Improving History Learning Outcomes Through The Implementation Of A Snowball Throwing Type Cooperative Learning Model In Class XI At Binjai Methodist High School

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ABSTRACT
This research aims to improve student learning outcomes in history subjects by using a snowball-throwing cooperative model. This research is classroom action research (PTK), which was carried out in two cycles. The research was carried out at Binjai Methodist High School. The research period was carried out for five months, namely from June to July 2017. The research subjects were students of class XI-IPA-3 for the 2017-2018 academic year, totaling 23 people. The object of the research is history learning by applying snowball-throwing-type learning. Data collection methods include observation and testing. The data collection instrument consists of data collection tools and data validity (validity of question items and level of difficulty of questions). Data analysis techniques include qualitative and quantitative data. The research procedure starts with the pre-cycle, cycle 1 and cycle 2. The target success indicators created by the researcher are pre-cycle 40%, cycle 1 (50%), and cycle 2 (75%). The results of the research showed that the increase was not too high in the first cycle; for this reason, the researchers made several changes in the second cycle. After improvements were made in the second cycle, there was an increase in student learning outcomes. From the research results, it was found that 39% of students completed the first cycle; after improvements were made in the second cycle, this increased to 78%. So learning history using the snowball-throwing-type can improve student learning outcomes. Based on this research, it can be concluded that the implementation of the snowball-throwing cooperative model can improve student learning outcomes in history subjects in class XI Science 3 at Binjai Methodist High School.

INTRODUCTION

Being a teacher is a very noble job, because it is from teachers that all civilization began and experienced amazing development until this moment. The position of a teacher is so noble, as the poet Syauki, as quoted by (Illahi, 2020), says: "Stand up and respect the teacher and give appreciation; a teacher is almost an apostle." It is almost certain that what is meant by teacher, as in the verse above, is a teacher who has been enlightened and is able to enlighten his students, not merely a teacher as a worker who makes teaching work only as a means of earning a living (Darman & Joebagio, 2018).

Therefore, in this world there are many people who work as teachers, but only a few can become teachers, namely those who can be admired and imitated. As expressed by (Safitri et al., 2019): A teacher should appear professionally with the main task being to educate, guide, train and develop curriculum tools, as stated in the principle "ing ngarso sung tulodho, ing madya mangun karso, tut wuri handayani. This means that a teacher at the front provides a role model, in the middle provides initiative and at the back provides encouragement or motivation (Darman et al., 2024).

As a professional, a teacher should be able to understand students well. The teacher's understanding of students includes the teacher's understanding of the stages of student development, potential, and other problems relating to students in the learning process they experience (Sopandi & Andina Sopandi, 2021). Therefore, a teacher must be able to create a pleasant learning atmosphere by applying effective methods and attracting students' interest in learning.
Based on researchers’ observations in class, The lesson was attended by 23 students. In the apperception activity, the teacher asked questions. Of the 23 students, only 2 dared to answer, while the others did not dare to express their thoughts. The teacher divides the students into groups. The students who presented their group work were active, but in terms of feedback, only a few people were involved, the others were busy themselves, and some were disturbing their friends.

This situation does not guarantee that students will understand the material being taught. Apart from that, the results of interviews conducted with students, namely BS (2 August 2023), said that he did not like studying history because he only remembered past events. Low student motivation to learn also results in students not being active in asking questions, either because they are afraid or because they don’t know what they want to ask. Lack of student involvement causes low history learning outcomes. This is supported by the students’ initial pretest scores before the cycle actions were implemented. The following are the results of the students’ initial pretest in history subjects.

### Table 1.1 Percentage of Completeness of Students' History Learning Results in the Initial Pretest of Learning for the New Academic Year 2023/2024 Class XI-IPA-3 Binjai Methodist High School

<table>
<thead>
<tr>
<th>Class</th>
<th>Amount Student</th>
<th>Student scores above 75</th>
<th>Student’s score is below 75</th>
</tr>
</thead>
<tbody>
<tr>
<td>XI-IPA-3</td>
<td>23</td>
<td>6</td>
<td>26 %</td>
</tr>
<tr>
<td></td>
<td>Many students</td>
<td>Percentage</td>
<td>Many students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17</td>
<td>74%</td>
</tr>
</tbody>
</table>

From the table above, it can be seen from the initial pretest results of the odd semester learning for class. Based on the problems stated above, the researcher found a solution to the case above, namely implementing a snowball-throwing cooperative model. According to Aris Shoimin (2014: 174), with the application of the snowball throwing model, group discussions and interactions between students from different groups enable the mutual sharing of knowledge and experience in an effort to solve problems. Researchers think the snowball-throwing learning model can overcome this problem.

**METHODS**

This type of research is called classroom action research (PTK). (Taniredja et al., 2010) said that the aim of PTK is to solve real problems that occur in the classroom and increase teachers' real activities in their professional development activities. The PTK procedure, according to Kurt Lewin in Kunandar, consists of four stages: planning, action, observation and reflection. This research was carried out at Binjai Methodist High School.

The research was carried out for 5 months, namely from June to October 2023. The subjects of this classroom action research were students in class XI-IPA-3 at Binjai Methodist High School for the 2023–2024 academic year, with a total of 23 students. The object of this research is history learning through the application of the snowball-throwing cooperative learning model. Data collection methods include observation and testing. The data collection instruments in this research consisted of(Sugiyono, 2013):

1. Data collection tools
   - Observation Observation is the observation of an object that is focused on certain behaviors (Daryanto, 2011).
   - Test In this research, researchers will carry out tests to measure students' learning outcomes at the end of each lesson.
   - Field Notes Field notes are the teacher’s daily notes, containing recordings of progress in carrying out learning tasks (Daryanto, 2011). In this research, field notes contain unrecorded things made by colleagues.
2. Data Validity
   - Item Validity In (Purwanto, 2010), to determine the level of validity of instrument testing, one method that is widely used is to use the product moment correlation formula, namely:
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Formula:

\[
\sqrt{\frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sum X^2 - \frac{(\sum X)^2}{N} \times \sum Y^2 - \frac{(\sum Y)^2}{N}}}
\]

Information:
- \(n\) : Number of students (test takers)
- \(\sum X\) : Total Number of Variables
- \(\sum Y\) : Total Number of Variable Y
- \(\sum X^2\) : Square of the Total Number of Variables
- \(\sum Y^2\) : Square of the Total Number of Y Variables
- \(\sum XY\) : Multiplication result of the total number of variable X and variable Y

From the results of testing the instrument on questions in cycle 1, with a total of 15 questions, there were 9 valid questions and 6 invalid questions. The test results in cycle 2 showed that there were six valid question items, while nine were invalid (Bambang Sudaryana et al., 2022).

- **Question Difficulty Level**
  In analyzing the level of difficulty of the questions, it is necessary to determine the proportions in the easy, medium and difficult categories. According to Zainal (2013:270), the calculation of the proportion of difficulty levels of questions distributed normally can be adjusted, namely difficult questions (25%), medium questions (50%), easy questions (25%) or difficult questions (20%), medium questions (60%), easy questions (20%), or difficult questions (15%), medium questions (70%), and easy questions (15%).
  The formula for finding the difficulty level of a question

  \[P = \frac{\beta}{JS}\]

  - \(P\) = difficulty index
  - \(\beta\) = the number of students who answered correctly
  - \(JS\) = total number of students taking the test

**DISCUSSION**

Classroom Action Research (PTK) was conducted by researchers at Binjai Methodist High School for the 2023–2024 academic year from August to October 2023. Researchers applied the snowball throwing type in each cycle. According to (Nurfirdaus et al., 2019), the snowball throwing-type learning model is a development of the discussion learning model and part of the cooperative model. The following are the student learning outcomes from pre-cycle to cycle implementation:

<table>
<thead>
<tr>
<th>Implementation</th>
<th>Complete</th>
<th>Percentage</th>
<th>Not Completed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pra siklus</td>
<td>6</td>
<td>26%</td>
<td>17</td>
<td>74%</td>
</tr>
<tr>
<td>Siklus I</td>
<td>9</td>
<td>39%</td>
<td>14</td>
<td>61%</td>
</tr>
<tr>
<td>Siklus II</td>
<td>18</td>
<td>78%</td>
<td>5</td>
<td>22%</td>
</tr>
</tbody>
</table>
The graph above shows the increase in student learning outcomes in each cycle. Therefore, the application of the snowball throwing model can be said to be successful in improving student learning outcomes, so the snowball throwing bus model is used as a reference that teachers can use to stimulate students' enthusiasm for learning and improve student learning outcomes.

Before implementing the Snowball Throwing type cooperative learning model, an initial analysis of student pre-test learning outcomes was carried out. Data collected includes conceptual understanding, analytical skills, and retention of historical information from previous pre-tests. This analysis provides a preliminary picture of students' levels of understanding and achievement before the intervention. The Snowball Throwing type cooperative learning model is applied in the history learning process in class XI at Binjai Methodist High School. Teachers facilitate group activities where students share knowledge, solve problems together, and create a deeper understanding of the historical material being studied.

During the learning process, continuous monitoring of student participation, the level of interaction between students, and their individual progress in achieving learning goals is carried out. Formative evaluations are conducted periodically to evaluate the effectiveness of the learning model and identify areas where improvement is needed. After the learning period using the Snowball Throwing model, student learning outcomes were re-measured using a post-test. This test is designed to cover the same aspects as the pretest so that valid comparisons can be made.

Post-intervention learning outcome data was compared with pre-test learning outcome data to evaluate the impact of the learning intervention. Appropriate statistical analyzes were performed to determine whether the differences between the two data sets were statistically significant. The results of the analysis show a significant increase in student learning outcomes after implementing the Snowball Throwing cooperative learning model. This improvement was manifested in an increase in students' average scores in the post-test and also in the qualitative evaluation of students' understanding of historical material.

Based on these findings, it can be concluded that the application of the Snowball Throwing type cooperative learning model effectively improves student learning outcomes in history learning. The implications of these findings can be the basis for developing more effective learning strategies in the future and improving the quality of education in these schools.

**CONCLUSION**

Classroom Action Research (PTK) with the title "Improving History Learning Outcomes for Class Bataaf and British Colonialism in Indonesia", produced proven results in the initial situation, the average student score was 55.4, then cycle 1 was carried out, the class average rose to 61 and rose again in cycle 2 with an average score of 80.3 . The number of students who reached the KKM in the pre-cycle was 6 (26%) students, after the action in cycle 1, students who reached the KKM increased to 9 (39%) students, then in cycle 2 there was also an increase in student scores, namely to 18 (78% ) student. This increase in learning outcomes cannot be separated from careful planning, teacher skills and student cohesiveness in their groups. Therefore, it can be concluded that the application of the snowball throwing type cooperative learning model can improve student learning outcomes, especially in history subjects.
REFERENSI


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