

The Effect of the Snowball Throwing Learning Model on the Learning Outcomes of Pancasila Education of Grade III Students of SD Negeri 098166 Perumnas Batu VI

Fitri Ankelima Sianturi^{1*}, Eva Pasaribu², Aprido Bernando Simamora³

^{1,2,3}Department of Elementary School Teacher Education Study, Universitas HKBP Nommensen Pematangsiantar, Indonesia

*Corresponding author's email: fitriankelima08@gmail.com

Abstract

The purpose of this study was to determine the effect of the Snowball Throwing Learning Model on the learning outcomes of Pancasila Education of third-grade students of SD Negeri 098166 Perumnas Batu VI. This study is a quantitative study using a pre-experimental design in the form of One Group Pretest-Posttest Design. The sample in this study amounted to 25 students. The data collection technique used a multiple-choice test. Before being given treatment, a pretest was conducted with an average value of 57.92. After being given treatment using the Snowball Throwing learning model, a posttest score was obtained with an average of 87.36. This shows that the posttest score is higher than the pretest score so that there is an increase in student learning outcomes. The results of the normality test using the Shapiro-Wilk test show that the pretest data has a significance value of 0.054 and the posttest is 0.056. Because both significance values are greater than 0.05, it can be concluded that the data is normally distributed. Based on the results of the N-Gain test, an average value of 0.7167 is obtained which is included in the high category. Furthermore, the results of the hypothesis test (t-test) obtained a calculated t value of 30.148 with a significance level of 0.000. Because the significance value is less than 0.05 and the calculated t value > t table (30.148 > 1.711), H₀ is rejected and H_a is accepted. Thus, it can be concluded that there is an effect of the Snowball Throwing learning model on the learning outcomes of Pancasila Education for third-grade students of SD Negeri 098166 Perumnas Batu VI in the 2025/2026 academic year.

Keywords: Snowball Throwing Learning Model, Learning Outcomes.



INTRODUCTION

Education is the most important effort in improving the quality of human resources, so that education has a very important role for the survival and progress of a nation. Education is very important in maintaining the welfare of a person's life and even the welfare of a nation and other countries. This indicates that the Indonesian nation is getting smarter, more qualified, and more accomplished as one way for us to be able to compete in the modern era. So that educational institutions strive to improve human resources as stated in the Law of the Republic of Indonesia Article 3 No. 20 of 2003 concerning the National Education System which reads "National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" Lestari et al., (2024). Elementary school is the golden age of children so it is important to instill noble character values. The goal is for elementary schools to instill moral values that enable children to acquire intelligence, knowledge, personality, and noble morals, while creating intelligent, intellectual, and high-quality generations. This is in line with the implementation of the "independent curriculum with integrity" in elementary schools (Astuti, 2022).

This aligns with the educational goals affirmed in paragraph IV of the 1945 Constitution, which states "to enlighten the life of the nation." Therefore, education is crucial for everyone to ensure that each individual has a fulfilling life. Therefore, education must receive serious attention and management to achieve maximum quality in line with developments in science and technology. Therefore, to achieve these goals, changes and improvements are necessary in the field of education, especially at the elementary school level. Elementary school is one level of education that strives to produce a nation with high intellectual and high-quality lives, enabling it to compete in the era of globalization.

Elementary education is the primary foundation for developing students' thinking skills, attitudes, and character. At the elementary school level, the learning process not only aims to increase knowledge but also instill moral and national values. One subject that plays a crucial role in character formation is Pancasila Education. Pancasila Education is an integral part of character development for students. Pancasila Education encompasses various types of character education, including primary and secondary character education. Primary character education encompasses nationalist character education, adherence to social rules, respect for diversity, awareness of rights and obligations, and responsibility (Fierna et al., 2023).



Pancasila Education is a subject within the Merdeka curriculum, where it can develop students' potential regarding Pancasila values. However, the success of Pancasila Education learning is greatly influenced by the teacher's delivery of the material. The teacher-dominated learning process tends to make students less active, leaving them merely recipients of information. This results in low student participation in learning activities, particularly regarding the meaning of the Pancasila principles, which should be presented contextually and engagingly for easy comprehension by third-grade students.

Based on observations conducted by researchers in third-grade classes at SD Negeri 098166 Perumnas Batu VI during the PPL (practical internship) from August to November, it was found that the Pancasila Education learning process still tended to be conventional.

Table 1. Odd Semester Quarterly Grades for Third-Grade Students at SD Negeri 098166 Perumnas

Subject	Total students	Average score	Student Scores Below the KKTP	%	Student Scores Above KKTP	%
Pancasila Education	25	70,5	11	45%	14	55%

(Data source: SD Negeri 098166 Perumnas)

This is evident from the results of daily/quarterly assessments for Pancasila Education, which indicate that many students have not yet achieved the Learning Objective Achievement Criteria (KKTP) set by the school, which is 71. This issue is further supported by data on the learning outcomes of third-grade students at SD Negeri 098166 Perumnas Batu VI. The table shows that student learning outcomes have demonstrated mastery, with 55% of students achieving the KKTP. However, 45% of students have not yet achieved the KKTP, indicating that overall student learning outcomes are still suboptimal.

This indicates that the ongoing learning process has not been able to improve understanding across all students equally. Although some students have achieved mastery, nearly half still experience difficulties in understanding the learning material. The data shows that student learning outcomes in Pancasila Education, particularly the topic of "The Meaning of the Pancasila Principles," are still relatively low and suboptimal, requiring improvement through the implementation of more effective learning models.

The low learning outcomes are known to be due to teachers' predominant use of lecture



methods without actively involving students in the learning process. As a result, most students are reluctant to ask questions, rarely express their opinions, and lack enthusiasm for participating in learning. This situation results in suboptimal student understanding of the material. From a student perspective, low learning outcomes are influenced by a lack of interest and motivation in participating in learning. This is evident in students' inactivity, lack of confidence in answering questions, and the continued lack of courage to express their opinions. Furthermore, students' varying understanding abilities contribute to the uneven learning outcomes in the classroom.

Furthermore, the lack of variety in learning models creates a less engaging and monotonous learning environment. Third-grade students, who naturally enjoy playing and moving, require learning that involves physical activity and social interaction. The mismatch between student characteristics and the learning model used impacts low student learning outcomes.

One alternative learning model that can be applied to address these issues is the Snowball Throwing learning model. According to Hidayat (Yolanda et al., 2020), "the Snowball Throwing learning model uses rolled paper questions, which are then thrown in turns among group members." Meanwhile, according to Suprijono (Fierna et al., 2023), the Snowball Throwing learning model provides students with experiences through integrated learning using interrelated processes in communication situations and contexts, including social, scientific, mathematical, and social environments. This model is used to provide students with a deeper understanding of the material and can also be used to determine the extent of their knowledge and abilities in the material.

Therefore, it can be concluded that the Snowball Throwing learning model uses rolled paper questions, which are then thrown in turns among group members. The Snowball Throwing learning model is a cooperative learning model that emphasizes student activeness through question-answering activities in the form of games. This model has the advantage that, through learning steps involving group formation and interactive discussions, students not only learn to understand the material but also develop critical thinking skills, collaboration, and self-confidence. However, this study also revealed several weaknesses in implementing the Snowball Throwing method, such as dependence on student ability, potential chaos in the classroom, and the need for a long time to implement it. Therefore, this study recommends that teachers provide good guidance and management. Sari Siagian et al., (2025) concluded that the Snowball Throwing learning model is based on question-and-answer activities that can encourage students to think critically, actively, and boldly express their opinions. When students answer



questions, they are required to first understand the material, thus deepening their understanding. Furthermore, answering questions from peers can also train thinking skills and increase students' self-confidence.

With the Snowball Throwing learning model, students become more directly involved in the learning process, resulting in a more active and less monotonous learning environment. This active student involvement is believed to increase student interest, motivation, and understanding of the learning material. Thus, the Snowball Throwing learning model is believed to be able to improve student learning outcomes because it is able to train students to think critically, actively, and understand the material better, especially in the Pancasila Education material on the Meaning of the Pancasila Principles.

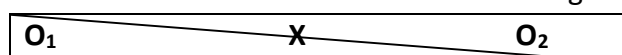
RESEARCH METHODS

1. Types of research

The type of research used in this study is quantitative because it involves numbers and analysis using statistics. According to Sugiyono (Hajar et al., 2022), the experimental method is a method used to determine the effect of a particular treatment on another under controlled conditions. The pre-experimental research method aims to determine the effect of the Snowball Throwing Learning Model on the learning outcomes of Pancasila Education in Grade III students of SD Negeri 098166 Perumnas Batu VI.

The research design used was a One Group Pretest-Posttest Design (pre-test and post-test for a single group) in Grade III of SD Negeri 098166 Perumnas. The sample group was given a treatment (Independent Variable), but to determine the sample's general abilities, a pre-test was administered first. After the treatment was administered, the results were observed using a post-test. The reason the researcher used this design was because the researcher only used one small group to study.

Table 2. Research Design



Notes:

O₁ = Pretest Score (Before treatment is given)

O₂ = Posttest Score (After being given treatment)

X = Treatment

2. Location and Time of Research

This research will be conducted at SD Negeri 098166 JL. Rambutan Raya Perumnas Batu

VI Siantar District, Simalungun Regency, North Sumatra Province and the research will be conducted in the even semester of the 2025/2026 academic year.

3. Research Population and Sample

According to Sugiyono (Diagnosis et al., 2022), a population is a generalized area consisting of objects/subjects possessing certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. A population can be defined as all objects or subjects possessing certain characteristics and characteristics as determined by the researcher, which are used as data sources for comprehensive study to obtain research conclusions. The population in this study was all third-grade students of SD Negeri 098166 Perumnas Batu VI, totaling 25 students: 13 boys and 12 girls.

According to Sugiyono (Diagnosis et al., 2022), a sample is a subset of the total number of characteristics possessed by the population. Schematically, this study used a non-probability sampling technique with saturated sampling, a sampling technique where all members of the population are used as samples. This is often done when the population is relatively small, less than 30 people. Therefore, all members of the population are sampled.

4. Research Variables

According to Sugiyono (Agustian et al., 2019), a research variable is any attribute, characteristic, or value of a person, object, or activity that has certain variations determined by the researcher to be studied and then conclusions drawn. There are two types of variables used in this study: something that becomes the object of observation in the study, consisting of independent variables and dependent variables.

1) Independent Variable

An independent variable is a characteristic considered to have an effect (influence) or is also called a causal variable. The independent variable in this study is the Snowball Throwing learning model (X).

2) Dependent Variable

A dependent variable is a variable that is influenced by the independent variable or is also called the effect variable. The dependent variable in this study is Student Learning Outcomes (Y).

5. Data Collection Techniques

According to Sugiyono (in Haoxing & System, 2017), data collection techniques are the



most important step in research, because the main goal of research is to obtain data. This research data collection technique is very important because its main goal is to obtain data.

1) Test

The test will be given in the form of multiple choice questions with 20 questions and each question will get a score of 1 if correct and if wrong it will be given a score of 0. The following is the calculation formula:

$$\text{Skor} = \frac{B}{N} \times 100$$

Notes:

B: Number of items answered correctly

N: Number of questions

2) Documentation

Documentation is any material that presents information about the research results, either original or directly from the source. According to Arikunto (2014), there are several types of sources used to observe the object of research, namely writing, places, papers, and people. This documentation technique was used by researchers to strengthen the results of observations by obtaining data on student names and grades of third-grade students at SD Negeri 098166 Perumnas Batu VI.

6. Data Analysis Methods

After all research data has been collected, the next step is to analyze the data. Data analysis aims to determine the quality and meaning of the data obtained. This study uses quantitative data analysis because the data analyzed are student learning outcome scores. The accuracy of the data analysis technique greatly determines the quality of the resulting research conclusions. This study used an experimental method with the application of the Snowball Throwing learning model. Data were obtained through an initial test (pretest) and a final test (posttest). The collected data were then analyzed to determine whether there is an effect of the Snowball Throwing learning model on the learning outcomes of third-grade students.

RESULTS AND DISCUSSION

This study was conducted to determine the effect of the Snowball Throwing learning model on learning outcomes in the subject of "The Meaning of the Pancasila Principles" for third-grade students at SD Negeri 098166 Perumnas Batu VI. The results showed a positive effect on





learning outcomes using the Snowball Throwing learning model. In this study, the researcher used the Snowball Throwing model to facilitate student understanding because it stimulates students' activeness and heightened curiosity. The researcher also employed a one-group pretest-posttest research design. The first step was to pilot the test instrument before administering it to students. After the pilot test, the researcher determined which questions were valid and which were invalid. The valid questions were then used as a pretest before administering the treatment. After administering the treatment, a posttest was administered.

In the validity test of 30 questions, after the validity test, 25 were valid and 5 were invalid. A reliability test was then conducted on 25 questions, with a reliability score of 0.8662, a very high criterion, thus all items were deemed reliable. Furthermore, a difficulty level test showed that the questions were in the moderate and easy categories. The discriminatory power test yielded results: 10 items met the good criteria, 14 items met the sufficient criteria, and 1 item met the poor criteria. Furthermore, the results of the pretest and posttest analysis were conducted for grade III of SD Negeri 098166 Perumnas Batu VI, with 25 students. Before the treatment, a pretest was administered with an average score of 57.92, with a sample size of 25 students. After the treatment using the Snowball Throwing learning model, the posttest averaged 87.36. This improvement indicates a significant change in student learning outcomes after implementing the Snowball Throwing cooperative learning model.

Research by Tiara Yolanda et al. (2023) shows that implementing the Snowball Throwing Cooperative Learning Model can improve student learning motivation and learning outcomes through active involvement in the learning process. This is in line with the conditions of this study, where after the Snowball Throwing model was implemented, students became more active, enthusiastic, and brave in participating in learning, thus having an impact on improving student learning outcomes.

Research by Tanjani Inayah et al. (2024) explains that after implementing the Snowball Throwing learning model, there was a visible improvement in students' learning interest and activeness. Students became more interested and enthusiastic in participating in learning, resulting in a more lively classroom atmosphere. Damayanti et al. (2025) also confirmed that the implementation of the Snowball Throwing learning model has been proven to have a positive impact on students. After implementation, there was an increase in student learning outcomes, motivation, and participation in learning. These two studies reinforce the results of this study, which showed an increase in student learning outcomes from an average score of 57.92 to 87.36 after implementing the Snowball Throwing learning model.

Then, the researchers conducted a hypothesis test using a t-test. Based on the t-test





results, the calculated t-value was 30.148 with a significance level of 0.000. Because the significance value is less than 0.05 (0.000), and the calculated t-value = 30.148 > t-table = 1.711, H_0 is rejected and H_a is accepted. This indicates that the Snowball Throwing learning model has an effect on student learning outcomes in the subject of "The Meaning of the Pancasila Principles" in third-grade students at SD Negeri 098166 Perumnas Batu VI. The N-Gain test results obtained an N-gain score of 0.7167, which is categorized as high. Meanwhile, the N-gain percentage interpretation of effectiveness was 71.6675, which is categorized as effective. Therefore, it can be concluded that the improvement in student learning outcomes before and after the learning process is high and that the use of the Snowball Throwing learning model on third-grade students at SD Negeri 098166 Perumnas Batu VI is effective in learning.

Based on the t-test results, because the calculated t-value = 30.148 is greater than the t-table = 1.711, H_0 is rejected and H_a is accepted, indicating that the Snowball Throwing learning model has an effect on student learning outcomes. Similarly, the N-gain score analysis results were 0.7167, which is categorized as very high.

The results of this study are in line with previous research, namely according to the research of Metri Revidawati et., al (2023) that the results of data analysis through the independent sample t-test show a Sig. (2-tailed) value of 0.018 < 0.05. This finding indicates that H_0 is rejected and H_a is accepted, which means there is a significant influence of the use of the Snowball Throwing model on improving student learning outcomes. And research according to Lukas Bera (2020) which states that Based on the learning outcomes obtained the average value of the experimental class, namely the group before being given treatment, namely 67.5 (pre-test) the group that has been given treatment 8.21 (post-test) From the results of the hypothesis test and the basis for decision making, it can be seen that the sig. (2-tailed) value is 0.000 while the significance level value is 0.05. Then the probability value is smaller than the significance value of 0.05 or 0.000 is smaller than 0.05. This means that H_a is accepted and H_0 is rejected. Thus, the application of the Snowball Throwing model influences students' Civics learning outcomes. The results of this study indicate that the Snowball Throwing learning model has proven effective in improving Indonesian language learning outcomes at the elementary school level.

Therefore, it can be concluded that the Snowball Throwing learning model has a positive effect on student learning outcomes, particularly on the topic "The Meaning of the Pancasila Principles" in the Pancasila Education subject. Learning using the Snowball Throwing model resulted in positive changes after being implemented in third-grade students of SD Negeri 098166 Perumnas Batu VI in the 2025/2026 academic year.





CONCLUSION

Based on the results of the research and testing conducted, it can be concluded that: There is an influence of the use of the Snowball Throwing learning model on the learning outcomes of grade III students on the material of the Meaning of the Pancasila Principles in the Even Semester of the 2025/2026 Academic Year at SD Negeri 098166 Perumnas Batu VI, this is evidenced by the t-count value of = 30.076 and the t-table value = 1.711 when compared t-count = 30.076 > t-table = 1.711 then it can be concluded that H_0 is rejected and H_a is accepted, which means there is an influence of the Snowball Throwing learning model on the learning outcomes of grade III students on the material of the Meaning of the Pancasila Principles in grade III of SD Negeri 098166 Perumnas Batu VI in the 2025/2026 academic year.

REFERENCES

- Ade Putra, R., & Zikri, A. (2020). *Pengaruh Model Snowball Throwing Terhadap Hasil Belajar Siswa Kelas V Sekolah Dasar* (Vol. 4, Number 2). <https://Jbasic.Org/Index.Php/Basicedu>
- Agustian, I., Saputra, H. E., & Imanda, A. (2019). The Influence of Management Information Systems on Improving Service Quality at Pt. Jasaraharja Putra Bengkulu Branch. *Profesional: Jurnal Komunikasi Dan Administrasi Publik*, 6(1), 42–60.
- Amelia, S., Martahayu, V., & Nugroho, F. (2023). Pengaruh Strategi Inside Outside Circle Terhadap Hasil Belajar Pkn Siswa Kelas III SDN 1 Sungaiselan. *Cendekiawan*, 5(2), 107–115. <https://doi.org/10.35438/Cendekiawan.V5i2.238>
- Ansari, B. I., Junaidi, J., Maulina, S., Herman, H., Kamaruddin, I., Rahman, A., & Saputra, N. (2023). Blended-Learning Training and Evaluation: A Qualitative Study. *Journal of Intercultural Communication*, 23(4), 155–164. <https://doi.org/10.36923/jicc.v23i4.201>
- Arikunto S. (2014) *Prosedur Penelitian Suatu Pendidikan Praktis*, Jakarta Rineka Cipta
- Alsaed, N. (2020). *Jurnal E-Bis (Ekonomi-Bisnis) Pengaruh Bauran Pemasaran Terhadap Keputusan Pembelian Yogurt X di*. 4(1), 1–11.
- Bera, L. (2020). Equilibrium: *Jurnal Penelitian Pendidikan Dan Ekonomi Pengaruh Model Snowball Throwing Terhadap Hasil Belajar (Siswa Kelas V Pada Mata Pelajaran Pkn Di Sd Inpres Xx Solot)*. 17, 2. <https://doi.org/10.25134/Equi.V17i02>
- Damayanti, T., Gunawan Manullang, J., Author, C., & Studi Pendidikan Guru Sekolah, P. (N.D.). CJPE: Cokroaminoto *Juornal Of Primary Education Pengaruh Model Pembelajaran Kooperatif Tipe Snowball Throwing Terhadap Hasil Belajar Siswa Kelas II SDN 72 Palembang*. Retrieved <https://E-Journal.My.Id/Cjpe>
- Fierna, M., Lusie Putri, J., Putriani, F., Santika, H., & Nadhif Mudhoffar, K. (2023). Peran Pendidikan Pancasila Dalam Membentuk Karakter Peserta Didik Di Sekolah. *Jurnal*



- Kewarganegaraan, 7(2).
- Hisbullah, & Firman. (N.D.). Cjpe: Cokroaminoto Jurnal Of Primary Education Penerapan Model Pembelajaran Snowball Throwing Dalam Meningkatkan Hasil Belajar Ilmu Pengetahuan Alam Di Sekolah Dasar. Retrieved <https://E-Journal.My.Id/Cjpe>
- Lestari, K. A., Julia, A., Putri, N. A., Darusalam, M. R., Caturiasari, J., & Wahyudin, D. (2024). Pentingnya Pendidikan Karakter Dalam Pembentukan Moral Anak Sekolah Dasar. *Jurnal Sinektik*, 7(2), 97–105. <https://doi.org/10.33061/Js.V7i2.9085>
- Listiani, T., Yonanda, D. A., & Anshori, Y. Z. (2025). Pengaruh Model Pembelajaran Kooperatif Tipe Teams Games Tournament Terhadap Hasil Belajar IPA. *PUSAKA: Journal Of Educational Review*, 2(2), 74–85. <https://doi.org/10.56773/Pjer.V>
- Manalu, R. J., Tumanggor, E. J., Sidauruk, M. A. B., Sitorus, H. A., Damanik, G. T. I., and Herman, H. (2023). Pengaruh Penggunaan Model Pembelajaran Cooperative Script dalam Pelajaran Bahasa Indonesia Kelas V di SD Negeri 056915 Perumnas Batu 6 dalam Keterampilan Menyimak. *Journal on Teacher Education*, 4(3), 204-211 DOI: <https://doi.org/10.31004/jote.v4i3.12245>
- Nurhayati Pakpahan, Rio Parsaoran Napitupulu, & Muktar B. Panjaitan. (2024). Pengaruh Model Pembelajaran Team Games Tournament Terhadap Hasil Belajar Siswa Kelas V Pada Subtema 1 Peristiwa Kebangsaan Masa Penjajahan Di SD Negeri 091273 Karang Bangun. *Jurnal Bintang Pendidikan Indonesia*, 2(2), 212–238. <https://doi.org/10.55606/Jubpi.V2i2.2973>
- Nurpratiwiningsih, L., Inayah, T., & Setiyoko, D. T. (2024). Pengaruh Model Pembelajaran Snowball Throwing Terhadap Minat Kelas III SDN Prapag Kidul 03. *Jurnal Ilmiah Wahana Pendidikan*, 10(5), 862-869.
- Prasetyawati, V. (2021). Metode Cooperative Learning Dalam Meningkatkan Kualitas Hasil Belajar Siswa Pada Masa Pandemi Covid-19. *Epistema*, 2(2), 90–99. <https://doi.org/10.21831/Ep.V2i2.41275>
- Purba, N., Wondal, R., Yuliantina, I., Sagala, A. C. D., Budiarti, E., Susanti, D., and Herman, H. (2026) Bringing Numbers to Life through Numeracy Literacy: Practical Use of E-Comic Media in Early Education. *Studies in Media and Communication*, 14(1), 15-25. <https://doi.org/10.11114/smc.v14i1.7933>
- Revidawati, M., Ariani, F., Wandu, J. I., Amris, F. K., & Syamsurizal, S. (2025). The Effect of Using the Snowball Throwing Learning Model on Third Grade Elementary School Students' Indonesian Language Learning Outcomes: Pengaruh Penggunaan Model Pembelajaran Snowball Throwing Terhadap Hasil Belajar Bahasa Indonesia Siswa Kelas III SD. *Ikhtisar: Jurnal Pengetahuan Islam*, 5(2), 439-450.
- Saragih, N., Effendi, Sherly, Silalahi, M., Siregar, L., & Herman. (2024). The Influence of Self-



- Efficacy and School Culture on the Job Satisfaction of RK Bintang Timur Private Elementary School Teachers. *Bulletin of Science Education*, 4(3), 29–38. <https://doi.org/10.51278/bse.v4i3.1462>
- Sari Siagian, B., Luthfianti, N., & Amanda, Y. (N.D.). Implementasi Metode Snowball Throwing Dalam Meningkatkan Partisipasi Dan Pemahaman Siswa DiElsusiMeldina.Retrieved <Http://Ejournal.Yayasanpendidikandzurriyatulquran.Id/Index.Php/Qosim>
- Sari, M., & Rosidah, A. (2023). Implementasi Model Problem Based Learning (PBL) Terhadap Hasil Belajar IPS SD. In *Jurnal Ilmiah Pendidik Indonesia* (Vol. 2, Number 1).
- Sinaga, M., Efendi, E., Sherly, S., Siregar, L., Butarbutar, M., and Herman, H. (2024). The Effect of Altruistic Leadership on Competencies with Self Efficacy as Intervening Variables for the Principal by YPK St. Yoseph Medan in Pematangsiantar. *Sarcouncil Journal of Education and Sociology*, 3(10), 1-9. <https://doi.org/10.5281/zenodo.13899767>
- Siregar, N., Siregar, H., & Hutahaeen, H. (2021). Application Of The Picture And Picture Type Of Cooperative Learning Model In Improving Student Learning Creativity. 23(1), 23–36. <Https://Doi.Org/10.21009/JTP2001.6>
- Sitompul, M. S., Carolina, C., Herman, H., Manurung, R., & Nasution, T. (2024). The benefit of practical field experience (PPL) in improving the experience of teaching practice at school. *Abdimas Paspama*, 2(01), 21–25. Retrieved from <https://paspama.org/index.php/abdimas/article/view/86>
- Sofiatun, I., Nugroho, H., & Wijaya, A. (N.D.). SEMANTIK: Prosiding Seminar Nasional Pendidikan Matematika, Volume 2 A Systematic Literature Review: Bagaimana Project-Based Learning Diterapkan Di Kelas Matematika? Retrieved <Https://Seminar.Ustjogja.Ac.Id/Index.Php/Semantik/Index>
- Wibowo, D. C., Ocberti, L., Gandasari, A., Stkip Persada, K., & Sintang, I. (N.D.). Studi Kasus Faktor-Faktor Yang Mempengaruhi Hasil Belajar Matematika Di Sd Negeri 01 Nanga Merakai. Retrieved <http://Ejournal.Ust.Ac.Id/Index.Php/Aquinas/Index>
- Wijayanto, P. W., Priyatiningsih, N., Herman, H., Sudadi, S., and Saputra, N. (2023). Implementation of Problem Based Learning Model to Improve Early Childhood Abilities in Creative Thinking. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(1), 1017-1023. DOI: 10.31004/obsesi.v7i1.3909
- Yolanda, T., Kurniawan, P. W., Kurniasih, T. I., Pgri, S., & Lampung, B. (N.D.). *Jurnal Ilmiah Mahasiswa Pendidikan Guru Sekolah Dasar Stkip Pgri Bandar Lampung* Penerapan Model Pembelajaran Kooperatif Tipe Snowball Throwing Untuk Meningkatkan Motivasi Dan Hasil Belajar Ppkn Siswa Kelas Iv Sd Negeri 1 Ujung Gunung Ilir. Retrieved <http://Eskripsi.Stkippgribl.Ac.Id/>
- Zahro' Prodi, F., Profesi, P., & Raya, P. (N.D.-A). Penerapan Model Discovery Learning Untuk





Meningkatkan Hasil Belajar Peserta Didik Dalam Pembelajaran Akidah Akhlak Kelas Vii-B
Mts Raudhotut Tholibin Bungo. 2(2), 1138

