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APPLYING OF THE COOPERATIVE TYPE SNOWBALL THROWING LEARNING MODEL TO IMPROVE LEARNING ACHIEVEMENT STUDENTS ABOUT DIGESTIVE ORGANS IN GRADE V SD NEGERI 012 BARRA-BARRA MAMASA REGENCY

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Abstract

The purpose of this study is to describe the applying of the type cooperative learning model *Snowball Throwing* in the process of learning students about the Digestive Organs in grade students SD Negeri 012 Barra-Barra Mamasa Regency and to find out the application of the type cooperative learning model *Snowball Throwing* in improving learning achievement about the Digestive Organs in grade V SD Negeri 012 Barra-Barra Mamasa Regency. The focus of this research is in the of learning processes and achievement. The applying of the action was carried out for 2 cycles and each cycle consisted of 1 meeting. Data collection techniques used are observation, tests and documentation. The data analysis technique used is data condensation, data presentation, and conclusion. The subjects of this study were teachers and students in grade V, totaling 20 students. In the first cycle the results of teacher observations were in sufficient qualification (C), the results of student observations were in the sufficient qualification (C) and student learning achievement showed an average qualification (C). In the second cycle the results of teacher observations were in the good qualification (B), the results of student observations are in the good qualification (B) and student learning achievement show an average qualification (B). This shows that the process and learning achievement students in grade students V SD Negeri 012 Barra-Barra Mamasa Regency after applying the type cooperative learning model *snowball throwing* experienced a significant increase.

Keywords: *Snowball Throwing Type Cooperative Learning Model, learning achievement.*

Abstrak

Tujuan dalam penelitian ini yaitu untuk mendeskripsikan penerapan model pembelajaran kooperatif tipe *Snowball Throwing* dalam proses belajar siswa tentang Organ Pencernaan di kelas V SD Negeri 012 Barra-Barra Kabupaten Mamasa dan untuk mengetahui penerapan model pembelajaran kooperatif tipe *Snowball Throwing* dalam meningkatkan hasil belajar siswa tentang Organ Pencernaan di kelas V SD Negeri 012 Barra-Barra Kabupaten Mamasa. Fokus penelitian adalah proses dan hasil belajar. Pelaksanaan tindakan dilakukan selama 2 siklus dan setiap siklus terdiri 1 kali pertemuan. Teknik pengumpulan data yang digunakan adalah observasi, tes dan dokumentasi. Teknik analisis data yang digunakan yakni kondensasi data, Penyajian data, dan Penarikan kesimpulan. Subjek penelitian ini yaitu guru dan siswa kelas V yang berjumlah 20 orang. Pada siklus I hasil observasi guru berada pada kualifikasi cukup (C), hasil observasi siswa berada pada kualifikasi cukup (C) dan tes hasil belajar siswa menunjukkan dengan kualifikasi cukup (C). Pada siklus II hasil observasi guru berada pada kualifikasi baik (B), hasil observasi siswa berada pada kualifikasi baik (B) dan hasil belajar siswa menunjukkan dengan kualifikasi baik (B).



Hal ini menunjukkan bahwa proses dan hasil belajar siswa di kelas V SD Negeri 012 Barra-Barra Kabupaten Mamasa setelah diterapkan model pembelajaran kooperatif tipe *snowball throwing* mengalami peningkatan yang signifikan.

Kata kunci: *Model Pembelajaran Kooperatif Tipe Snowball Throwing, Hasil belajar.*

INTRDUCTION

Education is a planned effort that is carried out to achieve a goal in the form of a learning process to change attitudes and behavior and develop self-ability through teaching activities by fostering to make the person much better. According to Tuasalamony et al (2020) education is a series or process of acquiring knowledge and self-improvement carried out by humans on an ongoing basis, where humans are inseparable from the limitations and deficiencies they have. therefore humans must process as in acquiring knowledge or knowledge, namely through education.

According to the Law of the Republic of Indonesia Number 12 of 2012 article 1 paragraph 1:

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and country.

Based on the Law of the Republic of Indonesia Number 12 of 2012 article 1 paragraph 1, it can be seen that education has the goal of developing students' potential in terms of attitudes and knowledge.

This goal can be achieved, so in education a curriculum is compiled which is used as a reference by educational units in carrying out learning. According to Salabi (2020) curriculum is a plan and arrangement regarding objectives, content, and learning materials as well as evaluations that are used as guidelines or references in organizing learning activities to achieve certain educational goals.

According to Suardi (2018) , learning is a process of interaction between students and teachers and as a learning resource in a learning environment. Learning is an aid given by an educator in order to be able to carry out a process of acquiring knowledge and skills, mastery of skills and character, as well as the formation of attitudes and trust in students. In other words, learning is a process to help students to obtain better learning activities.

Learning is an effort that is planned so that students can learn which then changes in student behavior, where these changes will shape the character of students. Learning has several main components, namely teachers and students, learning resources, learning media, as well as facilities and infrastructure in learning. The presence of these components forms and creates an atmosphere for pre-planned learning (Ramadhani et al., 2020).

According to Putra (2017) natural science or natural science is knowledge that studies natural phenomena and objects that are structured and carried out by observing the surrounding environment and in the environment of daily life that students experience directly. Furthermore, according to Djabba & Halik (2019) Science subjects are knowledge based on experience or empirical in nature and discuss natural facts and phenomena with the aim of training and developing process skills in acting logically and critically on scientific issues in their environment so that they can be practiced in students' daily lives. In



essence, natural science is the science of natural phenomena or natural phenomena as outlined in the form of facts, concepts, principles and laws that are proven true and through a series of scientific activities.

After observing learning in class V on July 18 and 19 2022 at SD Negeri 012 Barra-Barra Mamasa Regency, it was found that the number of students at grade V was 20 people consisting of 5 boys and 15 girls. As for the observations that have been made, it is found that the learning achievement of class V students are still not optimal, some students still have not reached the minimum learning completeness standard (SKBM) that has been determined by the school, namely 70. This is influenced by learning which is still monotonous and there are still many teachers who lack of applying learning models that attract students' attention in learning, thus making students less active and lack of motivation to learn which makes less interest in learning and in the teaching and learning process students do not focus on understanding learning or solving problems. So that the learning achievement of class V students have not reached the SKBM.

As for the aspects that caused the learning achievement of class V students not to reach the SKBM, namely the aspects of the teacher and students. In the teacher aspect, namely 1) The teacher still needs to apply various learning models, 2) The teacher does not encourage students to be active in asking questions according to the learning material 3) The teacher does not hone students' creativity in asking and answering questions in learning. While on the student aspect, namely 1) Students feel bored and pay less attention to the learning process, 2) Students are less courageous in asking questions to friends and teachers 3) Students are less creative in asking and answering questions in the learning process.

Based on the several aspects that have been described, namely the teacher and student aspects, the researcher intends to overcome these problems by applying the cooperative learning model *snowball throwing* in order to increase the activeness of student learning, can encourage students to work together, can express ideas intelligently and creatively and develop critical thinking skills.

Classroom Action Research (PTK) is a type of research carried out in the classroom by using an action or learning model to improve the quality of teaching and learning in order to obtain better results than before. This is in accordance with the opinion of Ananda (2019) stating that Classroom Action Research is defined as an action research (*Action Research*) carried out by the teacher who is also a researcher in class or together with other people (collaboration) by designing, implementing, and reflecting on actions in a collaborative and participatory manner that aims to increase and improve the quality of the learning process in the classroom through an action in a cycle.

According to Winahyu (2016) learning model *snowball throwing* is an innovative learning model, more focused on students as the center of learning. Cooperative learning model *snowball throwing* has a goal so that students tend to be active in providing suggestions during the learning process. This model demands an active role, increases interaction between students and exchanges thoughts or opinions so that it can improve learning achievement which are the main goal of learning. Further, according Hisbullah & Firman (2019) learning *snowball throwing* is a learning model in which students are divided into several groups, which later each group member makes a question on a sheet of paper and forms the paper like a ball, then the ball is thrown to other students for a specified duration, which then each of Students answer questions from the ball they get.

Similar research was also carried out by Hikmah (2017) on the results of research using a learning model *snowball throwing* can improve science learning achievement and activities of grade IV students at SDN 021 East Samarinda. Furthermore, the results of research from Nurjannah, Sultan and Triolita



(2022) stated that the learning achievement of grade V UPTD SDN 72 Pakalu II Maros Regency after applying the type cooperative learning model *snowball throwing* experienced a significant increase. Further from Afrah, Yulia and Muslimin (2021) with the research title evaluating the application of learning model *snowball throwing* for IV grade elementary school students in Soppeng district, it is said that the results of the research with the application of the type cooperative learning model *snowball throwing* can improve the process and results of learning about economic activities for grade IV UPTD SPF SDN 51 Tonronge Soppeng Regency.

Formulation of the problem that will be examined as follows:

1. How is the application of the type cooperative learning model *snowball throwing* can improve student learning process about digestive organs in animals and humans in grade V SD Negeri 012 Barra-Barra Mamasa Regency?
2. Is the application of cooperative learning model type *snowball throwing* can improve student learning achievement about digestive organs in animals and humans in grade V SD Negeri 012 Barra-Barra Mamasa Regency?

The purpose of this study is to describe the application of the type cooperative learning model *snowball throwing* in improving the learning process about digestive organs in animals and humans in fifth grade students of SD Negeri 012 Barra-Barra Mamasa Regency and to find out the application of the type cooperative learning model *snowball throwing* in improving student learning achievement about digestive organs in animals and humans in grade V SD Negeri 012 Barra-Barra Mamasa Regency.

Based on the description of the problem and the support from the research results, the researcher is interested in conducting research with the title "Implementation of the Type Cooperative Learning Model *Snowball Throwing* to Improve Student Learning Achievement about the Digestive Organs in Grade V SD Negeri 012 Barra-Barra Mamasa Regency.

RESEARCH METHODS

In this study the approach used is a qualitative approach. According to Anggito & Setiawan (2018) qualitative research is research in which the research results are not obtained through statistical procedures or other quantification methods. Rukajat (2018) suggests that a qualitative approach is a research procedure that goes through systematic activities to explore theories obtained from the real world or facts in the form of descriptive data, words, written or oral obtained from the people and actors being observed.

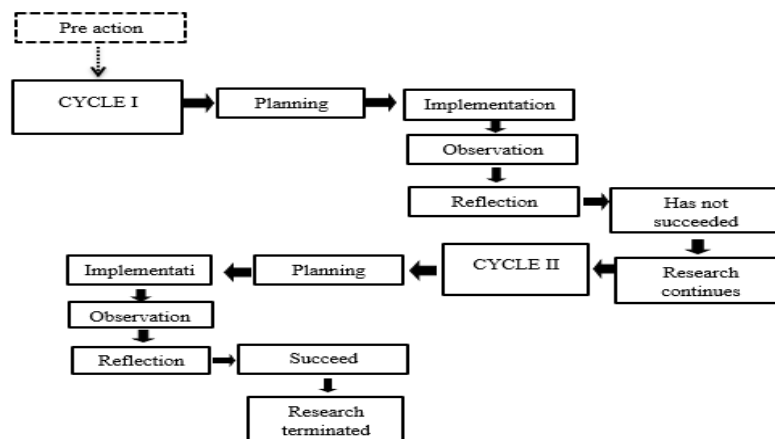
The type of research used is Classroom Action Research (CAR). Classroom Action Research (CAR) is a type of research in the form of action (action) carried out collaboratively which aims to improve learning problems in the classroom. According to Syam et al., (2022) Classroom Action Research (PTK) or *Classroom Action Research* (CAR) is a study conducted on activities in the classroom by providing deliberate actions that aim to improve quality in learning.

This research was conducted in November 2022 in the odd semester of the 2022-2023 academic year. This research was conducted at SD Negeri 012 Barra-Barra, Mamasa District, Mamasa Regency, West Sulawesi Province because previously this school had never conducted research on the cooperative learning model type *snowball throwing*. The subjects in this study were researchers who acted as teachers

and fifth grade students at SD Negeri 012 Barra-Barra, Mamasa Regency. The students studied were 20 people, 5 men and 15 women. The focus of the process in this study is observing learning activities when the cooperative learning model is applied *snowball throwing* about digestive organs in animals and humans in Grade V SD Negeri 012 Barra-Barra Mamasa Regency. The focus of the results in this study is to pay attention to improving the learning achievement of V grade students at SD Negeri 012 Barra-Barra Mamasa Regency regarding the digestive organs in animals and humans after the implementation of the type cooperative learning model *snowball throwing*.

In carrying out this research, the researcher first made observations, preliminary observations were made to be able to find out the accuracy of the actions to be given in order to improve student learning achievement in science content. After the observation is determined the action used to improve student learning achievement in science content is through learning using the type cooperative learning model *snowball throwing*.

The research procedure used is a cyclical research with similar and interrelated stages. According to the Kemmis and MC Taggart Models (Mu'alimin & Cahyadi., 2014) where if cycle I is not successful, it will continue to cycle II. The following planning stages are used in this study, namely:



Picture 1. Classroom Action Research Cycle Chart

The data collection techniques used in this study are: (1) Observation is used as a technique in collecting data during the learning process, where the focus of research is the activities of teachers and students so that observations are made to see the alignment of the actions taken with the learning model cooperative type *snowball throwing* to be applied; (2) The test given to students is in the form of multiple choice questions as many as 15 numbers because the written test in the form of multiple choice can make it easier for students to work on it, and examination tests are easier and faster, and this multiple choice test is used as a measurement of students' understanding of the material that has been taught ; (3) Documentation is carried out to obtain concrete or accurate data such as activity photos and value attached documents, and other documentation needed during the research.

The research instruments that will be used by researchers are: (1) Observation sheets are used to determine the level of implementation of learning carried out using the type cooperative learning model *snowball throwing*; (2) The test is used as a tool to measure the level of success of students in learning material about the digestive organs in animals and humans by using the type of cooperative learning

model *snowball throwing*; (3) Documentation is used as a medium for collecting data that is concrete or accurate about research, such as photos of steps from research conducted, student attendance lists, as well as lists of grades, and other documents that can be used as references in research.

The data analysis technique used in this study is a qualitative data analysis technique developed by Miles and Huberman consisting of 3 stages of activity, namely: (a) data condensation; (b) presentation of data; (c) Drawing conclusions (Saputa et al., 2021).

There are two indicators of the success of this study, namely: (a) process indicators. The learning process is said to be successful if all the steps of the cooperative learning model are *snowball throwing* implemented well and achieved good qualifications (B), namely $\geq 76\%$. The following criteria are used as sources in determining indicators of success in learning; (b) outcome indicators, learning achievement are said to be successful if $\geq 76\%$ of V grade students at SD Negeri 012 Barra-Barra Mamasa Regency achieve an SKBM score of 70.

Table 1. Indicators of success in the Cooperative learning model

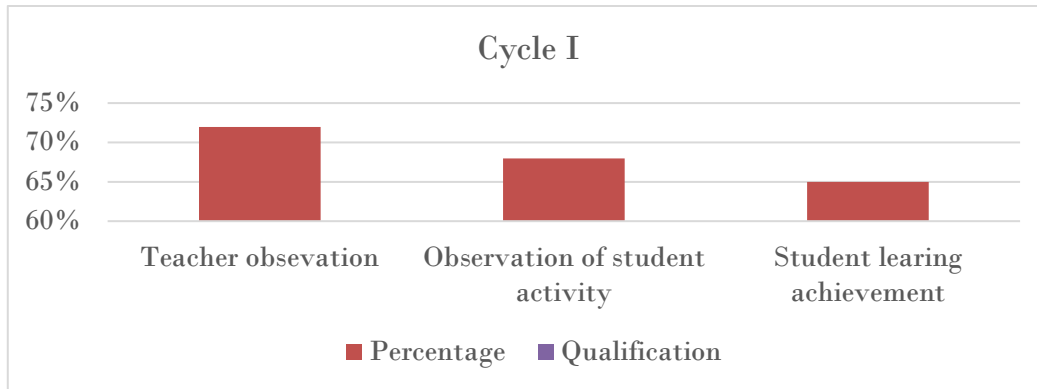
<i>Snowball Throwing</i>		
No	Level of success	Qualification
1	76% - 100%	Good (G)
2	60% - 75%	Enough (E)
3	0% - 59%	Less (L)

Source: Adapted from Djamarah & Zain (2014)

RESULTS AND DISCUSSION

1. Cycle I

The implementation of cycle I was carried out with 1 meeting which was held on Saturday, November 26, 2022 which was attended by 20 grade V students, consisting of 5 male students and 15 female students. Based on observations made by the homeroom teacher of grade V who acts as an observer of the teacher or researcher. The results of the teacher's observations in cycle I were qualified as Enough (C). Observation results of student activities obtained are sufficiently qualified (C). The test of student learning achievement in cycle I found that the percentage of student learning achievement as measured using the final evaluation test showed that the completeness of student learning achievement was qualified enough (C) or only 13 out of 20 students were able to achieve the Minimum Mastery Learning Standard (SKBM), namely ≥ 70 with average 73.

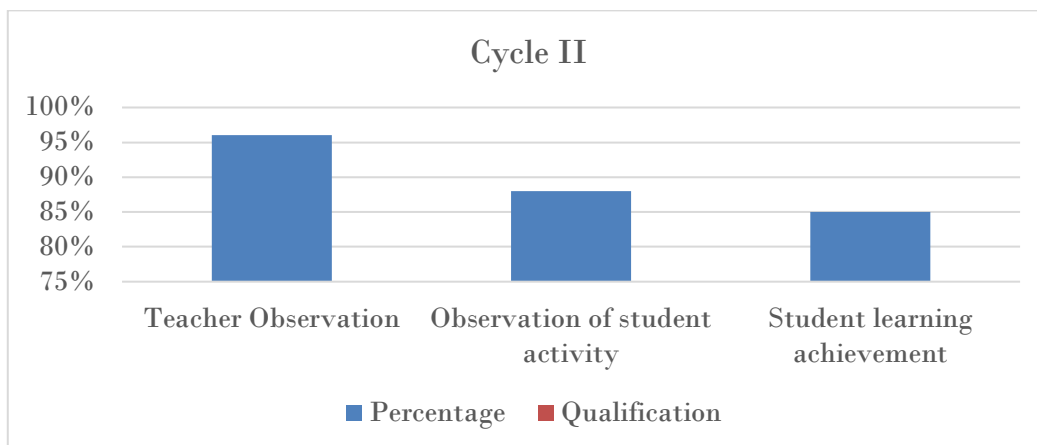


Picture 2. Cycle I diagram

From the results of observations and student learning achievement, it is known that the learning objectives to be achieved in the first cycle of learning have not been achieved optimally. So that teachers and observers reflect with the aim of being able to improve and enhance subsequent learning, this research needs to be continued in the next cycle.

2. Cycle II

In cycle II learning was carried out with 1 meeting which was held on Monday, November 28, 2022 which was attended by 20 grade V students, consisting of 5 male students and 15 female students. Based on observations made by the homeroom teacher of grade V who acts as an observer of the teacher or researcher. The results of teacher observations in cycle II are well qualified (B). The results of student observations in cycle II are well qualified (B). Student learning achievement tests in cycle II showed that student learning mastery had reached good qualifications (B) or 17 out of 20 students could achieve minimum learning mastery standards (SKBM) with an average of 84.



Picture 3. Cycle II diagram

The overall results of the activities that have been carried out in cycle II can be concluded that the researcher has carried out his duties well in learning even though there is still something that needs to be



improved in learning and these results indicate that the implementation of cycle II has achieved the specified success indicators, so the research was stopped.

Discussion

This research was carried out by applying a type of cooperative learning model *snowball throwing* to improve learning achievement about digestive organs in animals and humans. The research subjects were V grade students at SD Negeri 012 Barra-Barra, Mamasa Regency, consisting of 20 students, 5 boys and 15 girls. This classroom action research was carried out in 2 cycles.

The process of implementing cycle I and cycle II was carried out in 1 meeting each. This research was carried out in 4 stages, the first being planning, implementing, observing, and reflecting. From the results of the research implementation it has not been carried out properly, because there are still some deficiencies in both teacher and student activities. The deficiencies that must be corrected by researchers are: 1) The teacher should observe students when delivering material to group members so that the material presented is in accordance with the learning material that has been notified. 2) The teacher should direct students to collect the ball-shaped paper on their respective group tables before throwing it to another group so that the change of question balls can take place simultaneously. 3) The teacher should pay attention to the answers given by students and can correct mistakes in the words conveyed so that other students can easily understand the answers submitted.

The results of observing the learning aspect of the teacher in cycle I showed that of the 7 steps of the cooperative learning model, type *snowball throwing* which consists of 21 indicators. Researchers who act as teachers carry out 15 indicators with sufficient qualifications (C). Because there are still several indicators that have not been achieved in cycle I, in cycle II the teacher makes improvements to be able to increase the level of success by correcting the deficiencies that exist in cycle I. The results of the observation of teacher aspects of learning in cycle II show that the teacher has carried out 20 of the 21 indicators with good qualifications (B).

The results of observing the learning aspects of students experienced an increase, it was found that in the first cycle the achievement on the student aspect was on sufficient qualification (C), then in the second cycle the achievement of student aspects increased with good qualifications (B).

The results of the evaluation test in cycle I found that out of 20 students, only 13 students were able to achieve (SKBM), and 7 people had not reached SKBM. The average score obtained was 73. In cycle II, the results of the student evaluation test increased, namely 17 out of 20 students who achieved (SKBM) and the remaining 3 students who had not reached SKBM with an average score of 84.

Table 2. Recapitulation of Levels of Success in the Process and Learning Achievement of Science Content Subjects for Class V Students of SD Negeri 012 Barra-Barra

Execution	Cycle I	Cycle II
Aktivitas Guru	72 %	96 %
Aktivitas Siswa	68 %	88 %



No	Student Initials	L/P	Preliminary Data		Cycle I		Cycle II	
			Mark	Information	Mark	Information	Mark	Information
1	AP	P	60	Not Complete	94	Complete	100	Complete
2	APP	P	65	Not Complete	87	Complete	87	Complete
3	AG	L	60	Not Complete	60	Not Complete	67	Not Complete
4	AR	L	65	Not Complete	87	Complete	94	Complete
5	CA	P	75	Complete	80	Complete	87	Complete
6	CN	P	46	Not Complete	47	Not Complete	80	Complete
7	CM	P	80	Not Complete	80	Complete	80	Complete
8	DE	P	65	Complete	100	Complete	100	Complete
9	DL	P	40	Not Complete	47	Not Complete	60	Not Complete
10	DSL	P	45	Not Complete	47	Not Complete	60	Not Complete
11	GL	P	58	Not Complete	74	Complete	87	Complete
12	GS	L	52	Not Complete	54	Not Complete	100	Complete
13	I	L	60	Not Complete	94	Complete	94	Complete
14	KNP	P	53	Not Complete	54	Not Complete	80	Complete
15	KR	P	72	Complete	74	Complete	80	Complete

16	MRW	P	78	Complete	80	Complete	100	Complete
17	PK	P	65	Not Complete	80	Complete	80	Complete
18	RH	P	66	Not Complete	74	Complete	74	Complete
19	RS	L	80	Complete	87	Complete	87	Complete
20	V	P	59	Not Complete	60	Not Complete	80	Complete

Table 3. Value recapitulation

Value Standard	Cycle			
	I		II	
	Amount	Average	Jumlah	Average
Completed Student (≥76)	1.460	73	1.677	84
Qualification of learning completeness (according to the level of success)	Enough (E)		Good (G)	

From the description of the results of teacher observations, student observations, and student learning achievement it can be seen that learning uses a type of cooperative learning model *snowball throwing* and improve the learning process. This is in accordance with the opinion of Hidayat (2019) stating that *snowball throwing* is a learning model that uses paper that is clenched like a small ball containing questions that are alternately thrown between groups. Type cooperative learning model *snowball throwing* can be used in measuring the level of knowledge and ability of students to the material being taught.

This is supported by the opinion of Sufiani & Putra (2021) explaining that the learning model *snowball throwing* is a learning model by creating and answering questions that can explore students' potential through imaginative games carried out by forming and throwing snowballs made of paper. Where the snowball contains a question that has been made by a student, which is then thrown to other students to answer the question. Furthermore according to Winahyu (2016) learning model *snowball throwing* is an innovative learning model, more focused on students as the center of learning. Cooperative learning model *snowball throwing* has a goal so that students tend to be active in providing suggestions



during the learning process. This model demands an active role, increases interaction between students and exchanges thoughts or opinions so that it can improve learning achievement which are the main goal of learning.

Based on research that has been done in cycle I and cycle II, it can be concluded that learning is carried out using a type of cooperative learning model *snowball throwing* about the digestive organs to improve the process and learning of grade V students at SD Negeri 012 Barra-Barra, Mamasa Regency.

CONCLUSION

Based on the formulation of the problem and the results of the research, it can be concluded that:

1. Applying of cooperative learning model type *snowball throwing* can improve student learning process about digestive organs in animals and humans in grade V SD Negeri 012 Barra-Barra Mamasa Regency.
2. Applying of cooperative learning model type *snowball throwing* can improve learning achievement students about digestive organs in animals and humans in grade V SD Negeri 012 Barra-Barra, Mamasa Regency.

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