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Application of the Snowball Throwing Model in Social Science Learning in Grade IV of SDN Muara Megang

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ABSTRACT

This research is based on the low social studies learning outcomes of fourth grade students of SD Negeri Muara Megang. The purpose of this study is to determine the completeness of Social Science learning outcomes after the application of the Snowball Throwing model for Grade IV Students of SD Negeri Muara Megang. The research method used is quantitative, in the form of a pseudo-experiment with a pretest-postest one group design. The population is all fourth grade students of SD Negeri Muara Megang and at the same time is a research sample of 22 students. The data collection technique in this study uses a test in the form of multiple-choice questions. The data obtained in the analysis uses the Z-test. The results of the study showed that based on the results of data analysis with a significant level of α= 5%, Zcatung = 4,317 and Ztabel = 1,645 (Zcatung > Ztabel). Thus, it can be concluded that the social studies learning results by using the snowball throwing learning mode of grade IV students of SD Negeri Muara Megang are significantly complete. The average final test score was 80.42 and the percentage of students who achieved learning completeness was 82%.

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1. INTRODUCTION

Education in schools is a collaborative effort between teachers and the closest people to students, especially parents who have an obligation to guide the development of students to achieve educational goals. Teachers have a role to equip students with the necessary knowledge, skills, and moral values. This is by considering the limited time and resources or attendance available to parents as well as in the optimal education of children (Ma'sumah, et al, 2024). Learning is a planned and systematic action that aims to trigger, facilitate, and improve individual learning activities. Thus, the type of learning applied will greatly affect the type of learning that occurs and this ultimately affects the achievement of student achievement (Wahab & Rosnawati, 2021).

Teachers play a major role in supporting and also directing the learning process by designing effective learning activities, organizing student learning experiences, and assessing learning outcomes. So learning is one of the stages that involves changes in student behavior in response to experience and

practice. Through these efforts, teachers help students achieve goals that are determined by learning (Rostiani, 2023). In this context, the obligation of a teacher is not only limited to delivering a subject matter, but also creates strong character values in students, especially through the subject of "Social Sciences" (Social Sciences).

Learning (IPS) has the main achievement to equip character education for students, it can be developed through subjects (IPS), teachers are able to realize the creation of individuals with character and achieve the educational goals that have been previously set. This was revealed by (Akhter, Mahr, & Imtiaz, 2021) the purpose of social studies learning is to form individuals who play a role in state values and are responsible, by developing insights, abilities, and a sense of social responsibility that are beneficial for the state, society, and personal development.

The social studies teaching and learning process can be very important because of the background of students who have differences from each individual. This was revealed by (Munir, M., Sinambela, E. A., Halizah, S. N., Khayru, R. K., & Mendrika, 2022) in learning (social studies), the existence of rules that apply to society has a significant influence. Social attitudes in children are then formed along with the social life that is embraced and grows in the community. Factors that come from family, society, and the behavior or character of a teacher can have a significant influence on the development of values and attitudes in children.

An educator holds sufficient duties and roles in designing and shaping learning experiences that foster motivation and have a deep meaning for each student. To achieve this learning, educators are required to have expertise in developing a learning model that is more than just information transfer, but interesting and meaningful in its implementation. To improve and make the process of teaching and learning activities more interesting, it can be taken through adopting or implementing innovative learning models and fostering creativity (Syamsul, Basyaruddin, & Yuhdi, 2020).

The use of models in learning activities plays a significant role in the success of learning objectives. So from this explanation, the conclusion is drawn that the role of an educator or teacher is not only limited to conveying information, the design of meaningful learning experiences is also arranged to trigger interest in learning, and provide understanding to students through knowledge and the ability to act enough to face various problems in the future (Sahabuddin, Liskawati, & Syamsiah, 2023). The use of a relational learning model has been proven to boost student learning achievement during learning activities. The high interest in learning in students can arouse a sense of liking and enthusiasm in students to make the material delivered by the teacher can be understood optimally.

Based on observations and interviews that have been carried out in grade IV on Friday, October 2, 2024 at SD Negeri Muara Megang, information was obtained from the results of the interview which can be seen on appendix page 59. There are technological obstacles in the school, namely frequent power outages during the learning process, causing the use of electricity-based and internet-based learning media to be not optimal. As a result, learning models that utilize these media are rarely used.

The use of infocus media in the learning process has many benefits, such as clarifying the material, improving student learning outcomes, and facilitating more interactive learning. Unfortunately, the lack of availability of infocus in schools is the main obstacle in making this happen. As a result, the potential for more optimal learning has not been achieved optimally (Sebsibe, Argaw, Bedada, & Mohammed, 2023). The learning process in this school has great potential to be improved. One aspect that can be of concern is the variation in the teaching material delivery model applied by teachers when interacting with students in class. Although teachers have worked hard, the limited variety of learning models can hinder the optimal teaching and learning process (Ilhan & Gülersoy, 2019).

There are some students who seem inclined and also passive in participating in learning process activities. This can be seen from the lack of questions asked, lack of enthusiasm in group discussions, and more choosing to listen rather than actively participating. This condition shows the potential to increase student involvement in learning. Some students who are seen doing activities not related to learning during the teaching and learning process take place. These activities include talking to classmates and often going in and out of class (Nurhikmah, Pambudi, & Mustadi, 2022).

Based on the data obtained on appendix page 148, the average results of social studies learning data can be seen from the list of results with daily student learning in this class still at an average of 54.73 with an average completion rate of 27%, from the number of students which is 22 with 6 completed and 16 students did not complete. This is not in accordance with the intended expectations, namely the Learning Goal Achievement Criteria (KKTP) set by school 70. Therefore, a large number of students must make grade improvements in the learning of "Social Sciences" (Social Sciences). This indicates that there is room for improvement in the series of learning activities in social studies lessons, so that students can produce maximum learning completeness. This was also revealed in (Akhter et al., 2021) There are problems with lessons (social studies), namely using a less interactive learning model. Some students feel that social studies learning is often one-way, where the teacher talks more while the students only listen. This makes students quickly feel bored and less enthusiastic in following lessons.

To overcome the problems found, there is needed to be an innovation in the application of models in learning that can overcome these challenges, the effectiveness of the learning model needs to involve students in the teaching process actively, so as to create a learning environment where the students feel involved, interested, and have an active role when understanding and mastering the learning materials provided. The solution that can be proposed is to apply a cooperative learning model Snowball Throwing as an alternative in the existing learning model. Processes in the learning model Snowball Throwing designed to result in significant changes in learning approaches. According to Yusliana, et al (2023) A Learning Model Snowball Throwing has a different focus, which is centered on a stronger and more active classroom for students. According to Abusaman, (2022) models in learning that use Snowball Throwing is a learning approach designed to improve students' ability to receive, process, and convey information. In this learning model, students actively participate by throwing paper balls in which questions are asked, thus encouraging direct involvement in the learning process.

The advantages of models in the type learning process Snowball Throwing is to make the learning atmosphere more enjoyable, students have the opportunity to develop their thinking powers, students can prepare themselves, students show activeness, students can directly practice using media, learning can be more conducive, cognitive, affective, and psychomotor aspects can achieve goals (Ramlah, Riana, & Abadi, 2022).

This model is designed to encourage students to practice in groups through a fun game of paper balls. Through this activity, students are designed to train themselves in working together, focusing on thinking, and helping each other to solve a problem. According to Darlin & Martha, (2024) The learning model used is a stage designed to encourage individual students to actively participate in activities and collaborate in groups. So, applying the game of throwing paper balls, learning can be more interesting and also fun. Students are invited to play a role in helping each other in solving problems and also develop individuals in the ability to think critically. Therefore, on the Snowball Throwing is considered appropriate to be applied in the school. This is due to technological limitations, such as the absence of electricity and electronic devices, so that this model can still be used effectively. In addition, the limitations of means such as infocus are not an obstacle, as the "throwing snowball" element in this

model makes the learning process more interactive and fun, simply by using simple media such as sheets of paper. Then innovative in the learning model, it encourages students' abilities when working together in group activities and caring for each other so that students will be more active and not just listeners. The average learning outcomes will be significantly more complete than previously the learning model Snowball Throwing This has been applied by (Rumere, Sugiyanto, & Sulistyaningrum, 2022) the results of the study showed that there was a completeness in the results of the learning data.

Based on the formulation of the problem, the purpose of this study is to determine the completeness of social studies learning outcomes in grade IV of SDN Muara Megang after applying the Snowball Throwing type cooperative model. It is hoped that from this research an effective and efficient learning model will be found so that this type of cooperative model will be considered by teachers in carrying out the learning process in the classroom.

2. METHODS

This study uses a quantitative approach with an experimental form that uses pre-experimental by category One-Group-Pretest-Posttest Design. In this study, only one class without a comparative class. According to Stuart (2017) method Experiments are a research method used to investigate the impact of a treatment on other variables in a controlled situation. As one of the approaches in quantitative research, this method is known for certain special characteristics that distinguish it from other methods. The research uses experimental design because it allows for specific variable selection and strict control of other variables that can affect the experimental process. The design or design chosen to carry out this study is to use the design, namely, the test Pre-test and post-test It can be described as follows:

$$\mathbf{O_1 X\ O_2}$$

(Sugiyono, 2017:74)

Description:

O_1 = *Pre-test*
X = Learning using a learning model *Snowball Throwing*
O_2 = *Post-test*

The research was carried out at SD Negeri Muara Megang, Megang Sakti District, Musi Rawas Regency, with a research time or carried out in the even semester of the 2024/2025 school year. According to Arikunto, (2013:173) that the population is the entire subject is the focus of the research. In the research conducted, the population consisted of all grade IV students at SD Negeri Muara Megang, a total of 22 people consisting of 10 males and 12 females. In detail see in table 1.

Table 1. Population of fourth grade students of SD Negeri Muara Megang

Class	Man	Woman	Sum
IV	10	12	22

(Source: SD Negeri Muara Megang)

The data collection technique used in the research is using question tests. The data analysis technique was applied by the researcher to measure the influence of the Snowball Throwing model on the learning outcomes of social studies students in grade IV at SD Negeri Muara Megang in the 2024/2025 school year."

3. FINDINGS AND DISCUSSION

3. 1. Description of Test Result Data

This research was carried out at SD Negeri Muara Megang, Megang Sakti District, Musi Rawas Regency, in the period from April 18 to May 2, 2025 (attached to attachment E: 183). This B-accredited school involved all grade IV students as research subjects, which amounted to 22 students, consisting of 10 male students and 12 female students.

Before the implementation of the action, an instrument test was carried out on April 18 in class V of SD Negeri Muara Megang, involving 18 students. The instrument tested was in the form of 20 multiple-choice questions (attached to appendix A:105). The results of the instrument test analysis showed that 13 questions were declared valid, so that these 13 questions were subsequently used as pre-test and post-test instruments in the study (attached to the appendix. A: 112).

The implementation of this research consisted of several meeting sessions. The first meeting was focused on providing a pre-test followed by the delivery of learning materials assisted through the media of pictures and books. The next two meetings focused on the application of the Snowball Throwing cooperative learning model, which is supported by the use of books and picture media as a means of supporting learning. The last meeting was used for the implementation of the final test (post-test) after the application of the snowball throwing cooperative learning model as a whole, the learning material in this study was supported by books and image media (Chen, 2018). The research data analyzed was produced from the results of the initial ability test, namely (pre-test) and the final ability test, namely (post-test). At the beginning and after the implementation of the snowball throwing cooperative learning model in the material Indonesiaku Rich Culture Part B of Indonesian Cultural Wealth, the author first adapts and understands the learning model. This is because the snowball throwing cooperative learning model is a relatively new approach for students in the classroom in question.

3. 2. Description of Initial Test Data (pre-test)

The pre-test is carried out to obtain an overview of the participants' abilities or understanding before being given certain treatment or learning approaches in the research. The initial stage of this research is the implementation of a pre-test, which aims to identify the initial level of understanding of all grade IV students to the material of Indonesiaku Rich Culture Part B of Indonesian Cultural Wealth. Students' initial abilities in this context refer to the knowledge and understanding they have before participating in the learning process with the implementation of the snowball throwing model. The initial test instrument used was in the form of 13 multiple-choice questions. The implementation of the initial test was carried out on April 25, 2025 and was attended by all grade IV students totaling 22 students. The recapitulation of the students' initial test results is summarized in table 1 (attached in Appendix C:137).

Table 1. Preliminary Test Data Recapitulation (Pre-test)

Yes	Category	Information
1	Minimum Score	23
2	Maximum Value	77
3	Grade Point Average	50,00
4	Default deviation	17,40
5	Number of Students Completed	3 people (14%)

Referring to Table 1, it can be seen that the average initial test score of the snowball throwing model application table is 50.00 and the percentage of students who have reached (KKTP) is 14% of the average completeness. So descriptively, it can be said that students' initial abilities in general before the implementation of the snowball throwing cooperative learning model are included in the category of incomplete.

3. 3. Description of Final Test Data (Post-test)

At the closing meeting, a final evaluation (post-test) was carried out to assess the level of understanding achieved by students after participating in a series of learning activities with the Snowball Throwing approach. The instrument used is in the form of 13 questions, which are in the form of multiple choice designed to measure students' learning outcomes. The post-test will be held on May 2, 2025. Based on the results of data analysis from the final test that has been carried out, the recapitulation of student learning outcomes is presented in detail in Table 2.

Table 2. Final Test Data Recapitulation (Post-test)

No	Category	Description
1	Minimum Value	62
2	Maximum Value	100
3	Average Score	80,42
4	A Matter of	11,32
5	The Number of Students Completed	18 (82%)

Based on the results of data analysis on the final test shown in Table 2, it is known that the average final test score of the snowball throwing application table is 80.42 and the percentage of the number of students who have achieved (KKTP) is 82% of the average completeness. So, descriptively, it can be said that the final ability of students after applying the snowball throwing learning model is categorized completely. In detail, the comparison chart of average scores and the percentage of learning completeness can be seen in graph 1.

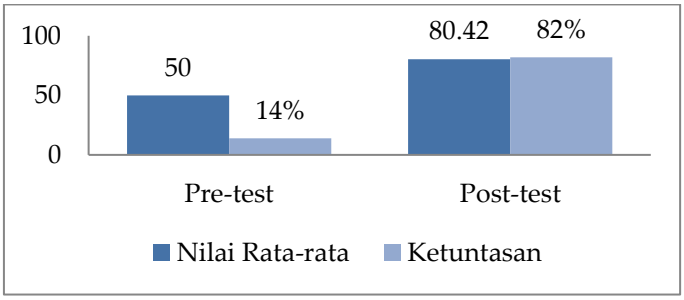

Figure 1. Graphic Average Score and Learning Completeness

Based on Figure 1, it can be seen that there is a significant improvement in student learning outcomes after the implementation of the Snowball Throwing learning model. At the time of the pre-test, the average score of students was at 50, while after the post-test the average score increased to 80.42. Thus, there was an increase in the average score of 30.42. Not only in the aspect of average scores, there is also an increase in the aspect of student learning completeness. The percentage of student learning completeness at the pre-test only reached 14%, while in the post-test it increased to 82%. This means that there was an increase in learning completeness by 68%. This improvement shows that the Snowball Throwing model is effective in improving student learning outcomes, both in terms of average grades and completeness levels (Zaim, Refnaldi, & Arsyad, 2020).

In this hypothesis test, the statistical hypothesis test uses a one-party Z-test because the sample in this study uses a saturated sample (Population = Sample). If Zcalculate < Z_{table}, then Ho is accepted and Ha is rejected, if $Z_{calculates}$ > Ztable, then $H_{o\ is}$ rejected and Ha is accepted, this means that the hypothesis proposed is acceptable

In order to ensure the distribution of the data in the form of normal circumstances, the researcher conducted a test using the data normality method at the level of α= 0.05. If X2 counts ≤ X2table then the data can be declared normally distributed. The recapitulation of the results of the calculation of the post-test normality test (appendix C: 147) can be seen in table 4.3

Table 3. Recapitulation of Normality Test Results Post-Test

Class	X2Count	Dk	X2Table	Conclusion
Post-test	2.2024	5	9.488	Normal

Based on table 3. shows that the value of X2 is smaller than the X2 table, thus the post-test data is normally distributed at a significant level of α= 0.05.

Based on the results of the data calculation (appendix C:149), the results that have been hypothesis tested for post-test data can be seen in table 4.

Table 4. Recapitulation of Hypothesis Test Results Post-test Data

Class	Zhitung	Ztable	Conclusion
Post-test	4.317	1.645	Zcal > Z_{table} Ha accepted

The hypotheses proposed are:

Ha : The average social studies learning outcomes of grade IV students of SD Negeri Muara Megang after applying the snowball throwing model is more than or equal to 70 ($\mu \geq 70$).

Ho : The average social studies learning outcomes of fourth grade students of SD Negeri Muara Megang after applying the snowball throwing model was less than 70 ($\mu_0 < 70$).

Based on the results of the calculation obtained Zcal = 4,317 then compared with Ztable on the Z distribution list with a significant level (α= 0.05) obtained Z_{table} = 1,645 test criteria, if Zcal > $Z_{table,}$ then Ho is rejected and H_a is accepted. Based on the calculations above, Zcal > Z_{table} (4,317 > 1,645) was obtained, then Ho was rejected and Ha was accepted. Thus, the hypothesis proposed in the study can be accepted as true/so that it can be significantly significant: "The learning outcomes of social studies students in grade IV of SD Negeri Muara Megang after the application of the snowball throwing type cooperative model are significantly complete" (Mulyanto, Gunarhadi, & Indriayu, 2018).

Discussion

The discussion is a presentation of the analysis of research results that answers questions from the formulation of the problems in the research (Hidajat, Haeruman, Wiraningsih, & Pambudi, 2023). This research was carried out in grade IV of SD Negeri Muara Megang. The author conducted this research in three meeting sessions. The details are one session for the implementation of the initial test (Pre-test), which was then continued with the delivery of learning materials and learning methods using the cooperative learning model snowball throwing. The next two sessions were implemented with a cooperative model snowball throwing. The last session, which is the third meeting after the implementation of the cooperative learning model snowball throwing, continued for the implementation of the final test (post-test).

Based on the analysis of data from the pre-test, it was identified that only 3 students had successfully achieved the Learning Goal Achievement Criteria (KKTP) set at 70. The average overall

score of students on the pre-test is 50.00. Thus, it can be concluded that the results of the pre-test before the implementation of the snowball throwing cooperative learning model show that the completeness of learning has not been achieved. After the implementation of the initial test, the author continues with the learning process that implements the snowball throwing cooperative model. This learning process was carried out in three meetings.

At the first meeting, on April 25, 2025, the author carried out a preliminary assessment (pre-test). After the initial assessment, the author explained the learning mechanism to be applied, namely using a snowball throwing cooperative model supported by Image media. Furthermore, the author explains the stages of learning with the snowball throwing cooperative model. On this occasion, the author also delivered the CHAPTER 6 material about Indonesiaku Kaya Budaya which focuses on the part in topic B, namely Indonesia's cultural wealth. After the presentation of the material, students are given the opportunity to ask questions related to the material that has been explained. In order to support the next activity, the author then formed 5 heterogeneous learning groups, with each group consisting of 4 to 5 students (Malik, 2017).

Then, the teacher chooses the student who has the highest score to be used as the group leader, then each group leader goes to the front of the teacher's place to choose the paper that has been prepared by the author. Each group leader then explained to their respective group members about the material they took and what they would deliver. After that, each group leader returned to his group and explained the material that was previously delivered by the author to his group friends (Haniah, Aman, & Setiawan, 2020). Next, the group students prepare a piece of paper to write one free question related to the material that has been explained by the group leader.

In the next stage, students make a paper containing the question into a ball shape and come forward as a group representative to throw it among their groups. After each group receives a paper ball, they are given the opportunity to take turns answering the questions written on it. Here is the documentation of one of the question sheets and the student group answer sheet.

Based on observations at the first meeting, it was found that most students still showed confusion in participating in learning with the snowball throwing model. This causes the classroom atmosphere to be less conducive. In addition, some students seem hesitant or afraid when it comes to answering the questions they acquire. However, the researcher overcame this obstacle by asking students to read the answers they had written clearly and aloud.

At the second meeting, on April 26, 2025, the author reviewed the learning using the snowball throwing cooperative model. The learning process began with the author delivering material about *Indonesiaku Kaya Budaya* topic B Indonesian Cultural Wealth, with the help of pictures. After the presentation of the material, students were given the opportunity to ask questions if there were things that were not clear. In the next stage, the author instructs students to gather with a pre-formed group. Then, the author calls each group leader to provide an explanation regarding the material to be discussed in the group. After receiving a briefing, each group leader returned to his group and delivered the material that had been explained by the author to all members of his group.

In the next stage, students make a paper containing the question into a ball shape and come forward as a group representative to throw it among their groups. After each group receives a paper ball, they are given the opportunity to take turns answering the questions written on it. Here is the documentation of one of the question sheets and the student group answer sheet. At this second meeting, it can be observed that almost all students began to understand how to learn using the snowball throwing cooperative learning model. However, obstacles had arisen during the implementation of this model,

namely the classroom atmosphere that became noisy when students all stood up and when catching the ball. This obstacle was successfully overcome by instructing students to stay on their respective benches. The learning process began by the author by delivering material related to Indonesiaku Kaya Budaya on topic B of Indonesian Cultural Wealth. In delivering this material, the author uses image media as a tool to provide visual examples. After the presentation of the material, students are given the opportunity to ask questions if there are parts they do not understand. Then, the next step is for the author to ask students to form a predetermined study group (Gosdin et al., 2021).

Furthermore, the author asked each group leader to provide an overview of the material to be discussed. After receiving an explanation from the author, the group leaders returned to their respective groups and were tasked with explaining the material to all members of their group. In the next stage, students make a paper containing the question into a ball shape and come forward as a group representative to throw it among their groups. After each group receives a paper ball, they are given the opportunity to take turns answering the questions written on it. Here is the documentation of one of the question sheets and the student group answer sheet. At this third meeting, it was seen that all students had understood how to learn using the snowball throwing cooperative learning model. During the learning process, students show high activity and enthusiasm in learning.

During three learning meetings using the Snowball Thro wing cooperative model, researchers found several obstacles that arose in the implementation process. At the first meeting, the main obstacle that occurred was that students still seemed confused in following the flow of learning activities. Many of them did not clearly understand how to make questions that fit the material, and seemed hesitant or afraid when asked to answer questions from other groups. The classroom atmosphere also tends to be less conducive because some students are not used to this learning model (Sulaiman et al, 2022). The solution carried out by the researcher is to provide examples of simple questions, guide students slowly, and encourage students to read answers aloud to increase their confidence.

At the second meeting, although the students' understanding of the learning model began to improve, the obstacle that arose was the classroom atmosphere that became noisy when all the students stood up to throw and catch paper balls. This had made the students' attention divided and disrupted the course of the activity. The solution applied by the researcher is to arrange for students to stay in their respective places while doing throwing and answering activities, so that the activity continues to run in an orderly manner but is still fun.

Meanwhile, at the third meeting, in general, learning went more smoothly and students began to show high enthusiasm and activity. However, the challenge that arises is that some students are too excited so that they tend to be in a hurry to answer, without discussing with the group first. To overcome this, the researcher emphasized the importance of cooperation and group discussions before giving answers, so that the learning process remains focused on the main goal and not just a play activity (Nur, Giyartini, & Sumardi, 2020).

The last meeting, namely the Post-Test, was held after the material was delivered using the snowball throwing cooperative learning model assisted by ordinary image media. This activity will be carried out on May 2, 2025. From the results of the post-test, it was observed that there were 18 students who obtained scores above 70, which means they were complete. The average score of all students is 80.42. There was an increase in student learning outcomes after the learning process compared to the results of the initial test (pre-test). The proof is that as many as 18 out of 22 students with a completeness of 82% managed to obtain a score above 70, which means that they have achieved completeness of

learning. Thus, it can be concluded that the use of the snowball throwing learning model is effective in completing student learning outcomes during the learning process (Amin, Utaya et al, 2020).

The completeness of these learning outcomes is in line with the opinion Abusaman, (2022) which states that the Snowball Throwing type cooperative learning model can help students actively think, ask, and answer questions so that it can improve understanding Against the subject matter. In addition, according to Yusliana, et al (2023) Cooperative Learning Snowball Throwing effective in Improve and complete student learning outcomes and motivation Because students help each other in achieving learning goals. Based on the analysis of the hypothesis test that has been carried out, it can be concluded that "The Social Studies Learning Outcomes of Grade IV Students of SD Negeri Muara Megang After the Implementation of the Snowball Throwing Cooperative Learning Model are significantly complete".

4. CONCLUSION

Based on the results of the research and discussion in applying the snowball throwing model to social studies learning at the IV State Elementary School Muara Megan, the results of the average pre-test score were 50.00 and the standard deviation was 17.40, while the average post-test score (final test) was 80.42 with a standard deviation of 11.32 and the results of the hypothesis test were obtained Zhitung > Ztabel namely Zhitung = 4,317 and Ztabel = 1,545, it can be concluded that the social studies learning results by using the learning model The snowball throwing cooperative of fourth grade students of SD Negeri Muara Megang was significantly completed. Regarding the results of the research and the conclusions that have been reached in this study, the suggestions that the author can give are that for researchers and readers, it is hoped that this research can enrich insight and understanding of the application of the snowball throwing cooperative learning model, as well as trigger further research in the field of education.

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