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Program Studi : **PENDIDIKAN GURU SEKOLAH DASAR**

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1	**Snowball Throwing A Method To Uplift Elementary School Students' Responsibility On Environment**	**Artikel**	**17 %**

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Sumenep, 23 Maret 2023

Pemeriksa

Snowball Throwing: A Method To Uplift Elementary School Students' Responsibility On Environment

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Snowball Throwing: A Method To Uplift Elementary School Students' Responsibility On Environment

Abstract

The implementation of character education in the current school environment is considered lacking. With these problems, researchers tried to solve the problem by inserting character values into the learning process. Teachers must choose and match character values through the materials to be taught, then apply them to learning. The implementation of character education in the current school environment is considered lacking. With these problems, researchers tried to solve the problem by inserting character values into the learning process. Teachers must choose and match character values through the materials to be taught, then apply them to learning. Snowball throwing is a suitable method for implementing responsibility and environmental care character education. The approach in this research is descriptive qualitative using the percentage formula. Data collection techniques in this study were interviews, questionnaires, and observation. The primary data sources in this study were principals and teachers and were strengthened by student opinions as secondary data sources. The results showed an increase of 3.8% in students' understanding of the character of responsibility and care for the environment after using the snowball throwing method, with 82% in the excellent category.

INTRODUCTION

Humans and the environment have a very close dependent relationship and are inseparable. The environment is an essential component of human life; human life significantly influences good environmental sustainability (Kamas & Preston, 2021). The influence of the environment on humans is more passive, while the influence of humans on the environment is more active (Kistoro, 2021). A beautiful and sustainable environment will positively influence human life because a good environment causes humans to develop optimally and ideally (Syarnubi et al., 2021). On the other hand, a bad environment will harm their life. To create a good environment, the efforts made by humans are to maintain and preserve the environment. According to their respective capacities, everyone must make efforts and be responsible for saving the environment around them (Aprilia et al., 2021; Iswatiningsih, 2019). No matter how small the effort, the benefits are enormous for realizing a suitable living environment. Environmental concern can be expressed by a supportive or partial attitude towards the environment, which can be manifested in the willingness to state actions that can improve and maintain environmental quality in every behavior related to the environment (Jhon et al., 2021).

Efforts made in maintaining and preserving the environment can foster character in humans. Character is an individual's character or character that becomes an extraordinary personality as a driver and driver of behavior in everyday life (Hardiansyah & Mas'odi, 2022; Rafsanjani & Razaq, 2019). The character can be considered the values of human behavior related to God Almighty, oneself, fellow human beings, the environment, and nationality, manifested in thoughts, attitudes, feelings, words, and actions based on religious norms and laws etiquette culture, customs, and aesthetics (Hardiansyah et al., 2021; Wahdian & Hardiansyah, 2021). The character that grows in humans is caring for the environment and responsibility. Environmental care character is an attitude and action that always tries to prevent damage to the natural environment and its surroundings in

developing et efforts to repair the natural damage (Handarini & Wulandari, 2020). At the same time, the character of responsibility is the attitude and behavior of a person to carry out the duties and obligations that should be carried out to maintain and preserve the surrounding environment {Formatting Citation}.

Humans need the character of environmental care and responsibility to create a suitable living environment (Nurafiati et al., 2021). If these two characters are not carried out daily, it harm their environmental sustainability. Humans will no longer care about the environmental damage near where they live with no longer care about reporting environmental damage in other areas, at local, regional, national, and international levels (Siswanto, 2019). They do not understand and have no deep concern for the suffering that befell the earth, such as the greenhouse effect, damage to the ozone layer, acid rain, global warming, and so on, which have become global problems (Pei et al., 2018). This is due to a lack of human care and responsibility for environmental sustainability. Irresponsible humans can only benefit from the earth but cannot take care of it and ignore it. Environmental concern must be continuously fostered so that later humans become people who have high environmental awareness so that there will be no more environmental damage due to human activities in the future (Suryanti & Widayanti, 2018). Based on the description of the negative impacts caused by the lack of human care and responsibility for the environment above, it is necessary to find a solution to overcome it (Disas, 2017). One way to overcome this is through character education. This is because character education cares for the environment, and responsibility is part of the character values developed in schools. Character education is defined as value education, character education, moral education, character education, which aims to develop the ability of students to make good and bad decisions, maintain what is good, and realize that goodness in everyday life wholeheartedly (Cahyani et al., 2020).

In realizing character education in schools, teachers play an essential role in building character values in students (Hardiansyah et al., 2021). Character education in the learning process introduces values facilitates gaining awareness of the importance of values, and internalizes values into students' daily behavior through the learning process, both inside and outside the classroom in all subjects. In addition to making students master the targeted competencies (materials), Lesson Learning activities are also designed and carried out to make students recognize, realize, care, and internalize values and turn them into behavior. To build the character of caring for the environment and responsibility can be internalized in Social Science learning (Lafrarchi, 2020; Lian, 2020). Social Studies is a subject that always involves students' social environment. Social studies learning in elementary schools is integrative; the material taught accumulates several social science disciplines related to real-life in society, experiences, problems, needs, and projecting them into future life, both from the physical/natural environment and culture (Andriani & Rasto, 2019; Ismail et al., 2020).

Social studies learning also discusses the relationship between humans and their environment. An environment where students grow and develop as part of society and face various problems in the surrounding environment, as well as train their attitudes, values, morals, and skills (Sri et al., 2020). Therefore, it takes a teacher's creativity in packaging social studies learning in the form of participatory, active, innovative, creative, effective, and fun learning that we know as PAIKEM learning (Widyastuti et al., 2020). In realizing PAIKEM learning, using the snowball throwing learning model is one of the right choices (Faslia, 2021). Because the snowball throwing model can motivate students to be more active in participating in the learning process (Safitri et al., 2022). The snowball throwing model is one of the learning models which, in its implementation, involves many students. The role of the teacher here is only as a giver of initial direction on the topic of learning and then controlling the course of learning. Etymologically, snowball means snowball, while throwing means throwing (Putra & Sufiani, 2021). So, snowball throwing as a whole can mean throwing snowballs. In the snowball throwing model, snowballs are paper containing questions made by students and then thrown to their friends to be answered (Zulaicha, 2021). Each individual involved in this method must be prepared to answer any questions asked by his friends.

Snowball throwing can also be interpreted as a learning model that explores students' leadership potential in groups and the skills of making and answering questions combined through an

imaginative game of forming and throwing snowballs (Lusiana, 2021). It aims to train students to be more responsive to receiving messages from others and convey them to their friends in one group (Polotoy, 2022). Throwing questions does not use sticks like the Talking Stick learning method but uses paper containing questions kneaded into a paper ball and then thrown to other students (Nurahmi, 2021). The student who gets the paper ball then opens it and answers the question. The results of (Qowi, 2021), which discusses increasing students' motivation to ask questions through the Snowball Throwing method, explain that learning with Snowball Throwing can improve students' skills in asking questions, both in preparing questions and asking questions to solve problems so that students' activity and courage will also increase. This approach will involve students playing an active role in learning and developing students self-character, namely aspects of communicative character and curiosity. (Maisa & Farida, 2021) research on moral and character education explains the stages of implementing moral and character education that are important in students' lives, namely in the classroom, school, and their social interactions. When learning in class develops students' self-character well, the student's self-character will be carried over into the habits of everyday life. Based on the description above, the author has a positive interest in conducting research with the title snowball throwing a method to uplift elementary school students' responsibility on environment.

METHODS

This study uses a qualitative approach in the form of descriptive qualitative research. The qualitative method is a research procedure that produces descriptive data in written or spoken words from the observed people and actors (Puspitarini & Hanif, 2019). Qualitative research data are referred to as social situations, explaining that social situations are stated as objects of research that you want to know, what is happening in them. The data sources in this study are divided into two, namely primary data sources and secondary data sources. The primary data sources in this study were the principal and two classroom teachers using interview instruments and 46 students' opinions as supporting data sources to strengthen answers from primary data sources through questionnaires and observations. The principal is the primary data source to find out the whole picture of the school, both the program and its implementation. Teachers as primary data sources as direct implementers of character education. Students as secondary data sources determine the students' level of understanding in implementing the character of caring and responsibility for the environment. Data collection techniques in this study were interviews, questionnaires, and observation.

In this study, two activities must be observed: teacher activities in teaching and student activities in learning. Observation of teacher activities is assisted by fifth-grade teachers, while researchers and fifth-grade teachers carry out student activity observations. Questionnaires in this study were used to determine students' character before and after social studies learning through the Snowball throwing model to see the comparison. Questionnaires were given to students after and before being given treatment; each amounted to 15 items about the character of caring for the environment and responsibility. This questionnaire is in the form of statement items with alternative multiple-choice answers. Each statement has four choices: always, often, sometimes, and never. For qualitative descriptive analysis using the percentage formula, the answers were given 4 = always, 3 = often, 2 = sometimes, and 1 for the answer never.

This study uses descriptive qualitative data analysis with the percentage formula. The purpose of using the percentage formula in this study is to measure the indicators of the questionnaire (Pradana & Mawardi, 2021). To conclude the questionnaire data analysis results, the researcher used a Likert scale measuring instrument (Syahlani & Setyorini, 2021). The Likert scale measures attitudes, opinions, and perceptions of a person or group of people about social phenomena (Budiaji, 2013). There are four Likert scale assessment criteria combined with indicators of achievement of teacher and student activities designed by researchers, namely very good (81%-100%), good (61%-80%), quite good (41%-60%), less good (21%-40%), and poor (0%-20%) (Rojabiyah & Setiawan, 2019), as described in table 1.

Table 1. Teacher and student activity indicators

Achievement Level	Product Criteria	Description of Teacher Activities	Description of Student Activities
81%-100%	very good	The teacher carries out all stages/steps in carrying out social studies learning on natural appearance materials by involving the character of caring for the environment and responsibility (± 100%)	Students carry out all activities according to predetermined indicators (± 100%)
61%-80%	good	The teacher carries out almost all stages/steps in carrying out social studies learning on natural appearance materials by involving the character of caring for the environment and responsibility (± 80%)	Students almost do all activities according to the indicators that have been set (± 80%)
41%-60%	quite good	The teacher carries out half the stages/steps in carrying out social studies learning on natural appearance materials by involving the character of caring for the environment and responsibility (± 60%)	Students do half of the activities according to predetermined indicators (± 60%)
21%-40%	less good	The teacher does less than half of the steps/steps in carrying out social studies learning on natural features by involving the character of caring for the environment and responsibility (± 40%)	Students perform less than half of the activities within the set indicators (± 40%)
0%-20%	not good	The teacher does not carry out the stages/steps of learning at all (± 20%)	Students do not do activities at all (± 20%)

FINDINGS AND DISCUSSION

Everyone needs character education; character education will shape a person's personality for the better. In a simple sense, character education is all forms of positive actions carried out by teachers and affect students' character. In this regard, from the research results conducted at SDN Banuaju II, the school has implemented character education. The principal stated that this school has carried out character education since participating in the school health competition in 2015.

Extract 1

Researcher: Has this school implemented character education?
Principal: It has been since 2015. Before there was a character-based curriculum, this school had implemented character education. Currently, character education is a little faded. In the past, if, for example, the child was not wise or naughty, the student's guardians tended to come here immediately to give a report, then there was a solution. (January 4, 2022 at 08.30)

Extract 2

Researcher: Has this school implemented character education?
Teacher: If this is before character education, we have implemented it. In the past, when I entered the term, it was habituation. In the past, every Monday, there was always an examination of hair, nails, and ears for all students (January 4, 2022 at 09.30)

From the statement of the sources above about character education, it can be concluded that character education has been implemented before the character-based curriculum. The term used to be not character education but habituation. The implementation of character education is not only carried out by the principal but must also be carried out by all parties concerned, such as teachers and education staff together. However, it can be said that teachers play an essential role in implementing character education in schools. Regarding the planning and implementation of character education in schools, it is carried out by principals, teachers, and education staff as a community of educators and is applied to the curriculum through self-development programs, school culture, and integration in subjects (Faslia, 2021).

Extract 3

Researcher: *What kind of character education do you usually apply in class?*

Teacher: *All of the characters include school culture extracurricular and academic activities. So, children are expected to get used to good things. This habit is positive, for example, keeping the class clean (January 4, 2022 at 08.30).*

Teachers and schools need to integrate the values developed in character education into the existing curriculum, syllabus, and (RPP). The subject matter can be used as material or media to develop character values (Aprilia et al., 2021). Therefore, the teacher does not need to change the existing subject matter but uses the subject matter to develop character values. Teachers do not have to develop a particular learning process to develop character values (Nurafiati et al., 2021). One thing that must always be remembered is that a learning activity can develop abilities in the cognitive, affective, and psychomotor domains (Jhon et al., 2021). However, the development of specific values such as hard work, honesty, tolerance, discipline, independence, national spirit, love for the homeland, and a love of reading can be done through learning activities usually applied by teachers (Syarnubi et al., 2021). The development of several other values such as social care, environmental care, curiosity, and creativity requires conditioning efforts so that students can bring up behaviors that show these character values. The values of caring for the environment and responsibility can be integrated into the social studies subject for class V on the diversity of natural and artificial features in Indonesia.

Extract 4

Researcher: *What is your opinion regarding the implementation of environmental care and responsibility character education in social studies learning for class V?*

Teacher: *I think that the character of caring for the environment and responsibility can be integrated with the material of natural and artificial appearances. For example, to maintain the appearance of nature, we are not allowed to throw garbage in the river. Artificial appearance, for example, a garden, there we have to care about the environment and be responsible for maintaining and caring for it (January 4, 2022 at 09.30).*

In integrating the character values of caring for the environment and responsibility through social studies subjects, the material for the diversity of natural and artificial appearances in Indonesia cannot be separated from the learning process carried out by the teacher, because basically, character education is a positive thing, whatever the teacher does has an effect on character student (Kistoro, 2021). Thus, learning activities and making students master the targeted competencies are also designed and carried out to make students recognize, realize, care, and internalize values and turn them into behavior. In competency-based learning, teachers are given the authority to develop materials or subject matter according to the demands or context of the lesson (Fauzan & Rahmah, 2022). The learning process within the character development framework can use learning models to assist teachers and students in linking the material being taught with real-world situations (Na'imah & Bawani, 2021). Thus, students can connect the knowledge they have and their application in their lives.

Extract 5

> Researcher: *Do you always use the learning model in carrying out the learning process?*
> Teacher: *The model can also support the delivery of learning materials, so it is hoped that the learning activities carried out are engaging, fun, active, and can run well. I often use the Snowball throwing model; the model writes questions on a sheet of paper and then throws it to a friend to answer the questions that have been made. The Snowball throwing model does make students more active and creative.*
> *(January 4, 2022 at 09.30)*

It can be concluded that the snowball throwing model can be used as a support for the delivery of learning materials so that the learning activities carried out are engaging, fun, active, can run well, and can shape the character of students to be even better. With such a curriculum breakthrough, the values and characters developed in students will be solid and have a tangible impact on the lives of themselves, society, nation, and even humanity (Fatmawati et al., 2018). Therefore, implementing character education in schools is very important and needed. In line with the interviews above, the results of the percentage of teacher observation data given by observers to researchers through teacher activities.

Observations of teacher activities were conducted to determine the teacher's ability to implement environmental care and responsibility character education through social studies learning material on natural appearances and artificial snowball throwing models for fifth-grade students. Each indicator is attached to the teacher's teaching activity observation table. Next, the value of each teacher activity observation indicator is added up, and the percentage results are formulated using the total score obtained multiplied by one hundred and then divided by the total maximum value of all indicators. The results were obtained by calculating the percentage of 86%. From the percentage criteria above, 86% is included in the very good category. The percentage of 86% shows that the implementation of environmental care and responsibility character education through social studies learning materials on natural appearances and artificial snowball throwing models for fifth graders in elementary schools is very well done. Based on the explanation of the interview data and observations above, it proves that the implementation of environmental care and responsibility character education through the snowball throwing model of social studies learning in elementary schools is categorized as very good.

The level of understanding is the ability that a person has to restate the knowledge he has acquired in speech and action. Students' level of understanding at SDN Banjuaju II in implementing the character of caring and responsibility for the environment is excellent. This is evidenced by the participation of students in preserving nature, preventing damage to the natural environment, and repairing natural damage that has already occurred. Thus the character of caring and responsibility for the environment in everyday life in the school environment has gone very well. In observing student activities, the researcher was observer I, and the fifth-grade teacher was observer II. The results obtained from observer I were 63 with a percentage of 90%, while the results obtained from observer II were 59 with 84%. The values of 63 and 59 are obtained from the assessment of each indicator attached to the student activity table with the assessment of each indicator. The number of indicators assessed is 14, and the total value is added up. From the indicators of student activity, the percentage results are then formulated. The percentage of results obtained from observer I is 90%, and the results obtained from observer II is 84%, then the results of observations I and II are added up and divided by two to find the average percentage. The results of these calculations, the average percentage obtained is 87%. The percentage of 87% indicates that students' level of understanding in implementing the character of caring and responsibility for the environment in everyday life in the school environment is categorized as very good.

In line with the interviews and observations above, the questionnaire results conducted by fifth-graders before and after social studies learning materials on natural and artificial features of the snowball throwing model involve caring and responsible characters for the environment. At the initial stage, the researcher distributed a questionnaire one day before the social studies lesson on natural and artificial features of the snowball throwing model by involving the character of caring and being responsible for the environment. The students had to fill out the questionnaire based on their answers

without cheating on their friends. At the same time, in the second stage, the researcher distributed a questionnaire after learning social studies on natural and artificial features of the snowball throwing model by involving caring and responsible characters for the environment. The researcher used the percentage formula to calculate the questionnaire results before and after learning social studies on natural and artificial features of the snowball throwing model by involving the character of caring and being responsible for the environment. The total value of the questionnaire results is obtained from the assessment of each given question, with a total of 15 questions. Each question is assessed with the following criteria: students always carry out activities according to their value statements 4. Students often carry out activities according to their value statements 3. Students sometimes carry out activities according to their value statements 2. Students never do activities according to their value statements 1. Then the total value obtained from each student is added up and formulated with a percentage.

After being corrected and calculated, the total value of the questionnaire results before learning social science material on natural and artificial features of the snowball throwing model involving caring and responsible characters for the environment gets a percentage of 75% (categorized as good). Meanwhile, the total value of the questionnaire after learning social studies on natural and artificial features of the snowball throwing model involving caring and responsible characters for the environment gets a percentage of 82% (categorized as very good). Based on the exposure of the interview data, observations, and questionnaires above, it proves that students' level of understanding in implementing caring and responsible character education for the environment in everyday life in the school environment has been going very well.

Everyone needs character education because it will shape one's personality for the better (Dewi et al., 2019). The principal and all related parties, such as teachers and education staff, implement character education in elementary schools. However, it can be said that teachers play an essential role in implementing character education in schools. Teachers meet and do activities with students more often, while the principal only monitors them. The subject matter can be used as material or media to develop character values in character education. Therefore, the teacher does not need to change the existing subject matter but uses the subject matter to develop character values. Teachers do not have to develop a unique learning process to develop character values (Elliott, 2015). One thing that must always be remembered is that a learning activity can develop cognitive, affective, and psychomotor abilities (Pasaribu, 2017). Teachers are also given the authority to develop material or subject matter according to the demands or context of the lesson. The learning process in the character development framework can use learning models to help teachers and students relate the material being taught to real-world situations (Sari & Indartono, 2019). The learning model is the approach that will be used, including learning objectives, stages of learning activities, learning environment, and classroom management (Wati & Arif, 2017). Thus, students can connect their knowledge with their application in life (Hadi, 2020). With the implementation of character education in elementary schools, character education cares for the environment and responsibility through social studies; learning materials about natural appearances and artificial snowball throwing models for fifth-grade students can be carried out well because character education has been integrated through subjects.

Based on these observations, the total score obtained from observer II was 86%. Based on the percentage criteria, a score of 86% indicates that implementing environmental care and responsibility character education is categorized as very good. An excellent assessment can be interpreted that the teacher can apply all stages of learning with learning syntax. The focus of the second question/research is students' level of understanding in implementing the character of caring and responsibility for the environment in everyday life in the school environment through a questionnaire given before students take social studies lessons and after students take social studies lessons. Lessons can be seen in the difference. The results obtained from the questionnaire are entirely satisfactory to the character intended by the researcher. Based on the percentage generated from the questionnaire before doing social studies learning natural and artificial features of 75%. Meanwhile, the results obtained after learning natural and artificial social studies features is 82%. From the results presented, it can be concluded that students' level of understanding in implementing the character of caring and responsibility for the environment in daily life is excellent. The questionnaire results above

are in line with the results of the percentage of student activity observations. Based on the results of these observations, it is known that the total score obtained from observer I is 90%, and the results obtained from observer II is 84%. The average percentage obtained from the two observers was 87%. Based on the percentage criteria, a score of 87% indicates that students' level of understanding in applying the character of caring and environmental responsibility in daily life in the school environment is categorized as very good. This is evidenced by the participation of students in preserving nature, preventing damage to the natural environment, and repairing natural damage that has occurred.

CONCLUSION

Based on the results of the research that has been described in the research findings and discussion, on this occasion, the researcher will put forward several conclusions as follows: (1) The implementation of character education for environmental care and responsibility through social science learning model snowball throwing in elementary schools is categorized as very good according to the character learning syntax. (2) Students' level of understanding in implementing the character of caring and responsibility for the environment in everyday life at school is categorized as very good. This is because students have carried out all activities by predetermined indicators. Teachers must provide character learning to students; this can be done by inserting character values in each subject that will be delivered to students, so that indirectly besides getting learning in the field of study, students also get character learning.

Researchers hope that prospective researchers always carry out updates and developments on research conducted related to the implementation of character education. Educational institutions must continue to pay attention to the character learning process, even though it is only inserted into the core learning (field of study), so that the character education process can continue to run well.

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