Implementation of Social Sciences Learning on Natural Appearance Material to Improve Student Learning Outcomes

Fadlilah Karim

{ fadlilahkarim19@gmail.com }

Universitas Muhammadiyah Purwokerto

Abstract. Social sciences learning materials about the natural appearances of neighboring countries are often difficult for students to master because of the breadth of the material and require strong memorization skills. The research aim to knows the increased of student learning outcomes through snowball throwing. This research is a classroom action research. The research subjects were all 6th grade students of SD Negeri 3, totaling 35 students consisting of 16 male students and 19 female students. Data collection in this classroom action research uses a test technique with a written question instrument. The results showed that the use of the snowball throwing learning strategy could improve the social studies learning outcomes of sixth graders at SD Negeri 3 Banteran Korwilcam Sumbang. By utilizing the Snowball Throwing learning model, social studies material is easier to understand and the learning process becomes more fun, so that student learning outcomes can increase.

Keyword: social studies learning, learning outcomes, snowball throwing

1 Introduction

Social Sciences (IPS) is a subject that includes studies of humans, places and the environment, socio-cultural systems, economic behavior and welfare, as well as the development of the times and their changes. Through social studies subjects, students are directed and guided to become Indonesian citizens and influential citizens of the world. The complexity of social studies learning in elementary schools makes students feel challenged to understand and remember the subject matter being studied, resulting in low learning outcomes obtained. The low learning outcomes are possible because of the lack of student interest in taking social studies lessons. Even though during the learning process, the teacher has tried to present the material accompanied by props, one of which is by using a map. However, this has not been able to arouse students' interest in learning the material being presented.

For this reason, there is a need for innovations that must be carried out by teachers in the teaching and learning process that will come so that social studies subjects become subjects that are liked by students. So that students will more easily understand the concept of the environment. Learning innovations that can be done are in the form of innovations in developing teaching aids, developing learning models used, and developing learning models as well as teaching aids.

We often encounter various kinds of learning models and have been applied by teachers to increase students' interest in learning, including the Snowball Throwing learning model. Ahmadi et al. stated, Snowball Throwing is a method of presenting learning theory where students will be formed into several heterogeneous teams then each team is chosen by the team

ICONESS 2021, July 19, Purwokerto, Indonesia

DOI 10.4108/eai.19-7-2021.2312482

leader to get assignments from the teacher[1]. After that, each student made a question that was written and then shaped like a snowball. After that the question paper is thrown to another student or group, then each student must answer the question from the snowball obtained. The same statement was also stated by Adhiatmika et al., that this learning model is a type of cooperative learning that is designed like a ball throwing game, to direct the potential of students to group material through a game that utilizes a sheet of paper that is shaped like a ball and then thrown to students by dividing students into several groups [2][3].

In contrast to Yuyun Tri Setiawati who said, Snowball Throwing as an active learning model essentially directs students' attention to the material being studied [4]. Meanwhile, I Made Sudana defines Snowball Throwing as a learning method that uses question paper balls that are rolled up in the form of a ball, then thrown alternately among fellow group members. Snowball Throwing is a type of cooperative learning designed to influence students' interaction schemes and aims to improve academic mastery [5-8].

The advantages of the snowball trhowing learning model were conveyed by Astuti, as learning that can create a sense of togetherness in the group both between group members and with other group members [5]. A similar opinion was expressed by Shoimin who stated that the Snowball throwing learning model is a development of the discussion learning model and is part of the cooperative learning model [9]. In contrast to Sepni Yanti stated, this learning model is a model that combines communicative, integrative, and process skills approaches [12]. In this type of Snowball Throwing cooperative learning, students compete between groups. With this competition, it is hoped that each group will be motivated to be more enthusiastic in learning. Competition is very much needed in the world of education because it can be used to make the teaching and learning interaction process more conducive. For that we need a learning model that can foster student interest in social studies subjects.

Shoimin stated, the advantages and disadvantages of this Snowball Throwing learning model are: advantages: 1) The learning atmosphere becomes fun because students like to play by throwing paper balls to other students, 2) students get the opportunity to develop thinking skills because they are given the opportunity to make questions and give them to other students. While the weaknesses of the Snowball Throwing model are 1) It really depends on the ability of students to understand the material so that what students master is only a little. This can be seen from the questions that students make usually only about the material that has been explained or such as examples of questions that have been given, 2) it takes a long time [9][10].

The learning steps taken in implementing the Snowball Throwing Model are as follows:

1) The teacher conveys the material to be presented.
2) The teacher forms groups and calls each group leader to provide an explanation of the learning material.
3) Each group leader returns to their respective groups, then explains the material presented by the teacher to their group friends.
4) Then each student is given a worksheet to write down any questions regarding the material that has been explained by the group leader.
5) Then the paper is made into a ball and thrown from one student to another for approximately 5 minutes.
6) After each student gets one ball/one question, students are given the opportunity to answer the questions written on the ball-shaped paper in turn.
7) The teacher together with the students provide conclusions on the learning materials provided.

8) The teacher provides an evaluation as an assessment material for students' understanding of the learning material.
9) The teacher closes the lesson by giving moral messages and assignments at home.

Based on this description, the researcher considers the snowball trhowing learning model to be very necessary to be implemented as a communicative, active and integrative learning model with the aim of improving social studies learning outcomes for students at SD Negeri 3 Banteran, Contributing sub-district, class VI in the first semester of the 2019/2020 school year.

2 Research Method

This research was conducted at SD Negeri 3 Banteran. In particular, the research was conducted on sixth grade students. There are two sources of data in this study, namely primary data sources (subjects) and secondary data sources (objects). Primary data sources (subjects) in the form of learning outcomes of natural appearance subjects in neighboring countries. Learning outcomes in the form of test scores at the end of each cycle. While the secondary data in this study is the result of observations made by researchers during the learning activities. The technique used to collect the data above is test and non-test which includes: observation, documentation, and student diaries.

The method in this study is a real implementation, when a teacher in carrying out teaching and learning activities encounters obstacles that result in low student learning outcomes. Furthermore, solutions to these obstacles are sought, either through the use of learning tools, methods, sources of materials, and learning strategies that gradually have an impact on improving student learning outcomes. Such a method is called a "class action" which is characterized by a cycle. There are actions taken by researchers in each cycle. In this Classroom Action Research there are 2 cycles, where in each cycle there are four stages, namely planning, acting, observing, and reflecting.

In detail the activities carried out by researchers in four stages of each cycle are as follows: Planning, at this stage the researcher prepares a research activity plan and prepares the instruments needed in the research, acting is the researcher carries out learning activities according to the plan that has been prepared through three stages, namely initial activities, core activities and closing activities by carrying out snowball throwing learning steps. Observing, namely researchers together with collaborators observing the ongoing learning process including student activities and learning outcomes obtained to determine the advantages and disadvantages of the learning model that is being implemented. Reflecting is an activity to compare the results obtained in each cycle or action with the previous conditions to find out how far the improvement is obtained after the action is taken.

The criteria for success in this study is if the number of students who scored according to the KKM (≥ 70) in the class reached 85% (approximately 35 students).

3 Results and Discussion

3.1 Results

The learning process and results are described starting from the initial description, implementation, and results of the first cycle as well as the implementation and results in the second cycle. Each cycle is carried out through four steps, namely planning, implementation, monitoring, and evaluation. Each cycle is carried out twice. The first meeting is for the implementation of learning, the second meeting is for the implementation of learning, and the implementation of evaluation is to measure the extent to which the students' ability to absorb the learning that has been carried out. Based on the background of the problem in this Classroom

Action Research, it is known that the initial condition of social studies learning outcomes for grade VI students of SD Negeri 3 Banteran Korwilcam Dindik in the Sub-district of Donor in the first semester of the 2019/2020 school year is still low. The low learning outcomes can be seen from the list of values which is a collection of daily test scores. For social studies subjects, from 2 daily tests, the average scores are 53 and 56, respectively.

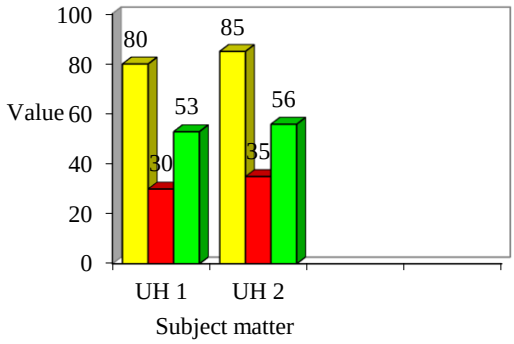
In the first daily test with the subject matter of "The Appearance of Indonesian Land Areas", the highest score of 80, the lowest score of 30 with an average score of 53. The second daily test with the subject matter of "Indonesian Sea Territories", the highest score of 85, the lowest score of 35 with a score of average 56.

The following table is a comparison of the scores between the two daily tests.

Table 1. Value of Learning Outcomes Initial Conditions

No	Main Material	Value		
		Highest	Lowest	Average
1.	The Appearance of Indonesian Land Areas	80	30	53
2.	Indonesian Sea Territories	85	35	56
Average				55

Based on the table above, it is known that there was an increase in learning outcomes from an average of 53 to an average of 56 or an increase of 3 points (5%). The dynamics of obtaining the two daily tests above can also be seen in the bar chart below.



Picture 1. Diagram of the Initial Conditions of Learning Outcomes

Information:
1. UH 1: Daily Test 1 (Development of Mainland Indonesia).
2. UH 2: 2nd Daily Test (Development of Indonesian marine areas).
3. Each daily test consists of three values, namely: left (highest score), middle (lowest score), and right side (average value).

The use of conventional learning models and methods by teachers is also one of the causes of the shallow grades obtained by students. The lack of time the teacher has to complete the learning targets and the number of students being taught, namely 35 children, makes teachers

only use the lecture method in delivering the teaching and learning process, especially in social studies subjects.

Furthermore, the research was carried out by carrying out learning in cycle I. Class actions in cycle I were planned to be carried out on Wednesday, September 11, 2019, and Thursday, September 12, 2019. Of the two days of use, they were as follows: a) Wednesday, September 11, 2019 was used to delivering the subject matter of the natural appearance of neighboring countries (Malaysia, Singapore, and Thailand) and the application of the snowball throwing learning strategy, b) Thursday, 12 September 2019, used to continue learning and administering the end of the cycle I test.

Observations during class action in cycle I resulted in several things including the learning process looks more fun. Students are very enthusiastic in learning because students get a new learning experience by throwing snowballs. However, students are not yet skilled in making interrogative sentences, so the questions are made to be thrown to other groups, the words are difficult to understand, because many of the questions are the same, and the material being asked is not too urgent. The throwing of snowballs was very irregular, and some students did not get a question ball, but some students got two question balls and there were missing balls because the paper given was too small and the students threw it too far. This happens because the traffic regulation is not orderly. From the learning outcomes, students have increased because of 35 students, three people got a value of 100 and 3 people got a score of 80, 5 people got a score of 70, 10 people got a score of 60 and 3 people got a value of 50. The following table shows the results of the learning application.

.

Table 2. Cycle Value I

No	Value	Total Students
1.	100	3
2.	90	3
3.	80	11
4.	70	5
5.	60	10
6.	50	3
Total Students		35

In cycle II, learning is held on the 4th week of September 2019, namely on Wednesday 18 September 2019 and Thursday 19 September 2019. Of the two days, the usage is as follows: a) Wednesday 18 September 2019 is used to deliver material with the theme of natural appearances neighboring countries (Philippines, Cambodia, Vietnam) and the application of the snowball throwing learning strategy, b) on Thursday 19 September 2019 was used to continue learning and administering the end of the cycle II test.

Observations during the implementation of class actions in cycle II obtained several results, including the learning process that occurred in cycle II went more orderly and smoothly than learning in cycle I. Students had begun to look skilled in making question sentences to formulate questions which would then be submitted to other groups who determined by the teacher. The same question is not found again. Question material is more urgent. Students seem active and serious in participating in the teaching and learning process, maximum group cooperation is to divide group members whose abilities are more evenly distributed. From the

learning outcomes obtained by individual students, there was an increase compared to learning outcomes in cycle I. Because of the 35 grade VI students of SD Negeri 3 Banteran in the first semester of 2019/2020 who got a score of 100 there were 9 people, 5 people got a score of 90, 11 one person gets a score of 70 and 3 people get a score of 60.

The following table of learning outcomes in Cycle II.

Table 3. Range of Values on Cycle II

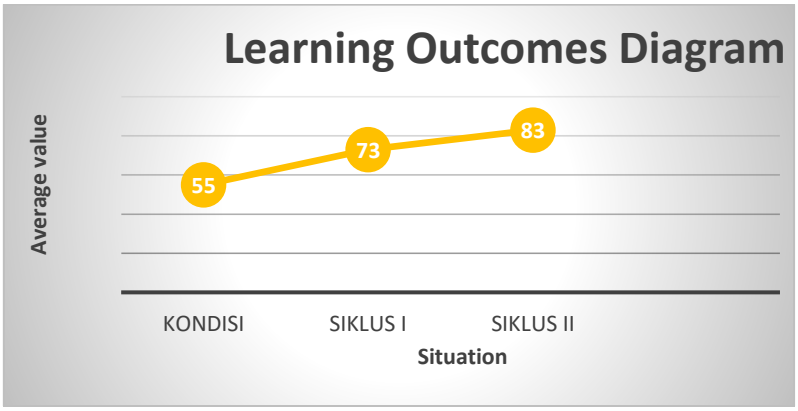
No	Value	Total Students
1.	100	9
2.	90	5
3.	80	11
4.	70	8
5.	60	2
Total Students		35

From the results of surveillance carried out by researchers from the initial conditions, the end conditions of the first cycle, to the end of the second cycle, according to the data obtained there was an increase in the average value of learning outcomes continuously. The following table is an increase in the average value of learning outcomes.

Table 4. The Average Value of Learning Outcomes

No	Initial Condition	Average	Percentage
1.	Initial Condition	55	5 %
2.	Cycle I	73	33 %
3.	Cycle II	83	14 %

The increase in the average value from the initial condition, the final condition of the first cycle, to the final condition of the second cycle (final condition) will be more clearly seen in the following diagram.



Picture 2. Learning Outcome Improvement Diagram

Learning outcomes of research subjects from the initial conditions with an average of 55 to the end of the first cycle which reached an average value of 73 means an increase of 18 points (33.3%), and the first cycle to the end of the second cycle. cycle also an increase in the average value of the results. In the first cycle the average value was 73 and became 83 at the end of the second cycle, meaning that there was an increase in student learning outcomes by 10 points (14%). Thus, from the initial condition to the final condition, the average value of student learning outcomes increased by 28 points (51%).

4 Discussion

The use of the snowball throwing model in learning, is not a new thing, some previous researchers have applied this learning model in delivering the subject matter or subjects they chose such as: Md Dwi Suria Oktaviani, I Wyn Suwatra, Nym Murda, with a study entitled Effect of Model Snowball Throwing Learning Assisted by Audiovisual Media on Indonesian Language Learning Outcomes in class V. In contrast to what the researchers did, this research was in the form of experimental research in which the researchers used a sample of two groups of students who were given different actions, one group was the experimental class and the other group was the control class. . Based on the results of the analysis, there are differences in Indonesian language learning outcomes between groups of students who are taught through Snowball throwing with the aid of audiovisual media and groups of students who are not taught through Snowball throwing with the aid of audiovisual media in class V. Thus, it can be concluded that the Snowball throwing model with the aid of audiovisual media has an effect on the learning outcomes of fifth grade Indonesian students.[11]

Another research conducted by Dewi et al. by use Snowball Throwing Learning Model Assisted by Audio Visual Media to improve science knowledge Competence [12]. This study aims to examine the effect of the snowball throwing learning model assisted by audio-visual media on the science knowledge competence of class V SD Negeri Gugus RA Kartini for the 2019/2020 school year.

This research is a quasi-experimental research with a nonequivalent control group design of 36 students of class VA SD Negeri 19 Pemecutan as the experimental class and 33 students of class V SD Negeri 15 Pemecutan as a control class taken by simple random sampling technique. Learning in the experimental class is through the snowball throwing model assisted by audio-visual media and the control class is given conventional learning. The treatment in the experimental and control classes was given 6 times. The average value in the experimental group after being given treatment was 74.04 ± 10.30 and the control group average was 54.78 ± 11.96. In conclusion, the snowball throwing learning model assisted by audio-visual media has an effect on students' science knowledge competence. This study proves that the snowball throwing model assisted by audio-visual media is well applied in the learning process as an effort to increase students' knowledge of science content [11].

Based on the research that has been done by the researcher and by several other researchers described above, it is proven that the snowball throwing learning model can improve learning outcomes and student motivation in participating in learning so that the learning process is more communicative and integrative, the learning outcomes obtained also increase. which is quite significant. Snowball throwing can also be applied to almost all subjects, as the researchers above have done.

5 Conclusion

As the researchers have explained, the purpose of this study is to improve social studies learning outcomes through the use of the snowball trhowing learning model, and in accordance with the results of the discussion in Chapter IV, the classroom action research conducted by the researchers in the first cycle was the use of the snowball throwing learning strategy in groups. has succeeded in improving the learning outcomes of grade VI students at SD Negeri 3 Banteran korwilcam Dindik Sub-district of Sumbang in the first semester of the 2019/2020 school year, the average value in the initial conditions which was originally 55 can be increased to 73 at the end of cycle I with an increase of 18 points or equal to 33.3%. This is clearly a significant increase. Based on empirical data, this study shows that the classroom actions carried out by researchers in both cycle I and cycle II have succeeded in improving social studies learning outcomes about the natural appearance of neighboring countries in class VI SDN 3 Banteran Korwilcam Dindik Sumbang in first semester of the 2019/2020 school year.

This conclusion is in accordance with the submission of a hypothesis based on a theoretical study as stated in Chapter II which reads, "Through the use of Snowball Throwing, it can improve social studies learning outcomes about the natural appearance of neighboring countries in class VI SD Negeri 3 Banteran Korwilcam Dindik Kabupaten Contributed Semester I Year 2019/202

References

[1] Abu Ahmadi, Widodo Supriyono. Psychology of Learning. Jakarta: Rineka Cipta ,.

[2] Adhiatmika MW, Agustini K, Sindu IG. Pengaruh Model Pembelajaran Kooperatif Tipe Snowball Throwing Terhadap Hasil Belajar Siswa Pada Mata Pelajaran TIK Kelas VIII SMP Negeri 5 Tejakula. KARMAPATI (Kumpulan Artikel Mahasiswa Pendidikan Teknik Informatika). 2017 Feb 28;6(1):214-23.

[3] Handayani T, Mujasam M, Widyaningsih SW, Yusuf I. Penerapan model pembelajaran kooperatif tipe Snowball throwing terhadap hasil belajar Peserta didik. Curricula: Journal of Teaching and Learning. 2017 Apr 17;2(1).

[4] Yuyun Tri Setiawati, Application of the snowball throwing learning model in an effort to increase motivation and learning outcomes of third grade students of SDN Margahayu on the subject of cultural diversity in Citizenship education subjects, Biormatika Scientific Journal FKIP Subang University Vol. 3 No 1 February 2017

[5] I Made Sudana, The use of the snowball throwing learning model as an effort to improve learning achievement in Hinduism, Scientific Journal of Teacher Professional Education Vol. 2 No. April 1, 2019 http://respositori.library.uksw.edu/handle/123456789/2151

[6] Dewi MP, Putra IK, Negara IG. Pengaruh Model Pembelajaran Snowball Throwing terhadap Hasil Belajar IPA Siswa Kelas V SD di Gugus Sri Kandi Kecamatan Denpasar Timur. Mimbar PGSD Undiksha. 2013 Jul 6;1(1).

[7] Hakim AH, Pramukantoro JA. Pengaruh perpaduan metode pembelajaran snowball throwing dengan talking stick terhadap hasil belajar siswa pada standar kompetensi menerapkan dasar-dasar elektronika. Jurnal Penelitian Pendidikan Teknik Elektro. 2013 Jan 1;1(1):11-20.

[8] Hardini AT, Akmal A. Penerapan Metode Snowball Throwing berbantuan Media Konkret untuk Meningkatkan Keaktifan dan Hasil Belajar IPA Siswa Kelas IV Sekolah Dasar. JURNAL PENDIDIKAN DASAR PERKHASA: Jurnal Penelitian Pendidikan Dasar. 2017;3(1):233-45.

[9] Shoimin A. model pembelajaran inovatif dalam kurikulum 2013. Yogyakarta: Ar-ruzz media. 68;210.

[10] Dewi NL, Tegeh IM, Suartama IK. Pengaruh model snowball throwing berbantuan multimedia interaktif terhadap hasil belajar IPA. Jurnal Edutech Undiksha. 2015 Jul 29;3(1).
[11] Oktaviani MD, Suwatra IW, Murda N. Pengaruh Model Pembelajaran Snowball Throwing Berbantuan Media Audiovisual terhadap Hasil Belajar Bahasa Indonesia. Jurnal Ilmiah Sekolah Dasar. 2019;3(1):89-97.
[12] Dewi SP, Ardana IK, Asri IG. Model Pembelajaran Snowball Throwing Berbantuan Media Audio Visual Terhadap Kompetensi Pengetahuan IPA. Jurnal Penelitian dan Pengembangan Pendidikan. 2020 Jul 9;4(2):296-305.