

Snowball Throwing Learning Model Assisted by Balinese Songs and Its Impact on Students' Cultural Literacy

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Abstrak

Literasi budaya merupakan kemampuan individu dalam memahami dan bersikap terhadap budaya suatu bangsa sebagai bagian dari jati diri bangsa. Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran Snowball Throwing berbantuan lagu Bali terhadap literasi budaya siswa sekolah dasar. Jenis penelitian yang digunakan adalah quasi eksperimen dengan desain non-equivalent control group design. Populasi penelitian adalah siswa kelas V yang berjumlah 162 siswa. Sampel diambil dengan teknik Random Sampling dengan kelompok utuh. Metode pengumpulan data menggunakan tes objektif pilihan ganda. Data penelitian dianalisis menggunakan teknik statistik deskriptif dan statistik inferensial (uji-t). Hasil analisis data menunjukkan rata-rata skor pre-test kelompok eksperimen sebesar 13,57 termasuk dalam kategori rendah, dan rata-rata skor pre-test kelompok kontrol sebesar 13,93 termasuk dalam kategori rendah. Rata-rata post-test kelompok eksperimen sebesar 20,038 termasuk dalam kategori sedang, sedangkan rata-rata post-test kelompok kontrol sebesar 16,103 termasuk dalam kategori rendah. Hasil analisis uji t menunjukkan bahwa thitung (3,448) lebih besar dari ttabel (2,005), sehingga H0 ditolak dan H1 diterima. Dengan demikian, terdapat pengaruh yang signifikan antara kelompok yang diajar menggunakan model Snowball Throwing berbantuan lagu Bali dengan kelompok yang tidak diajar menggunakan model Snowball Throwing berbantuan lagu daerah Bali pada siswa sekolah dasar.

Kata Kunci: Literasi Budaya, Lagu Bali, Model Snowball Throwing.

Abstract

Cultural literacy is an individual's ability to understand and behave towards a nation's culture as part of national identity. This research aims to analyze the impact of the Snowball Throwing learning model assisted by Balinese songs on the cultural literacy of elementary school students. The type of research is a quasi-experiment with a non-equivalent control group design. The research population was 162 grade V students. Samples were taken using the Random Sampling technique with an intact group. The data collection method uses multiple-choice objective tests. Research data were analyzed using descriptive statistical techniques and inferential statistics (t-test). The results of the data analysis showed that the average pre-test score for the experimental group was 13.57 in the low category, and the average pre-test score for the control group was 13.93, which was in the low category. The post-test average of the experimental group was 20.038, which was in the medium category, while the post-test average of the control group was 16.103, which was in the low category. The results of the t-test analysis showed that the t-count (3.448) was greater than the t-table (2.005), so H0 was rejected, and H1 was accepted. Thus, there is a significant influence between the group taught using the Snowball Throwing model assisted by Balinese songs and the group not taught using the Snowball Throwing model assisted by Balinese regional songs in elementary school students

Keywords: Cultural Literacy, Balinese Songs, Snowball Throwing Model.

1. INTRODUCTION

Cultural literacy is an individual's ability to understand and behave towards a nation's culture as part of the national identity (Pratiwi & Asyarotin, 2019; Rahmawati & Dewi, 2020). Cultural literacy is very important for every individual to master. Cultural literacy is important to learn because it can provide the ability to read and interpret culture in its various

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forms of manifestation. For elementary school students who will become the nation's next generation, cultural literacy can encourage them to become a generation with competent personalities and a sense of tolerance for diversity (Munfarikhatin & Rachmat, 2021; Rachmadyanti, 2021). Cultural literacy is closely related to school learning activities (Asyhari, 2019; Nurjannah, Apriliya, & Mustajin, 2020). This is because school learning conditions involve various heterogeneous individuals with different cultures. Therefore, cultural literacy in schools aims to help students adapt and act wisely towards diversity. Apart from that, the aim of having cultural literacy in schools is to prevent the erosion of culture due to the impact of the influx of a very strong global culture. To reduce the influence of a strong global culture, student literacy and awareness of the importance of maintaining and preserving Indonesian culture are needed (Lestari & Sudarsri., 2018; Triyono, 2019). However, the facts found were that based on the results of observations and interviews with fifth-grade teachers at Gugus V Elementary School, Tabanan District, students' understanding of cultural literacy still needed to be improved. Based on the results of interviews, information was obtained that students still need to gain more knowledge about the local culture around them, such as students' minimal knowledge of local traditions, regional songs, and other local cultures. Based on the results, a percentage of 50% of students tend to need to learn about local traditions and regional songs around them; of the 26 students, only 13 students know 3 to 4 local traditions and regional songs around them. Various factors cause this problem, one of which is global influence, where students tend to imitate foreign cultures, resulting in the erosion of the local culture that students have, thus making students not know what culture they have (Nurjannah et al., 2020; Rahmi, Rustini, & Wahyuningsih, 2021). Therefore, there are problems related to cultural literacy.

Another factor is that teachers still use conventional methods during the learning process, especially in teaching Civics content (Apriyani, Rabani, & M, 2020; Oktaviyanti et al., 2020). If this condition continues, it will make the learning process that occurs in the classroom centered on the teacher, so students tend to be passive and easily get bored in participating in the learning process. Therefore, an innovative learning model is needed to make students participate actively in the learning process. One solution is to implement a learning model that can be adapted to the characteristics of elementary school students. The general characteristic of elementary school students is that they like playing (Haryanti, 2017; Wulandari et al., 2020). Thus, one learning strategy that can help increase students' understanding, which has an impact on future learning outcomes, especially regarding cultural literacy, and can condition students to learn while playing, is implementing a cooperative learning model. The cooperative learning model is a learning model that conditions students to learn in small, heterogeneous groups (Tullah, 2021; Wijaya & Arismunandar, 2018). There are various cooperative learning models, including the snowball-throwing learning model. The snowball-throwing learning model presents learning material where students are formed into several small, heterogeneous groups. Then, each group is chosen by a group leader to get an assignment from the teacher. Then, each student makes a question shaped like a ball (question paper) and throws it at Another group of students where each student answers questions from the balls obtained (Hisbullah & Firman, 2019; Hujaemah et al., 2019). Snowball Throwing is applied because this learning model creates a pleasant atmosphere in the learning process and can raise students' motivation in learning so that students will easily understand basic concepts and ideas in a better learning atmosphere (Dianto, 2020; Diyantari et al., 2020; Pranata, 2023). The snowball-throwing learning model is innovative, and its learning activities allow students to learn while playing. Learning like this will increase students' learning motivation. In implementing the Snowball Throwing learning model can also be integrated with regional songs. Regional songs were born and developed in a certain area and passed down from generation to generation.

Integrating regional songs into learning activities aims to foster enthusiasm for learning in students through regional songs sung together (Lestari, Kristiantari, & Ganing, 2017; Ni Luh Gede Liana Candra Sari, Wiyasa, & Negara, 2020). Therefore, the use of original Indonesian regional songs plays a role in shaping students' character so that they love regional culture, especially regional songs, and can behave in a way that reflects the personality of the Indonesian nation. Teachers can use songs to introduce students to their regional culture, which is starting to be forgotten due to the erosion of foreign cultures. Therefore, using regional songs in the learning process is very important so that students become aware of their culture (Marganingsih, 2022; Prananda, Saputra, & Ricky, 2020). One of the regional songs that can be applied in learning to help introduce culture is Balinese regional songs.

Several Balinese regional songs range from children's to ballads or *gegruritan*. Children's songs are very suitable to be applied in the learning process. The benefit of using Balinese songs in the learning process, apart from making the learning atmosphere more active, is that it can help preserve and introduce Balinese culture to students with different cultures. Automatically and indirectly, students with different cultures will know the local culture of the Bali area (Asriansyah & Almy, 2018; Ni Luh Gede Liana Candra Sari et al., 2020). Integrating the Snowball Throwing learning model with regional songs can increase students' activeness in learning. Previous research findings stated that Snowball Throwing with the help of regional songs could increase students' motivation in learning (Lestari et al., 2017; N. L. G. L. C. Sari, Wiyasa, & Negara, 2020). With the snowball-throwing learning model, students are more active in learning, influencing their abilities and learning outcomes (Usaningsih, 2021; Yanti, 2019). Other research states that the snowball-throwing learning model can increase students' understanding and interest in the learning (Putra & Sufiani, 2021; Ni Luh Gede Liana Candra Sari et al., 2020). This research is urgent because implementing the snowball-throwing cooperative learning model integrated with regional songs is very good. It should be applied in every lesson to shape student character. Based on this, this research aims to determine the significant influence of the Snowball Throwing learning model assisted by Balinese regional songs on the cultural literacy of Civics content of fifth-grade students at Gugus V Elementary School, Tabanan District.

2. METHOD

This research is experimental research using quasi-experimental methods (Quasi-Experimental). The design in this study used a non-equivalent control group design. The steps in this non-equivalent control group design are almost identical to the pretest-posttest experimental control group design. In the non-equivalent control group design, there are two groups of subjects: one group receiving treatment and one group as the control group. The non-equivalent control group design follows the pattern as shown in Figure 1.

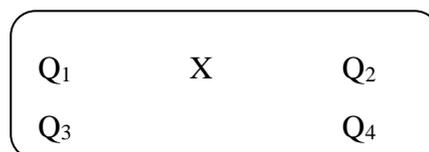


Figure 1. Nonequivalent Control Grup Design

This research procedure was carried out in three stages: the research preparation stage, the research implementation stage, and the final research stage. The research population was 162 fifth-grade students at Gugus V Elementary School, Tabanan District. In this study, the sample chosen was two classes, where one class received treatment (experimental class)

using the Snowball Throwing learning model assisted by Balinese folk songs, and one class did not receive treatment (control class) using the conventional model. This study's samples were taken using random sampling techniques with classes randomly assigned as intact groups. Random sampling with intact groups is a technique for obtaining random samples. In this technique, all subjects are considered the same by dividing them into two study groups: experimental and control groups. Samples were taken from the drawing process twice using pieces of paper.

In carrying out this research, data was collected on fifth-grade students at Gugus V Elementary School, Tabanan District, by giving tests to each individual. A test is a method used to measure skill, understanding, intelligence ability, ability, or talent possessed by an individual or group (Ningtyas, dkk, 2020). The instrument used in the research to measure students' understanding of cultural literacy in Civics is an objective test consisting of 25 questions, which are used to determine differences in students' understanding of cultural literacy in experimental class and control class students, as well as to compare the extent to which understanding has increased. Students towards cultural literacy after being taught with the Snowball Throwing learning model assisted by Balinese regional songs in Civics content. Assessment uses a scale of 0-1; a score of 0 is given if the test has a wrong answer, and vice versa if a score of 1 is given if the test has a correct answer. The total score will be for the cultural literacy variable in Civics content. The test instrument grid is presented in Table 1.

Table 1. Test Instruments

No	Cultural Literacy Indicators	Sub Indicators about the cognitive level and knowledge dimensions	
1	The level of student tolerance for diversity at school.	3.3.1	Analyze the values of diversity in schools (C4).
		3.3.2	Analyze appropriate attitudes and behavior towards cultural diversity in the school environment (C4).
2	Several school activities related to culture.	3.3.3	Analyze the values contained in cultural diversity events (C4).
		3.3.4	Determine the efforts used to solve problems regarding culture that arise in the school environment
3	The level of active participation of students in school activities	3.3.5	Determine existing cultural preservation efforts in schools (C3)
		3.3.6	Analyze social and cultural diversity's negative and positive impacts on school activities (C4).

When the instrument has been collected, then the instrument will be tested, and a result will be obtained, which will then be tested for content validity and item reliability. If the instrument meets the requirements, it is suitable because it can measure and assess what it wants to measure. Therefore, an instrument suitable for use requires a validity test in collecting data before the instrument is tested. The validity tests used in this research are content validity and item validity. The way to test the validity of the instrument content is through expert testing (judges) or a panel of experts in the field (Koyan, 2012). In this research, the expert agreement test was carried out by two experts (judges) through the guidance of the instrument used to measure the instrument's validity regarding cultural literacy. To prove content validity with the expert agreement, you can use the expert agreement index by Gregory (2007). Item validity is a level that shows how far the items can consistently measure what they are supposed to measure. The correlation formula used to test

the validity of objective test items regarding cultural literacy in Civics learning content uses the Product Moment Correlation formula. The reliability instrument's reliability leveling is used only to test the instrument's reliability level. The reliability of tests regarding cultural literacy in Civics learning content is calculated using the Kuder-Richardson formula (KR 20). Testing continues with a test of the test items' difficulty level and differentiating power.

This research's data analysis methods and techniques use descriptive statistics to calculate the Mean, Median, Mode, Standard Deviation (SD), and Variance. The relationship between mean (M), median (Me), and mode (Mo) can be used to determine the slope of the frequency distribution polygon curve. Inferential statistical analysis is carried out by collecting data for analysis. The analytical technique used to analyze data in research is inferential statistics. T-test for hypothesis testing. Before carrying out a t-test, several conditions must be first to test the hypothesis: testing the prerequisites for data analysis in the form of normality and homogeneity. To test the hypothesis in this research, the researcher used the independent sample t-test, the uncorrelated polled variance formula.

3. RESULT AND DISCUSSION

Result

Multiculturalism Based on the data analysis, the results of the normality test of the distribution of cultural literacy pre-test and post-test data on the Civics learning content of the experimental and control groups can be presented in [Table 2](#).

Table 2. Pre-Test and Post-Test Normality Test Results

No	Data Group Understanding Cultural Literacy in Civics Content	χ^2_{count}	χ^2_{table}	Conclusion
1	Pre-Test Experiment	2,432	11,070	Normal
2	Pre-Test Control	2,41	11,070	Normal
3	Post-Test Experiment	9,624	11,070	Normal
4	Post-Test Control	1,197	11,070	Normal

A recapitulation of the pre-test and post-test variance homogeneity test results between the experimental and control groups is presented in [Table 3](#).

Table 3. Pre-Test and Post-Test Homogeneity Test Results

Data	F_{count}	F_{table}	Conclusion
Pre-Test Experimental Group and Control Group	1,156	4,02	Homogenous
Post-Test Experimental Group and Control Group	1,008	4,02	Homogenous

H0, known as the null hypothesis, was tested in this study. The sound of the null hypothesis is that there is no significant effect of using the Snowball Throwing model assisted by Balinese folk songs on cultural literacy in the Civics content of fifth-grade students at Gugus V Elementary School, Tabanan District, which is presented in [Table 4](#).

Table 4. T-test results

No	Sample	N	Dk	X	S ²	count	table
1	Experiment	26	53	20,038	18,662	3,448	2,005
2	Control	29		16,103	17,139		

This table shows that the results of $t_{count} = 3.448$ and $t_{table} = 2.005$ with $dk = n_1 + n_2 - 2 = 53$ and a significance level of 5%. So based on the criteria for the calculation results, $t_{count} > t_{table}$, H_0 is rejected and H_1 is accepted.

Discussion

Based on the hypothesis testing analysis that has been carried out, the results are that there is a significant influence between the group that was taught using the Snowball Throwing learning model assisted by Balinese regional songs and the group of students who were not taught using the Snowball Throwing learning model assisted by Balinese regional songs in fifth-grade students at Gugus V Elementary School Tabanan District. It shows a significant influence of the Snowball Throwing learning model assisted by Balinese folk songs on cultural literacy in the Civics content of fifth-grade students at Gugus V Elementary School, Tabanan District.

The snowball-throwing learning model is cooperative. Cooperative learning is meant to be structured through small, heterogeneous groups where students work together to maximize learning conditions to achieve learning goals (Ratna Juwita, 2020; Wijaya & Arismunandar, 2018). Etymologically, Snowball means Snowball, while Throwing means throwing. Snowball Throwing can be interpreted as throwing snowballs (Dianto, 2020; Ni Luh Gede Liana Candra Sari et al., 2020). The Snowball in question is a paper containing questions created by students and then thrown to other group members. The snowball-throwing learning model is a learning model that can explore students' potential to create and answer questions through an imaginative game by forming and throwing snowballs made of paper. Snowballs contain questions created by students and then thrown to other students to answer (Pranata, 2023; Putra & Sufiani, 2021).

Collaborating on the Snowball Throwing type cooperative learning model using Balinese regional songs is considered very effective because, in the learning process, students do not only learn but learn while singing regional songs so that the learning atmosphere becomes more active and fun and the learning objectives can be achieved (Lestari et al., 2017; N. L. G. L. C. Sari et al., 2020). Teachers can use Balinese regional songs to introduce students to their local culture, which is starting to be forgotten due to the erosion of foreign culture. Therefore, the use of regional songs in the learning process is very important so that students become aware of the local culture they have. Apart from making the learning atmosphere more effective, it can help preserve and introduce Balinese culture to students who have different cultures; automatically, indirectly, students who have different cultures will know the local culture of the Bali area.

The application of the snowball-throwing learning model can create innovative learning, focusing more on students as the center of learning so that in the learning process students play an active role in participating in the learning process (Usaningsih, 2021; Wijaya & Arismunandar, 2018). Collaborating the Snowball Throwing learning model with Balinese regional songs is considered very effective because, in the learning process, students do not just study but learn while singing so that regional songs become fun and learning objectives can be achieved. Besides that, using Balinese regional songs in the learning process makes students aware of the local culture of the region that students have, in the form of very enjoyable songs (Anggraini, 2021; N. L. G. L. C. Sari et al., 2020). As well as being able to introduce Balinese culture to students who have different cultures, automatically indirectly, students who have different cultures will know the local culture of the Bali area. The research that has been carried out shows that the Snowball Throwing learning model assisted by Balinese folk songs has several stages that can increase students' understanding/knowledge and active participation of students in following the learning process so that learning

activities become active and are not teacher-centered but student-centered. Apart from that, students gain experience as peer tutors for other students and practice expressing their arguments/opinions in front of their friends. Previous research findings stated that Snowball Throwing, with the help of regional songs, could increase students' motivation in learning (Lestari et al., 2017; N. L. G. L. C. Sari et al., 2020). With the snowball-throwing learning model, students are more active in learning, influencing their abilities and learning outcomes (Ratna Juwita, 2020; Usaningsih, 2021). Other research states that the snowball-throwing learning model can increase students' understanding and interest in learning (Diyantari et al., 2020; Putra & Sufiani, 2021). Therefore, students taught using the snowball-throwing learning model assisted by Balinese regional songs had a higher average than those not taught using the snowball-throwing learning model assisted by Balinese regional songs. The Snowball Throwing learning model, assisted by Balinese folk songs, can be used as a reference to create an active and enjoyable learning atmosphere so that students are motivated to learn. It can also create a more innovative learning atmosphere through innovative learning models.

4. CONCLUSION

Based on the results of the research and discussion, there is a significant influence of the Snowball Throwing learning model assisted by Balinese regional songs on cultural literacy in the Civics content of fifth-grade students at Gugus V Elementary School, Tabanan District. The implication of this research is to inspire the use of learning models that are suitable and appropriate to students' situations so that they positively impact improving students' learning abilities, especially regarding cultural literacy in Civics content.

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