



The Application of the Snowball Throwing Learning Model as a Strategy to Increase Student Learning Motivation in Pancasila Education

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Abstract

This study aims to describe the application of the Snowball Throwing learning model as a strategy to increase students' learning motivation in Pancasila Education subjects. The background of this research is the low motivation of students to learn, which can be seen through observations in class VII B of SMP Negeri 1 Seririt. Snowball Throwing is a cooperative learning model that emphasizes interaction between students in composing and throwing questions in an active and fun learning atmosphere. This study uses a descriptive qualitative approach with implementation case study design, as well as data collection techniques through observation, in-depth interviews, and field notes. The results of the study show that the application of this model is able to increase students' motivation to learn which is shown through increased activeness, courage to ask and answer, and involvement in group discussions. The change in motivation that occurs is profound, showing the transition from extrinsic motivation to intrinsic motivation. This method succeeded in creating a psychologically safe learning environment and changed students' perceptions from viewing learning as a boring (teacher-centered) activity to an interactive and dynamic activity. Thus, Snowball Throwing is considered effective to be applied as an innovative strategy in increasing student learning motivation, especially in learning Pancasila Education.

Keywords: Snowball Throwing; Learning Motivation; Pancasila Education; Cooperative Learning

1. INTRODUCTION

Education in general, can be understood as the entire learning process that a person undergoes throughout his life, a concept known as long life education. Through education, human beings not only acquire knowledge, but also experience a thorough self-maturation process. Pancasila education occupies a strategic position as a subject that provides knowledge so that students grow and also develop along with their strong character manners and have full awareness of their role in social, nation, and state life (Resmana & Dewi, 2021).

Learning motivation is an internal or external drive that moves a person to carry out learning activities, maintain them, and direct them to achieve certain goals, such as mastery of knowledge, skills, or values. Wina Sanjaya stated that motivation is a dynamic component that has a very vital role in the learning process (Sunarti Rahman, 2024). Today's learning approach underlines that motivation is an essential element that is able to revive students' enthusiasm for learning. Hendrayana added that learning motivation is one of the key factors that affect the effectiveness of learning activities. A student will be more serious in learning when his or her learning drive is strong (Hendrayana et al., 2014).

However, in reality, in the field, many students still have low motivation to learn, which is one of the backgrounds of this research problem. Especially in the subject of Pancasila Education,

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it was found that in one classroom, precisely in grade VII B, students showed a diversity of character and varying levels of attention. During the teacher's delivery of the material, it seems that most students are less focused when the teacher delivers the material, their attention is diverted to activities outside the classroom, some even seem to pay no attention at all and are busy telling stories with their classmates.

This should receive special attention to be addressed immediately. In realizing an effective and meaningful learning process, teachers are required to have creativity in choosing and implementing learning strategies that not only deliver material, but also are able to arouse student motivation. High motivation to learn is the main key for students to receive and understand lessons more easily. Therefore, the chosen learning strategy must be able to facilitate active student involvement, provide space for exploration, creativity, and foster independence according to their respective characters and potential. One of the relevant methods that has proven to be effective in increasing learning motivation is the Snowball Throwing learning method. This method is part of a cooperative learning model that emphasizes interaction between students in solving learning problems through fun discussions.

Previous studies on increasing student learning motivation tend to focus on quantitative approaches that place more emphasis on the number of learning outcomes increase and less delve into how the process of the Snowball Throwing Model in depth creates an interactive and fun learning atmosphere that changes intrinsic behavior and motivation in students. Therefore, this study seeks to fill this gap by focusing on a deep understanding (*verstehen*) of the application of the Snowball Throwing Learning Model as a strategy to increase students' learning motivation in Pancasila Education from a qualitative descriptive perspective.

2. METHOD

This type of research uses qualitative research with an implementation case study design. Qualitative research is research that is descriptive and tends to use analysis with an inductive approach. Case study design Implementation is a type of qualitative research design that is used to deeply understand how a model is applied in a real-world environment (Rukminingsih et al., 2020). This design was chosen because its main focus is an in-depth analysis of the processes and meanings of motivational changes experienced by students (*verstehen*), which prioritizes narrative descriptions over statistical measurements. The main focus of this study is an in-depth analysis of the process and meaning of motivational changes experienced by students (*verstehen*). This research was carried out at SMP Negeri 1 Seririt in grade VII B consisting of 38 students. Data collection techniques were carried out through observation, in-depth interviews, and field notes. Observation was carried out by directly observing the interaction, expression, and level of student participation during the learning process using the snowball throwing method. Interviews will be conducted before and after actions taken to explore the opinions, feelings, and meanings of the learning activities carried out on their interest and enthusiasm for learning. The data analysis technique was carried out by data reduction, namely choosing to focus on data related to learning motivation and presenting data with narrative.

3. RESULTS AND DISCUSSION

Implementation of the Snowball Throwing Learning Model

The Snowball Throwing model is a type of cooperative learning model that actively involves all students in the learning process through the activity of compiling and throwing

questions in the form of paper balls to their friends. This method aims to create an interactive, fun learning atmosphere and encourage students to think critically and engage in group discussions (Damayanti & Putri, 2024). According to Shoimin, Snowball Throwing is a method of group discussion developed in the form of a game in which students throw "question balls" to other students as a means of conveying ideas or understandings. Teachers only act as facilitators, while students play an active role in the learning process (Hutasuhut et al., 2025). Judges and Scouts said that Snowball Throwing is a variation of the questioning method that prioritizes students' ability to formulate questions. In this model, learning activities are packaged in the form of interactive games where students throw snowballs containing questions to their fellow groupmates. The learning process in this model begins with the formation of several heterogeneous groups, with each group having a leader who is responsible for receiving instruction from the teacher. Each student then creates a question (Damayanti & Putri, 2024).

The main goal of the implementation of the Snowball Throwing learning model is to increase student activity, independence, and motivation to learn. Through this method, students are encouraged to think critically, work together in groups, and develop the ability to ask and answer (Manalu et al., 2022). Joyful Learning is one of the goals of this method. This makes students feel interested and happy with the method used, which arouses their curiosity about the questions given and who will get their turn to receive or answer the questions. Students who get the next question will answer it, and through these answers, the teacher can assess the student's understanding (Damayanti & Putri, 2024). Group discussions and interactions encourage students to more actively participate and convey their ideas during the learning process. The Snowball Throwing model is a discussion technique that involves forming groups, where each group is represented by a leader to receive assignments from the teacher. In addition, this model is designed to create a non-monotonous learning atmosphere, so that students are more interested and motivated to understand the material (Mogea, 2023). Other benefits that can be obtained from this model include increased communication skills, the courage to express opinions, and the development of a sense of responsibility for learning. Learning becomes more enjoyable because students are directly and actively involved during the process, rather than just listening to the teacher's explanation (Suyani, 2021).

The application of the Snowball Throwing learning model is carried out through several systematic stages. The first step is for the teacher to convey the objectives and learning materials briefly. Second, students are divided into small, heterogeneous groups. Third, each group member was asked to write one question based on the material that had been given, but here according to the agreement with the students each group wrote one question that they wrote on paper. Fourth, here the paper balls that they were supposed to roll into balls were replaced with balls that were different in color from other groups. Fifth, students who receive balls from other groups will get the same paper. Sixth, each group reads and tries to answer the questions received. This activity was carried out in a fun atmosphere but still focused on understanding the material. After the question-and-answer session, group or classical discussions are held to clarify the answers. The teacher then provides reinforcement, concludes the material with the students, and closes the learning with a brief reflection or evaluation. These steps not only create an active learning atmosphere, but are also able to strengthen conceptual understanding through social and collaborative interaction (Fikri et al., 2025).



Figure 1. Material Tools.



Figure 2. Implementation of the Snowball Throwing Model.

Analysis of the Change Process and the Meaning of Student Learning Motivation Participation Rate

Table 1. Participation Rate Analysis

Data Source	Findings	Discussion
Observation	From the results of observations during the action, it can be seen that students are very enthusiastic about learning with the snowball throwing model. Students who were passive at the initial meeting before the snowball throwing model became very active with a percentage of 75% which was previously only 25%.	This change shows a transition from extrinsic motivation (being forced to answer because you get a ball) to intrinsic (motivated to know the contents of the ball or respond to it correctly). The physical involvement and element of surprise in snowball throwing break down the freeze and barriers in interaction.
Interview after using the snowball throwing model	At the end of the lesson, of course, the teacher reflected and simultaneously the students said "today's learning is very exciting" In addition, the researcher specifically interviewed student 1 "I have to focus in order to be able to answer the question I happened to get" and student 2 "nervous if suddenly I get the ball"	This sense of fun challenge is the main driver of participation initiation. Students feel less intimidated to participate than formal discussion methods.

Emotional Engagement

Emotional involvement is the second key indicator in analyzing motivational changes. Direct observation and field notes consistently recorded the presence of dominant positive expressions in the classroom during the implementation of the Snowball Throwing method. Expressions of enthusiasm, laughter, and intense focus are evident, especially at the moment of throwing and opening of the 'snowball'. The classroom atmosphere becomes lively and dynamic, a significant contrast to previous classroom conditions that tend to be passive, tense, and often show expressions of boredom or anxiety when using traditional lecture methods. This

increase in positive emotional vibrations suggests that the method successfully transforms the learning experience from a dry cognitive task into an engaging and enjoyable activity, which is an important prerequisite for the growth of intrinsic motivation. This positive emotional engagement is closely related to a reduction in learning anxiety (fear of failure).

The in-depth interview confirms that the elements of play and collectivity in Snowball Throwing manage to create a psychologically safe learning environment. The student revealed, "If you make a mistake, you are not too embarrassed because everyone is throwing and answering." This statement suggests that mistakes are no longer perceived as embarrassing personal failures, but rather as a collective part of the process of play and learning. This non-intimidating environment is crucial; When the fear of doing wrong is reduced, students feel more free to take intellectual risks, experiment with answers, and participate without heavy emotional burden. Therefore, Snowball Throwing not only increases participation, but also fundamentally changes the emotional quality of the learning experience, making it more supportive and fueling the spirit of learning.

Perception of Meaning

The results of the in-depth interviews became the main focus in describing the most visible change in motivation, namely the shift in students' perception of the meaning of learning activities. Before the implementation of Snowball Throwing, the majority of students interpreted learning as a boring, passive, and purely teacher-centered activity of learning. After the action is taken, there is a change in this view. Students begin to interpret the learning process as an interactive, dynamic, and relevant activity to their social life in the classroom. This shift is explained in a statement from a student who said, "I just realized that learning can be done while playing, and I remember the material better because it was from my friends as well." This statement strongly indicates an internalization or shift in the sense of motivation in students. Students no longer see knowledge as the sole authority of the teacher, but begin to recognize and appreciate the active contributions of their peers as a valid and enjoyable source of knowledge. In other words, this method succeeds in creating social motivation and intrinsic cognitive motivation, where the knowledge that is acted out and produced with friends becomes more memorable and meaningful. This change in meaning marks the success of the implementation in fostering student ownership of their own learning process.

The Impact of the Implementation of the Snowball Throwing Learning Model

From the results of observations and interviews with several students, it can be drawn a common thread that Snowball Throwing learning has been proven to have a positive impact on the teaching and learning process, which includes:

1. Increase Enthusiasm for Learning

This strategy makes the learning process different and provides a new learning atmosphere experience for students, so that students are more enthusiastic in the learning process. The active involvement required in this strategy makes students not easily bored and stay focused throughout the lesson. This is confirmed by the students' statements that this strategy makes them more enthusiastic, the material easier to understand, and learning is fun.

2. Creating Fun Learning

This strategy can be inserted in the middle of the lesson, offering an interactive and fun learning experience due to the element of play. Plus some supporting tools that are indeed prepared such as balls and flags make students feel that learning becomes more interesting and fun because they can learn while playing.

3. Making the Learning Process More Effective

Learning becomes effective because the material delivered (such as the material of the Constitution of the Republic of 1945) is not only understood, but also triggers the enthusiasm of students to understand and implement it in daily life. Students admit that this strategy makes it easier for them to understand the material and motivates them to delve deeper into each important process and event in it.

4. Fostering Student Motivation

This strategy has proven to be effective in raising internal motivation of students. Students feel motivated to better understand every event that the founders of the country have gone through.

5. Improves Material Understanding

Compared to conventional methods, Snowball Throwing learning strategies make it easier for students to understand the subject matter, which ultimately increases their level of understanding.

4. CONCLUSION

From the above explanation, it can be concluded that the implementation of the Snowball Throwing learning method is effective in increasing the learning motivation of Class VII B SMP Negeri 1 Seririt. The qualitative descriptive approach shows that the motivational changes that occur are profound, moving beyond quantitative enhancement towards the internalization of intrinsic motivation. This method succeeded in drastically increasing the initiation of student participation. This transition is driven by a motivational shift from situational extrinsic motivation to intrinsic motivation based on curiosity and fun challenge. Snowball Throwing creates a psychologically safe learning environment, which is characterized by a high expression of enthusiasm and a significant reduction in learning anxiety (fear of failure). There is a shift in student perception, from viewing learning as a boring and teacher-centered activity to an interactive, dynamic, and relevant activity with peer contributions. This change indicates a shift in the location of motivation control into the student. Therefore, the Snowball Throwing learning model is very feasible to be applied as an innovative strategy in overcoming low learning motivation, especially in learning that is considered abstract or less in demand, such as Pancasila Education.

5. SUGGESTION

Based on the findings and conclusions of this study, the following suggestions are proposed:

1. For Pancasila Education Teachers: It is recommended to adopt and vary the Snowball Throwing learning model, especially in materials that require high interaction or are considered abstract, as they have proven to be effective in triggering motivation and creating a joyful learning atmosphere.
2. For Schools: It is expected that schools can facilitate teachers to use innovative learning methods and provide the necessary training for the implementation of cooperative models such as Snowball Throwing.
3. For Further Research: It is recommended to conduct further research with a focus on quantitative measurement of cognitive and affective learning outcomes after the implementation of Snowball Throwing, as well as comparing the effectiveness of this model with other learning models for Pancasila Education subjects.

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