APPLICATION OF COOPERATIVE LEARNING LEARNING SNOWBALL THROWING MODEL TO IMPROVE THE RESULTS OF HISTORY LEARNING FOR LEARNERS

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This study aims to improve student learning outcomes by contextual learning using the Snowball throwing model of history learning to students in class XII IPS 2 at SMA Negeri 3 Magelang in the Even Semester of the 2019/2020 academic year. The method used is by using Classroom Action Research (CAR). This research uses 2 cycles which include planning, implementation, observation, and reflection activities. In this study the data sources come from observations, document texts, questionnaires, photos and learning outcomes test. The validity of the data in this study uses triangulation, which consists of triangulation of data sources and methods, while the data analysis uses quantitative and descriptive quantitative analysis. The results of this study indicate that the application of the Snowball Throwing method which was developed with discussion models, oral question and answer can improve student learning outcomes. The Snowball throwing learning model was proven to be able to improve student learning outcomes. Constraints faced are using a long time, not all material can be absorbed by students, conditions and situations in using the Snowball Throwing method must be conducive.

KEYWORDS  
Snowball Throwing Method, Learning Outcomes

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INTRODUCTION

National Education is rooted in Indonesian culture and based on Pancasila and Shrimp—the 1945 Constitution mandates efforts to educate the nation's life. The government strives and organizes a national education system regulated by law, namely Law No. 20 of 2003 on the national education system (Undang-Undang, 2003). Education has a goal in achieving it by carrying out teaching and learning in accordance with the mission in carrying it out, it is the school that becomes a formal institution. The objectives referred to include as stated in the Law of the Republic of Indonesia No. 20 of 2003, in chapter 2 of article 3, namely national education serves to develop the ability and form the character of potential learners in order to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Harsela, 2021). That is, it is very noble mission that is expected the results of this formal education.

Education according to (Rizal, 2014) is a process in a time of potentials, abilities, human capacities that are easily influenced by good habits and tools (media) that are arranged in such a way, and used by humans to encourage others or themselves to achieve their set goals. Education as an integral part of people's lives should be able to provide and facilitate for intellectual, skill, and personal social development (Suardi, 2018). Intellectual, social and personal skills are built not only on the basis of ratio and logic, but also inspiration, creativity, emotion and spiritual (Fadillah, 2019). Similarly, ips learning history material is expected to be able to prepare students to achieve educational goals (Sutisna & Ulumiah, 2017). Therefore, it is necessary to learn ips history material that is effective and fun that can increase the motivation and learning outcomes of students.

Learning strategies are needed in supporting the realization of all competencies contained in the Curriculum 2013, one of which is by using the right methods in a learning activity (Zubaedah, 2019). When a teacher teaches in the classroom (class room teaching), the proper use of learning methods can help learners to understand the subject matter (Tayeb, 2017). The material studied can not be seen directly so to know information about the learning object learning method can serve as a modeling of an object (Fahmi, 2021). In addition, the use of various methods in learning can also affect the effectiveness of learning in the classroom (Riyono & Retnoningsih, 2015). Learning strategies are indispensable in supporting the realization of all competencies contained in the Curriculum 2013, one of which is by using the right methods in a learning activity (Ardianto, 2016).

In SMAN 3 Magelang until now has not used the optimal method of learning History. The limitations of the use of historical learning methods and media in this school is one of the causes of the ineffectiveness and low quality of the learning process (Maesaroh, 2014). Teacher activity in teaching monotony, students become quickly bored in following history lessons and less sensitive to problems or events that occur around it, in the end the learning outcomes become low.

Based on the results of the midterm test class XII IPS2 year 2019/2020 students of SMA Negeri 3 Magelang in history subjects showed unsatisfactory results. The average is still below kkm which is 61.52 whereas kkm is set at 65. Efforts that teachers can make to be able to solve the problem, by changing the learning atmosphere through a variety of innovative learning models that are able to achieve targeted learning objectives and optimize the active role of students in the teaching and learning process, so as to maximize
the competitiveness of students through the team in the classroom. One of the uses of learning methods in high school students that is suitable is the Snowball Throwing method (Mukaromah, Maftukhin, & Fatmaryanti, 2013).

This learning will awaken the students’ thinking power so that it is expected to increase the motivation and learning outcomes of students (Sari, Wibowo, & Murwani, 2015). With the application of snowball throwing method, students are expected to become more critical in analyzing historical events. Snowball means snow blob according to John M. Chols in (RESKI, 2021). Throwing means throwing so that the definition of Snowball Throwing is the throwing of snow blobs, where learners make balls out of white paper as snowballs that are then thrown to their friends (Wahyuningsih, 2011). Teachers can upload materials, answer questions online, and ask questions online through the teacher terminal; students can ask questions, publish articles, and online homework through the student terminal; administrators can publish announcements, user management, and courseware management through the management terminal (Zheng & Chang, 2022).

The use of this method matches the characteristics of high school students who love cyberspace in learning, by searching for materials on the internet. This research was conducted at SMA Negeri 3 Magelang which is located in the middle of Magelang City. This school is a school that has a lot of potential, one of which is in students with high NEM input. The application of this method is directed to the context of contextual teaching and learning (CTL). In this learning model, students are expected to be more critical of their environment so that students not only accept what the teacher is saying but express their opinions critically. This learning will awaken the students' thinking power so that it is expected to increase the motivation and learning outcomes of students. With the application of snowball throwing method, students are expected to become more critical in analyzing historical events and generating students’ thinking and analysis (Sylvia, 2019).

At SMA N 3 Magelang until now has not used the optimal method of learning History. The limitations of the use of historical learning methods and media in this school is one of the causes of the ineffectiveness and low quality of the learning process. Teacher activity in teaching monotony, students become quickly bored in following history lessons and less sensitive to problems or events that occur around it, in the end the learning outcomes become low.

Based on the results of daily replays, midterm exams, and semester-end replays of the 2019-2020 school year, students of SMA Negeri 3 Magelang, especially in History subjects, showed unsatisfactory results. The average number of students is still far below KKM which is 61.52 whereas the kkm set at 76. Achievement of Competency Standards and Basic Competencies of History subjects is still under KKM. This of course hinders the achievement of the objectives of the History subjects themselves. To overcome the low learning outcomes history is pursued by using snowball throwing learning methods that are expected to be more interesting and meaningful learning process because students are actively involved in the learning process, until activities and learning outcomes can be improved.

This research is very important to be conducted in order to analyze the extent to which this snowball throwing method can support students’ understanding in history subjects at SMA N 3 Magelang. Previously similar research has also been conducted by (Rahayu, 2012) with the title Application of cooperative learning snowball throwing learning model to improve student learning outcomes and learning activities in excellent service subjects. The results showed that the implementation of cooperative learning model Snowball Throwing conducted in the subjects of Excellent Service students of
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grade X Marketing SMK Muhammadiyah 2 Malang is good. Based on the findings of the study, it can be suggested that in applying the Cooperative Learning Snowball Throwing model can be an alternative method in improving students' learning outcomes and learning activities.

RESEARCH METHODS

Research methods include quantitative descriptive research, based on the results of research including the type of Applied Research. The research time from January to April 2020 was at SMA Negeri 3 Magelang. Mapping Basic Competencies, selecting fields, study topics or research titles based on studies in learning, describing KD into indicators according to the theme and developing syllabus and RPP, conducting trials, data retrieval and analyzing the results of data obtained, drawing conclusions and compiling research reports. Technical data analysis used in this study is quantitative descriptive analysis. The data obtained from the questionnaire, and the student's learning achievement test before and after the action is then analyzed and made percentage.

The amount of data that must be collected includes:

a. In the initial conditions: in the form of student learning outcomes which are a description of the initial conditions before conducting research

b. In cycle I: in the form of learning outcomes in cycle I, and other findings found in the implementation of cycle I

c. In cycle II: in the form of learning outcomes in cycle II, and other findings found in the implementation of cycle II

Sources of data collected in the study in the form of two types of data.

a. Qualitative data, namely student activities during the implementation of learning with a process skills approach

b. Quantitative data, namely learning outcomes obtained from giving a written test at the end of the cycle.

The data source is in the form of documents from the daily results of students from class XII IPS 2 at SMAN 3 Magelang for the 2019/2020 school year, both in the initial conditions and after the implementation of cycle I and cycle II.

RESULTS AND DISCUSSION

A. Description of Initial Condition Data

History learning process in the initial condition before using the learning models using only lecture and question and answer methods alone is less attractive to learners, as a result of which students are less excited, less attentive, lack of focus, ram, itself, followed by low learning outcomes. In history learning is very necessary learning methods that invite active learners, so it is expected that history lessons can attract the attention of students. As in the picture below that describes the condition of class XII IPS 2, there are some students who chat with their friends, some are sleeping in the picture Alamsyah Luhur Pambudi with a value of UH 1 48 and Firda Zalfa Safana with a value of UH 1 58 and Annabela Assyfa Wibowo with a value of UH 1 66 and Syarifah Norma Kurniawati with a value of UH 1 44, there is also a fun itself even some sleep / dlosor he bernama Rhesa Albinhassan Philoro, as for his UH 1 value 59. Although there is some seriously fun learning such as Dhea Pramesti Wardani with a value of UH 1 77, Farich Maula Shidana with a value of UH 1 35, Ervina Dwi Anggraeni witha value g UH 1 68, Ramadhantry Kurnia Dewi 78, Salma Prasantika Amada with a value of UH 1 86, Luthfi
Dinda Shafia with a value of UH 1 66, Valentina Wend Febriyani with a value of UH 1 66, Herlina Andri Astuti
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with a value of UH 1 79. In general, those who are serious about learning the UH score is not so disappointing even though it is still under KKM, but the lack of not much can still be fixed in the next UH. In my judgment, there must be a connection between the spirit of learning and the results of learning. The condition encourages researchers to try to apply the Snowball Throwing learning model that can foster a little bit of learning spirit because it requires students to be active, move away from their seats, be happy, communicate ready to answer questions, which begins with group discussion activities in advance in the hope of an increase in student learning outcomes.

The results of the study in this report consist of two parts, namely the first results/learning achievements measured from the pre-test value and post-test, both the effectiveness of the utilization of snowball throwing method and its impact based on the results of the questionnaire given to the students.

Student activities before learning by Snowball Throwing method

Table 1. Results of Each Aspect In Pre-Cycle

<table>
<thead>
<tr>
<th>Research Aspects</th>
<th>1st Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average student activities that support the quality of learning, such as asking questions, responding, answering, actively involved in learning</td>
<td>57.57%</td>
</tr>
<tr>
<td>Highest score</td>
<td>80</td>
</tr>
<tr>
<td>Lowest value</td>
<td>45</td>
</tr>
<tr>
<td>Grade average</td>
<td>60.30</td>
</tr>
<tr>
<td>Completion of learning</td>
<td>37.5%</td>
</tr>
</tbody>
</table>

Table 2 Pre-Cycle Ballad Results

<table>
<thead>
<tr>
<th>Description</th>
<th>achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest value</td>
<td>28</td>
</tr>
<tr>
<td>Highest score</td>
<td>84</td>
</tr>
<tr>
<td>Average value</td>
<td>64.31</td>
</tr>
<tr>
<td>Value Range</td>
<td>56</td>
</tr>
<tr>
<td>Completion of learning</td>
<td>31 %</td>
</tr>
</tbody>
</table>

Result learning Pre-Cycle can be seen with the following graph:

![Pre-Cycle learning results diagram](image-url)
B. Action Activities

1. Cycle I
   a. Learning
      Before starting something, whatever it is there must be planning even planning can determine whether or not an action or work is successful, although planning is not the only determinant of success. In the Planning prepared steps, how to achieve its success, while in the learning in question planning is to compile the Educational Calendar, Details of Effective Week (RPE), Prota, Promes, SKL, Syllabus, RPP, KKM, preparing kbm journal, attendance list, value list.
   b. Implementation of Learning
      The steps are as follows
      1. Aperception Planning
         Introductory Activity (5 minutes)
         To start the learning activities, researchers perform the following steps:
         a) Teachers open learning with prayer together
         b) The teacher observes the condition of the learner by observing his presence
         c) The teacher conveys the learning objectives
         d) Ask some questions about the new order
         e) Teachers motivate the need for deliberation
         f) The perception opens the learning with the question "What is the Reformation"?
      2. Core Activity Planning
         Core Activities (80 minutes)
         Exploration: In exploration activities, teachers:
         • Accompanying students to search for material from the source book, librarytakaan and the internet.
         • Give learners the opportunity to ask questions.
         Elaboration: In elaboration activities, teachers:
         • Delivering material in outline
         • Accompanying students for the application of snowball throwing learning model
         With steps:
         a. The teacher delivers the material
         b. Teachers divide students into 5 groups, one group learns / discusses one sub-chapter:
            Group one: about the end of the New Order,
            Group two: on the Background of the Birth of the Reformation
            Group of three: on political, economic, legal and trust crises.
            Group of four: on the chronology of the Reformation
            Group of five: on Demands and reform agenda
         c. The teacher calls the group leader to be briefed according to the discussion material
         d. The chairman of the group explains the material that can be from the teacher to the kelopoknya members, if something is not clearly asked to the research teacher
         e. After completion, each student is distributed a worksheet to write down the question, then the worksheet is rounded like balls
         f. Worksheets that have been written questions, rounded like balls then on the signal of the teacher thrown to his friend
         g. Students who have managed to catch the ball, then one by one open a paper ball containing questions to be answered, if the correct answer gets points, if wrong gets
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the punishment of singing the national anthem together with all students who answer wrong
h. So it is repeated up to 3 times in the hope that students will find 3 questions in the simulation
i. The teacher gives the conclusion
j. The teacher evaluates the activity by commenting as well as giving an assessment of the type of question, the weight of the question and the formulation of sentences made by the learners. Then give an example of the correct arrangement of question sentences.

Confirmation: In the confirmation activity, students:
- Summing up the known things
- Explaining about the unknown.

3. Closing Activity (5 minutes)
   a) Reflection: reflect on the material that has been discussed
   b) Conclusion: together with the students concluded the material that has been discussed
   c) Assignment: preparing the next material: studying the material on Reformation valuation:
      1. Oral tests in the implementation of the Snowball Throwing learning model
      2. Written competency test or daily langan u (35 minutes) attached question
      c. Action Implementation
         In the first cycle of learning is carried out in accordance with the Learning Preparation Plan in kbm
         Cycle I is held on: Wednesday, January 15, 2020.
         Time allocation: 2 hours of lessons (2x Meeting)
         Competency Standards: 2. Analyzing struggles from the New Order to the Reformation
         Basic Competencies: 2.2 Analyzing the Process of Ending the New Order Government and the Occurrence of Reforms
         d. Observation of Cycle Action I
            Observations are made to students during teaching and learning activities with the application of snowball throwing learning model. It paints the findings in the field as an improvement on the next cycle.
            Observe:
            1. Student activities
               Observing the course of discussions between students in a group to complete the task of understanding the material and formulating the question and its answers
            2. Task Group Cycle I
               Menilai the results of group work when demonstrating the Snowball Throwing method by throwing questions at each other
            3. Individual duty cycle I
               Assess students' answers individually
            4. Daily repeat results of cycle I
               Analyze daily repeat cycle I
            5. Student learning outcomes cycle I
               The average taken from group assignments, individual assignments and daily repeats of cycle I is the result of students' learning.

   In general, based on the observation of teachers as History teachers who are also researchers that in the first cycle research has gone smoothly. Learning scenarios with snowball Throwing method that has been prepared by researchers. In the implementation of class action research in cycle I, students are very enthusiastic, excited, active and all participate as shown in the picture below that shows each group chairman gets an explanation from the researcher to be passed on to the members of his group.
However, students still feel confused about the learning scenario that is made too much, this is evidenced by the number of students who ask the teacher about the next steps, whereas previously teachers as researchers have conducted socialization about the methods used in class. This is understandable because during the previous history learning only used lecture methods, while at the time of research students used new methods that searched for material in books or the internet themselves.

Researchers used two observation sheets, including the observation sheet of the student response questionnaire with the use of a new method, *Snowball Throwing*. Questionnaires must be filled by students and reassembled at the end of the lesson. This questionnaire was created to find out how far enthusiastic or motivated students are towards history subjects. Teachers as researchers also prepare observation sheets for teachers that is to assess the success of the implementation of learning in the classroom to assess the activeness of learners in each step of the *Snowball Throwing* learning motto.

In the picture appears the application of the learning model *Snowball Throwing*, learners seem excited, cheerfully trying to catch the balls of questions, there are some throwing ball questions that fall on the floor and they try to find it but some can catch the balls of those questions, so the class seems very lively passionate to immediately know the question. They race to get answers as soon as possible, because they get a score. The class was really lively so it could have been such an event that it was so impressed that what he found at the time was very impressed hard to forget. The child who answers correctly gets a point and there is also a child who answers wrongly so that it gets the punishment of singing a mandatory song.

It can be concluded that based on observations in the implementation of cycle I with *snowball throwing* method can increase student activity. After the research was held Class Action obtained the following results:

<table>
<thead>
<tr>
<th>Research Aspects</th>
<th>3rd Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average student activities that support the quality of learning, such as asking questions, responding, answering, actively involved in learning</td>
<td>75.5%</td>
</tr>
<tr>
<td>Highest score</td>
<td>85</td>
</tr>
<tr>
<td>Lowest value</td>
<td>50</td>
</tr>
<tr>
<td>Grade average</td>
<td>70.39%</td>
</tr>
<tr>
<td>Completion of learning activities</td>
<td>67.5%</td>
</tr>
</tbody>
</table>
Table 4. Learning Outcomes Cycle 1

<table>
<thead>
<tr>
<th>Description</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest value</td>
<td>30</td>
</tr>
<tr>
<td>Highest score</td>
<td>85</td>
</tr>
<tr>
<td>Average value</td>
<td>66.28</td>
</tr>
<tr>
<td>Value range</td>
<td>55</td>
</tr>
<tr>
<td>Completion of learning</td>
<td>66 %</td>
</tr>
</tbody>
</table>

The results of The Cycle I study can be seen with the following graph:

![Cycle 1 learning outcome diagram](http://eduvest.greenvest.co.id)

Figure 3. Cycle 1 learning outcome diagram

e. Reflection Cycle I

Based on the observations and evaluations during the implementation of cycle I, there are several important things that need to be considered and improved for the action plan in the next cycle. In the learning activities that have been implemented, teachers have tried to perform well and fulfill all aspects of cooperative learning type *Snowball Throwing*. Dari observation results there are several things that need to be improved in the management of learning, among others: teachers are less motivating students in learning and less guiding the whole group in group activities so that not all students are involved in group activities. Teachers as researchers should give equal guidance to all groups so that no group feels unnoticed and all students are actively involved in learning.

In the learning process there are things that need to be improved for the action plan in the next cycle, namely in cooperative groups, not all students actively work on activities in Iks, especially at the first meeting. Ada one or two students in each group who are less concerned about the activities done by the other friend. In order to anticipate that this will not happen again in the next cycle, teacher guidance should be thorough in all groups and it is expected that there will be an even division of tasks between group members.

Some students still feel confused learning scenarios made too much, this is evidenced by the number of students who ask the teacher about the next steps, whereas previously teachers as researchers have conducted socialization about the methods used in class. This is understandable because during the previous history learning only used lecture methods, while at the time of research students used new methods that searched for material in books or the internet themselves. Then continued learning using the same method in cycle II.

2. Cycle II
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The steps of cycle II:
a. Planning (Planning)

The learning of cycle II actions is prepared based on the results of observations and reflections carried out on the actions of cycle I. Problems that have been identified as reference materials to suckle the Learning Implementation Plan of cycle II actions. The reflection of cycle I is made a plan for improvement in the implementation of learning action cycle II.

Learning in cycle II by applying cooperative learning to the Snowball throwing model on Reformation materials. The goals students intend to achieve can compare each government during the Reformation. The learning time for cycle II is done during 3 meetings including tests.

b. Implementation of Actions

In the second cycle of learning is carried out in accordance with the Learning Preparation Plan, namely conducting Reformation learning. Still using snowball throwing method.

c. Observation

Based on the observations of teachers as researchers cycle II runs better than the previous cycle. The learning scenario with Snowball Throwing learning method that has been prepared by researchers has been done all. Problems in cycle I where students are still somewhat confused by learning steps, teachers and students who are less familiar, learning too fast, groups that lack cooperation.

d. Reflection (reflecting)

The implementation of cycle II runs better than the previous cycle, this cycle goes better because it is possible that some students can answer every question or question written in the paper. Siklus II runs better due to several factors other than improvements from the previous cycle. The first factor comes from the students themselves, namely students begin to get used to and understand the learning methods used by researchers or teachers. This is coupled with teachers conducting socialization before the implementation of the next cycle. Students when carrying out learning without confusionngan, and teachers without giving direction, students already understand the next step in the learning process. The second factor comes from the teacher himself, the teacher with the improvement of the previous cycle becomes more aware of the characteristics of the student, and how to teach well with the Snowball throwin method.

In cycle II teachers have been able to manage learning quite well and students seem to have been able to adapt to cooperative learning. Teachers have been able to generate students' learning motivasi and teacher guidance evenly distributed to all students. Only a small percentage of students appear passive in learning activities both during group work and during implementation. The timing is so good that KBM runs according to the scenario. In this second cycle, teachers have been able to overcome all things that hinder teaching and learning activities by making improvements to some aspects that are still lacking. Secara overall cooperative learning activities are well underway so it can be said that the management of learning activities takes place very effectively.

Table 5. Learning Outcomes Cycle II

<table>
<thead>
<tr>
<th>description</th>
<th>achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest value</td>
<td>35</td>
</tr>
<tr>
<td>Highest score</td>
<td>88</td>
</tr>
<tr>
<td>Average value</td>
<td>69.14</td>
</tr>
<tr>
<td>Value range</td>
<td>45</td>
</tr>
</tbody>
</table>
Completion of learning 83%
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The results of the Cycle II study can be seen with the following graph:

![Cycle II learning outcome diagram](image)

**Figure 4. Cycle II learning outcome diagram**

<table>
<thead>
<tr>
<th>NO</th>
<th>Research Aspects</th>
<th>-2nd action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Average student activities that support the quality of learning, such as asking, responding, answering, actively engaging in learning</td>
<td>96.87</td>
</tr>
<tr>
<td>2</td>
<td>Lowest value</td>
<td>61</td>
</tr>
<tr>
<td>3</td>
<td>Highest score</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Average value of k3elas</td>
<td>87.28</td>
</tr>
<tr>
<td>5</td>
<td>Completion of learning</td>
<td>87.50%</td>
</tr>
</tbody>
</table>

**Table 6. T result Aspec Cycle II**

![Learning Outcomes diagram](image)

**Figure 5. Learning Outcomes**
Based on the results of the research in the table about activities and learning outcomes students obtained data that students' activities in participating in historical learning activities increased. This can be seen from the student learning outcomes of each aspect that experienced a significant increase. If in cycle I the completion of new students reaches 57.57%, crawling up to 96.87%. Likewise, the average daily scoring result of 66 with an average score of 66.28 crawled up to 83 with an average score of 69.14 in cycle II.

C. Discussion

Teachers have performed class actions 2 times the cycle, from the observations that have been made concluded there is an increase in each cycle. The improvement can be seen from the observations of teachers and observation sheets of the Snowball Throwing method. In addition, through tests conducted from the implementation before the action (pre-cycle), at the beginning of the action there is an increase of each implementation of the cycle and at the end of the action (post test). The improvement of student learning outcomes can be seen from the perflashlight of student success each cycle, the average student's score post test each cycle and absorption. Based on this fact there is an improvement in the quality of learning both reviewed from the management of learning, as well as assessment of students' attitudes towards the Snowball throwing learning model. Activities and learning achievements of students in cycle I and cycle II can improve students' competence.
CONCLUSION

Based on the results of research and discussion can be concluded that the implementation of learning history materials using snowball throwing method combined with various types of discussions turned out to make students happier and the results of student learning evaluation each cycle improved, this is seen in the learning outcomes that have improved in each cycle. The use of Snowball throwing learning models can improve learners' learning outcomes. This was demonstrated by the completion of student learning outcomes in the pre-cycle by 34.48%, and after the action there was an increase in cycle I to 65.51%, meaning an increase of 31.03%, then in cycle II increased by 82.75% after the action there was an increase of 17.24%. Students' learning activities before the study averaged 57.57% entered the less active category, then after the research averaged 96.87% entered the category of very active. The use of Snowball Throwing Learning model can increase the history of students of grade XII IPS 2 for Reformation material. The obstacles faced in the study of History materials with the Snowball Throwing method is that more time is needed.

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