The Effect of Application of The Snowball Throwing Learning Model in Increasing Students' Learning Outcomes in Class IV Elementary School PPKN Subjects

Tazkia Nuraulia Pertiwi[1], Fitriyani[2]
[1,2] *Universitas Pelita Bangsa, Indonesia*
Corresponding Author : ✉ auliatazkia968@gmail.com

ABSTRACT

The development of the world in the field of education which is always innovating, can be started with a perspective on universal education and changing the mindset of educators who can be better at carrying out the teaching and learning process. To improve student learning outcomes need to be done in an appropriate and effective way. This method has been put forward by Permendikbud No 22 of 2016 which states that the teaching and learning process in education is carried out in a fun, challenging, inspiring, interactive way, motivating students to participate actively and providing space for creativity. This study aims to see the effect of the snowball throwing learning model on student learning outcomes in Civics subjects in grade IV elementary schools. The type of research used is quantitative, by calculating the population and sample. With a population of all SDIT Nuurul A'Raaf students totaling 751 students and taking samples using the simpler random sampling technique with a total of 54 students. For data collection includes observation, distribution of questionnaires, pretest and posttest. The analytical method used is the validity test, reliability test, normality test, data homogeneity test and hypothesis testing. The results showed that there was a significant difference between the control class using the conventional learning model and the experimental class using the snowball throwing learning model. This shows that the snowball throwing learning model has a significant effect on student learning outcomes in grade IV elementary school civics subjects.

INTRODUCTION

Education is the most important universal aspect of human life, because education is a conscious and planned effort to increase, improve, increase knowledge, and change the mindset and behavior of a person or group of people with the aim of educating human life through the learning process. quality education will

produce quality human resources, which are expected to be able to make the best use of existing progress (Dr. Cucu Sutianah, 2022)

With regard to education, the education system in Indonesia has constraints that cause the low quality of education in Indonesia. For example, the low quality of teaching or teacher resources, and weak learning evaluation standards. According to the results of a survey on the world's education system in 2018 released by PISA (Program for International Student Assessment) in 2019, Indonesia was in the lowest position, namely 74th out of 79 other countries in the survey. It can be said that Indonesia is in the 5th lowest position when compared to other countries.

The development of the world in the field of education which is always innovating, can be started with a perspective on universal education and changing the mindset of educators who can be better at carrying out the teaching and learning process. This is very influential, especially in the world of education which demands new innovations that are able to cause changes in education from before.

But in reality, the learning process in elementary schools is carried out with reference to material that must be completed (material oriented) in accordance with the deadline set in the promissory note (semester program) or prota (annual program). Therefore, aspects of material achievement are sometimes put aside due to considerations of time which can be said to be limited. This can leave the essence of the learning process itself which considers students as objects not as subjects of learning, so that the teacher in the learning process still dominates learning activities. Students only listen to the teacher's explanation passively (Hisbullah & Firman, 2019)

As is the case based on the results of observations made on PPKn learning in class IV SDIT Nuurul A'Raaf. In Civics learning in class IV on ethnic, social and cultural diversity in Indonesia, it can be seen that some students still do not understand the material when given evaluation questions. Student motivation is also low because the teacher only uses the lecture method when teaching so that the evaluation scores of students in Civics subjects are from 56 students taken from the sample class, namely class IV A and IV B who obtain scores below the KKM, there are 30 students, while students There were 26 students who got scores above the KKM. The results of this evaluation showed that almost some of the students did not understand the material regarding ethnic, social and cultural diversity in Indonesia.

Based on the results of studies conducted on learning models, it turns out that the snowball throwing learning model is a cooperative learning model. The snowball throwing learning model provides opportunities for students to develop leadership potential in groups or in its implementation students have the opportunity to formulate problems, create or answer questions packaged through imaginative games of forming and throwing paper shaped like balls to other groups (Hidayani, 2020). The snowball throwing learning model gives students the

freedom to develop or create knowledge by trying and understanding the material from the knowledge they experience (Dr. Amin & Linda Yurike Susan Sumendap, 2022). The steps for the snowball throwing learning model are as follows: (1) The teacher explains the material and conveys the learning objectives that must be achieved to the students, (2) The teacher divides the students into several groups, (3) The teacher instructs the students to carry out the activity. discussion of the material that has been presented. Then, each group asks the questions they have prepared, (4) The teacher gives a piece of paper to each group, then each group writes their questions on the paper, (5) The paper containing the questions is formed into balls according to with teacher direction. Then the paper is thrown to another group, (6) The teacher directs the group that has received the ball-shaped paper to answer the questions written on the paper, (7) The teacher provides conclusions from the learning activities that have been carried out together with the students (Efiyanti et al., 2019). (Ngurah, 2021) explains the advantages of the snowball throwing learning model as follows: (1) Increasing teacher efficiency in creating a fun, innovative and active class atmosphere to achieve learning objectives, (2) Providing opportunities for students to lead groups, (3) Training students' self-confidence in expressing their questions and opinions, (4) Motivating students to be more active in the learning process, (5) Creating an effective and enjoyable learning atmosphere, by involving students in their social skills, (6) Developing thinking skills learners.

Learning is the result of mastering knowledge which is expressed in the process of changes in human personality to achieve various kinds of skills, competencies, thinking power, understanding and attitudes (Novita Sariani et al., 2021). Meanwhile, learning objectives are learning outcomes that show that participants Students have carried out learning activities which generally include new knowledge, skills and attitudes that students are expected to achieve.

According to UNESCO (in Festiawan, 2020) learning outcomes can be expressed in four pillars of learning, including: (1) Learning to Know: Learning to Know means learning not only to know knowledge or insight, but also to remember and understand the meaning of learning materials provided, (2) Learning to Do (Learning to Do): Learning by doing or students learning while implementing teaching materials will gain understanding, knowledge and skills, (3) Learning to Live Together (Learning to Live Together) : The ability of students to live together with different individuals with tolerance, understanding and harmony, (4) Learning to be their complete self (Learning to Be): through teaching and learning activities requires students to find their complete self in order to have a personality optimal and balanced, both from intellectual, moral, emotional, social and physical aspects.

The subject of Pancasila and Citizenship Education (PPKn) is a subject that directs students to have a sense of love for their homeland which is rooted in the

values of customs and culture in Indonesia, as well as being responsible for participating in social life in accordance with the principles Pancasila and the 1945 Constitution (Solihah et al., 2022). The formation of the values and ideas contained in the State's policy in the formulation of Pancasila and the 1945 Constitution is carried out through people's deliberative institutions, while efforts to monitor in practice, so that the values and ideas contained in Pancasila and the 1945 Constitution are realized in the application of state implementation are carried out by the judiciary constitution (Fitriyani, Afifah, 2021).

PPKn subjects are taught to students from an early age in order to educate the life of the nation, so that PPKn is designed based on three paradigms (Dr. Ahmad Susanto, 2013), namely: (1) Pancasila and Citizenship Education (PPKn) is designed as a learning subject that has a goal to improve the ability of students to become moral, active, intelligent and responsible citizens, (2) Pancasila and Citizenship Education (PPKn) is designed as a learning subject that includes confluent cognitive, affective and psychomotor aspects that have principles , ideas, morals of Pancasila, being a democratic citizen and defending the country, (3) Pancasila and Citizenship Education (PPKn) is programmatically designed as a learning subject that focuses on values (content embedding values) and learning experiences (learning experiences) in various forms of behavior in accordance with the values of Pancasila and the 1945 Law which need to be applied to everyday life

The importance of Pancasila and Citizenship Education (PPKn) is taught in elementary schools, namely as a lesson to provide understanding and awareness to students in fulfilling independence, where the independence of the Indonesian nation was obtained through the struggle of heroes in maintaining the survival of the nation and state, it is necessary to have an adequate appreciation of the meaning the struggles that have been carried out by the heroes (Parawangsa et al., 2021). Appreciation can cause affection, love, protect and defend the country. For this reason, Pancasila and Citizenship Education (PPKn) is taught in schools as a conscious effort to prepare students to have a sense of love, loyalty and the courage to defend the nation and state. Because they are the successors of the nation that will fill the Unitary State of the Republic of Indonesia in the future. A strong nation is a nation that is united, knowledgeable, and cultured. Thus, the next generation is needed who understand the rights and obligations in national and state life as well as improving the quality of each individual both as a social and personal being (Galih Puji Mulyoto et al., 2020)

RESEARCH METHOD

The method used in this study is a quantitative method which aims to determine cause and effect by giving a treatment (Sugiyono, 2017). With the

quantitative method, several control groups and an experimental group are needed to find out the difference. This study used a conventional learning model in the control class while the experimental class used the snowball throwing learning model.

The research design used in this study is a Quasi-Experimental Design which is also called semi-empirical or semi-experimental to test the independent variables with the dependent variable which is carried out on samples of the experimental group or control group (Kristanto, 2018). Both groups were given a posttest (O), the next step was dividing the subjects into two groups, after that the experimental group received stimulation while the comparison group did not receive stimulation. The design form used in this study is; Nonequaivalent posttest-Only Control Group Designs (Kusumawati, 2017).

Table 1.
Research Design

Group	Treatment	Post Test
Experiment Class	X	O1
Control Class	O	O1

Information:
X : Using a learning model
O : Does not use a learning model
O1 : *Posttest*

The sample in this study was conducted by taking two classes, namely the experimental class in class IV A with a total of 27 students and the control class in class IV B with a total of 27 students. In the experimental class, the learning process used the snowball throwing learning model, while in the control class, the learning process used ordinary learning methods such as lectures. The sampling technique in this research used a simpler random sampling technique. Simple random sampling is a simple sampling technique and is carried out randomly without considering strata in the population (Sugiyono, 2017).

RESULTS AND DISCUSSION

The data used in this study are quantitative data (student learning outcomes), in the form of initial ability data (pretest) before being given treatment and final ability data (posttest) after receiving treatment in the experimental class and control class. The data used is data on test results on PPKn subjects on ethnic, social and cultural diversity in Indonesia in class IV SDIT Nuurul A'Raaf. There are 4 data analysis techniques in this research, including: (1) Validation Test, (2) Reliability Test, (3) Normality Test, (4) T-test.

This validation test is to check whether the contents of the questionnaire are correct and appropriate for measuring data. The following are the results of testing the validity of the snowball throwing learning model in the experimental class

Picture 1.
Test the Validity of the Learning Model

		N	%
Cases	Valid	27	100.0
	Excluded[a]	0	.0
	Total	27	100.0

After the snowball throwing learning model with student learning outcomes has been tested for validity, it is followed by a reliability test to see that the snowball throwing learning model has met the requirements to be trusted as a data collection technique in research. Data that has a reliability test > 0.5 has a high level of reliability and meets the data reliability requirements. According to Imam Ghozali, a variable is said to be reliable if the Cronbach Alpha value is > 0.70. The following are the results of the reliability test of the questions used in this research.

Picture 2.
Snowball Throwing Reliability Test

Cronbach's Alpha[a]	N of Items
.218	8

Before the learning process was carried out in the experimental class and control class. First, pretest questions were given to find out students' initial knowledge about Indonesia's ethnic, social and cultural diversity in the two sample classes. The following is an analysis of the description of the data from the pretest results in the experimental class and control class, namely:

Table 2.
Pretest Data for Experimental Class and Control Class

No	Information	Class	
		Eksperimental	Control
1	Mean	58,8	51,8
2	Standard Deviation	6,97	6,54

The pretest is a test to determine the level of knowledge of students about the material being studied (Erwin Widiasworo, 2019). The research results showed that the average pretest score in the experimental class was 58.8 and the average pretest score in the control class was 51.8. The results of the pretest difference test between the experimental class and the control class showed tcount (11.250) < ttable (4.10096). This means that there is no difference in the average and pretest in the experimental class and control class, so it can be concluded that students have the same initial knowledge regarding ethnic, social and cultural diversity in Indonesia.

The learning process carried out in the experimental class and control class is carried out based on the Learning Implementation Plan (RPP) which is outlined in the syllabus to direct students' learning activities as an effort to achieve basic competencies that have been designed before the learning process is implemented (Andi Prastowo, 2017). The learning process that takes place in the experimental class and control class is overall the same, but the difference lies in the learning model used. The experimental class uses a snowball throwing learning model, while the control class does not use a learning model but uses a conventional learning model.

Table 3.
Post-set Data of Experimental Class and Control Class

No	Information	Class	
		Eksperimental	Control
1	Mean	93,14	71,11
2	Standard Deviation	8,9	7,7

After being given different treatment in the experimental class and control class, students were given a posttest to find out their learning results after the learning process was carried out (Uno & Mohamad, 2022). The average score of students in the experimental class was 93.14, while the average score of students in the control class was 71.11.

The normality test is carried out to determine whether the distribution is normal in the sample data. To carry out the normality test, use the Liliefors test.

Table 4.
Pretest Normality Test Results for Experimental and Control Classes

No	Class	N	Lhitung	Ltable	Kes
1	Experimental Class	27	0,361	1,195	Normal Data
2	Control Class	27	0,142	1,195	Normal Data

From table 4 above, the value of Lcount in the experimental class can be seen that the value of T = θ- ∑ P is the largest, so that Lcount is 0.361. With a significance level of α = 0.5 in the table of Liliefors test values T (θ) (27) = 1.195, the decision for the Liliefors normality test is made if Lcount < Ltable then Ho is accepted. So the normality test for this research hypothesis is Lcount (0.361) < Ltable (1.195), so Ho is accepted or it can beconcluded that the data obtained is normally distributed.

From table 3 above, the value of Lcount in the control class can be seen that the value of T = θ- ∑ P is the largest, so that Lcount is 0.142. With a significance level of α = 0.05 in the table of Liliefors test values T (θ) (27) = 1.195, the decision for the Liliefors normality test is made if Lcount < Ltable, then Ho is accepted. So the normality test for this research hypothesis is Lcount (0.142) < Ltable (1.195), so Ho is accepted or it can be concluded that the data obtained is normally distributed. The posttest normality test results for the experimental class and the control class are in the following table:

Table 5.
Posttest Normality Test Results for Experimental and Control Classes

No	Class	N	Lhitung	Ltable	Kes
1	Exsperimental Class	27	0,31	1,195	Normal Data
2	Control Class	27	0,355	1,195	Normal Data

From table 5 above, the value of Lcount in the experimental class can be seen that the value of T = θ- ∑ P is the largest, so that Lcount is 0.31. With a significance level of α = 0.5 in the table of Liliefors test values T (θ) (27) = 1.195, the decision for the Liliefors normality test is made if Lcount < Ltable then Ho is accepted. So that the normality test for the research hypothesis is Lcount (0.31) < Ltable (1.195), then Ho is accepted or it can be concluded that the data obtained is normally distributed.

From table 4 above, the value of Lcount in the control class can be seen that the value of T = θ-∑ P is the largest, so that Lcount is 0.355. With a significant level of α = 0.05 in the table of liliefors T test values (θ) (27) = 1.195, the decision making for lilefors normality test if Lcount < Ltable, then Ho is accepted. So for the normality test on the research hypothesis is Lcount (0.355) < Ltable (1.195) then Ho is accepted or it can be concluded that the data obtained is normally distributed. So that hypothesis testing can be carried out using an independent t-test or a free sample t-test by conducting a two- party test. The results of calculating the posttest value using the t-test are presented in the following table:

Table 5.
Posttest t-test Results for Experimental Class And Control Class

Information	Eksperimental Class	Control Class
Mean	93,14	7,11
Standard Deviation	8,9	7,7
N	27	27
Dk	25	25
thitung		31,3611
ttabel		16, 8710

Based on the testing that has been carried out through the posttest, the t-test calculation in the posttest is a score of tcount (31.3611) > ttable (16.8710) which means there is a difference in the average in the experimental class and the control class. The increase in pretest and posttest scores in the experimental class was 60%, while in the control class it was 20%. The results of the posttest influence test between the experimental class and the control class show that tcount > ttable meaning that Ho is rejected and Ha is accepted.

Because before the snowball throwing learning model was implemented, students paid less attention to the teacher when explaining the material and tended to be less active during the learning process (Nyoman Ayu Putri Lestari et al., 2023). Apart from that, teachers do not involve students during the learning process, thus having a negative impact on student learning outcomes. Meanwhile, after implementing the snowball throwing learning model in the experimental class, the learning process became more active and fostered students' enthusiasm for learning, because the teacher involved students in the learning process. Based on the description above, it can be concluded that the snowball throwing learning model can improve student learning outcomes in class IV PPKn subjects at SDIT Nuurul A'Raaf.

CONCLUSION

The use of the snowball throw learning model on the learning outcomes of students in PPKn subjects was carried out in the experimental class, namely class IV A. The samples studied were 54 which were divided into 2, including 27 students in class IV A and 27 students in class IV B at SDIT Nuurul A'Raaf. The use of the snowball throw learning model in the learning process greatly influences student learning outcomes. In the implementation of learning using the snowball

throw learning model a discussion group was formed. Each student from each group creates a question and answers the question that has been created and taught on paper shaped like a ball.

Based on data analysis from the research results and hypothesis testing carried out, the following research results were obtained: (1) The learning outcomes of students in PPKn subjects without using the snowball throw learning model were seen from the average posttest score in the control class, namely class IV B which was obtained an average value of 71.11 and a standard deviation of 7.7. (2) The learning outcomes of students in Civics subjects using the snowball throw learning model in the experimental class, namely class IV A SDIT Nuurul A'Raaf, obtained an average posttest score of 93.14 and a standard deviation of 8.92. Learning carried out using the snowball throw learning model has higher results when compared to using lecture or conventional learning models.

Based on the statistical t-test on posttest data, the snowball throw learning model has a significant effect on the learning outcomes of class IV students at SDIT Nuurul A'Raaf. Based on the results of the t-test calculations, it was found that tcount (31.3611) > ttable (16.8710) with a significant level of 0.5 or 5% which stated that Ha was accepted and Ho was rejected.

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