

# Implementation of the Snowball Throwing Learning Model to Increase Students' Understanding of Appreciating Equality of Citizens in Class X Accounting at SMK Negeri 1 Kutacane

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**Abstract.** This study aims to determine the increase in students' understanding in respecting the equality of citizens. The subjects in this study were class X ACCOUNTING students at SMK NEGERI I KUTACANE consisting of 20 students in one class of boys and girls. This research was conducted using classroom action research (CAR), which consisted of four stages: planning, action, observation, and reflection. The data analysis technique used in this research is quantitative. Quantitative data obtained from cycle I and cycle II tests. The data were analyzed from cycle I and cycle II. The results showed that there was an increase in students' abilities in direct learning, this showed that the average value of the first cycle was 76 and the second cycle score was 79.5.

**Keywords:** Education, Snowball Throwing, Respect for Equality of Citizens

## I. INTRODUCTION

Education is a very important tool for humans, with education humans can increase their dignity both horizontally with fellow human beings and vertically with the creator. The purpose of education is the desired change in behavior occurs after students learn. In cooperative learning of the Snowball Throwing type, the teacher is only a facilitator and student-centered learning where students are more active because students are more mobile such as discussing, making questions, answering questions and responding to questions answers while the teacher only explains the material in outline and concludes the results. student activities during the learning process takes place. In addition, this model can create a warm and democratic learning atmosphere so students don't feel bored quickly because the learning atmosphere can train students to think analytically and synthetically. Furthermore, using the Snowball Throwing type of cooperative learning model can stimulate students to be more courageous in asking questions, answering questions and responding to a question so that students can also practice equating a perception of answers and responses between different groups. Based on the description of the background of the existing problems, the researcher is interested in conducting research on "The Application of the Snowball Throwing Learning Model as a Learning Evaluation Tool to Increase Student Understanding in the Material of Respecting Equality of Citizens in Class X Accounting at SMK Negeri 1 Kutacane for the 2020/2021 Academic Year".

## II. METHODS

According to Suharsimi Arikunto (2007: 16) classroom action research is carried out at least in 2 successive action cycles. There are several experts who put forward an action research model, but in general there are four stages to go through, namely (1) planning, (2) implementation, (3) observation, (4) Reflection. This research was conducted at SMK Negeri 1 Kutacane. So from the explanations of the experts, the authors determined that the population in this study were all students of Class X ACCOUNTING at SMK NEGERI 1 KUTACANE with a total of 20 students as a sample. The research location used in this study was in class X ACCOUNTING at SMK NEGERI 1 KUTACANE. The school's address is at Jalan Gumpang Jaya, Kec. Babussalam, Southeast Aceh District, Aceh 24651. Data collection in this study was conducted from September to December 2021.

### III. RESULTS AND DISCUSSION

In this study, the data taken consisted of two types, namely test and observation data obtained from filling out a questionnaire carried out by respondents, namely class X ACCOUNTING students at SMK Negeri 1 KUTACANE for the 2020-2021 academic year. After the data is obtained and collected, the next step is to process and analyze the data, which will later be used to carry out hypothesis testing with hypothesis testing criteria.

#### **Planning**

Planning, namely preparing an implementation plan (RPP) that has been prepared according to each meeting.

#### **Implementation (Action)**

At this stage of implementing the action, the process of teaching and learning activities is carried out, where the researcher as an observer will act in observing the learning process and how much it improves the character and behavior of students

#### **Observation (Observation)**

Observations focused on activities during the teaching and learning process and asked students about the problems that had been done.

#### **Reflection**

Reflection is remembering and contemplating an action exactly as it has been noted in observation. Reflection seeks to understand the real processes, problems, issues and constraints in strategic action.

Based on the above stages it can be concluded as follows.

Based on the results of completing student answers on the final test in cycle II, it can be seen in the table below

**Table 1.** Result Of Evaluation Of Cycle II

No	Student 's Name	Number of Questions	Score	Category
1.	Agus Supriadi	20	80	complete
2.	Anisa Dwi Gustiani	20	80	complete
3.	Ara Toniro	20	80	complete
4.	Great Light	20	80	complete
5.	light	20	80	complete
6.	Devin	20	80	complete
7.	Denny Parma	20	80	complete
8.	Fadli Aditya	20	80	complete
9.	Fahmi Pagan	20	80	complete
10.	Hariadi Tempedi	20	80	complete
11.	Juarin	20	80	complete
12.	Muna Warah	20	80	complete
13.	M. Kadapi	20	80	complete
14.	Muhammed Abdulaziz	20	80	complete
15.	Nani Desky	20	80	complete
16.	Patchouli Light	20	80	complete
17.	Risky Aditya	20	80	complete
18.	Susi Santi	20	80	complete
19.	Santa Lestari	20	70	Not Completed
20.	Zairul Pagan	20	80	complete
<b>Amount</b>		<b>400</b>	<b>1,590</b>	
<b>Average Score</b>			<b>79.5</b>	

Information :

Completed = 19 students (85.72 % )  
Not Complete = 1 student (14 .28 % )  
Average Score = 79.5

After learning was carried out in the second cycle stage and then holding an evaluation evaluation, the results of the student test were obtained. Based on existing data, the class average value in cycle II was 79.5. Where there has been an increase in class average scores starting from the first cycle stage, namely: 76 and cycle II obtained an average of 79.5, this has proven to have been an increase of 3.5 from the class average value.

Based on the number of students who have completed the learning process in cycle II, there are 19 students or 85.72 % . this adds that it is no longer necessary to carry out the next cycle. Student learning outcomes in this cycle have experienced classical mastery, namely 80% of students must obtain  $\geq 80$ .

**Table 2.** Final Test Results Of Students In Cycle II

No	Yield Percentage	Completeness Level	Many Students	Percentage of Number of Students
1	$\leq 80$	Not Completed	1	(7 ,14 %)
2	$\geq 80$	complete	19	(92.86%)
			<b>20</b>	<b>100%</b>

#### IV. CONCLUSIONS

Based on the results of classroom action research that has been carried out on the application of civics education in fostering student character and behavior in the learning process carried out for two cycles, several conclusions can be obtained as follows the application of civics education in increasing students' understanding of respecting equality has a positive impact and improves student learning outcomes as indicated by an increase in student mastery in each cycle I (76%) while cycle II (79.5% ). The application of civic education in increasing students' understanding of respecting equality has a positive effect, namely increasing student learning outcomes in learning Civics, this is shown by their enthusiasm. The application of civics education in increasing students' understanding of respecting equality has a positive impact, where more able students teach their less capable friends.

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