

IMPLEMENTATION OF THE SNOWBALL THROWING METHOD IN IMPROVING LEARNING OUTCOMES IN CIVIC EDUCATION

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Abstract

Preparing a high-quality generation requires a learning process that is effective, easy to understand, and comprehensible to students. This ensures they have the knowledge, skills, and attitudes to equip themselves for life, both personally and as citizens, because high-quality human resources support the quality of a country. One way to achieve this is by implementing the snowball throwing method in the learning process. This study aims to examine how the implementation of the snowball throwing method improves student learning outcomes in Pancasila education. The method used is a classroom action research method conducted in three cycles with twenty-two seventh-grade students at SMPIT Ibnu Rusyd as the research subjects. The research data was obtained through observation, interviews, tests, field notes, discussions, and documentation. The results of the study indicate that the snowball throwing method can improve student learning outcomes, as evidenced by the increase in the average learning outcomes of students in each cycle. Educators can use the snowball throwing method as one of the efforts to improve student learning outcomes.

Keywords: Learning Outcomes, Snowball Throwing Method, Civic Education.

1 INTRODUCTION

Education is the process of preparing future generations to have the knowledge to continue development in this country and at the same time as a form of generational transfer. Preparing generations is a grand plan that will illustrate the quality of a nation based on how its education process is currently conducted.

Education has objectives as stated in Law No. 20 of 2003 Article 3 concerning the National Education System, which states that: "National education serves to develop abilities, shape the character and civilization of a dignified nation in order to educate the nation. In addition, education aims to develop the potential of students to become people who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens."

Preparing a quality generation requires a learning process that is good, easy to understand, and comprehensible to students. This will equip them with the knowledge, skills, and attitudes to navigate both their personal and civic lives, because good quality human resources will support the quality of a country.

A good learning process is one that involves all components of learning, or in other words, one in which there is educational interaction between teachers and students and between students themselves, whether intentional or unintentional. Teaching and learning interactions are considered educational because the activities carried out are directed towards achieving predetermined learning objectives.

Pancasila and Civic Education (PPKn) is very important to be implemented at various levels of education to instill the moral values of Pancasila in the nation's future generations so that they develop a sense of responsibility and play an active role in continuing to

maintain and preserve traditions, local wisdom, and culture in the global society of Indonesia.

Learning outcomes are changes or new abilities acquired by students after undergoing a learning process that includes abilities in cognitive, affective, and psychomotor aspects, which are manifested in numerical form. Bloom (2020) argues that learning outcomes include cognitive, affective, and psychomotor abilities in students. Bloom emphasizes that effective learning does not only focus on mastering knowledge, but also on shaping the attitudes and skills of learners.

W. Winkel (2020) argues that learning outcomes are the successes achieved by students, namely their academic achievements at school, which are expressed in numerical form. Winkel's opinion is rooted in behaviorist learning theory, which views learning outcomes as a process of change in student behavior that can be observed, measured, and expressed objectively through grades, scores, or certain symbols. In this case, learning success is reflected in the measurable achievements of learners through formal assessments, such as tests, exams, and standardized tests. Utami (2020), explains that learning outcomes are everything that learners acquire as a result of their learning activities. Utami has a holistic perspective. Learning outcomes are not only viewed as changes in student behavior or knowledge, but also include all forms of competence acquired by students after going through the learning process, both those that can be measured and those that cannot be measured directly.

In Pancasila Education classes, students sometimes feel bored because they are presented with material that is mostly presented by the teacher, while the students are only listeners. As a result, students pay less attention because the method most often used by teachers is lecturing, which does not involve students much. To overcome this problem, an interesting learning method can be used, one of which is implementing the snowball throwing method in the learning process.

Fikri, M.H (2024), the Snowball Throwing method is an innovative learning strategy that emphasizes student activity through collaborative, communicative, and enjoyable learning activities. In its application, teachers divide students into several heterogeneous groups to encourage interaction between students with diverse abilities. Each group is given the opportunity to discuss a topic or material being studied. After the discussion is complete, each group is asked to write one or more questions related to the material on a piece of paper, which is then shaped into a small ball (snowball). Next, the activity continues by throwing the paper ball in turns or randomly to other groups. The students who receive the ball must open it, read it, and answer the questions inside. This activity creates a dynamic classroom atmosphere, as it involves not only cognitive aspects (thinking and answering questions), but also affective aspects (cooperation, courage, and self-confidence) and psychomotor aspects (physical activities such as rolling and throwing balls). Therefore, this method is able to create active, participatory, and interactive learning.

Bayor (2020) asserts that Snowball Throwing falls under the category of Active Learning, which is an approach that requires the full involvement of students in the learning process. Through this method, students are guided to utilize their full potential, including critical thinking skills, creativity, and social skills. Teachers are no longer the sole source of knowledge, but rather act as facilitators who guide the discussion and interaction between students.

Utami (2020) explains that Snowball Throwing is also a form of Cooperative Learning. In this approach, learning success is determined by cooperation among group members, not by individuals alone. Teachers play a role in providing initial guidance, determining learning topics, and controlling the course of activities to ensure they remain conducive and oriented towards learning objectives. Thus, the Snowball Throwing method not only trains students' academic abilities in understanding the material, but also fosters social values such as cooperation, responsibility, tolerance, and mutual respect for the opinions of others.

Slamet Widodo (2009), the Snowball Throwing method is a modified form of questioning technique that focuses on students' ability to formulate meaningful questions that are relevant to the learning material. The uniqueness of this method lies in the way it is delivered, which is packaged in the form of an educational game, namely throwing snowballs at each other, which contain questions that the students themselves have thought up. Through this activity, the classroom atmosphere becomes more lively and interactive, because each student not only acts as a recipient of information, but also as a creator of knowledge through the process of critical and creative thinking in composing questions. In addition, the activity of throwing questions at each other provides a fun and challenging learning experience, because students are required to understand the material before asking questions, and must be able to answer questions from friends quickly and accurately. Thus, the Snowball Throwing method not only trains questioning and answering skills, but also fosters a sense of responsibility, the courage to express opinions, and the ability to communicate effectively in a collaborative atmosphere. This makes this method very suitable for application in student-centered learning, where students become active subjects in the learning process.

Herdian (2015) explains that the Snowball Throwing method is a learning approach that emphasizes the active participation of students in exploring and discovering information independently and collaboratively through group interaction. In its application, students are invited to understand the learning material in general by forming several heterogeneous small groups. Each group is given the task of discussing a specific topic set by the teacher. Through these discussions, students are expected to be able to identify the core material, express their opinions, and compile questions relevant to the results of their group discussions. After the questions are formulated, each group writes them down on a piece of paper which is then shaped into a ball (snowball). The ball is then thrown to another group to be answered in turn. This activity creates an interactive, competitive, and fun learning atmosphere, because each group is not only required to make quality questions, but also must be able to provide accurate and argumentative answers to questions from other groups. Next, after all groups have finished exchanging and answering questions, the teacher and students reflect on and summarize the results of the entire discussion and question-and-answer process. Thus, the Snowball Throwing method not only trains critical thinking, communication, and cooperation skills, but also fosters responsibility, mutual respect for opinions, and the ability to relate new knowledge to existing learning experiences. Ultimately, this learning method creates an active, participatory classroom environment that is oriented toward deep conceptual understanding.

Every learning method has its advantages and disadvantages. Similarly, the snowball throwing learning method has its advantages and disadvantages. The advantages of the snowball throwing learning method are as follows: The snowball throwing method can create an active and enjoyable learning atmosphere by having students play a game of throwing questions to other students. The snowball throwing method can improve cognitive, affective, and psychomotor aspects so that students' learning outcomes can be achieved well in accordance with the expected targets. The snowball throwing method can boost students' confidence in expressing their opinions or discussion results in front of their friends. The snowball throwing method prepares students for various possibilities because they do not know what questions they will get. The snowball throwing method makes students responsible for answering all questions obtained from other students through paper balls containing questions.

In addition to its advantages, the snowball throwing learning method also has disadvantages. The disadvantages of the snowball throwing learning method are as follows: The class tends to be noisy, and the activity of throwing paper balls often causes the classroom atmosphere to become noisy and difficult to control. The learning time is long because there are many steps, such as: forming groups, creating questions, throwing balls, and answering questions, all of which take a considerable amount of time. If the

group leader is not competent or unable to explain the material well, then group members tend to have difficulty understanding the material being taught.

Overall, Snowball Throwing can be considered an effective method for improving student learning outcomes in the learning process. Physical activities combined with thinking and discussion activities make students more enthusiastic and less likely to get bored. This is in line with 21st-century learning principles that emphasize the importance of collaboration, communication, critical thinking, and creativity (4C Skills).

2 RESEARCH METHOD

This research is qualitative research and the method used in this research is classroom action research. The research design used in this classroom action research is divided into three cycles, each cycle consisting of four stages of research, namely: planning, implementation, observation, and reflection.

The research was conducted over a period of three months, from March 2025 to May 2025, with 22 students as research subjects. The data collected in this study were obtained through observation, interviews, tests, field notes, discussions, and documentation.

This study aims to improve learning in the subject of Civic Education by implementing the snowball throwing method in an effort to improve the learning outcomes of seventh grade students in the even semester of the 2024/2025 academic year on the subject of diversity within the framework of unity in diversity at SMPIT Ibnu Rusyd.

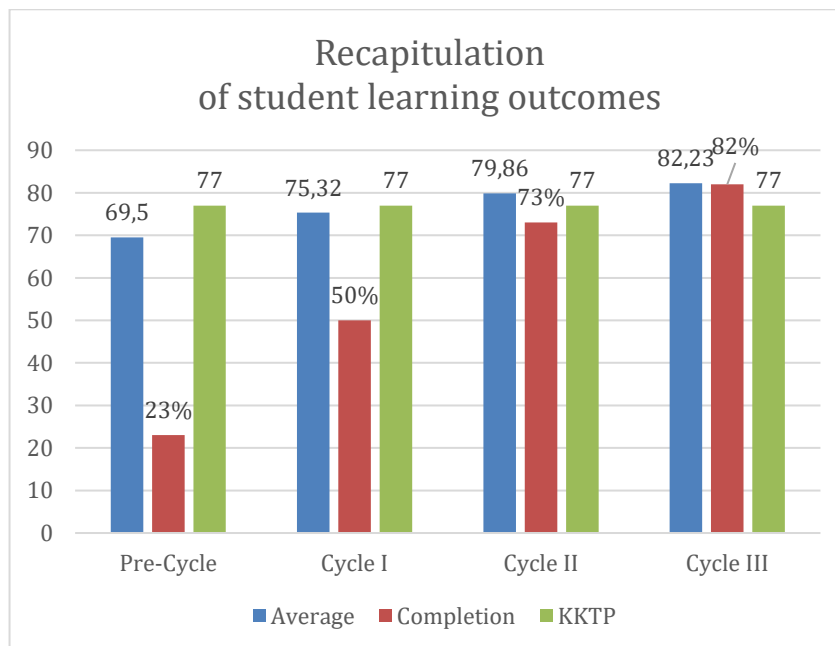
3 RESULTS AND DISCUSSION

The research results are descriptions based on the types of data collected according to the research method. The results and discussion must be consistent. This research was divided into three cycles, each cycle consisting of four stages of research, namely: planning, implementation, observation, and reflection. The research results for each cycle are summarized in the explanation below:

Table 1. Summary of Student Learning Outcomes

No	Description	Pre-Cycle	Cycle I	Cycle II	Cycle III
1	Average Score	69,50	75,32	79,86	82,23
2	Students who have completed the course	5	11	16	18
3	Students who have not completed the course	17	11	6	4
4	Percentage of Completion	23%	50%	73%	82%
5	Completion Criteria	Not Completed	Not Completed	Not Completed	Completed

Figure 1. Recapitulation Diagram of Student Learning Outcomes



Based on the data above, after implementing the snowball throwing method, student learning outcomes showed a significant improvement in Pancasila Education in each cycle, as explained in detail below:

- In the pre-cycle action, the researcher used the lecture method, and the average learning outcome score of the students was 69.50. Five students completed the course, and 17 students did not complete the course, with a learning outcome completion rate of 23%.
- In Cycle I, researchers used the snowball throwing method, and the average learning outcome score of students was 75.32. Eleven students achieved mastery, while 11 students did not, with a mastery rate of 50%.
- In Cycle II, researchers used the snowball throwing method, and the average learning outcome score of students was 79.86. Sixteen students achieved mastery, while six students did not, with a mastery rate of 73%.
- In Cycle III, researchers used the snowball throwing method, and the average learning outcome score of students was 82.23. There were 18 students who achieved mastery and 4 students who did not, with a learning outcome mastery rate of 82%.

Based on the above explanation, it can be concluded that the researcher's efforts to improve student learning outcomes in diversity within the framework of unity in diversity through the snowball throwing method have been proven to improve the outcomes of seventh-grade students at SMPIT Ibnu Rusyd in the 2024/2025 academic year.

4 CONCLUSION

The results of the research that has been carried out can be concluded that the classroom action research conducted, through the snowball throwing method implemented in the seventh grade in the even semester of the 2024/2025 academic year at SMPIT Ibnu Rusyd, proved that there was an increase in student learning outcomes in the subject of Pancasila Education with material on diversity within the framework of unity in diversity.

The improvement in student learning outcomes can be seen from the average scores of student learning outcomes in each research cycle. In the pre-cycle action, the average

score of student learning outcomes was 69.50 with a learning outcome mastery rate of 23%. In cycle I, the average score of student learning outcomes was 75.32 with a learning outcome mastery rate of 50%. In the second cycle, the average learning outcome of students was 79.86 with a learning outcome mastery rate of 73%. In the third cycle, the average learning outcome of students was 82.23 with a learning outcome mastery rate of 82%.

This study indicates that implementing the snowball throwing method can be a promising alternative method for educators in their efforts to improve student learning outcomes in the learning process.

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