The Effect of Snowball Throwing Learning Model on Student Learning Outcomes in Civic Education Subjects Class IV Elementary School

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Abstract
The purpose of this study was to determine the influence of the snowball throwing learning model on student learning outcomes in the civics class IV at Elementary School. The method that the researchers used was a quasi-experimental method with the design of the nonequivalent control group design. The data collection technique in this study used observation, interviews and tests, the test used was an enrichment sheet. With the data analysis techniques used in this study are validity test, reliability test, difficulty level test, question differentiator test, normality test, homogeneity test, and hypothesis test. Based on the hypothesis test in this study using the independent sample t test or what is known as the unpaired t test using post test data, namely the Sig. (2-tailed) value of 0.000 < 0.05, it can be interpreted that the Independent Sample T-Test can be said that the H0 is rejected, which means that there is an influence of the snowball throwing learning model on student learning outcomes in the subject of Ppkn grade IV at Elementary School.
Keywords: *Snowball Throwing, Learning Outcomes, Civics*

Abstrak
Tujuan penelitian ini adalah untuk mengetahui pengaruh model pembelajaran snowball throw terhadap hasil belajar siswa pada mata pelajaran PPkn kelas IV MI Dayatussalam Cileungsi Bogor. Metode yang peneliti gunakan adalah metode quasi eksperimen dengan rancangan nonequivalent control group design. Teknik pengumpulan data dalam penelitian ini menggunakan observasi, wawancara dan tes, tes yang digunakan adalah lembar pengayaan. Dengan teknik analisis data yang digunakan dalam penelitian ini adalah uji validitas, uji reliabilitas, uji tingkat kesukaran, uji pembeda soal, uji normalitas, uji homogenitas, dan uji hipotesis. Berdasarkan uji hipotesis dalam penelitian ini menggunakan uji independent sample t test atau yang dikenal dengan uji t tidak berpasangan dengan menggunakan data post test yaitu Sig. (2-tailed) nilai 0,000 < 0,05, dapat diartikan bahwa Independent Sample T-Test dapat dikatakan H0 ditolak yang artinya ada pengaruh model pembelajaran snowball throw terhadap hasil belajar siswa di mata pelajaran Ppkn kelas IV MI Dayatussalam Cileungsi Bogor.
Kata Kunci : Model Pembelajaran Snowball Throwing, Hasil Belajar Siswa

INTRODUCTION

Education can be interpreted as a process where using certain learning models so that students can gain knowledge, understanding, and how to behave according to their needs. one of the things we can see is that it begins with education in elementary school. Education in elementary school is one of the factors that can influence the next level of education because, education at this elementary school level where, students have developing potential and of course, become the initial foundation of students' learning abilities. (Kosilah and Septian, 2020: 2). The quality of education is certainly inseparable from the teaching and learning process of students in schools. Learning itself is an absolute requirement to be good at everything, both in terms of science and in terms of attitudes or in the field of skills. (Syifazaukia, 2021: 153).

One of the impacts that occurs if the teaching and learning process runs uneventfully, can be seen from the learning outcomes of students. Nurhadi said that the learning outcomes are a form of achievements that have been achieved by children in the form of subject scores. (Syafruddin, 2019: 80). Rizka and Reinita also said that the success or failure of students in mastering learning materials depends on the teaching and learning activities of students who are guided by educators. In carrying out their duties, educators must also be able to present learning materials well, this greatly impacts the learning outcomes obtained by students. (Rizka Prima Dedti and Reinita, 2019: 2).

According to the results of the final exam scores for the first semester of the 20212/2022 academic year, the PKN subjects are relatively low. Students who have a score below the Minimum Completion Criteria (KKM) as many as 16 students from the total number of class IV D students as many as 29 in the Civic Education subject at MI Dayatussalam Cileungsi Bogor amounted to 70. As well as from the results of the researcher's interview, that learning outcomes decreased due to students not understanding the material taught using the learning model that is usually used by teachers.

The teaching and learning process in the classroom, the teacher is also the spearhead in achieving a learning goal. Moreover, the subject of Citizenship Education (Ppkn) is a subject that directs students to develop and preserve values and morals rooted in Indonesian culture. The role of the teacher during the learning process is very important for students in order to provide appropriate and acceptable feedback for students. After the researchers interviewed, teachers at MI Dayatussalam, especially in class IV, did not make a learning plan that would affect the way it was delivered and could not arouse the interest in learning students so that there was an inhibition in the learning process of students and the success of the learning objectives was not achieved.

The absence of planning results in inhibition of the learning process of students. such inhibition begins with the lack of involvement of learners in the learning process. Involvement here in the sense that in MI Dayatussalam the teaching and learning process is only centered on teachers and students who ask questions only or who are given questions by the teacher, without each of the students asking questions, so that there is a sense of insecurity in students, there is no mutual respect between students and teachers and a lack of understanding in students. Thus, the right solution, namely *applying the Snowball Throwing* learning model to the subject of Civic Education (Ppkn), especially in the material benefits of diversity of individual characteristics in the daily environment.

One of the other factors that can affect the learning process is that teachers do not apply the right methods. The lack of applying the right method will certainly cause the teaching and learning process to be hampered. Navian's tone suggests that teachers are only facilitators and have the ability to choose an approach, model, method, and strategy to be used according to the characteristics of the learner. (Nada Navian Simarmata, 2018: 80). But what was

seen at the time of direct observation, at MI Dayatussalam, especially in class IV, teachers still did not pay attention to the suitability of the learning model that would be used in the teaching and learning process. Therefore. teachers must be able to use the right learning model for students so that the teaching and learning process runs well.

From the existence of various kinds of existing problems, the author seeks to apply the *Snowball Throwing* learning model as a way to help understanding, smoothness, and effectiveness in achieving learning objectives so that participants' learning outcomes are not as expected by the school. Where according to Judge and Pramukantoro, the *Snowball Throwig* learning model is one of the modifications to the form of questions, each student makes a question that is shaped like a ball (question paper) and then thrown to another student. (Kiki Barkiah Mursid, 2021: 64).

METHOD

In this study, the design used was *The Nonequivalent Control Group Design.* Sugiyono, said that population is a generalization area consisting of objects or subjects that have certain quantities and characteristics set by researchers to study and then draw conclusions. (I Made Sudarman Adiputra, 2021: 25) The population of this study was in grade IV students of MI Dayatussalam Cileungsi Bogor as many as 140 students and with a sample of 65 students, each of which was obtained by class IV D as an experimental class with a total of 29 students (classes taught using *the snowball throwing* model) and class IV C as a control class with a total of 36 students (classes taught using the Interactive Lecture model).

Researchers must also understand good samples, namely they must describe all the characteristics that exist in their population, therefore after sampling is carried out, researchers need to study the characteristics, properties, and determine the research sample. (Eddy Rofin, 2021 : 13). The sampling technique is carried out by providing a sample of the propesional in each category. (Enny Kristiana Sinaga, 2019: 19).

In this study, the sampling technique was carried out using the Claster Random *Sampling* technique.

To be able to find out the learning outcomes of students, a data collection is carried out, assessment is also one of the efforts developed by an educational institution in order to achieve a quality of student abilities in accordance with the objectives of the learning itself. (Agus Subagyo, 2022: 14)

where in the data collection there is data that can see from each student's learning outcomes. As for the data collection used, namely:

First, in this case, the author carried out direct observations of students of MI Dayatussalam Cileungsi Bogor in classes IV C and IV D. **Second,** this interview was carried out in two stages, the first, before the implementation of the learning model and the second after the implementation of the learning model, namely *snowball throwing* in the classroom. **Third,** Test understanding the benefits of individual characteristics in the daily environment. In this study, tests were carried out 2x, namely at the first meeting (*pretest*) and the last meeting (*posttest*). *Pretest* and *posttest are* used to find out how much influence understanding the benefits of individual characteristics in the daily environment before *treatment* and after *treatment. Treatment* is carried out as many as 6 meetings and 2 tests, namely at the beginning and at the end.

The prerequisite test of the instrument is, **First,** according to Arikunto validity, which is a measure that shows the level of validity of a test. (Muhammad Yusuf and Lukman Daris, 2019: 50) This validity test is useful for assessing a set of measuring instruments whether they have precisely measured or what should have been measured. To determine the validity of the test device, the first step is to conduct a validity test first using the *product moment* (r_{xy}) correlation formula with the criteria in the table as follows.

Table 1. Product Moment Criteria

Caption Value	Criteria
rxy < 0,20 xy < 0,20	Very Low Level
0,20 ≤ rxy < 0,40	Low Level
0,40 ≤ rxy < 0,70	Medium Level
0,70 ≤ rxy < 0,90	High Level
0,90 ≤ rxy < 1,00	Very High Level

The validity test results from the calculation using SPSS above, it can be concluded that there are 27 question items that are declared valid. **Second,** the reliability test aims at the level of accuracy or determination of the measurement results. Judging from the calculation results using SPSS according to Cronbach's Alpha, the results of the reliability test on 27 items of the scale question showed that the value of 0.958 which can be inferred from the question of the scale is included in the category of perfect reliability. **Third,** Candiasa argues that "the degree of difficulty of the test item is expressed by the test item difficulty index which he defines as the test taker's proposal to answer the question item correctly".(I Putu Ade A. P. and I Gusti Angung N. T.J, 2018 : 29) the difficulty test to find out the problem falls into several categories. A good problem is a question that is not too easy and not too difficult. In the technology system, according to the level of difficulty, the distinguishing power in high questions lies in questions number 3, 11, and 18, the score is higher than other number scores. **Fourth,** after conducting a difficulty level test in the next question, the differentiating power test with the aim of knowing and distinguishing students who have high abilities from students who have low abilities.
As for the data analysis test, namely **Pertama,** this normality test aims to find out whether the result data on the two samples come from a normally distributed population or vice versa. the data used are *pre-test* and *post-test* data for students of *the experimental* class and control class. *Kolmogrov-Smirnov* test to determine the normality of the data. **Second,** the Homogeneity Test on the data is to provide information that the research data of each group come from a population that does not differ much in diversity. (Fajri Ismail,

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## RESULTS AND DISCUSSION

Result pretest of experiment class can show at this histogtam
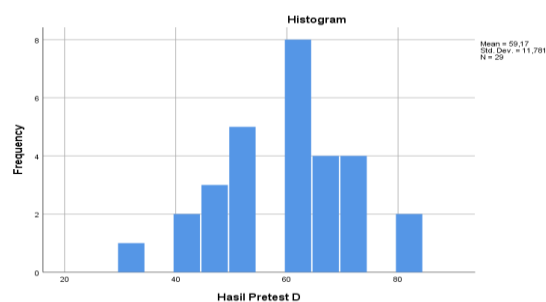
Picture 1. Experiment Class Pretest Result

Based on the data on the frequency distribution of the experimental class pre-test on the histogram graph above, students who obtained scores of 32, 40, 44, 45, 48, 49, and 51 as many as 1 person, students who obtained scores of 50 and 52 as many as 2 people. For students who obtained a score of 60 as many as 4 people, students who obtained a score of 62 as many as 3 people, students who obtained a score of 64, 70.71, 72, and 74 as many as 1 person, students who

obtained a score of 65 as many as 2 people, students who got a score of 68 as many as 2 people, students who got a score of 80 as many as 2 people. The *control class pretest* data can also be presented in the form of a histogram graph as follows:
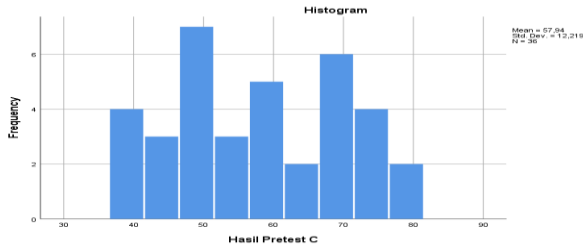
Picture 2. Control Class Pretest Result

Based on the data on the frequency distribution of control class pre-test scores on the histogram graph above, students who obtained scores of 39, 41, 43, 54, and 57 as many as 1 person, students who obtained scores of 40, 46, 48, 51 and 52 as many as 2 people, students who obtained scores of 49 as many as 3 people. For students who obtained scores of 58, 59, and 68 as many as 2 people, students who obtained scores of 62, 65, 67, 72, 73, 74, 76, 78, and 81 as many as 1 person, students who obtained a score of 71 as many as 3 people.

In addition to being in the form of a table, *the pos test* data is also presented using a histogram graph.
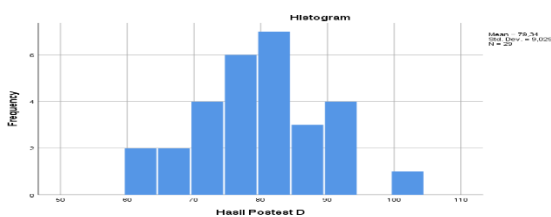
Picture 3. Experiment Class Post Test Result

Based on the histogram graph data above that the *test post* value for the experimental class. Students who get scores of 62, 64, 74, 75, 76, and 77 are mostly 1 person, students who get a score of 68 as many as 2 people, students who get grades 70 and 78 as many as 3 people, students who get a score of 80 as many as 4 people. For students who get scores of 82, 86, 87, 88, 92,

and 100 as many as 1 person, students who get a score of 84 as many as 2 people, students who get a score of 90 as many as 3 people. Moderate average scores of affective and psychomotor aspects for the experimental class are as follows.

Statistics

Afektif_D

N	Valid	29
	Missing	0
Mean		77.79

Based on calculations, affective assessments show the results of students on affective aspects where, class D or experimental classes on average reached 77.79. Categories for assessment on affective aspects are participation at the time of discussion, questioning, body gestures, language, material inference skills.

Statistics

Psikomotorik_D

N	Valid	29
	Missing	0
Mean		79.45

Based on calculations, psychomotor assessments show the results of students on psychomotor aspects where, class D or experimental classes on average reached 79.45.
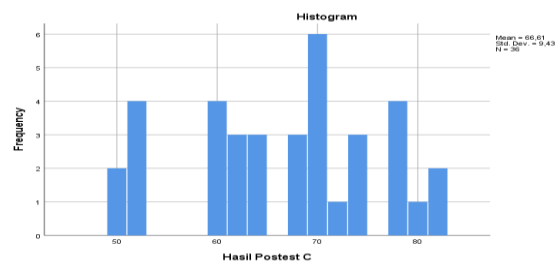
Picture 4. Control Class Post Test Result

Based on histogram graph data with *pos test* scores above for the control class, students who obtained scores of 50, 62, 68, and 82 as many as 2 people, students who obtained scores of 52, 60, and 78 as many as

4 people, students who obtained scores of 61, 67, 72, and 80 as many as 1 person, students who obtained scores 64 and 74 as many as 3 people, students who obtained a score of 70 as many as 6 people. As for the affective and psychomotor values for the control class as follows.

Statistics

Afektif_C

N	Valid	36
	Missing	0
Mean		67.78

Based on calculations, affective assessment shows the results of students on affective aspects where, class C or experimental class on average reached 67.78.

Statistics

Psikomotorik_C

N	Valid	36
	Missing	0
Mean		65.67

Based on the average psychomotor score found in class C or control class of 65.67 with each number of students as many as 36 students.

For the result of processing, the value of sig. the pre test of the experimental class is 0.100 and the sig value. *the pre-test* of the control class is 0.122 which after the normality test of the two samples has a value greater than 0.05 meaning that the two samples are normally distributed. As for the results of data processing in the table above, that sig value. the test post of the experimental class is 0.200 and for the sig value. the control class test post is 0.200 which both have values greater than 0.05 meaning that both samples are normally distributed.

Based on the data from the homogeneity test results in the *pre-test* data , it can be seen that the sig. value of the student learning outcome variable in the Ppkn subject is 0.559. Because the sig value, 0.559 > 0.05,

it can be concluded that the variance of *pre-test* data on student learning outcomes in Ppkn subjects in experimental class students and control classes is homogeneous. Meanwhile, the results of the homogeneity test calculation on *the pos test* data using SPSS, which is 0.579 because the sig value, 0.579 > 0.05, it can be concluded that the variance of *the pos test* data on student learning outcomes in ppkn subjects in experimental class students and control classes is homogeneous.

After the normality test and homogeneity test, the next step the researcher will be to test the hypothesis, this hypothesis test is used to assist the researcher in making a decision from the hypothesis proposed and ascertaining whether the hypothesis is rejected or accepted (Ika Rahayu Satyaninrum, 2022: 63) this hypothesis test takes data from the learning outcomes, according to Nana Sudjana, the learning outcomes are where the impact of the learning process using measurement tools, namely in the form of tests either from written tests, oral tests, or deed tests. **(Sutrisno, 2021: 22)** Here researchers test hypotheses using *the independt sample t test* or what is known as the unpaired t test.

Based on the results of the hypothesis test in the table above, it shows that the value of Sig. *Levene's Test For Equality Of Variances* of 0.559 > 0.05 then, it can be interpreted that the variance of data between the experimental class and the control class is homogeneous or equal. So that the interpretation of the *Output Independent Sample T-Test* table above is guided by the values contained in the "*Equal Variances Assumed*" table.

Based on the *Independent Sample T-Test Output* table in the "*Equal Variances Assumed*" section, it is known that the Sig. (2-tailed) value is 0.683 > 0.05, it can be interpreted that the *Independent Sample T-Test* can be said that H_0 is accepted, which means that there is no influence of *the snowball throwing* learning model on student learning outcomes in ppkn class IV subjects at MI Dayatussalam Cileungsi Bogor based on *pre-test* results.

Based on the table of the hypothesis test *of the pos test* data, it shows that the value of the Sig.

Levene's Test For Equality Of Variances of 0.579 > 0.05 then, it can be interpreted that the variance of data between the experimental class and the control class is homogeneous or the same. So that the interpretation of the *Output Independent Sample T-Test* table above is guided by the values contained in the "*Equal Variances Assumed*" table. Based on the *Independent Sample T-Test Output* table in the "*Equal Variances Assumed*" section, it is known that the Sig. (2-tailed) value is 0.000 < 0.05 then, it can be interpreted that the *Independent Sample T-Test* can be said that H_0 is rejected, which means that there is an influence of *the snowball throwing* learning model on student learning outcomes in the ppkn class IV subject at MI Dayatussalam Cileungsi Bogor based on the results of the *test post*. Meanwhile, one of the decision-making is based on the comparison between the $_{calculated}$ t value and the table t value, including the following: Thus, the $_{calculated}$ t value is 5.515 and the table t value is 1.998, which means that the calculated t value is $5.515 > 1.998_{the table}$ t value. Then it can be concluded that H_0 is rejected and H_a is accepted.

CONCLUSION

Based on the results of research, data analysis, and discussion that has been explained in the previous chapter and has been carried out at MI Dayatussalam Cileungsi Bogor in class IV C (control class) and class IV D (experimental class), a $_{calculated}$ t value of 5.515 and a significance value of 0.000 were obtained, which means that there is an influence of *the snowball throwing* learning model on student learning outcomes. The experimental class had an average gain from the pre-test score in the experimental class of 59.17 and the average of the *pos test* scores of 79.34. As for the control class, it also has an average score of 57.94 pre-test scores and for the average score of the *test post* itself, it is 66.61. This can also be seen from the average value of the affective and psychomotor scores of the learners, with the average affective value of the experimenter average of 77.79 and for the control class an average of 67.78 and for the psychomotor value of the experimental class an average of 79.45 and for the affective value of the control class as much as for the psychomotor value of the average of 65.67.

And in addition to obtaining the average value, it can also be seen from the hypothesis test using *the independent sample t test* or what is known as the unpaired t test using *pos test* data, namely the Sig. (2-tailed) value of 0.000 < 0.05. Thus, it can be interpreted that the *Independent Sample T-Test* can be said that H_0 is rejected, which means that there is an influence of *the snowball throwing* learning model on student learning outcomes in class IV Ppkn subjects at MI Dayatussalam Cileungsi Bogor based on the results of the *pre-test*. This is also strengthened by comparing the calculated t value and the $_{table}$ t value value, for the $_{calculated}$ t value which is 5.515 and the table t value is 1.998, which means that the calculated t value is $5.515 > 1.998$ the table t value. Then it can be concluded that H_0 is rejected and H_a is accepted. As well as from the results of the researcher's interview to the class teacher after this study that this snowball throwing learning model is because in addition to attracting the attention of students because this model is like learning while playing, making students active, students better understand the material, are better prepared to learn.

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