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APPLICATION OF SNOWBALL THROWING TO IMPROVE THE LEARNING OUTCOMES OF SOCIAL SCIENCE (IPS) GEOGRAPHY OF STUDENTS IN GRADE VIII C MUHAMMADIYAH 1 JUNIOR HIGH SCHOOL SUKOHARJO IN THE ACADEMIC YEAR 2017/2018

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ABSTRACT

This study aims to improve the learning outcomes of IPS geography through Snowball Throwing cooperative learning methods for students in grade VIII C Muhammadiyah 1 junior hihg school Sukoharjo in the academic 2017/2018. This from of research is classroom action research conducted in two cycles each cycle consisting of two meetings, with four stages of research : Planning, Implementation, Observation and Reflection The subjects of this research were VIII C grade students of Sukoharjo Muhammadiyah 1 Junior High School in the academic year of 2017/2018. With a total pf 21 students. Data collection techniques used were observation, interviews, tests and documentation. The data analysis used in this research was qualitative deaccriptive analysis.The results of this study are to improve the learning outcomes of geography ips social science.This is shown in the learning outcomes of students before and after applying Snowball Throwing model cooperative learning, namely the learning outcomes of students who get KKM scores of 38,09 % increases to 52,38 % in cycle 1 and another increases in cycle 2 to 86,70 % from before. Based on the results of this study it can be concluded that with application of Snowball Throwing Cooperative learning model can improve learning outcomes of IPS geography for students in class VIII C Junior High School Muhammadiyah 1 Sukoharjo in the academic year 2017/2018.

Keywords: Learning Outcomes, *Snowball Throwing*

A. INTRODUCTION

In today's learning activities, a teacher must be more creative and innovative in teaching, for students in this age besides they are critical thinking they also have many obstacles in learning such as lack of enthusiasm and activeness of students in learning. This is caused by the learning method that has done by teacher only tending to use lecturing, questioning and giving assignments that are less to activate the students.

The activities of students in learning have a significant role that can influence the success of student's learning. The activities of students in the learning process are a kind of activities which include the activeness of students in following lessons, asking questions about subject matter which is unclear, noting, listening, thinking, reading, discussing and all the activities carried out that can support learning achievement. All these things cannot be separated from selection of the exact learning model because it also will affect the level of understanding of students in receiving subject. The focus is especially for Social Science subjects that have a lot of material especially Geography subjects.

According to (IGI: 1998) (in K. Wardiyatmoko, 2013:7). Geography is the study that learns the similarities and the differences phenomena in the geosphere (earth) with environmental (ecological) and region (regional) in the context of space. Geography is a field of science that combines various discipline so that it becomes a comprehensive study (K. Wardiyatmoko: 8). Almost the knowledge of the earth and human activities are studied in Geography, both abstract and concrete, so teacher must be able to choose a strategy so that students can be actively involved in learning both mentally, physically and socially in the hope of improving student learning outcomes especially IPS-Geography subjects.

The completeness of Social Science-Geography learning in grade VIII C of Muhammadiyah 1 Junior High School Sukoharjo in the academic year

of 2017/2018 was 38.09% or 8 students who reached KKM and 60.90% or 13 students who had no reached KKM yet. There are several weaknesses that affect the low learning outcomes of these students. These weaknesses: 1. There are students who make a scene when the learning process takes place so that it disturbs other students, 2. Students do not pay attention to what is explained, 3. Some of students are difficult to be invited to discuss, 4. Students are less interested in learning, 5. Talking to their friends at the table.

The Snowball Throwing model has an element of play, so it is expected that by using this model can be increasing the activeness of students in learning and understanding the subjects. The *Snowing Throwing* model can overcome the saturation of students in learning activities. As for the advantages of the strategy of *Snowball Throwing* cooperative learning according to Jumanta Hamdayana (2014: 161) is a) the learning atmosphere becomes fun because students like playing by throwing paper balls at other students, b) students get opportunity to develop thinking skills because they are given the opportunity to make questions and it is given to other students, c) making students are ready with various possibilities because the students do not know what kind of questions their friends made, d) students are actively involved in learning, e) educators are not too bothered to make media because students are directly involved in practicing, f) learning becomes more effective, g) cognitive, affective and psychomotor aspects can be achieved.

Snowball Throwing learning requires students to work alone and collaborate with others, so students must master the lessons explained and be ready to accept questions from other friends so that they will not make noisy during the lesson. In this method, it optimizes the participation of students with other students and increases the learning interest of students.

With the model of cooperative learning, the *Snowball Throwing* model is expected to increase the learning outcomes of the IPS-Geography study field. According to Perucha (2014: 3) the *Snowball Throwing* model combines communicative, integrative approaches and process skills. The activity of throwing a ball of this question will make group dynamic because the activities of students not only think, write ask or speak but they also do physical activities which are rolling up the paper and throwing it at other students, so each group member prepares himself because in turn they have to answer the question from his friend on a paper ball.

B. RESEARCH METHOD

This research is Classroom Action Research, the type of research conducted is in the form of Classroom Action Research (CAR) which is the research conducted in the classroom with the provision of actions and aims to fix and improve the learning quality.

As stated by Suharsini Arikunto (2002) that Classroom Action Research consists of 3 words: Classroom + Class + Research. Research is looking at objects using rules, specific methodologies to obtain data or information that is useful to improve the quality of things that attract interest systematically and are important for researchers. The research is an activity movement that is intentionally carried out with a specific purpose in the form of a series of activity cycles. Class is a group of students who receive the same lesson from the teacher in the same period.

Classroom Action Research consists of a series of four activities carried out in a repetitive cycle, the four activities that exist in a cycle are: a) problem's identification, b) Planning, c) action, d) observation, e) reflection. These can be described as:

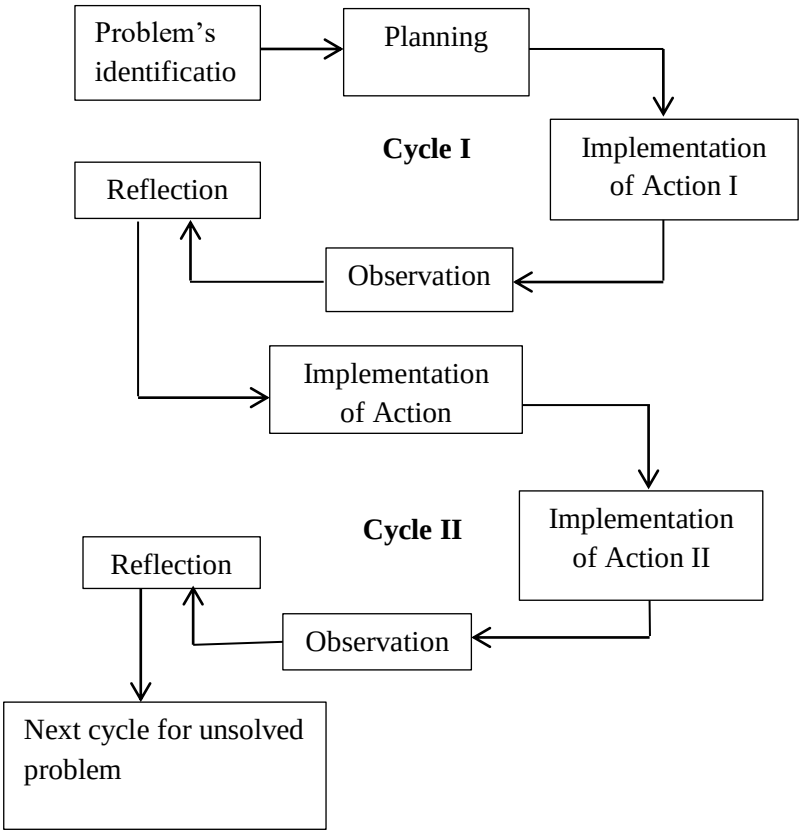

Figure 1. Classroom Action Cycle Ridwan Abdul Sani and Sudirman (2007: 26)

The subject of this study was grade VIII C of Muhammadiyah 1 Junior High School Sukoharjo in the Academic Year 2017/2018 which consists of 11 male students and 10 female students. The object of research is the learning outcomes of students in IPS-Geography subjects. The consideration used in this study is the value of the mid of odd semester which shows a low score on IPS-Geography subjects.

The data collection techniques used in this study were observation, documentation and test. According to Sutrisno Hadi (1986) (in Sugiyono, 2010: 145) suggests that observation is a complex process, a process composes of various biological and psychological processes. Two of the most important things are the processes of observation and memory. 1)

Observations carried out in this study are direct observation where the researchers observes and records the object as direct, it is grade VIII C students of Muhammadiyah 1 Junior High School Sukoharjo in social studies learning by applying the *Snowball Throwing* Cooperative Learning Model. 2) Documentation is the method of retrieving data obtained through documents (Ismail, 2011: 107). Document is a record of past events. It can be in the form of writing, image and monumental work from someone. Moreover, document is done to strengthen the data obtained in observations including about taking pictures when teacher explains social studies learning to students with *Snowball Throwing* learning model and in the form of written documents, such as a list of initial grades, a list of student grades. 3) According to Uno, Sofyan and Candisa about Tests (2001: 62) in Suwarto (2008: 1) was a stimuli given to someone with the intention of getting answers that can be used as a basis for getting score scores, and other tools are used to measure skill, knowledge and intelligence. Tests in this study were conducted to measure how much basic ability it was. After that, Tests are given to students individually to find out the cognitive abilities of students and to measure or give numbers to the learning process of students towards the level of mastery of materials.

In the research, it was conducted by testing validity of the data, testing validity of the data in the study often only emphasized validity and reliability. In quantitative research, the main criteria for the research results are valid and objective. In this study, the researcher used triangulation technique to test the data validity. Sugiyono explained triangulation in this credibility testing as data checking form several resources. Sugiyono (2013: 373) triangulation technique can be: 1) Triangulation resource is the data aggregation technique which is similar to obtain the data from different resources with the same technique. The source of data aimed is the result of teacher's interviewing before and after

studying process IPS by using *Snowball Throwing* learning model. The observation which is done by researcher and the testing of value result before conducting the action, value cycle I and value cycle II. Then, the result value of observation and test value is compared to be processed and analysed so that it can produce a conclusion that there is a courage of learning process of IPS students grade VIII C Muhammadiyah 1 Junior High School Sukoharjo, 2) Triangulation technique is a similar collecting data by using different collecting data to be focussed on the source of data which is similar to test the validity of its information. The researcher uses observation, interview and documentation model, the interview is conducted with students of grade VIII C Muhammadiyah 1 Junior High School before and after the action, then the researcher uses test model which is conducting at cycle I and cycle II. The obtained data is through the different data collection Model then it can be concluded about the result of learning IPS in students grade VIII C Muhammadiyah 1 Junior High School Sukoharjo.

Data analysis method, in a study data validity is needed so that the data contained in the study can be accounted for. In this study, researchers used quantitative technique which is quantitative data in the form of cognitive learning outcomes of IPS subjects, analysed by using descriptive analysis techniques by determining mean or mean. Calculating the percentage of completeness of learning used the following formula:

$$\text{Classical completeness} = \frac{the\ complete\ number\ of\ students}{the\ amont\ of\ students}\ x\ 100\ \%$$

C. RESULTS and DISCUSSIONS

1. Description of Initial Conditions

In the initial conditions before the research was conducted, learning Social Science (IPS)-Geography in grade VIII C Muhammadiyah Junior High School 1 SUKOHARJO 2017/2018 school year still using conventional methods of lecture and reading. IPS Geography learning in grade VII C Muhammadiyah 1 Junior High School Sukoharjo is still (*teacher-centered*), teachers are the center of learning by actively delivering subject matter while students are only passive listening. With this method students have difficulty understanding the subject matter so that the learning outcomes of IPS Geography at mid semester II grades are low. Based on the observation of researchers, data obtained from IPS Geography learning outcomes, especially on social deviation control material in grade VIII C Muhammadiyah 1 Junior High School Sukoharjo 2017/2018 academic year in the initial conditions can be seen in the following table.

Table 1. Learning Outcomes of Students in the Initial Conditions

1.	The highest value	78
2.	The lowest value	57
3.	The average value	69,6
4.	Completeness	8 people (38,09%)

Based on the data of in the initial conditions above, it is obtained the fact that the average score of IPS Geography learning outcomes of grade VIII C Muhammadiyah 1 Junior High School Sukoharjo 2017/2018 academic year is 69.6 and it is still far below the KKM value set in IPS Geography lessons. The highest value of students is 78, the lowest value of students is 57, and the number of students who achieve mastery learning is 8 students (38.09%).

2. Cycle Action I

The results of the observation during the action of the first cycle showed that the teachers and students were able to implement *Snowball Throwing*

well. The teacher is able to guide students in carrying out the stages of the *Snowball Throwing* method and students are able to follow instructions and directions from the teacher. Some of students have been able to discuss the group well and be able to express their opinions, but some students are still passive and just stay quite during the discussion activities, some students also look out of focus, lack concentration and even busy themselves. Another problem that occurs in the first cycle is the problem of time management. Students pay less attention to time constraints, so they are too engrossed in answering questions. After the written test was carried out at the third meeting of the first cycle, the learning outcomes of students were obtained were obtained as follows:

Table 2. Learning outcomes of cycle I of Students

1.	The highest value	86
2.	The lowest value	53
3.	The average value	72,7
4.	Completeness	11 people (52,38 %)

In the first cycle the teacher has carried out learning by applying the *Snowball Throwing* model in IPS Geography learning in grade VIII C of Muhammadiyah 1 Junior High School Sukoharjo. Based on the data of the first cycle above, it was obtained the fact that the average score of IPS Geography learning outcomes of grade VIII C students of Muhammadiyah 1 Junior High School Sukoharjo 2017/2018 academic year was 72.7 still lower than KKM value set in IPS Geography lessons. The highest score of students was 86, the lowest score of students was 53 and the number of students who achieved mastery learning was 11 students (52.38%).

Based on the above data in general the learning outcomes of students showed an increase. The increase showed in the highest value of students increased from 78 to 86, the average value increased from 69.9 to 72.7 and the number of students who achieved complete learning also increased to 8

students (38.09%) to 11 students (52.38%). However, the lowest score of students showed a decline, from 57 to 53. The decline in the lowest value was effected when students working on the written test cycle I lacked concentration. Even though IPS Geography learning outcomes of grade VIII C students of Muhammadiyah 1 Juniot High School Sukoharjo 2017/2018 academic year in the first cycle have shown improvement, but they had not succeeded in meeting the criteria of performance indicators in this study. The average value of students is still low the KKM value and learning completeness of students has not reached 80%. So, the researcher decided to continue the second research cycle while it is still applying *Snowball Throwing* model with improvements to the problems that occurred in the first cycle.

The results of the observation during the second cycle of action showed that the teacher and students were able to implement the *Snowball Throwing* method very well. The teacher is able to guide and direct students in the implementation of IPS Geography learning through the application of the *Snowball Throwing* model. Learning takes place dynamically, and all students are actively involved in discussion activities. All the students follow instruction and directions from the teacher well. Also, all the students have been able to discuss the group well and be able to express their opinions during discussion activities. After the written test, it was carried out at the third meeting of the second cycle, and the data on the student learning outcomes were obtained as follows:

Table 3. Learning outcomes of Cycle I of Students

No	**Deskripsi**	**Hasil**
1.	The highest value	90
2.	The lowest value	70
3.	The average value	81,5
4.	Completeness	18 people (85,70 %)

In the second cycle, the teacher carried out learning by applying the *Snowball Throwing* model in IPS Geography learning in grade VIII C of Muhammadiyah 1 Junior High School Sukoharjo. Based on the data in the second cycle above, it shows that the average score of IPS Geography learning outcomes of grade VIII C students of Muhammadiyah 1 Junior High School 2017/2018 is 81.5 above the KKM score set in IPS Geography lessons. The highest value of students is 70, and the number of students who achieve mastery learning is 18 students (85.70%) The average value, the highest value, the lowest value, shows the increase in the second cycle

Students learning outcomes are measured through the post-test given at the end of each lesson, Cycle I and Cycle II. During the Pre Cycle before the action was taken the student learning outcomes were 38.09%. At the end of the first cycle the percentage rose to 52.38% and at the end of Cycle II it increased to 85.7% Students activities are recorded through the student activity observation sheets, both in Pre Cycle learning, Cycle I, and in learning in Cycle II. At the time of learning in the Pre Cycle, the percentage of student activity was 72%. In Cycle I learning there was a significant increase to 76.7%. While in Cycle II its activity increased to 86.7%. Teacher activities are also recorded through teacher activity observation sheets, such as evaluating student's activities. The point is to find out the teacher's ability to manage the class. During the Pre-Cycle learning, the percentage of teacher activity was 76%. In Cycle I learning has increased to 78%. While in the Cycle II it also increased to 85%. A summary of the results of the action clearly can be seen in following table.

Table 4. The Increase Learning Result of Students from Initial Condition, Cycle I and Cycle II

Description	**Initial Condition**	**Siklus I**	**Siklus II**
Action	Apply the method of lecture learning and reading in IPS Geography	Apply *Snowball Throwing* model in learning IPS Geography	Apply *Snowball Throwing* model in learning IPS Geography
The highest value	78	86	90
The lowest value	57	53	70
The average value	69,6	72,7	81,5
Completeness	8 people (38,09%)	11 people (52,38%)	18 people (85,70%)

From the empirical data above shows that in the initial conditions the teacher still uses the lecture method and reads in IPS Geography learning in grade VIII C Muhammadiyah 1 Junior High School Sukoharjo. The average value of IPS Geography learning outcomes grade VIII C students of Muhammadiyah 1 Sukoharjo is 69.6% and it is still lower than the KKM value set in IPS Geography lessons. The highest value of students is 78, the lowest value of students is 57, and the number of students who achiev mastery learning is 8 students (38.09%)

In the first cycle the teacher has carried out learning by applying the *Snowball Throwing* model in IPS Geography learning in grade VIII C of Muhammadiyah 1 Junior High School Sukoharjo. Based on the data of the first cycle above, it is obtained the fact that the average value of IPS Geography learning outcomes of grade VIII C students of Muhammadiyah 1 Junior High School Sukoharjo in the school year 2017/2018 is 72.7 still below the KKM value set in IPS Geography lessons. The highest value of students is 86, the lowest value of students is 53, and the number of students who achieve mastery learning is 11 students (52.38%).

In the second cycle the teacher carried out learning by applying the *Snowball Throwing* model in IPS Geography learning in grade VIII C of Muhammadiyah 1 Junior High School Sukoharjo. Based on the data in the second cycle above, it shows that the average value of IPS Geography learning outcomes of grade VIII C students of Muhammadiyah 1 Junior High School Sukoharjo 2017/2018 academic year is 81.5 above the KKM value set in IPS Geography lessons. The highest value of students is 90, the lowest value of students is 70, and the numberof students who achieve mastery learning is 18 students (85.70%).

Empirical data from the research results prove that through cooperative learning the *Snowball Throwing* model can improve IPS learning outcomes of Muhammadiyah 1 Junior High School Sukoharjo in the academic year 2017/2018. Improved learning outcomes are shown in the average value and completeness of learning students. The average value increases from the initial condition, the average value of students from the initial conditions only 69.9 increases in the first cycle to 72.7 and increases again in the second cycle to 81.5. The learning achievement of students increased from the initial conditions to only 38.09% to 52.38% in the first cycle and increased again to 85.70% in the second cycle.

D. CONCLUSION

1. Conclusions

The results of this study are through cooperative learning *Snowball Throwing* model that can improve IPS learning outcomes in grade VIII C students of Muhammadiyah 1 Junior High School Sukoharjo in the academic year 2017/2018. The increase in learning outcomes is shown in the average value and completeness of learning of students increased from the initial conditions only 38.09% to 52.38% in the first cycle and increased again to 85.70% in cycle II.

2. Implications

From the results of this research, the implications of this study are :

1. Cooperative learning *Snowball Throwing* model can be used as an alternative in an effort to overcome the learning problems of students.
2. Cooperative learning *Snowball Throwing* model can be used as a learning method to improve student learning outcomes.
3. Teachers who experience the same problems with researchers can use the *Snowball Throwing* model of cooperative learning as a learning innovation.

3. Suggestions

Some researchers's suggestions include:

1. Teachers who apply cooperative the *Snowball Throwing* model should adjust to the material and conditions of the students.
2. Students should always try to be active in learning in the classroom, so they can improve their learning outcomes.
3. School should facilitate teachers in providing facilities and infrastructure in the classroom. Especially the provision of modern learning media so that students do not feel bored in following the course of the learning process.

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