Abstract. Snowball is a 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 a question shaped like a ball (question paper) and then throws it to other students, each student answers the question from the ball they get. So the aim of this research is to determine whether the Snowball Throwing model can improve student learning outcomes in learning Public Relations and Protocol Administration for Class XII OTKP 3 SMK Negeri 1 Barru for the 2022/2023 academic year. The research method used is classroom action research. The research subjects were 33 students of class XII OTKP 3 SMK Negeri 1 Barru, consisting of 5 boys and 28 girls. The research procedures carried out are based on each cycle, namely planning, implementation, observation, and reflection. Types of data and data collection techniques use qualitative and quantitative data, where qualitative data is collected through observation and documentation. Meanwhile, quantitative data is collected through tests at the end of each cycle. Meanwhile, data analysis techniques use data reduction techniques, data presentation, and drawing conclusions. Data analysis techniques, namely qualitative and quantitative data analysis. The results of the research show that the snowball-throwing model can improve student learning outcomes in Public Relations and Protocol Administration learning for Class. In cycle I, learning management generally went well, but time management still needed to be improved. However, in cycle II learning management improved, and this had a positive impact on student learning completion.

Keywords: public relations administration, learning outcomes, snowball throwing model, protocol

1. Introduction

The Public Relations and Protocol Administration subject is one of the subjects contained in the Office Automation and Management skills competency, (Darwis, Hazimah, & Arhas, 2022; Ihlen & Verhoeven, 2012; Lee & Queenie Li, 2020; Niswaty, Wulandari, Saleh, & Rizal, 2018) Public Relations and Protocol Administration is presented for 4 semesters which students study since class XI. In class school, various difficulties are experienced by students in participating in Public Relations Administration and Protocol learning. In terms of theory/knowledge, students have difficulty understanding the subject matter which results in low learning outcomes. This is because students have just finished carrying out Prakerin where when carrying out Prakerin students experience life in the world of work which only involves doing practical work whose theory has been obtained at school. When returning to school, students need to adjust their habits from the world of work back to school. This is where teachers need to create strategies or choose methods that can stimulate interest in learning so that students are enthusiastic about participating in learning and that they are able to increase their grades/learning outcomes in a relatively short time because December 2022 has entered the final semester exam schedule.

Based on this, we as supervising teachers took action to overcome this problem. If so far we have only used lecture methods, question and answer methods, and discussions which are 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 method to increase students' learning motivation because the Snowball Throwing Model is a way of presenting learning material where students
are formed into several heterogeneous groups, then each group is chosen by a group leader to receive an assignment from the teacher and then each student makes a question shaped like a ball (question paper) and then thrown to other students, each of whom answers the question from the ball obtained, (Charli, Sukardjo, & Muslim, 2021; Hardiansyah, 2022a; Sipayung, Gusar, Siahaan, Purba, & Haloho, 2021).

Snowball throwing comes from two words, namely "snowball" and "throwing". The word snowball means snowball while throwing means throwing, so snowball throwing is throwing snowballs. Snowball throwing learning is a model of cooperative learning. Snowball throwing learning is a learning model that divides students into several groups, where each group member makes a question ball, (Apsari, 2018; Firdaus, 2016; Ginting, 2017; Hardiansyah, 2022b; Hisbullah & Firman, 2019; Hoppe & Holmegaard, 2022; Mobalen & Kambu, 2020). If you pay attention, the characteristics and characteristics of the Snowball Throwing learning model refer more to efforts to increase and encourage students' activeness in interacting in the classroom when teaching and learning activities take place.

The specialty of Snowball Throwing is that it makes student evaluation more fun and does not make students tense when facing the test or evaluation because students are invited to play while learning, (Fatmawati, 2018; Fitiya, Hayuningtyas, & Khodijah, 2022; Gani, Yusuf, & Erwina, 2017; Muslita & Gani, 2022; Setayaningsih & Rezkita, 2019). Apart from that, Snowball Throwing can encourage students to be enthusiastic about working together to search for and find their own answers, so that students will be interested and motivated to participate in the teaching and learning process. These features make the author interested in implementing it in schools. Based on the description above, Classroom Action Research will be carried out with the title "Improving Student Learning Outcomes Through the Snowball Throwing Model in Learning Public Relations Administration and Protocol Class.

2. Method

The design of this research is classroom action research (PTK), (Madya, 2007; Saputra, 2021). The research design follows the Kemmis & Mc Taggart model through Cycle I and Cycle II. The research subjects were 33 students of class XII OTKP 3 SMK Negeri 1 Barru, consisting of 5 boys and 28 girls. The research procedures carried out are based on each cycle, namely planning, implementation, observation, and reflection. Types of data and data collection techniques use qualitative and quantitative data, where qualitative data is collected through observation and documentation. Meanwhile, quantitative data is collected through tests at the end of each cycle. Meanwhile, data analysis techniques use data reduction techniques, data presentation, and drawing conclusions, (Miles & Huberman, 1994). Next, the data obtained was analyzed using the percentage technique of individual absorption capacity and classical completeness obtained by students. The equation used is:

\[
\text{Percentage of individual absorption capacity} = \frac{\text{total score obtained}}{\text{the total score of all students}} \times 100 \%
\]

\[
\text{Percentage of classical completion} = \frac{\text{number of students who completed}}{\text{the total number of students}} \times 100 \%
\]

The indicators for the success of this classroom action research are if the learning outcomes of the Public Relations and Protocol Administration subjects in Class.
3. Results and Discussion

As stated in the previous section, 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 explained as follows:

The activity carried out at this stage is to determine learning materials that are considered urgent for the teacher to handle. The teaching material in question is Public Relations and Protocol Administration material, especially the basic competency "Describing the Scope of Protocol" in Cycle I and the basic competency "Identifying Procedures for Receiving Guests" in Cycle II.

3.1 Cycle I

At this stage, the researcher also forms cooperative groups according to the learning plan. The cooperative groups formed are heterogeneous. This means that each group formed is distributed heterogeneously at the intellectual level of students based on the results of the teacher's research.

3.1.1 Planning

A number of activities that have been carried out at this stage include preparing:

1) A learning plan by presenting basic competencies: Describing the Scope of the Protocol, with the main material: a) Definition of the protocol; b) Protocol principles; c) Protocol objectives; d) Protocol role; e) Protocol elements; f) Protocol tasks and functions; g) Requirements for protocol officers; h) Protocol sources; i) Protocol rules; j) scope of protocol duties. 2) Learning scenario, namely a) Preparing ATK for students, namely: Colored HVS paper to write questions, and lined HVS paper to write answers to questions written by other students. The questions that have been written (on colored HVS paper) are then crumpled until they resemble a ball. c) Observation sheet for observations while the teacher/researcher is carrying out learning activities. d) The learning outcomes assessment format is in accordance with the established indicators.

3.1.2 Implementation

Implementation of actions in cycle 1 is carried out once face-to-face in learning activities outside of end-of-cycle test activities. The number of lesson hours is 6 lesson hours (6 x 45 minutes), while the end-of-cycle test takes 45 minutes. The face-to-face meeting was held on Tuesday, November 1, 2022, 3rd to the 8th hour and the material taught was Employee Reward, namely a) Definition of protocol; b) Protocol principles; c) Protocol objectives; d) Protocol role; f) Protocol elements; g) Protocol tasks and functions; h) Requirements for protocol officers; j) Protocol sources; k) Protocol rules; l) scope of protocol duties.

In this first cycle, the teacher/researcher presents learning material according to the plan, namely implementing the Snowball Throwing model. The learning steps are as follows: a) The teacher conveys the material to be presented; b) The teacher forms 6 groups, 3 groups consisting of 5 people and 3 groups consisting of 6 people; c) Next the teacher calls each group leader to provide an explanation of the material; d) Each group leader returns to their respective groups, then explains the material presented by the teacher to their friends; f) Then each student is given one sheet of normal HVS paper to write one question about anything related to the material that has been explained by the group leader and one sheet of work paper/lined HVS paper to answer questions received from other group friends. g) Then the ordinary HVS paper containing the questions is crumpled until it resembles a ball and thrown from one student to another for ± 5 minutes. h) After students get one ball/one question, students are given the opportunity to answer the questions written on the ball-shaped paper. i) The teacher takes turns appointing students to read/answer the questions that have been answered. j) Evaluation.
3.1.3 Conclusion
The next meeting, a week after the learning, was carried out in the final test of cycle I which was held on Tuesday, November 8 2022 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>
<thead>
<tr>
<th>No</th>
<th>Acquisition Aspect</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The number of students</td>
<td>33 Person</td>
</tr>
<tr>
<td>2</td>
<td>Number of students who completed</td>
<td>27 Person</td>
</tr>
<tr>
<td>3</td>
<td>Classical completeness</td>
<td>81.82%</td>
</tr>
<tr>
<td>4</td>
<td>The highest score</td>
<td>100 (1 Person)</td>
</tr>
<tr>
<td>5</td>
<td>Lowest value</td>
<td>50 (2 Person)</td>
</tr>
</tbody>
</table>

Source: research results

Of the 33 students, there were 27 people (81.82%) who completed, the highest score of 100 was achieved by 1 student while 2 students got the lowest score of 50. Next, the researcher carried out 1) Observation, namely the activities carried out in this stage were observers observing. The implementation of learning is carried out by researchers to assess the suitability of the implementation of learning with the learning plan. It is known that the results of observations show that the researcher has basically carried out the learning process well, in accordance with the learning plan. There are still things that need to be improved in terms of time management. The students are very enthusiastic about participating in learning. Complete observation results can be seen in the attachment; and 2) Reflection, namely based on the results of the end-of-cycle test, of which 27 students (81.82%) completed the cycle, the highest score of 100 was achieved by 1 student while 2 students got the lowest score of 50. Although the observation results showed that the students so enthusiastic about learning, there is still something that needs to be optimized, namely time management.

The results above are a reference for the research to continue to cycle II because the achievement of classical completion is only 81.82% and has not yet reached the indicator of success.

3.2 Cycle II
The basic competency presented in cycle II is a continuation of the basic competency from cycle I, namely: "Identifying procedures for receiving guests." As in cycle I, in cycle II several activities were carried out at each stage. The grouping of students still refers to the group division in cycle I:

3.2.1 Planning, namely a number of activities that have been carried out at this stage, including preparing: 1) A learning plan by presenting basic competencies: "Identifying procedures for receiving guests", with the main material, namely a) Understanding office guests; b) Types of guests and how they are served; c) Ethics (Receiving and rejecting guests and formal banquets (table manner); d) Guest administration; f) Learning scenarios; g) Prepare ATK for students, namely: HVS paper and balls to write questions and answers to questions written by other students. The questions that have been written are put into the ball; h) Observation sheet for observations while the teacher/researcher is carrying out learning activities; i) The learning outcomes assessment format is in accordance with the established indicators

3.2.2 Implementation, namely the implementation of actions in cycle II, is carried out face-to-face in learning activities outside of the end-of-cycle test activities. The number of lesson hours is 6 lesson hours (6 x 45 minutes), while the end-of-cycle
test takes 45 minutes. The first face-to-face meeting in cycle II was held on Tuesday 15 November 2022. The material taught was: a) Definition of office guests; b) Types of guests and methods of service; c) Ethics (Receiving and rejecting guests and formal banquets (table manners)); d) Guest administration.

At this stage, according to the plan, the Snowball Throwing model is still implemented with the following learning steps: a) The teacher conveys the material to be presented; b) The teacher forms 6 groups, 3 groups consisting of 5 people and 3 groups only 6 people; c) Next the teacher calls each group leader to provide an explanation of the material; d) Each group leader returns to their respective groups, then explains the material presented by the teacher to their friends; e) Then each student is given one ball and one sheet of work paper and a ball, to write one question about anything related to the material that has been explained by the group leader; f) Then the paper containing the questions is put into a ball and thrown from one student to another for ± 5 minutes; g) After students get one ball/one question, students are given the opportunity to answer the questions written on the ball-shaped paper; h) The teacher takes turns appointing students to read/answer the questions that have been answered; i) Evaluation; j) Closing.

In the following week, namely Tuesday, November 22, 2022, the final cycle II test will be assessed 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>
<thead>
<tr>
<th>No.</th>
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<tbody>
<tr>
<td>1</td>
<td>The number of students</td>
<td>33 Person</td>
</tr>
<tr>
<td>2</td>
<td>Number of students who completed</td>
<td>31 Person</td>
</tr>
<tr>
<td>3</td>
<td>Classical completeness</td>
<td>93.94%</td>
</tr>
<tr>
<td>4</td>
<td>The highest score</td>
<td>100 (4 Person)</td>
</tr>
<tr>
<td>5</td>
<td>Lowest value</td>
<td>60 (2 Person)</td>
</tr>
</tbody>
</table>

Source: research results

Of the 33 students, there were 31 people (93.94%) completed, the highest score of 100 was achieved by 4 students while 2 students got the lowest score of 60. Then the researcher carried out 1) Observation, namely the activities carried out in this stage were observers observing The implementation of learning is carried out by researchers to assess the suitability of the implementation of learning with the learning plan. The observation results show that the researcher has carried out the learning process well, and all aspects of the assessment have good grades in accordance with the learning plan. Complete observation results can be seen in the attachment; and 2) Reflection, which is based on the results of Cycle II where classical completeness is 93.94%. This figure shows that the individual absorption capacity indicator of at least 70% and the classical absorption capacity of 85% have been achieved. For this reason, this research only reached cycle II.

3.3 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 turned out that there were differences in the results achieved by students. The difference in value in question is that the results/values from cycle I to cycle II experienced an increase in classical completeness, namely that of the 33 students who completed classical in cycle I, there were 27 people (81.82%), in cycle II, classical completeness was 31 people (93.94%). %). The highest score of 100 was 1 person in cycle I but in cycle II it increased to 4 people who got a score of 100. The lowest score also experienced a positive change where in cycle I the
lowest score was 50 for 2 people and in cycle II the lowest score was 60 for 2 people. A comparison of the two cycles can be seen in Table below:

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

<table>
<thead>
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</tr>
<tr>
<td>5</td>
<td>Lowest value</td>
<td>50 (2 persons)</td>
</tr>
</tbody>
</table>

**Source: research results**

Based on data analysis, teachers/researchers are able to manage learning well because they carry out all aspects of learning well. In cycle I, learning management generally went well, but time management still needed to be improved. However, in cycle II learning management improved, and this had a positive impact on student learning completion.

4. **Conclusion**

Based on the results of the classroom action research above, the researcher can draw a conclusion, namely that the snowball throwing model can improve student learning outcomes in the Public Relations and Protocol Administration lesson for Classes able to manage learning well because they carry out all aspects of learning well. In cycle I, learning management generally went well, but time management still needed to be improved. However, in cycle II learning management improved, and this had a positive impact on student learning completion.

**References**


