Application Of Snowball Throwing Model Learning To Improve Social Studies Learning Outcomes For Class Vi Students At SD Negeri 0807 Tanjung Baru

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Abstract, This research is motivated by the low student learning outcomes in social studies subjects. This happens because the teacher does not use a different learning model and does not use the potential of students to provide material, and students are less cooperative in their learning. This research uses qualitative and quantitative methods. The results of the study increased the assessment of lesson plans from 81% to 97%, teacher ratings from 82% to 97%, and student ratings from 75% to 95%. The average academic achievement of students ranged from 72 to 86. It was concluded that the snowball throwing model improved the social studies learning achievement of 6th graders at SD Negeri 0807 Tanjung Baru.

Keywords : Learning Outcomes, Model Snowball Throwing.

I. INTRODUCTION

Indonesian education basically has a noble goal, to educate the nation's life. To achieve these educational goals, the Indonesian government has taken various approaches. One of them is the subject of Applied Social Sciences (IPS) in Elementary Schools (SD). Social Sciences (IPS) is one of the subjects that studies a set of events, facts, concepts and generalizations related to social problems.

The role of social studies education is to help students become useful and effective members of society, help students develop thinking skills (intelligence), academic skills, and be responsive and sensitive to advances in science and technology, and be able to use them. According to Ishak, et al (2008:126), elementary school social studies material is a social science based on reality and social phenomena, which embody methods from branches of social sciences such as sociology, history, and geography. Economics, politics, law and social sciences. culture. Through social studies subjects in elementary schools (SD), students are expected to have knowledge and insight about the basic concepts of social studies, which aims to develop positive attitudes in students to solve

problems and life problems. This is in line with the (Depdiknas, 2006) social studies learning goal "guiding students to become peaceful citizens through social studies", so social studies needs to be directed to develop knowledge, understanding and analytical skills. people's social situations to enter a vibrant life.

To support the achievement of social studies learning objectives, ideally social studies learning is that teachers should be able to create an interesting and not boring learning atmosphere, be able to choose appropriate learning models, make more mature plans so that the learning process becomes more conducive so that students can participate in learning well. comfortable and fun and able to work together with friends and the desired learning objectives can be achieved.

Based on the experience of researchers in class VI SD Negeri 0807 Tanjung Baru The causes of low student learning outcomes in social studies subjects are: 1) teachers prefer to use the lecture method and focus on textbooks, so that learning is concentrated only on teachers (teacher-centered), 2). The faculty does not provide opportunities for prospective students to communicate material to other students, 3) The faculty does not invite students to work together and help each other solve problems in social studies

learning. 4) The teacher does not use interesting and varied learning modes, making student learning monotonous. Lower student outcomes in social science studies.

Based on these facts, to overcome the problems mentioned above, we need a learning model that can create a pleasant and interesting atmosphere for students during the learning process. Another option is to provide social studies learning materials in the form of games that allow students to feel comfortable and happy with the learning materials. One of the learning models that uses game technology is social studies learning using the snowball throwing learning model (Aqib, 2013).

According to (Uno & Mohamad, 2022), the snowball learning model is: a way of presenting subject matter where students are divided into several different groups, each of which is then selected by the group leader and received from the homework teacher, then each group of students ask a question, the question forms a ball (test paper), which is then thrown to another student, and each student answers the question from the ball obtained.

Based on the description above, the purpose of this study is to describe the use of the snowball model to improve student learning outcomes in social studies learning class VI SD Negeri 0807 Tanjung Baru.

II.   RESEARCH METHODS

This research uses qualitative and quantitative methods. Qualitative methods are used to tell the learning process by using sentences that are natural and in accordance with the reality that occurs in learning. According to (Kunandar, 2008), "Qualitative method is a method that contains information in the form of sentences to provide an overview of students' expressions related to cognitive, affective, and psychomotor aspects of learning. Quantitative methods are statistical methods. method The method produces data in numerical form According to (Arikunto, 2019), "quantitative method is a study that undergoes statistical processing, which produces data in numerical form." Numerical data is then processed and analyzed to obtain information.

This type of research is classroom action research (CAR). According to (Kunandar, 2008), "Classroom action research is a self-reflection exercise by educational actors in the context of education to increase rationalism and impartiality towards: a) their educational practice, b) their understanding of the practice.) the circumstances in which the practice is carried out".

The study was conducted on Grade 6 students of SD Negeri 0807 Tanjung Baru in the first semester of the 2021/2022 academic year, with 3 sessions of 3 x 35 minutes each. There are 24 students in the school, including 11 boys and 13 girls. Data collection tools used are observation sheets and question sheets.

III. RESEARCH RESULTS AND DISCUSSION

Observations were made simultaneously with the implementation of learning, observations were made by 2 observers, where observer I observed the lesson plans made by the researcher and all activities carried out by the teacher in learning while observer II observed all student activities during the learning process. To make these observations, the researcher provided and gave observation sheets to 2 observers before the learning was carried out.

Based on the observations of the first round of RPP evaluation in the first session, a 75% pass rate was obtained. While in the second cycle of the first session, 81% of the results met the good requirements, and in the second cycle, 97% of the results met the very good requirements. Based on observations from the teacher in the first round of the first session, 75% of the results were quite qualified, 82% of the results were obtained in the first round of the

second session with good qualifications, and in the second round. increased to 97% very well qualified. Based on observations of students, in the first cycle of session I the results obtained 65% with sufficient qualifications, and in the first cycle of session II the results were 78% with good qualifications, and in the second cycle increased by 92% with very good qualifications. The observed student learning outcomes are in the cognitive, affective, and psychomotor domains. Cognitive assessment is obtained from the results of student assessments at the end of the course. Cognitive assessment questions are in the form of essays consisting of 5 questions. Emotional assessments are obtained from students' attitudes in the learning process, in the form of paying attention to the teacher's explanations in the learning process, seriousness in participating in learning, and participating in learning. Asking and answering questions from friends or teachers, and psychomotor aspects of students how to fill out worksheets. During the first cycle of the first session on the cognitive side, the mean was 58 for the cognitive side, 57 for the emotional side, and 68 for the psychomotor side. The average of the first cycle for the cognitive aspect was 68, the emotional aspect was 72, and the psychomotor aspect was an average of 73. These results

increased in the second cycle, with an average of 80 on cognitive, 81 on affective, and 86 on psychomotor. This generalization is seen from three aspects that show an increase in student learning outcomes in social studies learning by using the snowball throwing model.

At the end of the learning process, the researcher and 2 observers collaborated on reflective activities. Reflection covers all stages of planning, implementing actions, and learning outcomes. Reflective results from cycle I, sessions I and II on planning, implementation and student learning outcomes are still lacking. The success rate of the qualification is sufficient if it is seen from the student learning outcomes of the first cycle of session I, where 1 student completes and 15 students do not complete. The average success rate is 61, and the success rate is 6%. There are unfinished standards.

Based on the reflection from the first cycle of the second conference, researchers and observers concluded that continental social studies learning needs to be continued in the next cycle. This can be seen in the cognitive, emotional and psychomotor aspects obtained by each student. If the value of student learning outcomes in the first cycle is still below the KKM of 66, then the criteria have not been met, namely only 2 out of 16 students have

completed with a percentage of 12.5%, and in the second cycle there has been an increase. 2 students who did not complete, namely 87.5%. The teacher must make changes for the better in the second cycle by maintaining good behavior in the first cycle. The results of the second cycle of reflection have been carried out well for the implementation of the lesson plan, the implementation of learning from the teacher's side, the student's side and overall student learning outcomes. Judging from student learning outcomes, the success rate is in the very good category, with 22 students completing and 2 not completing in cycle II. With an average success rate of 81 points, the qualification is very good, with an 87.5% success rate meeting the integrity criteria. Based on the results of the second round of reflection, the researcher and two observers concluded that social research to understand the continents in general had been well done. This can be seen in the cognitive, affective and psychomotor results obtained by each student. The learning outcomes achieved by students in cycle II met the expected goals. Students have a very good average score of 81, with a grade completion rate of 87.5%. This result has exceeded the set target of 75% of the student population.

IV. CONCLUSION

The conclusion of this study is to increase the assessment of lesson plans from 81% to 97%, teacher assessments from 82% to 97%, and student assessments from 75% to 95%. The average student achievement ranged from 72 to 86. It was concluded that the snowball throwing model improved the social studies learning achievement of 6th graders at SD Negeri 0807 Tanjung Baru.

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