Improving Student Learning Outcomes through the Snowball Throwing Model in Personnel OTK Learning

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ABSTRACT

The Snowball Throwing model can be used as a learning alternative to increase students' learning motivation because the Snowball Throwing learning model refers more to efforts to increase and encourage student activity to interact in the classroom during teaching and learning activities. The purpose of this study was to find out how the description of the application of the Snowball Throwing model can improve student learning outcomes in learning OTK Personnel Class XII OTKP C SMK Negeri 1 Luwuk. The design of this research is classroom action research (CAR). The types of data in this study are qualitative data and quantitative data. Qualitative data was collected by using an observation sheet, while quantitative data was collected by giving a test at the end of each cycle. Data analysis in this study is to reduce data, present data, and verify or draw conclusions. Based on the results of the classroom action research above, the researcher can draw the conclusion that the Snowball Throwing Model can improve learning outcomes for Class XII Personnel OTK learning OTKP C SMK Negeri 1 Luwuk in the 2019/2020 school year.

Keywords: Learning outcomes, students, Snowball Throwing

INTRODUCTION

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 following the teaching and learning process in the classroom (Ministry of National Education, 2007). The use of Snowball Throwing in lessons will be more interesting and meaningful for students. In addition, learning Snowball Throwing can spur students to be enthusiastic in working together to seek and find answers (Putri & Nurdiawati, 2016; Bahiroh et al., 2019). Snowball means snowball while Throwing means throwing. Overall, Snowball Throwing can be interpreted as throwing snowballs. Snowball Throwing is formed in groups represented by the group leader to get assignments from the teacher then each student makes questions that are shaped like a ball (question paper) then thrown to other students, each student answers questions from the balls obtained (Syarifuddin, 2016).

The phenomenon in applying the Snowbal Throwing learning model is that students become active during teaching and learning activities and the teacher easily directs the learning process (Aditya & Ridwan, 2020). 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.

Learning outcomes or achievements reflect the efforts that have been made by someone after experiencing the learning process (Salam et al., 2016; Aritonang, 2008). Learning

achievement or learning outcomes always contain the meaning of business results. Achievement can be understood simply, namely achievement can be equated with the results that have been achieved (Rosyid et al., 2019). According to Dimyati (2002: 8) that learning and teaching are two concepts that can only be distinguished in terms of designation, but cannot be separated in meaning. Both are contained in an activity called teaching and learning interaction. The teaching and learning process is carried out effectively, if in the teaching and learning process the teacher uses the right learning method (Nasution, 2018).

The Personnel Governance Automation (OTK) subject is one of the subjects contained in the Office Automation and Governance expertise competency. OTK Personnel is presented for 4 semesters which students learn since class XI. During class XII in odd semesters, students do industrial work practices where full students are in the world of work, business and industry for approximately 3 months. This activity was carried out from July to September 2019. After carrying out industrial work practices (Prakerin), when students returned to study at school, students experienced various difficulties in participating in OTK Personnel learning. In terms of theory/knowledge, students have difficulty observing the subject matter which results in low learning outcomes.

This is because students have just finished carrying out Prakerin where when carrying out internship students experience life in the world of work which only does practical work whose theory has been obtained at school. When they return to school, students need to adjust their habits from the world of work back to school. 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 score / learning outcomes in a relatively short time because December 2019 has entered the final semester exam schedule.

Based on this, the supervising teacher took an action to overcome the problem. If so far only use the lecture method, question and answer method, discussion which is no longer effective, then in this classroom action research we try to apply the Snowball Throwing learning model. The Snowball Throwing model can be used as an alternative learning to increase students' learning 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 (Prayoga et al., 2013; Firdaus, 2016).

The specialty of Snowball Throwing, which 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 (Rasyid & Side, 2013). 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. 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 Class XII Personnel OTK Learning OTKP C SMK Negeri 1 Luwuk for the 2019/2020 academic year".

METHOD

The location of this classroom action research is at SMK Negeri 1 Luwuk, which is located at Jalan Ki Hajar Dewantara No. 17 Luwuk, Banggai Regency, Central Sulawesi. The research subjects were 34 students of class XII OTKP C SMK Negeri 1 Luwuk, consisting of 4 males and 30 females. The design of this research is classroom action research (CAR) (Mulyasa, 2010). The research design follows the Kemmis & Mc Taggart model, as shown in the following figure:
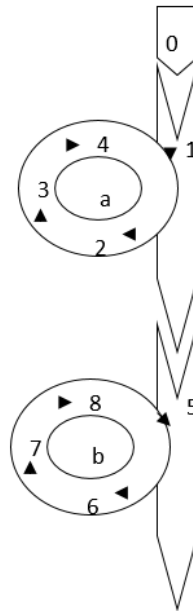

Figure 1. Kemmis and Mc Taggart Model Research Design

This study uses 2 cycles and each cycle consists of 4 stages, namely (1) Planning; (2) Implementation; (3) Observation; and (4) Reflection. The types of data in this study are qualitative data and quantitative data. Qualitative data was collected by using an observation sheet, while quantitative data was collected by giving a test at the end of each cycle. Data analysis in this study is to reduce data, present data, and verify or draw conclusions (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 equations used are:

Percentage of individual absorption = $\frac{\text{Number of scores obtained}}{\text{Maximum number of scores}} \times 100\%$

Percentage of classical completeness = $\frac{\text{Number of scores obtained}}{\text{Maximum number of scores}} \times 100\%$

Mastery of student learning motivation is calculated by the equation:

$$\frac{\text{Number of criteria achieved}}{\text{Number of Criteria}} \times 100\%$$

RESULTS OF RESEARCH AND DISCUSSION
Cycle I

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 material in question is the OTK Personnel material, especially the basic competence "Understanding employee rewards" in cycle I and basic competence "Applying employee discipline" in Cycle II.

At the initial reflection stage, the researcher also formed cooperative groups according to the lesson plan. The cooperative group formed is heterogeneous. That is, each group that is formed is distributed heterogeneously on the intellectual level of students based on the results of the teacher's research.

The implementation of the actions in cycle I was carried out once face-to-face in learning activities outside the end of the cycle test activities. The number of lesson hours is 7 lesson hours (7 x 45 minutes), while the end-of-cycle test takes 45 minutes. The next meeting, which is a week after the learning implementation, was conducted a final test of cycle I which was held on Wednesday, October 2, 2019 in the form of 10 multiple choice questions with a completion time of 45 minutes. The results can be seen in the following table:

Table 1. Recap of Final Test Assessment Results Cycle I

No.	Earning Aspect	Results
1	The number of students	34 people
2	Number of students who completed	28 people
3	Classical completeness	82.35%
4	The highest score	100 (1 person)
5	Lowest value	50 (2 0 people)

From 34 students, there were 28 students (82.35%) who completed, the highest score of 100 was achieved by 1 student while 2 students who got the lowest score of 50. Furthermore, the results of observations showed that the researcher basically carried out the learning process well, it was appropriate. with lesson plans. However, there are still things that need to be addressed in terms of timing. The students were very enthusiastic in participating in learning.

Based on the results of the final test cycle which of 34 students, there were 28 people (82.35%) who completed, the highest score of 100 was achieved by 1 student while 2 students got the lowest score of 50. Although the results of observations showed that students were very enthusiastic about participating in learning , but there is still something that needs to be optimized, namely time management. The results above are a reference that the research is continued to cycle II because the achievement of classical completeness is only at 82.35% and has not yet reached the success indicator.

Cycle II

The Basic Competencies presented in the second cycle are the basic competencies continued from the first cycle, namely: "Applying employee discipline". As in the first cycle, in the second cycle, several activities were carried out at each stage. The grouping of students still refers to the division of groups in cycle I.

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 number of lesson hours is 7 lesson hours (7 x 45 minutes), while the end-of-cycle test takes 45 minutes. At the next meeting, on Wednesday, October 16, 2019, a final test of cycle II was conducted in the form of 10 multiple choice questions with a completion time of 45 minutes. The results can be seen in the following table.

Table 2. Recap of Final Test Assessment Results Cycle II

No.	Earning Aspect	Results
1	The number of students	34 people
2	Number of students who completed	32 people
3	Classical completeness	94.12%
4	The highest score	100 (4 people)
5	Lowest value	60 (2 0 people)

Of the 34 students, there were 32 students (94.12%) who completed, the highest score of 100 was achieved by 4 students while 2 students got the lowest score of 60.
The activities carried out in this stage are observers observing the implementation of learning carried out by researchers to assess the suitability of the implementation of learning with the lesson plan. Furthermore, the results of the observations showed that the researcher had implemented the learning process well, all aspects of the assessment were of good value in accordance with the lesson plan.

Based on the results of Cycle II where the classical completeness is 91.12%. This figure shows that the indicator for individual absorption of at least 70% and classical absorption of 85% has been achieved. For this reason, this research only reached cycle II.

Discussion
Completeness of Student Learning Outcomes

After observing and comparing the results obtained by students in cycle I with the grades/results achieved by students in cycle II, it turns out that there are differences in the results achieved by students. The difference in the value in question is that the results/values from cycle I to cycle II have increased classical completeness, namely from 34 classical mastery students in cycle I as many as 28 people (82.35%).

The highest score of 100 was 1 person in the first cycle, but in the second cycle it increased to 4 people who got a score of 100. The lowest score also experienced positive changes where in the first cycle the lowest score was 50 as many as 2 people and in the second cycle the lowest score was 60 as many as 2 people. The comparison of the two cycles can be seen in the following table:

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

No.	Earning Aspect	Results	
		Cycle I	Cycle II
1	The number of students	34 People	34 People
2	Number of students who completed	28 people	32 People
3	Classical completeness	82.35%	94.12%
4	The highest score	100 (1 person)	100 (4 people)
5	Lowest value	50 (2 people)	60 (2 people)

Teacher's Ability in Managing Learning

Based on data analysis, teachers/researchers are able to manage learning well because they do all aspects of learning well. In the first cycle, the learning management generally went well, only the time management still needed to be improved. However, in the second cycle of learning management has increased, and this has a positive impact on student learning mastery.

CONCLUSION

Based on the results of the classroom action research above, the researcher can draw the conclusion, namely "The Snowball Throwing Model can improve learning outcomes of OTK Personnel Class XII OTKP C SMK Negeri 1 Luwuk in the 2019/2020 school year. The suggestions that can be given from this classroom action research are, in learning OTK Personnel, especially the basic competence "Understanding employee rewards" and the basic competence "Applying employee discipline" the teacher should apply the Snowball Throwing model.

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