

## **Improving Student Learning Outcomes through the Snowball Throwing Model in General Administration Learning Class X OTKP1 SMK Negeri 2 Palu**

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### ***ABSTRACT***

Snowball Throwing is one of the new learning methods and one of the effective learning models applied in schools, where this model can train and motivate students in participating in the teaching and learning process in the classroom. The location of this classroom action research is at SMK Negeri 2 Palu, which is located at Jalan Setia Budi No. 58 Palu, Central Sulawesi. The research subjects were 33 students of class X OTKP1 consisting of 6 boys and 27 girls. The design of this research is classroom action research (CAR). This study uses 2 cycles and each cycle consists of 4 stages, namely Planning, Implementation, Observation, and Reflection. There are two types of research data, namely qualitative data collected by using the Observation sheet, namely conducting a series of direct observations of the research and quantitative data collected after giving a test at the end of each cycle. The data analysis techniques carried out are data reduction, presenting data, and drawing conclusions/verification. The results of the research conducted indicate that the application of the Snowball Throwing model can improve student learning outcomes in the subjects of General Administration in class X OTKP1 SMKN 2 Palu.

**Keywords:** Snowball Throwing, learning model, teacher

### **INTRODUCTION**

General Administration subjects are a group of C1 productive subjects. This subject is a new subject experienced by new students who sit in Class X Office OTK Expertise Competence, and is presented in semester one and semester two. Unlike the case with other subjects which are a continuation of the material obtained from junior high school. For example, Indonesian, English, Social Studies, Mathematics, and other subjects. Therefore, in the implementation of General Administration learning, students experience various difficulties, one of which is at the beginning of the introduction of the material, namely the Basic Competence of "Understanding Administration". In terms of theory/knowledge, students have difficulty in observing the subject matter which results in their low learning outcomes.

This is because Public Administration is a new subject for students. This is where the teacher needs to make a strategy or choose a method that can stimulate interest in learning so that students are enthusiastic about participating in learning so that they are able to raise their value acquisition / learning outcomes (L. Zhang & Wen, 2021; Ilhan & Ekber Gülersoy, 2019).

Based on If this is the case, then as a supervising teacher takes an action to overcome this problem. If so far only use the lecture method, the question and answer method, the discussion method which is no longer effective, then in this classroom action research we try to apply the Snowball Throwing learning model. Snowball Throwing model can be used as an alternative learning to increase students' motivation. If it is noticed, that the characteristics and characteristics of the Snowball Throwing learning model refer more to efforts to increase and encourage student activity to interact in the classroom during teaching and learning activities (Syarifuddin, 2016).

Learning outcomes or achievements reflect the efforts that have been made by someone after experiencing the learning process. Learning achievement or learning outcomes always contain the meaning of business results (Sufriadi et al., 2019; Saleh et al., 2019; Suprianto et al., 2020). Achievement can be understood simply, namely achievement can be equated with the results that have been achieved. Learning has the meaning of acquiring knowledge or mastering knowledge through experience, remembering, mastering experience, and obtaining information or finding information (Sham & Sudarmi, 2019; Setiyani et al., 2019; Soltani & Askarizadeh, 2021). Learning is a process of transforming knowledge in order to acquire competencies, skills and attitudes to bring about change for the better (Jogezai et al., 2021; Zhang et al., 2021).

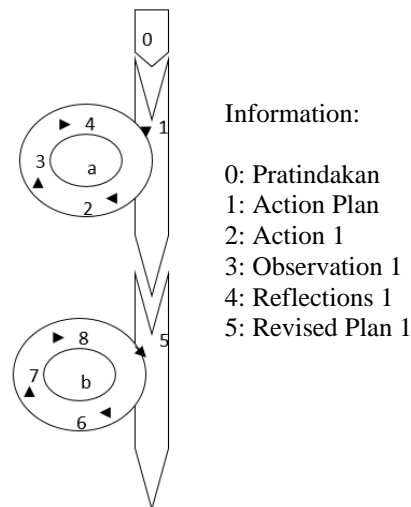
The specialty of Snowball Throwing is that it makes the evaluation of students more fun and does not make students tense in facing the test or evaluation because students are invited to play while learning. In addition, Snowball Throwing can stimulate students to be enthusiastic in working together to seek and find answers on their own, so that students will be interested and motivated in participating in the teaching and learning process. This feature makes the writer interested in applying it in schools.

Snowball means snowball while Throwing means throwing. Overall, Snowball Throwing can be interpreted as throwing snowballs. The Snowball Throwing Model is formed in groups represented by the group leader to get assignments from the teacher then each student makes questions that are shaped like balls (question papers) and then thrown to other students, each student answers questions from the balls obtained. The phenomenon in applying the Snowbal Throwing learning model is that students become active during teaching and learning activities and teachers easily direct the learning process. In addition, students become more confident in asking questions or answering questions from other students and are able to draw conclusions from the subject matter. Other than that,

Based on the description above, a Classroom Action Research will be conducted with the title "Improving student learning outcomes through the Snowball Throwing model in General Administration learning class X OTKP1 SMK Negeri 2 Palu."

## **METHOD**

The location of this classroom action research is at SMK Negeri 2 Palu, which is located at Jalan Setia Budi No. 58 Palu, Central Sulawesi. The research subjects were 33 students of class X OTKP1 consisting of 6 boys and 27 girls. The design of this research is classroom action research (CAR). The research design follows the model of Kemmis & Mc Taggart (Sukardi, 2003), as in the following figure:



**Figure 1.** Kemmis & Mc Taggart Model Research Design

This study uses 2 (two) cycles and each cycle consists of 4 (four) stages, namely Planning, Implementation, Observation, and Reflection. There are two types of data in this study, namely qualitative data collected by using the Observation sheet, namely conducting a series of direct observations of the researcher and quantitative data collected after giving a test at the end of each cycle. The data analysis techniques carried out are data reduction, presenting data, and drawing conclusions/verification (Miles et al., 2014). The data obtained were analyzed by the technique of the percentage of individual absorption and classical completeness obtained by students.

The indicator of the success of this classroom action research is if the learning outcomes of Class X OTKP1 students at SMK Negeri 2 Palu reach a minimum individual absorption of 70% and classical absorption of 85%. The intended learning outcomes are results/values in the cognitive/knowledge domain.

Observation sheets used to assess teachers when carrying out activities learning by using the Snowball Throwing model. The indicator of the success of the observation is if the implementation of teaching and learning activities by the teacher is on average good.

## **RESULTS OF RESEARCH AND DISCUSSION**

### **Results**

As stated in the previous section that each cycle in this research consists of several stages, namely: Initial Reflection, Planning, Implementation, Observation, and Reflection. The results obtained at each stage in each cycle are described as follows:

#### **Cycle I**

Early reflection. The activity carried out at this stage is to determine the learning materials that are considered urgent to be handled by the teacher. The teaching materials in question are Office OTK materials for General Administration Subjects, Basic Competence "Understanding Administration" with indicators explaining the meaning of Administration from various reliable sources, describing administrative elements, describing administrative functions, detailing administrative objectives. At this stage the researchers formed 4 cooperative groups according to the lesson plan. The cooperative group formed is heterogeneous. That is, each group formed is distributed heterogeneously on the intellectual level of students based on the results of the teacher's research.

A number of activities that have been carried out at this stage include: Making a lesson plan in which there is a learning scenario, compiling questions for the end of the first cycle of tests and making observation sheets. In addition, a number of equipment materials to be used were prepared including: textbooks, colored HVS paper for students, and infocus for teaching and learning activities.

The implementation of the actions in cycle 1 was carried out 1 time face-to-face in learning activities outside the end of the cycle test activities. The number of lesson hours is 2 hours (2 x 45 minutes) per week, while the end-of-cycle test is used for 45 minutes per shift. The end of the cycle test used two shifts. Face-to-face meetings are held twice face-to-face every Tuesday, July 23 and July 30, 2019 at the 1st and 2nd hours and the material taught is Understanding Administration, Administrative Elements, Administrative Functions, and Administrative Objectives. The final test of cycle I was held on Tuesday, August 6, 2019. In cycle I, the teacher/researcher presented learning materials according to the plan, using the Snowball Throwing method. And based on the observations, at first the students were a bit confused. This is because new students experience the Snowball Throwing learning method. However, after being explained again, the students were so enthusiastic and enthusiastic, cooperated with each other, and began to show the expected learning outcomes.

The results of observing the activities carried out in this stage are observing the implementation of learning. The focus of observation is the teacher's activities. In this cycle, the teacher/researcher is still not optimal in time management. The results of the observations can be seen in the appendix. One week after the first cycle of learning was carried out, namely on Tuesday, August 6, 2019, the final test of cycle I was held. The questions given were multiple choice questions. The results obtained can be seen in the following table:

**Table 1.** End of Cycle I Assessment Score

| No. | Earning Aspect                   | Results       |
|-----|----------------------------------|---------------|
| 1   | The number of students           | 33 people     |
| 2   | Number of students who completed | 27 people     |
| 3   | Classical completeness           | 82%           |
| 4   | Highest score                    | 90 (2 people) |
| 5   | Lowest score                     | 50 (2 people) |

After the end-of-cycle assessment was conducted, from a total of 33 students the results were 27 students (82%) who completed, namely: The highest score was 90 achieved by 2 students. This means that classical completeness has not been achieved, but it is very close to 85% classical completeness. Two people who got the lowest score were 50. Based on these results, it was continued to cycle II.

## Cycle II

In this second cycle, the basic competencies are still the same but the indicators are different, namely exploring the benefits of administration, presenting Administrative Developments, and describing the types of administration. As in the first cycle, in the second cycle several activities were carried out at each stage, namely planning, implementation, and observation.

A number of activities that have been carried out at this stage include making lesson plans in which there are learning scenarios, compiling final test questions for cycle II and making observation sheets. In addition, a number of equipment materials to be used were prepared including textbooks, colored HVS paper for students, and infocus for teaching and learning activities.

The implementation of the actions in cycle II was carried out 1 time face-to-face in learning activities outside the end of the cycle test activities. The material taught is to explore the benefits of Administration; put forward Administrative Developments; and describes the types of administration. The number of lesson hours used in the face-to-face session is 2 hours (2 x 45 minutes) per week, while the end-of-cycle test is used for 45 minutes per shift. The end of the cycle test was carried out in two shifts. Face-to-face meetings were held twice, namely on Tuesday, August 13 and August 20, 2019 at the 1st and 2nd hours. The final test of the second cycle was held on Tuesday, August 27, 2019 for 45 minutes each shift and carried out in two shifts. At this stage, according to the plan, they still use the Snowball Throwing method. And based on the observations of researchers that students are so active,

Observation results The activities carried out in this stage are observing the implementation of learning. The focus of observation is the teacher's activity. All aspects/criteria average Good. More complete observation results can be seen in the appendix. One week after the first cycle of learning was carried out, namely on Tuesday, August 27, 2019, the second cycle of the final test was carried out. The questions given are multiple choice questions. The results obtained can be seen in the following table.

**Table 2.** Cycle II Final Test Assessment Score

| No. | Earning Aspect                   | Results        |
|-----|----------------------------------|----------------|
| 1   | The number of students           | 33 ranks       |
| 2   | Number of students who completed | 31 people      |
| 3   | Classical completeness           | 94%            |
| 4   | Highest score                    | 100 (5 people) |
| 5   | Lowest score                     | 60 (2 people)  |

After the end-of-cycle assessment was conducted, from a total of 33 students the results were 31 students (94%) who completed, namely: The highest score was 100 achieved by 5 students, i lowest 60 as many as 2 people. From these results, the indicator of classical completeness of 85% has been achieved, namely 94%. Based on these results, this CAR is only up to cycle II.

## Discussion

### Completeness of Student Learning Outcomes

After observing and comparing the results obtained by students in cycle I and cycle II, there were significant differences. The difference in the value / score in question is that from 33 students the classical mastery acquisition from cycle I to cycle II has increased, namely in cycle I of 33 students, there are 27 students (82%) who completed, the highest score is 90 as many as 2 people, the lowest score 50 as many as 2 people.

In the second cycle, the students who completed had an increase as many as 31 people (94%), the highest score was 100 as many as 5 people, the lowest score was 60 as many as 2 people. This means that the classical completeness indicator of 85% has been achieved in cycle II. The comparison/improvement of the results can be seen in the following table.

**Table 3.** Comparison of Final Test Assessment Results Cycle I and Cycle II

| No. | Earning Aspect                   | Cycle I       | Cycle II       |
|-----|----------------------------------|---------------|----------------|
| 1   | The number of students           | 33 people     | 33 people      |
| 2   | Number of students who completed | 27 people     | 31 people      |
| 3   | Classical completeness           | 82%           | 94%            |
| 4   | Highest score                    | 90 (2 people) | 100 (5 people) |
| 5   | Lowest score                     | 50 (2 people) | 60 (2 people)  |

### Teacher's ability to manage learning

Based on data analysis, teachers/researchers are able to manage learning well because they carry out all aspects of learning. The teacher is an actor in the class who plays a role in managing, planning, and implementing the learning process properly (Darling-hammond & Richardson, 2009; Marrero et al., 2010). In the first cycle, the learning management generally went well, only the time management still needed to be perfected. However, in the second cycle of learning management has increased, and this has a positive impact on student learning mastery. This study only reached the second cycle because the indicators of learning success/mastery, namely individual absorption of at least 70% and classical absorption of 85% had been achieved. The intended learning outcomes are results/values in the cognitive/knowledge domain. Likewise with the results of observations of teachers who teach in this case the researcher, in the process of teaching and learning activities the average is good.

### CONCLUSION

This research shows that the first cycle of learning management generally runs well, it's just that time management still needs to be improved. However, in the second cycle of learning management has increased, and this has a positive impact on student learning mastery. This study only reached the second cycle because the indicators of learning success/mastery, namely individual absorption of at least 70% and classical absorption of 85% had been achieved. The intended learning outcomes are results/values in the cognitive/knowledge domain. Likewise with the results of observations of teachers who teach in this case the researcher, in the process of teaching and learning activities the average is good. Based on the results of the classroom action research above, we can draw conclusions, namely the application of the Snowball Throwing model,

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