{table}$ or $(4.76 > 1.694)$. It corresponds to the H_0 hypothesis rejected and H_a accepted, so it can be declared "there is a significant influence between the learning model Numbered Heads Together to the emotional social ability of children aged 5-6 years at the Assisi Kindergarten Medan Academic Year 2017/2018".

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