

## Application of the Snowball Throwing Method to Improve Social Science Learning Outcomes in Primary School

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### ABSTRACT

This research aims to improve student learning outcomes in standard unit material. The research is a type of classroom action research which consists of two cycles, namely cycle I and cycle II. The action given by the researcher was the application of the snowball throwing method. The subjects of this research were class IV students at MI YPPI 1945 for the 2023/2024 academic year, with 28 students in one study group. The research object is the result of learning about religious diversity. The data collection techniques used in this research used test techniques, interviews, observation, documentation and field notes. Meanwhile, the indicator of success in this research is that students are said to have succeeded in achieving the knowledge aspect, if the scores obtained are in accordance with the KKTP in the good category. The success of classical knowledge in explaining religious diversity reached 85% of students who completed it. The research results show that the snowball throwing method can improve student learning outcomes for class IV MI YPPI 1945 students.

### Introduction

Social sciences (IPS) is a combination of history, geography, economics, sociology and anthropology subjects. Geography, history and anthropology are scientific

disciplines that have high integration. Social studies education in elementary schools must pay attention to the needs of children aged between 6 - 12 years. Children in the 7 - 11 year age group according to Piaget (1963) are in the development of their intellectual/cognitive abilities at the concrete operational level (Nasution & Lubis, 2018). Social studies material which is full of abstract messages requires that social studies learning needs to be directed so that it becomes fun learning for every student, thinking logically and critically, communicating, working together in solving a problem and having skills in social life and awareness of values. social, so that later student learning outcomes can improve.

Based on the conclusion above that in social studies learning students must be able to work together or cooperatively, to realize these learning objectives, in every lesson the appropriate learning model must be used. One learning model that can be used is the Snowball Throwing learning model (Supandi, 2018).

Currently there is a lot of research on "Application of the Snowball Throwing Method to Improve Student Learning Outcomes". Agus (2018) explains that student learning success is also influenced by the use of learning methods used by teachers. The research is good in terms of improving student learning outcomes. However, there are several problems with teachers and students not optimizing several learning resources around the school, and providing less variety in teaching. So students are less enthusiastic about learning. Teachers do not explore existing learning enough (Priyastuti, 2021).

Kurnia (2012) said that teachers have carried out the learning process using learning models but the results are still lacking. From these results, there are several problems, namely students who need more guidance. 4 The results of observations and initial interviews show that the social studies teacher for class IV MI YPPI 1945 has used learning models but the results are still not optimal and the learning outcomes are still not sufficient for learning outcomes. Teachers have also never used the snowball throwing learning model on religious diversity material decorated with exciting games.

From some of the problems above, we can conclude that strengthening guidance for students is still lacking and teachers are less active in using learning models which causes a lack of value in student learning outcomes. Therefore, the aim of this writing is to improve student learning outcomes. It is hoped that using the Snowball Throwing learning model can improve student learning outcomes in social studies lessons on religious diversity in class IV at MI YPPI 1945.

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## Method

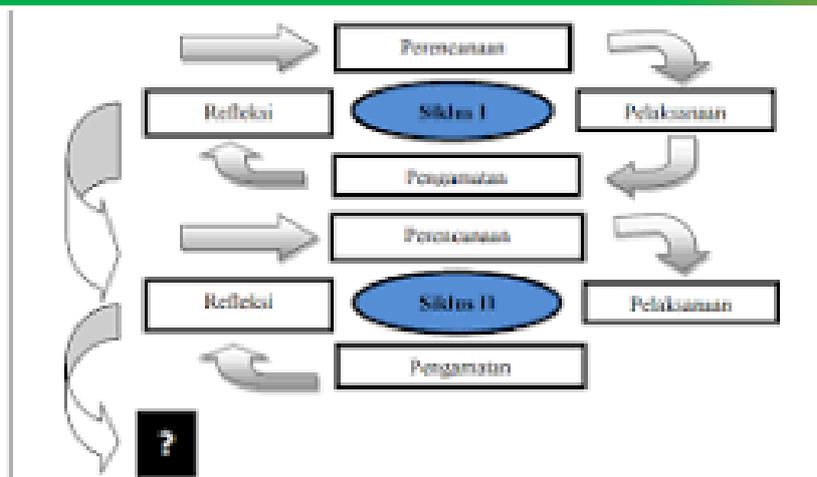
This research is classroom action research which consists of two cycles, namely cycle I and cycle II. Classroom action research is research that aims to improve the actions used to achieve the expected results (Parnawi, 2020). The research was carried out for 2 weeks starting in February 3rd week 2024 and ending in February 4th week 2024 in semester 2 of the 2023/2024 academic year. The location of this research is at MI YPPI 1945, Babat District, Lamongan Regency for class IV students in the second semester of the 2023/2024 academic year.

The subjects of this research were class IV students at MI YPPI 1945, Babat District, Lamongan Regency, for the 2023/2024 academic year, with 28 students in one study group. The object of research is the results of learning about standard units. Data was obtained from observation scores and test results of class IV MI YPPI 1945 students regarding religious diversity in semester 2 of the 2023/2024 academic year. Observation results are taken when students receive the teacher's explanation and during the learning process. Test results are taken when students complete written assignments from the teacher.

The data collection techniques used in this research used test techniques, interviews, observation, documentation and field notes. This classroom action research uses source triangulation and method triangulation. Triangulation of data sources comes from class teachers, students and colleagues as collaborators. Triangulation method, namely data from document collection, observation results and student test results (Darmuki & Hidayati, 2019).

Meanwhile, the indicator of success in this research is that students are said to have succeeded in achieving the knowledge aspect, if the scores obtained are in accordance with the KKTP in the good category. The success of classical knowledge in explaining standard units reached 85% of students' completion.

The research uses recycling actions using the following steps: planning, implementation, observation and reflection. The research was planned in two cycles. Furthermore, the implementation of the action can be described as follows :



## Result and Discussion

In the pre-cycle learning process of standard unit material, student participation in the learning process is not yet very visible. Learning is only dominated by the teacher, students only try to be good listeners. Based on the researcher's observations, there were only 10 students who were seen participating in the learning process about religious diversity. Meanwhile, the remaining 18 students seemed to be less likely to participate in the learning process about religious diversity. The learning process is not taking place according to the teacher's expectations. The following is a distribution table for the learning process in pre-cycle conditions:

Table 1. Recapitulation of Pre-Cycle Learning Process

Num	Indicator	Yes		No	
		Total of students	%	Total of students	%
1.	Active	10	35,72%	18	<b>64,28%</b>
2.	Enthusiastic	14	50%	14	<b>50%</b>
3.	Cooperation	8	28,57%	20	<b>71,42%</b>
Avarege		10	35.72%	18	<b>64,28%</b>
Category		<b>Fairly Good</b>			

Mastery of learning material in the pre-cycle is still far from expectations, both in terms of learning outcomes. This is proven by the unsatisfactory student learning results as shown in the following table:

Table 2. Obtained Pre-Cycle Learning Outcome Values

Num	Interval Score	Frequency	Percentage	Description
1	90 < A < 100	0	0,00%	Students are very good at explaining religious diversity
2	90 < B < 89	4	14,28%	Students are good at explaining religious diversity.
3	70 < C < 79	4	14,28%	Students are quite good at explaining religious diversity.
	D < 70	20	71,42%	Students need guidance in explaining religious diversity.
<b>Amount</b>		28	100%	<b>The average student needs guidance in explaining religious diversity.</b>
<b>Completed Students</b>		8	28,57%	
<b>Students Not Completed</b>		20	71,42%	

The table shows the average student learning outcome is 64.28 or in the category of students who still need guidance in explaining standard units. Still not in accordance with the specified Performance Indicators, namely students are sufficient in explaining religious diversity. Based on this table, it can be seen that the level of classical completeness is still low, namely 28.57%, still far from the specified Performance Indicator, namely classical completeness reaching 80%. Therefore, action needs to be taken in cycle I.

## Discussion

After observing the learning process in Cycle I, the researcher obtained several inputs from colleagues to increase students' activeness and courage in participating in the learning process. So that in the end the learning process in Cycle I took place in two directions and was interesting and received attention from students, several indicators began to increase. The learning process in Cycle I has been running

conducively, overall student activity has appeared active. The following table shows the distribution of the learning process in Cycle I:

Table 3. Recapitulation of Cycle I Learning Process

Num	Indicator	Yes		No	
		Total of students	%	Total of students	%
1.	Active	23	82,14%	5	17,85%
2.	Enthusiastic	20	71,42%	8	28,57%
3.	Cooperation	20	71,42%	8	28,57%
<b>Rata-rata</b>		23	82,14%	5	17,85%
<b>Kategori</b>		<b>Baik</b>			

Furthermore, related to student learning outcomes in cycle I can be presented in the following frequency distribution table:

Table 4. Cycle I Student Learning Results

No	Nilai Interval	Frekuensi	Prosentase	Deskripsi
1	90 < A < 100	5	17,85%	Siswa sangat baik dalam menjelaskan
2	80 < B < 89	5	17,85%	Siswa baik dalam menjelaskan
3	70 < C < 79	8	28,57%	Siswa cukup baik dalam menjelaskan
4	D < 70	7	25%	Siswa memerlukan bimbingan
<b>Jumlah</b>		28	100%	<b>Rata-rata siswa cukup dalam menjelaskan keberagaman agama.</b>
<b>Siswa Tuntas</b>		18	64,28%	
<b>Siswa Belum Tuntas</b>		10	35,71%	

Based on this table, the test results show that there were 5 students (17.85%) who got scores in the 90-100 interval. There were 5 students (17.85%) who got scores in the 80-89 interval. There were 8 students (28.57%) who got scores in the interval

70-79. Meanwhile, in the <70 interval there were 7 students (25%) and they were included in the category of students who had not yet completed. Based on this data, 18 students succeeded in exceeding the KKTP score. The average in cycle I was in the category of students who were sufficient in explaining standard units with a completion percentage of 64.28%, still not meeting the Performance Indicator of 80.00%.

Based on reflection on learning process data, the average student learning outcomes are quite skilled in measuring standard units with a completion percentage of 64.28%. On average, these students have met the specified indicators, but classical completion has not yet met the specified Performance Indicators, namely reaching 80%. Referring to these results, the researcher drew a conclusion to continue the learning process to Cycle II. It is hoped that there will be improvements in the learning process and outcomes that are appropriate and even exceed the minimum completion targets set. The teacher and observer discuss the planning design for the next cycle. The result of the discussion is that the teacher will divide the class into several small groups based on the students' intelligence level. Description of Cycle II

Based on the researcher's observations, there were 23 students who had participated in the learning process regarding religious diversity material. Meanwhile, the remaining 5 students seemed to participate less in the learning process. The learning process in Cycle II went according to the teacher's expectations, overall student activity looked active. The following table shows the distribution of the learning process in Cycle II:

Table 5. Recapitulation of Cycle II Learning Process

NO	Indikator	Ya		Tidak	
		Jml. Siswa	%	Jml. Siswa	%
1.	Aktif	28	100%	0	0%
2.	Antusias	26	92,85%	2	7,14%
3.	Kerja sama	25	89,28%	3	10,71%
<b>Rata-rata</b>		26	92,85%	2	7,14%
<b>Kategori</b>		<b>Sangat Baik</b>			

Furthermore, regarding student learning outcomes in cycle II, they can be presented in the following frequency distribution table:

Table 6. Cycle II Student Learning Results

No	Interval Score	Frequency	Percentage	Description
1	90 < A < 100	15	53,57%	Students are very good at explaining religious diversity
2	90 < B < 89	13	46,42%	Students are good at explaining religious diversity.
3	70 < C < 79	5	17,85%	Students are quite good at explaining religious diversity.
4	D < 70	0	0%	Students need guidance in explaining religious diversity.
<b>Amount</b>		28	100%	<b>On average, students are good at explaining religious diversity.</b>
<b>Completed Students</b>		28	100%	
<b>Students Not</b>		0	0%	

Based on this table, the test results show that there were 15 students (53.57%) who got scores in the 90-100 interval. There were 13 students (46.42%) who got scores in the 80-89 interval. There were 5 students (17.85%) who got scores in the interval 70-79. Meanwhile, there were no students who got a score in the interval <70 (0.00%) and were included in the category of students who had not yet completed. Based on this data, there were 28 students who succeeded in exceeding the KKTP score. The average in cycle II is in the category of students who are good at explaining standard units with a completion percentage of 100%, and have met the Performance Indicator of 80.00%.

Based on the results of the reflection, there has been an increase in student activity, enthusiasm and cooperation in the learning process. The average learning process is in the very good category, an improvement compared to the conditions in Cycle I. On average, students have a good category in explaining religious diversity. There are 28 students with classical completeness or 100% who have met the specified Performance Indicators, namely classical completeness reaching 80%.

Therefore, the actions in cycle II were declared successful so they did not need to be continued in the next cycle.

## Conclusion

Based on the research results and discussion, the conclusion of this action research is that the snowball throwing method can be used to improve student learning outcomes for class IV students at MI YPPI 1945, Babat District, Lamongan Regency for the 2023/2024 academic year. According to the results obtained during conducting the research, the researcher suggests that teachers should use the snowball throwing method which can stimulate the development of students' thinking so that learning by listening, lecturing and memorizing will not occur every time they have a learning meeting, and teachers who will use snowball throwing will pay limited attention in class to be more efficient in implementing learning methods.

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