



# Implementation of the snowball throwing method in PAI subjects to improve student learning outcomes

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## ABSTRACT

Implementation of The Snowball Trowing Method In Subjects of Islamic Religious Education In Increasing Student Learning Outcomes. This study aims to (1) apply the snowball throwing learning model in Islamic Religious Education learning. (2) to determine student learning outcomes after applying the snowball throwing learning model, especially in learning Islamic Religious Education. (3) to improve student learning outcomes through the snowball rolling learning model. This research is expected to be useful for teachers, schools and future researchers. For teachers, hopefully the results of this research can improve their teaching skills, especially in terms of innovative learning models. The methodology in this research is field research obtained through classrooms or what is called classroom action research (CAR). This research method uses two cycles. The first cycle consists of the planning stage (planning), the implementation action stage (action), the observation stage (observation), and the reflection stage. At the reflection stage of the first cycle, student learning outcomes were analyzed to correct deficiencies, then continued in the second cycle. . The results showed that the learning outcomes of Class IV after using the Snowball Throwing model were higher than those who did not use it.

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## INTRODUCTION

The quality of education can be influenced by the quality of a school's education. Meanwhile, the quality of a school's education can be seen from the achievements of students and this is closely related to the learning outcomes achieved by students, especially education in elementary schools (Asiah et al., 2022) (Sismanto, 2021).

Primary school education is education that has a very important role. Because education in elementary school, a teacher teaches how to read, write and count. Not only knowledge is taught, but also character formation (A. A. R. Supriyanto, Amrin, 2022). Character formation in students is

not only the role of teachers and students but also the role of all stakeholders. This is a joint effort in carrying out education (Saeful et al., 2022) (Valasidou, A., Sidiropoulos, D., & Makridou-Bousiou, 2005).

This is in accordance with the educational objectives stated in the National Education System Law Number 20 of 2003, education is a conscious effort to create an atmosphere for the learning process so that students can actively achieve their potential and have religious spiritual strength, self-control, intelligence, morality, nobility and skill of himself, society, the country needs, and the country (S. Supriyanto, Amrin, 2022).

According to National Education System No. 20 of 2003 emphasizes that basic education is the foundation of secondary education. So basic education determines learning success at the next level. The statement above shows that the quality of basic education greatly influences subsequent education. The better the quality of basic education, the better subsequent education will be (A. A. R. Supriyanto, Amrin, 2022).

Improving the quality of education can be done by improving student learning outcomes. Learning outcomes are certain cognitive, emotional and psychomotor abilities obtained from students as a result of the teaching and learning process" (Kunandar, 2013) (Jogezai et al., 2021). Learning outcomes assessment aims to understand the level of progress and alignment of student learning outcomes with established competency standards and basic competencies. Learning outcomes are the most important part of learning (Supriyanto, 2022b). The reference for learning outcomes is not just one subject, but all subjects, in this case including PAI subjects. Student learning outcomes certainly cannot be separated from the learning methods used by a teacher. To determine the right learning method, a teacher must make varied innovations, for example using a cooperative learning model (Nailis, 2022) (Huber & Helm, 2020).

Cooperative learning models have many types. One of them is by using the Snowball Throwing type of learning model, and the author uses the Snowball Throwing type of learning model because this learning model can create an extraordinary atmosphere during the learning process and motivate students to learn. Students will easily understand more and better about basic concepts and ideas because they share knowledge with each other (Djahir AR, 2014).

The Snowball Throwing type of Cooperative Learning Model is by starting to form a group represented by the group leader to obtain assignments from the teacher (Supriyanto, 2022c). "Then each student wrote a question and made it like a ball (test paper) and then threw it to the students and each student answered the question from the ball they got." (Rodin & Huda, 2020) (Huda 2013).

The Snowball Throwing type of Cooperative Learning Model can increase student activity and creativity, train students to learn independently in knowledge, develop on the basis of discussion students' thinking abilities, discuss and complete learning tasks, develop commenting skills, increase the ability to reinterpret material obtained from discussions, and improve student learning outcomes (Shobron & Rosyadi, Imron, 2020).

In accordance with the description above, researchers are very interested in testing the Snowball Throwing type of cooperative learning model in learning at one of the elementary school educational institutions, especially PAI learning. In this case, the researchers decided to take samples from one of the elementary schools in Blora District, Blora Regency. The school he was going to was SDN 1 Tegalgung Blora (Supriyanto, 2022a).

The problem formulation in this research is: how to analyze data in applying the snowball throwing type cooperative learning model to PAI subjects?

The limitations of this research are limited to before using the snowball throwing method, when using the snowball throwing method and after using the snowball throwing method in PAI learning, especially class IV at SD Negeri 1 Tegalgung. The research objectives are (1) to apply the snowball throwing learning model in PAI learning. (2) to find out student learning outcomes after implementing the snowball throwing learning model, especially in PAI learning. (3) to improve student learning outcomes through the snowball throwing learning model. It is hoped that this

research will be useful for teachers, schools and future researchers. For teachers, we hope that the results of this research can improve their teaching skills, especially in terms of innovative learning models (Supriyanto , Amrin, 2021). This research can contribute to the development of more innovative and effective learning methods in the context of religious education. The Snowball Throwing method has the potential to change the conventional learning paradigm to be more interactive and participatory, which can increase students' interest and motivation to learn. The Snowball Throwing method can be considered a learning method that is responsive to the demands of 21st century learning, where active student involvement, problem solving, and critical thinking skills become more important. Thus, this research helps answer today's educational challenges.

## RESEARCH METHODOLOGY

Methodology in this research is field research obtained through the classroom or what is called classroom action research (PTK). This research method uses two cycles. The first cycle consists of the planning stage, the implementation action stage, the observation stage and the reflection stage. In the reflection stage of cycle I, students' learning outcomes are analyzed to correct deficiencies, then continued in cycle II (Sugiyono, 2017).

Benefits from research results namely (1) for researchers, it can provide an explanation of the effectiveness of the snowball throwing method in PAI learning; (2) For the world of education, it is hoped that it can provide solutions in determining the appropriate learning model in providing teaching to students; (3) For readers, as an additional reference in further research.

This research does not only aim to improve student learning outcomes, but can also bring about changes in students' attitudes towards learning. Because learning is a change in behavior that is formed based on a person's experience and knowledge. Experience comes from the environment and is gained through knowledge (Moleong, 2017).

The type of study used is classroom action research. Classroom Action Research (PTK) according to Tampubolon solves problems using realistic actions in the form of cycles through processes. Ability to detect and resolve questions (Saur Tampubolon, 2014).

Data collection in this research used documentation methods and test results. The documentation method used in this research obtains information regarding the list of student names, list of grades and learning tools. Meanwhile, the test method used in this research is to obtain data on student scores after learning.

This research was carried out in January-February of the 2022/2023 academic year. In this research, the subjects of this research were class IV students at SDN 1 Tegalgunung for the 2022/2023 academic year with a total of 13 students.

Table 1. Data on Number of Students

No.	Gender	Amount
1.	Man	8
2.	Woman	5
	Amount	13

In this PTK research, 2 cycles were used. Here's the explanation:



**Figure 1: Cycles I and II**

After the problem is identified, the implementation of PTK begins with cycle I which consists of four activities. If the success or obstacles of the actions taken in the first cycle are known, the researcher then identifies new problems to determine the design for the next cycle. Second cycle activities can be the same as previous activities if they are aimed at repeating success, persuading or reinforcing results. However, in general, the activities carried out in cycle II have various additional improvements compared to previous activities which are proven to be able to overcome various obstacles/difficulties identified in the previous cycle.

### Cycle I

Cycle I is divided into 4 steps consisting of planning, action/implementation, observation and reflection.

### Planning

In the planning step, it is developed based on the first observations. From the existing problems and the methods for solving them that have been determined, a plan for teaching and learning activities (KBM) is made.

Specifically, the action planning phase includes the following activities. (a) Determine which method to look for answers in the form of action hypotheses. In general, start by identifying various alternative problem-solving actions and choosing the appropriate and most promising action for the best results and what the teacher can do. (b) Determine the correct way to test action hypotheses by outlining success metrics and data collection tools that can be used to analyze success metrics. (c) Develop a detailed action plan for implementation, including: (1) sections of the title and learning materials (2) Design learning strategies and scenarios according to the selected actions; also (3) Determining performance indicators and compiling data collection instruments.

### Implementation/Action

This stage is the realization of the theory and teaching techniques and actions that have been previously planned using the Snowball Throwing type learning model. At the end of the action, students can be given a test.

### Observation

The observation stage is carried out during the learning process using the snowball throwing type cooperative learning model. These stages run simultaneously during the implementation of the action. At this stage, the researcher (or teacher if he acts as a researcher)

makes observations and records all the things that are necessary and occur during the implementation of the action. This data collection was carried out using an observation/assessment format that had been prepared. This also includes careful observation of the implementation of action scenarios from time to time and their impact on student learning processes and outcomes. The data collected can be in the form of quantitative data (test results, quiz results, attendance, assignment grades, etc.), but also qualitative data that describes student activity, student enthusiasm, the quality of discussions held, etc.

### Reflection

This stage is designed to check thoroughly based on the data collected, the actions that have been taken are then evaluated for improvement in the next steps. Reflection in PTK includes analyzing, synthesizing, and evaluating observations for actions taken. If there are problems and a reflection process, followed by a reassessment process. The next cycle includes activities: Re-planning, act again, observe again, and the problems faced can be resolved.

### Cycle II

In this cycle, it is carried out after the first cycle of learning has been analyzed and reflected on. The second cycle is designed to improve the first cycle.

#### a. Planning

Action planning is carried out by teachers in collaboration with researchers. Then it is developed so that it can carry out actions. The planning carried out in the second cycle was the same as the planning in the first cycle.

### Actions and Observations

The essence of the learning process is applying the snowball throwing learning model. This activity places more emphasis on student activities that occur during the learning process.

### Reflection

In the reflection stage II, the results of observations will be revealed, both in terms of student activities and learning outcomes through tests.

## RESULTS AND DISCUSSION

Table 2. Analysis Results

NO.	Pre Implementation	After cycle I	After cycle II
1.	Students are bored with the monotonous learning system so that student learning outcomes are low, with Minimum Completeness Criteria (KKM) is 70. therefore there is a need for innovation in learning.	Students feel that learning through the snowball throwing learning model is interesting so that students' learning outcomes increase, especially in Islamic Religious Education learning	After the 2nd cycle was carried out, student learning outcomes experienced an improvement compared to the 1st cycle
2.	Many students' learning outcomes scored below 70. Namely, there were 7 students who scored below 70 or 53.84%. With an achievement indicator of 75%.	After the first stage explained that student learning outcomes in Islamic Religious Education subjects had increased, namely 8 students who got a score above 70 or 61.53%	After the second phase was carried out, the total score in PAI learning increased compared to the first cycle. The number of students who got a complete score became 11 students (84.61%).

To find out the desired results, researchers must know the initial condition before, the average initial condition is still relatively low or still below the KKM, namely 70. Before the action, students who got a score above 70 were 46.15% based on the number of students of 13 students. or as many as 6 students, while there are 7 students under the KKM or 53.84% of the total number of students (Hakim & Herlina, 2018).

After carrying out the first stage or first cycle, it was explained that the PAI learning outcomes through the Snowball Throwing type cooperative learning model for class IV students at SD Negeri 1 Tegalgungung experienced an increase in the number of students, namely to 8 students (61.53%) (Dover & Rodríguez-Valls, 2018). Based on these results, the research will continue to cycle II because there are still 5 students who got a score above the success indicator with a minimum score of 70 (38.46%). This shows that class actions in cycle I have not achieved the specified performance indicators, namely the learning outcomes of class IV students at SD Negeri 1 Tegalgungung can reach 75% (Amrin Amrin, Muthoifin Muthoifin, Sudarno Shobron, 2020).

From the implementation of the second cycle of class actions, it can be seen that PAI learning outcomes through the Sowball Throwing type cooperative learning model for class IV students at SD Negeri 1 Tegalgungung increased and achieved the predetermined performance indicators. The number of students who got a complete score became 11 students (84.61%). This proves that the implementation of class actions will no longer be continued because the performance indicator has been reached, namely student learning outcomes reaching 75% (Amrin, Amrin, 2023).

This Classroom Action Research was carried out using two cycles and is expected to be able to improve student learning outcomes, especially PAI subjects, through the application of the Snowball Throwing type cooperative learning model (Amrin dan Juryatina, 2021), in this case the subject is class IV of SD Negeri 1 Tegalgungung Blora and teaches students to be more sensitive in accepting messages from other people and can convey messages to friends in one group (Amrin, Amrin, 2023).

## CONCLUSION

Looking at the research results in the previous discussion, the researchers concluded as follows: The Snowball Throwing learning model has a good influence in improving student learning outcomes, as evidenced by the increase in student learning outcomes. In the initial situation, there were 7 students who got scores below the KKM, in the first cycle it rose to 8 students and in the second cycle it rose to 11 students. It can be concluded that this learning model is effective learning for fourth grade students at SD Negeri 1 Tegalgungung, this is proven by the increase in student learning outcomes. Level of class completion and student activities after using the Snowball Throwing learning model. This research can also be a contribution to academic literature on learning methods, especially in the context of religious education. This can open up space for further research on the effectiveness of the Snowball Throwing method in the context of Islamic religious education.

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