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Improving Grade VIII Social Studies Outcomes through the Snowball Throwing Model: A Classroom Action Research at MTsN 1 Pamekasan

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Abstract

This study is based on the importance of improving student learning outcomes in Social Studies (IPS), which include cognitive, affective, and psychomotor competencies obtained through the learning process. However, the learning outcomes of class VIII-A students at MTsN 1 Pamekasan were still relatively low and had not yet reached the Minimum Learning Completeness Criteria (KKTP) of 75. Therefore, this study aimed to improve students' cognitive learning outcomes through the implementation of the Snowball Throwing learning model. The research employed a Classroom Action Research (PTK) design conducted in two cycles, involving 26 students as research subjects. Each cycle consisted of planning, action, observation, and reflection stages. The indicator of success in this study was the achievement of the KKTP score of 75 and an increase in classical learning completeness. The results showed an improvement in student learning outcomes. In cycle I, the average student score reached 66.42 with a learning completeness percentage of 38.46%. After improvements in the learning process in cycle II, student learning outcomes increased and were able to meet the KKTP standard of 75 with higher classical completeness. Thus, it can be concluded that the Snowball Throwing learning model effectively improves students' Social Studies learning outcomes, particularly in the cognitive aspect.

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1. Introduction (10 pt)

Education plays a very important role in supporting the development and sustainability of a nation because quality education produces intelligent, creative, and competent human resources. Education is also considered a key factor in improving the quality of human life and enabling individuals to develop their full potential as members of society and citizens of a country[1]. Through education, individuals gain knowledge, skills, and values that enable them to adapt to social changes and contribute positively to society[2]. Therefore, the implementation of effective learning processes in schools is essential to ensure that educational goals can be achieved optimally. In the learning process, clear learning objectives are needed as a direction and target for the teaching and learning activities carried out in the classroom. Learning objectives provide a description of the expected results to be achieved by students after participating in the learning process[3][4]. Without clear objectives, learning activities may become less structured and less effective in achieving the desired competencies.

Learning itself is a series of physical and mental activities carried out by individuals to obtain changes in behavior as a result of experience and interaction with the environment. These changes include cognitive, affective, and psychomotor aspects that reflect the development of knowledge, attitudes, and skills[5][6]. In the educational context, learning outcomes are indicators used to measure the level of success of students after participating in learning activities. Learning outcomes reflect the competencies achieved by students and show how far the learning objectives have been attained[7]. These outcomes are usually assessed through various evaluation methods such as tests, assignments, and observations. Changes that occur due to natural growth are not included in learning outcomes, because learning outcomes specifically refer to changes that occur as a result of learning experiences[8].

However, achieving optimal learning outcomes is not always easy. Many educational institutions still face various challenges in implementing effective teaching and learning processes, including in Social Studies (IPS) subjects[9]. Social Studies is an important subject because it helps students understand social phenomena, develop critical thinking skills, and build awareness of social values and responsibilities in society[10]. Despite its importance, the teaching of Social Studies often encounters pedagogical challenges, particularly related to the teaching methods used by teachers in the classroom. If the learning process is dominated by teacher-centered approaches, students tend to become passive and less motivated to participate actively in learning activities. As a result, the learning outcomes achieved by students may not reach the expected standards[11][12].

This situation was also found in class VIII-A of MTsN 1 Pamekasan. Based on observations conducted during the pre-proposal stage on June 18, 2024, it was discovered that students' cognitive learning outcomes in Social Studies were still relatively low. The average score obtained by students was only 57.08, and the percentage of students who achieved learning completion was only 7.69%. These results were still far below the Minimum Learning Mastery Criteria (KKTP) set by the school, which was 75. The KKTP is a standard used to determine whether students have successfully achieved the expected learning objectives in a particular subject. If students do not reach this standard, it indicates that the learning process has not been fully effective in helping students understand the material being taught[13].

Further information obtained from interviews with Social Studies teachers at MTsN 1 Pamekasan revealed that the learning process generally used the discovery learning model combined with lecture methods and assignments. Although discovery learning aims to encourage students to explore and find knowledge independently, in practice the learning process still relied heavily on teacher explanations. As a result, students often became passive listeners rather than active participants in the learning proces[14][15]. Interviews with several students also indicated that they felt less interested in the learning process because it mainly involved listening to explanations and completing assignments. This condition often made students feel bored and less motivated to engage actively in classroom learning activities.

The dominance of lecture methods in the classroom indicates a gap between the learning approach used by teachers and the learning needs of students[16][17]. Students require interactive and engaging learning activities that encourage them to participate actively in the learning process. When learning activities are monotonous and less interactive, students may find it difficult to understand the material effectively, which ultimately affects their learning outcomes. Therefore, teachers need to apply innovative and student-centered learning models that can stimulate students' interest and involvement in the learning process.

One learning model that can be used to create a more interactive and collaborative learning environment is the Snowball Throwing learning model. This model is a cooperative learning strategy that involves students in question-and-answer activities through a game-like process. In this model, students write questions related to the learning material on a piece of paper, form it into a ball, and then throw it to other students. The student who receives the paper ball must read and answer the question. This activity encourages students to think critically, formulate questions, and discuss answers with their peers. In addition, the Snowball Throwing model also promotes collaboration, communication, and active participation among students, making the learning process more engaging and enjoyable[18][19][20].

The use of the Snowball Throwing learning model is expected to address the problems identified in the classroom by activating students' participation through question-and-answer interactions and collaborative learning activities[21]. By involving students more actively in the learning process, this model can help improve their understanding of the material and ultimately enhance their learning outcomes[22]. Based on these considerations, this study aims to apply the Snowball Throwing learning model to improve the Social Studies learning outcomes of students in class VIII-A at MTsN 1 Pamekasan. The indicators of success in this study include achieving the KKTP score of 75, increasing the class average score, and improving the percentage of students who achieve learning completeness in Social Studies subjects.

2. Method

This study employed a Classroom Action Research (CAR) design to address learning problems that occur directly in the classroom and to improve the quality of the teaching and learning proces[23]. Classroom Action Research is appropriate for solving practical educational problems because it allows teachers and researchers to implement improvements through systematic and reflective actions[24][13]. The research followed the four main stages of Classroom Action Research, namely planning, action, observation, and reflection. In the planning stage, the researcher prepared lesson plans, learning materials, learning media, and research instruments needed to support the implementation of the learning process. The action stage involved the implementation of the Snowball Throwing learning model in the classroom. During the observation stage, the researcher and collaborator observed the teaching and learning activities to record student participation and learning processes. Finally, in the reflection stage, the researcher analyzed the results obtained in order to evaluate the effectiveness of the implemented actions and determine improvements for the next cycle.

This research was conducted at MTsN 1 Pamekasan, involving 26 students of class VIII-A as research subjects. The study was carried out in two cycles, and each cycle consisted of three meetings (Sanjaya, 2016). Each cycle included the four stages mentioned above: planning, action, observation, and reflection. The implementation of the cycles aimed to gradually improve students' learning outcomes in Social Studies, particularly in the cognitive domain. Data collection techniques used in this research included documentation, observation, and tests. Documentation was used to collect supporting data related to student attendance lists, learning materials, and school documents. Observation was conducted to record student activities and engagement during the learning process. Meanwhile, tests were used to measure students' cognitive learning outcomes after the implementation of the learning model in each cycle.

The research instruments consisted of lesson plans (RPP), observation sheets, test grids (blueprints), and learning outcome tests designed to measure students' understanding of Social Studies material. Before being used in the research, the test instruments were analyzed to ensure their validity and reliability. The item validity was tested using the item-total correlation technique, where each test item was correlated with the total score to determine whether the item was valid or not. Based on the analysis results, several items that did not meet the validity criteria were categorized as fallen items and were not used in the final test instrument. The reliability of the instrument was then calculated using Cronbach's Alpha coefficient (α) to determine the consistency of the test results. The reliability analysis showed that the instrument had a satisfactory level of reliability, indicating that it was appropriate to be used in measuring students' learning outcomes.

The indicator of success in this study was determined based on the improvement of students' learning outcomes in Social Studies. The research was considered successful if the learning process showed positive changes and improvement in student achievement. Specifically, the success criteria were determined based on the Minimum Learning Mastery Criteria (KKTP – Kriteria Ketercapaian Tujuan Pembelajaran) set by the school, which was 75. The action implemented in this study was considered successful if at least 75% of the students obtained a score of 75 or higher, indicating that they had achieved the expected level of learning mastery. In addition, an increase in the class

average score from one cycle to the next also served as an indicator of improvement in learning outcomes.

This study also considered ethical aspects of educational research. Prior to conducting the research, the researcher obtained official permission from the school principal of MTsN 1 Pamekasan to carry out the study in class VIII-A. In addition, consent from parents or guardians of the students was obtained to ensure that the research activities were conducted transparently and responsibly. All data collected during the research were treated confidentially, and students' identities were anonymized in the reporting of research results to protect their privacy. By adhering to these ethical principles, the research was conducted responsibly and in accordance with educational research standards.

3. Results and Discussion

This classroom action research was conducted at MTsN 1 Pamekasan in Pademawu Barat Village, Pademawu District, precisely on class VIII-A students with a total of 26 students. The results of observations on social studies teachers showed a problem in student learning outcomes, found in problems in students' cognitive learning outcomes obtained with an average value of 57.08 or around 7.6% of students who achieved a completeness score in the class which is still relatively low, this is caused by the use of learning models that are less than optimal and do not match the needs of students, so that students do not focus on learning and feel bored in learning.

From the explanation above, it can be concluded that the problems in learning that result in less than optimal learning outcomes are due to the learning model being less interesting. Therefore, the researcher intends to implement classroom action research that has been designed as well as possible, including pre-cycle, cycle I and cycle II.

3.1 Pre-action stage

The pre-action stage is the initial research stage that researchers will conduct before carrying out the action stage. This stage begins with researchers conducting a pre-action assessment before carrying out cycle 1 and cycle 2. The results of the pre-action stage produce data in the form of grade VIII-A student scores:

Table 1. Pre-action value results

No	Name	KKTP	Mark	Completed	Not yet
1	Ach. Fian Mustofa	75	60		✓
2	Alif Navril Nailani Fahira	75	64		✓
3	Arqi Sabay Al Fausi	75	60		✓
4	Atiqa Farin Salsabila	75	60		✓
5	Dea Yuliarita	75	52		✓
6	Dwi Asifa Alfajrin	75	64		✓
7	Elis Kartika Agustiani	75	52		✓
8	Konitatul Maqfirah Ishak	75	36		✓
9	Lu'lu Ul Mukarromah	75	64		✓
10	M. Kholilurrohman	75	52		✓
11	Melda Minhatun Najah	75	44		✓
12	Moh. Gufron Holis H	75	56		✓
13	Moh. Ibran Nawafil	75	52		✓
14	Moh. Magribi Putra F	75	60		✓
15	Moh.Navallah Riskiyanto	75	44		✓
16	Muhammad Gielang F.	75	72		✓
17	Muhammad Kahfian	75	52		✓
18	Muhammad Khairus S	75	60		✓
19	Naila Maulidia Shakil	75	52		✓
20	Nazeeva Ulianisa Arsy	75	80	✓	
21	Nur Alisa Putri Utami	75	76	✓	
22	Nuri Maulidia Syarif	75	64		✓
23	Rivaldika Rafabian R	75	40		✓
24	Syafiatun Nuvus Maulida	75	72		✓
25	Tasnia Novita	75	52		✓
26	Tatihatun Nikmah	75	44		✓

Amount	1484
Average	57.08
Learning Completion	7.69%

The table above shows that the results of the pre-action learning that has been implemented, show that many students are declared incomplete in the learning process, but there are two students who are declared complete in learning. The total number of student scores is 1484 with an average of 57.08 where learning completion only reaches 7.69%. In the pre-action activities, there were many students who answered the questions incorrectly which resulted in them getting bad scores, but there were a handful of students who achieved the minimum completion score. This proves that there is a problem in the learning process of class VIII-A students at MTsN 1 Pamekasan. Therefore, this research was conducted with the aim of solving the problems that students face in the learning process.

3.2 Action Step 1

3.2.1 Planning

At the planning stage, the researcher prepared various components required to support the implementation of the learning process in order to achieve optimal learning outcomes. The preparation included the development of teaching modules that were adjusted to the learning materials to be delivered at each meeting. These teaching modules were designed to facilitate the implementation of the Snowball Throwing learning model and to ensure that the learning objectives could be achieved effectively. In addition, the researcher prepared learning materials that would be used during the implementation of the Snowball Throwing learning model in both the first and second research cycles.

Furthermore, the researcher developed test instruments in the form of written questions to measure students' learning outcomes during each cycle of the study. These tests were intended to evaluate students' cognitive understanding of the Social Studies material after participating in the learning activities. Prior to their use, the test instruments were analyzed to determine their validity and reliability. The validity of the test items was examined using the item–total correlation technique by comparing the calculated correlation value (r-count) with the r-table value. If the r-count value was greater than the r-table value, the item was considered valid, whereas if the r-count value was lower than the r-table value, the item was considered invalid. In this study, the validity test was adjusted to the number of respondents, namely 26 students, with an r-table value of 0.388.

In addition, the researcher prepared the learning materials based on the student handbook of the Independent Curriculum (Kurikulum Merdeka). The material implemented in this research was taken from Theme 2, entitled "Plurality of Indonesian Society," with the sub-theme "Diversity of Community Economic Activities." The content of the learning materials included several topics, namely how geographic processes influence economic activities, how communities utilize the environment to fulfill economic needs, and how inter-island trade occurs in Indonesia.

To support the implementation of the research, the Social Studies teacher was involved as an observer who assisted in monitoring and documenting the implementation of the Classroom Action Research activities. The observer's role was to record students' participation, classroom interactions, and the overall learning process during the implementation of the Snowball Throwing learning model.

The learning activities were systematically organized into three main stages, namely preliminary activities, core activities, and closing activities[25][26]. In the preliminary stage, the teacher initiated the learning process by greeting the students and inviting them to pray together[27]. The teacher then checked student attendance and conveyed the learning objectives to be achieved during the lesson. Furthermore, the teacher conducted an apperception activity by connecting the current learning material with students' prior knowledge and previous learning experiences.

During the core activities, the Snowball Throwing learning model was implemented as the main instructional strategy. The teacher first explained the learning material and the objectives to be achieved. Subsequently, the students were divided into several groups consisting of four to five members. Each group leader was asked to come forward to receive instructions from the teacher regarding the learning material and the procedures of the Snowball Throwing activity. After receiving the explanation, the group leaders returned to their respective groups and conveyed the information to the group members. Each student was then asked to write a question related to the learning material on a sheet of paper, which was later formed into a paper ball and used in the Snowball Throwing activity. During this activity, students participated in a question-and-answer game by

throwing and answering the paper balls in turns, which encouraged active participation, critical thinking, and collaborative learning among students.

Finally, in the closing stage, the teacher conducted an evaluation of the learning activities that had been implemented, including the Snowball Throwing activity. The teacher also invited several students to provide conclusions about the learning material discussed during the lesson. At the end of the session, the teacher informed students about the upcoming learning activities and concluded the lesson with a closing greeting.

3.2.2 Implementation

The implementation stage of this study was carried out in two cycles, with each cycle consisting of three meetings. The first cycle was conducted on September 2, 6, and 9, 2024, in class VIII-A at MTsN 1 Pamekasan, while the second cycle was conducted on September 13, 16, and 27, 2024. The research involved 26 students of class VIII-A as participants. In this study, the researcher acted as the Social Studies (IPS) teacher who implemented the learning process, while the Social Studies teacher at the school served as an observer who assisted in monitoring and documenting the classroom activities during the research implementation. At the beginning of the meeting, the researcher introduced herself to the students and briefly introduced the learning material related to the diversity of community economic activities. The researcher also introduced the learning model that would be implemented during the learning process.

The learning activities were organized into three main stages, namely preliminary activities, core activities, and closing activities[25]. In the preliminary stage, the teacher began the lesson by greeting the students and inviting them to pray together. After that, the teacher checked student attendance and conveyed the learning objectives to be achieved during the lesson. The teacher also conducted an apperception activity by connecting the learning material with students' previous knowledge and prior learning experiences in order to build students' readiness for learning.

The core activities focused on the implementation of the Snowball Throwing learning model[18][28]. In this stage, the teacher first explained the learning material and the objectives that were expected to be achieved. The students were then divided into several groups consisting of four to five members. Each group leader was asked to come forward to receive instructions from the teacher regarding the learning material and the procedures for implementing the Snowball Throwing activity. After receiving the instructions, the group leaders returned to their respective groups and explained the material as well as the rules of the activity to their group members. The teacher also provided guidance for group work to ensure that the learning activities could run effectively. During the activity, students participated in the Snowball Throwing game by writing questions related to the learning material on a piece of paper, forming it into a ball, and then throwing it to other students. Each student then took turns answering the questions written on the paper, which encouraged active participation and interaction among students.

In the closing stage, the teacher conducted an evaluation of the learning activities and the Snowball Throwing activity that had been implemented. The teacher then invited several students to provide conclusions about the material discussed during the lesson[29]. Furthermore, the teacher informed the students about the next learning activities and concluded the lesson with a closing greeting.

The observation stage was conducted simultaneously during the implementation of the learning activities. The observer recorded students' participation, interaction, and engagement during the learning process. At the end of every three meetings, the researcher administered a test to measure students' learning outcomes. The results of these tests were used to compare students' learning outcomes in the pre-cycle, cycle I, and cycle II stages. In addition, the test scores were used as an indicator to analyze the development of students' learning outcomes in class VIII-A. The results of student learning outcomes in cycle I and cycle II are presented in the following table.

Table 2. Student Learning Outcome Values in Cycles I and II

No	Name	CYCLE I				Cycle II		
		Kktp	Mark	finished	Not finished	Mark	Completed	Not finished
1	Ach. Fian Mustofa	75	72		✓	84	ü	
2	Alif Navril Nailani F	75	70		✓	80	ü	
3	Arqi Sabay Al Fausi	75	80	✓		88	ü	
4	Atiqa Farin Salsabila	75	76	✓		84	ü	
5	Dea Yuliarita	75	52		✓	76	ü	
6	Dwi Asifa Alfajrin	75	64		✓	88	ü	
7	Elis Kartika Agustiani	75	80	✓		84	ü	
8	Konitatul Maqfirah I	75	44		✓	72		ü
9	Lu'lu Ul Mukarromah	75	69		✓	84	ü	
10	M. Kholilurrohman	75	56		✓	72		ü
11	Melda Minhatun Najah	75	60		✓	76	ü	
12	Moh. Gufron Holis H	75	60		✓	76	ü	
13	Moh. Ibran Nawafil	75	60		✓	80	ü	
14	Moh. Magribi Putra F	75	76	✓		84	ü	
15	Moh.Navallah R	75	56		✓	72		ü
16	Muhammad Gielang F.	75	84	✓		92	ü	
17	Muhammad Kahfian	75	52		✓	76	ü	
18	Muhammad Khairus S	75	64		✓	80	ü	
19	Naila Maulidia Shakil	75	76	✓		80	ü	
20	Nazeeva Ulianisa Arsy	75	84	✓		96	ü	
21	Nur Alisa Putri Utami	75	84	✓		92	ü	
22	Nuri Maulidia Syarif	75	80	✓		80	ü	
23	Rivaldika Rafabian R	75	44		✓	68		ü
24	Syafiatun Nuvus M	75	76	✓		80	ü	
25	Tasnia Novita	75	60		✓	72		ü
26	Tatihatun Nikmah	75	48		✓	68		ü
Total		1727				2084		
Average		66.42				80.15		
Learning completion		38.46%				76.92%		

Snowball Throwing model showed satisfactory results for researchers. This was due to the very good increase in student grades from pre-action activities to entering the second cycle[30]. Although there are still many shortcomings in the learning process, the increase in good learning outcomes needs to be appreciated. The increase in student grades is not only based on the model used, but also includes the researcher's efforts to get closer to students so that students become interested and focused on the application of the model that has been given .

The average value of student learning outcomes in cycle I was 66.42 and learning completeness was 38.46%, this shows good development when compared to before. In cycle 2, students obtained average values of 80.15 and learning completeness was 76.92% and this shows increasingly good results. This is based on the criteria for achieving learning objectives (KKTP) which is 75. From cycle I to cycle II, there was a significant increase in class VIII-A students at MTsN 1 Pamekasan from the initial pre-action activities to the second cycle. It can be interpreted that the *snowball throwing learning model* can help teachers improve student learning outcomes.

3.2.3 Reflection

The implementation of the second cycle showed a significant improvement compared to the first cycle. In the first cycle, only 10 students were able to achieve the Minimum Learning Mastery Criteria (KKTP) score of 75. However, in the second cycle, student learning outcomes increased considerably. This improvement was influenced by several refinements made by the researcher during the learning process, such as improving classroom management by approaching students more actively and demonstrating greater assertiveness during teaching and learning activities. These improvements contributed to creating a more conducive learning environment and increasing student participation in classroom activities.

Despite the overall improvement in learning outcomes, several shortcomings were still observed during the implementation of the second cycle. One of the main limitations occurred during the process of dividing students into groups, where the classroom atmosphere was occasionally less conducive, although this issue only involved a small number of students. In addition, there were still a few students whose scores had not yet reached the KKTP standard of 75.

Nevertheless, the learning process in the second cycle also demonstrated several strengths. Students showed a high level of enthusiasm during the learning activities and became more active when participating in group discussions. The Snowball Throwing learning model encouraged students to engage more actively in asking and answering questions, which enhanced their involvement in the learning process. Furthermore, the interaction between the teacher and students improved significantly, creating a more dynamic and interactive classroom atmosphere. These positive developments indicate that the implementation of the Snowball Throwing learning model contributed to improving students' learning outcomes as well as their engagement in Social Studies learning activities.

4. Conclusion

The snowball throwing learning model in class VIII-A students at MTsN 1 Pamekasan which aims to improve learning outcomes in social studies subjects showed significant results increased by students in the first cycle, the value in cycle 1 with an average value of 66.42 and a learning completion value of 38.46% this shows good development when compared to before .

In cycle 2, students obtained average scores of 80.15 and learning completeness of 76.92% and this shows increasingly good results. This is based on the criteria for achieving learning objectives (KKTP) which is 75. This increase only covers the cognitive aspect of students, which dedicates that the *snowball throwing learning model* in improving students' understanding of the material being taught. Thus, this study can be concluded that it has succeeded in achieving the objectives that the researcher has expected, namely to improve student learning outcomes in social studies subjects in the cognitive aspect using the *snowball throwing learning model*.

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