The Effect of Using The Snowball Drilling Learning Model In Learning Islamic Religious Education Class XI MA DDI Mattoanging Students

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KEYWORDS	ABSTRACT
snowball drilling; student learning activeness; PAI	This research aims to determine the effect of using the Islamic Religious Education learning model for class XI students at MA DDI Mattoanging. This research is a type of classroom action research, with the Snowball Throwing learning method. The research subjects were 20 class XI students at MA DDI Mattoanging and what was observed was student activity and student learning outcomes. The data collection technique in this research uses observation and documentation sheets. Based on the research results, it has provided concrete evidence regarding the use of the Snowball Drilling learning model in the learning process. Therefore, this model can help teachers to make it easier for students to easily understand Islamic Religious Education learning. This was obtained from the results of direct interviews conducted with class XI MA DDI Mattoanging students. After the researchers analyzed several research results, the researcher concluded that Islamic Religious Education learning is a teaching and learning process carried out by teachers to achieve a learning goal

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Introduction

According to Syaiful Sagala, the learning model is a conceptual framework that describes systematic procedures in organizing certain learning experiences and serves as a guideline in planning and implementing teaching and learning activities. The learning model is a broad approach that can be classified based on its learning objectives, syntax (sequence patterns), and the nature of the learning environment. The Learning Model refers to the approach to be used including learning objectives, stages in learning, learning environment and class management.

According to (Arifin, 2009), stated that the selection of teaching methods or learning models needs to pay attention to the following: a. Teaching objectives, b. Teaching materials, c. The number of students, d. Student ability, e. The ability of teachers or lecturers. For students to be able to achieve educational goals through teaching, teachers must choose the right learning method and relevant to student learning conditions. The learning method is a way that must be passed in learning. To achieve

satisfactory learning outcomes, an accounting teaching method is needed that is able to 3 activate students in the teaching and learning process. Most of the learning methods used by teachers are conventional learning methods. Learning with conventional learning methods, delivered using a lecture system, thus encouraging student activities that tend to be silent, listening and recording important things from the learning material. The selection of inappropriate methods will result in not optimal learning processes so that learning outcomes will also not be optimal (Asrori & Rusman, 2020).

The cooperative learning approach is one of the right choices. In cooperative learning students can learn in small groups that have different levels of ability. In completing group tasks, each member works together and helps to understand a learning material. Properly implementing the procedures of the cooperative learning model will enable educators to manage the classroom more effectively (Arifah, 2011).

The snowball drilling method is the same as the drill method. The equation lies in the basis of the theoretical construction used the snowball drilling method is a method resulting from the modification of the drill method. The term is unknown in the literature of learning methods. So far, what is written in the literature of the learning method is the snow balling method. The snowball method is used to obtain answers resulting from student discussions in stages. Starting from a small group then continuing to a large group which will eventually bring up two or three answers that have been agreed upon by students in groups (Hafidh, 2022).

Islamic Religious Education learning in schools is a teaching and learning process where there is interaction and reciprocity between teachers as facilitators or transfer of knowledge and students as recipients of knowledge that is consciously carried out in the formal environment, namely schools. In addition, learning must certainly have supporting aspects, including: methods that are ways of teaching, media in the form of equipment used to convey information, ideas to students, facilities that include daily experience and creative and innovative teachers, educational environments (physical and nonphysical) that are conducive to the growth and development of students to be able to grow into adults, avoidance of bad habits and influences and friends, and inclusive evaluation or assessment which is an effort to understand the success and delay in achieving educational goals (Agus, 2009). PAI learning here is transferring religious sciences that include Jurisprudence, Islamic Cultural History, Qur'an Hadith and Akidah Akhlak, where all these aspects aim to make all students practice and practice the knowledge they get so that they understand and implement it well so that they can avoid negative things they encounter in their surroundings in order to get happiness in the world and the hereafter (Saputra, 2018).

The purpose of snowball drilling models can foster active learning. This model focuses more on students as learning subjects and provides greater lessons to provide knowledge through interaction both with teachers and with their own friends. Can Create more student attention. It can be seen that a student who will consciously take turns answering questions that have not been answered correctly in the previous round can make the same mistakes as his friend did in the previous round. The mistake is not repeated if the student pays attention to his friends who answered the question in the previous round. Training students to answer questions asked by their friends well, can also stimulate students to ask questions according to the topic being discussed in the learning (Yanto, 2014).

LIBRARY SURVEY

The application of the Snowball Drilling type cooperative learning model students are required to play an active role in the learning process. According to the statement (Slameto, 2003) that if students become active participants in learning, then they will have the knowledge they have gained well so that student learning outcomes can be maximized. So, students who are active in the learning process will get good learning achievements. As stated by (Nasution, 2018) that active learning activities will have a positive effect on student achievement. Then the teacher praises the success of the students so that students feel happy and satisfied in the learning process. Giving praise to students for things that have been done successfully is of great benefit as a learning booster. Compliments lead to a sense of satisfaction and pleasure.

The snowball drilling method is basically the same as the drill method. The similarity lies in the basis of the theoretical construction used, that is, both are based on behaviorism. According to (Mulyasa, 2022), there are two differences between drill and snowball drilling methods, namely lies in the interaction pattern and technical aspects of information acquisition. The drill method positions the teacher as the subject and the student as the object, so that the interaction that occurs only between the teacher and the student. In the snowball drilling method, the position of the teacher as a facilitator and students as subjects, so that the pattern of interaction that occurs is between teacher and student, as well as student to student. The second difference is the technical aspect of information acquisition. Information obtained by students in the interactive process using the drill method is obtained through teacher giving, while information obtained by students in the interactive process using the snowball drilling method is obtained by students through a trial and error approach (Fadilah et al., 2021).

In the application of the snowball drilling method, the role of the teacher is to prepare multiple-choice questions and roll snowballs in the form of exercises by pointing / voting to get a student who will answer question number one. If the student who gets the first turn answers the question correctly, then the student is given the opportunity to appoint one of his friends to answer the next question number, which is question number two. If, the first student gets the opportunity to answer question number one fails then the student is required to answer the next question and so on until the student successfully answers the question item on a certain question number If in the first round of snowball there are still unanswered question items, then the questions are answered by the student who gets his turn. The turn-to-answer mechanism is the same as described above.

Learning is a complex aspect of human activity, which cannot be fully explained. Learning can simply be interpreted as the product of continuous interaction between development and life experience. In a more complex sense, learning is essentially the conscious effort of a teacher to teach his students (direct student interaction with other learning resources) in order to achieve the expected goals. From this meaning, it is clear that learning is a two-way interaction between a teacher and students, where between the two there is intense and directed communication (transfer) towards a predetermined target (Ramdhani, 2014).

Education, viewed from the psychosocial point of view (community psychology), is an effort to grow human resources through interpersonal processes (interpersonal relationships) which 22 take place in an organized community environment, in this case the educational and family community. Based on this, it is certainly not surprising that a student often depends his response to the lesson in class on his perception of the teaching teacher and his classmates. The positive or negative perception of students towards

teachers and their friends greatly affects the quality of students' social relationships with the social environment of their classes and maybe even with the school environment.

Furthermore, education, both formal at school and informal in the family environment, has an important role in developing students' psychosocial. Student psychosocial development, or let's call it student social development, is the process of developing a student's personality as a member of society in relating to others. This development lasts from infancy to the end of his life. Social development, according to (Bruno, 2017), is the process of forming a social-self (person in society), namely a person in the family, culture, nation, and so on.

According to Ahmad Syafe'i in his book Pelitian Development of Religion Towards the Beginning of the Third Millennium, Religion is a revelation sent down by God to man. The basic function of religion is to orient, motivate, and help people know and live something sacred. Through religious experience, which is an appreciation of Tuham, humans become able to have the ability, ability and sensitivity to know and understand the existence of the Divine. (Sayuti et al., 2022).

Based on this understanding, according to Kuntowijoyo that religion is also called divine understanding. Where this understanding is based on two points of view, namely: First, Godhead in the theoretical sense; knowledge of the supreme who gives rise to offerings. Second, existential understanding of divinity; God is lived as the ultimate goal that gives birth to actualization. So, in everyday life people actualize their awareness of God in their behavior, so that there is no dualism between the sacred and the profane. When the two terms are combined, it will provide an understanding, namely: religious education is education whose guidance and direction material is religious teachings intended so that humans believe wholeheartedly in the existence of God, obey and submit to carry out His commands in the form of worship, and have noble morals.

Islam can etymologically mean salvation, surrender, submission and obedience. In terminology, Islam is to submit and surrender completely to Allah outwardly and inwardly by carrying out His commandments and eschewing His prohibitions. Islam is a religion that contains teachings on the way of life that Allah revealed to mankind through His messengers.

The general purpose (Ahdaf) of Islamic education according to (Suteja &; Wijayanti, 2017) is harmony between two aspects of human life, namely individual and social life, as well as worldly life and ukhrawi. With regard to the harmonization of the two main aspects, he suggested a serious study around: human nature, efforts to develop personality and personality development, and efforts to prepare for the future of individuals.

Islamic Religious Education (PAI) itself is an effort in the form of guidance and care for students so that later after completing their education they can understand and practice the teachings of Islam and make it a way of life.

Research Methods

The design or design in this study is the Classroom Action Research (PTK) model. Classroom action research is an action research conducted by teachers who are also researchers in their classes or together with others (collaboration) by designing, implementing, reflecting actions collaboratively and participatively. The source of data in this study was class XI MA DDI MATTOANGING students totaling 20 people. The data analysis technique used in this study is qualitative.

Results and Discussions

Research Results

Learning is the process of interaction between students and educators and learning resources in a learning environment. Learning is an aid provided by educators so that there can be a process of acquiring knowledge, mastering skills and habits, and learning determines attitudes and beliefs in students. In other words, learning is a process to help students learn well. On the other hand, learning has a similar meaning to teaching, but actually has a different connotation. In the context of education, teachers teach so that students can learn and master the content of lessons to achieve something determined (cognitive aspects), can also affect changes in attitudes (affective aspects), as well as skills (psychomotor aspects) of a student. However, this teaching process gives the impression that it is only the work of one party, namely the work of the teacher. While learning implies interaction between educators and students.

Quality learning is very dependent on the way the teacher delivers a material. Either directly using learning methods or models or by using learning media. The right learning model will support the success of learning in achieving the goals to be achieved. Therefore, the author wants to examine one of the many learning models that can be applied in Arabic language learning.

Basically, learning with the Snowball Drilling learning model is very easy to use, although it is easy to apply, this learning model can have a significant influence on the process of understanding students in a material.

From several research results that have been read by researchers, researchers can conclude that the application of the Snowball Drilling learning model is very effective for use in learning even Arabic language learning.

The first research was a research conducted by Dwi Yanto from Sebelas Maret University in 2010 entitled "Application of Snowball Drilling Learning Model to Improve Anthropology Learning Achievement of grade XI Language students of SMAN 1 Tawangsari Sukoharjo. The study explained the application of the Snowball Drilling learning model to Anthropology learning achievement.

With the application of the Snowball Drilling type cooperative learning model, it can be seen that students seem enthusiastic (active) in learning, the learning atmosphere becomes more lively and there is healthy competition between students. It is proven when students are given questions by the teacher to be able to answer questions correctly and quickly. So that it will increase student learning motivation. Students strive to be able to understand the subject matter well. Therefore, students are encouraged to be more actively involved in the learning process such as asking questions when there is less understood subject matter to the teacher, asking questions with group mates, trying to remember the material that has been learned so that they can answer Snowball Drilling questions, and listening to the directions given by the teacher during the learning process and students immediately practice the Snowball Drilling model in class during discussions. In addition, the Snowball Drilling type cooperative learning model can create more student attention, it can be seen from a student in a turn to answer questions that have not been answered correctly in the previous round, can make the same mistakes as his friend from another group who answered the wrong question given in the previous round because the student did not listen and participated in looking for answers when his friend from another group had his turn Answer the questions given by the teacher. But the mistake was not repeated when students from other groups who took turns answering previously unanswered questions noticed their peers who answered questions in the

previous round. Furthermore, the Snowball Drillling type cooperative learning model also requires students to be more thorough and precise in answering the questions given by the teacher and think effectively, which answer is the most appropriate. Therefore, each group when playing Snowball Drilling tries to compete for bigger points in order to become the winning group. Thus, each group is more motivated to learn and try more intensively to understand the material in order to become winners.

No exception in learning Arabic, this model can also be applied because in terms of its application it is very easy, then in terms of learning, learning Arabic the majority uses the reading context on which this model is used because from the reading questions arise for students. In Arabic language learning vocabulary is very important and by using this learning model vocabulary reinforcement can increase, and that is why researchers choose this model, in addition to increasing student knowledge this model is also able to increase student learning passion based on the results of the research read.

From the results of the above research has provided concrete evidence about the effect of applying the Snowball Drilling learning model. Therefore, the model can help teachers to make it easier for students to easily understand and master Arabic. And from several sources read by researchers In addition, the Snowball Drilling learning model can be applied at any level, starting from the level of Madrasah Ibtida'iyah, Madrasah Tsanawiyah, and Madrasah Aliyah level.

From some of these studies, the author can conclude that the Snowball Drilling learning model can be used in learning Islamic Religious Education.

Use of Snowball Drilling Learning Model in Islamic Religious Education Learning

So below the author provides an overview of Snowball Drilling learning steps that can be used in learning Islamic Religious Education: First, students are given reading materials by individual teachers who have previously made question sheets or question packages. Second, the teacher divides the group to discuss the reading that has been shared. Third, the teacher explains the learning rules and explains the learning material. Fourth, the teacher appoints one of the students to answer the question. Fifth, if the student successfully answers the question, the student points to another student and from a different group, but if it is wrong, the teacher gives the next question to the same student. Sixth, the teacher gives advice so as not to be mistaken in answering the next question. Seventh, unanswered questions will be given to students who get their turn and students who successfully answer questions will be rewarded. Finally, after all the questions are answered the teacher and the students conclude the new learning takes place.

Factors affecting the success of the Snowball Drilling model in learning Islamic Religious Education

Based on the results of the researcher's analysis of the factors that affect the success of the Snowball Drilling model: (1) In terms of application, this model is very easy to apply, and can be used in various subjects. (2) In terms of student activity, this model can increase student interest in learning and student enthusiasm in participating in learning. (3) In terms of achievement, this model can improve student learning outcomes based on various research results that have been read by researchers

Therefore, the Snowball Drilling learning model is very helpful and makes it easier for teachers to achieve learning goals and make it easier for students to understand and master PAI Lessons.

Conclusion

After the researchers analyzed several research results, the researcher concluded that Islamic Religious Education learning is a teaching and learning process carried out by teachers to achieve a learning goal.

Snowball Drilling learning model is a cooperative learning model whose application is by dividing students into several groups to work on a certain task.

The Snowball Drilling learning model can be applied to Arabic language learning based on previous studies that provide concrete evidence that the Snowball Drilling model can improve student learning outcomes and achievement.

Nurfahmi Afrian

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