



DESCRIBING THE RESULTS OF IMPROVING STUDENT LEARNING THROUGH THE APPLICATION OF THE SNOWBALL THROWING METHOD IN FIKIH SUBJECTS

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Abstract

Learning is often carried out ineffectively due to a number of problems that occur. Inappropriate learning methods are also a problem and will affect students' academic scores. This research was carried out because it was motivated by issues or problems, such as the fact that students are still passive rather than active, that some students still feel embarrassed to ask, and that the lack of enthusiasm for student learning is caused by inaccurate techniques or teacher teaching methods and causes small grades and student learning outcomes. Because of this, researchers are trying to apply the snowball throwing method. The purpose of this study is to improve student learning outcomes. Quantitative methods were used in this study by providing a pre-test and a post-test. The research location is in MTsN 1, Bengkalis. Researchers analyzed the research data using the Wilcoxon test and obtained a Wilcoxon test result of 0.000. The terms of this test are $\text{Sig.} > 0.05 = 0.000 > 0.05$, which means that H_0 is rejected and H_1 is approved. In this case, the conclusion is that the snowball throwing method can improve student learning outcomes in class VII fikih subjects at MTsN 1 Bengkalis.

Keywords: *snowball throwing, Fikih subject, and learning outcomes*

Introduction

Education is very important to help shape a person's personality. Therefore, a teacher who can direct learning is clearly needed. Certain responsibilities must be fulfilled by a teacher. To organize strategies to achieve the intended goals, teachers must set instructional goals. Teachers choose, find out, and then apply the best strategies or methods to achieve the desired learning outcomes (Saguni, 2019). In the Big Indonesian Dictionary, the word method is defined as an orderly and well-thought-out way to achieve a goal (in science and so on) (KBBI, n.d.).

Fikih subjects are known as subjects that require active participation from students at the Ibtidaiyah, Tsanawiyah, and Aliyah levels. However, according to researchers' observations in class VII fikih learning at MTsN 1 Bengkalis, there are still several problems, namely: first, during teaching and learning activities, students are still passive rather than active. Some students even find it difficult to accept the material provided because they are not interested in learning and have a tendency to ignore it. Second, the average student, when they want to ask a question, still feels embarrassed; some even make jokes with their friends, which of course has an impact on learning outcomes. Third, the use of ineffective teaching methods during learning, as well as learning habits using conventional learning methods such as lectures and not applying modern learning methods, are the causes of decreasing student enthusiasm for learning (Setiawati et al., 2022).

Based on the background above, there is a gap between what is actually implemented in the field and what should be implemented. Symptoms or problems like the ones above certainly have a big impact on decreasing student learning outcomes. Functioning as a parameter for how well students understand the material that has been taught to them is called learning outcomes. This can be observed in various ways, including daily assessments, grade promotion exams, and semester exam results (Wirda, Yendri, 2020). Due to this, it is very necessary to make a new breakthrough that is relevant to the principles of fikih learning, namely active and effective. Choosing the right learning method must be done and then implemented by educators. In this study, the researcher chose the snowball throwing method, which was deemed suitable for learning fikih. Snowball throwing can be interpreted as throwing snowballs. To learn this method, students write questions on paper, which they then throw to their peers to answer (Hamdayana, 2015).

As time goes by, according to researchers, conventional methods cannot only be applied alone but must be supplemented with methods that support and are effective in learning. It is hoped that the implementation of the snowball throwing method in the learning process can be a solution so that learning becomes effective,

fun, and creative, and students become active so that learning outcomes increase. This research is an expansion of previous studies, which only discussed a certain scope. Based on the problems in the observations that have been made, the researcher chose MTsN 1 Bengkalis with a fikih subject to apply the snowball throwing method in the hope of improving learning outcomes.

This research in education has quite an urgency because, through this research, we can see how influential the application of learning methods other than conventional learning methods is, which are then used as references by teachers and educators to be applied during the teaching and learning process, as well as the development of limited previous research. only in certain contexts. This research focuses on the results of improving student learning through the application of the snowball throwing method in Fikih subjects. In general, if this research has contributed to providing knowledge about the implementation of the snowball throwing method in fikih subjects at MTsN 1 Bengkalis, then this research can be used as a reference or guide for readers who are studying the same problem.

Method

This research is quantitative. In essence, quantitative analysis is the collection of numerical data to understand certain events (Nuryadi, 2020). The quasi-experimental method was applied, and the pre-test and post-test were used by researchers as a guide to learning outcomes. There are 2 classes used: control and experimental classes (Isnawan, n.d.). This research was conducted in February–May 2023 at MTsN 1 Bengkalis. The research target or aim is to improve student learning outcomes. The subjects were fikih teachers and class VII students at MTsN 1 Bengkalis, with a population of 224 students at MTsN 1 Bengkalis class VII and a sample of 62 students. The steps in this research are testing the validity, reliability, and difficulty of the questions. The instrument used was 20 objective questions. This type of objective test is very reliable, quite easy to use, and can show learning outcomes at levels C1–C3 (knowledge, understanding, and application) (Isnawan, n.d.). Then tests and documentation are used to collect data. The normality test and Wilcoxon test were used to analyze the data.

Result and Discussion

1. Implementation of the Snowball Throwing Method in Class VII Fikih Subjects at MTsN 1 Bengkalis

According to Arahman in Jumanta Hamdayana's book, snowball throwing is learning that begins with forming a group and having a group leader who gets an assignment from the teacher. After that, students make questions on paper and form

balls, then throw them to other friends to answer their questions (Hamdayana, 2015).

According to the author, the snowball throwing method can be said to be a fun method in the learning process because this method really requires physical activity, so inevitably, students who previously did not want to learn have to take part in learning using this method. Apart from being fun, of course this method does not ignore the cognitive aspect (knowledge), so that with this method all three aspects of learning can take place at once, namely the cognitive, affective, and psychomotor aspects.

The researcher implemented the snowball throwing method in class VII fikih subjects at MTsN 1 Bengkalis in stages, namely:

- a. The teacher starts the lesson after calling or absenting students;
- b. The teacher teaches the snowball throwing method and discusses the learning material and KD;
- c. After grouping students, the educator calls the group leader to explain the content of the lesson;
- d. After returning to the group, each leader explained to his friends the information that had just been conveyed by the teacher;
- e. Then the chairman gives each friend a piece of paper to write down questions related to the material that has been explained;
- f. Next, form a ball from paper containing questions;
- g. The ball-shaped paper was passed from friend to friend. Students then answer each question on the paper;
- h. Evaluate class learning results, after which students are given the opportunity to ask more questions according to the learning that they feel is not clear (Hamdayana, 2015).

Several things must be prepared by the researcher before conducting the lesson, such as lesson plans, a syllabus, and learning materials, which the researcher also discusses with the subject teacher to then use as a reference during the learning process.

Based on the results of the researcher's observations, the learning process using the snowball throwing method went smoothly in fikih subjects with fardhu jama' and qashar prayer lessons at MTsN 1 Bengkalis. The snowball throwing method can be said to produce a good category. The results of the student's post-test after applying the snowball throwing method can be used as evidence. There is increased enthusiasm for learning when using this method of learning, so it can have a good influence on student learning outcomes, as seen from the post-test results.

2. *The snowball throwing method for improving student learning outcomes in fikih subjects at MTsN 1 Bengkalis*

Behavior that experiences changes that can be observed and measured in the form of knowledge, attitudes, and skills that have better results than before is called learning outcomes. The greatest results achieved by students after studying are also called learning outcomes (Wijaya et al., 2022).

According to the author, student learning outcomes are the results obtained by students as a result of the learning process that has been carried out previously. These learning outcomes are obtained on the basis of efforts and achievements as well as the results of students' thoughts regarding mastery of the learning material.

The results of research at MTsN 1 Bengkalis during the even semester of the 2023 academic year with the title Implementation of the Snowball Throwing Method in Improving Student Learning Outcomes were obtained through experimental classes and control classes, each of which had 31 participants. and the number of test instruments is 20 objective questions, getting the following results:

Before giving it to students and then analyzing the data, the validity, reliability, and difficulty of the questions are first tested. To find out how well the respondents understood the research questions asked by the researcher, a validity test was carried out (Sahir, 2022). The extent to which a tool that regularly measures parameters can reliably measure what it measures is called a reliability test (Komarudin & Sarkadi, 2017). Examining questions in terms of level of difficulty to identify questions that contain difficult, medium, and easy questions is called a test of question difficulty (Magdalena et al., 2021). In practice, researchers use the SPSS version 25 program to obtain validity, reliability, and test item difficulty results.

Based on SPSS calculations, among the 22 questions, there are 20 valid questions and 2 invalid questions (numbers 3 and 12), and then these 20 questions are used to be tested in the control and experimental classes.

Then reliability was tested using SPSS calculations, and a Cronbach's alpha value was obtained, namely 0.739. Based on the provisions of a test, whether it is said to be reliable or not is determined by the Cronbach's alpha value > 0.60 . Based on these provisions, $0.739 > 0.60$, so the test is reliable.

Researchers use the 3-5-2 concept, namely that there are 30% easy, 50% medium, and 20% difficult questions (Magdalena et al., 2021). The questions consist of 20 questions with details of 6 easy category questions with question numbers 6, 7, 8, 16, 17, 18, and 10. Medium category questions number 1, 2, 3, 4, 5, 9, 10, 11, 12, 13, and 4 questions in the difficult category, namely question numbers 14, 15, 19, and 20.

Based on the results of the pre-test tested in the control and experimental classes, the following average scores were obtained: the experimental class average was 47.90, while the control class average was 46.45. After carrying out the pre-test on students, treatment is then given to each class. The control class carried out conventional treatment methods, while the experimental class carried out snowball throwing method treatment. After being given treatment to each class, the average post-test score was obtained as follows: the experimental class average was 70.16, while the control class average was 58.38.

The student learning test results were obtained and then analyzed by testing the normality of the data. This is done because we want to prove that the data is normally distributed or comes from a normal population. One way is to carry out a normality test (Nuryadi, 2017). According to the normality test guidelines, data is considered to be normally distributed when the significance (sig.) of the test is equal to or higher than the value of 0.05. However, data is said to be abnormal when the significance (sig.) is less than 0.05 (Isnawan, n.d.).

Analysis using the SPSS program obtained the results that: It is known that the value of Sig. was 0.027 in the control class pretest. It can be concluded that the data is not normal because the value is $0.027 < 0.05$. Then the Sig value is known. was 0.048 in the experimental class pretest. Because the value is $0.048 < 0.05$, it is clear that the data is not normal. The sig value of the control class post-test was 0.066. A value of $0.066 > 0.05$ indicates that the data is normal. The sig value of the experimental class post-test was 0.178. A value of $0.178 > 0.05$ indicates that the data is normal.

Next, to see whether there is a difference in the results of learning fikih between the two classes, the Wilcoxon test is used. The Wilcoxon test is used if the data produced is not normal, so this test is used in research because it replaces the t test in obtaining research results. And in situations where the resulting data is not normal, the Wilcoxon test is used. Assumptions are accepted if significance is equal to or < 0.05 , and assumptions are rejected if $> (0.05)$ (Triwiyanti, 2019).

The assumptions of this research are: H0, which states that there is no change in student learning outcomes in class VII fikih subjects at MTsN 1 Bengkalis before and after implementing the snowball throwing method. And H1 states that there is a change in the learning outcomes of students in fikih class VII MTsN 1 Bengkalis before and after implementing the snowball throwing method.

The known test results using SPSS version 25 show Sig results, namely 0.000. With this, it can be concluded that H0 is rejected and H1 is accepted because of the Sig value. $0.000 < 0.05$. Based on this, a final decision can be drawn that the

implementation of the snowball throwing method can improve student learning outcomes in class VII Fikih subjects at MTsN 1 Bengkalis.

Conclusion

Based on what the researchers researched during the teaching and learning process and obtained from observations using the snowball throwing method, learning went well in fikih subjects with fardhu jama' and qashar prayer material at MTsN 1 Bengkalis. Based on the implementation of the snowball throwing method that has been implemented and related to the influence of the snowball throwing method on the learning outcomes of students in class VII fikih at MTsN 1 Bengkalis, the results of Asymp.Sig., namely 0.000, value $0.000 < 0.05$, Thus, it shows that the use of the snowball throwing method can improve student learning outcomes in class VII Fikih subjects at MTsN 1 Bengkalis.

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