IMPROVING STUDENTS LEARNING OUTCOMES IN SOCIAL SCIENCE LEARNING THROUGH THE SNOWBALL THROWING METHOD

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ABSTRACT

This research started from the problem of teachers who continuously used the lecture method, causing student learning outcomes, especially for low social studies content. Therefore, this classroom action research was conducted to improve student learning outcomes by applying the Snowball Throwing method. This research was conducted in 2 cycles, with the subject of 13 students of SDS Muhammadiyah 1 Pataan. The data collection method in this study used the methods of observation, interviews, tests, and documentation. With the data source of class IV homeroom and students. As for the results obtained, the average score of the class at the time of the pre-cycle was 59, the first cycle obtained an average grade of 72.70 in the second cycle obtained an average of 81.54. There is also the percentage of mastery learning in the pre-cycle got a score of 31% (not classical completion), cycle 1 is 58.85% (Classical Completed) and cycle II is 93.30% (Classical Completed). By using the KKM of 70. From the results of this study the use of the Snowball Throwing method can improve student learning outcomes in social studies learning, so that later this research can be useful for educators.

A. Introduction

Education in a broad sense is all life experiences that occur throughout life and contribute to developing a person's quality of life. Education can also be interpreted as an effort and process of guidance given to a person to develop all his potential and abilities so that he can carry out his life functions as a complete human being (Khairiah, 2018). The same thing was stated by (Dwiyanti et al., 2021) who said that the education process must provide broad opportunities for students to gain knowledge and be able to develop their talents and potentials so that they can be useful for themselves, society, nation and country. Everyone has the right to get a good educational process to be able to develop (Nadziroh et al., 2018).

A good educational process certainly depends on the quality of learning. In order to create quality and effective learning, learning must be designed to be student-centered (Setyosari, 2014). By doing various activities in class, it will allow students to understand and remember material longer than when students are passive and only listen to material from the teacher (Abdullah, 2017). By learning actively, students can strive for something that is intended, students can continue to try to find ways to solve problems and find answers to questions (Afandi et al., 2013).

Based on the results of interviews with the fourth grade homeroom teachers at SD Muhammadiyah 1 Pataan, there are several problems as follows: 1) fourth grade students are passive in participating in social studies learning content, only a few students are active in participating in the learning process, 2) students are less enthusiastic when social studies learning takes place, because it uses the lecture method 3) student learning outcomes, especially on social studies content tend to be low, 4) students are not brave enough to ask things that are not yet known, 5) students are less focused in learning. Some of these problems occur because teachers tend to always apply the lecture method in learning without being interspersed with other methods. In fact, by continuously applying the lecture method in class without being interspersed with other methods, students will become bored and students' interest in learning will decrease (Adawiyah, 2021). Not only that, the lecture method that is carried out continuously will make learning less meaningful because students are not directly involved in constructing the subject matter but only memorize the material given by the teacher (Adilah, 2017). Therefore, the lecture method that is carried out without being interspersed with other methods will make student learning outcomes not optimal.

Therefore, other learning methods are needed that are more fun and make students more active in class. One method that can be applied is the snowball throwing method. The Snowball Throwing method is a learning method that begins with the formation of small groups, which are assigned to make paper balls containing questions related to certain materials and then throw them at other students, then the students who get the paper balls must answer the questions in it (Rosidah, 2017). The snowball throwing method is an effective learning method that can improve student interaction patterns and student academic mastery (Sudana, 2019). In another source, the snowball throwing method is said to be very effective in increasing interest in learning, activities, and student learning outcomes in social studies learning (Gustomo & Sudarman, 2015).

Based on the problems found and some of the results of previous research, the researchers will conduct classroom action research. The purpose of this study was to determine whether the use of the Snowball Throwing method could improve student learning outcomes in social studies learning in Class IV SD Muhammadiyah 1 Pataan.

B. Method

This research is classroom action research, namely the type of research carried out in a class to determine the effect of the actions applied to a research subject in that class (Meutiana, 2015). The instruments used in this study were interviews, tests, observations, and documentation. The data that has been collected will then be processed using descriptive quantitative analysis techniques.

C. Result and Discussion

This classroom action research was carried out in two cycles. Each cycle consists of four stages, namely the planning stage, the action stage, the observation stage, and the reflection stage by using research subjects fourth grade students of SDS Muhammadiyah 1 Pataan with a total of 13 students consisting of 3 male students and 10 female students. This research was carried out by applying the Snowball Throwing method to Social Science Lessons with the theme of 7 sub-themes 1. The following are the results of the data obtained at each stage of the study:

1. **Pre-cycle Stage Before Using the Snowball Throwing Method**

Based on the initial observation or pre-cycle activities, there was a learning process for class IV at SDS Muhammadiyah 1 Pataan, it was found that there were problems in the learning outcomes of social science subjects (IPS). These problems occur in teachers and students. Classroom activities are still teacher-centered so that students are not fully and actively involved in developing their ability to understand the material. In this stage the researchers obtained data on student learning outcomes classically on the content of social studies lessons, namely as follows:

Table 4. Pre-cycle Social Sciences Classical Learning Outcomes

No	Achievement	Result
1.	Lowest score	20
2.	Highest score	92
3.	Average	59
4.	Number of students completed	4
5.	Number of students incomplete	9
6.	Percentage of completeness	31%
7.	Percentage of incompleteness	69%

In these activities the teacher uses the lecture method which makes students feel bored in learning activities, thus making student learning low. Based on the learning outcomes table above, it is known that the average student learning outcomes in social studies content are still low 59. In addition, from the results of the pre-cycle scores, it can be seen that most of the students have not reached the specified KKM score of 70. There are 4 students who have completed the KKM with a percentage of 31%, while the remaining 9 are still below the minimum completeness criteria, with a percentage of 69%. Therefore, in the next stage, researchers will apply the snowball throwing method to improve student learning outcomes.

2. **Application of the Method of Snowball Throwing Cycle I**

a. Planning Stage

At this stage the researcher prepares all the needs to implement the action. Some of what the researchers have prepared are determining KD, compiling lesson plans, 5 descriptive questions for evaluation, and setting learning success criteria. in this research it is said to be successful if the students score reaches the minimum completeness criteria with a score of 70.

b. Action Execution

At this stage the researcher carried out research actions with the lesson plan (RPP) that had been prepared previously. Cycle 1 research was carried

out on May 17, 2022 on Tuesday which lasted for 2 hours of learning with time allocation (2 x 35 minutes), learning activities were applied according to the learning tools. At the end of learning students are given a question sheet containing 5 description questions that must be done. The following are student learning outcomes after being given action in cycle I:

Table 2. Student Learning Outcomes of Grade IV Muhammadiyah Elementary School 1 Pataan Cycle I

No	Name	Minimum Completeness Criteria	Score	Description
1.	Akmal Farros	70	80	Complete
2.	Kholifa Dwi Antika	70	80	Complete
3.	Marwah	70	65	Not Complete
4.	Rahman Dani	70	60	Not Complete
5.	Ara	70	80	Complete
6.	Nela Dwi P. J.	70	60	Not Complete
7.	Nurul Izzah Astrid	70	60	Not Complete
8.	Rama Seven O.	70	65	Not Complete
9.	Regina Putri R.	70	85	Complete
10.	Safitri Agustina R.	70	80	Complete
11.	Sheila Alisya Esa	70	85	Complete
12.	Shinta Eka Nur A.	70	65	Not Complete
13.	Yumna Kamila Y.	70	80	Complete
	Total Score		945	7
	Total Average Score	72,70		
	Percentage of Complete Learning	58,85%		

c. Observation

Observations are carried out simultaneously with learning activities. In this study, those who act as model teachers are researchers, while here those who act as observers are research colleagues. The results obtained from observations of teacher activities get a score of 30 out of a maximum score of 40. This score indicates a good rating scale with good qualifications. The results of teacher observations or teacher activities have been carried out well, the results observed are as expected. But there are some activities that have not been carried out by the teacher such as not directing students to be orderly, not conditioning and encouraging groups of students, not providing verbal reinforcement such as saying great, good, intelligent words, and not providing assistance in the process of working on assignments and motivation for students to be confident.

The student activities were not carried out well, with a score of 19 out of a total of 32 scores with a sufficient rating scale and incomplete qualifications. Some student activations still do not look like students do not sit neatly and

orderly, students still disturb other groups, students cannot focus on the teacher, students do not ask if something is not understood, students are not calm when learning takes place, students do not dare to give opinions then all group members are not enthusiastic in making reports and the contents of the report are not clear then some students do not listen to their friends when presenting their work, then students need to be asked to respond to their friends when making presentations students are also not tipsy when working on questions and still cannot conclude learning activities, so need to be repaired and improved, so that cycle 2 must be held again. The influencing factors are that it is the first time students use this method and then students are embarrassed to activate because there are foreigners.

d. Reflection Stage

In this activity, the researcher reflected and assessed the process and results of the data that had been generated in cycle 1. At the observation stage, there were still many shortcomings during learning both from the aspect of teacher and student activities. In addition, the results of classical completeness of students are only 58.85%, indicating the criteria for classical completeness are not complete. This is based on the theory of completeness of learning outcomes (Trianto, 2012), where a class is declared complete if the minimum number of students who complete reaches 85% of the total number of students in the class. Therefore, the researcher decided to carry out corrective actions in cycle 2 to get better results. This is in accordance with what was conveyed by (Mulyatiningsih, 2015), which states that to convince researchers regarding whether the actions in the previous cycle have been successful or not, researchers need to repeat actions in the next cycle. In addition, it is necessary to repeat the action in classroom action research, if the targets obtained in the previous action cycle have not been met.

3. Application of the Method of Snowball Throwing Cycle I

a. Planning Stage

At this stage the researcher again prepares all the needs to implement actions such as determining KD, compiling lesson plans, 5 description questions for evaluation, and setting learning success criteria.

b. Action Stage

At this stage the researcher carried out research actions with the lesson plan (RPP) that had been prepared previously. Cycle 1 research was carried

out on May 19, 2022 which lasted for 2 hours of learning with a time allocation (2 x 35 minutes), learning activities were applied according to the learning tools. At the end of learning students are given a question sheet containing 5 description questions that must be done. The following are student learning outcomes after being given action in cycle II:

Table 3. Learning Outcomes of Fourth Grade Students of SD Muhammadiyah 1 Pataan Cycle II

No	Name	Minimum Completeness Criteria	Score	Description
1.	Akmal Farros	70	85	Complete
2.	Kholifa Dwi Antika	70	80	Complete
3.	Marwah	70	70	Complete
4.	Rahman Dani	70	65	Not Complete
5.	Ara	70	80	Complete
6.	Nela Dwi P. J.	70	80	Complete
7.	Nurul Izzah Astrid	70	85	Complete
8.	Rama Seven O.	70	75	Complete
9.	Regina Putri R.	70	85	Complete
10.	Safitri Agustina R.	70	80	Complete
11.	Sheila Alisya Esa	70	85	Complete
12.	Shinta Eka Nur A.	70	85	Complete
13.	Yumna Kamila Y.	70	100	Complete
	Total Score		1060	12
	Total Average Score		81,54	
	Percentage of Complete Learning		92,30%	

c. Observation

Observations were carried out simultaneously with learning activities, where the researcher became a model, while the observer who acted was a colleague of the researcher. The results showed that the teacher's activation got a score of 39 out of 40 with a very good research scale and complete qualifications. The dead results are as expected. Then the activities are also better than before. In practice, researchers become accustomed to using this method, both in sequence and in time, so that learning is in accordance with the desired goals. The results of observations on student activities can be seen in the following table. In the second cycle student activation sheet obtained 29 scores out of 32 scores with a very good rating scale and complete qualifications. It is known that student activities have been carried out well, the results obtained are as expected. Students are rewarded by the teacher as an encouragement for all students.

d. Reflection Stage

In the second cycle, student learning outcomes increased compared to the pre-cycle and the first cycle, it was because the researchers had implemented all the procedures of learning using this Snowball Throwing method. In the second cycle, students are more enthusiastic when participating in learning, this is because students are starting to enjoy this method because they feel learning while playing. The results of student learning activities in Social Science subjects on the material of ethnic, cultural and religious diversity in Indonesia by applying the Snowball Throwing method always increase in each cycle.

Table 4. Student Learning Outcomes of Class IV SDS Muhammadiyah 1 Pataan

No	Indicator	Test Scores		
		Pre-Cycle	Cycle 1	Cycle 2
1.	Average	59	72,70	81,538
2.	Highest Score	92	85	85
3.	Lowest Score	20	60	70
4.	Level of Completeness	31%	58,85%	92,30%

The average score of the pre-cycle class was 59, Cycle 1 obtained an average grade of 72.70 in the second cycle, the average percentage of pre-cycle learning mastery was 31% (classical incomplete), cycle 1 was 58,846 % (classical incomplete) and cycle II 92.30% (classical complete). From cycle I to cycle II there was a drastic increase so that it can be said that the improvements made by researchers were successful. The difference in results in cycle I and cycle II was influenced by several factors from within students and from outside students. One of the external factors is the readiness of teachers to lead and become learning facilitators. As in cycle II, the teacher made various error corrections rather than cycle I, so that learning outcomes could be maximized. This is in accordance with what was conveyed by (Falah, 2015) that the readiness and ability of teachers to become facilitators and lead the learning flow, greatly determines the success of a lesson.

In cycle I, student learning outcomes have shown improvement, but in cycle I there are several learning activities that the teacher misses so that learning outcomes are not optimal. To improve it, cycle II was held. After correcting the deficiencies in the first cycle, there was an increase in the average learning outcome again. Not only that, the number of students who finished studying was

also increasing, from the beginning in cycle 1 there were 6 students who finished, in cycle 2 there was only 1 student who did not complete.

Based on the description above, it shows that the Snowball Throwing method can improve student learning outcomes in social studies learning for grade IV SD Muhammadiyah 1 Pataan, by contributing equally to each student. This Snowball Throwing method helps students have the same opportunity to be active in answering questions and discussing. The use of the Snowball Throwing method in social studies learning which was originally only silent and inactive in the classroom became fun and more interesting so that student activity could increase. This is in accordance with what was conveyed by (Khaidir et al., 2018).

D. Conclusion

This PTK research was carried out because of the problems of fourth grade students at SDS Muhammadiyah 1 Pataan, namely the low student learning outcomes in the social studies learning content, and the learning process using the lecture method continuously was deemed inappropriate for the characteristics of students who were quite active which resulted in low student learning outcomes. PTK needs to be held. Based on the results of the analysis, the snowball throwing method causes an increase in student learning outcomes in each cycle. This is indicated by the increasing class average, starting in the pre-cycle of 59, then increasing in Cycle 1 to 72.70, and increasing again in the second cycle to 81, 54%. In addition, from the criteria for the percentage of mastery learning outcomes, the percentage of mastery learning at the pre-cycle stage shows a score of 31%, this score increases after the action in cycle 1 is 58.846%, then after taking action again in cycle II, the score for mastery learning outcomes increases to 92, 30%. This shows that the snowball throwing method can improve the learning outcomes of fourth grade students at SDN Muhammadiyah 1 Pataan on social studies learning content.

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