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IMPLEMENTING THE NUMBERED HEADS TOGETHER MODEL TO ENHANCE STUDENT PARTICIPATION AND COLLABORATIVE LEARNING IN SECONDARY ECONOMICS EDUCATION

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Abstract

Student participation remains a persistent challenge in economics learning, particularly in classrooms where teacher-centered instruction limits interaction and collaborative engagement. Although the Numbered Heads Together (NHT) cooperative learning model has been widely implemented across educational settings, qualitative evidence explaining how the model is enacted throughout the planning, implementation, and evaluation stages in secondary economics education remains limited. This study aims to examine the implementation of the NHT model in economics learning for Grade X students at MA Raudlatul Syabab Sukowono Jember. Employing a descriptive qualitative design, data were collected through classroom observations, semi-structured interviews with one economics teacher and twenty-four students, and document analysis. The data were analyzed using data reduction, data display, and conclusion drawing to identify patterns in the implementation process. The findings reveal that the successful implementation of the NHT model depends on systematic lesson planning, structured cooperative learning procedures, and comprehensive evaluation of both cognitive achievement and collaborative participation. The model promoted more active classroom discussions, increased students' confidence in expressing ideas, strengthened collaborative learning, and shifted classroom interaction toward a more student-centered learning environment despite challenges related to instructional time and unequal participation. These findings demonstrate that the NHT model represents an effective pedagogical strategy for promoting active participation and collaborative learning in secondary economics education while providing practical guidance for teachers implementing student-centered instructional practices.

Keywords: *Numbered Heads Together* (NHT), cooperative learning, economics learning, student participation, student-centered learning

Abstrak. Penelitian ini bertujuan menganalisis implementasi model pembelajaran kooperatif tipe *Numbered Heads Together* (NHT) pada mata pelajaran ekonomi di Kelas X MA Raudlatas Syabab Sukowono Jember. Penelitian ini dilatarbelakangi rendahnya partisipasi peserta didik dalam pembelajaran ekonomi yang masih berpusat pada guru. Kajian implementasi NHT pada pembelajaran ekonomi di madrasah aliyah masih terbatas, khususnya yang membahas proses pembelajaran secara menyeluruh. Penelitian ini berkontribusi dalam penguatan pembelajaran ekonomi berbasis *student-centered learning* melalui pembelajaran kooperatif yang menekankan kolaborasi dan partisipasi aktif peserta didik. Penelitian menggunakan pendekatan kualitatif deskriptif dengan melibatkan 1 guru ekonomi dan 24 peserta didik sebagai informan penelitian. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan dokumentasi, kemudian dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi model NHT dilaksanakan melalui tahap perencanaan, pelaksanaan, dan evaluasi pembelajaran. Penerapan model NHT mampu meningkatkan keaktifan diskusi, keberanian menyampaikan pendapat, serta kemampuan kerja sama peserta didik dalam pembelajaran ekonomi. Meskipun terdapat kendala berupa keterbatasan waktu dan partisipasi peserta didik yang belum merata, model NHT secara umum mampu menciptakan pembelajaran ekonomi yang lebih aktif, komunikatif, dan kolaboratif.

Kata-kata Kunci: Numbered Heads Together (NHT), pembelajaran kooperatif, pembelajaran ekonomi, partisipasi siswa, pembelajaran berpusat pada siswa.

Background

Education is essentially a process of human formation aimed at developing the intellectual, social, and moral abilities of students in a balanced manner (Ajeng, 2024). In the perspective of modern education, learning is no longer understood merely as a process of transferring knowledge from the teacher to the students, but rather as an active process that provides space for students to build knowledge thru learning experiences and social interactions in the classroom environment (Hajian, 2019). The constructivist approach places students at the center of learning, making active involvement in the learning process an important factor in achieving educational goals (Zajda, 2021). Therefore, the learning process needs to be designed innovatively to create a participatory, communicative learning atmosphere that encourages the development of students' critical thinking skills. Effective learning is not only oriented toward academic achievement but also toward the development of social skills and the ability to collaborate, which are needed in community life (Seprie et al., 2025).

The subject of economics, as part of the social sciences, has characteristics that emphasize analytical skills, logical reasoning, and decision-making based on economic phenomena occurring in daily life. Economic learning is not sufficient if it only focuses on mastering theory; it also needs to provide learning experiences that enable students to understand socio-economic realities contextually (Amri et al., 2020). In the process, students are required to be able to discuss, express opinions, solve problems, and collaborate in understanding various dynamic economic concepts. Thus, economics education requires a learning model that can build active interactions among students so that the learning process becomes more lively and meaningful. Teachers have a strategic role in determining the

appropriate learning approach so that students not only understand the material conceptually but also develop critical thinking and social communication skills during the learning activities (Alsaleh, 2020).

However, the reality of learning in schools still shows that the economics learning process is often dominated by teacher-centered lecture methods (Patonah, 2019). These conditions cause students to tend to be passive and less optimally engaged in the learning activities. Students receive information more in a one-way manner without being given ample opportunity to discuss or express their ideas (Doyle, 2023). The situation has resulted in low student participation in understanding economic material, which actually requires a process of analysis and active interaction. A similar phenomenon was also found in the economics learning in Class X MA Raudlatus Syabab Sukowono Jember. Based on the initial observation results, some students still lack confidence in expressing their opinions, are less active in group discussion activities, and have not been able to cooperate optimally during the learning process. As a result, the learning atmosphere becomes monotonous and the students' engagement in understanding economic material has not yet developed optimally.

The problem indicates the need for the implementation of a learning model that can create a more active, collaborative, and participatory learning atmosphere. One of the learning models considered relevant is the Numbered Heads Together (NHT) cooperative learning model. This model emphasizes group cooperation thru a numbering system that allows all group members to have equal responsibility for the discussion outcomes (Tamara, 2025). In its implementation, the teacher divides the students into several small groups, then each member is assigned a specific number. After the group discusses the material or the given questions, the teacher randomly calls out numbers to represent the group in delivering answers. This learning pattern encourages all group members to actively discuss and understand the material because each student has an equal opportunity to answer the teacher's questions (Anggraini et al., 2025).

Theoretically, cooperative learning is based on the importance of social interaction in building knowledge (Lenkauskaitė et al., 2020). Gillies explains that cooperative learning is a teaching practice that can enhance student engagement, develop thinking skills, and build positive social relationships in the learning process (Switri, 2025). Thru cooperative learning, students have the opportunity to exchange ideas, help each other understand the material, and learn to appreciate others' opinions in a democratic learning environment. The NHT model specifically assigns individual responsibility within group work, so each student is required to actively participate in the learning process (Pratiwi, 2019). Thus, this model is not only oriented toward achieving learning outcomes but also toward developing students' communication skills, responsibility, and social cooperation.

The implementation of active and collaborative learning models becomes increasingly important in line with the shift in educational paradigms that emphasize student-centered learning. The Merdeka Curriculum encourages teachers to create learning environments that provide space for students to think critically, creatively, and to collaborate in solving learning problems (Fadhil & Gusmaneli, 2025). In the subject of economics, such abilities are highly needed because students are not only required to study economic theory but also to understand various economic phenomena occurring in the community. Therefore, the use of teaching models that can enhance student participation is an important step in creating more effective and meaningful economics learning (Nepal & Rogerson, 2020).

Various previous studies have shown that cooperative learning has a positive impact on student activity and learning outcomes. Research by Robyn M. Gillies (2019) shows that cooperative learning can enhance learning interactions, discussion quality, and students' thinking abilities during the learning process. Another study also explains that the cooperative learning model can enhance students' learning motivation because they have the opportunity to actively engage in group activities and the problem-solving process of learning (Lei et al., 2023). Furthermore, research conducted on cooperative learning-based education shows that students become more active and have better learning engagement compared to conventional teacher-centered learning (Abbas, 2025).

Previous studies consistently report that the Numbered Heads Together (NHT) model contributes positively to students' academic achievement, learning motivation, classroom engagement, and social interaction across various educational contexts. Nevertheless, the existing literature has largely emphasized quantitative measurements of learning outcomes, providing limited understanding of how the NHT model is implemented throughout the instructional process. Consequently, evidence explaining how teachers design cooperative learning activities, facilitate student interaction, and evaluate collaborative learning in authentic economics classrooms remains insufficient, particularly within the context of Islamic secondary schools (Madrasah Aliyah). Given the distinctive educational orientation of madrasahs, which integrates academic development with character formation and collaborative values, investigating the implementation process of NHT becomes both theoretically and practically significant.

Responding to this gap, the present study examines the implementation of the Numbered Heads Together cooperative learning model in economics learning at MA Raudlatus Syabab Sukowono Jember. Rather than focusing solely on learning outcomes, this study explores the entire instructional process, encompassing lesson planning, classroom implementation, learning evaluation, student participation, and collaborative interaction. By providing an in-depth qualitative account of classroom practice, this research extends previous

studies and offers empirical evidence that may assist teachers in designing more effective student-centered economics instruction while enriching the literature on cooperative learning implementation in secondary education.

Method

This study employed a descriptive qualitative approach to explore the implementation of the Numbered Heads Together (NHT) cooperative learning model in economics instruction at MA Raudlatus Syabab Sukowono Jember. A qualitative design was selected because the study sought to obtain an in-depth understanding of classroom practices, teacher decision-making, student participation, and collaborative learning processes within their natural educational setting rather than to measure causal relationships or instructional effectiveness quantitatively. This approach enabled the researchers to capture participants' experiences and interactions throughout the implementation of the learning model (Isik, 2025). The study was conducted in one Grade X economics classroom at MA Raudlatus Syabab Sukowono Jember. Participants consisted of one economics teacher and twenty-four Grade X students who had experienced learning through the Numbered Heads Together model. Participants were selected using purposive sampling because they were directly involved in the implementation of the instructional model under investigation. The economics teacher was selected due to his direct responsibility for planning and implementing the learning activities, while students were selected because they represented the primary participants experiencing the instructional process (Borgstede & Scholz, 2021).

Data were collected through classroom observations, semi-structured interviews, and document analysis conducted during the implementation of the Numbered Heads Together (NHT) learning model. Classroom observations focused on instructional activities, student participation, collaborative interactions, and teacher facilitation, while interviews with one economics teacher and twenty-four Grade X students explored their experiences and perceptions of the learning process. Supporting documents, including teaching modules, lesson plans, assessment records, and field notes, were used to corroborate the findings. The collected data were analyzed using the interactive model of Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing and verification. To ensure the credibility of the findings, methodological and source triangulation were employed by comparing evidence from observations, interviews, and documentation, followed by member checking with the teacher to confirm the accuracy of the researchers' interpretations (Chand, 2025).

Result and Discussion

Result

Based on the research findings, the implementation of the Numbered Heads Together (NHT) cooperative learning model in economics education shows a number of interrelated important findings, starting from the planning stage, implementation, student participation, learning evaluation, to the implementation challenges. At the planning stage, the teacher systematically prepared the learning tools, including teaching modules, learning objectives, materials, media, as well as the formation of heterogeneous groups and the preparation of discussion questions that support collaborative learning activities. Next, at the implementation stage, the learning took place thru group division, assigning numbers to each member, group discussions, and presenting answers based on the numbers called by the teacher, thereby creating an active, communicative, and student-centered learning atmosphere. The implementation of the NHT model has also proven to enhance student participation and learning activities, as evidenced by the increased courage in expressing opinions, confidence in answering questions, and the ability to cooperate and communicate during the learning process. From the evaluation perspective, teachers not only assess cognitive aspects but also pay attention to the activity, cooperation, and responsibility of students in group activities. However, this study also found several obstacles, such as limited learning time, relatively crowded classroom conditions during discussions, and some students who are still less active and tend to depend on other group members. Overall, these findings indicate that the implementation of the Numbered Heads Together (NHT) model contributes positively to creating a more active, collaborative, and student-centered economic learning environment. To provide a more systematic and comprehensive overview of the entire research findings, all the research findings are presented in detail in the following table.

Table 1. Research Findings on the Implementation of the Numbered Heads Together (NHT) Cooperative Learning Model in Economics Subjects in Class X MA Raudlatus Syabab Sukowono Jember

No.	Research Focus	Research Findings	Data Sources
1	Learning Planning	The teacher prepared lesson modules, learning objectives, teaching materials, instructional media, and learning procedures based on the <i>Numbered Heads Together</i> (NHT) model. The planning stage also included the formation of heterogeneous groups and the development of discussion questions aligned with the economics learning materials.	Learning documents and interviews with the economics teacher
2	Implementation of Cooperative Learning	The learning process was conducted through group formation, assigning numbers to each group member, group discussions, and presenting answers based on the number randomly called by the teacher. During the learning process, students actively discussed, exchanged ideas, assisted other group members, and collaboratively solved economics-related	Classroom observations, interviews with the teacher and students

No.	Research Focus	Research Findings	Data Sources
		problems. The teacher acted as a facilitator and guided the discussion process.	
3	Students' Participation and Learning Activities	The implementation of the NHT model enhanced students' engagement in economics learning. Students became more active in discussions, more confident in expressing opinions and answering questions, and demonstrated improved collaboration and communication skills compared to the period before the implementation of the learning model.	Classroom observations and interviews with students
4	Learning Evaluation	Evaluation was conducted through question-and-answer sessions, presentations of group discussion results, and individual assignments. The assessment covered students' understanding of the material, activeness, cooperation, and responsibility during the learning process.	Assessment documents, classroom observations, and interviews with the teacher
5	Implementation Challenges	Several challenges were identified, including limited instructional time, relatively noisy classroom conditions during discussions, and the presence of some students who were less active and tended to depend on other group members during group activities.	Classroom observations and interviews with the teacher

Table 1 summarizes the principal findings derived from classroom observations, interviews, and document analysis. Five interrelated themes emerged from the analysis, namely lesson planning, instructional implementation, student participation, learning evaluation, and implementation challenges. These themes illustrate the sequential process through which the Numbered Heads Together model was implemented and provide the basis for the subsequent discussion.

Discussion

The findings indicate that systematic lesson planning constitutes the pedagogical foundation for the successful implementation of the Numbered Heads Together model. The preparation of teaching modules, structured discussion activities, and heterogeneous group composition enabled teachers to establish learning conditions that encouraged equal participation and collaborative interaction. These findings suggest that the effectiveness of cooperative learning is determined not merely by the instructional model itself but by the teacher's pedagogical capacity to organize meaningful learning experiences before classroom implementation begins (Ptack & Strobl, 2021). This interpretation supports the view that lesson planning functions as a strategic process through which teachers anticipate student interaction patterns and create opportunities for collaborative knowledge construction. Consistent with Gillies (2019), carefully designed cooperative learning environments facilitate productive dialogue and shared responsibility among learners. In the context of economics education, these planning practices become particularly important because economic concepts require analytical discussion, negotiation of ideas, and collaborative problem-solving rather than

passive information transfer. Consequently, the findings reinforce the importance of pedagogically informed planning as a prerequisite for implementing student-centered economics instruction effectively (Nagro et al., 2019).

Research findings also indicate that teachers prepare questions and discussion tasks related to economic material to encourage student engagement during the learning process. The formulation of discussion questions is an important part of implementing the NHT model as it determines the direction of interaction and the quality of group discussions (Wulandari & Sukaesih, 2024). The questions prepared by the teacher not only serve to measure students' understanding but also encourage them to think critically, express their opinions, and collaborate in solving learning problems. This finding is relevant to the research by Akbar & Akhtar (2021), which states that discussion-based cooperative learning can enhance critical thinking skills and student engagement in the learning process. This indicates that the lesson planning carried out by the teacher has been directed toward student-centered learning.

Based on these findings, it can be understood that lesson planning plays a strategic role in determining the success of implementing the Numbered Heads Together (NHT) model in economics education. Planning not only serves as a technical guide for learning but also forms the basis for creating a communicative, collaborative, and participatory learning atmosphere. The teacher's readiness in designing learning tools, forming study groups, and organizing discussion activities demonstrates an effort to create more contextual and needs-based economic learning for students. In the current educational context, this finding shows that the implementation of cooperative learning requires the pedagogical readiness of teachers so that the learning process is no longer solely oriented toward the transfer of knowledge, but also toward the development of students' communication, collaboration, and critical thinking skills.

The increased participation observed during classroom discussions demonstrates that the NHT model restructures classroom interaction by distributing learning responsibility among all group members rather than concentrating participation on a small number of students. This mechanism explains why students who were previously reluctant to express their ideas became more willing to contribute during discussions. Rather than functioning solely as a cooperative technique, the model created a learning environment in which every learner anticipated the possibility of being selected to represent the group, thereby encouraging continuous engagement throughout the lesson. These findings extend previous quantitative studies by providing qualitative evidence of how cooperative accountability is enacted in authentic economics classrooms. The results therefore highlight that the pedagogical value of NHT lies not only in improving participation but also in transforming classroom interaction into a more collaborative and student-centered learning process (Zativalen & Humairah, 2021).

During the discussion process, students were seen actively exchanging opinions, sharing ideas, and helping group members who had not yet understood the learning material. The results of the observation indicate that the implementation of the NHT model is capable of creating more communicative learning interactions compared to conventional teaching. Students who were previously passive began to show courage in expressing answers and opinions during the discussion activities. These findings indicate that the NHT model provides students with the opportunity to engage directly in the process of knowledge discovery through group collaboration (Lestari & Ariesta, 2020a). This condition is relevant to the research by Mardiana and Suharyanto (2024), which states that the Numbered Heads Together learning model can enhance student activity and engagement because the learning process occurs through active group interaction and discussion. In the context of economics education, increasing student participation becomes important because economics material requires critical thinking and communication skills to understand various economic phenomena occurring in the community (Dumitru et al., 2023).

In addition to increasing student participation, the implementation of the NHT model also shows a change in the teacher's role in the learning process. The teacher is no longer the main center of material delivery, but instead plays the role of a facilitator who directs the course of discussions, reinforces the material, and helps groups that experience difficulties during the learning process. The change in roles indicates a shift in the learning paradigm from teacher-centered learning to student-centered learning. According to Ngoc Tuong Nguyen and Thi Kim Oanh (2025), cooperative learning that positions the teacher as a facilitator can enhance student engagement and independence in the learning process. Thus, the implementation of the Numbered Heads Together (NHT) model in economics learning not only creates a more active and collaborative learning atmosphere but also supports the development of students' communication, cooperation, and critical thinking skills as part of 21st-century learning skills.

The broader implication of these findings is that assessment in cooperative learning should function as an instrument for monitoring both academic achievement and collaborative competence. By integrating cognitive and social dimensions of assessment, teachers encourage students to recognize that successful learning involves not only mastering subject content but also contributing responsibly to group learning. Such an assessment orientation aligns with contemporary student-centered pedagogy that values collaborative competence alongside conceptual understanding. These findings indicate that the evaluation of learning in the NHT model is conducted more comprehensively because it not only assesses the final learning outcomes but also considers the learning process of students during group activities (Putri et al., 2023). In cooperative learning, the process of interaction and participation of students becomes an important aspect that needs to be evaluated because learning is not only

oriented toward mastery of the material but also toward the development of students' social skills (Supratman et al., 2025).

Furthermore, the research results indicate that the implementation of the Numbered Heads Together (NHT) model has an impact on increasing student participation in economics learning. Students appeared more active in discussions, more confident in delivering answers, and demonstrated better cooperation skills compared to before the learning model was implemented. These conditions indicate that the evaluations conducted by the teacher not only serve as a tool for measuring learning outcomes but also act as a means to encourage student engagement throughout the learning process (Xu et al., 2023). These findings are in line with Etta's research, which states that the NHT learning model can enhance students' learning activities because each group member is responsible for understanding the discussion results and participating in learning activities (Lestari & Ariesta, 2020b). Thus, the evaluation of learning in the NHT model plays a role in fostering active student engagement while also strengthening individual responsibility in group learning (Salsabila et al., 2025).

The research findings also indicate that the assessment of cooperation and responsibility aspects among students has a positive impact on the formation of better learning interactions during the economics learning process. Students not only focus on completing individual tasks but also show concern for the success of the group thru discussions and helping each other understand the learning material. These conditions demonstrate that the implementation of the NHT model can create a more collaborative and participatory learning environment compared to conventional teacher-centered learning. This finding is relevant to Gillies' (2019) research, which explains that cooperative learning can enhance students' social skills, communication, and ability to collaborate thru structured group learning activities. In the context of economic learning, these skills become important because students are required to think critically and collaborate in understanding various economic issues related to everyday life.

Based on these findings, it can be interpreted that the evaluation of learning in the implementation of the Numbered Heads Together (NHT) model not only serves to measure students' academic success but also becomes part of the process of developing social skills and student participation in learning. Assessment that encompasses cognitive aspects, activity, cooperation, and responsibility shows that economic learning has been directed toward a more holistic and student-centered approach. These findings strengthen the argument that cooperative learning can create a learning process that not only enhances material understanding but also develops students' communication, collaboration, and sense of responsibility as part of 21st-century learning skills.

Research results indicate that the implementation of the Numbered Heads Together (NHT) learning model in economics subjects still faces several obstacles during the learning

process. One of the main obstacles found is the time limitation in managing group discussion activities and presenting the discussion results. The cooperative-based learning process requires a longer time allocation compared to conventional learning because students need to go thru stages of discussion, exchange of opinions, and group answer presentation. This condition indicates that the implementation of the NHT model requires effective time management so that all stages of learning can be carried out optimally. This finding is in line with the research by Diana, Arif, and Stefany (2023), which states that the NHT learning model requires relatively more learning time because the learning activities do not only focus on the delivery of material but also on the process of discussion and interaction among students. In the context of economics learning, this condition presents a unique challenge because economics learning materials often require conceptual explanations as well as analytical activities in group discussions.

Rather than representing weaknesses of the NHT model, these challenges reflect the pedagogical demands of cooperative learning. Unequal participation and limited instructional time illustrate that successful implementation depends largely on teachers' classroom management skills and their ability to facilitate balanced interaction among learners. Therefore, the effectiveness of cooperative learning should be viewed as the result of both instructional design and pedagogical facilitation rather than the learning model alone.

In addition to time constraints, the research also found that there are still some students who are less active and tend to rely on other group members to complete discussion tasks. These findings indicate that not all students have the same level of participation in cooperative learning (Liber et al., 2024). In some groups, students with better academic abilities appear to be more dominant in providing answers and directing the course of group discussions. This condition causes some other students to tend to become passive listeners and less optimally involved in the learning process. This finding is relevant to research, which explains that one of the challenges in cooperative learning is the emergence of unequal participation among group members if the teacher does not supervise and manage the group optimally (Keramati & Gillies, 2022). Therefore, in the implementation of the NHT model, the teacher not only acts as a learning facilitator but also as a controller of group activities to ensure that all students have equal opportunities to participate in discussion activities (Solikhin et al., 2021).

The relatively crowded classroom condition during the discussion activities also poses a challenge in maintaining the focus of learning. The group discussion activities conducted simultaneously make the classroom atmosphere more dynamic compared to conventional learning. Although these conditions indicate active learning activities, in certain situations, an overly crowded classroom atmosphere can reduce students' concentration and hinder the effectiveness of learning. These findings are in line with research, which states that the

implementation of the Numbered Heads Together (NHT) model often results in a more active and communicative classroom environment, but requires good classroom management skills from the teacher to ensure conducive learning (Salsabila et al., 2025). Thus, the teacher's ability to manage the classroom becomes an important factor in supporting the successful implementation of cooperative learning in the classroom (Taabudillah & Sulaeiman, 2025).

Although facing several obstacles, the research results show that in general, the implementation of the Numbered Heads Together (NHT) learning model is still able to create a more active, collaborative, and student-centered economic learning process. The challenges that arose during the learning process do not indicate a failure in the implementation of the model, but rather reflect the natural dynamics in cooperative learning that demand active student involvement and more complex classroom management. These findings indicate that the implementation of the NHT model requires the pedagogical readiness of teachers, particularly in managing learning time, facilitating group interactions, and ensuring the participation of all students throughout the learning process. In the context of economics education, these challenges actually indicate that learning has shifted toward a more participatory approach and is no longer dominated solely by teacher lectures.

Conclusion

This study demonstrates that the successful implementation of the Numbered Heads Together (NHT) cooperative learning model extends beyond the use of cooperative learning techniques and depends on systematic lesson planning, effective classroom facilitation, and comprehensive learning evaluation. The findings reveal that the model creates a more participatory and collaborative learning environment by encouraging active student engagement, shared responsibility, and meaningful classroom interaction throughout the learning process. These findings contribute to the growing body of research on cooperative learning by providing qualitative evidence of how the NHT model is enacted in secondary economics classrooms, an area that has received limited attention in previous studies. Practically, the study highlights that teachers should integrate structured cooperative activities with effective classroom management to maximize student participation and collaborative learning. Although the findings are context-specific and derived from a single madrasah, they provide valuable insights for educators seeking to implement student-centered learning in economics education. Future research is encouraged to involve broader educational contexts and mixed-methods approaches to examine the long-term effectiveness of the NHT model across diverse learning environments.

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