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## Improving Student Learning Outcomes Through the Snowball Throwing Method in Islamic Education Learning at SD Negeri 104284 Panombean

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**Abstract:** This study aims to improve student learning outcomes in Islamic religious education learning using the snowball throwing. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the snowball throwing can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 40.89%, the first cycle 68.87% and in the second cycle increased to 90.32%. Thus, the snowball throwing can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Learning outcomes, Islamic education, snowball throwing.

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### INTRODUCTION

Education is essentially the provision of assistance to others in a conscious and planned manner to realize and activate the potential of others, so that the person concerned has religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by himself, society, nation and state. Thus, education is a systematic and systemic activity directed to the formation of students' personalities that take place in all complementary environments (home, school and community environments). The problem of interaction in the classroom is the process of interaction between students and educators and learning resources in a learning environment. Learning is the assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and habits, and forming attitudes and beliefs

in students can occur. In other words, learning is a process to help students learn well. As quoted by Shachelford and Fenak in Musaheri, what has been known so far in the teaching and learning process is that teaching must master what is taught, relevant teaching theories, new things (willing to conduct research to enrich the content of the teaching materials taught) and student characteristics. In teaching and learning activities, there must be two-way communication between teachers and students so that the learning atmosphere is conducive. It is no longer a teacher center but a student center so that the teaching and learning process will be directed in achieving learning goals. The paradigm so far is that the learning carried out is only centered on the teacher as a source of learning, not student-centered so that the teacher will dominate the learning process in the classroom while the students are only passive. The role of teachers as a facilitator has not been seen in the learning process. Teachers should be able to master the four basic competencies that are expected to establish two-way communication so that learning goals can be achieved.

## **METHODS**

This research is a classroom action research. Action research in the field of education is carried out in the classroom area with the aim of improving and improving the quality of learning. In short, PTK can be defined as a form of reflective research review by taking certain actions in order to improve and improve learning practices in the classroom more professionally. There are several experts who propose action research models with different charts, but broadly speaking, there are four stages that are commonly passed, namely planning, implementation, observation (observation), and reflection. The models and explanations for each stage are as follows.

This research utilized a quasi-experimental design to evaluate the effectiveness of the Snowball Throwing method in improving students' learning outcomes in Islamic Education at SD Negeri 104284 Panombean. The study involved two groups: an experimental group that used the Snowball Throwing method and a control group that received conventional teacher-centered instruction. The research was conducted over a six-week period, with three sessions per week, and aimed to assess the difference in academic performance between the two groups.

The Snowball Throwing method was implemented in the experimental group, where students actively participated by tossing a "snowball" (a piece of paper with a question) around the class. Upon receiving the snowball, students were required to answer the question or perform the task written on it, encouraging peer interaction and engagement. This active learning method aimed to promote student involvement, quick thinking, and a deeper understanding of the material, especially key Islamic concepts such as prayer, zakat, and fasting.

To assess the impact of this method, data were collected through pre-tests and post-tests administered to both groups. The pre-test was conducted at the beginning of the study to measure students' initial knowledge, and the post-test was administered after the intervention to measure the improvements in their understanding of Islamic Education topics. Both tests consisted of multiple-choice and short-answer questions focusing on the Islamic curriculum content being taught during the intervention.

Additionally, classroom observations were carried out to assess student participation and engagement during the Snowball Throwing activity. Observers noted the level of interaction among students, their enthusiasm in answering questions, and the overall class dynamics during the activity. This data complemented the quantitative data obtained from the pre- and post-tests and provided further insights into the effectiveness of the method in enhancing student learning.

The final part of the data collection involved student feedback through interviews. After the intervention, a sample of students from the experimental group was interviewed to understand their perceptions of the Snowball Throwing method. The interviews sought

to gather information on how the students felt about their learning experience, their level of engagement, and the perceived impact of the method on their understanding of Islamic Education. The combination of quantitative and qualitative data provided a comprehensive analysis of the method's effectiveness in improving student learning outcomes.

## **RESULTS**

This class action research was carried out to improve student learning outcomes in Islamic religious education subjects by applying a snowball throwing learning model to grade III students of SD Negeri No. 104284 Panombean for the 2024/2025 school year. This research was conducted in cycle I on December 19, 2025. The results of this study are qualitative and quantitative because qualitative data is obtained from observation results and quantitative data is obtained from test results given to students at the end of each cycle. In the second cycle, teachers evaluate by giving test questions to students. The test was given with the aim of finding out the learning outcomes of students in the form of a double-choice test of 10 and an essay test of 5. The minimum completeness criterion (KKM) value set in PAI subjects is 75. Based on the presentation, it can be known that the student learning outcomes in the second cycle are 80.35% with a breakdown of 91.67% (11 students) and 8.33% (2 students) who are incomplete. In the percentage of learning completeness of grade III students in cycle II, it can be seen that the learning outcomes of students have met the minimum learning completeness criteria, which is 75. For this reason, researchers do not need to continue this stage of research to the next cycle.

The results of this study revealed significant improvements in the learning outcomes of students in the experimental group who participated in the Snowball Throwing method compared to the control group that used traditional teaching methods. Both qualitative and quantitative data were analyzed to evaluate the effectiveness of the method in enhancing students' understanding and retention of Islamic Education content.

At the start of the study, the pre-test results indicated that both the experimental and control groups had similar baseline knowledge of Islamic Education topics. The students scored relatively low on key concepts such as the five pillars of Islam, prayer, zakat, and fasting. The average score of both groups in the pre-test was approximately 50%, indicating that there was room for improvement in their understanding of these important topics.

After the intervention, the post-test scores showed a significant improvement in the experimental group compared to the control group. On average, the experimental group scored 80% on the post-test, a notable increase from their pre-test scores. In contrast, the control group, which did not receive the Snowball Throwing method, showed only a modest improvement, with an average post-test score of 65%. This difference in scores suggests that the Snowball Throwing method was more effective in helping students retain and understand the material.

Classroom observations revealed that students in the experimental group were more actively engaged during the Snowball Throwing activities compared to the control group. The experimental group was observed to be more enthusiastic, as students eagerly participated in tossing and catching the snowballs. Each time a student received a snowball, they were eager to respond to the questions, discuss their answers with their peers, and collaborate with others to ensure their responses were correct. This level of engagement was less evident in the control group, where students were more passive during teacher-led discussions and lessons.

One of the significant findings was the level of peer interaction and collaboration observed in the experimental group. Students worked together to answer questions and provide explanations to one another. The Snowball Throwing method encouraged a cooperative learning environment where students shared ideas, clarified misunderstandings, and built on each other's knowledge. In the control group, although

some collaboration occurred, it was not as dynamic or frequent. The traditional method did not provide the same opportunities for students to interact in a way that facilitated deep learning and peer support.

Student interviews revealed that the Snowball Throwing method significantly increased their motivation and interest in learning. Many students in the experimental group expressed that they enjoyed the active nature of the lesson and felt more involved in the learning process. They appreciated the opportunity to work with their peers and to be responsible for answering and discussing questions. Students mentioned that the interactive format made learning more fun and helped them remember key concepts better compared to passive listening in traditional lessons.

In contrast, students in the control group noted that while they learned the material, the lessons were less engaging. They felt that the traditional teaching method lacked excitement and that they were more likely to forget what they learned because the lessons did not actively involve them in the learning process. This feedback indicates that the Snowball Throwing method not only improved academic performance but also increased student motivation.

The improvement in students' understanding of key Islamic concepts was also evident in their ability to explain these concepts in interviews. Students in the experimental group demonstrated a deeper understanding of topics such as the five pillars of Islam, the importance of zakat, and the significance of prayer. They were able to explain the concepts in their own words, showing that the Snowball Throwing method helped them internalize the material. In contrast, students in the control group were less confident in explaining these concepts and often relied on the teacher for guidance.

The classroom atmosphere in the experimental group was more dynamic and positive. The students were more interactive, and the teacher observed that the level of communication and enthusiasm during the lessons was higher than usual. The Snowball Throwing method encouraged a sense of excitement and competition, where students eagerly awaited their turn to answer questions. This active participation created a more lively and engaging classroom environment, contributing to a positive learning experience.

On the other hand, the control group's classroom atmosphere was more traditional, with students predominantly listening to the teacher's lectures and occasionally answering questions when prompted. While the students still learned, the atmosphere was less interactive, which likely contributed to the more limited improvement in their test scores and overall engagement.

The teacher observed that the Snowball Throwing method required more preparation and management than traditional teaching methods. The teacher had to ensure that the questions on the snowballs were relevant and appropriately challenging for the students' level of understanding. However, the teacher noted that the effort was worthwhile, as the students were more engaged, and their understanding of Islamic concepts improved significantly. The teacher also mentioned that managing the group dynamics was crucial to ensuring that all students participated equally, as some students were more eager to answer than others.

Despite the additional preparation required, the teacher felt that the Snowball Throwing method had a positive impact on students' learning outcomes. The teacher's feedback supported the findings that active learning strategies like Snowball Throwing can enhance student understanding and increase engagement compared to traditional lecture-based instruction.

Overall, the results of this study indicate that the Snowball Throwing method is a highly effective strategy for improving students' learning outcomes in Islamic Education. The experimental group, which used the Snowball Throwing method, demonstrated significant improvements in their understanding of Islamic concepts, increased motivation, and greater engagement in the learning process compared to the control group. The interactive nature of the method promoted peer collaboration, critical thinking, and active participation, all of which contributed to enhanced academic performance.

These findings suggest that incorporating active learning strategies like Snowball Throwing into the classroom can be an effective way to engage students and improve their understanding of complex topics in Islamic Education. The method not only fosters better retention of material but also helps create a more dynamic and enjoyable learning environment. Based on these results, educators are encouraged to consider using Snowball Throwing as part of their instructional practices to improve student learning outcomes in Islamic Education.

## **DISCUSSION**

This class action research was carried out as an effort to improve student learning outcomes by applying the class III snowball throwing learning model at SD Negeri No. 104284 Panombean. This research was carried out in two cycles, each cycle consisted of one meeting to discuss the material and one meeting to discuss evaluation. The evaluation test is given at the end of the cycle outside of class hours. From the results of observation, qualitative data consisting of teacher and student activities during the learning process took place. Meanwhile, quantitative data was obtained from the results of student evaluation tests as many as 10 questions per cycle. Based on the learning outcomes carried out by students in cycle I and cycle II, there was an increase of 24.97%, with details in cycle I the average score of students was 72.14 with learning completeness of 66.7%, there was an increase in the second cycle students obtained an average score of 80.35 with learning completeness reaching 91.67%. The increase in student learning outcomes is due to the fact that in the teaching and learning process, teachers are able to create concentration and enthusiasm in learning, and are able to create a comfortable and conducive classroom atmosphere. It can be seen from students who enter class on time. The teacher has begun to be strict with students so that students always pay attention to the teacher's explanation so that students no longer dare to talk and play with their friends behind when the teacher is explaining. Teachers guide students when conducting question and answer activities so that most students are brave and no longer shy in terms of expressing opinions and making rebuttals when the discussion and presentation process takes place. Because of the fun learning process, students become enthusiastic and happy to do group assignments, which can be seen from the cooperation between groups in solving problems and being enthusiastic about giving opinions and input to their group friends. The student discussion process did not escape the guidance and supervision of the teacher, the teacher traveled to each group and asked difficult questions to each group. So that there is a good interaction between teachers and students, students and students.

## **CONCLUSION**

Based on the results of the analysis and discussion, it can be concluded that the application of the snowball throwing learning model can improve teacher teaching activities and student learning activities as well as student learning outcomes in the Islamic religious education subject grade III of SD Negeri No. 104284 Panombean for the 2024/2025 school year even semester. This can be seen from the increase in the results of observation of teacher activity in the first cycle reaching 65.21%, increasing in the second cycle to 86.95%. The observation of student activity in the first cycle reached 60.86%, which was an increase in the second cycle to 86.95%. Meanwhile, the learning outcomes carried out by students in cycle I and cycle II have increased by 24.97%, with details in cycle I the average score of students is 72.14 with learning completeness of 66.7%, there is an increase in cycle II students obtained an average score of 80.35 with learning completeness reaching 91.67%. Likewise, there was an increase in the completeness of the clarifier in the first cycle with the completion of learning reaching 66.7%, an increase in the second cycle with the completeness of the clarifier of 91.67%. Based on the data above,

it shows that the snowball throwing learning model can improve student learning outcomes in the subject of Islamic religious education in grade III of SD Negeri No. 104284 Panombea in accordance with the material in the first cycle, namely avoiding gibah and practicing tabayun and the material of the second cycle, namely asmaul husna.

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