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Efforts to Improve Student Learning Outcomes by Using the Snowball Throwing Learning Model in Civics Subjects Material Freedom to Organize

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Abstrak

Peningkatan hasil belajar merupakan bentuk konkrit dari evaluasi pembelajaran dan perbaikan mutu proses pembelajaran, sehingga pembelajaran meniscayakan perbaikan mutu tersebut. Penelitian ini bertujuan untuk mendeskripsikan upaya meningkatkan hasil belajar siswa dengan menggunakan model pembelajaran *snowball throwing* pada mata pelajaran PKn materi kebebasan berorganisasi. Untuk menemukan hasil sistematis (ilmiah), maka peneliti menggunakan pendekatan penelitian tindakan kelas dengan tiga tahapan, yaitu pra tindakan, siklus pertama, dan siklus kedua. Latar penelitian ini bertempat di SD Negeri 108307 Pasar VIII Desa Buntu Bedimbar, dengan 19 siswa (kelas V). Hasil penelitian ini menyimpulkan bahwa model pembelajaran *snowball throwing* berdampak positif atau signifikan terhadap peningkatan hasil belajar siswa. Hasil pra tindakan diperoleh 4 siswa mencapai kriteria ketuntasan minimal (KKM) (21,05%) dan 15 siswa belum mencapai KKM (78,95%). Setelah digunakan model pembelajaran *snowball throwing*, pada siklus I sudah mengalami peningkatan, di mana 7 siswa mencapai KKM (36,85%) dan 12 siswa belum mencapai KKM (63,15%). Selanjutnya, pada siklus II 19 siswa sudah mencapai KKM (100%). Peningkatan ini didasarkan bahwa siswa diberi kesempatan untuk belajar kooperatif atau saling kerjasama untuk memahami konsep dan menyelesaikan problematika pembelajaran.

Kata Kunci: Hasil Belajar, Model Pembelajaran, *Snowball Throwing*.

Abstract

Improving learning outcomes is a concrete form of learning evaluation and improving the quality of the learning process, so that learning necessitates this quality improvement. This study aims to describe efforts to improve student learning outcomes by using the snowball throwing learning model in Civics subjects on freedom of organization. To find systematic (scientific) results, the researcher used a classroom action research approach with three stages, namely pre-action, first cycle, and second cycle. The research setting took place at SD Negeri 108307 Pasar VIII, Buntu Bedimbar Village, with 19 students (grade V). The results of this study concluded that the snowball throwing learning model had a positive or significant impact on improving student learning outcomes. Pre-action results showed that 4 students achieved the minimum completeness criteria (KKM) (21.05%) and 15 students had not yet reached the KKM (78.95%). After using the snowball throwing learning model, in cycle I it has increased, where 7 students achieved KKM (36.85%) and 12 students had not reached KKM (63.15%). Furthermore, in cycle II 19 students had reached the KKM (100%). This increase is based on that students are given the opportunity to learn cooperatively or work together to understand concepts and solve learning problems.

Keywords: Learning Outcomes, Learning Model, *Snowball Throwing*.

PRELIMINARY

Citizenship education is learning that presents complete material about nationality, starting from historical aspects, citizens' and governmental rights, legal norms (religion, culture, customs, positive law). This shows that studying civics education is the same as exploring national identity or national identity. Furthermore, through learning civics education (PKn) it becomes the basic capital for every next generation of the nation in realizing a good generation with Pancasila character according to the ideals of the founding of the Indonesian nation (Ningrum & Ginting, 2021: 21-27; Hadiyanta, 2013).

Citizenship education studies an education towards the nation and state for students who can be relied upon and make successors for the nation and state and make good citizens (Sitepu, 2021: 51-60; Pangalila, 2017). According to the results of observations at SDN 108307 Pasar VIII Desa Buntu Bedimbar, that so far Civics learning has generally tended to still follow ancient learning which was monotonous using only

supporting books and teachers only used the lecture method, which has become a tradition. and become a habit in learning Civics. Learning only prioritizes results and only a few that lead to process.

This causes the knowledge gained by students is only in the form of concepts, theories, laws that are memorized or told and read only, which feels boring and also meaningless. Civics learning should be made more meaningful and fun and oriented towards the learning process so that it can improve students' abilities and learning outcomes in mastering the concept of Civics learning (Dewi, *et.al.*, 2013; Trisiana, 2020: 31-41).

Ristia (2021) explained that learning outcomes are all behaviors that students have as a result of the learning process they take. These changes include aspects of overall behavior both cognitive, affective and psychomotor aspects. This is in line with Bloom's theory, that learning outcomes within the framework of the study are achieved through three domain categories namely; cognitive (learning outcomes consisting of knowledge, understanding, application, analysis, synthesis and evaluation); affective (learning outcomes consist of the ability to receive, answer, and assess); and psychomotor (learning outcomes of motor skills, manipulation and neuromuscular coordination).

In order to improve student learning outcomes a teacher is expected to be able to develop a learning model that can improve student learning outcomes in Civics learning. One alternative learning model that can overcome this problem is the Snowball Throwing learning model. This learning model is useful for systematizing learning, because each material will be taught coherently to students (Assingkily, *et.al.*, 2019: 198-205).

The snowball throwing learning model begins with the presentation of material by the teacher, then the material is divided into sub-themes from the general theme according to the number of groups. Each group was asked to appoint a member of each group to be elected as group leader. Then the group representative (chairman) explains the material previously explained by the teacher. In the next stage, each group member is given the opportunity to write questions on a piece of paper to other groups, resulting in a dynamic and proactive discussion. In the next stage, paper containing questions from each student is made into a ball shape and thrown between students for approximately 15 minutes. Each student was asked to answer questions on a ball-shaped piece of paper that was received by each student (Lestari, *et.al.*, 2017: 163-168).

Learning with this model has several advantages, including livening up the classroom atmosphere, because students learn while playing. Students are also given the opportunity to think and reason quickly to answer any questions from their classmates. More than that, students are actively involved in the learning process, require minimal media, learning is more effective, and cognitive, affective, and psychomotor development can be achieved in students (Putra & Sufiani, 2021: 22-31).

Besides that, the snowball throwing learning model also has weaknesses. Among them is that students will answer spontaneously according to what was conveyed by the teacher. Then, if there are students who are appointed as group leaders who are less competent in answering each question, it will affect the mentality of other students. Learning activities also require a relatively long time, and classes that were originally expected to be active can turn into classes that are not conducive. For this reason, teacher creativity is needed in teaching with this model (Julyanti, 2019: 43-46).

In fact, relevant research on the snowball throwing learning model has been studied from various aspects, including discussing improving student learning outcomes (Hisbullah & Firman, 2019: 100-113; Munawaroh & Alamuddin, 2014: 163-173), Muhammadiyah learning (Dianto, 2020: 34-44), implementation of the snowball throwing learning model (Agustina, 2013), cooperative-based learning model (Handayani, *et.al.*, 2017; Kusumawati, 2017: 1-12), snowball throwing type learning assisted by audio-visual media (Oktaviani, *et.al.*, 2019: 89-97), students' mathematical communication abilities (Suliswa, *et.al.*, 2017: 37-41), and the quality of learning in the classroom (Akhriyah, 2011).

Observing the description above, there is a gap analysis of this study with previous relevant research, namely from the aspect of a special study using the snowball throwing learning model in improving Civics learning outcomes for elementary school students. Furthermore, this research is summarized in the title,

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 “Efforts to Improve Student Learning Outcomes by Using the Snowball Throwing Learning Model in Civics Subjects Material Freedom to Organize”.

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METHOD

This research uses a type of classroom action research (CAR). It was held at SDN 108307 Pasar VIII, Buntu Bedimbar Village, Tanjung Morawa District, Deli Serdang Regency. The research subjects were taken from fifth grade students (even semester) with a total of 19 students (11 girls, 8 boys). The steps or stages of the research include; problem identification, action planning, action implementation, data collection (observation or observation results), reflection, and follow-up planning (Assingkily, 2021).

Furthermore, the research scheme can be seen in the image below:

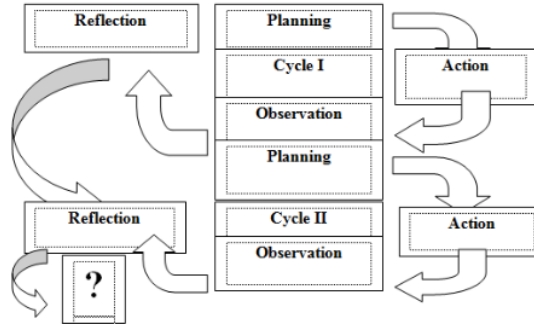


Figure 1. Scheme or research flow framework.

Based on the formula above, if the learning completeness in the class has reached 70%, then the learning mastery has been achieved. So it can be concluded that data analysis is carried out as the basis for the next cycle and it is necessary to take action in cycle II followed by problems that have not been resolved, the results of data analysis can be presented in the table .

RESULTS AND DISCUSSION

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 Through the test results it can be concluded that the Snowball Throwing learning model has a positive impact on improving student learning outcomes, because in this learning model the teacher provides opportunities for students to work together with friends and help each other between students who are smart and who are not very smart. This also shows the enthusiasm of students during the learning process and can be seen from the diagram of student learning outcomes as follows:

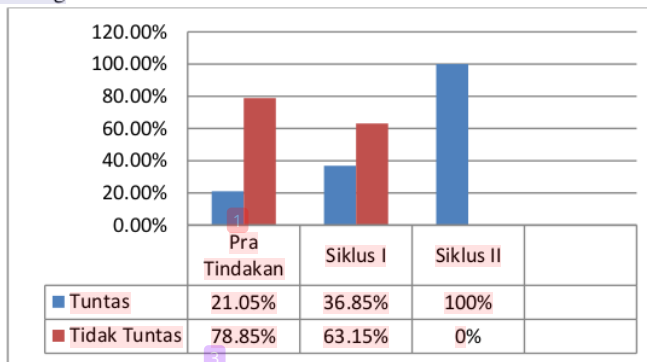


Figure 2. Student learning outcomes diagram.

Based on data analysis, student learning activities increased by using the Snowball Throwing learning model. The increase in student activity means that the Snowball Throwing learning model can motivate students during the learning process. During the learning process, students are divided into three groups in which there are students with high and low abilities (Efiyanti, *et.al.*, 2019: 119-129).

Efforts to classify students' abilities are a concrete form in realizing cooperative learning, so that between students a heterogeneous atmosphere is built that is effective in group discussions (Firdaus, 2016: 61-74). Furthermore, this learning model also leads students to active learning and a high level of mastery of the material (Ambarsari, *et.al.*, 2014). Finally, through this learning model will have an impact on improving student learning outcomes (Al Hafidz & Arifin, 2017; Elferasari, 2017: 169-174).

The students are given the freedom to interact with friends from different groups so as to lead to good social interaction between students as a whole in each cycle can be seen in the diagram from the observations of student activities below:

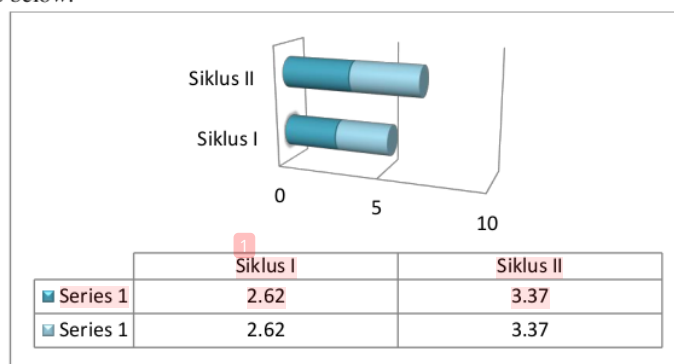


Figure 3. Diagram of the results of observing student activities.

Analysis of teacher performance data is seen by the teacher's ability to design lesson plans and the teacher's ability to manage learning in the classroom. Teacher performance can improve student learning outcomes from cycle I to cycle II. In the first cycle, student activities get an average score, which is 2.62 with an increase in cycle II, namely, 3.37 which is included in the good criteria. Thus, the teacher's performance in carrying out the learning steps has increased classically after the application of the Snowball Throwing learning model.

Civics learning about freedom of organization by applying the Snowball Throwing learning model which can improve teacher performance, then if the teacher pays attention to the conditions of students and class when starting the learning process (Ratnasari & Lexbin, 2019: 323-328). The teacher must know the students' initial cognitive abilities before applying the Snowball Throwing learning model so that in teacher learning it is easy to form heterogeneous groups. The learning process carried out by students resulted in changes in behavior.

Freedom of organization material is considered appropriate to be presented using the snowball throwing type of active learning model, because it provides the widest space for students to ask each other questions and express opinions. In addition, the freedom to organize material will also be easier for students to understand because the language of communication given is between peers (Jampel, *et.al.*, 2017: 128-137). Thus, students will find it easier to explore themselves and accept the opinions of friends at the same time.

Based on the description above, it can be understood that Civics learning about freedom of organization is appropriate using the snowball throwing learning model. This is based on the flexibility of opportunities given to students to discuss in a democratic space among peers. Furthermore, this is supported by the findings of the action that has been going on for two cycles, in which 19 students who are the focus of the 100% sample have achieved the minimum completeness criteria (KKM).

CONCLUSION

Based on the description of the results and discussion above, it can be concluded that the snowball throwing learning model has a positive or significant impact on improving student learning outcomes. Pre-action results showed that 4 students achieved the minimum completeness criteria (KKM) (21.05%) and 15 students had not yet reached the KKM (78.95%). After using the snowball throwing learning model, in cycle I it has increased, where 7 students achieved KKM (36.85%) and 12 students had not reached KKM (63.15%). Furthermore, in cycle II 19 students had reached the KKM (100%). This increase is based on that students are given the opportunity to learn cooperatively or work together to understand concepts and solve learning problems.

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