Training of Learning Model Snowball Throwing of Teachers at State Elementary School

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Abstract	Article Info
One of the presentations of teaching materials that includes aspects before being and after learning by the teacher which is used directly or indirectly in the teaching and learning process is the snowball throwing learning model. The snowball throwing model is designed like a ball game with the aim of provoking creativity in making questions as well as testing the absorption of the material that has been delivered. The implementation of this community service activity aims to improve the insight and skills of teachers in choosing appropriate learning models during face-to-face learning activities. Partners involved in this community service activity are teachers at State Elementary School No. 173553 Simaremarejae Laguboti-Tobasa , where the activity carried out was training in making questions using the snowball throwing learning model. The results of the training carried out for two days showed that the teachers at State Elementary School No. 173553 Simaremarejae Laguboti-Tobasa is enthusiastic about the material presented and already understands and is able to make practice questions using the snowball throwing learning model.	

INTRODUCTION

According to Puspaningtyas, (2019) ; Parnabhakti & Ulfa, (2020) there is various ability that can developed through math . Ability the could contribute on three dimensions needs child that is for continue education on higher level tall used in life a day day in the neighborhood community, or for support related needs with profession Anderha & Maskar, (2020); Ginting, (2017);Nugroho, (n.d.).

However, the fact in the field not yet in accordance with what is expected . In activity learning still not enough often found existence trend minimize involvement student in the learning process that is dominated by the teacher who caused student more character passive so that student many wait serving by teacher without attempted for complete problem faced _ in learning . Nature students who like this will very take effect to ability solving problem inclined student memorize concepts given by the teacher or written in book without understand meaning and contents , so ability student in solve problem very less .

In the learning process teach many frequent obstacles _ appear good from student party nor party power teacher related with learning model applied. Problem this make the energy teacher realize importance innovate a learning process teach Suhery et al., (2020) ; Hapsari & Fatimah, (2021)

In achieving good learning outcomes optimal which is a manifestation of educational goals, cannot be separated from teacher's role as educator. Then teacher must be competent, skills, creativity, and skills in teaching. To improve learning outcomes better then the researcher introduce learning system "Snowball Throwing" which means snowball throw." We can understand together that the learning model it is a learning model interactive. As for interactive learning it means that the student is very active, student can be said to be subject and object education. From the information above, it can be explain that research is more effective in improving student learning outcomes that is by using the model Snowball Throwing lessons that also has the value of responsibility as well as positive value in everyday life. Snowball throwing is implemented because This learning model creates nice atmosphere in the process learn and motivate students in study. Students will be easy understand basic concepts and ideas more and better with mutual information sharing knowledge (Djahir, 2014).

Based on the description above, it is necessary to choose a learning model that is able to increase student involvement in learning activities and assist students in increasing activities so that good learning outcomes are obtained, especially in the cognitive aspect. The Snowball throwing learning model is an alternative learning model that can be used to overcome this. Because Snowball throwing requires students to be active during the learning process and trains students to be more responsive to receiving messages from others, and conveying these messages to their friends in one group.

One effective way to increase ability understanding draft participant educate is a learning model that can make student easy digest into the his mind related something certain object (material) must selected the most suitable learning model with the goal to be achieved (Hapsari & Fatimah, 2021) . Learning model is the pattern used by the teacher in convey teaching materials while method is pattern systematic work _ for make it easy implementation something activity To use reach specified goal . By because it's a learning model that will used in answer problematic learning this is a Snowball Throwing learning model . Dianto, (2020) ; Diyantari et al., (2020) ; (Isnawan & Zahroni, 2016) .

Features of Snowball Throwing

a) Communicative .

b) System study two direction (teacher and student together _ _ play a role active)

c) Fun

According to Siahaan et al., (2021) ; Gani et al., (2017) Snowball Throwing steps include:

1. Teacher arrives material that will served
2. Teacher shapes group and call each each chairman group for give explanation material .
3. each each chairman group return to group each each
4. Then each each student given one sheet paper work , for write one question what only concerned _ material that has been explained by chairman group .
5. Then paper the made like ball and thrown from one student to other students _ During more less than 15 minutes .
6. After student could one ball/ one question given opportunity to student for answer written question _ in paper the ball shape by alternately .
7. Evaluation
8. Closing

Advantages of Snowball Throwing

a) Train readiness student

b) Mutual give knowledge

c) Creation atmosphere communicative learning .

In accordance with the name , this Snowball Throwing learning model is a learning model that can dig potency leadership participant educate in group and student skills in make and solve combined problem through something game imaginative shape and throwing snowballs .

METHOD

Method which used in activity devotion to Public this is training with use method lecture . and ask answer . Party which involved During activity training is all teacher in State Elementary School No. 173553 Simaremarejae Laguboti-Tobasa . Implementation training conducted two day , that is 24th and 25th _ March 2021. Method this aim for fishing creativity in make question at a time test power absorb material presented _ by chairman group . Because in the form of games , students must conditioned in state relaxed but permanent under control no noisy , chaotic or do troublemaker .

During training , activities which conducted are : 1). Presentation . Conducted on day first training , with explain by theory about the snowball throwing learning model with use powerpoint. 2). Question and answer . Still conducted on day first training, where each teacher could convey the question for discussed together. On the same time also between the teacher and presenter each other share experience about obstacles learning in class . 3) Practice. Conducted on day second training, where each teacher make question each respectively. Previously each teacher has requested for prepare arranged questions _ in accordance Theory learning for next made follow the steps of the snowball throwing learning model .

After activity training done next team To do evaluation for evaluate process beginning until with end implementation activity making question follow the steps of the snowball throwing learning model in make question teachers easy and

understand follow the steps of the snowball throwing learning model. Evaluation conducted with give opportunity to participant training for give advice and input on activities that already take place . The team also opened self for give help if there is things that are not or not enough understood by participant training .

RESULTS AND DISCUSSION

The Snowball Throwing (ST) learning strategy is a learning that was first adopted from a physical game where a lump of sanju is thrown with the intention of hitting someone else. In the context of learning, Snowball Throwing is applied by throwing a wad of paper to designate students who are required to answer questions from the teacher. This strategy is used to provide students with the concept of understanding difficult material and can also be used to determine the extent of students' knowledge and abilities in the material (Huda, 2013).

Snowball etymologically means snowball, while throwing means throw. Snowball Throwing as a whole can be interpreted as throwing a ball snow. In learning Snowball Throwing, a snowball is a piece of paper that contains questions made by students and then thrown to their friends themselves to answer. Snowball Throwing is one model of active learning (active learning) which The implementation involves a lot of students. The teacher's role here is only as an initial direction on the topic of learning and further control over the course of learning. Snowball Learning Model Throwing is also known as the snowball rolling learning model Mohib Asrori (2010).

Model This learning trains students to be more responsive to receiving messages from students another in the form of a snowball made of paper, and convey a message to their friends in one group. Learning with snowball throwing model, using three The application of learning includes: knowledge is built little by little whose results are expanded through a limited context through real experience (constructivism), the knowledge and skills acquired by students are expected not the result of remembering a set of facts, but the result of finding own (inquiry), knowledge that a person has, always starts from "asking" (questioning) from asking students can dig up information, confirming what is already known and directing attention to unknown aspects. In the learning model of snowball throwing strategies for acquiring and deepening knowledge are preferred compared to how much students acquire and remember the knowledge.

Cooperative learning type snowball throwing (ST) or often known as snowball fighting is a learning that was first adopted from physical games where a lump of snow is thrown with the intention of hitting other people. In this type of snowball throwing cooperative learning, the teacher invites students to play by making question balls from crumpled paper, then the paper is thrown from one student to another. Students who get one ball, the teacher asks him to read the question in front of the class and give the answer. This snowball throwing type of cooperative learning model combines

discussion and games, so that it can motivate students to actively participate in learning and not feel bored and bored.

This type of learning requires students to make questions and answer questions in front of the class. Snowball throwing is a development of the discussion method and is part of the cooperative learning model. However, in this method, learning activities are arranged in such a way that the teaching and learning process can take place more pleasantly. With the application of this method, group discussions and interactions between students from different groups allow the sharing of knowledge and experiences in an effort to solve problems that may arise in discussions that take place in a more interactive and fun way (Sukertiasih, 2010).

Learning snowball throwing is a learning method which in its implementation with teacher monitoring, students learn in groups and work together to master the subject matter (Oviyanti, 2013). According to (Rasyid & Side, 2011) the learning process by utilizing the snowball throwing model makes students the center of learning, students actively discuss and solve problems from the questions expressed during the learning process and work on assignments together. The snowball throwing model uses questions as a tool for students' learning activities in class. Questions and answers are a stimulus and activity during the teaching and learning process.

The syntax or steps of the snowball throwing cooperative learning model (Huda, 2011) include: (1) delivering goals and motivation, (2) conveying information, (3) dividing students into groups, (4) guiding work and study groups, (5) evaluation, and (6) reward. The advantages of snowball throwing type cooperative learning are: (1) increasing teacher efficiency in managing creative and fun classes so that learning objectives are expected to be achieved, (2) training students' leadership in groups, (3) training students' confidence in expressing opinions in groups. learning process, (4) encouraging students to be more active and creative in learning, (5) creating an atmosphere of teacher-student interaction and good student-student interaction, and (6) improving student learning outcomes both individually and group (Huda, 2011). The use of the snowballthrowing type of cooperative learning model is expected to attract the attention of students to improve their learning outcomes, so that students will be more active in learning and will create a more conducive learning atmosphere and reduce boredom in the learning process.

The steps for the snowball throwing model according to Aqib are as follows: (1) educators provide explanations to students related to what will be studied, and the achievement of the targeted basic competencies; (2) students are divided into several groups, followed by calling each group leader to provide an explanation regarding the material to be studied; (3) each group leader asked to return to their respective groups, followed by the presentation of the material conveyed by educators to their friends; (4) Each student in the group is given one sheet of work paper, where students are assigned to write down any questions related to the material that has been explained by each group leader; (5) after that, the paper containing the question was clenched into a fist and shaped like a ball (round) then thrown from one student in groups to

other students outside the group for approximately 5 minutes; (6) after the student finds a ball containing a question, he is given opportunity to answer it and write it down on a ball-shaped paper found alternately; (7) a thorough evaluation is carried out by educators; and (8) closing (Aqib, 2013).

Snowball throwing as a learning model has several advantages or advantages because everything involves the participation of students in learning. These advantages according to Kusumawati, et al. are: (1) the active involvement of students in the learning process carried out; (2) existence opportunities for students to develop critical thinking skills because they are given the opportunity to make questions which are then given to other students to answer the question; (3) make students ready with various possibilities because they don't know the questions friends make in what other groups; (d) educators are not too bothered in making learning media because students immediately plunged into practice; (e) learning that is carried out becomes more effective and efficient; (f) attitude aspect, knowledge, and skills of learners can be achieved (Kusumawati, 2017); (g) The learning atmosphere becomes fun because students like to play by throwing paper balls to other students (Hamdayama, 2014).

Besides there are advantages, of course the snowball throwing model is also available have weaknesses or shortcomings. The disadvantages of this model according to Huda in an article written by Kusumawati, et al. are: (1) very successful learning determined by the ability of students to understand the subject matter so that what students mastered is only a little. This can be seen from the question that made by students are usually only about the material that has been explained or something like the examples that have been described; (2) the group leader who is unable to explain clearly well, of course it becomes an obstacle for other members to understand the subject matter so it takes a long time for students to discuss the material lessons (Kusumawati, 2017); (3) no individual quizzes or awards groups so that students when they sit in their groups are less motivated in collaborating, but it is possible for teachers to add giving individual quizzes and group awards; (4) requires use the allocation of learning time is not small; (5) naughty students tend to to make a fuss; (6) classrooms are often noisy due to group formation made by students, not by educators (Kusumawati, 2017).

The purpose of the Results and Discussion is to state your findings and make a result which obtained During activity " Making " training Question with Use The steps of the snowball throwing learning model are : As long as presenter display Theory with use power point seen the teachers of SD Negeri No. 173553 Simaremarejae Laguboti-Tobasa are you serious listen and feel interested on Theory which served .

Figure 1. Present the Theory

On session ask answer , many teacher which show his enthusiasm with ask about things concerning real material _ not enough understood . Next session this also becomes session discussion and share experience between teacher- teacher and presenter During doing activity learning in field .

Figure 2. Q & A and discussion

On session last , that is in day second , each teacher has understand and could make question   use with l step learning model snowball throwing guided _ by presenter and team. Seen teachers State Elementary School No. 173553 Simaremarejae Laguboti-Tobasa SD Negeri No. 173553 Simaremarejae Laguboti-Tobasa very enthusiastic and happy after understand make question use with l step learning model snowball throwing . From result practice making question use with l step learning model snowball throwing , teachers confess that making question use with l step learning model snowball throwing very easy and simple and fun .

CONCLUSION

Activity devotion to Public this aim for increase outlook and Skills teacher in Make Question with easy. Use l step learning model snowball throwing is wrong one easy way and simple in making question more interesting and expected quality results study student increase. During training in progress seen para participant respond with good and capable make question practice use with l step learning model snowball throwing.

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