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<http://jurnalilmiahcitrabakti.ac.id/jil/index.php/jil>**SNOWBALL THROWING MODEL FOR IMPROVING ISLAMIC RELIGIOUS EDUCATION LEARNING IN ELEMENTARY SCHOOLS**Muh. Asharif Suleman¹⁾, Zulfi Idayanti²⁾, M. Hulkin³⁾, Muhammad Fadil⁴⁾, Basri⁵⁾

Universitas Islam Negeri Sunan Kalijaga Yogyakarta

¹⁾asharifmuhammad2000@gmail.com, ²⁾zulfidayanti1502@gmail.com,
³⁾hulkinmuhammad@gmail.com, ⁴⁾fadhyl.rasyd02@gmail.com, ⁵⁾basribasyir862@gmail.com**Article History***Received:*
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November 1, 2024**Abstract**

Increasing student participation in the learning process and improving their involvement in learning activities are important steps to make students more active and involved in the teaching and learning process. This study aims to increase student participation in Islamic Religious Education (PAI) learning in elementary schools using the snowball throwing model. The classroom action research (CAR) method used consisted of two cycles with two meetings each. The subjects of the study were 25 fifth grade students at Talaga Raya Elementary School. The researcher also acted as a teacher who implemented this learning model, with subject teachers as collaborators. Data were collected through observation of student learning activities. The results showed an increase in student participation from 69% in cycle I to 89% in cycle II. The snowball throwing model has proven effective in increasing student learning participation in PAI subjects.

Keywords: Snowball Throwing Model, Islamic Religious Education, Active Learning, Student Participation**Corresponding author: Muh. Asharif Suleman (asharifmuhammad2000@gmail.com)*

Abstrak. Meningkatkan partisipasi siswa dalam proses pembelajaran dan memperbaiki keterlibatan mereka dalam kegiatan belajar adalah langkah penting untuk membuat siswa menjadi lebih aktif dan terlibat dalam proses belajar mengajar. Penelitian ini bertujuan meningkatkan partisipasi siswa dalam pembelajaran Pendidikan Agama Islam (PAI) di Sekolah Dasar dengan menggunakan model Snowball Throwing. Metode penelitian tindakan kelas (PTK) digunakan, terdiri dari dua siklus dengan masing-masing dua pertemuan. Subjek penelitian adalah 25 siswa kelas V SD Negeri Talaga Raya. Peneliti juga berperan sebagai guru yang menerapkan model pembelajaran ini, dengan guru mata pelajaran sebagai kolaborator. Data dikumpulkan melalui observasi aktivitas belajar siswa. Hasil menunjukkan peningkatan partisipasi siswa dari 69% pada siklus I menjadi 89% pada siklus II. Model Snowball Throwing terbukti efektif dalam meningkatkan partisipasi belajar siswa pada mata pelajaran PAI.

Kata-kata Kunci: Model Snowball Throwing, Pendidikan Agama Islam, Pembelajaran Aktif, Partisipasi Siswa

Introduction

Islamic Religious Education (PAI) in elementary schools plays a strategic role in shaping students' character, morals, and spirituality (Astuti, 2023). As an important part of elementary education, PAI not only teaches cognitive aspects, but also affective and psychomotor aspects (Toyibah et al., 2024). The main objective of PAI is for students to understand, appreciate, and practice Islamic teachings in everyday life (Adiyono et al., 2023). However, the reality in the field shows that PAI learning often faces challenges, one of which is the low level of student learning activity.

The low learning activity of students in Islamic Religious Education subjects in elementary schools can be caused by various factors, including learning methods that are less interesting and do not actively involve students (Ruswandi & Mahyani, 2022). The lecture method that is still dominant and the minimal use of innovative learning models cause students to be less motivated and tend to be passive, so that learning objectives are not achieved optimally (Mustamiroh et al., 2023). Therefore, effective solutions are needed to increase student learning activities, one of which is through the application of more interactive and interesting learning models.

The snowball throwing learning model is an innovative method that can be applied to Islamic religious education learning in elementary schools (Khameilia & Rosidah, 2023). This model encourages active student participation through collaborative and interactive activities. The learning process using the snowball throwing method begins with students asking questions related to the subject matter, then the questions are formed like snowballs and thrown to other students to be answered (Qowi, 2021). This activity makes learning more lively and fun and trains critical thinking skills, cooperation, and responsibility (Yampap & Kaligis, 2022).

The application of the snowball throwing learning model is expected to overcome the problem of low student learning activity in Islamic Religious Education subjects (Fadlilah et al., 2022). Intensive interaction between students is expected to increase learning motivation and understanding of the subject matter (Rahma et al., 2023). Previous research has shown that this method is effective in increasing student engagement and learning outcomes. In addition, this learning model can also help students to be more confident in expressing opinions and asking questions, so that the classroom atmosphere becomes more dynamic and interactive (Amaliah et al., 2023).

Effective Islamic Religious Education learning is not only measured by students' ability to memorize verses or religious concepts but also by how students are able to apply these values in everyday life (Widyastuti et al., 2024). The snowball throwing learning model supports the achievement of this goal in a fun way and directly involves students (Putri & Ekohariadi, 2021). Students who are actively involved in the learning process will find it easier to internalize the values taught and will be able to develop attitudes and behaviors that are in accordance with Islamic teachings (Lessy et al., 2022).

This study aims to examine the effectiveness of the snowball throwing learning model in improving student learning activities in Islamic Religious Education subjects in elementary schools. Through this study, it is expected to obtain valid data and information regarding the extent to which this learning model is able to increase student motivation and involvement in the teaching and learning process. In addition, the results of this study are expected to provide constructive recommendations for the development of Islamic religious education learning strategies in other elementary schools so that the goal of national education to form a generation with high character and morals can be achieved.

The results of observations and interviews at SDN Talaga Raya, especially in class V, which consists of 25 students, show that the learning process still uses traditional methods. Teachers only use the lecture method without a combination of other methods. Student learning activities, especially in Islamic Religious Education subjects, are still low. Students are less active in answering teacher questions and rarely participate in group discussions. As a result, the results of Islamic Religious Education learning for class V students are still low, with only 44% (11 students) achieving the KKM, while 56% (14 students) have not achieved the KKM value set by the school, which is 70.

Based on these conditions, this study uses classroom action research (CAR) by implementing the snowball throwing learning model. It is expected that through this model, teachers can teach more effectively and enjoyably, and students can learn with enthusiasm. Thus, both teachers and students will be equally active in the learning process. The Snowball Throwing Learning Model is expected to be a solution to the problems faced by teachers in

instilling concepts and improving the quality of Islamic Religious Education learning in elementary schools.

Method

This study uses the Classroom Action Research (CAR) method, which is a form of reflective study by the perpetrators of the action to improve the rational ability of the actions taken as well as the conditions in which the practice of learning activities is carried out (Susilo et al., 2022). The subjects of this study were teachers and students of grade V at Talaga Raya Elementary School, with a total of 25 students consisting of 9 females and 16 males. According to (Guru, 2011), Classroom Action Research (CAR) consists of several stages, namely:

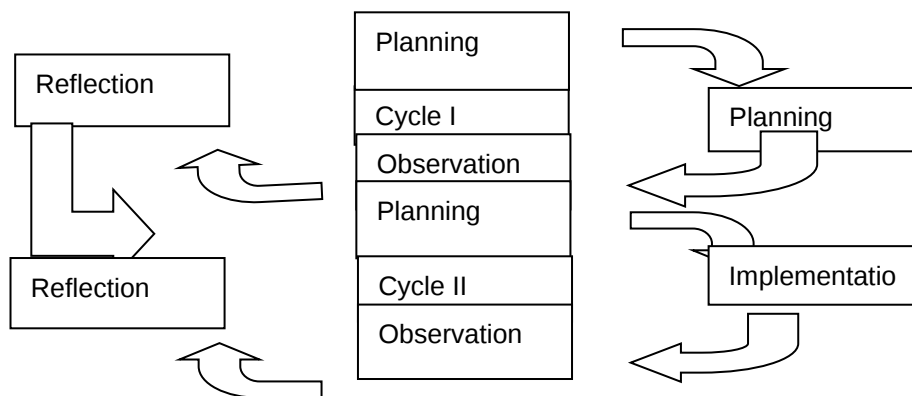


Figure 1. Flow of Classroom Action Research

Based on the research flow picture above, before starting the research, the researcher first identifies the problems that need to be solved. At this stage, researchers determine the problems that need to be improved through classroom action research, with the aim of achieving optimal learning outcomes. After identifying the problem, the researcher continued with the classroom action research cycle which included planning, implementation, observation, and reflection. The data that has been collected will be processed and presented in the form of tables showing the implementation of learning by teachers and the percentage of student learning activities.

The following are the steps of implementing the Snowball Throwing learning model:

1. The teacher presents the material to be presented.
2. The teacher forms groups, with each group consisting of 5-6 students. The teacher calls the group leader to provide an explanation of the material to be studied.
3. After that, each group leader returns to their respective groups to explain the material that has been given by the teacher.
4. Each student is given one sheet of paper to write down any questions about the material that has been explained.

5. Then, the papers containing the questions were formed into a ball and thrown from one group to another for about 5 minutes.
6. After each group gets a ball or question, they are given the opportunity to answer the questions written on the ball-shaped paper.
7. Evaluation is conducted.
8. Finally, the closing is done.

Results and Discussion

This research took place over two cycles. Each cycle consists of two meetings carried out in accordance with predetermined research procedures, following the school curriculum and Snowball Throwing learning model implementation plan. The focus of this research is to increase Islamic Religious Education learning activities in fifth grade students of SDN Talaga Raya.

This research began with initial observations and meetings with Islamic Religious Education teachers to understand the learning process and models used. The observation results showed that the learning activities of fifth grade students were still low, and the teacher had not implemented the Snowball Throwing learning model. The researcher then informed the teacher about the plan to use the model and arranged the time for implementing the action.

Before the action in cycle I, researchers conducted pre-cycle research to evaluate the initial ability of grade V students' learning activities. Researchers observed students during learning without using the Snowball Throwing model. The following is the observation data of student learning activities in Islamic Religious Education subjects

Table 1. Pre-cycle Student Activity Data

No	Student Activity Indicator	Number Of Activity Students	Percentage
Physical Activity			
1	Attentive when listening to the teacher's explanation	23	92%
2	Proactive in asking questions	14	56%
3	Responsive in answering teacher's questions	6	24%
4	Responsive in answering questions from fellow students	8	32%

Average

(Source of Data: Research Observation)

Teachers always teach using the lecture method using the blackboard. This lecture method makes the teacher the center of information (teacher centered), while students only act as recipients of information. The limited participation of students in the learning process

causes them to focus less on the lesson, interact with classmates, or even ask permission to leave during the teaching and learning activities.

One of the disadvantages of the lecture method is that it is difficult for the teacher to know whether all students have understood the material taught or not. During the research process, the researcher made careful preparations to ensure that the results obtained were truly original and representative. This preparation must be done by the researcher before the learning process begins. The series of learning tools prepared include lesson plans, evaluation questions and materials, and observation sheets for students.

Observation results of learning activities in cycle I

In the planning stage, researchers prepare instruments which include learning materials, observation sheets, assessment sheets, lesson plans (RPP), and student evaluation sheets. Learning will be carried out using the Snowball Throwing Learning Model in accordance with the lesson plan that has been prepared. During learning activities, students will be involved in physical activity.

The implementation of actions in the first cycle of learning was carried out in accordance with the lesson plans that had been prepared, using the Snowball Throwing Learning Model to increase student learning activities. The following are details of activities in cycle I: (a) Initial Activity. The learning began with an opening greeting from the research teacher. Then, the teacher invites students to pray before starting the lesson and conducts class attendance. After that, the teacher asked questions to increase student concentration and convey learning objectives. (b) Core Activity. The teacher communicates the subject matter that will be presented, namely about the names of the Apostles of Allah SWT. Next, the teacher organizes the students into five groups, with each group consisting of five people. After group formation, the group leader is called to receive an explanation of the material to be learned. Then, the group leaders return to their respective groups to explain the material they have received from the teacher.

The teacher gives one sheet of paper to each student to write questions about the material that has been explained. The paper is shaped like a ball and thrown to other groups (Group 1 to Group 2, Group 2 to Group 3, and so on). After receiving the ball containing the question, students take turns reading and answering the question. The teacher then provides explanations related to the students' questions and answers.

In the closing activity, the teacher organizes a question and answer session with the students to evaluate their understanding of believing in the messengers of Allah SWT and the names of the Apostles that have been learned. The teacher and students collaborate to make a conclusion of the lesson. The teacher gave the learning topics that would be discussed at the next meeting, then closed the lesson with greetings and prayers.

The second meeting in cycle I was carried out with the same flow of action, students began to learn more optimally. During cycle I, the observer (PAI teacher) observed the teacher (researcher) and student activities in the learning process is one of the activities carried out. At the end of learning at this second meeting, the teacher held an evaluation test to measure student learning outcomes in Islamic Religious Education subjects.

Based on the results of the observation sheet of students' Islamic Religious Education learning activities after applying the Snowball Throwing Learning Model in cycle I, the data on student learning activities obtained are as follows:

Table 2. Student Learning Activities Using the Snowball Throwing Learning Model in Cycle I

No	Student Activity Indicator	Number Of Active Student	Percentage
Physical Activity			
1	Active listening to the teacher's explanation	25	100%
2	Active in explaining the material to their peers	10	40%
3	Active in asking questions	21	84%
4	Active in discussions	21	84%
5	Active in generating questions	25	100%
6	Active in answering teacher's questions	10	40%
7	Active in answering classmates' questions	10	40%
	Average	17,42	69%

(Source of Data: Research Observation Sheet)

Based on the observation data shown in the Table 2, the average student learning activity in cycle I was 69%. This shows that student learning activities are still lacking, because the success indicator set is 75%. In addition, there were three indicators that had not reached the success target: explaining material to friends (40%), actively answering teacher questions (40%), and actively answering student questions (40%). Therefore, further action is needed in cycle II.

At this stage, the researcher who acts as a teacher applies the Snowball Throwing Learning Model in evaluating the process and learning outcomes of Islamic Religious Education regarding the definition of faith in the Messengers of Allah SWT and the names of the Messengers of Allah in cycle I. The average student learning activity in cycle I was 69%, which was still below the success indicator of 75%. The average student learning activity in cycle I was 69%, which was still below the success indicator of 75%.

There are three indicators of student learning activities that are still below 75%: explaining material to friends (40%), actively answering teacher questions (40%), and actively answering student questions (40%). The low percentage in the indicator of

explaining material to friends is due to the habit of students who are not accustomed to explaining material to friends. The indicator of answering teacher questions is also low because students are still afraid to give the wrong answer. In addition, the low indicator of actively answering other students' questions is caused by students' hesitation to answer questions from their friends.

Observation results of learning activities in cycle II

In cycle II, Islamic Religious Education learning was carried out using the Snowball Throwing Learning Model. The following are the activities carried out in cycle II:

After reflecting on cycle I, improvements were made to the existing initial plan. In this planning stage, researchers compiled instruments consisting of learning resources, observation sheets, assessment sheets, lesson plans (RPP), and student evaluation test sheets, as in the first cycle. During the learning process, student activities remained the same as the physical activities carried out in the first cycle.

The implementation of actions in the second cycle of learning was carried out in accordance with the lesson plan (RPP) that had been prepared, using the Snowball Throwing Learning Model to increase student learning activities in Islamic Religious Education subjects. The following are details of the activities carried out in cycle II:

Learning activities begin with the teacher giving an opening greeting. Next, the teacher invites students to pray before starting learning and conducts class attendance. After that, the teacher asks questions to students with the aim of increasing students' learning concentration and conveys learning objectives.

The teacher communicates the core material to be delivered and explains about the Ulul Azmi Messengers. After that, the teacher divides the students into 5 groups, where each group consists of 5 people. After the group formation is complete, the teacher calls the head of each group to provide an explanation of the material to be learned.

Then, the group leaders returned to their respective groups to explain the material that had been explained by the teacher earlier. The teacher also distributed paper to each student to write questions about the material that had been explained. The paper is then formed into a ball and thrown to other groups (group 1 to group 2, group 2 to group 3, and so on).

After the students received one ball of questions, they were given the opportunity to read and answer the questions on the ball-shaped paper in turn. After that, the teacher provides explanations related to the questions and answers given by the students.

In this closing activity, teachers and students work together to summarize what has been learned in the meeting. Then, the teacher gives a question sheet to students to do in

the remaining time available as an evaluation tool for the teacher to assess the extent of students' understanding of the material that has been delivered. After that, the teacher ends the lesson by giving greetings and prayers.

The second action was carried out with the same flow of action research, it was very clear the differences that existed after the last action for the second cycle was carried out. Students as a whole better understand the rights and obligations of learning in the classroom. During cycle II, the observer (PAI teacher) continued to observe both the teacher (researcher) and the activities and learning outcomes after the action.

Based on the results of the observation sheet of student learning activities after implementing the Snowball Throwing learning model in cycle II, the student learning activity data obtained are as follows:

Table 3. Student Learning Activities Using the Snowball Throwing Learning Model in Cycle II

No	Student Activity Indicator	Number Of Active Students	Percentage
Physical Activity			
1	Active listening to the teacher's explanation	24	96%
2	Active in explaining the material to their peers	19	76%
3	Active in asking questions	21	84%
4	Active in discussions	24	96%
5	Active in generating questions	24	96%
6	Active in answering teacher's questions	20	80%
7	Active in answering classmates' questions	24	96%
Percentage		22,18	89%

(Source of Data: Research Observation Sheet)

Based on the observation data shown in the table above, it is evident that there has been an increase in student learning activities after implementing the Snowball Throwing learning model in cycle II. Both individual scores and the average show improvement. The average student learning activity in the subject of Islamic Religious Education (PAI) in cycle II reached 89%. Each individual score has also achieved a success indicator of 75%.

The research results from cycle II indicate an increase in the percentage for each indicator of student learning activities in the subject of Islamic Religious Education (PAI). This demonstrates that the weaknesses observed in cycle I have been successfully addressed in cycle II. In cycle II, the scores for student learning activities in PAI have reached the success indicator of 75%, both on individual indicators and overall. Therefore, further continuation is unnecessary, and this research is concluded

Discussion

The learning outcomes serve as indicators to measure the improvement in student activities that can be observed and measured. Through the analysis of previous student learning activities, evidence shows that the Snowball Throwing learning model can enhance student engagement in the fifth grade at Talaga Raya Elementary School. This improvement is evident from the increase in both individual and group activities observed in cycles I and II. Researcher observations indicate that the improvement in learning outcomes is due to increased student interest and motivation facilitated by the Snowball Throwing learning model.

Based on the activity scores obtained from the students, it can be concluded that one contributing factor is that students are still adapting to the Snowball Throwing learning model. Many students have not fully transitioned away from the teacher-centered learning habits in their learning activities. Learning activities have a significant impact throughout the learning process. Based on what Dini stated, effective guidance involves teaching methods that provide opportunities for students to learn independently or engage in their own activities (Dini, 2023). In addition to student factors, teacher factors also influence the success of this model. This is evident from the way teachers taught in cycle I, which directly affected student learning outcomes during that cycle. To address the shortcomings observed in cycle I, the researcher, acting as a teacher and assisted by an observer specialized in the subject, reflected on the existing issues to identify deficiencies and weaknesses in the learning activities. This reflection aimed to overcome the low student engagement observed during that cycle. Improvements were implemented in the subsequent cycle, where teachers were guided to provide explanations related to student questions and answers more carefully, ensuring students understood and were motivated by the teacher's explanations.

These improvement steps were undertaken to ensure that the teaching and learning process in cycle II would be more effective. Therefore, in the first and second meetings of cycle II, the researcher made maximum efforts to conduct the teaching and learning process by actively involving students and ensuring their understanding of the material taught in the subject of Islamic Religious Education. From the description of observations regarding student learning activities, it is evident that there was an increase in student learning activities in cycles I and II.

From the summary of the research findings, there was an increase in student learning activities from cycle I to cycle II in Grade V for the subject of Islamic Religious Education. Overall, student learning activities increased by 14%. In cycle I, the average number of students actively listening to the teacher's explanation was 25 students or 100%, but in cycle II, there was a decrease of 4% to 96% or 24 students due to one student being absent. On

the other hand, the average number of students actively explaining the material to their peers increased from 10 students or 40% in cycle I to 76% or 6 students in cycle II. Additionally, other activities also showed improvement.

From the data there is a noticeable increase in percentages from pre-cycle to cycle II. The success of implementing the Snowball Throwing model in enhancing student activities and learning outcomes in Islamic Religious Education is evident, despite some students not achieving proficiency in cycle I (8 students) and cycle II (4 students). This is attributed to various challenges faced by students, such as difficulty in reading or understanding lessons quickly, even though the material has been explained multiple times by the teacher.

This success aligns with the cooperative learning concept of Snowball Throwing, where students learn to work in groups to solve problems, actively participate with group members, and independently respond to questions from other groups. Besides student factors, the role of the teacher is crucial to the success of this model. As a facilitator, guide, and director, the teacher has made maximum efforts to deliver the material using the Snowball Throwing learning model and has addressed weaknesses identified in previous cycles.

The findings of this research support the views expressed by Rifa'i that in developing learning experiences, the role of the teacher is not merely as the sole provider of information transferring material to students, but more importantly, how teachers can facilitate students to actively engage in the learning process. Therefore, the development of learning demands that teachers become creative and innovative in adapting teaching methods to the styles and characteristics of student learning (Rifa'i et al., 2022).

The implementation of actions began in cycle I with two meetings, during which several issues needed to be addressed. Firstly, students did not yet understand the Snowball Throwing learning model, leading to confusion during the learning process. Secondly, students were still hesitant to answer questions from both teachers and their peers. Thirdly, some students experienced difficulties in formulating questions, possibly due to their reading abilities not being optimal, resulting in unclear questions. Consequently, student learning activities reached 69% in cycle I.

In cycle II, the implementation of the Snowball Throwing learning model improved significantly. Students became more confident in explaining concepts to their groupmates, actively asking questions, expressing their opinions, and collaborating effectively within their groups. They also showed greater enthusiasm in receiving the lessons. As a result, the percentage of student learning activities increased to 89% in cycle II. These outcomes align with previous research conducted by Muhammad Eko Fani, Melly Avianti Pradana, and other researchers.

Based on Muhammad Eko Fani's research findings, student engagement increased in each cycle. In cycle I, the results showed a student engagement rate of 49.03%. The calculation of the standard Gain yielded a value of 0.27. Therefore, according to the Gain standard table, the increase in student engagement in cycle I is classified as low. In cycle II, the research results showed a student engagement percentage of 67.2%. The calculation of the standard Gain resulted in a value of 0.47. Thus, according to the Gain standard table, the increase in student engagement in cycle II is classified as moderate and meets the success indicator (Shofwah, 2023).

Conclusion

Through the implementation of the snowball throwing learning model, there was a significant increase in student activity in Islamic Religious Education lessons. In the first cycle, all students were present and listened to the teacher's explanation, showing a maximum participation rate of 100%. In the second cycle, although there was one student who was absent, the level of student activity in explaining the material, asking questions, discussing, making questions, and answering questions from both teachers and students increased significantly. The average student activity increased from 69% in the first cycle to 89% in the second cycle, indicating that the Snowball Throwing learning model is effective in encouraging student participation in the learning process. The implementation of the snowball throwing learning model also has a positive impact on student learning outcomes. The average increase in the number of students who achieved learning completion, which increased from 44% in the pre-cycle to 64% in the first cycle, reached 84% in the second cycle. This shows that this learning model not only increases student activity but also contributes to improving understanding and achieving overall student learning outcomes.

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