Implementation of Snowball Throwing Learning Model in Increasing Student Responsibility

Mariani Meri Lumban Gaul; Clara Tinambunan

Sekolah Tinggi Pastoral Santo Bonaventura Keuskupan Agung Medan, Indonesia

Abstract

This study aims to apply the Snowball Throwing learning model to improve student responsibility at SMP Budi Murni 3 Medan. Classroom Action Research (CAR) involved 24 students of class VII-3 consisting of 13 girls and 11 boys in the 2024/2025 academic year. This method includes planning, implementation, observation, reflection, with data collection through tests, observations and documentation presented using tables and diagrams. Qualitative descriptive analysis was carried out through data comparison, grouping, presentation, and inductive drawing of conclusions. Success is reviewed from the effectiveness of the Snowball Throwing model, student responsibility, and learning outcomes. The results showed a significant increase after the implementation of the Snowball Throwing learning model. In cycle I, the implementation of the model reached 55.92% and increased to 85.92% in cycle II. Student responsibility in cycle I was 45.52% and increased to 87.74% in cycle II. Student learning outcomes also increased from 79.17% in cycle I to 96% in cycle II. Recommendations students need to be more active and responsible in learning. Teachers and schools implement innovative participatory methods. Educational institutions support learning through effective training.

Keywords: *Learning Model; Snowball Throwing Learning Model; Student Responsibilities*

Introduction

Education plays an important role in forming the character and competence of students as a whole. In the Law of the Republic of Indonesia Number 23 of 2003, education is a conscious and planned effort to create a learning atmosphere so that students are able to develop their potential, become individuals who are faithful, pious, intelligent, independent, and responsible(Umum et al., 2007). Learning is a process that changes individual behavior through knowledge interaction and develops insight and competence according to the level of education (Fariduzzaman, 2021). In learning, education not only plays a role as a means of transferring knowledge, but also forms the character of students who are responsible, dignified, and have integrity (Simbolon et al., 2024). Catholic Religious Education as part of the national curriculum has a strategic role in instilling the values of faith, love, morals, ethics and responsibility (Mustika et al., 2023).Responsibility is an important character in education that is reflected in an

individual's awareness of their actions and their impact, and reflects a person's personality (Muhammad et al., 2023).

In education, responsibility is seen and measured from readiness to learn before learning, discipline, actively participate in learning, do and complete tasks on time, working together in groups (Sari & Bermuli, 2021). In Albert Bandura's Social Cognitive theory approach, student responsibility is influenced by internal factors such as self-efficacy, as well as external factors such as support from teachers, friends, and family (Rachmaningtyas & Khoirunnisa, 2022). However, low student responsibility is often found in one-way learning such as the lecture method. This reduces student activity and focus in learning (Linda Elvira Ndruru et al., 2022). Abstract material and lack of discussion make it difficult for students to relate lessons to everyday life (Putra & Sufiani, 2021). Therefore, a learning model is needed that encourages active student participation, one of which is the Snowball Throwing learning model. One solution to increase student responsibility is to apply an active and participatory learning model, such as the Snowball Throwing model.

A learning model is a structured concept that guides teachers in designing and managing the learning process to achieve goals effectively (Sihotang, 2024). The application of the Snowball Throwing learning model, which is active, interactive, and fun, can increase student participation optimally in the learning process (Purwanto, 2021). This model involves students in formulating, delivering, and answering questions (Employee, 2022). This model is also included in the cooperative learning approach, where students actively create, throw, and answer questions from classmates in the form of paper snowballs (Agustina, 2020). The Snowball Throwing model requires students to actively create, throw, and answer questions from friends. The Snowball Throwing learning model has been proven to increase responsibility and academic value (Linda Elvira Ndruru et al., 2022).The Snowball Throwing Model is included in cooperative learning which emphasizes active student participation through question and answer activities in the form of paper balls (Agustina, 2020).

This model aims to actively involve students, encourage group cooperation, and develop individual and group responsibility (Fresh, 2022), and is based on constructivism theory, where students construct their knowledge through discussion and experience (Pahriah, 2021). Steps for the Snowball Throwing learning model(Employee, 2022) namely 1) Explaining the material, 2) Divide students inti groups and choose a leader, 3) Give each group leader the opportunity to explain the material, then discuss it, 4) Give students the opportunity to write questions about the material, 5) Direct students to form a ball from the question and then throw it to ball and throw it to another group, 6) Give students the opportunity to answer questions in turns, 7) Summarizing the learning, 8) Evaluate by giving comments and assessments, 9) Closing activities. This model builds understanding and responsibility. Snowball Throwing has been proven to increase motivation and learning outcomes, including in religious studies (Aan et al., 2023). The characteristic of the Snowball Throwing model is group work and question exchange, which encourages active and interactive learning (Julianti, 2020).

This learning model has various advantages, such as encouraging the courage to ask questions, training the ability to answer, and building cooperation and mutual respect between students. In addition, students are trained to think critically, be open to differences, and be able to understand the meaning of responsibility concretely in learning. This model also helps create a fun and democratic learning atmosphere, reduces the fear of asking questions, and motivates students to continue to develop themselves (Employee, 2022). This model increases students' activeness, potential, and ability to convey ideas intelligently and creatively (Hisbullah & Firman, 2019).

This study aims to determine how the application of the Snowball Throwing learning model increases student responsibility, and how to increase student responsibility through the application of this model.The purpose of this study is to describe the application of the Snowball Throwing learning model and to determine the extent to which the model can improve student responsibility. The Snowball Throwing learning model is applied to develop student skills, such as listening, creative thinking, asking

questions, working together, and respecting each other. The learning process takes place not only from the teacher, but also through interaction between students.(Fadilla et al., 2023). Catholic Religious Education itself instills Christian faith, morals, and character so that students emulate Jesus and live out their faith in life.(Muliadi, 2021). Researchers are motivated to conduct research with the title "Application of Snowball Trowing Learning Model in Increasing Student Responsibility in Catholic Religious Education Class VII-3 at SMP Budi Murni 3 Medan.

Research Methods

This research is a type of classroom action research conducted at SMP Budi Murni 3 Medan in class VII-3 in the even semester of the 2024/2025 academic year. The subjects of the study included 24 students, consisting of 13 females and 11 males, who were selected as a whole from all students in the class. The main focus of this study is to increase students' sense of responsibility through the use of the snowball throwing learning model.

This research approach refers to the action model according to Taggart, which includes four main stages, namely planning, implementation, observation, and reflection as described by(Wijaya et al., 2023). Data collection techniques are carried out through various methods, including tests, observations, documentation, and other methods.

Qualitative descriptive analysis is done through data comparison, grouping, presentation in tables or diagrams, and inductive conclusion drawing. In action research, success is assessed from the success of responsibility, the success of the Snowball Throwing learning model, and the success of learning outcomes to measure the effectiveness of learning.

Results and Discussion

The results of the Cycle I Action Research showed that teacher activities in implementing the snowball throwing learning model experienced variations in the level of achievement in each indicator. In the aspect of explaining the material, very good results were obtained at 80% and good at 20%. Furthermore, in the activity of dividing students into groups, teachers obtained very good results at 40%, good 46.67% and sufficient 13.33%. Giving each group leader the opportunity to explain the material obtained very good results at 46.67%, good 46.67%, and sufficient 6.66%. Giving students the opportunity to write questions, very good results reached 60% and good 40%. Directing students to form balls from questions and then throwing them to other groups obtained very good results at 46.67% good 33.33%, sufficient 20%. Giving students the opportunity to answer questions in turns obtained very good results at 50%, good 40% and sufficient 10%. In concluding the learning, the teacher showed good performance with very good results of 53.34% and good 46.66%. In the aspect of evaluating by giving comments and assessments, the results achieved were very good 60%, good 13.34% and sufficient 26.66%. Finally, in the closing activity, very good results were obtained at 66.67% and good at 33.33%.
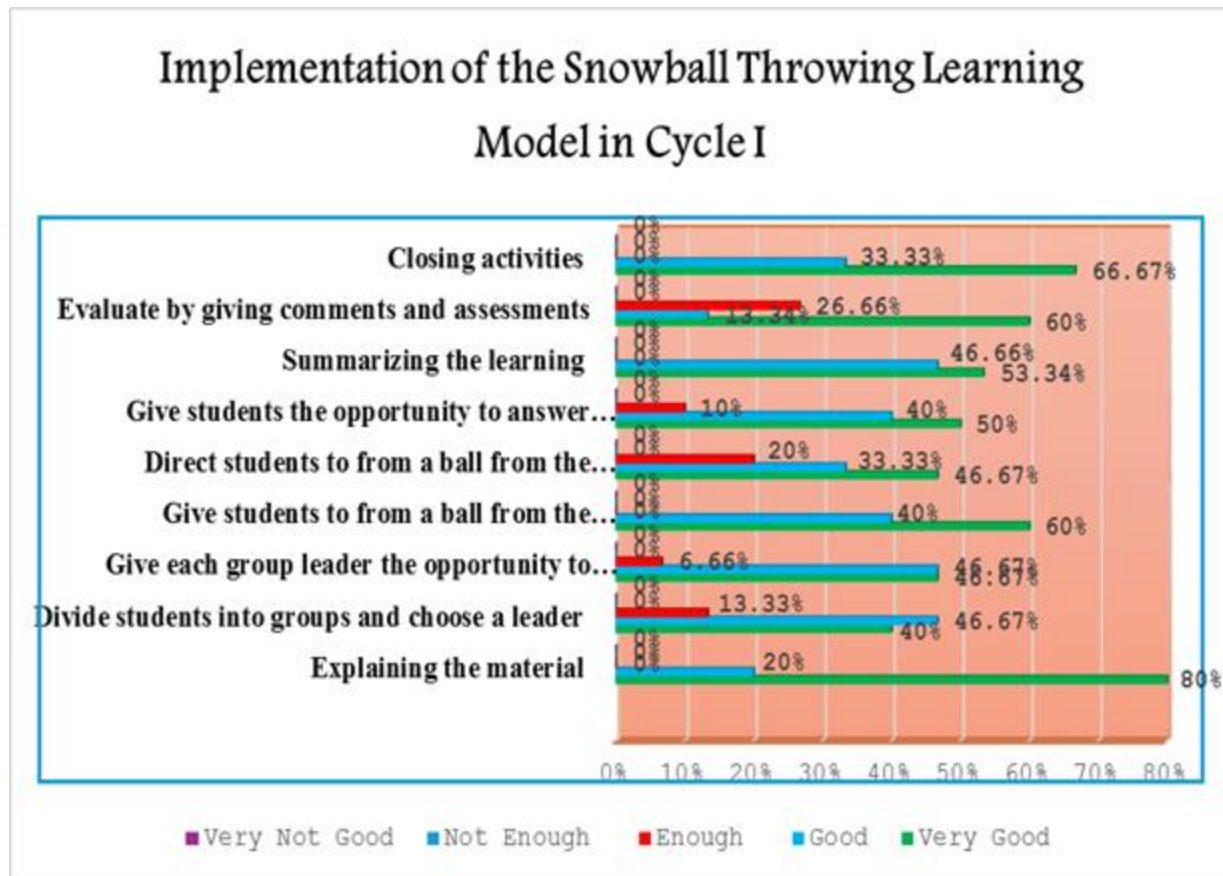
Figure 1 Implementation of the Snowball Throwing Learning Model in Cycle I

Based on the data, it can be seen that the results of student responsibility in cycle I are first, in the aspect of Readiness to learn before learning in cycle I, proficient by 50%, proficient by 45.83%, feasible by 4.17%, and starting to develop 0%. 2) Discipline aspect in cycle I proficient by 47%, proficient by 48%, feasible by 5%, and starting to develop 0%. 3) Actively participating in learning in cycle I proficient by 41%, proficient by 55%, feasible by 4% and starting to develop 0%. 4) Aspect of Working on and completing assignments on time in cycle I proficient by 45.83%, proficient by 54.17%, feasible by 0% and starting to develop 0%. 5) Aspect of Working in groups in cycle I proficient by 43.75%, proficient by 55.21%, feasible by 1.04%, and starting to develop 0%.
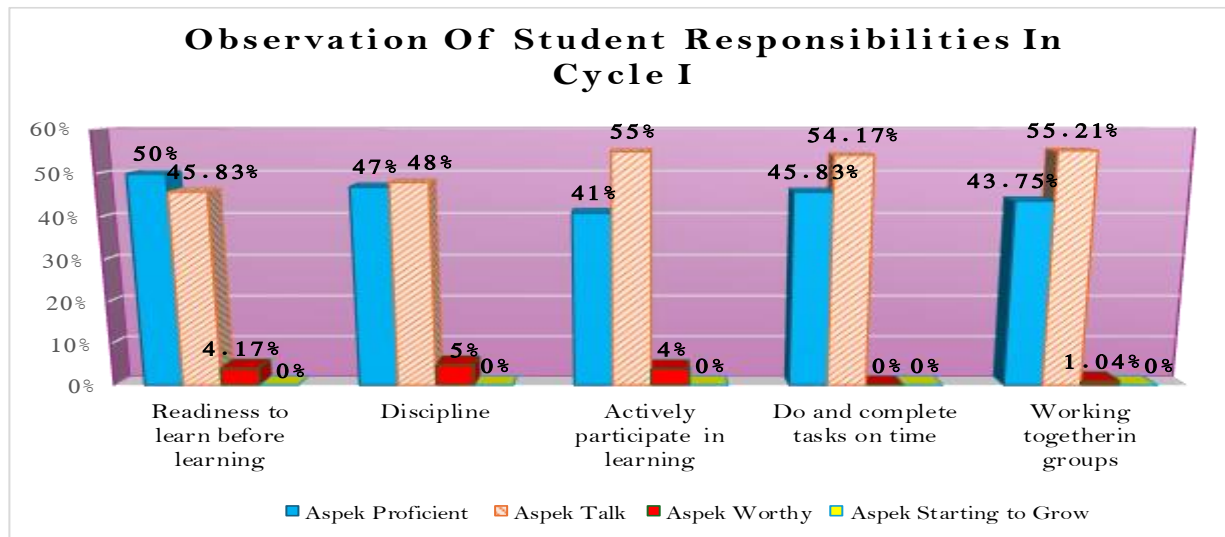
Figure 2. Observation of Student Responsibilities in Cycle I

Based on the data, it can be seen that the learning outcomes of students in cycle I in Class VII-3 of SMP Budi Murni 3 Medan are 1) Proficient in cycle I 79.17% 2) Proficient in cycle I 12.50%. Eligible 0%, Starting to Develop in cycle I 0%, Failed 8.33% with an average learning outcome of 90.42.
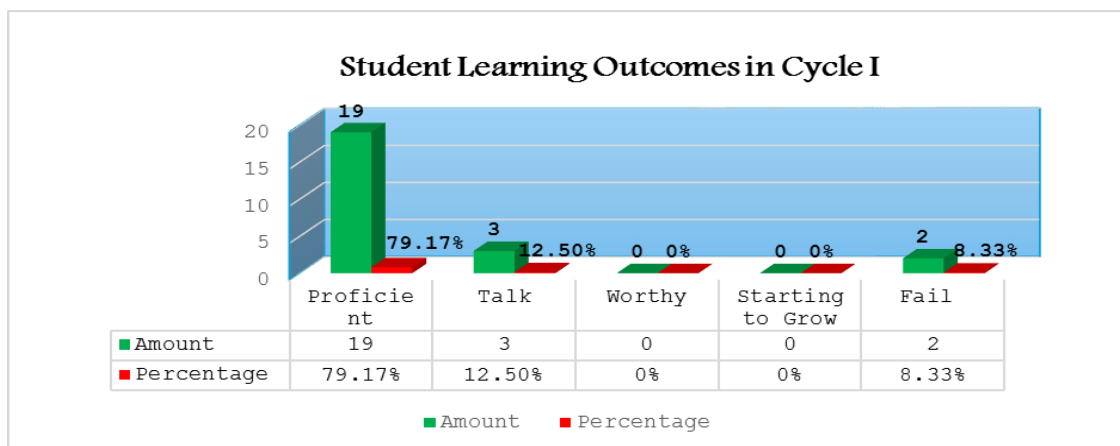

Figure 3. Student Learning Outcomes in Cycle I

Furthermore, the results of classroom action research in cycle II showed a significant increase in teacher activity during learning. In the aspect of explaining the material, the teacher obtained a very good score of 93.34% and good 6.66%. The activity of dividing students into groups also showed results of 73.34% very good and 26.66% good. In the indicator of giving each group leader the opportunity to explain the material, the teacher obtained 80% very good and 20% good. In the aspect of giving students the opportunity to write questions, the teacher achieved maximum results of 100% very good. In the aspect of directing students to form a ball from questions and then throwing them to other groups, the teacher obtained 93.34% very good and 6.66% good. In giving students the opportunity to answer questions in turns, the teacher obtained very good results of 80% and good 20%. In the activity of concluding the learning, the teacher obtained 86.67% very good and 13.33% good. In the aspect of evaluating by giving comments and assessments, the teacher obtained 80% very good and 20% good. Finally, in the closing activity, the teacher achieved 86.67% very good and 13.33% good. Overall, all aspects of the activityshows an increase in the implementation of teacher activities during learning.
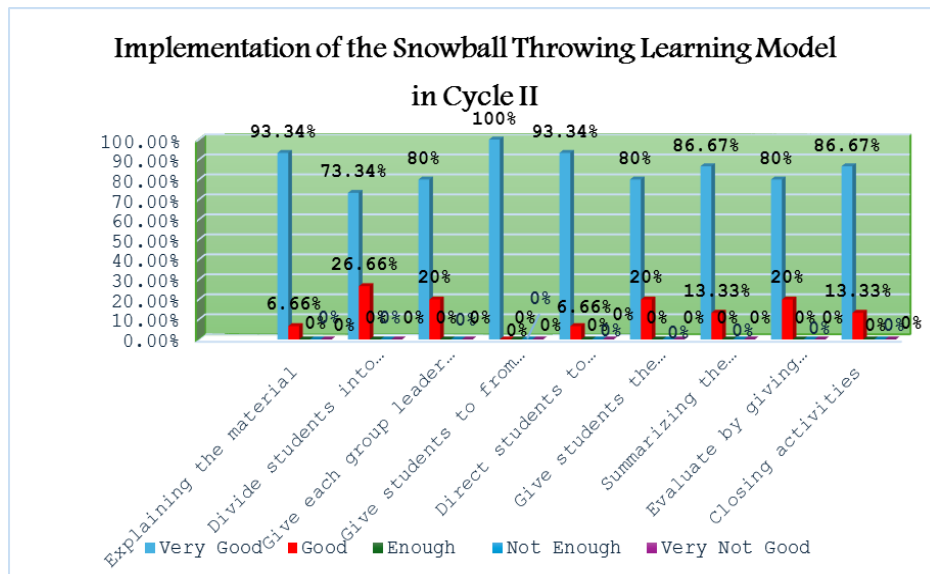
Figure 4 Implementation of the Snowball Throwing Learning Model in Cycle II

Based on the data above, it can be seen that the results of student responsibility in cycle II are first, in the aspect of Readiness to learn before learning in cycle I, proficient by 93%, capable by 7%, decent by 0%, and starting to develop 0%. 2) Discipline aspect in cycle I proficient by 90%, proficient by 10%, decent by 0%, and starting to develop 0%. 3) Actively participating in learning in cycle I proficient by 79.16%, proficient by 20.84%, decent by 0% and starting to develop 0%. 4) Aspect of Working on and completing assignments on time in cycle I proficient by 89%, proficient by 11%, decent by 0% and starting to develop 0%. 5) Aspect of Working in groups in cycle I proficient by 87.5%, proficient by 12.5%, decent by 0%, and starting to develop 0%.
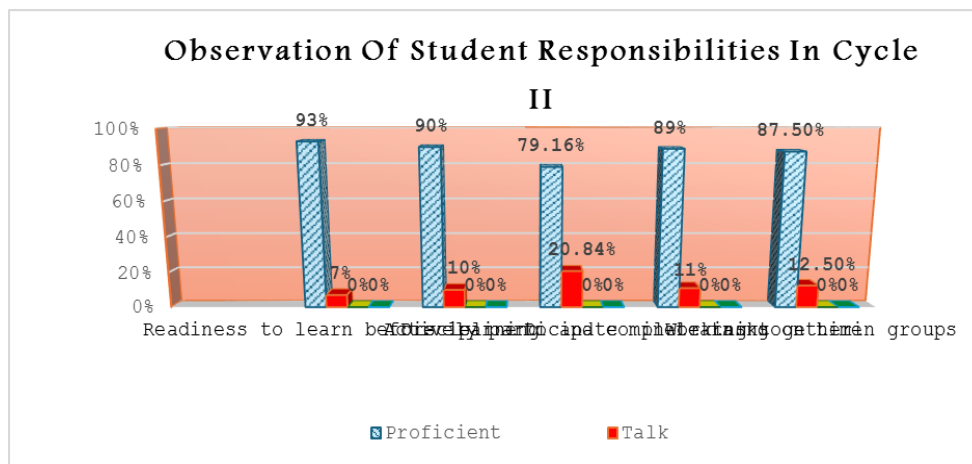

Figure 5 Observation of Student Responsibilities in Cycle II

Based on the data, it can be seen that the learning outcomes of students in cycle II in Class VII-3 SMP Budi Murni 3 Medan are 1) Proficient in cycle I 96% 2) Proficient in cycle I 4%. Decent 0%, Starting to Develop in cycle I 0%, Failed 0% with an average learning outcome of 97.29.
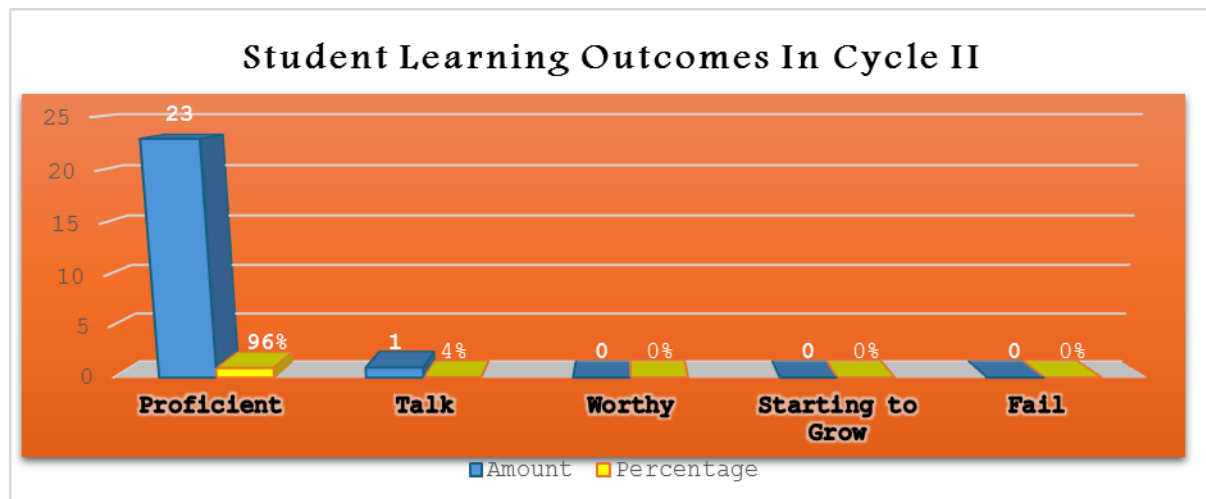
Figure 6. Student Learning Outcomes in Cycle II

This study aims to improve students' responsibility by using the Snowball Throwing Model in class VII-3 students at SMP Budi Murni 3 Medan. Based on the table above, it can be seen that there is an increase in the success of implementing the Snowball Throwing learning model in class VII-3 students of SMP Budi Murni 3 Medan, namely 1) Explaining the material oncycle I 80% increased to 93.34% with an increase of 16.675%. 2) Dividing students into groups and choosing a leader in cycle I 40% increased to 73.34% with an increase of 83.35%. 3) Giving each group leader the opportunity to explain the material, then discussion in cycle I 46.67% increased by 80% so that the increase was 71.43%. 4) Giving students the opportunity to write questions about the material in cycle I 60% cycle II 100% so that the increase was 66.66%. 5) Directing students to form a ball from the questions and then throwing it to another group in cycle I 46.67% increased by 93.34% so that the total increase was 100%. 6) Giving students the opportunity to answer questions alternately in cycle I 50% in cycle II increased by 80% so that the overall increase was 60%. 7) Summarizing learning in cycle I 53.34% increased by 86.67 with an increase of 62.48%. 8) Evaluating by giving comments and assessments in cycle I 60% in cycle II by 80% so that the increase was 33.33%. 9) Closing activities in cycle I 66.67% increased to 86.67% with an increase of 30%.

Table 1 Improvement of Snowball Throwing Model

ASPECT	SCORE OBTAINED AVERAGE		IMPROVEMENT (From Cycle I Cycle II)
	CYCLE I	CYCLE II	
Explaining the material	80%	93.34%	16.675%
Divide students into groups and choose a leader	40%	73.34%	83.35%
Give each group leader the opportunity to explain the material, then discuss it.	46.67%	80%	71.34%
Give students the opportunity to write questions about the material	60%	100%	66.66%
Direct students to form a ball from the questions and then throw it to another group.	46.67%	93.34%	100%
Give students the opportunity to answer questions in turns	50%	80%	60%
Summarizing the learning	53.34%	86.67%	62.48%
Evaluate by giving comments and assessments	60%	80%	33.33%
Closing activities	66.67%	86.67%	30%

Based on the table above, it can be seen that there is an increase in student responsibility in class VII-3 of SMP Budi Murni 3 Medan, namely 1) Readiness to learn before learning in cycle I 50% increased to 93% with an increase of 86%. 2) Discipline, in cycle I 47% increased to 90% with an increase of 91.48%. 3) Actively participating in learning, in cycle I 41% increased to 79.16% with an increase of 93.07%. 4) Working on and completing assignments on time, in cycle I 45.83% increased to 89% with an increase of 94.17%. 5) Working together in groups, in cycle I 43.75% became 87.5% with an increase of 100%.

Table 2 Increasing Student Responsibility

ASPECT	SCORE OBTAINED AVERAGE		IMPROVEMENT (From Cycle I Cycle II)
	CYCLE I	CYCLE II	
Readiness to learn before learning	50%	93%	86%
Discipline	47%	90%	91.48%
Actively participate in learning	41%	79.16%	93.07%
Do and complete tasks on time	45.83%	89%	94.17%
Working together in groups	43.75%	87.5%	100%

Based on the table above, it can be seen that there is an increase in Learning Outcomes in class VII-3 students at SMP Budi Murni 3 Medan, namely 1) Proficient in cycle I 79.17% increased to 96% with an increase of 16.83%. 2) Talk in cycle I 12.5% increased to 4% with a decrease of -8.5%. 3) Worthy from 0% in cycle I increased to 0%, 4) Starting to Grow in cycle I 0% increased to 0%, and 5) Fail 8.33% increased to 0% with a decrease of -8.33.

Table 3. Student Learning Outcomes

ASPECT	SCORE OBTAINED AVERAGE		IMPROVEMENT (From Cycle I-Cycle II)
	CYCLE I	CYCLE II	
Proficient	79.17%	96%	16.83%
Talk	12.5%	4%	-8.5%
Worthy	0%	0%	0%
Starting to Grow	0%	0%	0%
Fail	8.33%	0%	-8.33

The implementation of the Snowball Throwing learning model in class VII-3 of SMP Budi Murni 3 Medan has made a significant contribution to improving the quality of learning. The role of the teacher is very strategic in delivering material communicatively, using simple language and illustrations that are relevant to everyday life. This approach has been proven to improve students' understanding of the material.(Maulia & Purnomo, 2023). Teachers also provide space for students to ask questions, thus encouraging active involvement and increasing student confidence.(Immanuella et al., 2023). Students' understanding is reflected in their ability to re-express the core material in their own language, which is reinforced through a contextual learning approach that is relevant to their experiences.(Budi et al., 2025). In terms of organization, teachers form groups based on a balance of academic abilities, and appoint group leaders to facilitate discussions effectively.(Wibowo, 2020).

Active involvement of students in the process of forming groups and dividing tasks helps strengthen their sense of responsibility and motivation to learn.(Kasi, 2022). The group leader plays an important role in conveying the material clearly to the members, while the teacher plays a role in facilitating the discussion process through exploratory questions that stimulate critical thinking.(2021).

Discussion activities are dynamic and encourage active participation from all group members, which has a positive impact on the development of students' thinking skills and strengthens collaboration.(Kobi et al., 2025). In the core activity, students write questions related to the material, roll them into balls, and throw them to other groups. This process creates a fun learning atmosphere, increases student activity, and understanding.(Hakiki et al., 2021). The group that receives the question will read, analyze, and discuss the answer together, which strengthens critical thinking and collaboration skills.(Wulandari et al., 2023).

In the discussion process, students are given the opportunity to answer in turns, so that all members have an equal share in expressing their opinions. The attitude of listening to each other and responding to friends' ideas is an important part of creating a healthy discussion that is oriented towards active learning.(Alfarisi 2021). Teachers also play a role in summarizing the material, providing clarification on parts that are not yet understood, and ensuring that students grasp the main points in a complete and structured manner to strengthen students' understanding of the teaching material.(Budi et al., 2023). Evaluation is done through questions and answers and written assignments that are designed in a variety of ways. Teachers provide constructive and positive feedback on student work, which not only serves as a correction, but also as a tool to motivate and build learning awareness.(Asyari et al., 2024). the teacher delivers a summary of the material and directions for the next learning. Students also demonstrate good reflective skills, by linking the learning that has been done with personal experiences and providing critical responses to the ongoing learning process.(Susilo et al., 2022).

This study shows a significant increase in the responsibility of Class VII-3 students of SMP Budi Murni 3 Medan during the learning process. This increase is reflected in various aspects, such as readiness to learn, discipline, active participation, completion of tasks, and the ability to work together in groups. In the aspect of readiness to learn, students consistently bring complete learning equipment without being reminded, demonstrating independence and awareness of academic responsibility. This is in line with the findings(Rohmah, 2021)which states that learning readiness has a significant effect on academic success, because students' mental and material readiness is the foundation of the learning process. The attitude of arriving on time, as part of physical and psychological readiness, also reflects high discipline which also strengthens students' involvement in learning.(Yulianto et al., 2022). Students' initiative to study the material independently before the learning process takes place is also an indicator of increased motivation and learning independence. This practice helps students understand the material faster as emphasized by (Hardiyanti, 2022)that reading activities before learning can significantly increase reading interest, language skills, and mastery of the material.

The aspect of discipline is an important point in the formation of student character. Increasing compliance with class rules, such as not playing during learning or leaving the class without permission, supports the creation of an orderly and conducive learning atmosphere.(Aljaatsiyah, 2021). Students also showed increased discipline by remaining in class during learning, reflecting their seriousness and enthusiasm for learning.(Research et al., 2024). In addition, independence in completing tasks also increased. Students can complete tasks without teacher encouragement and show improvements in the quality and timeliness of work. Research(Faisal 2024)emphasizes that active participation and independence of students in completing assignments have a positive impact on learning outcomes. Diligence and neatness in completing assignments demonstrate students' deep understanding and integrity in learning.(Lelono, 2021). The attitude of not copying assignments and doing them yourself also reflects the values of honesty and a sense of responsibility, as emphasized by(Waskito, 2020).

Active student participation during learning also showed significant improvement. Students were more courageous in asking, answering, and engaging in class discussions. This attitude strengthens self-confidence and deeper understanding of the material.(Nasution et al., 2025). The ability to express opinions in group discussions also reflects increased communication skills and active participation. Teachers as facilitators have an important role in encouraging students to actively discuss and express

ideas.(Kobi et al., 2025). The students' enthusiasm for learning is also clearly visible, which reflects not only physical presence but also high mental involvement in learning.(Intaniasari 2022). In the aspect of group work, students demonstrate an attitude of mutual respect, sharing tasks, and completing work together. During discussions, students are able to listen to friends' opinions, be open to different views, and contribute maximally to completing tasks. This strengthens social skills, critical thinking skills, and problem solving.(Assyifa, 2023). Teachers have an important role in guiding group dynamics to remain harmonious and effective. Discussions proceed without conflict and demonstrate maturity in cooperation.(Depila et al., 2023).

The caring attitude between group members is also seen from the enthusiasm of students to help friends who are having difficulties. This action strengthens the value of solidarity and creates a fun and supportive learning environment.(Ramadan jockey Goloa et al., 2023). Teachers encourage this attitude of mutual assistance as part of collaborative character building. In addition, students demonstrate openness to discussion and respect for different views, creating an inclusive and respectful learning atmosphere.(Yusnaldi et al., 2024). Overall, these findings suggest that increased student responsibility in learning is the result of a combination of effective teaching strategies, active teacher involvement, and student internal motivation. The learning process that takes place not only strengthens students' academic abilities, but also forms positive characters that support long-term educational success.

Conclusion

Based on the research findings during the implementation of classroom action research carried out in class VII-3 of SMP Budi Murni 3 Medan, the following conclusions can be drawn:

The application of the Snowball Throwing learning model in Catholic Religious Education has proven effective in increasing student responsibility. This model is able to create an active, fun, and contextual learning atmosphere, where students are directly involved in the process of understanding the material, discussing, expressing opinions, and working together in groups. This approach not only strengthens students' understanding of the material, but also forms an attitude of responsibility through active participation, courage to express opinions, and the ability to appreciate the views of others.

The increase in the responsibility of class VII-3 students at SMP Budi Murni 3 Medan concluded that there was an increase in the responsibility of students in class VII-3 SMP Budi Murni 3 Medan, namely 1) Readiness to learn before learning in cycle I 50% increased to 93% with an increase of 86%. 2) Discipline, in cycle I 47% increased to 90% with an increase of 91.48%. 3) Actively participating in learning, in cycle I 41% increased to 79.16% with an increase of 93.07%. 4) Working on and completing assignments on time, in cycle I 45.83% increased to 89% with an increase of 94.17%. 5) Working together in groups, in cycle I 43.75% became 87.5% with an increase of 100%.

There was an increase in the achievement of learning outcomes of class VII-3 students at SMP Budi Murni 3 Medan. Based on the table above, it can be seen that there was an increase in Learning Outcomes in class VII-3 students at SMP Budi Murni 3 Medan, namely 1) Proficient in cycle I 79.17% increased to 96% with an increase of 16.83%. 2) Talk in cycle I 12.5% increased to 4% with a decrease of -8.5%. 3) Worthy from 0% in cycle I increased to 0%, 4) Starting to Grow in cycle I 0% increased to 0%, and 5) Fail 8.33% increased to 0% with a decrease of -8.33.

Recommendation

The results of the study on the application of the Snowball Throwing model in improving the responsibility and learning outcomes of class VII-3 students of SMP Budi Murni 3 Medan produced several recommendations. Students are expected to be more active in participating in Catholic Religious

Education and Character Education lessons and are open to innovative learning methods that encourage cooperation, critical thinking, and the courage to express opinions. Teachers are advised to continue to develop learning strategies that actively involve students, including the use of the Snowball Throwing model, so that the learning process is more meaningful and enjoyable. Schools are expected to encourage the use of this model in various subjects with easy-to-understand material delivery, balanced group formation, and a positive learning atmosphere. Further researchers are advised to explore more deeply efforts to foster student responsibility individually and in groups through a creative and contextual approach. STP St. Bonaventura KAM as an educational institution for prospective teachers is expected to support the use of this model by providing methodology training, utilizing learning technology, and collaborating with schools so that students are ready to apply methods that encourage student involvement and responsibility.

References

Aan, W., Nakiyah, N., & Amri, K. (2023). Pengaruh Model Pembelajaran Kooperatif Tipe Snowball Throwing Terhadap Hasil Belajar IPA Di Sekolah Dasar. *IJPSE : Indonesian Journal Of Primary Science Education*, *3*(2), 78–84. Https://Doi.Org/10.33752/Ijpse.V3i2.3797.

Agustina, E. T. (2020). Implementasi Model Pembelajaran Snowball Throwing Untuk Meningkatkan Hasil Belajar Siswa Dalam Membuat Produk Kria Kayu Dengan. *Economic Education Analysis Journal*, *IX*(1), 17–28.

Alfarisi, S., & Hasanah, U. (2021). Cybernetics: Journal Educational Research And Social Studies. *Cybernetics: Journal Educational Research And Sosial Studies*, *2*(April), 1–10.

Aljaatsiyah, D. (2021). Meningkatkan Kedisiplinan Siswa Melalui Metode Reward Dan Punishment Dalam Pembelajaran Daring. *Posiding Seminar Nasional SRKIP Kusuma Negara III*, 30–35.

Assyifa. (2023). Analisis Kemampuan Kerjasama Dalam Metode Diskusi Pada Mata Pelajaran IPS Siswa Kelas IV SDN 37 Cakranegara Tahun Ajaran 2022/2023. *Jurnal Ilmiah Profesi Pendidikan*, *8*(3), 1577–1582. Https://Doi.Org/10.29303/Jipp.V8i3.1531.

Asyari, S., M, M. D., Qadry, I. K., Halim, S. N. H., & Nursakiah. (2024). Praktik Mengecek Pemahaman Siswa Dan Memberikan Umpan Balik Kepada Mereka Saat Menentukan Volume Kubus Dan Balok. *Panrannuangku Jurnal Pengabdian Masyarakat*, *4*(2), 59–66.

Budi, J., Agama, P., Agama, I., Negeri, K., Agama, I., Negeri, K., Jl, A., Km, R. T., Silangkitang, I. I., Sipahutar, D., & Sipoholon, K. (2023). *Mengoptimalkan Kemampuan Guru Dalam Menyimpulkan Materi Pembelajaran Feni Sulistiani Sitorus Dorlan Naibaho Berdasarkan Pengertian Atau Pengetahuan Yang Dimiliki Agar Tercapai Pengetahuna Yang Baru . 1*(4). Https://Doi.Org/10.36088/Fondatia.V4i1.515.Jurnal.

Budi, J., Agama, P., Tapanuli, K., Tahun, U., Florentina, J., Simatupang, L., Naibaho, D., Taruli, D., Napituplu, T., Pendidikan, P., Kristen, A., Agama, I., Negeri, K., & Tarutung, I. (2025). *Pengaruh Pendekatan Contextual Teaching And Learning Terhadap Kemampuan Berpikir Kreatif Siswa Pada Mata Pelajaran Pendidikan Agama Kristen Dan Budi Pekerti Kelas XII Di SMK Negeri 1 Sipoholon*. *4*, 22–54.

Depila, D., Mulyasari, E., & Riyanti, E. (2023). Penggunaan Model Pembelajaran Kooperatif Tipe Jigsaw Untuk Meningkatkan Kerjasama Siswa Kelas Iii Di Sdn 096 Sarijadi Selatan, Bandung. *Didaktik : Jurnal Ilmiah PGSD STKIP Subang*, *9*(2), 1459–1468. Https://Doi.Org/10.36989/Didaktik.V9i2.866.

Fadilla, O., Rini, P., Shohiba Nisfaini, S., Kamilia, Y., Widyanto, P., & Marini, A. (2023). Penerapan Model Snowball Throwing Dengan Media Tts Untuk Meningkatkan Hasil Belajar Siswa Pada Pembelajaran Ips Materi Asean Kelas Vi Sekolah Dasar. *JPDSH Jurnal Pendidikan Dasar Dan Sosial Humaniora*, *2*(6), 819–828.

Faisal, F., & Jumadi, O. (2024). Partisipasi Dan Hasil Belajar Kognitif Siswa Pada Pembelajaran Biologi Dengan Pendekatan Flipped Classroom. *Jurnal Binomial*, *7*(1), 1–12. Https://Doi.Org/10.46918/Bn.V7i1.2151.

Fariduzzaman, I. W. (2021). Teams Achievement Division. *Jurnal Pemikiran Keislaman*, *5*(5), 66–83.

Fres. (2022). Pengaruh Model Snowball Throwing Pada Pembelajaran Pendidikan Agama Islam Terhadap Minat Belajar Di Sma Negeri 1 Tambun Utara. הארץ, *1*(8.5.2017), 2003–2005.

Hakiki, F., Asri, S., Ayuningrum, D. S., Guru, P., Dasar, S., & Negara, K. (2021). *Prosiding Seminar Nasionalpendidikan STKIP Kusuma Negara III Peningkatkan Keterampilan Menulis Kalimat Tanya Melalui Model Discovery Learning*. *2017*, 643–649.

Hardiyanti, W. M. (2022). Penerapan Jurnal Pembiasaan Literasi Membaca Di Smp Negeri 1 Mojogedang. *Literasi : Jurnal Bahasa Dan Sastra Indonesia Serta Pembelajarannya*, *6*(2), 268. Https://Doi.Org/10.25157/Literasi.V6i2.7901.

Hasanah, Z., & Himami, A. S. (2021). Model Pembelajaran Kooperatif Dalam Menumbuhkan Keaktifan Belajar Siswa. *Irsyaduna: Jurnal Studi Kemahasiswaaan*, *1*(1), 1–13. Https://Doi.Org/10.54437/Irsyaduna.V1i1.236.

Hisbullah, H., & Firman, F. (2019). Penerapan Model Pembelajaran Snowball Throwing Dalam Meningkatkan Hasil Belajar Ilmu Pengetahuan Alam Di Sekolah Dasar. *Cokroaminoto Journal Of Primary Education*, *2*(2), 100–113. Https://Doi.Org/10.30605/Cjpe.222019.231.

Immanuella, V., Tantu, Y. R. P., & Ani, Y. (2023). Penerapan Metode Tanya Jawab Dalam Mengakomodasi Keaktifan Belajar Siswa. *Edukatif : Jurnal Ilmu Pendidikan*, *5*(4), 1784–1789. Https://Doi.Org/10.31004/Edukatif.V5i4.4224.

Intaniasari, Y., & Utami, R. (2022). Menumbuhkan Antusiasme Belajar Siswa Sekolah Dasar Melalui Media Audio-Visual Dalam Pembelajaran. *Buletin Literasi Budaya*, *4*(1), 25–34. Https://Doi.Org/10.23917/Blbs.V4i1.17752.

Joki Ramadhan Goloa, A. P. G., Rahmida Setiawati, & Nursilah. (2023). Meningkatkan Kerjasama Siswa Melalui Metode Snowball Throwing Dalam Materi Pembelajaran Unsur Pendukung Tari Kelas X MIPA 4 SMA Negeri 2 Depok Tahun 2023. *Jurnal Pendidikan Tari*, *4*(1), 15. Https://Doi.Org/10.21009/Jpt.414.

Julianti, E. (2020). Model Pembelajaran Snowball Throwing Untuk Meningkatkan Keaktifan Dan Hasil Belajar Siswa Pada Mata Pelajaran Teknik Dasar Otomotif Kelas X Di SMKN 1 Sedayu Bantul. *Universitas Negeri Yogyakarta*, *53*(9), 1689–1699.

Karyawan, A. (2022). Peningkatan Aktivitas Dan Hasil Belajar Ekonomi Materi. *Jurnal Inovasi Dan Teknologi Pendidikan*, *1*(1), 45–63.

Kasi, R. (2022). Pembelajaran Aktif : Mendorong Partisipasi Siswa. *Jurnal Pembelajaran*, *1*(1), 1–12.

Kobi, I. A., Amus, S., Purwaningsih, C., Profesi, P., Prajabatan, G., Tadulako, U., Palu, K., & Sulawesi, P. (2025). *Optimalisasi Pembelajaran Aktif Dengan Metode Diskusi Kelompok Untuk Meningkatkan Partisipasi Peserta Didik Pada Pembelajaran Ppkn Di Kelas IX SMP Negeri 1 Palu*. *4*(1), 1299–1310.

Lelono, S. (2021). *T14.Pdf*.

Linda Elvira Ndruru, Sugiyana Sugiyana, & FR. Wuriningsih. (2022). Efektivitas Pembelajaran Pak Dengan Metode Snowball Throwing Untuk Meningkatkan Hasil Belajar Siswa Kelas V Sd Kanisius Kurmosari Semarang. *Lumen: Jurnal Pendidikan Agama Katekese Dan Pastoral*, *1*(2), 120–129. Https://Doi.Org/10.55606/Lumen.V1i2.49.

Maulia, S., & Purnomo, H. (2023). Peran Komunikasi Efektif Guru Dalam Meningkatkan Motivasi Belajar Siswa Sekolah Dasar (SD). *Jurnal PGSD STKIP PGRI Banjarmasin*, *5*(1), 25–39. Https://Doi.Org/10.33654/Pgsd.

Muhammad, *, Wibowo, Z., & Wibowo, M. Z. (2023). Implementasi Pendidikan Karakter Tanggung Jawab Mampu Meningkatkan Hasil Belajar Siswa. *Jurnal Bintang Pendidikan Indonesia (JUBPI)*, *1*(1), 76–83.

Muliadi. (2021). Buku Panduan Guru: Pendidikan Agama Kristen Dan Budi Pekerti. In *Pusat Kurilkulum Dan Perbukuan, Balitbang, Kemendikbud*.

Mustika, D., Hidayat, B., Julia Lingga, L., & Fajar Adi Putra, R. (2023). Pembuatan Modul Ajar Kurikulum Merdeka Bagi Guru Sekolah Dasar Kota Pekanbaru. *Jurnal Pengabdian Masyarakat*, *3*(1), 109–115.

Nasution, A., Rahmah, A. D., Fitri, N. A., & Pratiwi, L. (2025). *JKIP : Jurnal Kajian Ilmu Pendidikan Active Learning Strategies In Increasing Student Participation At Mis Al Islam , Bengkulu City Strategi Pembelajaran Aktif Dalam Meningkatkan Partisipasi Siswa Di Mis Al Islam Kota Bengkulu*. *5*(4), 925–929.

Pahriah. (2021). *Buku Ajar: Teori Belajar*.

Purwanto, R. (2021). Kepemimpinan Visioner Kepala Sekolah Terhadap Mutu Dan Kualitas Sekolah Di SD Negeri Soko Sekolah Dasar Negeri Soko , Lamongan , Jawa Timur , Indonesia Principal ' S Visionary Leadership On School Quality At SD Negeri Soko. *Jurnal Pendidikan Dan Teknologi Indonesia (JPTI)*, *1*(4), 151–160.

Putra, A. T. A., & Sufiani, S. (2021). Penerapan Model Pembelajaran Snowball Throwing Dalam Meningkatkan Hasil Belajar Peserta Didik Mata Pembelajaran PAI Di SMPN 23 Konawe Selatan. *LITERASI (Jurnal Ilmu Pendidikan)*, *12*(1), 23. Https://Doi.Org/10.21927/Literasi.2021.12(1).23-32.

Rachmaningtyas, A. T., & Khoirunnisa, R. N. (2022). Hubungan Antara Dukungan Sosial Teman Sebaya Dan Self-Regulated Learning Pada Mahasiswa Tahun Pertama Di Masa Pandemi Covid-19 Hubungan Antara Dukungan Sosial Teman Sebaya Dan Self-Regulated Learning Pada Mahasiswa Tahun Pertama Di Masa Pandemi Covid-19. *Character: Jurnal Penelitian Psikologi*, *9*(1), 34–45.

Riset, J., Jahro, F., Ajis, A., Alfarizy, R., & Herianto, V. (2024). *Lucerna : Analisis Perilaku Disiplin Siswa Berdasarkan Kepatuhan Terhadap Tata Tertib Di Sekolah Menengah Atas Negeri Magepanda*. *4*(2), 68–74.

Rohmah, A. N. (2021). Kesiapan Belajar, Motivasi Belajar, Dan Hasil Belajar Ppkn Pada Siswa Kelas Xii Man 1 Magetan. *Journal Of Civics And Moral Studies*, *6*(1), 61–75. Https://Journal.Unesa.Ac.Id/Index.Php/Jcms/Article/View/16783.

Sari, S. P., & Bermuli, J. E. (2021). Pembentukan Karakter Tanggung Jawab Siswa Pada Pembelajaran Daring Melalui Implementasi Pendidikan Karakter. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, *7*(1), 110. Https://Doi.Org/10.33394/Jk.V7i1.3150.

Sihotang, D. O. (2024). Jurnal Pendidikan Katolik. *Jurnal Pendidikan Katolik*, *4*(1), 36–45. Http://156.67.214.213/Index.Php/Vocat/Article/View/414.

Simbolon, E., Br Ginting, J. A., & Tibo, P. (2024). Penggunaan Model Pembelajaran Problem Based Learning Dalam Peningkatan Keaktifan Belajar Siswa Pada Mata Pelajaran Pendidikan Agama Katolik Dan Budi Pekerti Kelas IX SMP Budi Murni 2 Medan Analisis Website Sistem Informasi Akademik (Simak). *Jurnal Ilmiah Universitas Batanghari Jambi*, *24*(1), 429. Https://Doi.Org/10.33087/Jiubj.V24i1.4398.

Susilo, M. J., Hajar Dewantoro, M., Yuningsih, Y., Burhanuddin, M. A., & Wahab, A. (2022). Jurnal Belajar Sebagai Refleksi Siswa Sekaligus Evaluasi Guru Selama Proses Pembelajaran. *Briliant: Jurnal Riset Dan Konseptual*, *7*(1), 116. Https://Doi.Org/10.28926/Briliant.V7i1.914.

Umum, K., Tata, D. A. N., & Perpajakan, C. (2007). *Taxbase 6.0 - Muliadi 1*. 1–78.

Waskito, N. (2020). Implementasi Penguatan Karakter Nilai Integritas Melalui Buku Kegiatan Harian Siswa Sd Muhammadiyah Kadisoka Yogyakarta. *Jurnal Fundadikdas (Fundamental Pendidikan Dasar)*, *3*(2), 127–138. Https://Doi.Org/10.12928/Fundadikdas.V3i2.2763.

Wibowo, D. H. (2020). Penerapan Pengelompokan Siswa Berdasarkan Prestasi Di Jenjang Sekolah Dasar. *Jurnal Psikologi Undip*, *14*(2), 148–159. Https://Doi.Org/10.14710/Jpu.14.2.148-159.

Wijaya, H., Amir, A., Riyanti, D., Claudia Setiana, S., & Sari Somakila, R. (2023). *Siklus Kemmis Dan Mctaggart Contoh Dan Pembahasan*. *January 2024*, 1–122.

Wulandari, R., Muamar, & Nurpratiwiningsih, L. (2023). Pengaruh Metode Snowball Throwing Dan Metode Diskusi Terhadap Hasil Belajar Siswa. *Sangkalemo : The Elementary School Teacher Education Journal*, *2*(1), 1–9. Https://Doi.Org/10.37304/Sangkalemo.V2i1.5325.

Yulianto, Yuliani, H., & Syar, N. I. (2022). Kesiapan Belajar Siswa Pada Pembelajaran Tatap Muka Mata Pelajaran IPA Terpadu. *LAMBDA : Jurnal Ilmiah Pendidikan MIPA Dan Aplikasinya*, *2*(3), 161–168. Https://Doi.Org/10.58218/Lambda.V2i3.317.

Yusnaldi, E., Jannah, M., Hasibuan, I. S., & Hasibuan, R. J. (2024). *Strategi Guru IPS Dalam Mengembangkan Keterampilan Sosial Pada Peserta Didik*. *8*, 45991–45996.