THE EFFECT OF THE SNOWBALL THROWING LEARNING MODEL ON STUDENTS' COGNITIVE LEARNING OUTCOMES IN FIFTH-GRADE PANCASILA EDUCATION AT SD NEGERI 040544 DOLAT RAYAT

Dhea Steviana Br Purba[1], Juwita Tindaon[2], Yosefo Gule[3]
[1,2,3]Department of Elementary School Teacher Education,
Universitas Quality Berastagi
[1]deaviana939@gmail.com, [2]wieta.niez@gmail.com, [3]yosefogule@gmail.com

ABSTRACT

This study was motivated by low cognitive learning outcomes and limited learning activities among students in Pancasila Education, especially in the topic of norms and rules, which were still dominated by conventional teacher-centered learning. As a result, students tend to be passive and less involved in the learning process. This study aimed to determine the effect of the Snowball Throwing learning model on the cognitive learning outcomes of fifth-grade students in Pancasila Education at SD Negeri 040544 Dolat Rayat in the 2025/2026 academic year. The research used a quantitative approach with a two-group pretest-posttest quasi-experimental design. The sample consisted of 50 students, including 25 in class VA (control group) and 25 in class VB (experimental group), selected using total sampling. The instrument was a multiple-choice learning outcome test with 10 valid items out of 15, and the Cronbach's Alpha reliability coefficient was 0.718. Data were analyzed using descriptive and inferential statistics, including tests of normality, homogeneity, and independent-samples t-tests. The results showed that the posttest mean score of the control class was 61.60, while the experimental class reached 80.80. The t-test showed t=4.487, p=0.000, indicating a significant effect.

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

ABSTRAK

Latar belakang penelitian ini berangkat dari rendahnya keaktifan dan hasil belajar kognitif siswa pada mata pelajaran Pendidikan Pancasila, khususnya materi norma dan aturan, yang masih didominasi pembelajaran konvensional berpusat pada guru sehingga siswa cenderung pasif dan kurang terlibat dalam proses pembelajaran. Kondisi tersebut mendorong perlunya penerapan model pembelajaran yang lebih variatif dan interaktif, salah satunya model Snowball Throwing yang menekankan keterlibatan aktif siswa dalam menyusun dan menjawab pertanyaan secara kolaboratif. Tujuan penelitian ini adalah mengetahui pengaruh model pembelajaran Snowball Throwing terhadap hasil belajar kognitif siswa pada mata pelajaran Pendidikan Pancasila materi norma dan aturan di kelas V SD Negeri 040544 Dolat Rayat Tahun Ajaran 2025/2026. Metode yang digunakan yaitu penelitian kuantitatif dengan desain quasi eksperimen two group pretest–posttest, melibatkan 50 siswa kelas V yang terdiri atas 25 siswa kelas V-A sebagai kelas kontrol dan 25 siswa kelas V-B sebagai kelas eksperimen yang dipilih dengan teknik total sampling. Instrumen berupa tes hasil belajar pilihan ganda yang telah melalui uji validitas sehingga diperoleh 10 butir soal valid dari 15 butir yang diujicobakan, serta uji

reliabilitas dengan Cronbach's Alpha sebesar 0,718. Data dianalisis secara deskriptif dan inferensial melalui uji normalitas, uji homogenitas, dan uji t dua sampel independen pada taraf signifikansi 0,05. Hasil penelitian menunjukkan rata-rata posttest kelas kontrol 61,60 dan kelas eksperimen 80,80, dengan selisih 19,20 poin dan nilai t hitung 4,487 > t tabel 2,010 (p = 0,000). Kesimpulannya, model pembelajaran Snowball Throwing berpengaruh signifikan dan lebih efektif meningkatkan hasil belajar kognitif Pendidikan Pancasila dibandingkan pembelajaran konvensional.

Kata kunci: Snowball Throwing, hasil belajar kognitif, Pendidikan Pancasila, sekolah dasar

A. Introduction

Education plays a crucial role in supporting the development and sustainability of a nation. Through quality education, human resources can be developed with critical thinking skills, creativity, and the ability to adapt to changing times.(Lintong et al., 2025)(Wardani & Wilsa, 2024) Education is also a primary means of developing human potential, both as individuals, as members of society, and as citizens. Thus, education can be understood as a primary factor in determining a nation's sustainable progress and development.(Madyan et al., 2024)(Indriasari et al., 2024). In line with the increasingly interconnected world, the concept of education has also expanded its meaning. UNESCO views global education as a learning approach aimed at developing global competencies and broadening students' understanding of global issues. This approach is no longer limited to conventional classroom learning but also emphasizes the interconnectedness of nations, cultures, and global issues. Thus, students are expected to participate actively, responsibly, and wisely in addressing the ever-evolving global challenges.(Ali et al., 2024).

Education in Indonesia is structured across several levels, including elementary school, the initial stage of the formal education system. Therefore, learning at the elementary school level needs to be well-planned and well-implemented to build a strong conceptual foundation in students.(Ananda et al., 2025)Learning is not simply the delivery of material by a teacher, but an active, interactive process among teachers, students, and various learning resources in an environment

that supports the development of meaningful learning experiences. The quality of learning at this stage significantly influences students' future success, as elementary school experiences lay the foundation for their academic, social, and emotional development. If the learning process is effective, students will be better prepared to continue their education to a higher level. Conversely, weaknesses in the elementary stage can create obstacles in subsequent learning development. Therefore, improving the quality of learning in elementary schools must be continuously pursued as part of efforts to enhance the overall quality of education.(Hidayati et al., 2022)(Hasanah et al., 2025).

Education aims to develop students' attitudes, skills, and knowledge (Yuliatin et al., 2021). In its implementation, educational goals play a crucial role in guiding the optimal learning process in schools. Learning success is determined not only by the material presented but also by the teacher's ability to create a fun, engaging, and effective learning environment. Therefore, teachers are required to continuously innovate in their learning to maintain student motivation and minimize boredom.(Andini et al., 2024).

The implementation of education in Karo Regency has shown significant progress, in line with the local government's efforts to improve the quality of human resources. One primary concern is improving student learning outcomes as a key indicator of educational success, particularly at SD Negeri 040544 Dolat Rayat. To support an optimal learning process, educational facilities and infrastructure are continually being improved and equipped. Schools are also receiving attention so that the quality of educational services provided does not lag behind that in urban areas. In addition, several supporting programs, such as tutoring, remedial learning, and character education, are implemented to assist students, especially those who still experience obstacles in the learning process.

In an effort to enhance the quality of education in schools, a variety of measures have been implemented, such as curriculum refinement, the development of learning models, the utilization of instructional media, and enhancements to the assessment system. Of these components, the learning model is one aspect that

frequently receives attention because it is closely related to student engagement and learning outcomes. However, classroom learning practices are still often dominated by the teacher, resulting in suboptimal student engagement. Furthermore, the use of a variety of learning models remains underutilized, even though it can help students better understand the subject matter.

Teachers hold a crucial position in education because they play a direct role in the learning process. As primary classroom responsibilities, teachers are required to fulfill their duties and functions to the fullest.(Afni et al., 2024)In learning activities, teachers are not only tasked with teaching, but also with educating, guiding, directing, training, assessing, and evaluating students. This broad role demonstrates that teachers have a significant responsibility in supporting educational progress and improving the quality of student learning outcomes.(Nasir et al., 2024)(Bakti et al., 2025).

In addition to teacher factors, the quality of education can be improved by the availability of sufficient learning resources. The presence of complete educational facilities will significantly assist teachers in managing lessons and supporting students to achieve their best. To make the teaching and learning process more engaging and enjoyable, teachers must choose learning models that are appropriate to the material, as student success in learning also depends on the teacher's ability to convey the material effectively.(Sunaryo, 2025)(Ruhyana & Aeni, 2019) Instead, students should be encouraged to actively and creatively participate in learning. This is done to improve their learning outcomes, change their behavior, and enhance their ability to follow the learning process.(Tampubolon et al., 2024).

As part of national education, Pancasila Education serves as a guideline for national and state life. This subject is not only aimed at enhancing students' understanding of their rights and obligations as citizens, but also at fostering nationalism, a love for their country, and a sense of responsibility in community life. (Huda et al., 2025)Due to its strategic position, Pancasila Education has been designated a compulsory subject in Indonesia. At the elementary school level, this learning serves as the initial foundation for character formation,

instilling national awareness, and introducing civic values to students. In this regard, teachers are required to deliver effective learning to achieve learning objectives and optimally develop student learning outcomes. Through this learning, students are expected to develop appropriate attitudes and values, enabling them to interact effectively in social life.(Nanda, 2025)(Alfahtar et al., 2025)(Julfian et al., 2023).

In addition, Pancasila Education also instills a fighting spirit in students as a moral and spiritual strength for the nation. The fighting spirit that heroes once demonstrated through physical sacrifice to win independence today needs to be manifested in real contributions, according to each profession and responsibility. It is important to continue passing on these values of struggle so that the younger generation has a sense of nationalism, upholds unity, and demonstrates patriotic behavior in everyday life. Thus, Pancasila and Civic Education aim not only to shape students who understand the concept of nationality but also to prepare the next generation with an archipelagic perspective, national resilience, and a commitment to maintaining the integrity of the Unitary State of the Republic of Indonesia.(Padilah, 2023)(Alfahtar et al., 2025).

Student learning outcomes are inseparable from the classroom learning process, as the developments that occur encompass knowledge, attitudes, and psychomotor skills, which are measured through well-designed assessment instruments. Therefore, learning outcomes are not only related to knowledge mastery but also reflect changes in students' overall behavior, including cognitive and psychomotor skills.(Wafa et al., 2024)(Siddik et al., 2025)(Andriani et al., 2025).

Based on field conditions, as revealed through interviews and observations with fifth-grade teachers at SD Negeri 040544 Dolat Rayat, it was found that Pancasila Education learning still faces several obstacles. During the learning process, some students still show a lack of commitment, such as being inactive during activities, appearing sleepy, playing with their deskmates, and paying little attention to teacher explanations. These conditions indicate that student engagement in learning remains suboptimal, so efforts are needed to improve the

learning process and make it more effective and engaging.

In implementing learning, teachers still tend to use the lecture method without combining it with other methods that can support student activeness. This condition leads to a less-than-positive response from students. This is evident in the fact that some students still do not pay attention to teacher explanations, are less involved in discussion activities, and lack the courage to express their opinions. Based on observations in class V at SD Negeri 040544 Dolat Rayat, the learning process also shows that students are not actively involved in the learning activities. The dominant use of the lecture method makes learning feel monotonous, leading to low student interest in the material and affecting their learning outcomes.

Increasing student engagement in the learning process is one way to improve their learning outcomes. This model must be tailored to the class's needs and the type of material being studied. This model can also help them understand Pancasila Education material.(Jumari, 2024)(Bukit et al., 2023).

The Snowball Throwing learning model is a type of cooperative learning that emphasizes student-to-student cooperation within a group. During implementation, students are divided into several groups, and each group member creates questions shaped like balls to be used in learning activities.(Pradnyawati et al., 2025)(Bukit et al., 2023)Group formation can be done randomly or heterogeneously, depending on learning needs. Using this model can create a more engaging, less monotonous learning environment, encouraging students to participate actively throughout the learning process. By creating more active and enjoyable learning, student learning outcomes are expected to improve.

B. Research Methods

Research design

This study used a quantitative, quasi-experimental design. The design applied was a two-group pretest-posttest design. In this design, the researcher used two naturally formed groups at the school: class VA as the control group and class VB as the intervention group, without randomizing subjects. To determine students' initial abilities in the

Pancasila Education subject, both groups were first given a pretest. Next, the intervention group received treatment through the application of the Snowball Throwing learning model, while the control group continued learning as usual. After treatment, both groups were administered a posttest using the same or equivalent instruments. The purpose of administering this test was to compare changes in students' cognitive learning outcomes within and between the two groups.$pretestposttest$

Participants and sampling techniques

Participants in this study were all fifth-grade students at the elementary school where the study was conducted during the specified academic year, who were administratively divided into two parallel classes. The study population was defined as all fifth-grade students, because they were taking the Pancasila Education subject with the same basic competencies and were in a relatively homogeneous developmental age range. From this population, the researcher used a probability sampling technique with a total population approach, so that all students in both classes were included as the research sample. One class was designated as the experimental group, receiving learning with the Snowball Throwing model, while the other was designated as the control group, receiving conventional learning. This determination was made by considering the equality of class characteristics, such as the number of students and learning conditions, so that differences in learning outcomes that emerged could be more precisely linked to the learning treatment provided.

Research Instruments

The primary instrument used in this study to collect data was a cognitive learning outcome test structured as multiple-choice questions. The instrument was developed based on the core competencies and learning indicators for Pancasila Education for grade V, thereby objectively, in a focused manner, and in accordance with the established learning objectives, measuring students' understanding, mastery of the material, and learning outcomes. Instrument development began with the creation of a grid that

mapped relationships among core competencies, core material, indicators, and the levels of the cognitive domains being measured, from understanding to evaluation. Questions were then developed based on this grid and tested for their feasibility through expert judgment and limited trials to ensure content suitability, language clarity, and question difficulty. The test was administered twice: as a pretest before treatment to measure students' initial abilities, and as a posttest after treatment to assess improvements in cognitive learning outcomes. In addition to the test, researchers can use supporting instruments such as observation sheets to monitor classroom learning processes, document student grades and learning activities, and interview guidelines to gather additional information about student and teacher learning experiences.

Before being used with the research sample, the test instrument was first validated through two stages: expert judgment validation and empirical trials with students who were not part of the research sample. In the expert validation stage, the draft instrument was consulted with two lecturers, namely a lecturer expert on Pancasila Education material (Juwita Tindaon, S.Pd., M.Pd.) and a lecturer expert on language (Yunistisa, SS, M.Sc.), to assess the suitability of the content, depth of material, and clarity of language. Expert input was used to revise the test items, making the instrument appropriate in terms of content (content validity). After that, the instrument was tested on 50 students outside the research sample and analyzed using a product-moment correlation at a significance level of 5 percent, with test items declared valid if the calculated r value was greater than the table r (0.279). The analysis showed that of the 15 questions tested, 10 were declared valid and 5 invalid, so only 10 were used as test instruments in the study because they had been proven to measure the intended cognitive learning outcome construct.

In addition to testing its validity, the test instrument was also tested to ensure that the measurement results were consistent when used on similar subjects under nearly identical conditions. Using a statistical program, the instrument's reliability was assessed with Cronbach's Alpha, which indicates that an instrument is

reliable if its coefficient is greater than 0.60. The calculation results showed that the 15 test items had a Cronbach's Alpha of 0.718, indicating good, consistent reliability. Based on the results of the validity and reliability tests, the Pancasila Education Cognitive Learning Outcomes Test, which consists of valid items, is considered a valid and reliable research tool for measuring students' cognitive learning outcomes when implementing the Snowball Throwing learning model.

Data analysis techniques

Data analysis in this study was conducted through descriptive and inferential analysis. Descriptive analysis was used to describe the characteristics of students' cognitive learning outcomes data by calculating the average, standard deviation, maximum, and minimum scores on the pretest and posttest in both the experimental and control groups. Before conducting the inferential analysis, prerequisite analyses were conducted using normality and homogeneity tests to ensure the data met the assumptions of parametric statistics. The normality test assesses whether the data are normally distributed, while the homogeneity test assesses whether the variances between the experimental and control groups are similar. After the prerequisites were met, the analysis continued with a paired-samples t-test to assess differences between pretest and posttest scores within one group, and a two-sample independent-samples t-test to compare learning outcomes between the experimental and control groups. The results of the inferential analysis were then used to conclude the influence of the Snowball Throwing learning model on students' cognitive learning outcomes in the Pancasila Education subject.

C. Research Results And Discussion

Description of research implementation

In the even semester of the 2025/2026 academic year, research was conducted in the Pancasila Education subject at SD Negeri 040544 Dolat Rayat to investigate the impact of the Snowball Throwing learning model on cognitive learning outcomes in the material on norms and principles. All 50 fifth-grade students were utilized as research subjects, with 25 students from class VA serving as the control

group and 25 students from class VB as the experimental group. In order to ascertain the initial capabilities of students, both groups were administered a pretest that satisfied the criteria for reliability and validity. Following this, the control group implemented a conventional learning methodology, while the experimental group implemented the Snowball Throwing model. At the conclusion of the treatment, both groups were administered a new test, this time under the supervision of the same instructor, to evaluate the progression of their learning outcomes.

Learning outcomes of students in the control and experimental classes

Descriptively, student learning outcomes in the control and experimental classes both increased from pretest to posttest, but the increase in the experimental class was greater. In the control class that received conventional learning, the lowest score increased from 20 to 30, while the highest score increased from 80 to 90. The total score also increased from 1,270 to 1,540, with the average score increasing from 50.80 in the pretest to 61.60 in the posttest. Meanwhile, in the experimental class taught using the Snowball Throwing model, the lowest score increased from 20 to 50, and the highest score increased from 90 to 100. The total score in this class increased from 1,350 to 2,020, while the average score increased from 54.00 in the pretest to 80.80 in the posttest. These data indicate that the increase in learning outcomes in the experimental class was greater than in the control class.

Table 1. Descriptive statistics of learning outcomes of the control and experimental classes

Class	Types of tests	Lowest value	The highest score	Total value	Average
Control	Pretest	20	80	1,270	50.8
	Posttest	30	90	1,540	61.6
Experiment	Pretest	20	90	1,350	54
	Posttest	50	100	2,020	80.8

Source: Primary data processed by researchers (2026).

The distribution of scores shows that after the treatment, students in the experimental class were more concentrated in the high-score range (70–100), while in the

control class, the increase in scores tended to be moderate, with some students still in the middle score range. This indicates that students' active involvement in the Snowball Throwing model increased their understanding and cognitive abilities regarding the material on norms and rules.

Prerequisite test results (normality and homogeneity)

Parametric statistics necessitated the utilization of a normality test to analyze student learning outcome data prior to hypothesis testing. The objective of this test was to guarantee that the pretest and posttest data from both the control and experimental classes were normally distributed, thereby facilitating the necessary further analysis and ensuring the validity of the results.

Table 2 Results of the Normality Test for Pretest and Posttest of Student Learning Outcomes on Norms and Rules Material

Variables	Group	Kolmogorov-Smirnov Statistics	df	Sig.	Shapiro-Wilk Statistics	df	Sig.
Pretest	Control	0.159	25	0.102	0.944	25	0.179
	Experiment	0.154	25	0.131	0.941	25	0.156
Pretest	Control	0.150	25	0.151	0.957	25	0.360
	Experiment	0.156	25	0.117	0.934	25	0.108

a. Lilliefors Significance Correction

The normality test results for the pretest and posttest scores in the control and experimental courses, as shown in Table 2, suggest that all research data are normally distributed. This is evident in the Kolmogorov-Smirnov test results, which indicated that the pretest significance value in the control class was 0.102 and in the experimental class was 0.131. In the control class, the posttest significance value was 0.151, while in the experimental class, it was 0.117. The data were pronounced to satisfy the assumption of normality due to the fact that all significance values exceeded the 0.05 threshold. Additionally, the Shapiro-Wilk test strengthened the results of the normality test. The control class had a pretest significance value of 0.179, the experimental class had a pretest significance value of 0.156, the posttest significance value of 0.360, and the posttest significance value of 0.108, all of which were determined by this test. The data were also normally distributed, as all of these values were greater than 0.05. Therefore, it is possible to infer that the data on student learning outcomes for the

material on norms and rules, both prior to and subsequent to treatment, have satisfied the criteria for normality and are appropriate for analysis using parametric statistics.

Table 3 Results of the Pretest and Posttest Homogeneity Test

Variables	Levene Statistics	df1	df2	Sig.	Information
Pretest	2,469	1	48	0.123	Homogeneous
Posttest	0.468	1	48	0.497	Homogeneous

Based on the Levene test results in Table 3, the student learning outcome data on norms and rules material, both before and after treatment, had homogeneous variance. This can be seen in the significance values in the Based on Mean row: 0.123 for the pretest and 0.497 for the posttest, both of which are above the 0.05 significance level.

Hypothesis test results

The objective of the hypothesis testing in this study is to ascertain whether there is a substantial disparity in posttest learning outcomes between students in the experimental class who were instructed using the Snowball Throwing model and those in the control class who received conventional instruction. In the control class, the average posttest score was 61.60, as indicated by the results of the independent two-sample t-test. In the experimental class, the average posttest score was 80.80. Consequently, the average disparity between the two divisions is 19.20 points. The analysis results also indicate that the calculated t value surpasses the t-table value at the 5% significance level. Furthermore, the significance value of sig. The p-value with two tails is less than 0.05. These results suggest that H_0 is rejected and H_a is accepted, as per the decision-making provisions in hypothesis testing. Consequently, it is possible to infer that the Snowball Throwing learning model enhances student learning outcomes by demonstrating a substantial disparity in student learning outcomes between the experimental and control classes.

Table 4. Summary of the results of the posttest learning outcome t-test

Variables	Group	Average	Mean difference	t count	t table (α = 0.05)	Sig. (2-tailed)	Decision
Posttest learning results for norms and rules material	Control	61.6	19.2	> t table	< 0.05	< 0.05	H0 is rejected, Ha is accepted.
	Experiment	80.8					

Source: Primary data processed by researchers (2026).

These results indicate that the use of the Snowball Throwing learning model significantly improves students' cognitive learning outcomes on material on norms and rules in class V at SD Negeri 040544 Dolat Rayat, with average learning outcomes higher than those in conventional learning.

D. Discussion

This study was conducted to see whether there are differences in learning outcomes between students who follow learning in the usual way and students who learn through the Snowball Throwing model on the material of norms and rules in the Pancasila Education subject in grade V of SD Negeri 040544 Dolat Rayat in the 2025/2026 Academic Year. Conventional learning tends to place the teacher at the center of learning activities through lectures and question-and-answer sessions. In contrast, Snowball Throwing emphasizes student cooperation and active participation, especially through composing, throwing, and answering questions in groups, thereby making learning interactions more lively.

Before treatment, the initial abilities of students in the control class (VA) and the experimental class (VB) were almost the same. This is evident from the control class's average pretest score of 50.80, while the experimental class's average pretest score was 54.00. The closeness of these results indicates that students' initial understanding of norms and rules is relatively similar, so that changes in learning outcomes after instruction can be traced using the model. This condition is also supported by the results of the prerequisite tests, namely normality and homogeneity, which show that the pretest data from both classes meet the analysis requirements. Thus, a comparison of the effects of conventional learning and the Snowball Throwing model on student

learning outcomes can be carried out more appropriately and convincingly.

After the learning process was completed, posttest results showed that both improved their learning outcomes. However, the increase in scores in the experimental class using the Snowball Throwing learning model was significantly higher than in the control class learning with the conventional model. The average posttest score in the control class reached 61.60, while the average score in the experimental class increased significantly to 80.80. These results indicate that implementing the Snowball Throwing model has a stronger impact on student learning outcomes than conventional instruction.

This difference in improvement can be understood from the characteristics of the Snowball Throwing model, which positions students as active participants in learning activities. Through this model, students not only receive material from the teacher but also participate in formulating questions, discussing in groups, and answering questions from their peers. These activities encourage students to think critically, express their opinions more confidently, and understand the material more deeply. This aligns with the opinion (Bukit et al., 2023; Jumari, 2024) that the Snowball Throwing model can train students to formulate questions critically, answer confidently, and increase their activity in group communication. This model includes cooperative learning: students form heterogeneous groups, the group leader receives direction from the teacher, and group members compose questions on paper shaped like a ball, which is then thrown to other students and answered by the recipient.(Pradnyawati et al., 2025)The activity generated by this process makes students more engaged in learning, thereby improving their motivation and learning outcomes.

In the control class, the use of a conventional learning model led to learning activities being more teacher-centered, with the teacher as the primary presenter. Learning was predominantly one-way, with lectures and limited Q&A sessions, resulting in suboptimal student engagement. This situation left students with limited opportunity to ask questions, express opinions, or participate in discussions that could strengthen their

understanding of the material. Consequently, students' opportunities to develop critical thinking and collaboration skills were also suboptimal. This situation yielded learning outcomes lower than those achieved by students in the experimental class.(Woods & Copur-Gencturk, 2024)(Nisa et al., 2024).

In addition, the learning outcome data in both classes have also undergone analysis and prerequisite testing. The test results indicate that all statistical requirements in this study have been met. Based on the Kolmogorov-Smirnov test, the pretest data in the control and experimental classes are declared normally distributed. This can be seen from the significance values in the control class (α) and the experimental class (α), both of which are greater than α. In the posttest data, the test results also show a normal distribution. The significance value in the control class is α, while in the experimental class it is α. Because both values are greater than α, the posttest data in both classes can be declared normally distributed. Thus, the results of the normality test indicate that the research data meet one of the important prerequisites for parametric statistical analysis. In addition, the results of the homogeneity test indicate that the data variance between the two classes is homogeneous. The results of the t-test show that the calculated t value has a p-value of 0.000, which is lower than 0.05, and the calculated t value is also greater than the t-table value of 2.010. The study found that students' learning outcomes in the Pancasila Education subject, especially the material on norms and rules, were better with the Snowball Throwing learning model than with the conventional

model. 0,1020,1310,050,1510,1170,05

The results of this study were then reviewed by comparing them with relevant previous research. The findings of this study align with those of (Bera, 2020) research. The results of the hypothesis test show that the p-value is 0.000, which is smaller than 0.05. Based on the decision-making criteria, H_a is accepted, and H_0 is rejected. Thus, it can be stated that the application of the learning model significantly influences student learning outcomes. The posttest data also show that the learning outcomes are good. Of the 14 students, 2 obtained a score of 70, 8 obtained a

score of 80, 3 obtained a score of 90, and 1 obtained a score of 100. The distribution of these scores shows that most students achieved learning outcomes in the good-to-very good range. Therefore, this learning model can be considered effective in improving students' Civics learning outcomes.

Research result(Mursid et al., 2021)This study used a sample of 20 students in the experimental class, with a multiple-choice test instrument of 20 questions, and the results of the analysis showed that the average value increased from 57.60 in the pretest to 81.55 in the posttest, and the t-test produced t_hitung = 11.31 which was greater than t_tabel = 2.10, so the research hypothesis was accepted. This indicates that applying Snowball Throwing makes learning more active and increases student learning outcomes compared to passive learning(Nainggolan, 2024)The study found that the experimental class's average final score was 79.35, higher than that of the conventional class's 70. The results of the t-test showed that t_count = 2.059 was greater than t_table = 2.004, indicating that the Snowball Throwing model had a significant influence on student learning outcomes.

Similar support is also seen in the research results.(Suastini, 2024)The results show a significant difference in learning interest, learning outcomes, and both simultaneously between students who learn using the Snowball Throwing model and students who learn conventionally, with a significance value of 0.001 < 0.05, so it can be concluded that the model is effective in increasing interest and learning outcomes in Pancasila Education.

Based on the above explanation, the results of this study demonstrate a relationship consistent with various relevant previous studies. The application of the Snowball Throwing learning model has consistently been shown to positively influence students' cognitive learning outcomes in Pancasila Education in elementary schools. Therefore, this study not only supports previous research but also provides empirical evidence that the Snowball Throwing model can be used as an effective and innovative learning alternative in Pancasila Education at the elementary school level.

E. Conclusion

The cognitive learning outcomes of fifth-grade students in the Pancasila Education subject at SD Negeri 040544 Dolat Rayat in the 2025/2026 Academic Year are significantly influenced by the Snowball Throwing learning model, as this study concludes. The hypothesis test results support this, as the calculated t of 4.487 is greater than the t-table value of 2.010. Additionally, the experimental class's higher average learning outcomes (80.80) in comparison to the control class's (61.60) are indicative of this result. The significance value of 0.00 is less than 0.05.

REFERENCE

Afni, A. H., Aisha, A. Z., Ananda, A. R., & Rawanoko, E. S. (2024). The Role Of Teachers In Improving Learning Interest In Civics Education Learning Of Grade IV Students Of Nusukan Barat State Elementary School. *CAKRAWALA: JOURNAL OF CITIZENSHIP TEACHING AND LEARNING Учредители: Academic Solution Publisher*, *2*(2), 123–133.

Alfahtar, A. N., Hasanudin, C., & Saputri, E. D. (2025). Peran Pendidikan Pancasila dan Kewarganegaraan dalam Menumbuhkan Sikap Nasionalisme dan Bela Negara pada Generasi Z. *Seminar Nasional Dan Gelar Karya Produk Hasil Pembelajaran*, *3*(2), 339–345.

Ali, A., Fenica, S. D., Noviyanti, S., & Chan, F. (2024). Peran Ilmu Pengetahuan Sosial Dalam Pendidikan Global The Role Of Social Science In Global Education. *Innovative: Journal Of Social Science Research*, *4*(3), 1551–1560.

Ananda, R., Selvira, D., Fadillah, N., Fitri, D. W., & Bramantio, D. (2025). Proses Pembelajaran Disekolah Dasar Dan Permasalahannya. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, *10*(02), 380–395.

Andini, M., Ramdhani, S., Suriansyah, A., & Cinantya, C. (2024). Peran guru dalam menciptakan proses belajar yang menyenangkan. *MARAS: Jurnal Penelitian Multidisiplin*, *2*(4), 2298–2305.

Andriani, A., Syahfitri, D. V., & Manurung, A. P. (2025). Evaluation of Learning in

Cognitive, Affective and Psychomotor Aspects in Junior High School. *Indonesian Journal of Education and Mathematical Science*, *6*(1), 25–29.

Bakti, S., Akbar, M. D., Nurhasanah, S., Nugroho, D. T., & Chaniago, A. S. (2025). Guru dan Tupoksinya. *Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat*, *5*(2), 1262–1269.

Bera, L. (2020). Pengaruh Model Snowball Throwing Terhadap Hasil Belajar Siswa Kelas V Pada Mata Pelajaran PKn Di SD Inpres Xx Solot. *Equilibrium: Jurnal Penelitian Pendidikan Dan Ekonomi*, *17*(02), 61–68.

Bukit, S., Ariastika, D., Noviati, Y., & Lubis, Y. (2023). Snowball throwing learning model in growing questioning skills of elementary school students: A review. *Journal Corner of Education, Linguistics, and Literature*, *2*(4), 343–351.

Hasanah, U., Masitoh, S., Dealova, Z. K., Yunus, M., Frimananda, G. R., & Interaktif, M. P. (2025). *Faktor Penunjang Keberhasilan Dalam Proses Pembelajaran Siswa Sekolah Dasar*. *8*, 1184–1188.

Hidayati, I. W., Azura, N., & Noviyanti, S. (2022). Strategi pembelajaran aktif pada sekolah dasar. *Jurnal Pendidikan Dan Konseling*, *4*(3), 216–221.

Huda, K., Febrianti, D., & Nabilah, R. S. (2025). Landasan dan Tujuan Pendidikan Pancasila. *EDU SOCIETY: JURNAL PENDIDIKAN, ILMU SOSIAL DAN PENGABDIAN KEPADA MASYARAKAT*, *5*(3), 1364–1368.

Indriasari, R., Sidiq, F. F., & Mendrofa, D. E. K. (2024). Penguatan Pendidikan Karakter Sebagai Wujud Pendidikan Berkualitas Dalam Upaya Mencapai Tujuan Pembangunan Berkelanjutan (SDGs). *Jurnal Wahana Bina Pemerintahan*, *6*(2), 96–103.

Julfian, J., Rejeki, S., Handayani, S., Sarilan, S., Rizki, A. N., & Lasmi, L. (2023). Peranan Pendidikan Kewarganegaraan dalam Membentuk Rasa Cinta Tanah Air pada Siswa. *Jurnal Keilmuan Dan Keislaman*, 210–224.

Jumari, E. O. (2024). Snowball Throwing: The Critical Thinking and Self-Efficacy Revolution. *Pasundan Journal of Mathematics Education: Jurnal*

Pendidikan Matematika, *14*(2), 95–111.

Lintong, F. D., Judijanto, L., & Mutoharoh, M. (2025). *Pengelolaan Pendidikan: Konsep Dasar, Peranan dan Penunjang Kualitas Pendidikan*. PT. Sonpedia Publishing Indonesia.

Madyan, M., Novanto, F. D., Edmilizar, D., Sundari, S., & Aini, N. S. (2024). Manajemen Kreativitas Untuk Guru Pendidikan Agama Islam Dalam Penerapan Paikem (Pembelajaran, Aktif, Inovatif, Kreatif Dan Menyenangkan) Di Kelas Ix Sekolah Menengah Pertama Negeri 3 Kec Batang Asam Kab Tanjung Jabung Barat. *E-Bisnis: Jurnal Ilmiah Ekonomi Dan Bisnis*, *17*(2), 59–65.

Mursid, K. B., Suryana, A., & Sugiyanto, A. (2021). Pengaruh Model Pembelajaran Cooperative Tipe Snowball Throwing terhadap Hasil Belajar Siswa di MI Al-Mursyid Citeureup-Bogor. *EduInovasi: Journal of Basic Educational Studies*, *1*(1), 54–76.

Nainggolan, T. A. (2024). *Pengaruh Model Pembelajaran Kooperatif Tipe Snowball Throwing Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Pkn Materi Keberagaman Karakteristik Individu Di Kelas IV SDN 064023 Medan Tuntungan Tp 2023/2024*. UNIVERSITAS QUALITY.

Nanda, F. A. (2025). Peran Pendidikan Pancasila dalam Membentuk Karakter Peserta Didik di Sekolah Dasar 050668 Lubuk Dalam Stabat. *Jurnal Pendidikan Sains Dan Komputer*, *5*(01), 52–58.

Nasir, M., Damopolii, M., & Yuspiani, Y. (2024). Kedudukan guru sebagai pendidik. *Edu Sociata (Jurnal Pendidikan Sosiologi)*, *7*(1), 208–220.

Nisa, A. K., Tinofa, N. A., Noptario, N., & Abdullah, F. (2024). Transisi pembelajaran teacher centered menuju student centered: Penguatan literasi teknologi siswa sekolah dasar. *Ideguru: Jurnal Karya Ilmiah Guru*, *9*(3), 1453–1460.

Padilah, A. H. (2023). Wawasan Nusantara Dan Ketahanan Nasional Dalam Menjaga Konsep Negara Kesatuan Republik Indonesia, Antara Konsepsi Dan Implementasi Di Era Otonomi Daerah. *Prosiding Konferensi Nasional Sosiologi (PKNS)*, *1*(2),

25–29.

Pradnyawati, I. G. A. W., Suastika, I. N., Utami, A. A. I. D. A., Wijaya, I. P. A. F. P., Pertiwi, N. K. S. I., Juliastri, N. L. D., Gayatri, K. A. K. D., & Dewi, K. E. (2025). The Application of the Snowball Throwing Learning Model as a Strategy to Increase Student Learning Motivation in Pancasila Education: Penerapan Model Pembelajaran Snowball Throwing Sebagai Strategi Untuk Meningkatkan Motivasi Belajar Siswa Dalam Pendidikan Pancasila. *Jurnal Media Komunikasi Pendidikan Pancasila Dan Kewarganegaraan*, *7*(1), 1–8.

Ruhyana, N. F., & Aeni, A. N. (2019). *Effect of Educational Facilities and Infrastructure in Primary Schools on Students ' Learning Outcomes*. *6*(1), 43–54. https://doi.org/10.17509/mimbar-sd.v6i1.15225

Siddik, A., Al Fadillah, A., Sitepu, E. B., Ihsan, F. A., & Ratih, I. S. (2025). Taxonomy of educational goals and evaluation of learning outcomes. *Jurnal Riset Ilmu Pendidikan*, *5*(1), 10–13. https://doi.org/10.56495/jrip.v5i1.834

Suastini, N. N. (2024). *Pengaruh Model Pembelajaran Kooperatif Tipe Snowball Throwing Terhadap Minat Dan Hasil Belajar Pendidikan Pancasila Siswa Kelas V SD Gugus II Kecamatan Kuta Utara Kabupaten Badung*. Universitas Pendidikan Ganesha.

Sunaryo, S. (2025). *Pengaruh Kinerja Guru Dan Kelengkapan Sarana Prasarana Terhadap Peningkatan Mutu Pembelajaran Di SMP Negeri Se Kecamatan Kertapati Palembang*. Universitas PGRI Palembang.

Tampubolon, N. B., Sihombing, P. S. R., & Sihombing, L. N. (2024). Pengaruh Model PAIKEM (Pembelajaran Aktif, Inovatif, Kreatif, Efektif dan Menyenangkan) Terhadap Minat Belajar Siswa pada Mata Pelajaran IPAS Kelas IV. *JURNAL RECTUM: Tinjauan Yuridis Penanganan Tindak Pidana*, *4*(2), 855–865.

Wafa, K. D., Nurmalia, L., & Kusumawardani, S. (2024). Peningkatan Hasil Belajar Bahasa Indonesia Kelas 1 Mis Al-Hidayah dengan Menggunakan Model Pembelajaran Tipe STAD.

SEMNASFIP.

Wardani, W. S., & Wilsa, A. W. (2024). Upaya Meningkatkan Kemampuan Membaca Pemahaman pada Mata Pelajaran Bahasa Indonesia Menggunakan Media Big Book Kelas III MI Miftahul Ulum II Kecamatan Karangampel Kabupaten Indramayu. *Journal of Comprehensive Science (JCS)*, *3*(7).

Woods, P. J., & Copur-Gencturk, Y. (2024). Examining the role of student-centered versus teacher-centered pedagogical approaches to self-directed learning through teaching. *Teaching and Teacher Education*, *138*, 104415.

Yuliatin, Y., Haslan, M. M., Sawaludin, S., & Basariah, B. (2021). Kurikulum ppkn dan peluang pengembangan pendidikan karakter berbasis kearifan lokal. *Prosiding Saintek*, *3*, 471–482.