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THE APPLICATION *OF THE NUMBER HEAD TOGETHER MODEL* ASSISTED BY AUDIO VISUAL MEDIA IN INCREASING STUDENTS' INTEREST IN LEARNING IN SD NEGERI 41/II LAMAN PANJANG ON IPAS LEARNING

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ABSTRACT
This study was motivated by the low learning interest and participation of fourth-grade students at SD Negeri 41/II Laman Panjang in the subject of Natural and Social Sciences (IPAS). Conventional teaching methods and limited learning media made it difficult for students to understand the material and actively participate in discussions and group activities. This study aims to investigate how the implementation of the Number Head Together (NHT) model assisted by audiovisual media can improve the learning process and students' learning interest in IPAS. This research employed a Classroom Action Research (CAR) approach with 13 fourth-grade students as the subjects. The study was conducted in two cycles, with each cycle consisting of two meetings. Research instruments included teacher observation sheets, student observation sheets, and a learning interest questionnaire. The results showed significant improvements in both aspects observed. In terms of the teacher's performance, the implementation of teaching indicators increased from 55.56% in the first meeting of cycle I to 94.44% in the second meeting of cycle II. Regarding student activity, learning participation improved from mostly adequate/good in cycle I to good/very good in cycle II. Students' learning interest also increased; in cycle I, 23.1% of students were in the very good category and 46.2% in the good category, while in cycle II, 38.5% were very good and 46.2% were good, with no students in the low category. Based on these findings, it can be concluded that the implementation of the Number Head Together model assisted by audiovisual media is effective in enhancing the learning process and increasing the learning interest of fourth-grade students at SD Negeri 41/II Laman Panjang.

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INTRODUCTIONS

Basic education is the main foundation in shaping the knowledge and character of students, as well as being the starting point in the process of forming a quality life. At this level, the learning process is not only focused on delivering information, but also directed at developing critical and creative thinking skills to support the formation of students' (Elsunarti, 2017) *personalities holistically*.

Learning at the elementary school level plays a strategic role in instilling fundamental values that become a foothold for the next level of education. It includes cognitive, moral, and social aspects that are essential to forming a solid foundation of knowledge. The role of basic education in fostering creativity and independent thinking of students is crucial. The use of innovative learning approaches, such as cooperative and inquiry models, has been shown to increase students' active participation and interest in learning. (Apriliani et al., 2024) (Waode, 2023)

Teachers have an important role as facilitators as well as mediators in creating a meaningful learning atmosphere. Through the adaptation of various learning strategies and the provision of motivation, teachers can overcome limited resources and increase student involvement in the teaching and learning process. One of the significant challenges in learning in elementary school is creating an interactive and fun atmosphere. These challenges include limited facilities, lack of innovation in the use of learning media, and limited adequate teacher training. (Khairinnisa et al., 2024) (Jamaah et al., 2024)

Natural and Social Sciences (IPAS) subjects are one of the essential components in the basic education curriculum because they play a role in integrating the understanding of natural phenomena with social dynamics. Thus, IPAS provides a complete understanding of the environment around students. IPAS is designed as a cross-disciplinary subject that links scientific concepts with social and cultural contexts. This provides space for students to connect theoretical concepts with the reality of everyday life.

The characteristics of IPAS that demand conceptual and contextual understanding require teachers to develop flexible and innovative learning strategies so that the gap between theory and practice can be minimized. One of the common obstacles in learning IPAS is the use of monotonous lecture methods, which has an impact on students' low interest in learning due to the lack of active participation and hands-on learning experience. (Huda & Supriyanti, 2023)

The use of innovative technology and media is an effective alternative in overcoming student saturation of social studies learning. The integration of digital platforms, interactive e-books, and learning videos is able to create a more dynamic and engaging learning experience. (Aini, 2024) *The Number Head Together cooperative learning model* is considered to be able to increase students' involvement and curiosity in learning social studies. Through group discussion activities, experiments, and collaborative projects, students are actively involved in the learning process. The use of media such as learning videos, interactive images, and other digital materials is significantly able to stimulate students' interest. Variations in the delivery of material through visual and audio media also make it easier for students to understand the concepts taught. (Putri & Sari, 2024)

The application of experimental methods in IPAS provides opportunities for students to do hands-on practice. This approach not only improves practical skills, but also helps reduce the boredom that arises from less varied learning methods. However, limited resources both in terms of facilities and teacher competence are still an obstacle in optimizing IPAS learning. Therefore, continuous teacher training and the development of facilities and infrastructure are indispensable to achieve optimal learning effectiveness. (Yetmawarni, 2024) (Sugiarto et al., 2023)

In general, innovative learning approaches and the use of digital media are important strategies in answering social studies learning problems that tend to be monotonous and less interesting. This is in line with efforts to realize fun contextual learning at the elementary education level. Thus, the renewal and adjustment of the learning approach

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in science subjects is absolutely necessary in order to be able to form a strong foundation of knowledge, while increasing student motivation and involvement as a whole. (Nasir & Jamiludin, 2023)

Interest in learning is one of the important factors that encourage students to be actively involved in the learning process. When students have a high interest in a lesson, they will be more motivated to understand the material, explore new information, and engage in learning activities more enthusiastically. Therefore, interest in learning has a central role in determining students' academic success. (Yanti et al., 2021)

This is clear from the results of the re-observation which was carried out on August 21, 2025 at SD Negeri 41/II Laman Panjang, especially in the subject of Natural and Social Sciences (IPAS) Chapter 1 with plant material at the second meeting. The results of observations show that most students still seem less enthusiastic in participating in learning and have difficulty understanding the material. This condition occurs because the learning methods used by educators are still conventional, so learning tends to be centered on educators. Meanwhile, students are less actively involved, some are even more fun chatting and disturbing their friends during the learning process.

In addition, group discussion activities are rarely carried out, and even after the discussion there is no follow-up in the form of a group presentation in front of the class. This causes interaction between students to be minimal and opportunities to practice critical thinking and communication skills do not develop. Based on these conditions, it can be concluded that the learning process of science in grade IV of SD Negeri 41/II Laman Panjang is still not running optimally, so it has a direct impact on the low learning outcomes of students.

To strengthen the observation findings, the researcher also distributed a questionnaire on August 21, 2025 to find out the level of students' interest in learning science subjects. The questionnaire was given to 13 students in grade IV of SD Negeri 41/II Laman Panjang. The questionnaire instrument was compiled based on indicators of learning interest using a Likert scale of 1–4. The purpose of filling out this questionnaire is to obtain an initial overview of attention to the lessons, active involvement in learning activities, pleasure and enthusiasm in participating in learning, and desire to find out more about the material. The results of the recapitulation of the student learning interest questionnaire on re-observation are presented in the following table:

Table 1.1 Results of Student Learning Interest Questionnaire

no	Student Name	Score Acquisition	Score Maximum	Learning Interest Score	Category
1	Pa	37	48	77,1	Good
2	Ab	26	48	54,2	Less
3	Gh	37	48	77,1	Good
4	The	27	48	56,3	Less
5	Ik	41	48	85,4	Excellent
6	Aq	36	48	75,0	Good
7	Yu	44	48	91,7	Excellent
8	Vi	37	48	77,1	Good
9	Ha	36	48	75,0	Good
10	Fi	34	48	70,8	Good
11	Er	30	48	62,5	Enough
12	Ic	29	48	60,4	Enough
13	Li	31	48	64,6	Enough

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Total Score	**927**	
Average	**71,3**	
Excellent	**2**	**15,4%**
Good	**6**	**46,2%**
Enough	**3**	**23,1%**
Less	**2**	**15,4%**
Percentage of interest in learning = 61.5%		

The results of the learning interest questionnaire distributed to 13 students at SD Negeri 41/II Laman Panjang in the science subject show an initial picture of the condition of students' interest in learning. This questionnaire is given with the aim of finding out the extent of students' interest in learning in participating in learning, so that it can be a basis for consideration for teachers and researchers in determining the right learning strategy to increase student involvement in the classroom. By knowing the initial condition of learning interest, it is hoped that effective solutions can be found so that the teaching and learning process takes place more optimally.

The questionnaire consists of 12 statement items with an assessment scale of 1 to 4, so that the maximum score that each student can get is 48. To find out the learning interest score, a calculation formula is used, namely the acquisition score divided by the maximum score and then multiplied by 100. For example, Padlan students get a score of 37 out of a maximum score of 48, so the calculation results are 37 divided by 48 times 100 equal to 77.1, which means it is in the good category. Likewise, Ike's students obtained a score of 41 out of 48, so the result was 85.4 and was in the very good category.

If all learning interest scores are summed up, the total score obtained is 92.7 with an average of 71.3. The average score shows that in general, students' interest in learning is in the good category. However, if you look at it in more detail, there are quite striking variations between students. Based on the assessment criteria, students with scores between 81 to 100 are in the very good category, 66 to 80 are in the good category, 51 to 65 are in the good category, and 0 to 50 are in the poor category.

Based on this grouping, there were only 2 students or 15.4% who were in the very good category, namely Ike with a score of 85.4 and Gustia Ramadani. A total of six students or 46.2 percent were in the good category, including Padlan, Ghozali, Viona, Lisna, Yusuf, and Sintia. Furthermore, there are five students or 38.5 percent who are in the sufficient category, one of which is Abizar with a score of 62.5. As for one student or 7.7 percent, it is still in the poor category, namely Erli with a score of 59.4.

To find out the percentage of students' interest in learning that is good, the calculation of the number of students with good and excellent categories is used divided by the total number of students then multiplied by 100. Out of 13 students, only 6 students obtained scores in the good and excellent categories. The calculation is 7 divided by 13 times 100 equals 53.8 percent. This means that only 53.8 percent of students have an interest in learning in the good to very good category, while the remaining 46.2 percent are still in the sufficient to poor category.

Thus, it can be concluded that although on average students' learning interest is in the good category, the level is not evenly distributed. There are still almost half of the number of students whose interest in learning needs to be improved. Students who are in the good and excellent categories have a score range between 66 to 100, while students who are in the sufficient and poor categories still range from 51 to 65 and below. This condition shows the need for more innovative learning strategies so that students' interest in learning can increase overall.

Thus, it can be concluded that although on average students' learning interest is in the good category, the level is not evenly distributed. There are still almost half of the number of students whose interest in learning needs to be improved. Students who are in the good and excellent categories have a score range between 66 to 100, while students

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who are in the sufficient and poor categories still range from 51 to 65 and below. This condition shows the need for more innovative learning strategies so that students' interest in learning can increase overall.

The use of innovative learning models is expected to help overcome existing problems, so an active, effective, and creative, fun and problem-solving learning environment is needed, so that students always increase their interest in learning, one of which is by using *the Number Head Together* Learning Modelis a learning model that prioritizes student activities in searching, processing, and reporting information from various sources that are finally presented in front of the class. The NHT model is part of the structural cooperative learning model, which emphasizes specific structures designed to influence student interaction patterns. The Activity Structure requires students to work in small groups cooperatively. The structure was developed as an alternative material to the traditional classroom structure such as raising a hand first and then being appointed by the teacher to answer the questions that have been asked. This kind of atmosphere caused a commotion in the classroom, as the students scrambled to get the opportunity to answer the researcher's questions. (Sardiman, 2020) (Yuliyanto et al., 2023)

This is where the role of learning media becomes very important. Learning media is a tool used by teachers to deliver material in a more interesting and easy-to-understand way. With the help of the media, material that previously felt abstract can be explained in a more concrete way. (Jauza & Albina, 2025)

The learning media itself has various types. There are traditional media such as whiteboards and textbooks, and there are also modern media such as interactive multimedia and audio-visual media. Each type of media has its own advantages in supporting the learning process. Audio-visual media, which combines elements of image and sound, is now increasingly used because of its ability to convey information in a more vivid and engaging way. With the help of moving images, animations, and explanatory voices, students can more easily understand and remember the material being taught. One of the strengths of audio-visual media is its ability to create a fun and not boring learning atmosphere. Learning that initially feels heavy can become lighter and more fun because this medium is able to present the material in a more concrete and contextual form. (Ahdar & Nusriani, 2023) (Raoda & Yusnadi, 2025)

In the end, interest in learning is the main key to achieving maximum learning outcomes. Audio-visual media can be a bridge to arouse students' enthusiasm for learning, especially in subjects such as IPAS. Based on the initial findings at SD 41/II Laman Panjang, it is very clear that more innovative and interesting learning is needed to overcome low interest in learning and improve the quality of student learning outcomes.

Learning at SD 41/II Laman Panjang is currently still facing challenges, especially in terms of the use of interesting learning media. One of the main obstacles felt is the lack of use of audio-visual media in the classroom. As a result, the learning process tends to be less interactive and feels monotonous, so students become less enthusiastic in following the lessons. This is certainly a concern, especially in the subject of Natural and Social Sciences (IPAS) which is known to contain many abstract concepts and requires a good visual understanding so that students can really understand them.

Seeing the great potential of the audio-visual media, it is important to conduct more in-depth research on how this media can be applied effectively in SD 41/II Laman Panjang. This research is expected to provide a clear picture of the benefits of audio-visual media in increasing students' interest in learning, as well as provide practical solutions for teachers and schools in developing more interesting and meaningful science learning.

METHOD

The research design used in this study is a class action research. Classroom action research is a research conducted in order to improve the quality of learning as explained by . Arikunto (2019)

The implementation of PTK is carried out in several stages, namely the stages of planning, implementation, observation, and reflex. The planning stage is the stage of planning the actions that will be taken to overcome the

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problem. This involves formulating a clear plan of action, including the strategy to be used, the goals to be achieved, and implementation steps. (Sari et al., 2024)

According to the implementation stage, teachers implement the planned actions in their classrooms. This could be a change in teaching methods, the use of new learning tools, or the implementation of other supporting strategies. During the observation stage during the implementation of the action, the teacher observes and records the students' responses and the impact of the actions taken. These observations can include student participation, levels of understanding, or behavioral changes. And the reflection stage is implementation, teachers reflect on their experiences and the results of the actions taken. This involves evaluating the effectiveness of the action, identifying what worked and what needed to be improved, as well as thinking about the next steps. Slameto (2020)

Furthermore, in the implementation of the research, the researcher collaborates between classroom educators and researchers. This means that the researcher does not do it alone, but the researcher collaborates with the classroom educator. Participatively, together with research partners, will carry out this research step by step.

This Class Action research will be conducted in 2 cycles with reference to the model developed by Kemmis and Taggart. This procedure was prepared as a step to see the improvement of learning outcomes in thematic learning through the application of *the Number Head Together* model with the help of Audio Visual Media The classroom action research plan/procedure was prepared using the following procedures:

1. Initial Activities

Before making observations, the initial activities carried out were:

a. Creation of observation permit for the school concerned
b. Preparing a research decree
c. Observation
d. Instrument manufacturing
e. Proposal creation
f. Research Implementation

a. Planning Stage

In the planning stage, the researcher designed the Learning of the *Number Head Together* Assisted Audio Visual Media model based on the results of observations and reflections in the previous cycle which were still considered not good.

1) Defining the subject matter
2) Create/prepare IPAS teaching modules
3) Prepare audio-visual media
4) Prepare instruments in the form of observation sheets and student learning interest questionnaires
5) Recording observers

b. Implementation Stage

At this stage, the researcher implements the *Number Head Together* Assisted Audio Visual Media model in learning science in Grade IV at SD Negeri 41/II Laman Panjang, with the following steps:

1) Group Formation
2) Presentation of Materials
3) Numbering and Group Discussion
4) Presentation of Discussion Results
5) Closing

c. Observation Stage

At this stage, observations were made on the implementation of *the Number Head Together* Learning Model with the Help of Audio Visual Media using an observation sheet of the educator and student process.

d. Reflection Stage

Reflection is carried out in collaboration between educators and observers to analyze various events that occur during the implementation stage of the action.

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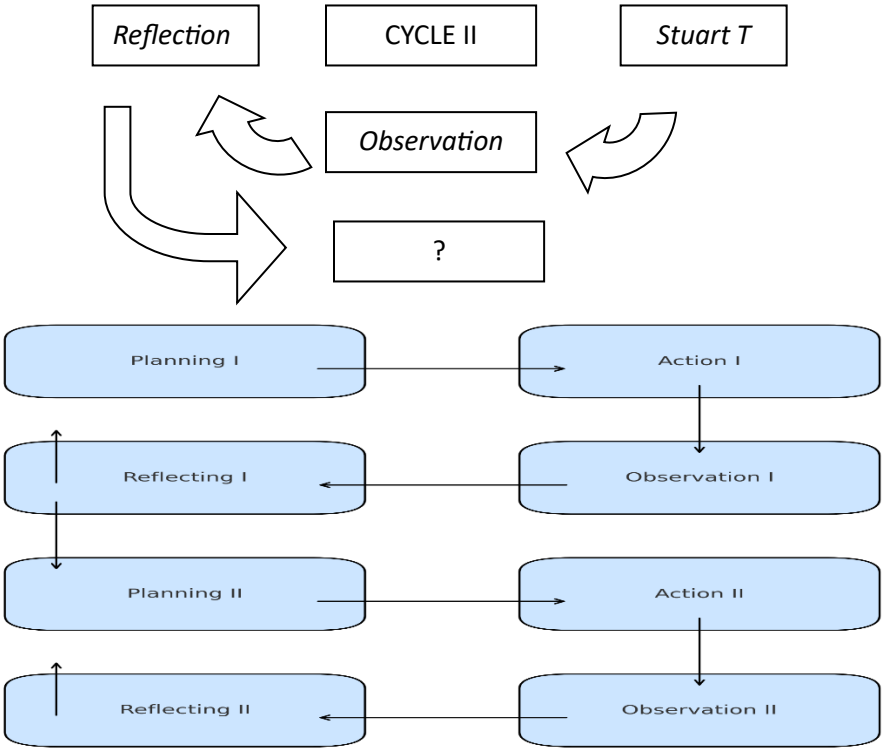

Chart 3.1 PTK Cycle Flow According to Arikunto, 2019

RESULT AND DISCUSSIONS

Results of Cycle I

The implementation of learning carried out by the researcher as an educator is observed by the classroom teacher who acts as an observer. This observation was carried out using a pre-prepared observation sheet to record the extent of educators' activities in applying the Number Head Together model assisted by audio visual media during the learning process, with the following results:

Table 4.1 Results of Observation of the Learning Process of Educator Aspects of Cycle I

Information	Meeting 1	Meeting 2
Total Implemented	10	13
Number of Observations	18	18
Percentage	55,56	72,22
Category	Enough	Good

Based on the results of observations in Cycle I, it can be seen that in the first meeting of a total of 18 indicators observed, as many as 10 indicators were implemented well so that the percentage of implementation reached 55.56% and was included in the category of adequate. At the second meeting, out of the same 18 indicators, as many as 13 indicators were implemented, resulting in a percentage of 72.22% which was included in the good category. These results show an increase in the implementation of learning by educators from the first meeting to the second meeting, which indicates adaptation and improvement in the implementation of learning models during the current cycle.

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1) Student Aspects

Observation of student activities was carried out by fellow researchers using observation sheets that had been prepared. This observation aims to assess student participation, involvement, and learning interest during the learning process with the *Number Head Together model* assisted by audio-visual media.

Table 4.2 Results of Observation of Student Activities in Cycle I

Category	Sum	Percentage	Sum	Percentage
Excellent	2	15,38	4	18,18
Good	5	38,46	6	46,15
Enough	4	30,77	2	15,38
Less	2	15,38	1	7,69

The implementation of learning carried out by the researcher as an educator is observed by the classroom teacher who acts as an observer. This observation was carried out using a pre-prepared observation sheet to record the extent of educators' activities in applying *the Number Head Together* model assisted by audio visual media during the learning process, with the following results:

Based on the results of observations in Cycle I, it can be seen that there is a variation in the level of student involvement at each meeting. At the first meeting, two students (15.38%) showed very good activity, five students (38.46%) were in the good category, four students (30.77%) were in the adequate category, and two students (15.38%) were in the poor category. In the second meeting, there was an increase in participation, where four students (18.18%) showed very good activity, six students (46.15%) were in the good category, two students (15.38%) were in the adequate category, and only one student (7.69%) was in the poor category.

Table 4.3 Learning Interests of Cycle I Students

Categories of Learning Interests	Number of Students	Percentage
Excellent	3 people	23,1%
Good	6 people	46,2%
Pretty Good	3 people	23,1%
Less	1 person	7,7%

Based on the results of filling out the questionnaire in Cycle I, it can be seen that most of the students showed a fairly good interest in learning. Three students (23.1%) were in the very good category, six students (46.2%) were in the good category, three students (23.1%) were in the good category, and one student (7.7%) was in the poor category.

These results show that the application of *the Number Head Together* model assisted by audio-visual media in Cycle I succeeded in fostering students' interest in learning. Most of the students show good attention to the lessons, are actively involved in learning activities, are enthusiastic in following the learning process, and have a desire to understand the material more deeply. Even so, there are a small number of students who still need more encouragement in order to increase their motivation to learn.

Results of Cycle II

1) Educator Aspect

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In Cycle II, the implementation of learning by the researcher as an educator was again observed by the classroom teacher who acted as an observer using an observation sheet. The results of the observation show an improvement in the quality of learning implementation compared to Cycle I, as seen in the following table:

Table 4.4 Results of Observation of the Learning Process of Educator Aspects of Cycle II

Information	Meeting 1	Meeting 2
Total Implemented	14	17
Number of Observations	18	18
Percentage	77,78%	94,44%
Category	Good	Excellent

At the first meeting of Cycle II, out of a total of 18 indicators observed, as many as 14 indicators were implemented well, resulting in a percentage of implementation of 77.78% and included in the good category. At the second meeting, as many as 17 indicators were implemented out of 18 indicators observed, so that the percentage of implementation reached 94.44% and was included in the very good category. These results show that the application *of the Number Head Together* model assisted by audio-visual media by educators is increasing, both in terms of learning management and interaction with students, so that the learning process becomes more effective and enjoyable.

2) Student Aspects

Observation of student activities in Cycle II was carried out by research colleagues using observation sheets. This observation aims to assess the level of student participation, involvement, and learning interest during the learning process with the *Number Head Together model* assisted by audio-visual media.

Table 4.5 Observation Results of Student Activities in Cycle II

Category	Sum	Percentage	Percentage
Excellent	5	38,46	46,15
Good	5	38,46	38,46
Enough	3	23,08	15,38
Less	0	0,00	0,00

Based on the observation results, there was a significant increase compared to Cycle I. At the first meeting, five students (38.46%) showed very good activity, five students (38.46%) were in the good category, and three students (23.08%) were in the adequate category, while no students were in the poor category. At the second meeting, six students (46.15%) showed very good activity, five students (38.46%) were in the good category, and two students (15.38%) were in the fair category, with the number of inactive students remaining zero.

These results show that the application of *the Number Head Together* model assisted by audio-visual media has significantly increased student engagement and participation. All students actively participate in learning, discuss, and express opinions, so that the learning atmosphere becomes more interactive and conducive.

3) Interest in Learning

The measurement of students' learning interest in Cycle II was carried out again using the same questionnaire as in Cycle I. This questionnaire consists of four indicators, namely attention to lessons, active involvement in learning activities, pleasure and enthusiasm when learning, and desire to find out more about the material. Each indicator has two statements, and students are asked to respond with a choice of Disagree, Disagree, Agree, and Strongly Agree.

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Table 4.6 Learning Interests of Cycle II Students

Categories of Learning Interests	Number of Students	Percentage
Excellent	5 people	38,5%
Good	6 people	46,2%
Pretty Good	2 people	15,4%
Less	0 people	0%

Based on the results of the questionnaire, most of the students showed an increase in interest in learning compared to Cycle I. Five students (38.5%) were in the very good category, six students (46.2%) were in the good category, two students (15.4%) were in the good category, and none of the students were in the poor category.

These results show that the application of *the Number Head Together* model assisted by audio-visual media in Cycle II succeeded in increasing students' interest in learning. Students are more focused on the material, actively involved in discussions and learning activities, show high enthusiasm, and have a greater desire to understand the material in depth. This improvement confirms the effectiveness of the improvements made based on reflection in Cycle I, so that all students now participate optimally in the learning process.

DISCUSSION

Based on the results of the study, the implementation of learning with *the Number Head Together* (NHT) model assisted by audio-visual media showed a significant improvement in both educators and students. From the aspect of educators, observations show that the implementation of activity indicators increased from the sufficient category at the initial meeting of the first cycle to the very good category at the second meeting of the second cycle. This is in line with the opinion of Nurlia Ginting (2023) who stated that the application of *the Number Head Together* type cooperative learning model can increase the effectiveness of learning management so that teachers' skills in managing the learning process are more optimal.

In addition, the student aspect has also experienced a noticeable increase. Student activity increased from mostly in the sufficient and less category at the beginning of cycle I to mostly in the good and very good category in cycle II. This shows that students become more active in discussing, interacting in groups, and being able to express opinions more confidently. Fera Febriati, Aty Nurdiana, and Connyta Elvadola (2023) found similar results, namely an increase in student learning activities from 65% in the first cycle to 88.75% in the second cycle, which proves that the NHT model is effective in encouraging students' active participation in learning.

The improvement in these two aspects not only indicates the success of teachers in implementing learning strategies, but also shows that *the Number Head Together* model with the help of audio-visual media is able to create a conducive and interactive learning atmosphere. As revealed by Sri Fitrianti (2025), the NHT model provides space for students to collaborate, think critically, and exchange information, so that student involvement increases significantly in each learning cycle.

2. Students' Learning Interests

In addition to the learning process, students' interest in learning also showed a significant increase from cycle I to cycle II. Based on the results of the learning interest questionnaire, most students showed good to very good interest in cycle II, while in cycle I there were still some students with sufficient and insufficient categories. This is consistent with the findings of Riyan Nur Pratama (2024) who showed that the application of the NHT model in science subjects in grade IVB SDN Serayu increased students' interest in learning from 65% in the pre-cycle to 72% in the second cycle.

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Similarly, it stated that the application of Wiradarma et al. (2021) *the Number Head Together* type cooperative model succeeded in increasing students' interest in learning to reach a high percentage level in cycle II, which indicates the success of the learning strategy in increasing students' motivation and attention to the material. also added that the application of the NHT model is able to increase students' interest in learning to include all indicators that have been set, such as attention to lessons, active involvement, enthusiasm, and a desire to understand the material more deeply. Student (2023)

Thus, it can be concluded that the application of *the Number Head Together* model assisted by audio-visual media not only improves the quality of the learning process, but also effectively fosters students' interest in learning. This improvement shows that the NHT-type cooperative learning model is able to create a more meaningful, interactive, and able to encourage students to play an active role in every learning activity.

CONCLUSION

Based on the results of the classroom action research carried out in grade IV of SD Negeri 41/II Laman Panjang by applying the Number Head Together model with the help of audio-visual media, several important conclusions were obtained. In terms of the learning process, observations of the educator aspect showed an increase from Cycle I to Cycle II. At the first meeting of Cycle I, the implementation of educator activity indicators was recorded at 55.56% with the adequate category, then increased to 72.22% in the second meeting with the good category. A more significant increase was seen in Cycle II, which was 77.78% in the first meeting with the good category, and reached 94.44% in the second meeting with the very good category. These findings show that teachers are increasingly skilled in managing learning, utilizing audio-visual media, and implementing the Number Head Together model effectively. From the aspect of students, learning activities have also increased. In Cycle I, most students were in the fair and good category, while in Cycle II the majority of students were in the good to very good category, without any students being in the poor category. This increase reflects higher participation, active involvement in group discussions, and student activeness in following the learning process. In addition, in terms of learning interest, the results of the questionnaire also show a significant increase. In Cycle I, there were three students (23.1%) who were in the very good category, six students (46.2%) in the good category, three students (23.1%) in the good category, and one student (7.7%) in the poor category. Meanwhile, in Cycle II, the number of students in the very good category increased to five students (38.5%), six students (46.2%) in the good category, two students (15.4%) in the good category, and no more students in the poor category. These results show that the application of the Number Head Together model assisted by audio-visual media is able to increase students' interest in learning optimally, while encouraging the creation of a more active, fun, and meaningful learning atmosphere.

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