



## THE IMPLEMENTATION OF SNOWBALL THROWING MODEL TO IMPROVE THE FIFTH-GRADE ELEMENTARY STUDENTS' LEARNING OUTCOMES

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### ABSTRACT

This paper describes the improvement of students' learning outcomes through the implementation of the Snowball Throwing learning model. Snowball Throwing is a learning model that uses a sheet of paper and subsequently kneads it into a round shape resembling a ball, a question ball that is ready to be thrown to another student, and the students who have received the question ball must answer the question according to the allocated time. The research in this paper is Classroom Action Research, which is carried out in collaboration between the researchers and teachers. The research design is the Kemmis & Taggart model. Each cycle consists of the stages of planning, action, observation, and reflection. The research was conducted at SDN 1 Beluk with the subject of 18 fifth-grade students at SDN 1 Beluk, which consists of 11 female and 7 male students. Data collection techniques of the research include observation, learning outcome tests, and documentation. The research was conducted in two cycles, namely Cycle 1 and Cycle 2. In Cycle I, the average student score was 65.34 increased to 78.60 in Cycle II. The completeness of students' learning outcomes increased from Cycle 1 at 66.6% of the number of students who completed the test and in Cycle II at 83.4% of the number of students who completed the test.

**Keywords:** students' learning outcomes, snowball throwing, elementary students

## PENERAPAN MODEL SNOWBALL THROWING UNTUK MENINGKATAN HASIL BELAJAR SISWA KELAS V SD

### ABSTRAK

Artikel ini memaparkan peningkatan hasil belajar siswa melalui dengan penerapan model pembelajaran *Snowball Throwing*. *Snowball Throwing* adalah model pembelajaran yang menggunakan satu lembar kertas lalu diremas berbentuk bulat menyerupai bola, bola pertanyaan yang sudah siap dilemparkan ke siswa lain, kemudian siswa yang sudah mendapat bola pertanyaan tersebut wajib menjawab pertanyaan sesuai waktu yang telah diberikan. Penelitian dalam artikel ini merupakan Penelitian Tindakan Kelas, yang dilakukan secara kolaborasi antara peneliti dan guru. Desain penelitian yang digunakan adalah model *Kemmis & Taggart*. Masing-masing siklus terdiri dari tahapan perencanaan, tindakan, observasi, dan refleksi. Penelitian dilaksanakan di SDN 1 Beluk dengan subjek 18 siswa kelas V SDN 1 Beluk, yang terdiri dari 11 siswi dan 7 siswa. Teknik pengumpulan data dalam penelitian meliputi observasi, tes hasil belajar, dan dokumentasi. Penelitian dilakukan dalam dua siklus yaitu Siklus 1 dan Siklus 2. Pada siklus I diperoleh nilai rata-rata siswa sebesar 65,34 menjadi 78,60 pada siklus II. Ketuntasan hasil belajar siswa meningkat dari siklus I sebesar 66,6% jumlah siswa tuntas dan pada siklus II sebesar 83,4% jumlah siswa tuntas.

**Kata Kunci:** hasil belajar siswa, *snowball throwing*, siswa sekolah dasar

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### INTRODUCTION

The curriculum in Indonesia develops according to the times and the needs of society in the field of education. Teachers and students as subjects of education must be prepared to adapt to any changes in the educational curriculum. The curriculum applied in Indonesia is the 2013 curriculum which can create Indonesian

individuals who are creative, innovative, productive and effective through strengthening integrated skills, knowledge and attitudes. The learning process in the 2013 Curriculum in Elementary Schools has characteristics where the class teacher uses a theme approach or is called thematic term. Because at the vulnerable age of

elementary school students, their intelligence develops rapidly. So learning must prioritize real objects and from experiences that have been experienced by students (Susanti, 2019).

Thematic learning is learning that combines several aspects in intra-subject or between lessons, where students will gain complete knowledge and skills. Thematic learning also prioritizes learning while doing something or *learning by doing*. There are several characteristics of thematic learning including being able to develop student skills, a meaningful learning process where learning outcomes can last for a long time, learning adapted to real problems, and a learning process that prioritizes students' interests and needs. So the essence of thematic learning is to motivate students to better understand the learning process and easily understand the in-depth material presented by the teacher, with the aim that students can balance the needs of the times that are increasingly advanced in the field of knowledge and in the thematic learning process will also create real learning and meaningful (Ariana, 2022).

The teacher is the main center in applying integrative thematic learning, if the curriculum applied is good, but in practice the teacher is not optimal, then the results are not optimal. Therefore it is the teacher who must play an active role in the implementation of learning so that the results are also much better (Asmiyati, 2018). In the thematic learning process the teacher must quickly adapt to its application and must innovate in order to meet the desired goals and targets. Subjects in the 2013 curriculum place responsibility for character building. The 2013 curriculum has core competencies which include spiritual attitudes, social attitudes, knowledge and skills vertically and horizontally which are the responsibility of all subjects. Teacher creativity is one of the factors that determine the success of the 2013 curriculum goals because the teacher is an important factor that has a very big influence, even greatly determines the success or failure of students in learning, for that teachers must have innovations in teaching in class, teachers are also required to master various learning models so that the

learning atmosphere in the classroom is more passionate and fun (Mulloh, & Muslim, 2022).

One learning model that can be applied to improve student learning outcomes is *Snowball Throwing*. According to Imas (2015) *Snowball Throwing* is a learning model that uses a sheet of paper and then crumples it in a round shape resembling a ball. The question ball that is ready is thrown to another student, then the student who has received the question ball must answer the question according to the time allotted. All students take turns answering questions. The *Snowball Throwing* learning model students form groups and are tasked with receiving information and conveying this information to their peers by throwing questions. Question throwing is done by squeezing the paper like a ball. Students who get paper balls must answer questions (Fathurrahman, 2015). The Snowball Throwing learning model is a learning model that begins with the formation of groups represented by the group leader to get assignments from the teacher then each student makes questions that are shaped like a ball (question paper) and is then thrown to other students who then each student answers the question. from the balls obtained (Fitriasari, 2021; Usaningsih, 2021).

From the results of observing learning activities at SD N 1 Beluk, it can be seen that the fifth grade teachers are not optimal in applying thematic learning. The teacher only explains in front of the class and asks students to listen, write material, and do assignments in books. The method used by the teacher is still conventional. In addition, the learning process is still teacher-centered, in practice the teacher is in control, plays an active role, while students tend to be passive in receiving information from the teacher. The teacher also teaches using the conventional method, namely the lecture method and expects students to sit, be silent, listen, take notes and memorize (Putriningsih & Putra, 2021; Tegeh, Simamora, & Dwipayana, 2019).

During the learning process students look less enthusiastic and unenthusiastic. Students seemed to pay attention to what the teacher said, but when the teacher gave questions many students were unable to answer. Students who are asked questions by the teacher look confused and

just silent. This is because learning is less meaningful so that students do not understand the material and explanations from the teacher. When the researchers conducted interviews with the fifth grade teacher, it could be seen that student learning outcomes were still lacking, especially on the Ecosystem Theme. Of the 18 grade V students, 56% of the students scored not yet reached the KKM (incomplete). The causes include students not working on questions or assignments from the teacher, students are just silent and passive in learning, there is no use of learning methods that encourage students to discuss and convey messages or information, and the use of monotonous learning methods causes students not to be motivated to take part in learning . Teachers who take responsibility for student success must be able to create a conducive learning atmosphere (Ana, 2018; Safitri, 2020). This aims to provide meaningful learning for students (Gazali, 2016; Nuraini, 2019).

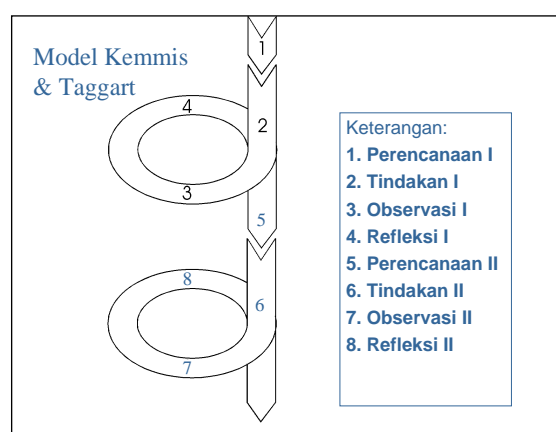
Based on the problems stated above, a solution must be found. Researchers have an idea that a teacher needs to apply an appropriate and appropriate learning model. It is hoped that by selecting an appropriate and appropriate method,

the expected learning objectives can be successful and achieved, namely by using the *Snowball Throwing learning model* . A learning model that creates a lively and non-boring classroom atmosphere for students, involves students directly in learning, interacts well with teachers and friends in doing assignments. Therefore the author wants to apply the *Snowball Throwing learning model* to improve student learning outcomes.

## METHOD

### Types and Research Design

This research is Class Action Research or *Classroom Action Research* . *Classroom Action Research* is a reflective study by action actors who are carried out to increase the ability of the actions taken, as well as improve the conditions in which learning practices are carried out. In line with the nature of classroom action research, this research was carried out collaboratively in a team work situation, from the planning, action, observation, and reflection stages. The research design used in this study is the Kemmis & Taggart model (Arikunto, 2016) which is described as follows (Figure 1):



**Figure 1. Kemmis & Taggart Model**

As seen in the figure, each cycle consists of planning, action, observation, and reflection stages. The purpose of this model is that if at the beginning of the implementation of the action found any deficiencies, improvements can be made to the next action or cycle until the desired

target is achieved. Location and Time This research was conducted at SD N 1 Beluk. This research activity was carried out from March to May 2022. The object of this research is to increase student learning outcomes. The student learning outcomes in question are the learning

outcomes of grade V students. The subjects in this study were fifth grade students at Sribit Elementary School, totaling 18 students, consisting of 11 female students and 7 students, and involving the fifth grade teacher as the implementer of the action and the researcher as an observer. Data collection techniques and instruments in this study researchers used several techniques and tools in data collection, namely observation, learning achievement tests, and documentation. Data Analysis Techniques, the data obtained in this study are qualitative and quantitative data. Qualitative data analysis in this study was carried out by reflecting on the results of observations on the learning process carried out by the teacher. Data in the form of words or sentences from observer notes during the direct observing process will be processed into meaningful sentences and analyzed qualitatively. This technique consists of three sequential components, namely data reduction, data presentation, and data management. Quantitative analysis is a form of analysis in the form of numbers or numbers taken from the test results data. Quantitative analysis in this study was used to determine student learning outcomes in thematic learning using the snowball throwing learning method. Quantitative data on research results, analyzed by calculating the average value and the percentage of completeness of student learning outcomes. Student learning outcomes are declared complete if 80% of students get grades that meet the KKM (70).

## RESULTS AND DISCUSSION

### a. Pre Cycle

This stage was carried out to determine students' initial abilities seen from student learning outcomes. Researchers find out student learning outcomes by giving written tests in the form of description questions. The data obtained is used as a comparison material for Cycle I and Cycle II to find out how much student learning outcomes have increased. In the pre-cycle stage, the researcher collected data on student scores at SDN 1 Beluk on the theme or previous learning that had been taught by the teacher without using the Snowball Throwing learning model. The grade V grade student learning outcomes at the

pre-cycle stage showed that out of a total of 18 students, there were 8 students who completed and 10 students did not complete. The average value in this pre cycle is 61.7. The percentage of success in this pre-cycle is only 56%. Judging from the percentage of success in the pre-cycle which was below 80%, the researchers discussed with the class teacher to plan the next stage, namely in cycle 1.

### a. Cycle I

Based on the calculation of student learning outcomes on the Heat Theme and its Transfer, the Heat Transfer Sub-theme around in cycle I shows that a total of 18 students, 11 students were declared complete with a completeness percentage of 66.6%, and 7 students did not complete with a percentage of 33.4%. The average value of students can be seen from the total value of all students, which is equal to 65.34. Based on the data above, it can be concluded that student learning outcomes have not reached the predetermined success criteria of action, so the researcher takes action in the next cycle, namely cycle II so that learning outcomes achieve the predetermined action success criteria.

### b. Cycle II

Calculation of the results of student scores in cycle II, showed that a total of 18 students, as many as 15 students passed with a completeness percentage of 83.3%, and 3 students did not complete with a percentage of 16.7%. The average value of students can be seen from the total value of all students, which is equal to 78.60. Based on these data, there was an increase in the learning outcomes of class V students on the Hot Theme and its Transfer from cycle I to cycle II. This can be seen from the average score of students who experienced an increase, namely in the first cycle the average student score was 65.34 and in the second cycle was 78.60. Comparison of the percentage of completeness obtained also increased from cycle I of 66.6%, while in cycle II it obtained 83.3% which included having reached the predetermined indicator of 80%.

### 1. Student Learning Outcomes

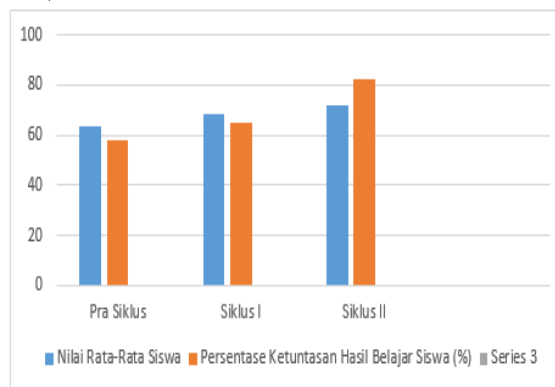
Based on student learning outcomes in the pre-cycle, cycle I and cycle II, data on student learning outcomes were obtained on the Heat and Transfer Theme, explaining that the data on student learning outcomes for each action starting from pre-cycle, cycle I and cycle II experienced a significant increase. This can be seen from the average value of students and the percentage of student completeness from the pre-cycle, cycle I and cycle II.

In the pre-cycle teacher class V SD N 1 Beluk carry out learning by not applying the *snowball throwing model*. In cycle I and cycle II the teacher has implemented the *snowball throwing model* in learning the Hot Theme and its Transfers. The learning outcomes data obtained in the pre-cycle showed that the average student score was 61.7 and of the total number of students, namely 18 students, there were 8 students who completed and 10 students who did not complete with a percentage of student completeness of 56%.

In the first cycle, there has been an

increase compared to the initial conditions before the research was carried out using the *snowball throwing learning method*. This can be seen from the evaluation test scores carried out in cycle I. The data on learning outcomes of the Hot Theme and its Transfer shows that the average student score is 65.34 and there are 11 students who complete while 7 students do not complete with a student completeness percentage of 66.6%.

In the second cycle, there was a significant increase when compared to the pre-cycle and cycle I. In the second cycle, data on student learning outcomes on the theme of heat and its transfer showed that the average value of class V was 78.60 with a total of 15 students, there were 14 students. completed and only 3 students did not complete and the percentage of student completeness was 83.3%. The following is a diagram of increasing student learning outcomes seen from the average value of students and the percentage of completeness of class IV student learning outcomes in the pre-cycle, cycle I and cycle II.



**Figure 2. Diagram of the Average Score and Percentage of Completeness of Class V Student Learning Outcomes**

Based on diagram 2, it can be seen that learning Heat Themes and Transfers using the *snowball throwing model* in cycle II saw a significant increase in learning outcomes from cycle I. This is in line with research conducted by Srie Faizah Lisnasari (2016) that the *snowball throwing model* can increase student learning outcomes. These results indicate that the scores

achieved by students have reached the criteria and the average value of students has shown good criteria and the percentage of completeness of student learning outcomes has reached the specified performance indicators. So that it can train students to be more responsive to receiving messages from other people, and convey these messages to their friends in one group. In this



learning model students are creative in making questions and solving questions that have been made by their friends as well as possible. The application of the *Snowball Throwing* model in learning involves students being able to play an active role with the guidance of the teacher, so that students' ability to understand concepts can be better directed (Syafi'i & Fatmalawati, 2018). The application of the *snowball throwing* type of cooperative learning model can increase student learning activities (Ratna, 2020; Santika et al., 2019). Other research shows that the snowball throwing learning model is effectively applied to the learning process (Firdaus, 2016). This is because the Snowball Throwing cooperative learning model can increase student activity in learning (Dewi, Ardana, & Asri, 2020; Syafi'i & Fatmalawati, 2018).

The advantages of the *Snowball Throwing* type cooperative learning model are: (1) training students' readiness in formulating questions based on the material being taught and imparting knowledge to each other, (2) students understand and understand more deeply about the subject matter being studied. This is because students receive explanations from peers who are specifically prepared by the teacher and mobilize sight, hearing, writing and speaking about the material discussed in groups, (3) training students to answer questions posed by their friends well, (4) stimulating students ask questions according to the topic being discussed in the lesson (Diyantari et al., 2020; Santika et al., 2019), (5) can reduce students' fear of asking friends and teachers, (6) students will understand more the meaning of collaboration in finding solutions to a problem, (7) students will understand the meaning of responsibility (Gusti, 2019; Usaningsih, 2021), (8) students will be more able to accept ethnic, social, cultural, talent and intelligence diversity or heterogeneity, and (9) students will continue to be motivated to improve their abilities. This finding is reinforced by several previous studies which show that the application of the *Snowball Throwing learning model* can improve learning outcomes (Asmariati, 2020; Hujaemah et al., 2019).

Learning outcomes are a change in behavior from the learning process, where the

way to find out is by using measurement tools, namely in the form of tests that are arranged in a planned manner, both written tests, oral tests and action tests, where the behavior in question includes the cognitive, affective, and psychomotor fields. The expected learning outcomes are not only in the form of numbers, but also changes in student behavior that lead to improving the quality and competence of students (Sudjana, 2014). Learning outcomes are the achievement of student abilities or results in the form of grades or scores after learning takes place. The learning outcomes obtained by students are the result of changes in the learning process (Ciputra, 2018). The learning achievement test is a test that is used to assess various learning outcomes that have been given by the teacher to students in a certain time, to carry out the evaluation of teaching and student learning outcomes a teacher can use two kinds of tests, namely standardized tests and teacher-made tests

The ability of a teacher to understand the competencies possessed greatly determines the success of his students, because students will develop if the teacher is able to develop himself (Aqil et al., 2020). In addition, the right method makes students feel interested in what is learned. Students are more enthusiastic about learning when teachers can provide learning using methods that are easily accepted (Suprpto, 2015). Learning can be said to be successful if students can receive and master the material well (Sulfemi, & Minati, 2018). If the teacher succeeds in improving the learning atmosphere that causes students to be active in learning, it allows for an increase in student learning outcomes in accordance with predetermined learning objectives (Kurniasih, Imas, & Sani, 2014). Therefore, in the learning process the teacher plays an important role in creating a fun and creative learning atmosphere to improve learning outcomes, student interest and motivation in participating in the learning process (Harlina & Wardarita, 2020; Prihartini, Buska, Hasnah, & Ds, 2019).

## CONCLUSIONS AND RECOMMENDATION

Based on classroom action research (CAR) that has been carried out for two cycles

using the *Snowball Throwing learning model* on Hot Themes and Its Transfers which was carried out in class V SDN Sribit, it can be concluded that the *Snowball Throwing learning model* can improve learning outcomes for class V students at SDN 1 outs. The increase in the learning outcomes of fifth grade students at SDN 1 Beluk on the Hot Theme and its Movement which was carried out using *Snowball Throwing* was shown by the student learning outcomes in cycle I and cycle II. In cycle I, the average student score was 65.344 to 78.60 in cycle II and the completeness of student learning outcomes increased from cycle I by 66.6% of students completed and in cycle II by 83.3% of students completed. The action was stopped in cycle II because student learning outcomes met the success criteria of the action that had been determined in this study, namely 80% of class V students had scored according to KKM (70).

It is advisable that in the learning process using the *snowball throwing model* it can be further improved so that the learning outcomes desired by the data are achieved properly, and students are more interested in participating in the learning process.

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