



Pop-up Books in The Snowball-Throwing Learning Model Compared to Fifth-Grade Students

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ABSTRAK

Hasil belajar mata pelajaran IPS yang diperoleh siswa belum sesuai dengan yang diharapkan. Untuk mengatasi masalah tersebut diperlukan model pembelajaran dan media yang tepat untuk mendukung pembelajaran IPS pada siswa kelas V MI. Tujuan penelitian ini adalah menganalisis keefektifan media pop-up book dalam paradigma pembelajaran snowball throw terhadap hasil belajar IPS siswa kelas V MI. Penelitian ini menggunakan penelitian kuantitatif dengan menggunakan desain eksperimen yang tepat dan desain kelompok kontrol pra dan pasca tes. 50 siswa kelas lima berpartisipasi dalam penelitian ini, 20 di kelompok perlakuan dan 20 di kelompok kontrol. Dalam penelitian ini variabel bebas (X) adalah media pop up book dan model pembelajaran snowball throw, sedangkan variabel terikat (Y) adalah hasil belajar siswa kelas V MI. Pendekatan analisis data penelitian ini menggunakan uji prasyarat, khususnya uji normalitas awal dan akhir, untuk mengetahui apakah data berdistribusi normal atau tidak, sedangkan uji hipotesis menggunakan uji T satu sisi. Hasil penelitian menunjukkan bahwa terdapat perbedaan hasil belajar siswa pada kelas eksperimen yang menggunakan media pop-up book pada model pembelajaran snowball throw dibandingkan dengan kelas kontrol yang menggunakan metode pembelajaran konvensional.

ABSTRACT

The learning outcomes of social studies subjects obtained by students were not as expected. In order to solve this problem it requires learning model and appropriate media to support social studies in grade V MI students. The purpose of the study was to analyse the efficacy of employing pop-up book medium in the snowball-throwing learning paradigm for fifth-grade MI students' social studies learning outcomes. This study utilizes quantitative research using a proper experimental design and a pre- and post-test control group design. 50 fifth-grade students participated in this study, 20 in the treatment group and 20 in the control group. In this study, the independent variable (X) is the pop-up book media and the snowball-throwing learning model, while the dependent variable (Y) is students of V grade MI learning results. This study's data analysis approach utilized a precondition test, specifically the initial and final normality tests, to determine whether or not the data were normally distributed, while the hypothesis test employed a one-sided T test. The results show that there are differences in student learning outcomes in the experimental class using pop-up book media in the snowball throwing learning model compared with the control class using conventional learning methods.

1. INTRODUCTION

In this age of globalization, education is crucial for preparing exceptional human resources to ensure a nation's sustained growth. In Law No. 20 of 2003 pertaining to the National Education System, it is stated that education is a cognizant and designed effort to create a learning environment and learning style so that students actively enhance their ability to have religious inner power, self-control, personal traits, intellectual ability, moral strength, society, nation, and state (Depdiknas, 2003; Tirtoni, 2020). Elementary school (SD) or madrasah ibtidaiyah (MI) is the initial level of formal education. It is one of the formal educational institutions created to discover and develop the potential of students and to give fundamental information and skills via various topics (Alnashr, 2018; Rosihah & Pamungkas, 2018). Based on the results of interviews and observations conducted by researchers at MI Muhammadiyah Bloran, the learning outcomes of social studies subjects obtained by students were not as expected. This is due to the lack of students understanding the concepts in social studies lessons given by the teacher and being embarrassed to ask about material they do not understand, and there are still many students who do not pay attention to the teacher's explanation when the teacher is teaching. Students often get bored with traditional ways of learning, which makes them less interested in learning and also affects how well they learn. The way students learn is still done in a traditional way, and the ways they learn do not interest them.

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This has a negative effect on how well students learn. This is evidenced by the low score of the social studies subject of MI Muhammadiyah Bloran students, which is less than KKM 70. Social studies lessons tend to be considered difficult because students have been indoctrinated that social studies subject matter must be memorized but do not understand the social studies concept itself. so that it affects student learning outcomes.

Based on the problems above, the researcher plans to apply the snowball-throwing learning model with the help of Pop-Up Book media to social studies class V MI Muhammadiyah Bloran. This is done to attract student interest in learning and improve student learning outcomes. Cooperative learning type Snowball Throwing (ST), also known as "snowball fighting," is a skill that evolved from a physical game in which a lump of snow is thrown with the intent of hitting another person (Handayani et al., 2017; Lestari et al., 2017). In cooperative learning of the "snowball throwing" type, the teacher invites students to play by making question balls from crumpled paper, then the paper is thrown from one student to another student (Manik et al., 2022; Oktaviani et al., 2019). Students who get one ball are asked by the teacher to read the questions in front of the class and provide answers (Naseha & Muassonah, 2019; Yusnina & Riyanto, 2020).

The Snowball Throwing Learning Model combines discussion and games so that it can motivate students to actively participate in learning and not feel bored. This type of learning requires students to ask questions and answer questions in front of the class (Na et al., 2022; Winahyu, 2016). The learning process, by utilizing the snowball-throwing model, makes students the center of learning. Students actively discuss and solve problems arising from the questions raised during the learning process and work on assignments together (Dianto, 2020; Oktaviani et al., 2019; Rahmah et al., 2019). The snowball-throwing model uses questions as a tool for student learning activities to occur in class. Learning media are also used in this snowball-throwing learning model. Learning media is equipment that can help the teaching and learning process, which plays a role in clarifying the meaning of the message being conveyed so that the lesson objectives are better and more precise (Karo-Karo & Rohani, 2018). According to the interpretation, learning media are an introduction or liaison in the form of equipment used by teachers to deliver data to students in a better and more efficient manner. The purpose of having learning media is to achieve educational goals (Ramadhani & Rahayu, 2022).

The use of media in the teaching and learning process is an important aspect, especially in delivering and clarifying the meaning of the message to be conveyed (Abdullah, 2012; Umarella et al., 2018). By using pop-up book learning media, teachers can concretize education that is abstract in nature, so students can easily master data and enter the long-term memory system in order to increase creative inspiration and think at a large level that is more environmental and creative (Nabila et al., 2021; Susanti, 2021). Pop-up books are an alternative learning medium for teachers to make it easier for students in education. Media is a factor that cannot be separated from the others; both of these factors are very important in delivering learning to arrive at learning objectives (Findasari & Efendi, 2021; Mintarsih & Barat, 2015). Pop-up books are a form of 3D book that will move and form a photo when opened. Pop-up books themselves are popular among children and generally contain story content (Pratiwi et al., 2020; Umam et al., 2019). This type of media certainly helps the process of delivering the module because the high visualization energy certainly makes students' learning attention increase. A pop-up book learning media is a way to learn that has three different sizes of pictures that you can stick together. It is made of paper cutouts and paper folds (Khoiriyah & Sari, 2018; Safitri & Nisa, 2020).

In line with previous study that state the use of Pop-Up Book media and the Snowball Throwing teaching strategy is anticipated to be concentrated on the establishment of student public persona, the prospects, growth, necessitates, and aspirations of students in relation to their environment (Alviolita & Huda, 2019). Other researcher also state that Pop-Up book media influential in their receptivity to advancements in science, technology, art, and learning throughout life (Sugiana, 2019). Based on the description of the background of the problem above, the researcher has conducted research on teaching using pop-up book media in the snowball throwing learning model. The aim of this study is to analyses the efficacy of employing pop-up book medium in the snowball-throwing learning paradigm for fifth-grade MI students' social studies learning outcomes.

2. METHOD

This research was done at MI Muhammadiyah Bloran. This study utilised quantitative research using a proper experimental design consisting of a pretest-posttest control group structure (Sugiyono, 2018). Twenty fifth-grade children from MI Muhammadiyah Bloran were assigned to the experimental group and the control group, respectively. Researcher utilized independent factors and dependent variables in this investigation. In this study, the independent variable (X) is the pop-up book media and the snowball-throwing teaching strategy, whereas the dependent variable (Y) is MI Muhammadiyah Bloran's fifth-grade

learning results. The data analysis approach employed in this study utilized a precondition test, namely the initial and ultimate normality tests, to determine whether or not the variables were normally distributed, whilst the hypothesis test employed the T test, a one-sided t test. The purpose of this SPSS 22.0-based hypothesis test was to investigate the impact of employing pop-up media books in the Snowball Throwing Teaching Method on the social studies required learning of fifth-grade MI Muhammadiyah Bloran students (Arikunto, 2019). If the significance score is $> \alpha$ (0,05), then H_0 is included in the accepted category status, meaning that the data is fairly distributed and homogeneous. If the acquisition of Sig. (2-tailed) $< 0,05$ H_0 is included in the unacceptable status, due to the possibility of some differences between the experimental class and the limited class, the treatment given can be said to be ineffective. The individual learning mastery test is declared to have been achieved if students have mastered at least 60% of the proportion of correct answers.

3. RESULT AND DISCUSSION

Result

Recapitulation of pretest scores is show in Table 1.

Table 1. Recapitulation of Pretest Scores

Class	KKM	Average	Complete	Uncomplete
Experiment	70	68.70	45%	55%
Control	70	67.65	45%	55%

Base on Table 1 show the average pretest value obtained is used as the initial normal distribution data. Calculations used to determine whether the sample is normally distributed or not can be done using the Kolmogorov-Smirnov test formula. Based on the data analysis, show the results of the Kolmogorov-Smirnov pretest test for the two V classes were normally distributed. As can be seen from the significance results of $0.200 > 0.05$, H_0 is accepted. Posttest score recapitulation is show in Table 2.

Table 2. Posttest Score Recapitulation

Class	KKM	Average	Complete	Uncomplete
Experiment	70	81.85	100%	0%
Control	70	79.95	90%	10%

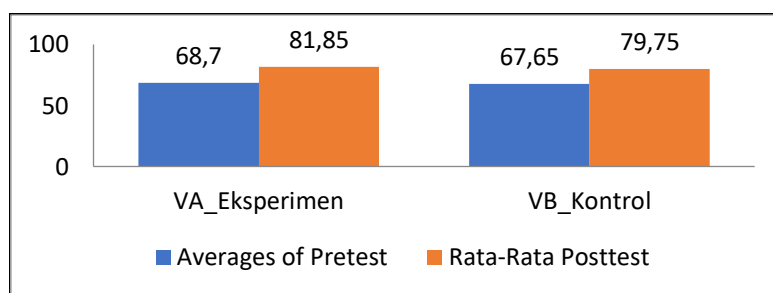
Base on Table 2, the average posttest value obtained is used as the initial normal distribution data. Calculations used to determine whether the sample is normally distributed or not can be done using the Kolmogorov-Smirnov test formula. Based on the data analysis show the results of the Kolmogorov-Smirnov posttest for the two V classes were normally distributed. As can be seen from the significance results of $0.200 > 0.05$, H_0 is accepted. The findings of the data processing are the outcomes of the two classes' pretest based on the above table and the appropriate statistical calculations. The experimental class has an average value of 68.70, whereas the control class has an average value of 67.65. The scores attained by both groups fell short of the KKM. Until then, depending on the posttest value conceptual model table, the data analysis yielded the posttest results for the two classes. The average result for the experimental group was 81.85, whereas the average value for the control group was 79.95. The two groups' respective scores have reached the KKM. The outcomes of the t-test calculations for the posttest scores of the experimental and control groups are shown in Table 3.

According to the Table 3, the significance value of the sample t test with a significant level of $\alpha = 0,05$ the significance value (Sig.2-tailed) is 0.000. Based on the decision-making basis, if the significance value is $< 0,05$ ($0,000 < 0,05$), then H_0 is rejected and H_a is accepted. With H_a accepted, it can be concluded that there are differences in student learning outcomes in the experimental class using pop-up book media in the Snowball Throwing learning model compared with the control class using conventional learning methods. Base on data analysis show the posttest homogeneity test obtained a significance value that was greater than the limit of 0.05 (Sig. > 0.05), then H_0 was accepted, meaning that the final test scores in the experimental and control classes had the same (homogeneous) variance. The findings of the analysis of data are the outcomes of the pretest administered to the two classes, as calculated by the statistical analysis. Figure 1 depicts the average pre- and post-test scores for the experimental and control groups.

Table 3. T-test Calculation Results of Posttest Class Experiment and Control Classes

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
social studies learning outcomes	After Treatment-	0.372	0.545	-1.442	38	0.000	-1.900	1.317	-0.767	4.567
	Before Treatment			-1.442	36.215	0.000	-1.900	1.317	-0.771	4.571

Base on [Figure 1](#) show the experimental class has an average value of 68.70, whereas the control class has an average value of 67.65. The different sides have not achieved the KKM, which is 70. This is because the learning methodologies employed have not changed, pupils have not grasped the information being taught, and student enthusiasm and interest in learning remain low. The experimental class averaged 81.85 after being treated with the Snowball Throwing learning model supplemented by pop-up media derived from cognitive data analysis, whereas the control class averaged 79.95. Consequently, based on the findings of the pre- and post-tests, there is a rise in the average value of both the experimental and control groups.

**Figure 1.** Average Pretest Posttest Score

Discussion

Prior to treatment, the average level of students' social studies learning outcomes at the time of learning was still poor, according to the data. In contrast, after receiving treatment with pop-up book media in the snowball tossing teaching approach, the experimental group performed better on the posttest than the control group, which did not receive treatment with pop-up book media ([Rizkiyah, 2019](#); [Sahara & Silalahi, 2022](#)). Based on the findings of research conducted at MI Muhammadiyah Bloran in fifth grade A and B classes using pop-up book media in the Snowball Throwing teaching approach, it can be believed that learning outcome data demonstrates an increase in the average difference between learning outcomes before and after treatment (pretest) (post-test). In obtaining a score for each student's skill aspect, namely by conducting group discussions according to the rules of the snowball throwing learning model and using Pop Up Book media in each group ([Diyantari et al., 2020](#); [Oktaviani et al., 2019](#)). When learning activities take place, students are very enthusiastic about receiving learning and actively ask questions and argue if there is material that they do not understand ([Handayani et al., 2017](#); [Oktaviani et al., 2019](#)). Besides that, students' curiosity increases. The attitude aspects assessed included cooperation, curiosity, and critical thinking in order to obtain an attitude aspect with a maximum score of 4 and a minimum score of 1 with an average score of 82.5. The percentage of student learning completeness shows that learning without using pop-up book media in the Snowball Throwing learning model has as many as 9 students completing with a percentage of 45% and 11 students who have not completed with a percentage of 55%. After being treated with the use of pop-up book media in the snowball-throwing learning model, 18 students completed with a completion rate of 90%, while 2 students did not complete with a completion rate of 10%. This indicates an increase in the proportion of social studies required learning before and after the deployment of pop-up book media inside the Snowball Throwing learning methodology.

It is in line with the previous study to find out the effect of the snowball throwing learning model assisted by Pop-up book media on the competence of science knowledge in grade IV SD students ([Diyantari et al., 2020](#)). The average post-test score for the experimental group was 81.44 and the average post-test score for the control group was 63.23. This means that there is a significant difference in the competence of science knowledge between groups of students who are taught using the snowball throwing learning model assisted by pop-up book media and groups of students who are taught using conventional learning. Other studies have also conducted similar research, and found that the use of pop-up book media-assisted learning models of snowball throwing, student interest in learning began to grow and not feel bored in learning, so

that student learning outcomes showed an increase in the average value of students reached the KKM (Sugiarti, 2017). It can conclude that the pop-up book media-assisted learning model snowball throwing increases the interest and student learning outcomes Class V. The implications of this study provide an overview of the implementation of pop-up books in the snowball-throwing learning model in fifth-grade MI students. This research will be very useful for educators, especially SD or MI teachers as a reference in providing effective learning in the classroom. This research still has limitations, especially in the scope of research which is still very limited. Therefore, it is hoped that future research will be able to further deepen and broaden the scope of research related to the implementation of pop-up books in the snowball-throwing learning model.

4. CONCLUSION

Fifth-grade MI Muhammadiyah Bloran found that learning using pop-up book media in the Snowball Throwing learning approach is successful for social studies learning outcomes. Base on the result found it is possible to infer that there are differences between the experimental class utilizing pop-up book media in the Snowball Throwing learning model and the control class using conventional learning methods in terms of student learning results. MI Muhammadiyah Bloran, so that the utilization of pop-up book media in the Snowball Throwing learning approach is successful for fifth-grade social studies learning outcomes.

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