THE INFLUENCE OF IPS LEARNING RESULTS OF CLASS IV SD STUDENTS USING THE SNOWBALL THROWING MODEL

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Abstract :The problem in this study is the result of learning IPS students of grade IV SDN 03 Bandar Buat, Low Padang city. An alternative to solving the problem is to apply the Snowball Throwing model. This research aims to describe the design, implementation and learning outcomes of students of IPS class IV SD using the Snowball Throwing model. This type of research is *classroom action research* (CAR) with a qualitative and quantitative approach. The results of this study showed influence from the application of the Snowball Throwing model to the learning outcomes of IPS in grade IV students, namely on the average I cycle of learning outcomes of 60.7 students and increased in cycle II by an average of 85.7.
Keywords*:* Learning Results, IPS, Snowball Throwing Model

A. INTRODUCTION

One of the subjects that require students to be able to think critically and creatively is the Social Sciences (IPS) subject. This is because social studies learning examines/discusses social problems in the community. This statement was reinforced by Sardjiyo, et al (2008: 1.26) who argued that "Social studies is a field of study that studies, examines, analyzes social symptoms and problems in society by reviewing various aspects of life or a combination." Based on this opinion, it appears that in social studies learning students are confronted with a problem, then students learn and study the problem critically so that finding creative and innovative answers in solving these problems.

The achievement of this learning can be seen from the acquisition of learning outcomes obtained by students. Learning outcomes are the results obtained by students after carrying out the learning process. This is by the opinion of Sudjana (2009: 22) which states that "learning outcomes are abilities possessed by students after they receive their learning experience". The learning outcomes are seen after the learning process is completed through the measurement results mechanism to show the extent to which the learning provided can be mastered, understood and owned by students. As stated by Dimyati, et al (2009: 3) that "learning outcomes are the result of an interaction of learning and teaching. From the teacher's point of view, the act of teaching ends with an evaluation of learning outcomes, in terms of students being apart and the top of the learning process.

Based on observations made at SDN 03 Bandar Buat, Padang City, especially in Class IV, it can be seen in social studies subjects, student learning outcomes are still low, with an average of 60.1. To find out the cause of low student learning outcomes, the authors conducted interviews with fourth-grade teachers. The teacher said that the learning he was doing was still conventional. He does not expose students to facts, does not explore the ability of students to think critically, creatively, and responsibly, and the transfer of knowledge is still a teacher center. This problem has an impact on students: students become: 1) less involved in the learning process, 2) more listeners so that students are passive and feel bored when learning takes place, 3) more often in and out of class, 4) less trained in asking and expressing opinion, 5) understanding the concept of social studies is low, and 6) lacking an interesting learning experience.

The above problems can be overcome by providing learning that requires students to be active and develop their knowledge, namely by applying the learning model. Soekamto (in Trianto, 2010: 22) states that "the learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning goals, and serves as a guide for learning designers and instructors who plan to teach and learning

activities". Learning models that require students to be very active. One that can be used in social studies learning and overcoming problems encountered is the Snowball Throwing learning model. Suprijono (2010: 128) states that "Snowball Throwing is a way of presenting learning materials in which students are formed in several heterogeneous groups and then each group is chosen by the group leader to get an assignment from the teacher, then each student makes questions formed like a ball (question paper) then another student is thrown, each student answers the question from the ball obtained ".

Based on the opinion above, it is illustrated that the steps of the Snowball Throwing model are students formed into several heterogeneous groups, then selected to be the group leader, then the group leader gets material from the teacher, the group leader who has gotten the material explained back to a group of friends, then write down questions formed like a ball (question paper) then throw another student to each of them answering questions from the ball obtained. These steps are specifically disclosed by Suprijono (2010: 128), namely:

> 1) The teacher presents the material to be presented, 2) the teacher forms groups and calls each group leader to give an explanation of the material, 3) each group leader returns to his group, then explains the material delivered by the teacher to his friend, 4) then each student is given one sheet of work paper, to give one question what concerns the material that has been explained by the group leader, 5) then the paper containing the question is made like a ball and thrown from one student to another during ± 15 minutes, 6) after getting one ball / one question given the opportunity for students to answer questions written on the ball-shaped paper alternately, 7) evaluation, and 8) closing.

Based on these steps it can be seen that the social studies learning outcomes of fourth-grade elementary school students can be influenced by applying the Snowball Throwing model.

B. METHODE

This study uses classroom action research (CAR), especially in class IV SDN 03 Bandar Buat, Padang City in social studies subjects, using qualitative and quantitative approaches. A qualitative approach was used because this research was conducted naturally. the quantitative approach, because in addition to using sentences to tell the implementation during learning, it will also process student learning outcomes in the form of numbers. This research cycle consisted of two (II) cycles.

C. RESULTS AND DISCUSSION

Cycle I

The discussion in this first cycle is about planning, implementing and learning outcomes of social studies students using the Snowball Throwing model in Class IV SDN 03 Bandar Buat Kota Padang. The results of the discussion are described as follows:

1) Learning Planning

The first step that researchers do before applying the Snowball Throwing model is to make learning plans as outlined in the lesson plan so that learning can be directed and achieve the expected goals. The RPP is designed by applying the Snowball Throwing model to the learning steps. The designed lesson plans consist of several components, including Competency Standards (SK), Basic Competencies (KD), Indicators, Learning Objectives, Materials, Time Allocation, Learning Methods / Models, Learning Steps, Assessment, and Learning Resources. In addition to these components, to support the learning process to achieve the expected goals, researchers also design learning media, student worksheets (LKS) and observation sheets to observe the learning process.

In this cycle I, there are still many shortcomings in the lesson plans that the researchers have designed, including researchers 1) in choosing teaching materials that are not in accordance with the characteristics of students, 2) the selection of sources/learning materials is also not in accordance with the characteristics of students, 3) learning steps are not appropriate with the allocation of time and 4) learning techniques not in accordance with

the characteristics of students. This is because researchers have not re-analyzed the lesson plans that have been made and planned previously. So that the draft RPP in the first cycle meeting I obtained a value of 24 from a total value of 28, with a percentage value of 85.7% and got very good criteria. Furthermore, in the RPP I cycle II meeting, researchers in organizing teaching materials, the scope of material made is not broad. This is because researchers are only focused on one sourcebook. The impact of this is that the researcher got a score of 27 out of the total value of 28, with a percentage of 96.4% and got very good criteria as well. Based on the results of the draft RPP cycle I consisting of the first meeting and the second meeting, the average value recapitulation is obtained that is 91.1%.

Based on the recapitulation results above, it can be seen that the RPP planning in the first cycle has not been designed optimally so that the application of the Snowball Throwing model has not been implemented properly. So that improvement is needed in cycle II.

2) Implementation

At this stage, the learning activities are carried out based on the lesson plan that has been designed, where the steps of implementing the activity are by the steps in the Snowball Throwing model. The steps for carrying out these activities consist of 1) Initial activities, 2) Core activities and 3) Closing activities.

The implementation of learning in the first cycle of the first meeting there are still many shortcomings. This can be seen in the early stages of the teacher: 1) not making sure the classrooms are clean and neat, 2) not preparing the class for prayer and taking absences, 3) the questions asked by the teacher when perceiving are unclear, 4) the language used is also difficult for students to understand, 5) the objectives conveyed are not in accordance with the indicators and the level of student development. Then, at the core stage it is divided into 3 stages, namely a) the exploration stage: when the teacher delves into the student schemata by asking questions based on the material to be presented, it turns out students are not responding to answers to these questions, b) elaboration: (1) when the teacher divides students into several groups, determine the group leader and call the group leader forward to be given material, students are very noisy and ask questions about groups that have been divided, and many do not agree with the division of the group, (2) after the group leader is given an explanation material by the teacher, then the group leaders return to their respective groups. Furthermore, the group leader delivers the material that he has received to the group members. In this activity, it turned out that there were still many group leaders who were unable to explain the material to the group members. (3) the next step, each student is given a worksheet. In the worksheet, there are work steps that must be done by students, including students being asked to make a question about the material presented. When the teacher conveys the worksheet instructions, students do not pay attention and listen to the teacher, as a result, students often ask questions about the steps of the worksheet spelling, and students are less able to formulate questions (4) next, the worksheet paper containing questions is kneaded so that it is shaped like ball, then the paper ball is thrown for ± 15 minutes. When the teacher instructs to throw, many students are confused and throw wrong, so that a lot of papers containing questions scattered, (5) after each student gets one ball / one question, then students have the opportunity to answer these questions alternately. Students at this stage are also very noisy and ask questions about how to answer questions that their friends have made, and c) confirmation: evaluation, many students see left and right and are not focused on answering questions individually. Furthermore, in the final stages when concluding teacher learning does not involve all students in concluding learning and if there are inappropriate student answers, the teacher does not correct the answers. As a result, many students do not participate in concluding learning and do not listen to the additional conclusions given by the teacher. This happens because researchers are first entering the class and cannot yet manage the class, so many students cannot write questions.

The next implementation is the first cycle of the second meeting at the teacher's initial stage: 1) the language used when making apperception is difficult for students to understand, 2) the question does not motivate students. At the core stage is divided into 3 stages, namely

a) the exploration stage: students are less able to answer questions from the teacher, b) elaboration: (1) when organizing students into groups and giving learning material from the teacher to the group leader, there is still a commotion and students are still asking questions about groups that have been divided because many students have forgotten their group members, and there are still students who want to request a change of group members, (2) at the stage the group leader returns to his group and delivers material to his group members, respectively each group leader has delivered a lot of material to his friends, but the group members do not listen to the delivery of the material from the group leader, (3) when students are given a worksheet, the teacher first reads the steps in the worksheet and shows how to write the correct question, but there are still many students who do not pay attention to guru, so many students ask questions when making a question, (4) then when the teacher instructs students to throw worksheets containing questions that have been rounded up like a ball, students are too eager to throw, so the class becomes noisy and many papers contain scattered questions, (5) then at the stage students answer questions from the ball they get, students are also very noisy and ask questions about how to answer questions that have been made by their friends, and c) confirmation: evaluation, there are students who see left and right and not focused answer the questions individually. Then in the final stage when concluding teacher learning does not involve all students and when the conclusions made by students are not quite right, the teacher does not straighten out the answers, so there are still many students who do not listen to additional conclusions.

Deficiency at this stage occurs because researchers are still unable to manage the class, so the data value of the first cycle in the application of the Snowball Throwing model in social studies learning in class IV SD get an average of 80.7 with excellent criteria for teacher activity, then 67.1 with sufficient criteria on student activity.

Based on the values obtained in this first cycle, it appears that the maximum learning has not been done by using the Snowball Throwing model in grade IV elementary school. Based on this, it is concluded that the first cycle has not been carried out well, it is necessary to proceed to the second cycle by carrying out more maximum class management, and pay more attention to the deficiencies that arise. So that the second cycle can be more successful than the first cycle.

3) Student Learning Outcomes

Students know the learning outcomes they get after learning has been carried out. Obtaining student learning outcomes in this cycle includes several aspects, namely, 1) cognitive aspects, 2) affective aspects, and 3) psychomotor aspects. Based on the assessment that has been done, the first cycle obtained on average in the aspects of 1) cognitive discovery I 49.1 and II meeting 73.6, 2) effective meeting I 57, and meeting II 65.3, and 3) psychomotor meeting I 49.7 and 70.1-second meeting. So overall the average obtained by students is still below the KKM, ie with an average percentage of 60.7 classes with fewer qualifications. Therefore, it needs to be continued in cycle II..

Cycle II

Cycle II also discusses 1) planning, 2) implementation and 3) students' social studies learning outcomes using the Snowball Throwing model in class IV SDN 03 Bandar Buat Kota Padang.

1) Learning Planning

Researchers before carrying out learning, first make a learning plan, because the learning plan is a teacher's guide in implementing learning from the beginning to the end. If the learning design is designed as maximum as possible, then the expected output is also maximal, and vice versa. The learning design is outlined in the lesson plan (RPP).

Based on the description above, the researcher before continuing the research in the second cycle, first designs the RPP by continuing the basic competencies in the first cycle with the Snowball Throwing model. After that, researchers put it into the components in the RPP, namely: 1) competency standards (SK), 2) basic competencies (KD), 3) indicators, 4)

learning objectives, 5) subject matter, 6) learning models, 7) learning activities, 8) media, tools, and learning resources, and 9) evaluation. Then the researcher also prepares suitable media, student worksheets to support the learning process, then observation sheets to observe the learning process.

The RPP design that the researcher made in cycle II consisted of one meeting. And the score obtained gets a very good category, which gets a score of 28 out of a total score of 28 with a percentage of 100%. Based on this, the learning design using the Snowball Throwing model has been implemented optimally and no further improvement is needed in the next cycle.Learning Implementation

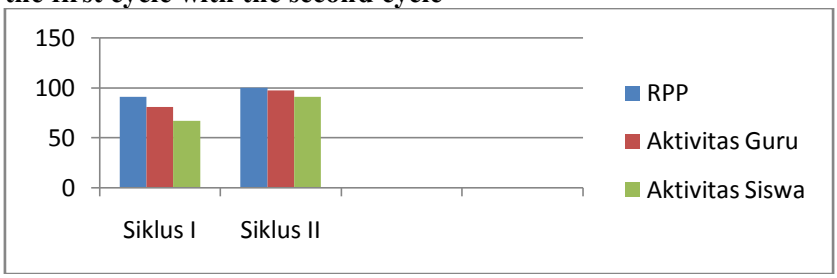
The learning is carried out by the draft lesson plans that have been made previously, in which several stages of implementation are integrated with the Snowball Throwing model. These stages include 1) initial activities, 2) core activities and 3) final activities.

Based on the draft lesson plan that has been made, this second cycle is only held once. This is because the implementation of the second cycle of learning the first meeting has succeeded in improving student learning outcomes. The success of the implementation of this learning include: in the initial stage and the core practitioners have implemented it as expected, but there are still some shortcomings that students are still making a fuss. This is after the researchers reflect with the observer (guardian class IV) because the model used is a learning model to make students play while learning during the learning process. At the end of the activity, there is a little lack of that is when concluding learning researchers are not asking questions about the material that has been learned. However, overall the cycle II is included in the very good category.

This excellent categorization can be seen from the results of data analysis on the assessment of teacher activities when implementing learning in social studies subjects in grade IV elementary school using the Snowball Throwing model which obtained an average of 97.7 with very good criteria. Then in the activities of students get an average of 90.9 with very good criteria too. Thus, it can be concluded that the implementation of learning in cycle II has been successfully implemented because there has been a significant improvement from the results of the cycle I.

Comparison of the increase can be seen in the comparison chart of the observation of the lesson plan, the following teacher and student activities:

Graph 1. Comparison of RPP observations, teacher activities, and student activities in the first cycle with the second cycle



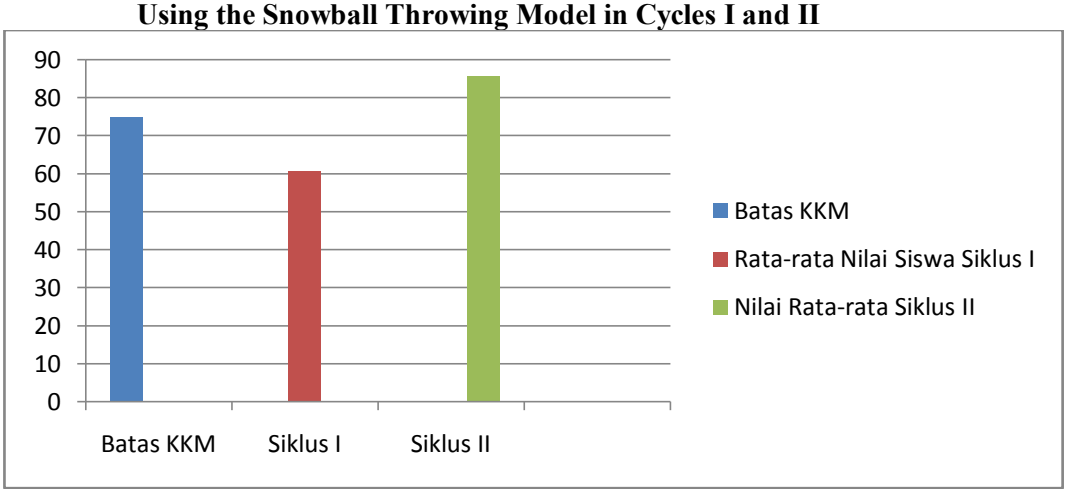
Based on the results of reflection, this increase can occur because researchers as teachers (practitioners) in the implementation of learning more analyze and remember the deficiencies found in the previous cycle and try to be maximum in the second cycle. Thus, the study was ended until the second cycle of this first meeting.

2) Student Learning Outcomes

After carrying out learning, the results obtained by students during the learning. Obtaining student learning outcomes in this cycle also includes several aspects, namely, 1) cognitive aspects, 2) affective aspects, and 3) psychomotor aspects. Based on the assessment that has been done, cycle II is obtained on average in aspects of 1) cognitive 86, 2) affective

85.1, and 3) psychomotor 85.9. So overall the average obtained by students has increased and exceeded the KKM, namely with an average percentage of 85.7% and the level of mastery learning 87.5% with very good qualifications. This improvement can be seen in the comparison chart of students' scores between the following cycle I and II:

Graph 2. Comparison of Social Sciences Grades of Grade IV SDN 03 Bandar Buat Using the Snowball Throwing Model in Cycles I and II



Based on the comparison chart above, it appears that the learning outcomes of grade IV SDN 03 Bandar Buat students can be influenced and improved by using the Snowball Throwing model in this second cycle. Thus, the study was conducted only until the second cycle.

D. CONCLUSION

Based on research data on the influence of social studies learning outcomes of fourth-grade elementary school students using the Snowball Throwing model, the following conclusions can be drawn:

1. Social studies learning plan (RPP) for grade IV elementary school using the Snowball Throwing model can affect student learning outcomes. this can be seen in the increase in the assessment of the RPP component, namely the percentage of the cycle I obtained an average of 91.1%, and an increase in cycle II to 100%.
2. In the implementation of social studies learning in grade IV elementary school, it can also be influenced and increased by using the Snowball Throwing model. The influence and improvement can be seen in the observations made on the aspects of teachers and students from cycle I to cycle II, ie cycle I the average percentage of teacher aspects is 80.7%, student aspects are 67.1%, and in cycle II the average percentage the teacher aspect average was 97.7%, the student aspect was 90.9%.
3. Social studies learning outcomes of fourth-grade elementary school students can be influenced and improved by the application of the Snowball Throwing model in the learning process. This complaining can be seen from the average value of the first cycle which is still low at 60.7, and in the second cycle, the results are increased at 85.7, with a percentage increase of 24.9%.

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