

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1. Conclusion

Based on the results of the research conducted at SMP Negeri 35 Medan, it can be concluded that the Numbered Heads Together (NHT) type cooperative learning model has a significant influence on students' critical thinking skills in Ecology and Biodiversity material for Grade VII in the 2024/2025 academic year. The results of the independent sample t-test showed a Sig. (2-tailed) value of 0.000 ( $p < 0.05$ ), indicating that there was a significant difference in critical thinking skills between students in the experimental class and those in the control class. This finding confirms that the application of the NHT learning model effectively enhances students' critical thinking skills compared to conventional learning methods. Furthermore, among the aspects of critical thinking, the inference aspect showed the most significant improvement in the experimental class. This indicates that the NHT learning model is particularly effective in developing students' ability to draw conclusions and make logical decisions through collaborative group discussions, thus answering both research questions of this study.

#### 5.1. Suggestion

Based on the conclusions above, the researcher provides several suggestions as follows:

1. For teachers, it is suggested to use the Numbered Heads Together (NHT) cooperative learning model as an alternative teaching strategy, especially in science, because it can increase student participation, teamwork, and understanding through group discussions and shared responsibility.
2. Students are encouraged to take an active role when learning with the NHT model by sharing ideas, working together, and helping each other so that their critical thinking skills and learning outcomes can improve.

3. Schools are expected to support the use of innovative learning models such as NHT by providing facilities for group activities and encouraging teachers to continue developing active and cooperative learning approaches.
4. Future researchers can expand this study by applying the NHT model to other subjects or grade levels, or by adding variables such as learning motivation, student activity, or long-term learning achievement.

