

The Development of a Snowball Model Based on Regional Songs to Enhance Attitudes and Behaviors of Social and Cultural Diversity Tolerance

Rizki Riftiansyah*, Wirda Indah

Master of Pancasila and Citizenship Education STKIP Arrahmaniyah, Depok City, Indonesia

*rizkiriftiansyah10@gmail.com

Abstract

This research falls under the category of Research and Development (R&D) with the primary objective of developing an innovative instructional media based on regional songs for Pancasila and Citizenship Education (PPKn). This instructional media takes the form of video files accompanied by in-depth explanations. The instructional model design is evaluated in three crucial aspects: the introduction, the content of the learning activities, and the conclusion of the learning activities. The research results indicate that the development of this instructional model is effective in enhancing students' attitudes of tolerance and behavior towards respecting social and cultural diversity. Although there were no significant differences in attitudes before and after implementation, the model succeeded in improving students' knowledge of regional songs and their attitude of tolerance. Overall, this research emphasizes that the "Snowball Throwing" instructional model based on regional songs in video format is an effective tool for enhancing students' attitudes of tolerance and behavior of respecting social and cultural diversity.

Keywords: Instructional Model, Social and Cultural Diversity, Tolerance.

1 INTRODUCTION

Indonesia, with its vast and highly diverse regions, presents challenges and a necessity to uphold attitudes of tolerance in the face of its social and cultural diversity (Saihu, 2019). In this context, an attitude of tolerance becomes not only a necessity but also a wealth that strengthens the unity and integrity of the nation. The social and cultural diversity in Indonesia conveys a message of unity, embodied in the spirit of "Bhinneka Tunggal Ika" (Sumarsono, 2001). Therefore, preserving and maintaining this diversity is an obligation. Tolerance in the context of social and cultural diversity is a manifestation of acceptance and appreciation for the differences present in various regions (Fuadi, 2020). This includes various customs, cultures, and norms that adorn our daily lives. To maintain harmony and unity, tolerance in social and cultural diversity needs to be promoted through deep understanding, open dialogue, freedom of thought, and freedom of religion. This responsibility lies not only with individuals but also with the community and the government (Tutuk, 2015).

In an era of advancing education, students are now required to learn independently in accordance with the established curriculum. The 2013 Curriculum emphasizes more active learning, where students are directly engaged in the learning process. Teachers play a crucial role in creating a learning environment that allows students to grow and develop optimally (Arviansyah & Shagena, 2022). The Snowball Throwing method of teaching is not just an ordinary discussion technique; it forms small groups that work together in an engaging dynamic. In this method, each group has a leader, and the teacher's instructions are conveyed to the group leader. Subsequently, each group member creates questions that are written on a piece of paper and arranged like a ball. The question ball is then

passed to other group members who take turns answering the questions on the ball. This process continues until each student in the group has participated (Husen, 2020).

The Snowball Throwing instructional model, based on the Contextual Teaching and Learning (CTL) approach, involves students in an interactive and collaborative learning process. The name "Snowball Throwing" refers to the use of question balls made of rolled-up paper that are thrown among group members (Abdurrahman, 2010).

In this teaching method, students first form groups and select a leader. Each group has the task of exploring the material in a general sense. The group leader is then responsible for guiding the group's discussion on a specific part of the material. During this process, students work together within their respective groups, delving deeper into the topic and formulating relevant questions (Santoso, 2011).

Next, each group writes their questions on a paper snowball and passes it to other groups. The other groups then attempt to answer the questions in turn. The Snowball Throwing method facilitates the exchange of information among students, trains them to listen to others' opinions, enhances students' creativity and imagination in creating questions, and encourages cooperation, mutual assistance, and active engagement in the learning process (Herdian, 2010).

The Snowball Throwing approach is supported by the Ministry of National Education (Depdiknas) and UNESCO as an effective learning paradigm that encompasses knowledge acquisition, skills, social well-being, and personal development. This model encourages students to learn about the material, collaborate with their peers, live harmoniously together, and be themselves. Additionally, this model explores students' leadership potential within the group and develops their skills in formulating and answering questions through an imaginative game of creating and throwing snowballs. The ultimate goal is to create more interactive, student-centered learning and promote the development of positive character traits (Depdikdas, 2001).

This research will elaborate on the development of the Snowball Throwing instructional model and how this method can be effectively used to enhance attitudes of tolerance and mutual respect among students. Tolerance encompasses the ability to understand, respect, and accept the differences and views of others without harboring resentment or prejudice. While respect involves actions that honor the thoughts and wishes of others without selfishness, allowing for the acceptance of opinions regardless of the status or background of individuals who differ. The Snowball Throwing method provides opportunities for every student to participate in discussions and contribute positively in an inclusive learning environment.

2 RESEARCH METHODS

This research falls under the category of Research and Development (R&D). The primary objective of this research is to develop innovative instructional media. The outcome of this development is a model for Pancasila and Citizenship Education (PPKn) that utilizes regional songs as its basis. This instructional media is presented in the form of video files accompanied by a portfolio or in-depth explanation. The designed instructional model is evaluated in three essential aspects: the opening, the content of the learning activities, and the closing of the learning activities. As Nana Syaodih Sukmadinata (2009: 164) stated, R&D research is a process aimed at creating new products or enhancing existing products with a high level of accountability. In the context of education, R&D research is employed to develop valid and effective learning products.

3 RESULT AND DISCUSSION

Based on the results of the development of the instructional model design, which has undergone verification by experts in methods, instructional models, and language, as well

as through the first trial followed by research data analysis, it appears that a design with significant feasibility and effectiveness has been established. This design is related to the development of the "snowball throwing" instructional model based on regional songs in the form of video files. The instructional model aims to enhance attitudes of tolerance and behaviors that respect cultural diversity among 5th-grade students at MI Ianatussibyan (Yasiba) Bogor. To elaborate further, we will explain the following aspects.

3.1 Design of the Snowball Throwing Instructional Model Based on Regional Songs in Video Format to Enhance Students' Tolerance Attitudes and Cultural Diversity Appreciation Behaviors

Following the verification phase by subject matter experts, language experts, and the first trial, a design for the "snowball throwing" instructional model based on regional songs in a video format with a learning simulation has been successfully formulated. Mass production took place on July 25, 2023, a Tuesday, involving 12 students from the 5th grade divided into 4 groups. The production process was divided into several stages, starting with an introduction, material explanation by the teacher, and the implementation of the instructional model. The video results from this instructional model have been disseminated through YouTube channels and are also available in CD format after being burned.

3.2 Feasibility of Using the Snowball Throwing Instructional Model Based on Regional Songs in Video Format to Enhance Students' Tolerance Attitudes and Cultural Diversity Appreciation Behaviors

The results of calculations based on validation sheets assessed by several experts, including instructional method and language experts, indicate the feasibility of the "snowball throwing" instructional model based on regional songs in video format for enhancing students' tolerance attitudes and cultural diversity appreciation behaviors. The validation results revealed that the validation sheets provided to instructional method and language experts received a 95% approval rate with the category "very feasible." Additionally, the validation sheets presented to instructional model experts and language experts obtained approval rates of around 85.84% and 80%, also falling within the "very feasible" category.

3.3 Table (10 points) Effectiveness of Using the Snowball Throwing Instructional Model Based on Regional Songs in Video Format to Enhance Students' Tolerance Attitudes and Cultural Diversity Appreciation Behaviors

The results of the questionnaire calculations related to tolerance attitudes and cultural diversity appreciation behaviors, filled out before and after the implementation of the "Snowball Throwing" instructional model based on regional songs in video format using a t-test, indicate that the significance criteria are met when the calculated t-value (1.661) is less than the t-table value (2.013) and when the calculated t-value (-1.661) is less than the t-table value (-2.013) (not significant). This suggests that the null hypothesis (H_0) is accepted, while the alternative hypothesis (H_1) is rejected. In other words, there is no significant difference in tolerance attitudes and appreciation behaviors among the 5th-grade students at MI Ianatussibyan (Yasiba) before and after the implementation of the "Snowball Throwing" instructional model based on regional songs in video format.

The results of the test regarding knowledge related to the "Snowball Throwing" instructional model, regional songs, as well as tolerance attitudes and appreciation behaviors, lead to the conclusion that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This indicates that the development of the

"Snowball Throwing" instructional model based on regional songs in video format is effective in enhancing students' tolerance attitudes and cultural diversity appreciation behaviors.

3 CONCLUSION

Several conclusions can be drawn from this study: (1) The instructional model "Snowball Throwing" based on regional songs in video format has undergone the verification phase by experts in teaching methods, instructional models, and language, as well as the first trial. The results show that this design has a significant level of feasibility and effectiveness. (2) This instructional model aims to enhance tolerance attitudes and cultural diversity appreciation behaviors among 5th-grade students at MI Ianatussibyan (Yasiba) in Bogor. (3) The mass production process of this instructional model involved 12 students from the 5th grade, divided into 4 groups on July 25, 2023. The production process included introduction, material elaboration by the teacher, and the implementation of the instructional model. The results have been disseminated through YouTube channels and are available in CD format. (3) Validation by experts in teaching methods and language indicates an approval rate of 95%, with the category "very feasible." Experts in instructional models and language also provided high approval rates, around 85%, 84%, and 80%, with the category "very feasible." (4) T-test analyses regarding tolerance attitudes and cultural diversity appreciation behaviors of students before and after the application of the "Snowball Throwing" instructional model based on regional songs in video format show that there is no significant difference, with the null hypothesis (H_0) accepted. (5) However, knowledge tests related to the instructional model, regional songs, and tolerance attitudes and appreciation behaviors reveal that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This confirms that the development of this instructional model is effectively used to enhance tolerance attitudes and cultural diversity appreciation behaviors among students. Overall, these findings indicate that the "Snowball Throwing" instructional model based on regional songs in video format is an effective tool for improving tolerance attitudes and cultural diversity appreciation behaviors among students.

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