

SNOWBALL THROWING LEARNING MODEL IMPLEMENTATION IN ORDER TO INCREASE STUDENT CIVIC EDUCATION LEARNING OUTCOMES

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ABSTRACT

Research carried out aims to improve students' learning activities on the subjects of civic education by using model Snowball Throwing in elementary school. The research method is using action research methods and implemented by two cycles whereby in each cycle conducted two meetings in the classroom. Each cycle has four stages of implementation including planning, action, observation, and reflection. Data was collected by using observation and questionnaires with fifth grade students study subjects elementary school 104214 Kedai Durian, Deli Tua Subdistrict of Deli Serdang District. The study was conducted at the academic year 2016/2017 the number of students 30 students consisting of 12 male students male and 18 female students.

The research showed that in the initial conditions, the value of classical completeness student learning activities through observation sheets of 36.67% with a lower category. After the action on the first cycle of classical completeness values obtained 73.33% of student learning activities. In the second cycle of classical completeness value reached 83.33% with a very high category.

Keywords: Learning, Snowball Throwing, Civic Education, Classroom Action Research

INTRODUCTION:

Education, a process of humanization, which attempts to mold humans or human effort to be able to realize themselves as human beings, understand things, act mature and be able to make people think critically (Driyarkara, 1980). Both of these attributes require the existence of teaching, guidance, and leadership from intelligent minds (Chandra, & Fransisca, 2009). Education is a process of changing attitudes and behavior of a person or group of people to think in a mature way through teaching and training. Besides, education is also regarded as a moral education that disclose of value engineering, value analysis, moral cognitive development, and social action (Hersh, 1998).

To improve the quality of education, efforts were made and one of them is to improve the quality of learning. Learning is a process that occurs because of a conduit of information and receive information (Rusman, 2010). Learning is essentially a process of interaction between teachers and students, either direct interaction such as activity-face or indirectly. With good learning process, the quality of education directly improves while it also enhances the achievement of learning process of students.

One of the achievements for students in the learning process is obtaining the value of good learning outcomes. Learning outcomes is a result obtained by students from participating in various learning activities and learning outcomes are usually expressed in the form of numbers, letters or words (Arikunto, 2005). In Indonesian national education system, learners achieve educational success which is expressed through Minimum Completeness Criteria (MCC). Minimum Completeness Criteria is the lowest criterion to declare the learners whether they mastered (Sudrajat, 2008).

Snowball Throwing is a cooperative learning model that can be used to make students understand a difficult concept (Miftahul, 2014). Snowball Throwing method can also be used to determine the extent of knowledge and abilities possessed by students in mastering the material. In Snowball Throwing learning model, the students are formed into groups. Elected chairman of the group that will represent to accept the assignment of teachers. Each student makes a question that was shaped like a question paper and then thrown to the other students and then the students answer questions from the paper.

Application of appropriate methods in a lesson can be observed by doing some form of research. One form of research that can be done is a form of action research. Action research is a practice in real-world interventions aimed at improving the practical situation. Research conducted by the teacher of action aimed at improving the learning situation which it is responsible (Aqib, 2009). Implementation of a class action can be done naturally in accordance with the schedule and the subject of ongoing lesson, so that this study did not result in disruption of the learning process.

The essence of civic education in primary schools is as educational programs based on the values of Pancasila to develop and preserve the noble and moral values rooted in the nation's cultural identity is expected to be realized in the form of behavior in their daily lives (Gafur, 2006).

Civic education is a form of education that guide value of human life fulfillment through the extension and deepening of the meaning of that guarantee meaningful human life (Phenix, 1964). Multicultural, cultural, linguistic, ethnic, and ethnic learning focuses on the formation of citizens who understand and are able to exercise their rights and obligations to become intelligent, skilled, and character citizens.

LITERATUR REVIEW:

Learning:

Learning is basically a process of interaction between teachers and students, both in the form of direct interactions such as face-activity and indirect interactions. A good learning process will directly improve the quality of education as well as improve the achievement of student learning process.

Snowball Throwing:

Snowball Throwing is a cooperative learning model that can be used to provide an understanding of material concepts that are difficult for students (Miftahul, 2014). In addition, Snowball Throwing method can also be used as a method to determine the extent of mastery of the material by students.

The Snowball Throwing learning model is done by steps as follows, among other things the teacher presenting the material to be presented. The teachers formed groups and call each group leader to give an explanation about the material, each group leader back to their group then explains the material presented by the teacher to his friend, then each student is given a sheet of paper work to write one any questions concerning the material that has been described by the head of the group, then the paper is made into a ball and tossed from one student to student the other.

Civic Education:

Civic education is essentially as an educational program based on the values of Pancasila to develop and preserve the noble values and moral values rooted in the culture of the nation is expected to be the identity embodied in the form of behavior in their daily lives (Gafur, 2006). Civic education curriculum is expected to be a vehicle for character development of Indonesian citizens of a democratic and responsible.

Classroom Action Research:

Classroom action research is a class contextual research activities carried out to solve the problems faced by the teacher learning, improve the quality and outcomes of learning and trying out new things in order to improve the quality of learning and learning outcomes (Ani, 2008).

METHODOLOGY:

The model used in this study is classroom action research conducted in government elementary schools 104214 in Kedai Durian, Deli Tua Subdistrict, North Sumatra Province, Republic of Indonesia.

Subjects in this study were students in grade five elementary schools with the number 30 and the object of research is the application of models of Snowball Throwing on civics education for the academic year 2016/2017.

This study has several implementation phases namely planning, action, observation and reflection. Each procedure in this research study is planned in two cycles. Assessment of student learning outcomes is done by calculating the value of individual mastery learning, the value of the average student and student grades classical completeness.

A. Value completeness Individuals:

Individual student mastery value calculated as follows :

$$NP = \frac{R}{SM} \times 100$$

NP = Value Sought

R = The scores obtained by students

SM = The maximum score

When the results obtained ≥ 65 , then categorized completed, whereas if the results obtained <65 then categorized incomplete (Purwanto, 2008).

B. Average Value Entire Students:

The average value of all of the students calculated as follows (Purwanto, 2008) : $\bar{X} = \frac{\sum f_i \cdot x_i}{\sum f_i}$

C. Complete Classical Values

Classical completeness value calculated as follows (Aqib, 2009) : $P = \frac{\sum \text{Siswa yang tuntas belajar}}{\sum \text{Siswa}} \times 100\%$

FINDINGS AND DISCUSSION:

Results of research on student learning outcomes with the object of research is the application of models of Snowball Throwing on civics education for the academic year 2016/2017 are presented in Table 1, Table 2 and Table 3.

Tabel 1: The Results of Early Learning

Student Code	Score	Value	Criteria
1.	80	80	Very High
2.	60	60	Moderate
3.	32	32	Low
4.	44	44	Low
5.	76	76	High
6.	72	72	High
7.	36	36	Low
8.	52	52	Low
9.	72	72	High
10.	72	72	High
11.	40	40	Low
12.	44	44	Low
13.	50	50	Moderate

Student Code	Score	Value	Criteria
14.	36	36	Rendah
15.	80	80	Very High
16.	44	44	Low
17.	52	52	Low
18.	72	72	High
19.	52	52	Low
20.	76	76	High
21.	44	44	Low
22.	40	40	Low
23.	32	32	Low
24.	76	76	High
25.	52	52	Low
26.	72	72	High
27.	80	80	Very High
28.	64	64	Moderate
29.	36	36	Low
30.	52	52	Low

From the data of observation before learning method can be seen that in general the students' learning activities, it can be seen from the value obtained by the students, only 3 students who obtained the criteria very high, 8 students obtain high criteria, 3 students gain criterion being and there are 16 students who received low criteria. From the above data it can be stated that only 11 people that can be considered active.

Table 2: Results Cycle Stage One

Student Code	Score	Value	Criteria
1.	23	92	Very High
2.	20	80	Very High
3.	19	76	High
4.	15	60	Moderate
5.	18	72	High
6.	20	80	Very High
7.	19	76	High
8.	21	84	Very High
9.	18	72	High
10.	21	84	Very High
11.	17	68	Moderate
12.	18	72	High
13.	23	92	Very High
14.	15	60	Moderate
15.	24	96	Very High
16.	17	68	Moderate
17.	15	60	Moderate
18.	21	84	Very High
19.	19	76	High
20.	20	80	Very High
21.	14	56	Low
22.	18	72	High
23.	12	48	Low
24.	20	80	Very High
25.	22	88	Very High
26.	21	84	Very High
27.	21	84	Very High
28.	19	76	High
29.	15	60	Moderate
30.	19	76	High

Research in the first cycle obtained learning outcome that there are 13 students who have learning activity is

very high, 9 students with high learning activities, 6 students with moderate activity and there are 2 students with low learning activity. Based on the data in Table 2 was obtained values of 73.33% classical completeness.

Table 3: Results Cycle Stage Two

Student Code	Score	Value	Criteria
1.	23	92	Very High
2.	20	80	Very High
3.	19	76	High
4.	18	72	High
5.	18	72	High
6.	20	80	Very High
7.	19	76	High
8.	21	84	Very High
9.	18	72	High
10.	21	84	Very High
11.	17	68	Moderate
12.	18	72	High
13.	23	92	Very High
14.	15	60	Moderate
15.	24	96	Very High
16.	18	72	High
17.	15	60	Moderate
18.	21	84	Very High
19.	19	76	High
20.	20	80	Very High
21.	14	56	Low
22.	18	72	High
23.	12	48	Low
24.	20	80	Very High
25.	22	88	Very High
26.	21	84	Very High
27.	21	84	Very High
28.	19	76	High
29.	18	72	High
30.	19	76	High

From the data of observation in the second cycle was obtained 13 students who have learning activity is very high, 12 students with high learning activity, three students with moderate activity and there are 2 students with low learning activity. So classically can be calculated percentage of students learning activities amounted to 83.33%.

CONCLUSION:

Based on the results of discussions and research findings, it could be concluded that by using the model Throwing Snowball can improve students' learning activities on the subjects of civic education in the fifth grade elementary schools 104 214 Kedai Durian, Deli Tua Subdistrict, North Sumatra Province, Republic of Indonesia of the academic year 2016/2017. This is evident from the results of research among others :

1. Initial conditions, the value of classical completeness student learning activities through observation sheets of 36.67% with a lower category.
2. After the action on the first cycle of classical completeness value reached 73.33% with a high category. And research results on the second cycle of classical completeness value reached 83.33% with a very high category.

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