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## **Increasing Student Learning Activity With The Implementation Of Learning Models *snowball Throwing* Sociology Subjects**

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### **ABSTRACT**

This study aimed of find out whether the Snowball Throwing learning model was capable of improving the Activeness Student in the Subject of sociology of Grade XI IPS 1 at SMA N 8 Luwu Timur. This was a classroom action research using the model developed by Kemmis and Mc Taggart, with the application of the model of the Snowball Throwing type. The research subjects were grade XI IPS 1 at SMA N 8 Luwu Timur with a total of 31 students. Meanwhile, the variables observed and measured were the activeness student. The data werw collected using observation, interview and documentasion. The data analysis was done using the quantitative descriptive technique by describing the presentages of the collected quantitative data. The result of study were as follow the application of the Snowball Throwing learning model was capable of improving activeness student learning in the Subject of sociology of Grade XI IPS 1. This was indicated by the improvement in each cycle, in cycle I the result was 56,38% and in cycle I the result was 68,64% .

**Keywords:** Learning model, Snowball throwing, Activeness Student

### **INTRODUCTION**

Application of Learning Models Throwing Snowballs To Increase the Activity and Learning Outcomes of Class XI TKR 1 Students in the Subject of Chassis Maintenance and Transfer of Hands (PSPT) at SMK Ma'arif 1 Wates (Yulfika Arifin, 2018). The Snowball Throwing Learning Model to Increase Student Activity and Learning in the Basic Subjects of Automotive Engineering Class X TKR E at Ma'arif Vocational School Greetings Didik Andy Irawan, 2018). Based on research on the application of learning models Throwing Snowballs proven to increase student activity can be seen from the increase in the percentage of each cycle.

Liveliness or being active is an activity or student participation in the learning process. This participation can be in the form of the ability to argue or be able to provide solutions to problems given by the teacher. So that in the learning process students play a more active role than the teacher because the teacher is only a facilitator. In learning activities, activeness acts as a driving force for students to understand the material that has been presented. Therefore learning that is not interesting does not bring out the activeness of students. Active student learning in the learning process will lead to high interaction between teachers and students or students and students themselves. This will lead to a conducive class where each student involves his or her abilities to the fullest.

Inactivity can be caused because in the learning process the teacher still uses the lecture method and only uses books as the only source of learning. Students only listen and record the material given by the teacher. Such learning is seen as monotonous and does not liberate students. Each student has different abilities. There are students who have the ability to quickly catch lessons and there are also slow ones. so teachers need to understand the characteristics and learning styles of students so that the learning presented is appropriate. In addition, the need for learning with varied models, methods and media so that learning is more fun, not rigid and monotonous.

In the observation process which was carried out on Monday 20 February 2023 which was carried out in class XI IPS 1 SMA N 8 Luwu Timur, students were less active in learning. Almost all subjects are included in sociology subjects. They are more passive, look down, and tend to be silent when asked questions by the teacher. After conducting interviews and giving questionnaires in the student profiling process, the factor that causes students to be less active in the learning process is that the learning used is not varied, it is less enjoyable so that students do not feel comfortable when studying in class. Teachers often give notes and explain too long without activating students in class so that learning is passiveteacher center. Students prefer learning by involving games and discussions so they can exchange opinions and thoughts with each other.

Seeing previous research related to the application of the Snowball Throwing learning model greatly increases student activity. Learning model Throwing Snowballs train students to be more responsive and active in the learning process. In the learning model Throwing Snowballs what is done is the teacher explains the learning material, students are grouped into several groups then each group is asked to make questions which are then shaped like balls and thrown to other groups. After getting the questions, each group answered the questions and presented the answers for other groups to respond to. By implementing this model in the learning process, it will certainly activate students more and provide fun learning.

## **METHODOLOGY**

The type of research used is a class action research. Classroom action research (CAR) is a problem solving that utilizes real action in the form of a cycle through the process of being able to detect and solve problems. Classroom action research is participatory and collaborative. The research implementation procedure consists of 2 stages, namely, the research preparation stage and the research preparation stage (the planning stage and the research implementation stage). The research procedure consists of 2 cycles, namely cycle 1 and 2. 2 and so on until the specified criteria are reached .Each cycle consists of planning, action, observation and reflection.

The subject of this research was UPT SMA Negeri 8 Luwu Timur, Jalan Education No. 3 Mandiri Village, Tomoni District, East Luwu Regency. The object of research is students of class XI IPS 1 with a total of 31 students. There are 16 male students and 15 female students. The research was conducted at UPT SMA Negeri 8 Luwu Timur and was carried out in the 3rd independent cycle to the 4th independent cycle.

The data collection technique itself uses: a) Observation, carried out during the activity process. The observer must first determine the aspects of the behavior to be observed, then guidelines are made to make it easier to fill in the observations. b) Interview. This type of interview is unstructured, meaning that the interviewer does not use written questions that have been prepared and asks questions directly. With this type of interview, it is possible for information to be explored in more depth because questions can be developed according to the conditions and circumstances of the students. The target of the interviews were students who did not participate in learning. c) Documentation is done by collecting written data from schools in the form of the number of students, photos of student activities in learning and so on related to research. The observation used is structured observation, meaning that this observation is systematically designed about what will be observed and planned. This observation is used to measure students' attitudes during the learning model Throwing Snowballs held.

In the observation sheet above, the assessment was carried out on a twig scale (raving scale). This type is a type numerical rating scale .this type gives numbers in the columns of the assessment aspects with the classification limits. This aspect of the assessment will be given a number on a scale of 1-5. Each number has certain criteria. The following is a table of student activity assessment criteria, namely:

Table 1 criteria for assessing student activity in each category

No	Assessment Aspects	Score Dan Category	Criteria
1	The courage of the students asked him	5 is very good	Ask at least 3 questions politely
		4 good	Ask 2 questions with polite attitude
		3 is enough	Ask 1 question with polite attitude
		2 less	Ask 1 question with impolite attitude
		1 very less	Passive student (does not ask)
2	Courage Student to answer questions	5 is very good	Respond question from other students, able to answer questions from the teacher and express opinions on when learning takes place.
		4 good	Respond questions from other students and able to answer questions from the teacher
		3 is enough	Respond question from other students properly

		2 less	Respond question from other students inaccurately
		1 very less	No dare to respond questions from other students
3	Student interaction	5 is very good	Respond teacher question, do task, ask the teacher politely
		4 good	Respond teacher questions, do the task with full responsibility
		3 is enough	Do task with great enthusiasm
		2 less	Get the job done with attitude less enthusiastic
4	Interaction students with groups	1 very less	No interaction with teachers
		5 is very good	Get involved with group discussions, express opinions, respect other students' opinions and abilities conclude the results of the discussion.
		4 good	Get involved with group discussions, express opinions and respect the opinions of other students
		3 is enough	Follow involved with discussion group and express an opinion
		2 less	Follow involved with discussion group
		1 very less	No involved with discussion group
5	Student attention during the learning process	5 is very good	Listen, take notes from the teacher's explanation, look for a study manual and follow full learning.
		4 good	Listen, take notes from the teacher's explanation and follow along full learning.
		3 is enough	Listening, taking notes teacher's explanation and attend the learning in full.
		2 less	attend lesson in full but pay less attention to the lesson.
		1 very less	Absent from the subject concerned.

Data analysis is the process of searching for and systematically compiling data obtained from interviews, observations and documentation by organizing into categories, describing them into patterns, choosing which ones are important and which will be studied and making conclusions so that they are easily understood by oneself and others data collection through observation sheets. The following are the intervals for students' learning effectiveness:

Table 2 Intervals of Student Active Learning Values

Category	Assess student activity
Very less	5-8
Less	9-12
Enough	13-16
Good	17-20
Very good	21-25

Analysis of observational data on the increase in overall activity is needed to find out what percentage of students' activeness in class is from the ideal score (100%). It can also be used to find out how much the increase in student activity in each cycle. The formula is as follows:

$$\text{Presentation} = \frac{\text{Score of student activity}}{\text{Total score of student activity}} \times 100\%$$

Information:

Score of student activity: The total score of activities carried out by students in observation time

Total score of student activity : Total maximum score performed by students

Criteria for the success of action when after using the learning model Throwing Snowballs there is an increase in student learning activity. The activeness of student learning in sociology in class XI IPS 1 at SMA N 8 Luwu Timur increases if the average percentage of all aspects observed is more than **65%**.

## RESEARCH RESULTS AND DISCUSSION

### Results

Cycle I was held on Tuesday 9 May 2023. Cycle 1 was carried out for 1 meeting with a duration of 2x45 minutes (90 minutes). Each student shows different behavior when receiving lessons. Therefore, the values obtained are also different. To analyze the value of attitudes that have been shown by students during the learning process, it is necessary to give meaning to the values that have been achieved by each of these students. Assessment of student learning activeness using observation sheets and assessed by an observer.

The results of observing students' activeness in cycle I showed that there were many students who received scores from observations of activeness in the less category, namely 5 students or 16.13%. Students in the sufficient category were 24 people or 77.42% and students in the sufficient category were 2 people or 6.45% with a total of 31 students.

Calculation of the percentage of student activity in cycle 1 is as follows: Percentage of activity:  $437\ 775 \times 100\% : 56.38\%$  Based on the percentages above, it can be concluded that it is necessary to increase activity in the next cycle because the percentage results have not been able to achieve the specified success criteria. set by researchers that is equal to 65%.

Cycle II was held on Tuesday 16 May 2023. Cycle II was held for one meeting. Based on the reflection results in cycle I, the criteria for increasing student activity reached 65%. Therefore cycle II is designed to be able to achieve these success criteria. In cycle II, students were more active in asking and answering questions. Because the deficiencies that occurred in cycle I were corrected and applied to cycle II. Model Throwing Snowballs requires students to be active in learning, starting from making and answering questions. In addition, the teacher always activates students by giving trigger questions and asking students' opinions regarding the material being taught. With the rules in the class that are mutually agreed upon, it is easier for students to concentrate and the negative behavior carried out by students can be minimized.

The results of observing the activity of students in cycle II, students who got scores in the sufficient category were 13 people with a percentage of 41.93%. There are 16 students in the good category with a percentage of 51.62%. And students who show very good category as many as 2 people with a percentage of 6.45%. Student activity is quite high because no one is in the less and very less category. All students are active in learning even though the level of student activity is in a different realm. While the overall percentage regarding student activity in cycle II is as follows: Percentage of activeness =  $532\ 775 \times 100\%$  Percentage of activeness = 68.64%

The following results of observations of student activity as a whole in each cycle can be seen in the table below:

Cycle	The number of students	Presentation	Success Criteria
Pre action	31	45,67%	
Cycle I	31	56,38%	65%
Cycle II	31	68,64%	

## Discussion

The research results show that the learning model Throwing Snowballs This can increase student learning activity. This is also supported by previous research where research results show the application of learning models Throwing Snowballs proven to be able to increase student learning activity, this can be seen from the increase in the percentage of each cycle (Yulfika Arifin, 2018). According to Suprijono (2015: 102) states that the learning model Throwing Snowballs is a learning activity model that provides individual opportunities to express opinions, then combined in pairs, groups, and finally classically to get the views of all students or students in the class.

Excellence learning model Throwing Snowballs is to create a fun learning atmosphere and foster a sense of courage in students in asking questions. Changes that occur in students after the implementation of the learning model Throwing Snowballs. Students have the courage to give explanations to their group mates, dare to ask questions, dare to express opinions, dare to present their answers in front of the class and can work well with their group mates. Students are also more enthusiastic about learning theory because they can be directly involved. The increase in student learning activeness in each cycle is an indication of the success of the action, namely the application of the model Throwing Snowballs in sociology subjects can increase the activeness of student learning during the learning process.

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### **CLOSING**

#### **Node**

Basically this research is an attempt to find out the increase in student learning activeness after the implementation of the learning model Throwing Snowballs. The result is the use of learning models Throwing Snowballs. Based on the research results obtained, it can be concluded that the application of learning Throwing Snowballs can increase the activity of students in sociology class XI IPS 1 at SMA N 8 Luwu Timur. This is evidenced by an increase in the percentage of student learning activeness in each cycle, namely cycle I of 56.38% and cycle II of 68.64% with the criteria for learning activeness set at 65%. These results are known based on the results of observations. With the success of this research, teachers can use learning models Throwing Snowball sin sociology subjects

#### **Suggestion**

1. For students, students are expected to increase the activeness of learning in the classroom so that it is easier to understand the material presented by the teacher.
2. For teachers, they should use learning models that are varied and in accordance with the characteristics of students so as to create fun learning.
3. For schools, they must support and facilitate learning activities with appropriate facilities and infrastructure.

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