

APPLICATION OF *SNOWBALL THROWING* LEARNING MODEL TO IMPROVE PKN LEARNING OUTCOMES ON THE MATERIAL OF RIGHTS AND OBLIGATIONS AS CITIZENS OF GRADE V STUDENTS AT SD N 24 LUBUKLINGGAU

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Abstract:This study aims to improve student learning outcomes in Citizenship Education (PKN) through the application of the Snowball Throwing learning model. The focus of the material taught is on the rights and obligations of citizens. The background of this study is the low learning outcomes of students in the subject of Civics caused by the lack of student activity and involvement in the conventional learning process. This study was conducted in class V of SD Negeri 24 Lubuklinggau with a sample of 22 students. The research method used was a quasi-experimental method with a One Group Pretest-Posttest design. Data collection techniques were carried out through multiple-choice tests of 17 valid questions given before and after the application of the learning model. The results showed that the average pre-test score of students was 45.98 and increased to 83.13 during the post-test. The percentage of student learning completion reached 90%, which indicates that most students have achieved the Minimum Completion Criteria (KKM). Hypothesis testing using the z-test produced a Zcount value of 7.76 and a Ztable of 1.64 at a significance level of 0.05, so it can be concluded that student learning outcomes after the application of the *Snowball Throwing* model experienced a significant increase. Thus, the *Snowball Throwing* learning model has proven effective in improving students' PKN learning outcomes, especially in the material on rights and obligations as citizens. This model is also able to increase student activity, critical thinking skills, and the ability to work together in groups. This model is recommended for broader use in elementary Civics classes to foster active learning and improve student participation. Future research may compare its effectiveness with other cooperative learning strategies.

Keywords: *snowball throwing, learning outcomes, citizenship education, rights and obligations, elementary school students.*

INTRODUCTION

Education plays a central role in shaping students' character and identity. Civic Education (PKn) serves as a primary means to instil values of nationalism, responsibility, and

civic awareness from an early age (Hidayat & Abdilah, 2019). However, in practice, Civic Education is often delivered in a monotonous manner with minimal student engagement. This results in low academic achievement and limited student participation during the learning process (Kusnaedi, 2020).

Previous studies have indicated that interactive and engaging teaching models can improve both student learning outcomes and classroom participation. For instance, Husein (2019) emphasized the importance of involving students actively in the learning process to enhance conceptual understanding. One effective strategy is the *Snowball Throwing* learning model, which integrates discussion, collaboration, and creativity, allowing students to take an active role in learning (Suprijono, 2009; Hamdayana, 2014).

Although there has been extensive research on cooperative learning models, few studies have specifically examined the implementation of the Snowball Throwing model in Civic Education—particularly on the topic of citizens' rights and obligations at the elementary school level. This indicates a research gap that needs to be addressed to provide teachers with empirically proven, innovative teaching strategies.

METODOLOGI

Research Design

This research employs an experimental method with a quantitative approach. The research design used is a Pre-Experimental Design, specifically the One-Group Pre-test and Post-test Design. This design involves a single group that is tested both before and after treatment to determine any difference in learning outcomes. The structure of the design is as follows:

$O_1 \rightarrow X \rightarrow O_2$

Description:

O_1 : Pre-test (test before treatment)

X : Treatment (application of the Snowball Throwing learning model)

O_2 : Post-test (test after treatment)

This design is appropriate for primary school classroom research as it does not require a control group and can show the effect of a treatment based on changes before and after its application (Sugiyono, 2017).

Research Subject

The research subjects consist of all fifth-grade students at SD Negeri 24 Lubuklinggau, totaling 12 students—5 male and 7 female. The sampling technique used is saturated sampling, which means that the entire population is used as the sample because the number is relatively small and manageable (Sugiyono, 2017:118).

Data Collecting

The data collection technique used in this study is an objective test in multiple-choice format. The test was administered twice: a pre-test to assess students' initial ability before the treatment and a post-test after the implementation of the Snowball Throwing model. The test was designed to measure students' learning outcomes in the subject of Civics Education (PKn), particularly on the topic of "Rights and Obligations as Citizens."

Before being used in the actual study, the test instruments underwent validity and reliability testing to ensure the accuracy and consistency of the questions. Only questions deemed valid and reliable were used in the main research.

Data Analysis

Data analysis in this study was carried out using quantitative methods. The steps included:

1. Instrument Validity and Reliability Testing
 - a. Validity was tested using the point-biserial correlation formula (r_{pbi}). A question was considered valid if $r_{pbi} > r$ table.
 - b. Reliability was tested using the Kuder-Richardson 20 (KR-20) formula, and the results were interpreted using criteria from Arikunto (2013).
 - c. Additional analysis was conducted to evaluate item discrimination and difficulty levels.
2. Normality Test

A Chi-Square (χ^2) goodness-of-fit test was conducted to determine whether the data were normally distributed, as required for parametric hypothesis testing.
3. Hypothesis Testing

The hypothesis was tested using a z-test to determine whether there was a significant

difference in the mean scores between the pre-test and post-test. The hypotheses tested were:

- a. $H_0: \mu < 70$ (post-test average is less than the minimum mastery criterion)
- b. $H_a: \mu \geq 70$ (post-test average is equal to or greater than the minimum mastery criterion)

Decision rule: If the Z calculated $\geq Z$ table, then H_0 is rejected and H_a is accepted, indicating that the Snowball Throwing learning model significantly improves student learning outcomes.

RESEARCH RESULT

Finding

This research was conducted at SD Negeri 24 Lubuklinggau using a single sample, namely the fifth-grade class consisting of 22 students. The learning process in this research implemented the Snowball Throwing learning model to improve Civics Education (PKn) learning outcomes on the topic of "Rights and Obligations as Citizens." The research was carried out directly in the classroom for five days based on the approved schedule by the principal and homeroom teacher.

Written tests were used to collect data before and after the implementation of the learning model. The test instruments were first tried out in a sixth-grade class to determine the validity and quality of the questions. From 25 multiple-choice items, 17 were deemed valid and used in both the pre-test and post-test.

Pre-test Results

The pre-test aimed to assess students' initial ability before the treatment. The test comprised 17 multiple-choice questions. The descriptive statistics of the pre-test are presented in **Table 4.1** below:

Table 4.1 Pre-test Results Summary

No	Category	Description
1	Mean Score	45.98
2	Standard Deviation	13.24
3	Lowest Score	23.53

4	Highest Score	70.59
5	Score Range	47
6	Students Not Passing	36
7	Students Passing	2

From **Table 4.1**, only 2 students scored above 70, while 36 students scored below the minimum mastery level. The results show that students' initial learning outcomes were unsatisfactory due to the absence of the Snowball Throwing model during this phase.

Post-test Results

After the treatment, a post-test was administered to evaluate students' final achievement. The test also consisted of 17 multiple-choice questions. The descriptive results are shown in **Table 4.2**:

Table 4.2 Post-test Results Summary

No	Category	Description
1	Mean Score	83.13
2	Standard Deviation	10.42
3	Lowest Score	64.71
4	Highest Score	100
5	Score Range	35
6	Students Not Passing	4
7	Students Passing	34

The data shows a significant improvement in students' performance, with an increase in the average score from 45.98 to 83.13. Therefore, it can be concluded that the application of the Snowball Throwing model positively impacted students' learning outcomes.

Normality Test

A chi-square (X^2) goodness-of-fit test was used to test data normality. The results of the normality test using SPSS are shown in **Table 4.3**:

Table 4.3 SPSS Normality Test Results

Class	Chi-square Value	df	Chi-square Table	Conclusion
Pre-test	2.9224	5	11.07	Normal
Post-test	2.7068	5	11.07	Normal

As the Chi-square values for both pre-test and post-test are less than the table value, the data is considered normally distributed.

Hypothesis Testing (Z-Test)

The Z-test was used to determine whether there was a significant increase in learning outcomes after the application of the Snowball Throwing model. The hypotheses are:

1. H_0 : The post-test average score is significantly less than 70 ($H_0: \mu < 70$)
2. H_a : The post-test average score is significantly equal to or more than 70 ($H_a: \mu \geq 70$)

Table 4.4 Hypothesis Test Summary

Test	Zcalculated	Ztable	Conclusion
Post-test	7.76	1.64	Ha Accepted

Since Zcalculated (7.76) is greater than Ztable (1.64), the null hypothesis is rejected. It can be concluded that the Snowball Throwing learning model significantly improved students' Civics Education learning outcomes.

Discussion

The implementation of the Snowball Throwing model in this study was carried out in four sessions: one for pre-testing, two for teaching and learning using the model, and one for post-testing. Prior to instruction, a question try-out was conducted to ensure the quality and validity of test items. The final test instrument consisted of 17 validated multiple-choice questions.

Initial analysis showed that the students' average pre-test score was 45.97, while the average post-test score rose to 83.13, indicating a significant improvement in students' understanding after applying the model. Data were confirmed to be normally distributed, and hypothesis testing using the Z-test validated the effectiveness of the treatment.

During the pre-test, students were anxious and unprepared, resulting in lower scores. However, as the Snowball Throwing model was introduced during instructional sessions, students gradually became more engaged, collaborative, and confident. By the second session, students were actively participating in group discussions and confidently answering questions.

The Snowball Throwing model encouraged interaction, teamwork, and critical thinking through an engaging strategy of passing paper balls containing questions. The learning process ended with evaluations and moral messages, which helped reinforce student understanding.

In conclusion, the Snowball Throwing model has proven effective in enhancing the learning outcomes of fifth-grade students in Civics Education at SD Negeri 24 Lubuklinggau. The strategy not only improved academic performance but also built students' confidence and enthusiasm in learning.

CONCLUSION

Based on the research results, the average pre-test score was 45.98, which increased to 83.13 in the post-test. This increase shows a gain of 37.15 points. Furthermore, the Z-test results indicated that $Z_{\text{calculated}} = 7.76$ was greater than $Z_{\text{table}} = 1.64$, meaning that H_a was accepted and H_o was rejected. Therefore, it can be concluded that the learning outcomes of Civics Education (PKn) students in fifth grade at SD Negeri 24 Lubuklinggau significantly improved and achieved mastery after implementing the Snowball Throwing learning model. The final average score reached 83.13, with a student mastery percentage of 90%.

This study has strengths, such as significantly improving learning outcomes and building students' confidence in active learning processes. However, a limitation of this research lies in the limited time and implementation in only one class. Therefore, future research is recommended to expand the sample and duration of the learning process to produce more representative and in-depth results.

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