

ABSTRAK

Rendahnya motivasi belajar pada mata pelajaran murid pada mata pelajaran Sejarah di kelas X SMA Negeri 8 Kota Tasikmalaya menjadi latar belakang penelitian ini, dan kurangnya keterlibatan aktif akibat dominasi metode ceramah. Penelitian ini bertujuan mengetahui pengaruh metode *Snowball Throwing* terhadap motivasi belajar murid serta mengukur besarnya peningkatan yang terjadi. Penelitian menggunakan pendekatan kuantitatif dengan metode kuasi eksperimen dan desain Nonequivalent Control Group Design. Sampel terdiri dari 40 murid kelas X-10 sebagai kelas eksperimen dan 42 murid kelas X-5 sebagai kelas kontrol. Instrumen berupa angket motivasi belajar dengan 30 butir valid (Cronbach's Alpha = 0,877). Analisis data meliputi uji normalitas Shapiro-Wilk, uji homogenitas Levene, uji N-Gain ternormalisasi, dan uji Independent Samples T-Test dengan bantuan IBM SPSS Statistics 23. Hasil penelitian menunjukkan rata-rata posttest kelas eksperimen sebesar 97,70 (81%, kategori tinggi), meningkat dari pretest 81,15 (68%, sedang). Kelas kontrol hanya naik dari 87,93 menjadi 88,55, keduanya tetap kategori sedang. Rata-rata N-Gain kelas eksperimen sebesar 0,4003 (sedang), jauh di atas kelas kontrol yang hanya 0,0055 (rendah). Uji Independent Samples T-Test menghasilkan nilai signifikansi $0,000 < 0,05$, sehingga H_0 ditolak dan H_1 diterima. Dapat disimpulkan bahwa metode *Snowball Throwing* berpengaruh signifikan terhadap motivasi belajar murid pada mata pelajaran Sejarah di kelas X SMA Negeri 8 Kota Tasikmalaya. Temuan ini juga memiliki makna penting karena mencerminkan penerapan prinsip *deep learning* (mindful, meaningful, dan joyful) yang sejalan dengan arah kebijakan Kurikulum Merdeka saat ini.

Kata Kunci: *Snowball Throwing*, Motivasi Belajar, Pembelajaran Sejarah

ABSTRACT

The low learning motivation of students in the History subject in class X of SMA Negeri 8 Tasikmalaya City is the background of this study, and the lack of active involvement due to the dominance of the lecture method. This study aims to determine the effect of the Snowball Throwing method on student learning motivation and measure the magnitude of the increase that occurs. The study used a quantitative approach with a quasi-experimental method and a Nonequivalent Control Group Design. The sample consisted of 40 students of class X-10 as the experimental class and 42 students of class X-5 as the control class. The instrument was a learning motivation questionnaire with 30 valid items (Cronbach's Alpha = 0.877). Data analysis included the Shapiro-Wilk normality test, Levene's homogeneity test, normalized N-Gain test, and Independent Samples T-Test with the help of IBM SPSS Statistics 23. The results showed that the average posttest of the experimental class was 97.70 (81%, high category), an increase from the pretest of 81.15 (68%, moderate). The control class only increased from 87.93 to 88.55, both of which remained in the medium category. The average N-Gain of the experimental class was 0.4003 (medium), far above the control class which was only 0.0055 (low). The Independent Samples T-Test produced a significance value of $0.000 < 0.05$, so H_0 was rejected and H_1 was accepted. It can be concluded that the Snowball Throwing method has a significant effect on student learning motivation in History subjects in grade X of SMA Negeri 8 Tasikmalaya City. This finding also has important significance because it reflects the application of the principles of deep learning (mindful, meaningful, and joyful) which is in line with the current direction of the Independent Curriculum policy.

Keywords: Snowball Throwing, Learning Motivation, History Learning