IMPLEMENTATION OF SNOWBALL THROWING MODEL IN IMPROVING INTEREST IN LEARNING CREED AND MORALS IN STUDENTS OF MADRASAH TSANAWIYAH NURURRODHIYAH IN JAMBI CITY

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Abstract

Interest In Learning is an important factor to achieve optimal learning goals. Active learning will create a vibrant, dynamic and fun learning atmosphere. The application of the Snowball Throwing learning model is able to increase student learning activity in Creed Morality Among subjects because the learning model encourages students to be fully involved in the learning process. This study **aims** to analyze the implementation of the snowball throwing model in increase interest in learning creed morality among students at Nururrodhiyah Junior High School in Jambi City. **design**, the type of research used is descriptive qualitative research. using the Observation, interview and documentation methods. The subjects in this study were: Head of Madrasah, Akidah Akhlak Teacher at Madrasah Tsanawiyah Nururrodhiyah Jambi City. This study is a type of descriptive qualitative research with primary and secondary data sources. Data Analysis Techniques using Data Reduction, Data Presentation and Verification. The **findings** research shows that the application of the snowball throwing model is effective in increasing students' interest in learning about faith and morals. The study **concludes** this main research is Active participation of students in the learning process, interaction between students, and the use of various learning resources are important factors in increasing interest in learning.

Keywords: Learning Model, interest in learning

Introduction

The learning process still has several obstacles encountered such as the enthusiasm and involvement of students in learning which is still lacking. The learning process which is less varied is more influenced by several conventional methods while students are less directly involved in learning. Learning is a process to gain knowledge, improve skills, and improve behavior. In which in this learning students are expected to master knowledge from not knowing to knowing, from not being able to being able, so that changes occur in students. Especially in three aspects, namely cognitive, affective, and psychomotor (A.M, 2014).

Snowball Throwing (ST) is a game-based learning. According to the author, ST makes learning very effective and helps teachers to provide stimulus to students, namely emotional, intellectual, and psychomotor in students. ST is also to achieve learning objectives. With this, the author will research increasing interest in learning Akidah Akhlak. The subject of Akidah Akhlak is very important for students to learn. Because in everyday life, morals are very important in behaving. Therefore, the goal of Islamic education is full of Islamic spiritual values and is oriented towards the formation of Muslim individuals who are able to carry out Allah's law through the education process. With the lesson of akidah akhlak, it will provide motivation to students to recognize, understand the values of wisdom that can train intelligence, shape attitudes, character, and personality of students (Hidayat Ginanjar, 2017).

From the results of initial observations that have been carried out at MTS Nururrodhiyah, Jambi City on November 11, 2023, there was a lack of interest in learning. This is evidenced by observations during the field, students chat more and do not pay attention to the lesson. Even in the learning process, students are not interested in learning, which can be seen from one of the indicators of interest in learning, namely, someone who has an interest will definitely pay attention to what will be the object of the interest itself. He will pay attention enthusiastically to what has become his interest (Slameto, 2010).

In response to these problems, a teacher must be able to create a more interesting learning atmosphere to increase students' interest in participating in the teaching and learning process and can involve all students in the class so that the atmosphere is more interesting and not boring. Of the several cooperative models available, the Snowball Throwing model is a learning model by playing but still emphasizes students' understanding of the learning material. Playing is an important part of learning because

it makes learning effective with a happy mood and increases memorable learning experiences. Learning with games can improve students' understanding and learning outcomes (Wardani, 2019).

Snowball Throwing is a learning model that can foster students' activeness and creativity to learn more independently when discussing, develop students' ability to express opinions in discussions with groups and complete assignments while studying, improve the ability to re-deliver the material presented and discuss the material that has been presented with the group. Determining the Snowball Throwing learning model can help overcome the obstacles faced by students during learning because this learning model presents fun learning because students will be directed to learn while playing, this learning model trains students' readiness to be able to develop students' skills when communicating and also actively participating during learning, and students can be directly involved during learning by themselves and become a source of learning for themselves and other students (Novitasari & Pujiastuti, 2020).

Method

In this study, the researcher used a qualitative research design approach with a descriptive approach. Qualitative research is an inductive approach to the compilation of knowledge that uses research and emphasizes subjectivity and the meaning of experience for individuals. Qualitative descriptive research aims to describe, depict, explain, explain and answer in more detail the problems to be studied by studying as much as possible an individual, a group or an event. Qualitative research is research that aims to understand the phenomena of what is experienced by the research subjects. For example, behavior, perception, motivation and action.

This qualitative research method is often called a naturalistic research method because the research is conducted when the conditions experienced actually occur (Moleong, 2014). Data collection is carried out by researchers to obtain the desired data information. Furthermore, Sumadi Suryabrata said, "data quality is determined by the quality of the data collection tool or measuring tool. If the data collection tool is reliable and valid enough, then the data is also reliable and valid enough. However, there is still one more thing that needs to be considered, namely the qualifications of the data collector" (Suryabrata, 2006).

Observation is a data collection technique, where researchers make direct observations of research objects to see closely the activities carried out (Riduwan.,

2006). Observation in this activity is indirect observation (Non-Participatory). Researchers are not directly involved in daily activities, researchers see and observe behavior without any direct interaction with the subjects being studied. Data analysis techniques used in this study are data reduction, data display, and verification or drawing conclusions. to conduct data analysis researchers must follow the following steps:

Data Reduction Reducing data can mean summarizing, choosing the main points, focusing on the important points, looking for themes and patterns. After the research data obtained in the field is collected, the data reduction process continues by separating notes between data that is appropriate and data that is not meaningful. The selected data is data from the results of data collection through observation, interviews and documentation. Such as data from observations of the Role of teachers of aqidah and akhlak in fostering attitudes at Madrasah Tsanawiyah Nururrodhiyah, Jambi City. All data was selected according to the research problem used. Data from interviews in the field were also selected for which data was related to the research problem, namely regarding the Implementation of the snowball throwing model in increasing interest in learning aqidah and akhlak in students at Madrasah Tsanawiyah Nururrodhiyah, Jambi City.

Data display (Data Presentation) After the data is reduced, the next step is to display the data or present the data. Data presentation is an activity when a set of information is arranged, so that it gives the possibility of drawing conclusions and taking action. The form of qualitative data presentation can be in the form of narrative text in the form of field notes, matrices, graphs, networks, and charts. By displaying data, it will be easier to understand what is happening, plan further work based on what has been understood.

Conclusion Drawing/Verification (conclusion and verification) To establish a more reasonable conclusion and no longer a trial conclusion, verification is carried out throughout the research in line with member checking, triangulation and audit trail, thus ensuring the significance or meaningfulness of the research results. Researchers use this method to verify clear and definite conclusions.

Results and Discussion

Based on the results of interviews conducted with some students of class VIIIA, it can be seen that students' interest in learning by applying the Snowball Throwing learning model towards students' interest in learning has increased. Learning activities become more enjoyable, students do not feel bored while learning, students are more responsible and get the meaning of cooperation when working in groups, students dare to ask questions and express opinions, arouse students' interest while learning, and are able to train students to actively participate in learning and students find it easier to understand each lesson material.

The implementation of the Snowball Throwing learning model in the subject of Akidah Akhlak at MTs Nururrodhiyah, Jambi City did not continue to run smoothly, but there were several obstacles in implementing the learning model. Teachers must first be able to know the character of each student in the class and the need for support from the school such as the availability of adequate facilities and infrastructure, and teachers are expected to be able to implement or apply the learning model to students.

The role of schools in learning can be said to be important where the school is required to prepare appropriate facilities and infrastructure for learning activities, while the position of teachers in learning activities is very important. Teachers can be interpreted as the main organizers in learning starting from providing motivation, delivering materials, controlling students, and facilitating students during learning activities. However, in the learning carried out by teachers implementing the Snowball Throwing learning model to increase students' interest in learning, there are several obstacles faced such as lack of learning time because in learning Akidah Akhlak with a time of 40 minutes for each learning, students do not master the learning material, and the condition of the classroom is less strategic.

Conclusion

The implementation of the Snowball Throwing learning model in learning activities in increasing students' interest in learning has increased quite well. Students are seen to be more enthusiastic and enthusiastic when participating in the ongoing learning, students are seen working together, having responsibilities, helping each other, respecting, and discussing during groups and all students are seen to be active during groups, curiosity begins to emerge and students are more courageous to ask, answer and express their opinions, and share knowledge with their friends.

In the implementation of the Snowball Throwing learning model, there are obstacles in its implementation. The obstacles in implementing this learning are the lack of time duration during learning, less strategic classrooms, disturbances from naughty classmates, and disturbances from friends outside the class. From some of the learning obstacles above, it can cause students' concentration and focus on learning activities to be disturbed.

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