

THE EFFECT OF THE SNOWBALL THROWING LEARNING MODEL ON THE LEARNING OUTCOMES OF PANCASILA EDUCATION OF GRADE V STUDENTS OF UPTD SD NEGERI 122379 PEMATANGSIANTAR

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Abstract

This study aims to determine the effect of the Snowball Throwing learning model on the learning outcomes of Pancasila Education of fifth-grade students of UPTD SD Negeri 122379 Pematangsiantar. This study was conducted in fifth grade with the number of research subjects being 27 students. This type of research is quantitative research with a pre-experimental design using the One Group Pretest-Posttest design. The data analysis techniques used are the Shapiro-Wilk test as a normality test, the Paired sample t-test as a hypothesis test and the N-Gain test. The results of this study indicate that there is a significant influence on the learning outcomes of Pancasila Education of fifth-grade students using the snowball throwing learning model. The results obtained from the average pretest score of students is 48.70 and the average posttest score is 86.48. Based on data analysis using the t-test, it was obtained that $t_{count} > t_{table} = 24.158 > 1.706$ indicates that the sig value (2-tailed) is $0.00 < 0.05$ where H_0 is rejected and H_a is accepted, meaning there is a significant difference between the learning outcomes of students who use the snowball throwing learning model and the learning outcomes of Pancasila Education of class V students at UPTD SD Negeri 122379 Pematangsiantar.

Keywords: *Snowball Throwing Model, Learning Outcomes of Pancasila Education*

INTRODUCTION

The progress of a nation can be seen from the level of success of its education. Education is a form of guidance and guidance carried out to prepare students for learning, which will play a vital role in the future. Education is more than just providing knowledge; it is also expected to help students develop their individual potential. According to the Big Indonesian Dictionary (KBBI), education is the process of changing the attitudes and behavior of an individual or group of people in an effort to mature humans through teaching and training. Education is not merely the transfer of knowledge from teacher to student but also must be used as a vehicle for moral development. Therefore, every educational unit must prepare learning as well as possible so that the younger generation can learn science and technology in the world of education. According to the National Education System Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state. Education plays a vital role in the development and survival of the nation, thus education must be implemented properly in accordance with developments and demands that produce quality human resources. Education is a very important field for human life, education can encourage an increase in human quality in the form of increasing cognitive, effective and psychomotor competencies. The goal of education is to develop students' potential to become people who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Education is the spearhead for a nation's progress; if a nation's education is good, then its next generation will also be good. Conversely, the quality of education in a nation can be seen from the orientation of the education system, which aims to improve the quality of education. Improving the quality of education is a crucial, ongoing effort to achieve quality education that is relevant to the needs of the times. According to Munirom (2021), this effort must be carried out continuously through renewal of the learning process based on

the applicable curriculum, so that educational goals can be optimally achieved. Improving the quality of education is not only the responsibility of individuals or educational institutions, but also the obligation of the state to ensure the provision of quality and equitable education for all Indonesians. However, achieving the desired quality of education depends heavily on how the learning process takes place in educational units. An effective learning process is the key to achieving quality education. The learning process is a systematically designed and interactive activity between teachers and students, aimed at creating a meaningful learning experience. Learning is an effort made by teachers to create a learning atmosphere for students in a learning environment that includes teachers and students exchanging information during the learning process. According to Fitri & Sylvia (2020), modern learning encourages students to develop critical thinking, communication, collaboration, and problem-solving skills. This learning process is expected to help students improve, as measured by learning test results in specific subject matter.

The learning process must be student-oriented, such as interactive, engaging, and varied learning. Implementing a student-centered learning model enables students to develop competencies relevant to future needs, thus producing quality graduates. Thus, in the learning process, the formation of students' character and personality in accordance with the nation's noble values becomes part of education. This will help students not only become intelligent individuals but also possess high integrity and social responsibility. Pancasila Education plays a crucial role in shaping their character and 21st-century skills. Through Pancasila Education materials, students can be trained to think critically in understanding the meaning of Pancasila values in everyday life, communicate effectively in expressing opinions, and be able to collaborate in group discussions. With an active and contextual learning approach, Pancasila Education is not merely a rote subject but also a means of shaping students' personalities ready to face today's global challenges. However, the reality on the ground shows that Pancasila Education learning still faces various problems. Many teachers still apply conventional learning approaches such as lectures and assignments, resulting in students being passive listeners in class and less actively involved in the teaching and learning process.

The material presented is often not linked to real-life situations or students' daily experiences, making learning less contextual and boring. The use of textbooks as the sole learning resource also leads to monotonous and less varied learning. These problems contribute to the suboptimal achievement of Pancasila Education learning outcomes. Based on the above explanation, the researcher conducted an observation in class V of the UPTD of SD Negeri 122379 Pematangsiantar on June 5, 2025, where the teacher encountered a problem: the learning model used was still lacking variety. The learning process involved the teacher explaining and students listening to the teacher's explanation, followed by giving practice questions to students. Students were less active in the learning process and tended to be passive due to drowsiness and daydreaming. The learning seemed boring and did not attract students' attention during the learning process. The low level of learning activity in the classroom can be seen from the passive behavior of students in the classroom during the learning process, so this condition will certainly disrupt the learning process in the classroom. The material presented lacked variety and relied solely on textbooks as the sole source of teaching and learning. This resulted in low student learning outcomes, particularly in Pancasila Education, where several students achieved scores below the KKTP average (70). The results of Pancasila Education learning scores can be seen in Table 1.

**Table 1. Grade V Pancasila Education Mid-Semester Exam Scores
UPTD of Public Elementary School 122379 Pematangsiantar**

No	KKTP value	Criteria	Number of Students	Presentation
1	≥70	Passed	10	37.04%
2	≤70	Not pass	17	62.96%
	Amount		27	100%

(Source: UPTD SD Negeri 122379 Pematangsiantar)

Based on the data in table 1.1 above, the learning outcomes of fifth-grade students in Pancasila Education learning still have not reached the Learning Objective Achievement Criteria (KKTP), which is less than 70. It can be seen that out of 27 students, only 10 people or 37.04% of students achieved the KKTP, while 17 people or 62.96% of students have not achieved the KKTP. Paying attention to this problem, changes need to be made in learning activities so that learning becomes more innovative and enjoyable. Many ways can be done to increase student involvement in the learning process. One of them is by implementing an interesting learning model, such as the snowball throwing model. The snowball throwing type of cooperative learning model is very appropriate for use in Pancasila Education learning. This model not only encourages students to actively participate, but also allows them to share knowledge and ideas. Not only the learning model, several methods and approaches are very necessary to

support the learning process in order to increase the effectiveness of learning. The appropriate methods and approaches in implementing the snowball throwing learning model are lectures, discussions, assignments and questions and answers, the learning approach used is a contextual approach. By integrating these various methods and approaches, it is hoped that Pancasila Education learning can become more interesting, interactive, and effective, so that students can be more actively involved in their learning process. The snowball throwing learning model emphasizes questions posed in a game. It engages students more actively in learning. According to Heriyaman (2022), the snowball throwing learning model is a development of the discussion learning model and is part of the cooperative learning model. In this model, learning activities are structured in such a way that the teaching and learning process can take place more enjoyable. By implementing this model, group discussions and interactions between students from different groups allow for the sharing of knowledge and experiences in an effort to resolve problems that may arise in discussions that take place more interactively and enjoyably. According to Nainggolan et al. (2024), the snowball throwing learning model is one of the effective, efficient, and innovative learning models because students are required to think critically and actively in a learning process. This learning model is very effective in increasing student learning activity because they learn while playing, so they master the material better and their learning outcomes improve. The use of the snowball throwing learning model can create a more enjoyable classroom atmosphere and increase student interest during the learning process. Thus, students find it easier to understand the material being taught and can achieve optimal learning outcomes. This is in line with constructivism theory which emphasizes that students' understanding is actively acquired through direct experience and interaction with peers.

This snowball throwing type of cooperative learning model requires students to be able to generate questions. This is in accordance with one of the objectives of constructivism theory. The objectives of constructivism theory according to Thobroni (2017) are: building students' ability to ask questions and find their own questions, helping students to develop a complete understanding and comprehension of concepts, and developing students' ability to become independent thinkers. Through the snowball throwing learning model, students not only learn formally but also in a fun way, which can reduce boredom in learning and increase their motivation to achieve better learning outcomes. By using this snowball throwing learning model, it is hoped that it can overcome low student learning outcomes. The selection of the snowball throwing model in this study was based on research conducted by Nainggolan et al. (2024) which showed that the average pre-test score was 60.25 and the average post-test score increased to 85.60. Based on data analysis using the t-test, it was obtained $t_{hitung} > t_{tabel} = 6,890 > 2,093$ so it can be concluded that there is an influence of the snowball throwing model on the learning outcomes of fifth grade elementary school students in social studies. This is supported by research conducted by Setiawati et al. (2024) that research with the experimental class obtained an average pre-test value of 50.76 and the post-test value increased to 74.76, while the control class obtained an average pre-test value of 42 and an average post-test value of 52.75. Based on the results of the t-test, it is obtained $t_{hitung} > t_{tabel} = 4.025 > 1.68488$. So it can be concluded that there is an influence of the snowball throwing learning model on the learning outcomes of fourth grade students at Alam Semangat Bangsa School. Therefore, researchers are interested in conducting research on the influence of the snowball throwing learning model as an effort to scientifically assess the effectiveness of this learning model on student learning outcomes, particularly in the context of elementary education. The snowball throwing learning model is able to create a more interesting, interactive, and enjoyable learning experience, thereby increasing active participation and optimal student understanding and has the potential to be a solution in improving student learning outcomes.

METHOD

A. Types of research

This study uses a quantitative method to test the effect of the snowball throwing learning model on the learning outcomes of Pancasila Education for fifth-grade students at UPTD SD Negeri 122379 Pematangsiantar. According to Sugiyono (2017), the quantitative method is called a positivistic method because it is based on the philosophy of positivism, used to research certain populations or samples, data collection using research instruments, and quantitative data analysis with the aim of testing established hypotheses. This study employed experimental research. The research design used was a pre-experimental design, also known as a one-group pretest-posttest design. This design was chosen because it provides a snapshot of the changes that occur in the dependent variable (learning outcomes) before and after the treatment. According to Sugiyono (2017), the research design is as follows

Table 2. Research Design

Pre-Test	Treatment	Post-Test
O1	X	O2

Information :

- O1 : Pre-test scores before being taught using the snowball throwing learning model.
 X : Snowball throwing learning model.
 O2 : Post-test scores after being taught using the snowball throwing learning model.

This experimental model goes through three steps, namely:

1. Provide a pre-test to measure the initial conditions of the dependent variable (student learning outcomes) before implementing the snowball throwing learning model.
2. Providing treatment to the research subject class by applying the snowball throwing learning model.
3. Providing a post-test to measure the dependent variable (student learning outcomes) after implementing the snowball throwing learning model.

B. Population and Research Sample

1. Population

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn (Sugiyono 2017). This means that the population is the research material that will be used. The population class in this study is all fifth grade students of UPTD SD Negeri 122379 Pematangsiantar, totaling 27 students.

2. Sample

A sample is a portion of the population's size and characteristics (Sugiyono 2017). The sampling technique used in this study was saturated sampling. Saturated sampling is a sampling technique where all members of the population are used as samples (Sugiyono 2017). Therefore, the sample in this study was all 27 fifth-grade students of the UPTD SD Negeri 122379 Pematangsiantar.

Table 3. Number of Grade V Students

Gender	Amount
Woman	10 people
Man	17 people
Amount	27 Rank

C. Data collection technique

Data collection techniques are the most important step in research, as the primary goal is to obtain data. Without understanding data collection techniques, researchers will not obtain data that meets established data standards. Therefore, this study utilized observation, testing, and documentation techniques.

1. Observation

Observation is a technique for observing research objects to see what activities they engage in with the aim of obtaining information related to the object. This observation is conducted so that researchers can determine the learning conditions occurring in the classroom before and after using the snowball throwing learning model.

2. Test

Tests are a method of collecting data related to respondents' knowledge related to the subject's level of knowledge or the variables being studied. In collecting data through tests, researchers compile test items related to the variables being studied.

In this research, the researcher used a pre-test and a post-test for data collection, consisting of 20 multiple-choice questions with answer alternatives (a, b, c, d). Each correct answer received a score of 1, and an incorrect answer received no score (0). The test was administered before and after the treatment.

3. Documentation

Documentation is a tool used to provide a clearer picture of the learning situation. Documentation can be tailored to the researcher's needs. Therefore, in documentation, researchers take photographs/images as evidence or evidence of implementing the snowball throwing learning model in the Pancasila Education subject, "Various Norms in My Life."

D. Data Analysis Techniques

Data analysis is an activity after data from all respondents or other data sources are collected. According to Sugiyono (2017), data analysis is the process of systematically searching for and organizing data obtained from observations, field notes, and other materials, so that it can be easily understood and the findings can be communicated to others. In data analysis techniques, calculations will be carried out to answer the problem formulation and test the proposed hypothesis. Data from the pretest and posttest are processed to obtain conclusions regarding the effect of the snowball throwing learning model on learning outcomes in Pancasila Education.

RESULTS AND DISCUSSION

This research was conducted in August 2025. The population used was fifth grade students of UPTD SD Negeri 122379 Pematangsiantar with a sample of 27 fifth grade students. This study aims to determine the Effect of the Snowball Throwing Learning Model on the Learning Outcomes of Pancasila Education of Fifth Grade Students in the 2025/2026 Academic Year with a total of 27 students. Researchers chose the snowball throwing learning model because it can increase student activeness in learning and train students in creating questions and providing answers to the questions they get. In this study, researchers used a One-Group Pretest-Posttest Design research design. Before the research was conducted, the researcher first conducted a trial of the question instrument to class V of SD Negeri 094155 Rambung Merah with a total of 27 students. Based on the results of the trial, there were 30 questions that would be declared feasible and meet the criteria for validity and reliability. After conducting a validity test on the 30 questions, the instrument test found 10 questions that were invalid, so the researcher used 20 questions whose reliability was 0.81 with a very high interpretation and it can be stated that the questions were reliable. After the researcher conducted a pretest, the researcher then provided treatment, namely implementing the snowball throwing learning model.

The results of data analysis on fifth grade students of UPTD SD Negeri 122379 Pematangsiantar with a total of 27 students, with an average pretest score of 48.70, the lowest score was 20 and the highest score was 70 and after using the snowball throwing learning model, the average posttest score was 86.48 with the lowest score was 65 and the highest score was 100, so the average posttest score was higher than the average pretest score. After that, the researcher conducted data analysis using normality test, hypothesis test and N-Gain test. The data analysis was calculated using SPSS version 26. In the normality test, the significant value for the pretest data (before treatment) was 0.042 and for the posttest data (after treatment) was 0.200, thus it can be concluded that the pretest and posttest data were normally distributed. In the Paired Sample Test, $t_{count} > t_{table} = 24.158 > 1.706$, so H_0 was rejected and H_a was accepted. The sig. value (2-tailed) < 0.05 , so H_0 was rejected and H_a was accepted. So there is an influence of the snowball throwing learning model on the learning outcomes of Pancasila Education of fifth-grade students of UPTD SD Negeri 122379 Pematangsiantar. Then in the N-Gain test, the average score obtained was 0.76, which means it is included in the criteria of $0.70 < g < 1.00$, which is a high category. Based on the explanation above, it can be concluded that the influence of the snowball throwing learning model has a positive and significant effect on the learning outcomes of Pancasila Education for class V students at UPTD SD Negeri 122379 Pematangsiantar.

CONCLUSION

Based on the results of the research conducted by the researcher, it can be concluded that the influence of the snowball throwing learning model has a positive effect on the learning outcomes of Pancasila Education for fifth-grade students of UPTD SD Negeri 122379 Pematangsiantar. This can be measured from the average pretest score of 48.70 and after applying the snowball throwing learning model, the average posttest score is 86.48. The difference in the two scores is 37.5. Based on the results of the paired sample t test, the t_{count} value is obtained $> t_{table} = 24.158 > 1.706$, so H_0 is rejected and H_a is accepted. Then the results of the data analysis test after the pretest and posttest results obtained the results of the N-gain test value of 0.76 with a high classification. So it can be concluded that there is an influence of the Snowball Throwing Learning Model on the Learning Outcomes of Pancasila Education for fifth-grade students of UPTD SD Negeri 122379 Pematangsiantar, which has a good influence on the understanding of the learning material.

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