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Implementation Of Cooperative Learning Model Snowball Throwing To Increase Activity And Learning Outcomes

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Abstract

Compared to other classes, students in grade X IIS 1 majority of students have less enthusiasm or activity. After the teacher gives the materials and the students are asked to ask questions about the material that has not been understood. However, when teachers provide evaluation questions to measure students' understanding it is known that their learning outcomes are still below the predetermined KKM 75 so that some students are declared unfinished. This research uses Classroom Action Research with a qualitative approach. The data in this study was taken through observation, technical tests, documentation, and field notes. The research procedure of each cycle consists of the planning, implementation, and observation of actions and reflection actions. The results showed that the improvement of teachers' success in applying the Snowball Throwing learning model increased from the first cycle by 79.44% to 90.05%. Comparison of student activity also shows improvement from cycle I to cycle II with the average percentage of the cycle I 59,84% and become 76,08% in cycle II, so it can be concluded there is increase 15%. It can be concluded that the learning outcomes of grade X students of IIS 1 SMA Brawijaya Smart School increased by 3%.

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INTRODUCTION

Education is a very important need for everyone. Education is an effort to develop human potential to improve human quality and can improve the life of his life. In improving education, can be reached through formal or informal education. Efforts to improve education is inseparable from the role of schools, teachers, and government. The learning process is the core that must be improved to be achieved in accordance with the objectives that have been determined in the form of changes in behavior, knowledge, and skills in students. The purpose of education will not be achieved if the teaching process is not in accordance with the learning plan that has been prepared. The education system in Indonesia has undergone many changes in policy or curriculum.

Curriculum changes in Indonesia previously known as the Education Unit Level Curriculum were changed into Curriculum 2013 intended to change the old paradigm of teacher-oriented learning in Indonesia and Curriculum 2013 also emphasized the liveliness and involvement of participants educated in the learning process. So Curriculum 2013 is applied in the hope that students are more active and independent in learning. Education Unit Level Curriculum changes into Curriculum 2013 but, at this time the model of economic learning in schools is still dominated by teachers (teacher oriented) so that students are less active role in the learning process. There are various choices of learning models that can improve the role of students in learning, one of which is cooperative learning model. Cooperative learning is necessary to be applied in the learning process so that students are more active role in the learning process in the classroom. Applying cooperative learning model of student can solve learning problem together and do not feel bored with conventional learning process which only uses lecture method, and also to reach the purpose of learning. So the role of teachers who originally teacher center is expected to be a motivator and facilitator in learning. This resulted in teachers are required to be more creative and innovative in designing learning and implementing the learning process.

Based on the observations made when implementing MPA in SMA Brawijaya Smart School, it is found that the teacher of economics in carrying out the learning process is still centered on the teacher, this is causing the saturation for the students during the learning process. The student's attention becomes changed from listening to the teacher to chatting with his / her own friends, the bored student who eventually becomes drowsy which causes the class condition to be less conducive. And in the class X IIS 1 majority of students have a lack of enthusiasm or liveliness. Compared to other classes, students in this class tend to be silent where many students are less active. This is known from the lack of students who respond when teachers give appreciation and motivation at the beginning of learning, so the teacher should appoint some students to answer.

After the teacher gives the materials and the students are asked to ask questions about the material that has not been understood, nor is there any student who asks. However, when teachers provide evaluation questions to measure students' understanding it is known that their learning outcomes are still below the predetermined KKM 75 so that some students are declared unfinished. In addition, the use of less effective and efficient learning model in the learning process does not make all the students in the class are actively involved in the learning process. It is known from within a group sometimes only one or two

students do the task, while the other students are just waiting for the answers of the theme, besides not all students feel have responsibility for the results of the group. So the discussion process is not implemented by all group members and not maximal.

Based on the problems that have been described, then the way to overcome these problems then the teacher as an educator should always improve the quality of teaching is by preparing a good lesson plan and can create a fun to learn atmosphere by choosing the right learning model and involve students actively in the process learning. According to in research Sabrina et al. (2016) state that teachers need to design as well as possible the stages of implementation and development of learning process, through strategies that use including learning with the application of character education. Because in planning the teacher's learning has been able to determine the appropriate model and method applied to the students.

Ideally in the learning process is where a teacher can deliver the subject matter effectively and efficiently and fun. In the learning process, the teacher acts as a motivator and facilitator while students as recipients of information are expected to be active in teaching and learning activities. To create an active learning atmosphere, it is necessary to model the right to enable students to happen. Such as the application of cooperative learning model that can make every member of the group have the same responsibility. Having equal responsibility for each group member will make each group member involved in the group discussion process. This happens because they are required to master the material that will not only be taken by group assessment but also individually. Model is an important component in the learning process in order to create an effective and efficient learning atmosphere so that students can actively and creatively develop the competencies expected optimally.

To overcome these problems, it needs a learning model that can improve students' activity in learning. The success of the learning objectives of Economics depends on how the learning process takes place effectively. To create an effective learning model, the learning model used should be able to actively develop students' abilities. Such as choosing to use Snowball Throwing learning model which is one part of cooperative learning method to improve student activity and learning outcomes. The researcher chose cooperative learning model of Snowball Throwing based on several considerations. As the curriculum changes from Education Unit Level Curriculum to Curriculum 2013, where the goal is applied Curriculum 2013 is to change the old paradigm which originally Teacher oriented become student oriented. This is in line with the syntax of cooperative learning model type Snowball Throwing able to increase the activity of students in the class because students are required to be active and independent both during the learning progress and in the application of this model.

According to Trianto (2011) Snowball Throwing is learning that will make students more active in the learning process and teachers are only a facilitator. Learning Snowball Throwing is a cooperative learning model because this learning boosts the way students learn and work in collaborative groups whose members consist of four to six people with the heterogeneous group structure. The core of Snowball Throwing is a model of group learning that is represented by the group leader to get the assignment from the teacher then each student makes the

question which then the question paper is rolled up and put into the ball that has been distributed by the teacher, then it is polluted to the other students - a student answers the question of the ball obtained.

METHOD

This research will use classroom action research with the qualitative approach because in this research will analyze the problem that happened in class X IIS 1 SMA Brawijaya Smart School and to know and describe the condition of learning process after and before application of Snowball throwing learning model. Expected to increase the liveliness and learning outcomes of learners. This type of research is Classroom Action Research. Action Research This class aims to improve the learning process in the classroom by solving learning problems through the application of Snowball throwing learning model, so as to achieve the expected learning objectives and can improve students' activity and learning outcomes. This classroom action research will be conducted in several cycles, each cycle will consist of four stages. The stages of action researcher class, namely planning (planning), action (action), observation (observation), and reflection (reflection). Cycle I consists of 4 stages, as well as cycle II is done like cycle I. But it is possible to continue with the next cycle if cycle II has not achieved the expected results.

RESULT AND DISCUSSION

Based on the results of the comparison of model actions performed on cycle I and cycle II the success percentage of action model of learning Snowball Throwing increased from cycle I of 79.44% to 90.05%. In the first cycle of researchers in applying the Snowball Throwing learning model there are still shortcomings such as delivering learning objectives, not motivating, and not controlling the course of the discussion. In the second cycle of researchers, there are still shortcomings in the implementation of the Snowball Throwing model of learning that does not convey the purpose of learning and not give an appreciation. So it is known that the difference between the implementation of the learning model from cycle I and cycle II is 10.29. Comparison of student activity from the result of student observation analysis of cycle I and cycle II showed an increase from cycle I to cycle II with the average percentage of the cycle I 59,84% and become 76,08% in cycle II, so it can be concluded there is an increase of 15 %. While the analysis of learning outcomes there is an increase in the cycle I to cycle II with the average learning of 78.88 students in the first cycle and increased to 81.59 in cycle II. It can be concluded that the learning outcomes of grade X students of IIS 1SMA Brawijaya Smart School increased by 3%.

Implementation of Snowball Throwing Learning Model on Economy Grade of X Brawijaya Smart School From the results of data analysis and discussion in the previous chapter, in general, the application of the Snowball Throwing learning model in the first cycle has not run well on the economic subjects of class X IIS 1 SMA Brawijaya Smart School. At the first meeting of the Snowball throwing learning model has not gone well, many students are rowdy and crowded themselves during group movements. But one of my friends in class X IIS 1 is firm and tells his classmates to be quiet, they just keep silent when after that they are busy again. At the end of the classroom, learning progress is orderly

but there are some students who are busy themselves when the researchers explain the material to the group leader. The first meeting of cycle I, at the time of the learning process took place the students were still not daring to answer the question when the researcher asked, and when the researchers explained the material some of the students did not write/write the material that has been submitted by researchers before the researchers give the task to write. The researchers then formed the students into 5 heterogeneous groups by looking at the value obtained by the previous students, and from the discussion with the economic teacher of IIS 1 SMA 1 Brawijaya Smart School.

At the second meeting of the cycle I, today's learning has been improved by the researchers. At the time of submission of the material in advance, the teacher has conveyed the purpose of learning and learners pay close attention to the delivery of material submitted by researchers, in the study researchers have explained the material to be studied at the next meeting. at this meeting, the researcher has divided the group first, according to the group at the first meeting where the division is done by dividing the group heterogeneously. Learners have been responsive to write the material submitted by researchers. In the learning process takes place, as well as learners have been active and courageous to answer questions from researchers, and researchers always provide an opportunity for learners to ask about the material that has not been understood. This second meeting held a final test cycle to measure the extent to which learners in understanding the material that has been submitted by researchers.

Learners do the test is done with a conducive atmosphere, although there are still some students who are busy and cheating and annoying his friends, researchers have been told not to cheat and disturb other friends and the results of this test as a benchmark of how students understand about learning materials on that day. Furthermore, the learning is done in cycle II where in this cycle to improve the deficiencies that occur in cycle I. in cycle II seen an increase of the action of researchers in the learning process, the action of researchers who have been good among the approaches and attention to learners who do noisy, guiding learners in making bad luck in accordance with learning materials and when experiencing difficulties and approaching each group. In the last test of cycle II learners are very enthusiastic and do their work independently, as well as the lack of learners who cheat and rowdy in the classroom.

Snowball Throwing learning model is its advantages is to see the readiness of students and give each other knowledge, can arouse students' courage in raising questions to other friends and researchers, and train students to be more responsive to receive messages from other students and convey the message to friends of one group. Based on the observations made by the observer it is known that from the first meeting to the end, the application of the Snowball Throwing learning model, that learners are happy and participate in carrying out the task of learning, because learners are directly involved and researchers always provide motivation to more active learning to learners as well as directives by researchers during the learning process and supported by a conducive learning environment. as expressed by Agustina (2013) that "Snowball Throwing is one of the active learning models which in its implementation involves the students, so the role of the teacher only directs the students and supervises the learning process, and is supported by the research performed.

After doing about student activeness analysis to learners obtained from observer during cycle I and cycle II, it is known that the application of Snowball Throwing learning model on economic subjects, students of class X IIs 1 SMA Brawijaya Smart School proved able to improve student activeness obtained from the increase of the average of the activity of cycle I to cycle II. Activity learners have increased because at the time of the implementation of learning models of learners participated and very enthusiastic during the learning process took place in the classroom, and this learning model has advantages of other models is to write questions on a piece of paper and the paper is inserted into the ball of color and thrown between learners and answer questions acquired in turn.

The implementation of the Snowball Throwing model improves students' activeness, which is seen from six aspects of activeness during the learning process. This is supported by the opinion of in Sardiman (2007), where the activity can be seen from the indicators such as visual activity, oral activity, listening activity, writing activity, emotional activity, and mental activity. Based on the factors that increase the learner activity of students in the class that is they are very enthusiastic and feel happy when received learning and model of learning applied by researcher in that class, and researcher give motivation to learners to always active and appreciate everyone opinion when there expresses opinion every person there is an expressed opinion, especially when in the classroom, and activeness in the classroom supported by the conducive learners. as revealed by Dimiyati & Mudjiono (2013) that in the learning process, students always show the liveliness. In the learning process that takes place in the classroom learning runs smoothly and appropriate with learning implementation plan instructed by the teacher.

Achievement of goals in learning is by increasing the mastery of learning outcomes obtained by learners. on the analysis of the difficulty measures of the items of the cycle I and cycle II that obtained the description of sola in the medium category, this affects the increase of learning outcomes of learners, and the higher the level of understanding of learners in the subject matter, the higher the results obtained learners. Data learners learn results obtained from the final test results of the cycle. Based on the analysis of the results of the end test of the cycle post-test in the first cycle there are still some learners who still got value under the KKM, it is because there are still learners who are less understanding of the application of learning model Snowball Throwing at the time of learning is going on, and still exist some of them are still rowdy and when the discussion is less attention to his friend when answering questions. This has an impact on the low learning outcomes of learners in cycle I, and the constraints in cycle I will be improved in the next cycle. In the implementation of cycle II, learning outcomes obtained by learners at the time of doing the final test increased from the average score and the result of mastery of learners also increased compared to the first cycle, although there are still learners that have not been completed, in cycle II participants students who have not completed have been reduced, so the average value of the class has increased significantly. Factors that cause student learning outcomes increase that is, learners already understand about learning materials and accustomed to the learning model Snowball Throwing, the learners are an enthusiast and when the learning process learners have no one busy themselves and listen to teachers when delivering learning materials. Another factor is the

shortcomings that occur in the first cycle has been improved in cycle II, and the learning process proceeded smoothly and conducive, in accordance with the wishes expected. As revealed by Sudjana (2011) that the learning outcomes are the abilities that students have after he received his learning experience.

CONCLUSION

Based on the analysis and discussion on the application of Snowball Throwing learning model to improve the activity and learning outcomes of students in class X IIS 1 in SMA Brawijaya Smart School, it can be concluded that application of learning model Snowball Throwing can run smoothly and appropriately applied to economic subjects in class X IIS 1 SMA Brawijaya Smart School with capital market material and insurance is characterized by the increase from cycle I to cycle II. Application of learning model Snowball Throwing can improve student learning outcomes on economic subjects in class X IIS 1 SMA Brawijaya Smart School. The improvement of learning outcomes is seen based on the students' scores obtained from the pre-test and post test results that increase from cycle I to cycle II. Application of learning model Snowball Throwing can improve students' activity on subjects on economic subjects in XI IIS 1 SMA Brawijaya Smart School. Increased liveliness is seen based on the value obtained through student activation observation in the process of learning implementation that increased from cycle I to cycle II.

For suggestion for high school teachers, Brawijaya Smart School Application of the Snowball Throwing learning model can be used as one reference learning model that can be used to improve the learning process, especially to improve students' activity and learning outcomes. For Higher Education This writing can be used as reference material for the writing of a relevant kind, especially for economic education courses. For Further Researchers Given the limitations of writing that apply only to capital market material and insurance, then the author can then try to apply the model of learning Snowball Throwing on other materials. The application of the Snowball Throwing learning model on other materials can be of further use to determine whether the application of the Snowball Throwing learning model can improve student learning outcomes and creativity.

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