



The Effect of Snowball Throwing Model on Students' Learning Outcomes in Pancasila Subject at Grade V of Taman Asuhan Pematangsiantar Elementary School

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Abstract

This research is motivated by the low learning outcomes of students in the Pancasila Education subject in grade V of Taman Asuhan Pematangsiantar Elementary School. This problem is caused by the learning process that still uses conventional methods so that students are less active and less involved in learning activities. As a result, students' understanding of the Cultural Diversity material has not achieved the expected learning objectives. To overcome this problem, the Snowball Throwing learning model is applied which can increase student activity, interaction, and participation during the learning process. This study aims to determine the effect of the Snowball Throwing learning model on student learning outcomes in the Pancasila Education subject on Cultural Diversity in grade V of Taman Asuhan Pematangsiantar Elementary School. This study uses a quantitative approach with a Pre-Experimental Design and One Group Pretest-Posttest design. The research sample is 30 students. Data collection techniques are carried out through tests in the form of pretests and posttests. Research data are analyzed using normality tests and Paired Sample T-Test hypothesis tests. The results showed that the average pretest score for students was 36.67, with an increase in the posttest score to 86.53. Based on the hypothesis test results, the calculated t-value was -19.495 and the t-table value was -1.699 at a significance level of 0.05, with a 2-tailed significance value of 0.000 < 0.05. Since the calculated t-value is > t-table, i.e., -19.495 > -1.699, H₀ is rejected and H_a is accepted. This indicates a significant effect of the Snowball Throwing learning model on student learning outcomes.





Keywords: Snowball Throwing, learning outcomes, Pancasila Education, elementary school.

INTRODUCTION

According to Law No. 20 of 2003 concerning the National Education System, education is defined as realizing learning motivation and a learning process so that students actively develop their abilities, developing spiritual and religious abilities, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state. The strategy for implementing education is implemented through learning activities. Because a nation's progress can be measured by its technological developments and educational conditions, efforts must be made to continuously improve the quality of education. One way to improve the quality of education in schools is by improving and developing the learning process.

Education essentially takes place through a teaching and learning process involving two parties: teachers, with the common goal of improving student learning outcomes. The teacher acts as a mediator, providing a medium for transferring knowledge, facilitating student understanding of a concept. In addition to these roles and functions, particularly at the elementary school level, teachers face complex demands, requiring a strong understanding of multiple scientific concepts, making the challenges for elementary school teachers even greater. Effective learning is one that provides opportunities for students to engage in as many activities as possible in their learning. Good learning activity design is essential for effective learning. One way to achieve this is by selecting the appropriate learning model to implement in classroom activities, including Pancasila.

The primary objective of Pancasila Education in elementary schools is to build the foundation of students' character, aligning them with the nation's noble values through the internalization of the Pancasila Student Profile. This learning is designed not simply to memorize the textual points of the precepts, but rather to train students to be faithful, independent, and think critically when facing simple problems in everyday life. By understanding the meaning behind national symbols, students are expected to transform these abstract values into concrete behaviors, such as honesty, discipline, and religiousness, which are ingrained as a form of identity from an early age. Pancasila learning in elementary schools is not without its challenges. Many students consider Pancasila a boring and unpopular subject. Currently, many students are uninterested in Pancasila lessons. One reason for this lack of interest is that the Pancasila lessons they receive are not meaningful to them. Many students are unable to connect the Pancasila subject with its practical application in their real lives. Many teachers have identified low student learning outcomes, particularly in Pancasila lessons, where students perceive Pancasila as a





boring subject.

This student challenge also occurs in fifth-grade Pancasila lessons at Taman Asuhan Pematangsiantar Elementary School. Based on field observations during the Field Experience Practice (PPL) program, it was found that during the learning process, students paid little attention to the teacher's explanations, some disrupted their peers, and lacked enthusiasm for completing assigned tasks. This indicates an inappropriate learning model for Pancasila learning. In line with my observations with Mr. Riki Saputra, S.Pd., M.Pd., the subject teacher in fifth grade at Taman Asuhan Elementary School, other issues were identified in the Pancasila lesson. These issues include low student learning outcomes and a lack of active participation in Pancasila learning throughout the learning process. This is indicated by the average daily test score for odd semester students, which reached the Learning Objective Completion Criteria (KKTP) of 80, with only 20 students achieving the required 80.

Based on the researcher's observation and experience in internship program, selecting the right learning model significantly impacts the success of the classroom teaching and learning process. Pancasila learning requires a teacher's skills to ensure students understand the material easily. It's difficult to create instruction that resonates with all students. Most learning experiences are monotonous, with the teacher being more active while students simply listen. Meanwhile, the current independent curriculum for Pancasila prioritizes enjoyable, student-centered learning outcomes, fostering knowledge and developing various subject competencies within the material, fostering a deeper and more memorable understanding of the material, and developing better language skills by linking other subjects to students' personal experiences.

Given these challenges, the appropriate learning model is the snowball-throwing model. The snowball-throwing model is an innovative form of diverse interactions that encompasses everything within and around the learning moment. The review demonstrates the advantages of the snowball throwing learning model, which utilizes the natural environment through pictorial media and creates an effective learning environment by utilizing elements within the students and their learning environment through classroom interactions. This aligns with the scientific nature of Pancasila lessons. It is hoped that using the snowball throwing learning model will impact student learning outcomes. This is supported by research by Revita et al. (2025:02). The results showed that this study used a quantitative approach with a One Group Pretest-Posttest design. The results showed an increase in student scores, from an average pretest of 56.67 to 88.17 after the posttest. The paired sample t-test showed a significance level of $0.000 < 0.05$, indicating a significant difference. The snowball throwing model effectively improves student learning outcomes.



Furthermore, research by Dera et al. (2025:3) demonstrated that the use of the snowball throwing learning model affected student learning outcomes. This is demonstrated by the results of the multiple-choice test for students in the experimental class, where, compared to the control class that did not use the snowball throwing model, the average score in the experimental class was 73.4, while the average score in the control class was 67.2. The significance value is $0.125 < 0.05$, thus rejecting H_0 and accepting H_a . Therefore, it can be concluded that the snowball throwing learning model has an effect on student learning outcomes in Civics at SD Negeri 6 Palembang.

The two research journals differ in that the studies were conducted at different institutions. However, they share the same relevance: both studies measured student learning outcomes using the snowball throwing model and conventional learning models.

RESEARCH METHODS

1. Research Design

This study employed a One-Group Pretest–Posttest Experimental Design. In this design, students were given a pretest before the treatment and a posttest after the treatment using the selected learning model. Therefore, the effect of the treatment could be measured more accurately by comparing students' conditions before and after the treatment (Sugiyono, 2017). The research design is illustrated as follows.

Table 1. Research Design

Pretest	Treatment	Posttest
O1	X	O2

Notes:

O1 = Pretest

O2 = Posttest

X = Implementation of the Snowball Throwing Learning Model

2. Research Location and Time

This research was conducted at Taman Asuhan Private Elementary School, located on Jl. Captain M.H. Sitorus, West Siantar District, Pematang Siantar City, North Sumatra Province. The study was carried out during the second semester of the 2025/2026 academic year.

3. Population and Research Sample

Population refers to the entire set of data that becomes the focus of a study within a particular scope and period. The population of this research consisted of all fifth-grade students of Taman Asuhan Private Elementary School, Pematang Siantar, as presented in Table 2 below.

Table 2 Recapitulation of Fifth-Grade Students at Taman Asuhan Private Elementary School

Class	Male	Female	Total
V-A	13	16	29
V-B	17	14	31

According to Sugiyono (2017:81), a sample is a portion of the population selected as the source of research data, where the population represents all characteristics possessed by the subjects under study. In this research, the sampling technique used was purposive sampling, which is a method of selecting samples based on specific objectives or considerations. This technique is commonly used due to limitations such as time, cost, and manpower. Based on these considerations, the sample of this study consisted of 30 fifth-grade students from Taman Asuhan Private Elementary School, Pematangsiantar.

4. Data Collection Techniques

Data collection techniques in this research are crucial, as the primary objective of the research is to obtain data. Without data collection techniques, researchers will not obtain data that meets established data standards.

1) Tests

A test is an instrument or tool for measuring a person's behavior or performance. (Arikunto, 2014) explains that a test is a collection of questions or exercises and other tools used to measure the skills, knowledge, intelligence, abilities, or talents of an individual or group. The tests used are pretests and posttests, each consisting of 30 multiple-choice questions and varying levels of difficulty. The pretest is a test administered to measure students' initial abilities before participating in learning activities. The posttest is a test administered after students have participated in learning activities.

2) Documentation

Documentation is any material that presents information about research results, either original or directly from the source. (Arikunto, 2014) explains that there are three types of



sources used to observe the objects of research: writing, places, and paper or people. The first source (writing) is hereinafter referred to as documentation (written materials). In this study, the researcher used documentation techniques to strengthen the observation results by obtaining student names and grades for fifth-grade students at Taman Asuhan Pematangsiantar Private Elementary School.

5. Data Analysis Techniques

In quantitative research, the data analysis techniques used are clear: they are directed at answering the problem or testing the hypothesis formulated in the proposal. Because the data is quantitative, the analysis technique uses descriptive statistical methods. The data analysis techniques used in this study are normality testing and hypothesis testing.

RESULTS

This study aims to determine the effect of the snowball throwing model on the learning outcomes of fifth-grade students at Taman Asuhan Elementary School, Pematangsiantar. This study used a one-group pretest-posttest design, with a sample size of 30 students. The snowball throwing model was implemented after the pretest, followed by a posttest after the learning process was completed. Before administering the treatment to fifth-grade students, the researcher first tested the test instrument to determine its validity, reliability, difficulty level, and discriminatory power at HKBP Tomuan Private Elementary School, Pematangsiantar. The researcher provided 30 multiple-choice questions. After testing the instrument, 26 were valid and 4 were invalid, so only the valid questions could be used for the pretest and posttest. Before the treatment, the class was given a pretest to determine students' initial abilities. The average pretest score was 36.67. After the treatment, students were given a posttest to determine their learning outcomes at the end of the session after the material was completed. Fifth-grade students' learning outcomes in Pancasila at Taman Asuhan Elementary School on Jl. Kapten M.H. Sitorus were assessed based on the average posttest score. The average posttest score was 86.53. Based on the average posttest results, learning using the snowball throwing model resulted in better learning outcomes.

Data processing for normality showed a pretest score of $0.625 > 0.05$, and a significance value for the treatment, namely the application of the snowball throwing model (posttest), of $0.075 > 0.05$. Based on these calculations, it can be seen that the significance values for the pretest and posttest are greater than 0.05, concluding that student learning outcomes are normally distributed.





Furthermore, the paired t-test yielded a t-value of -34.220, a significance value of 0.00 with a probability of <0.05 . Based on the data obtained, the alternative hypothesis is accepted: there is an effect of the snowball throwing model on fifth-grade students' learning outcomes at Taman Asuhan Elementary School.

This study is also supported by previous research conducted by Revita (2025). The effect of using the Snowball Throwing Model on fifth-grade students' learning outcomes in the Pancasila subject on Cultural Diversity at Taman Asuhan Pematangsiantar Elementary School. The results showed that the average pretest score was 36.67 and the posttest score was 86.53. Therefore, it can be concluded that H_0 is rejected and H_a is accepted. This means that the Snowball Throwing Model has an effect on student learning outcomes.

Overall, the implementation of the Snowball Throwing Model successfully created an active, innovative, and enjoyable learning environment. This condition allows students to learn optimally, resulting in a significant increase in conceptual understanding and learning outcomes. Thus, the Snowball Throwing Model makes a significant contribution to improving the quality of Pancasila learning in fifth-grade students at Taman Asuhan Pematangsiantar Elementary School.

DISCUSSION

The results of this study indicate that the implementation of the Snowball Throwing learning model had a positive effect on the learning outcomes of fifth-grade students at Taman Asuhan Elementary School, Pematang Siantar. This can be seen from the significant increase in students' scores between the pretest and posttest results. Before the treatment was administered, the average pretest score was 36.67, which reflected the students' relatively low initial understanding of the Pancasila subject material. After the implementation of the Snowball Throwing model, the average posttest score increased to 86.53. This substantial improvement demonstrates that the learning model was effective in enhancing students' understanding and academic achievement.

The increase in learning outcomes occurred because the Snowball Throwing model encourages active student participation during the learning process. In this model, students are involved in creating and answering questions collaboratively, which stimulates interaction, critical thinking, and communication among students. Through these activities, students become more engaged and motivated to learn, creating a more enjoyable and meaningful learning atmosphere. As a result, students are able to understand the learning material more effectively compared to conventional teaching methods.





The findings of the normality test showed that the significance values of both the pretest (0.625) and posttest (0.075) were greater than 0.05. This indicates that the data were normally distributed and met the requirements for further statistical analysis using the paired sample t-test. Furthermore, the paired t-test results revealed a t-value of -34.220 with a significance value of 0.00, which was lower than 0.05. Therefore, the alternative hypothesis (H_a) was accepted, meaning that there was a significant effect of the Snowball Throwing learning model on students' learning outcomes. The findings of this study are consistent with previous research conducted by Revita (2025), which also found that the Snowball Throwing model significantly improved students' learning outcomes in the Pancasila subject, particularly in the topic of cultural diversity. The similarity of these findings strengthens the assumption that the Snowball Throwing model is effective in elementary school learning because it creates an active, collaborative, and student-centered learning environment.

In addition, the implementation of the Snowball Throwing model successfully created an active, innovative, and enjoyable classroom atmosphere. Students were more enthusiastic and confident in participating in classroom activities, such as asking questions, expressing opinions, and cooperating with their peers. This condition supports the development of students' cognitive and social skills simultaneously. The learning process became more interactive, allowing students to construct their own understanding through group discussions and peer interaction.

Overall, the results of this study prove that the Snowball Throwing learning model contributes positively to improving the quality of Pancasila learning among fifth-grade students at Taman Asuhan Elementary School, Pematang Siantar. Therefore, this learning model can be recommended as an alternative teaching strategy for teachers to improve student engagement and learning outcomes in elementary school classrooms.

CONCLUSION

Based on the research results obtained that the use of the Snowball Throwing Model has an effect on improving student learning outcomes in the Pancasila subject on the subject of Cultural Diversity at SD Taman Asuhan Pematang Siantar in the 2025/2026 academic year. The research data supports this conclusion. Researchers found that the pretest score of fifth grade students was 36.67 and their posttest score was 86.53. The hypothesis in the paired sample t-test shows a sig value (2-tailed) smaller than 0.05 ($0.00 < 0.05$), indicating that the Snowball Throwing Model has an effect on student learning outcomes in the Pancasila subject on the subject of Cultural Diversity at SD Taman Asuhan Pematang Siantar. This shows that there is a





positive influence in the use of the Snowball Throwing learning model on student learning outcomes. So it can be concluded that there is an Influence of the Snowball Throwing Learning Model on Pancasila Learning Outcomes in Grade V of SD Taman Asuhan Pematangsiantar on Cultural Diversity Material in the 2025/2026 Academic Year.

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