

Application of Snowball Throwing Method in Increasing Motivation to Learn Civics

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Abstract

Quality learning is determined by the level of motivation of the students themselves and the creativity of the educator. One of the strategies that can be applied to increase student learning motivation is by using the right learning method as needed, so that students can be motivated to take part in the learning process. One of them is by using the snowball throwing method. This study aims to see how the application of the snowball throwing method in increasing student learning motivation in the Civics meter. The method used is the Kurt Lewin model classroom action research method which is carried out in three cycles and the research subjects are 23 Attaqwa Bekasi high school class X students. Research sources were obtained through observation, interviews, documentation, and field notes. The results showed that the snowball throwing method can increase student learning motivation, this can be proven by the results of the percentage of student learning motivation carried out in each cycle which has increased. Educators can use the snowball throwing method as an effort to increase student learning motivation.

Keywords: Civics Education, Learning Motivation, Snowball Throwing Method.

1 INTRODUCTION

Learning motivation is an energy or force that encourages a student to feel happy, excited, and willing to carry out learning activities to produce a good change in behavior, in order to achieve the desired learning outcomes. Learning motivation is a psychological aspect that undergoes development which is influenced by physiological conditions and psychological maturity of students. Learning motivation is a desire that comes from within students that can cause a sense of enthusiasm, pleasure, and desire to learn (Rahmawati et al., 2023). Learning motivation is the overall driving force within students that raises, and guarantees, and provides direction on the continuity of learning activities in order to achieve a desired goal (Lena et al., 2022).

Education has a very important role in shaping the next generation of the nation that is superior, competent, qualified, and able to compete in various aspects of life. Currently, the Indonesian nation is faced with increasingly fierce competitive demands, both nationally and internationally. To face this challenge, we must ensure that the next generation of the nation has mature readiness in various aspects both mentally, spiritually, skills, and understanding that can support the progress of the nation. In the learning process will be faced at the introduction stage of new things. At this stage of the process the child will be more able to understand and get to know more in a broad understanding of the diversity that exists in Indonesia. In the diversity of the community that multicultural cultural diversity is an effort to maintain and respect to avoid conflict. Unity becomes a way to minimize the problem of splitting problems (Sari & Najicha, 2022). Basically, PPKN education in elementary schools is very important in learning to citizenship including

diversity in regions in Indonesia. Indonesia is a diverse country with diversity, religion includes the distinction of religion, culture, language, race, ethnicity, there is wife or other.

In an effort to maintain and improve the quality of education in Indonesia, it is necessary to have a good learning process in it. because learning according to the Law on the National Education System of the Republic of Indonesia No. 20 of 2003, learning is a process of interacting students with educators and learning resources in a learning environment.

Quality learning is determined by the level of motivation of the students themselves and the creativity of the educator. Students who have high learning motivation and are accompanied by an educator who is able to inspire and facilitate student motivation will produce a success in achieving more effective learning targets. The level of student learning motivation can be seen through changes in the attitudes and abilities of students during the learning process. The increase in positive attitudes and the development of students' abilities are indicators of the success of student learning motivation. The combination of high motivation, supportive facilities, and the creativity of educators can create an optimal learning environment. Thus, students can more effectively achieve the learning objectives that have been set, not only in terms of knowledge, but also in the development of skills, attitudes, and deeper understanding.

Based on data obtained by researchers from the Pancasila and Civics Education (PPKn) teacher at Attaqwa Bekasi High School, the learning motivation of class X students at Attaqwa Bekasi High School is still relatively low. Because it can be seen from the students who are motivated in learning only 50%, other students are less enthusiastic in participating in Civics learning. This can be seen when the Civics subject hour takes place there is a group of students still busy with their own activities. In addition, in the learning process it is less active and even students tend to be passive in terms of responding to every question given by the teacher, students are reluctant to ask questions or express their opinions in public.

This should immediately get the attention and action of a teacher who strives to have creativity in planning a learning process (Utami & Vioreza, 2020). Aiming to be able to increase student motivation to learn so that lessons are easily accepted and can be understood by students. One strategy that can be applied is to use the right learning method according to needs and can motivate students to actively participate, provide space for creativity and independence according to their respective talents in the learning process. Many learning methods can be used, one of which is the snowball throwing learning method.

Snowball throwing method is one of the simplest types of cooperative learning methods (active learning) because in its implementation it involves many students (Ridwan & Utami, 2020). The role of the teacher here is only as a provider of initial direction regarding the learning topic and subsequently, controlling the course of learning to achieve common goals. Meanwhile, Bima & Barus (2023) argues that the snowball throwing method is a cooperative learning method for the development of a group discussion learning model in which there is a process of sharing knowledge and experience in trying to solve problems that arise in discussion forums that take place in a more interactive and fun way.

Several previous studies have proven that the snowball throwing method can increase student learning motivation. Suparjilah (2022) has researched that by applying the snowball throwing method can increase Civics learning motivation. Mustar (2022) from the results of his research concluded that using the snowball throwing method can increase student learning motivation in learning has created positive changes. seen in the increasing interest of students in the learning process, students are increasingly active as evidenced by the number of students asking questions and responding to other students' questions. Likewise, (Nasution, 2022) stated that the learning process using the snowball throwing method showed an increase in student learning motivation so that the learning objectives were completed.

The previous research listed above, has proven how the snowball throwing method has had an impact on increasing student learning motivation. On this basis, this research tries

to explore more deeply to apply the snowball throwing method to increase student learning motivation in Civics subjects applied at the Senior High School level.

2 RESEARCH METHODS

This researcher is to improve learning by applying the snowball throwing method to increase the learning motivation of even semester class X students in the 2023/2024 school year on the material of Indonesia's state threats through the snowball throwing method at Attaqwa Bekasi High School.

This research is a type of qualitative research using the Kurt Lewin model of classroom action research method conducted in three cycles, each cycle includes four stages of research, namely: planning, acting, observation, and reflection. (Utami et al., 2022; Atmazaki, et.al., 2023). Classroom action research is research conducted in the classroom by providing action and aims to improve and improve quality.

The research time was carried out for four months starting from February 2024 to May 2024 with 23 students as research subjects, while the data collected in this study through questionnaires, observations or observations, interviews, documentation and field notes.

3 RESULT AND DISCUSSION

3.1 Results

3.1.1. Description of Pre-Action

The implementation of this research was carried out at Attaqwa Bekasi High School starting from February to May 2024. Before carrying out the research, the researcher first made direct observations and carried out pre-cycle actions to see the situation and conditions of learning activities at the school and consulted with the Pancasila and Civics Education (PPKn) subject teacher about the learning motivation of class X students to be studied.

Before carrying out class action research using the snowball throwing learning method, researchers conducted pre-cycle activities which were carried out on Thursday, February 29, 2024. In this pre-cycle activity, researchers conducted learning on the material of threats to the unitary state of the Republic of Indonesia with the theme of understanding, definition, and nature of threats to the unitary state of the Republic of Indonesia which was carried out in class X SMA Attaqwa Bekasi. In the pre-cycle, researchers used the lecture and question and answer methods, then made observations about learning motivation and ended by distributing questionnaires about learning motivation to each student with the aim of knowing the level of student learning motivation before conducting research using the snowball throwing method.

Based on initial observations of pre-cycle research at Attaqwa Bekasi High School, researchers found low learning motivation of class X students in Civics subjects. This is due to the lack of good interactive and communicative between students and teachers. The low motivation of students to learn in Civics can be seen when the learning process is taking place, most students seem less enthusiastic and feel bored quickly with the explanation of the material presented by the teacher. Student concentration is also easily disrupted due to internal factors such as daydreaming, sleepiness and inactivity in giving opinions, as well as external disturbances such as chatting and joking with their friends when the teaching and learning process is taking place. This situation causes Civics learning activities to be less effective.

3.1.2. Cycle I

The implementation of cycle I was carried out on Thursday, March 7, 2024, with an allocation of 2x45 minutes of learning time. The implementation of learning in cycle I has applied the snowball throwing method with the discussion material is threats to national

integration (classification of threats to the state) which is expected that students can be responsive and proactive on threats to the unitary state of the Republic of Indonesia in the fields of political ideology, economy, socio-culture, defense and security. The results of the implementation of cycle I based on the results of measuring student learning motivation were 65.74%. These results have not yet reached the research success criteria that researchers expect, namely 80%.

3.1.3. Cycle II

The implementation of cycle II was carried out on Thursday, April 25, 2024, with an allocation of 2x45 minutes of learning time. The implementation of learning in cycle II through the snowball throwing method with the discussion material is threats in the fields of ideology, politics, economy, social, culture, defense, and security (IPOLEKSOSBUDHANKAM) which is expected that students can identify and explain the threats to the unitary state of the Republic of Indonesia in the fields of political ideology, economy, social culture, defense, and security (IPOLEKSOSBUDHANKAM). The results of the implementation of cycle II based on the results of measuring student learning motivation have increased by 71.30%. These results have not yet reached the research success criteria that researchers expect, which is 80%.

3.1.4. Cycle III

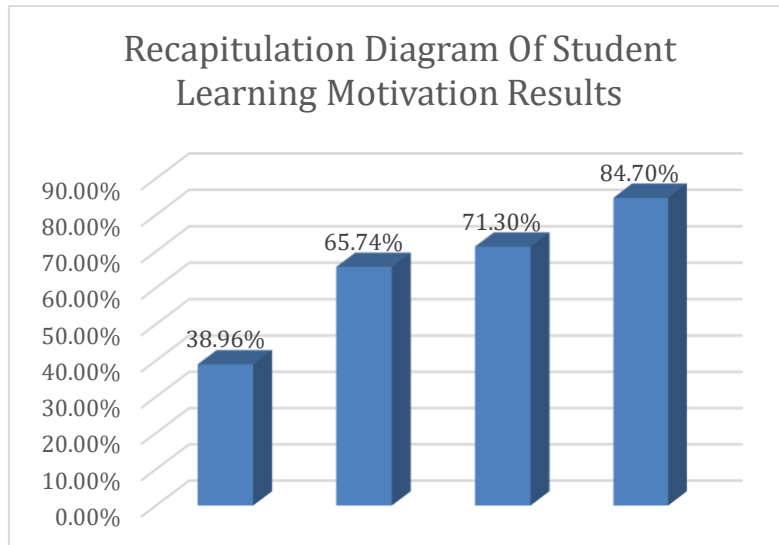
The implementation of cycle III was carried out on Thursday, May 2, 2024, with an allocation of 2x45 minutes of learning time. The implementation of learning in cycle III through the snowball throwing method with the discussion material is the role of society to overcome various threats in order to build national integrity which is expected that students can analyze and present the results of threats to the unitary state of the republic of Indonesia in the fields of political ideology, economy, socio-culture, defense and security. The results of the implementation of cycle III based on the results of measuring student learning motivation experienced a significant increase of 84.70%. These results have reached the research success criteria that researchers expect, which is 80%.

3.2 Discussion

Based on the results of the research above, that there was an increase in student learning motivation from each cycle, in cycle I the percentage of student learning motivation was 65.74%, in cycle II the percentage of student learning motivation was 71.30%, and in cycle III the percentage of student learning motivation was 84.70%. This data shows that through the snowball throwing learning method implemented in class X even semester of the 2023/2024 school year at Attaqwa Bekasi High School, it is proven that it can increase student learning motivation in Civics subjects with material on threats to the unitary state of the Republic of Indonesia. The results of research data analysis in each cycle are summarized in the table below as follows:

Table 1. Recapitulation of Student Learning Motivation Results

No	Indicator	Pre-Cycle	Cycle I	Cycle II	Cycle III
1	Passion for Learning	35%	64%	70%	83%
2	Learning Spirit	48%	71%	71%	83%
3	Curiosity	35%	70%	72%	89%
4	Independent Behavior	40%	65%	70%	81%
5	Confidence	37%	58%	73%	87%
	Measurement Results	38,96%	65,74%	71,30%	84,70%
	Success Criteria	Low	Medium	High	High



Picture 1. Diagram of Recapitulation of Student Learning Motivation Results

4 CONCLUSIONS

This study has proven that the application of the snowball throwing method can increase student learning motivation, as evidenced by the increase in student learning motivation which is quite good in each cycle on Civics material.

This research indicates that applying the snowball throwing method can be one of the promising alternative methods for educators in seeking to increase student learning motivation in the learning process. Because using the snowball throwing method can make students more active, responsive to receiving messages or information, enthusiastic, and happy in participating in learning activities and can prevent students from feeling bored or bored in participating in learning. The results of this study are expected to motivate researchers or other parties to be able to provide learning that is more active, creative, and fun for students.

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