



Application of *Snowball Throwing* Method in Islamic Religious Education Subject at TMI Roudlatul Qur'an Metro Middle School Lampung

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Abstract

This study aims to analyze how the application of the Snowball Throwing learning method in Islamic religious education subjects in the classroom. The identification of the problem of this study is that learning is still centered on educators, educators have not been optimal in choosing the right learning method during the learning process. This study uses a qualitative descriptive method with data collection techniques through interviews, observations and documentation. Data analysis uses data collection, data condensation, data presentation, and drawing conclusions. To test the validity of the data, researchers use triangulation techniques and source triangulation. Based on the results of the analysis of researchers in this problem, the results of the study show that the application of the snowball throwing learning method in Islamic religious education subjects which in its application uses rolled paper can increase students' interest and understanding in learning, because this snowball throwing learning method creates a pleasant and not boring atmosphere. The implementation of the snowball throwing learning method includes 3 stages, namely, planning, implementation and assessment. Teacher planning such as preparing good lesson plans and materials to maximize when explaining the material to students in class. Implementation, students are formed into several groups of 5-6 people and write questions on blank paper then thrown to other students. Evaluation, namely enrichment and daily values.

INTRODUCTION

In this era of globalization, the advancement of science must be balanced with qualified learning. Exclusively in the world of education where one of the efforts to improve the quality of learning in schools is by using a method to produce a good educational process (Abrori et al, 2024). With the development of technology which is also increasingly advanced, educators have not been optimal in choosing the right learning method during the learning process. The learning method is one of the effective supporters in helping a good teaching and learning process occur (Irhamudin, 2024).

Islamic religious education is a very important education because it must be able to create religious behavior and attitudes of students (Mukhlisah et al, 2022: 338). This education also aims to shape the character and faith of students in accordance with Islamic teachings. At the Junior High School (SMP) level, Islamic Religious Education subjects play

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a role in providing a basic understanding of religion, morals, and procedures for worship in accordance with Islamic law. However, in practice, Islamic Religious Education learning is often considered monotonous and less interesting, so that it can cause students to be less enthusiastic in following this lesson. This can affect the understanding and practice of Islamic teachings in everyday life. To improve the quality of education, this can be done by updating the learning process, improving the curriculum and updating learning methods (Pranata, 2023).

Learning functions as a plan or model that can be used to design learning activities, both in and out of class, and to compile teaching materials. The selection of appropriate learning methods plays an important role in increasing the effectiveness of learning (Agustin and Gumala, 2025). The presentation style or learning method used by teachers when explaining a material also needs to be considered, because it affects students' interest in learning. Conventional learning methods that are centered on teachers are considered less effective in increasing students' active participation and understanding of the subject matter. Therefore, there needs to be innovation in learning methods that can change class dynamics to be more interactive and interesting (Mashuri and Fauzi, 2024).

From the description of the problems above, the researcher took several specific studies that were relevant to this study, including: First, the results of the study written by Koirul Fahmi in (2024) with the results of the study that the *Snowball Throwing* learning model had been implemented well at SMP N 1 Kertanegara, students became more active in learning because the atmosphere and conditions of the class were pleasant and not boring. Second, the study written by Annisa in (2019) with the results of the study showing an increase in student learning outcomes but still not good in dividing each student into groups. Third, the study written by Khoirun Nisa and Joni Heriyanto with the results that the application of this method improves social skills, improves the quality of student understanding and encourages problem solving.

To overcome these challenges and problems, an innovative and fun learning method is needed, which not only focuses on theory but also involves active student participation. One method that can be applied is the *Snowball Throwing* method. According to Arahman, snowball throwing is a learning method that begins with the formation of groups represented by group leaders to receive assignments from the teacher, then each student makes questions that are formed like balls (question paper) and then thrown to other students, where each student answers questions from the ball received. So that it

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raises students' courage in expressing opinions or questions asked by their friends. The *Snowball Throwing* method is a learning method that involves the formation of groups, questions thrown between students, and encourages students' courage in expressing opinions and asking questions. This method aims to achieve learning objectives in an interactive and participatory manner.

Applying the *Snowball Throwing* method is a method that has quite a big influence in educating because it builds student activity during the learning process which emphasizes student involvement (Nisa et al, 2024). This method is one of the cooperative learning strategies that involves students in interesting discussions and games. In this method, students are given the opportunity to work together in groups, share information with each other, and solve problems creatively.

The *Snowball Throwing* method can have a positive impact on Islamic Religious Education learning, because in addition to making the classroom atmosphere more dynamic, this method also encourages students to be more active, creative, and involved in learning. *Snowball Throwing* not only increases interaction between students, but also provides opportunities for them to learn independently and collaborate with their classmates (Umar, 2022). In the application of snowball throwing, students do not only get learning materials from teachers, but they also seek knowledge for themselves (Yampap, 2022). By using this method, it is hoped that students will not only gain religious knowledge, but can also develop critical thinking skills and communication skills. Critical thinking skills will encourage students to innovate more.

This study aims to examine the application of the *Snowball Throwing* method in Islamic Religious Education subjects at the junior high school level. Through this study, it is expected to obtain a comprehensive picture of the effectiveness of the Snowball Throwing method in improving the quality of Islamic Religious Education learning, as well as its impact on student learning motivation and learning outcomes. The results of this study are expected to provide a positive contribution to the development of more innovative and effective Islamic Religious Education learning methods in the future.

METHOD

This research is a qualitative research. This research wants to explore more deeply related to the application of the *Snowball Throwing* method in Islamic Religious Education Learning. Qualitative research is a research used to investigate, find, describe, and explain

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the quality or special features of the application of the *Snowball Throwing* method. According to Moleong, the qualitative research method is a research procedure that produces descriptive data in the form of written or spoken words from certain people through observable behavior (Moleong, 2004). This qualitative method is also used to describe the process of applying the *Snowball Throwing* method to Islamic religious education subjects at SMP TMI Roudlatul Qur'an Metro Lampung.

Data collection is the main objective of the study, according to Sugiyono the data collection procedure is the most important stage of the process (Sugiyono, 2019). The data collection techniques in this study used interview, observation and documentation techniques, while the informants in this study were the principal, Islamic Religious Education teachers and several students at SMP TMI Roudlatul Qur'an. In addition to interviews conducted with the main informants, researchers also used observation and documentation techniques to complete data related to the application of the *Snowball Throwing* method in Islamic religious education subjects. Interviews were conducted with Islamic Religious Education teachers, students, principals, and school curriculum vice principals to obtain information regarding experiences, perceptions, and responses to the application of the *Snowball Throwing* method at SMP TMI. Observation according to Creswell is the activity of paying attention to phenomena in the field through the researcher's five senses, often with instruments or devices, and recording them for scientific purposes (Creswell, 2015).

The validity test of the data in this study uses technical triangulation. Technical triangulation is a technique used to test data that is done by finding out the truth of the data against the same source through different techniques. For example, obtained from observation, interviews, and documentation then combined into one to obtain conclusions. Qualitative research data is obtained from various sources using various data collection techniques, this study uses purposive sampling techniques, namely data source sampling techniques with certain considerations. The data analysis used is by systematically compiling information obtained from interviews and field note data.

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RESULTS AND DISCUSSION

The concept of applying the *Snowball Throwing* method in Islamic Religious Education lessons

The concept of implementing the *Snowball Throwing* method in Islamic Religious Education lessons at SMP TMI Roudlatul Qur'an includes planning and preparing media for the *Snowball Throwing* method through blank paper. Then for its implementation, each student writes questions about the Islamic Religious Education subject on blank paper and will be given to other students to answer questions according to the contents of the paper they get. The rolled question paper is then thrown to other students according to the teacher's instructions and the time allocation that has been determined. After all students have received their respective papers, the teacher randomly appoints students to read the question paper they get and answer it. Before answering questions, students may discuss with their group members about the question paper they get. This is in accordance with the results of an interview with Mr. Iqbal as a PAI teacher who stated that before implementing the snowball throwing method, I prepared the material in a concise and appropriate manner, as well as preparing paper media and dividing the students into groups.

From the explanation above, we can understand the concept of implementing the *Snowball Throwing* learning method as follows:

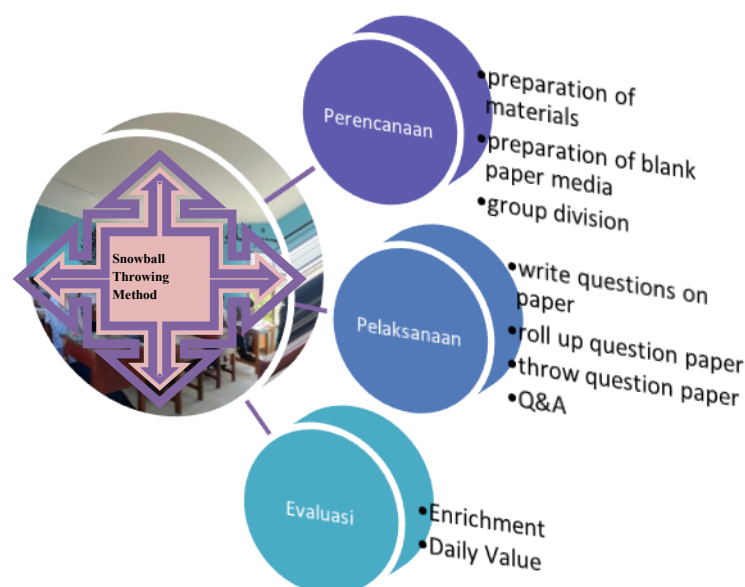


Chart 1: Concept of Implementing the *Snowball Throwing* Method in Islamic Religious Education Subjects.

From the chart above, it can be seen that planning in implementing the *Snowball*

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Throwing learning method is the first planning stage, the teacher prepares teaching materials that are adjusted to the characteristics of the *Snowball Throwing* learning method and prepares presentation materials or explanations that are concise and easy for students to understand. Then the next step is the preparation of blank paper media and the division of groups by the teacher which is adjusted to the students' academic abilities, gender and learning characteristics.

The second stage is implementation, each student writes free questions on blank paper about the PAI lesson material that has been explained at the beginning of the lesson. Then, the blank paper that has been filled with questions is rolled or crumpled until it forms a ball and thrown to other students according to the teacher's instructions and the allocation that has been determined. Usually when throwing the question paper lasts for approximately 10-15 minutes. After all students have received the question paper ball, the teacher points to a random student to read the question he got and then answer it. In addition to using a random pointing system, the teacher also uses a paper ball throwing system from the front to the back, where later the student who is hit by the paper ball will read the question he got and then answer it.

The third stage is evaluation, the teacher asks students randomly about the material or questions that have been discussed at the beginning of the lesson. In addition, the teacher also conducts daily assessments of students through the behavior and characteristics of students every day in the classroom and the characteristics of student learning during the learning process.

The application of the snowball throwing method in Islamic Religious Education lessons can actually develop students' critical thinking. This is in accordance with the theory initiated by John Dewey, namely "critical thinking requires continuous efforts to test every belief or form of knowledge that is considered true based on the evidence that supports it and further conclusions that are its tendencies". Dewey's critical inquiry approach to education is evident in a curriculum that focuses on critical thinking skills, where students engage in intellectual reflection and inquiry, criticize, test, and assess knowledge claims, make connections, apply their understanding in various different situations, and explore them (Dewey, 1910).

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Application of the *Snowball Throwing* method in Islamic Religious Education lessons in class

The implementation of the *Snowball Throwing* method in Islamic Religious Education (PAI) subjects at the junior high school level shows a significant positive impact on the learning process. Based on observations during the implementation of this method, there was an increase in students' active involvement in the teaching and learning process in the classroom. At the beginning of the implementation, students seemed hesitant and not yet accustomed to this more interactive learning method, many students were also still confused about creating questions and the system of throwing paper to other students. However, after several meetings, students' enthusiasm began to increase. They looked more enthusiastic when the teacher asked them to write questions on paper which was then formed into snowballs after being divided into groups by the teacher.

The urgency of the *Snowball Throwing* method in Islamic Religious Education lessons

The *Snowball Throwing* method has several urgencies, including increasing student participation, creating a fun learning environment, solving conventional Islamic Religious Education learning problems, instilling the value of responsibility and developing critical thinking in students. By implementing this method, students become more active in creating and answering questions, the learning atmosphere also becomes more enjoyable and not boring like learning using conventional methods. The question and answer system in the *Snowball Throwing* method makes students practice critical thinking, students who initially never asked questions during learning become asking and answering questions because of the existing system.

From the results of the description that has been explained, it can be seen that the urgency of implementing the snowball throwing method is to further improve the learning system to be better and more enjoyable so that it can improve student learning outcomes. In addition, it is also very useful for Islamic Religious Education teachers in delivering material to students, because this method also makes it easier for teachers to deliver material to be understood by students.

The statement above is in accordance with the results of observations that show that interactions between students become more intense and communicative. During the activity of "*snowballs throwing*" questions, the classroom atmosphere becomes more lively but

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remains under control. Students who are usually passive begin to dare to ask questions and answer questions from their friends. This indirectly helps students develop self-confidence and communication skills. From this method, students also become more active and can think critically because they are trained to make and answer questions on paper after the material is explained.

The results of the PAI material comprehension test conducted after the implementation of the *Snowball Throwing* method showed an increase in the average class score compared to the results of the previous test using the conventional method. Interviews with students revealed that they felt more interested in learning PAI with this method because it was not boring, the classroom atmosphere became more lively and not monotonous and gave them the opportunity to participate more actively. Students also reported that they found it easier to understand and remember the subject matter because the learning process was more enjoyable and involved physical activity.

From the teacher's perspective, the implementation of the *Snowball Throwing* method does require more thorough preparation and good classroom management skills. However, the PAI teachers involved in this study stated that the effort was commensurate with the results obtained, especially in terms of increasing student learning motivation and understanding. The main challenge faced during the implementation of this method is the time management and classroom management which sometimes becomes less conducive due to the excessive excitement of students when the paper throwing begins. However, this can be overcome by providing clear instructions and firm rules of the game before the activity begins.

Overall, the application of the Snowball Throwing method in Islamic Religious Education subjects in junior high schools has proven effective in increasing active student participation, understanding of the material, and student interest in learning. This method has succeeded in creating a pleasant learning atmosphere but remains focused on achieving learning objectives. Therefore, this method is recommended to be integrated into Islamic Religious Education learning as an alternative to conventional methods that tend to be monotonous and teacher-centered.

Based on the results of the study, it can be concluded that the application of the *Snowball Throwing* method has also succeeded in increasing understanding of Islamic Religious Education lessons, increasing active student participation, and creating a more pleasant learning atmosphere. Challenges encountered such as time management and class

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conduciveness can be overcome by improving class management strategies in the next learning cycle. Overall, the *Snowball Throwing* method has proven effective as an alternative Islamic Religious Education learning method in junior high schools that can improve the quality of the learning process and outcomes, as well as support the development of students' social and communication skills.

CONCLUSION

Learning by applying the *Snowball Throwing* method can facilitate and assist teachers in the teaching and learning process in the classroom. The application of the *Snowball Throwing* method in Islamic Religious Education subjects in junior high schools has also proven effective in improving student learning outcomes, increasing active participation, and creating a pleasant learning atmosphere. In addition, there are several disadvantages to this method, including requiring a fairly long time, the class often fights over throwing paper and also naughty students can sometimes cause trouble or be noisy when throwing paper. However, this method can be a good alternative to overcome the problem of Islamic Religious Education learning which is often considered monotonous and less interesting for students.

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