

Improving Social Studies Outcomes Learning Through *Snowball Throwing Method*

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Abstract

The purpose of this study was to improve the social studies learning outcomes of students in the Beautiful Cultural Diversity of My Country material through the Snowball Throwing method for fourth grade students in the even semester of the 2022/2023 academic year SDIT An-Nahl Tapos Depok. This research method was classroom action research that follows the Kemmis and Tanggart model. The time research was 3 months, from February to April 2023 with 19 subjects and data collection technique was carried out with tests, observations, interviews, and documentation. The results showed a significant increase in social studies learning outcomes. This was evidenced by the average results of the IPS test in cycle one, two and three increased, namely 69.73, 76.05 and 83.42. Based on observations, it showed that student learning activities with the Snowball Throwing improved. This study concluded that learning social studies using the Snowball Throwing can improve the social studies learning outcomes of students

Keywords: Social Studies Learning, Outcomes, Snowball Throwing Method

1 INTRODUCTION

The success of an education can be seen from the learning outcomes of students (Saptono, Y. J., 2016). Learning outcomes are used to determine the extent to which students can understand and understand the material. Learning outcomes are influenced by the ability of students and the quality of teacher teaching, namely the level of expertise and professionalism possessed by the teacher. Social studies is a learning that fosters students in their social lives to always be better, and can act as responsible Indonesian citizens, and can have a good society so that they can work together to create peace.

The achievement of social studies learning outcomes, the beautiful material of cultural diversity of my country is very important to be determined by the role of teachers in the learning process, the more qualified the teacher's abilities, the greater the opportunity to achieve social studies learning outcomes. Teachers are expected to maximally create conducive and significant learning so that students can more easily communicate, especially social studies subjects, the beautiful material of cultural diversity in my country. Maximum Completeness Criteria in grade IV social studies subjects SDIT An-Nahl is 75 Applying learning methods is one of the researchers' efforts to support the improvement of social studies learning outcomes of grade IV SDIT An-Nahl students, namely by using the snowball throwing method in this learning is expected to improve the learning outcomes of social studies students which aims to explore the leadership potential of students in groups and the skills to make and answer questions combined through an imaginative game of forming and throwing paper balls.

The snowball throwing method is one of the active learning methods (active learning) which in its implementation involves many students, the role of the teacher here as an

initial direction on the topic of learning material and subsequently, control of the course of learning.

Based on the background, identification and limitation of the problems described above, the formulation of the problem in this study can be formulated "How to improve social studies learning outcomes of the Beautiful Cultural Diversity of My Country material through the snowball throwing method for grade IV students in the even semester of the 2022/2023 academic year at SDIT An-Nahl Tapos Depok"?

The purpose of the study was to improve social studies learning outcomes of the Beautiful Cultural Diversity of My Country material through the snowball throwing method for grade IV students in the even semester of the 2022/2023 academic year at SDIT An-Nahl Tapos Depok. From the results of the final social studies learning test conducted by researchers in the pre-cycle, it turns out that there are still many students whose scores are below KKM, which is 75.

2 RESEARCH METHODS

This research is a classroom action research conducted in class IV in the even semester of the 2022/2023 academic year. The subject of the study was a grade IV student at SDIT An-Nahl Tapos Depok. The study was conducted from February to April 2023. The research method used is Classroom Action Research (PTK) based on the Kemmis and Mc. Taggart model (Machali, I., 2022). Classroom action research is research conducted by teachers in their classrooms through self-reflection. The goal is to improve their performance as teachers, so that the learning outcomes of students will increase and the quality of education in education units has also increased.

This study uses 3 cycles with each cycle consisting of 4 steps, namely planning, process/activity, observation, and reflection. Each cycle is carried out to improve and improve the implementation of actions in accordance with the evaluation of the results of previous research. Data collection is carried out through observation using observation sheets of teacher and student activities. In addition, learning test sheets are also used to test the learning outcomes of students against Social Science subject matter.

The research procedure begins with planning, where researchers design actions to be carried out, compile learning implementation plans (RPP) (Maulana, A., 2023), prepare teaching resources and materials, and learning media related to the Beautiful Cultural Diversity of My Country. Furthermore, the implementation of actions is carried out in accordance with the RPP that has been prepared.

After the implementation of learning, a final test of student learning outcomes and observation of teacher and student activities is carried out using test sheets and observations. The collected data is then analyzed and evaluated at the reflection stage. Reflection is carried out by researchers in order to further optimize the implementation of learning for the next cycle. This research was conducted at SDIT An-Nahl Tapos Depok.

3 RESULT AND DISCUSSION

This snowball throwing learning method (Agustina, E. T., 2013) was carried out at SDIT An-Nahl Tapos, Depok in grade IV as many as 19 students consisting of 9 boys and 10 girls. Before the learning process, researchers conduct tests that are done individually to determine the level of ability possessed by students and to facilitate the formation of groups where students are divided into 4 groups consisting of 4 or 5 students per group. One of the obstacles in this study is when running the snowball throwing stage, namely during discussion activities. In cycle 1 when discussing, many students joked and chatted. In cycle 2 there are still students joking money, but not as many as in cycle 1. In cycle 3, students participate in group discussion activities in answering questions from the ball, questions are given direction by researchers, no one is joking because researchers have

made agreements, namely rules in learning, giving rewards and punishments to students. Another obstacle is that at the completion of the final test of the cycle, in cycle 1 many students ask their next door friends. In cycle 2 students begin to be able to do questions calmly, although there are still some students who whisper to ask their friends. In cycle 3 the learners focus and are serious on each other's question sheets calmly and no one asks their friends. In the implementation of learning using the snowball throwing method, in cycle 1 researchers have difficulty in conditioning students in class because new students listen to the stages of the snowball throwing method. In cycle 2, researchers began to calm down and could manage the class well in presenting material and explaining the stages of the snowball throwing method so as to improve student learning outcomes. In cycle 3 researchers are getting better at managing classes and can make learning using this snowball throwing method more fun (Kusumawati, N., 2017).

3.1 Result 1

After the action implementation activities were carried out, researchers discussed with observers to reflect at each meeting in cycle 1, (Firdaus, A. M., 2016), the results showed that the snowball throwing method was not effective in the learning process, there were still shortcomings carried out by researchers and students. In the aspect of the learning process, expressions of pleasure, activeness in questioning, cooperation and responsibility are still lacking

Thus, to achieve cycle 2, there are things that need to be done by researchers, including: (1) designing teaching program plans, considering and planning attitudes and skills that are expected to develop student activeness in the learning process, (2) providing explanations about the steps and stages of snowball throwing, (3) providing opportunities for more students to be active in working together in their groups and can Summing up the results of the task from direct experience obtained from learning using the snowball throwing method, (4) providing reinforcement and motivating students during learning activities.

Based on the final test results at the second meeting, the results of students in cycle 1 of traditional house material and its uniqueness are still many whose scores are below KKM, which is 75 (incomplete), but there is an increase in the number of student scores in the pre-cycle of 57.10, but in cycle 1 there is an increase in the average number of student scores is 69.73 with 10 students who are complete and 9 students who are incomplete. This is because students have not fully paid attention to the explanation given by researchers, the process of learning activities is still very dominated by researchers so that learning carried out using the snowball throwing method has not been able to run well.

3.2 Result 2

At this stage, researchers discuss with observers about the activities that have been carried out in cycle 2. Some students began to actively cooperate in discussing with their groups even though there were still some students who joked and chatted.

Based on the final test at the second meeting, the learning outcomes of students in cycle 2 have increased compared to cycle 1. This can be seen in the average score of all students who completed 13 students and those who did not complete as many as 6 students. In cycle 2, there are still some students who are less active, and pay attention to the material given by researchers, then in cycle 3 researchers will be more firm and make rules during learning activities, and serin go around observing and guiding students during learning so that all students can actively cooperate in carrying out learning activities using the snowball throwing method. The final results in cycle 2 are starting to improve, but have not achieved the expected results. The average number of scores in cycle 2 is 76.05 with 13 students who are complete and 6 students who are incomplete. Therefore, this research continued to cycle 3.

3.3

At this stage the researcher discusses with observers about the activities that have been carried out at each meeting in cycle 3. In the implementation of learning, the method used by researchers in each learning action is appropriate, namely using the snowball throwing method. Students begin to cooperate in discussions with their groups during the implementation of the snowball throwing method, each member is active in the group and correctly answers questions from snowballs.

Based on the final test at the second meeting, the learning outcomes of students in cycle 3 have improved. This can be seen from the average of all students who completed as many as 16 students and those who did not complete as many as 3 students. In cycle 3, students look active and serious in learning activities when researchers give oral questions, students pay more attention when researchers are presenting material and provide assessments of the results of discussions. Social studies learning becomes more fun by applying learning using the snowball throwing method, as well as class rules, rewards and punishments, supporting class management and improving social studies learning outcomes for grade IV students. The final results in silus 3 have improved and have achieved the expected results with an average score of 83.42, 16 students who completed and 3 students who did not complete it. Therefore, this research has been completed in cycle 3.

4 CONCLUSION

Based on the discussion of research results in chapter IV, it can be concluded that in learning Social Sciences through the snowball throwing method can improve learning outcomes in grade IV students of SDIT An-Nahl Tapos Depok. This can be seen from the significant increase in each cycle.

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