



## Innovative Nahwu Teaching: Implementation of the Snowball Throwing Method at Al-Hidayah Islamic Boarding School Karangploso Malang

Nurul Fawzani<sup>1\*</sup>, Muassomah Muassomah<sup>2</sup>, Fatimatuz Zahro<sup>3</sup>, Henri Hasrianto<sup>4</sup>, Lapas Zoni<sup>5</sup>

<sup>1,2,3,5</sup> Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

<sup>4</sup> Universitas Islam Negeri Alauddin Makassar, Indonesia

Correspondence: E-mail: [fawzany05@gmail.com](mailto:fawzany05@gmail.com)

### ARTICLE INFO

### ABSTRACT

#### **Article History:**

Article History:

Submitted/Received 18 Feb 2024

First Revised 13 Mar 2024

Accepted 19 Apr 2024

Publication Date 30 Apr 2024

#### **Keywords:**

Arabic

Boarding School

Nahwu

Snowball Throwing

The research aims to describe the implementation of the snowball throwing method in nahwu learning, the supporting and inhibiting factors, and students' responses to applying this method. The method used is descriptive qualitative research.

This research was carried out in class 1 of the Wustho Islamic Boarding School Al-Hidayah Karangploso Malang, including 35 subjects. The data collection technique uses observation, interviews, and documentation. Data analysis is carried out through condensation, presentation, and conclusion. The research results show that this method positively impacts students in Nahwu learning. The stages, starting from delivering the material and forming groups to implementing the game, succeeded in increasing student interaction, understanding of the material, and motivation to learn. Supporting factors include teacher motivation, student activity, and a conducive classroom atmosphere. The inhibiting factors include lack of student attention, ability differences, and limited time. Overall, the student response was positive, stating that snowball throwing made learning fun, helped students understand the material, and increased enthusiasm for learning, indicating that this method was effective as a solution to overcome difficulties in *nahwu* learning.

## 1. INTRODUCTION

The phenomenon of *nahwu* learning in the field is still considered a challenge and tedious. This problem is experienced by many students at school, Islamic boarding school, and university level because learning *nahwu* involves many grammatical rules (Muhammad & Muassomah, 2021). Material presented in an unattractive format makes students lose interest, feel bored, and lazy about learning (Istiqomah & Mahliatussikah, 2019; Kojin, 2022). Likewise, learning methods are monotonous, do not suit students' learning styles, or cannot make the material relevant to everyday life (Asrofin et al., 2022). Qawaid learning carried out by many teachers still relies on traditional methods, such as being too exclusive at the sentence level, which focuses on the teacher's side. At the same time, students tend to be passive (Muassomah & Munjiah, 2019). So, to overcome these problems, innovation is needed in the *nahwu* learning approach. One way is through interactive learning methods such as snowball throwing.

Snowball throwing can be interpreted as the activity of throwing snowballs. The snowball referred to is not an actual snowball made of ice but a paper ball with questions written on it. These paper balls are then thrown among students to stimulate discussion and answer questions about the learning material (Putra & Sufiani, 2021). Conceptually, snowball throwing learning refers to a cooperative learning model. Snowball throwing is a learning model that groups students into several groups. Each group member is tasked with writing and forming questions like a ball on paper. Then, the ball is thrown to other students for a predetermined duration. Each student will answer questions from the ball they receive (Hisbullah & Firman, 2019).

As a cooperative learning model, snowball throwing has several benefits. First, it encourages active student involvement in learning. Students are directly involved in learning activities by asking questions and participating in the process of asking and answering questions (Andayani & Suparno, 2023). Second, it fosters intellectual, social, and emotional potential in students. In the process, students learn academically and develop interpersonal skills and self-understanding. This method creates space for self-exploration and positive social interaction (Hardiansyah, 2022). Third, it helps students improve their cooperation and communication skills. This is because students must work together in groups to create and answer questions. Cooperation and good communication are needed to complete tasks well (Kustiningsih, 2019). Fourth, develop critical thinking skills. Students need to think of relevant and interesting questions to ask their friends. Answering questions from a snowball also encourages critical thinking and reflection. They learn to convey their ideas clearly and effectively (Respaningsih & Minsih, 2023).

So far, research on the snowball throwing method has focused on several aspects of its application in a learning context. For example, in learning learning Social Sciences (Respaningsih & Minsih, 2023) and in the context of learning English (Aditya & Ridwan, 2020; Kusumaningrum & Setyawati, 2019; Manik et al., 2022), several studies also highlight the impact of this method on improving results learning (Dianto, 2020; Kurniasari & Rezania, 2022), increasing learning activity (Lestary et al., 2023), increasing learning

motivation (Hardiansyah, 2022; Saputra & Munadi, 2019), improving writing skills (Harahap & Ashadi, 2020; Indriani, 2019), improving reading skills (Ginting et al., 2021; Mufida, 2021), and improving speaking skills (Kustiningsih, 2019; Nurmalasari & Apsari, 2019; Salim et al., 2020). From this trend, the application of the snowball throwing method in learning *nahwu* needs to be accommodated more in existing studies. This method is applied to general learning in schools. Therefore, further research is needed that specifically explores the potential and impact of the snowball throwing method in the Nahwu learning context.

This study is a response to the shortcomings of previous studies that have yet to explore the snowball throwing method in Nahwu learning. So, the novelty of this research lies in using the Snowball Throwing method in teaching nahwu. This method can open new perspectives regarding teaching Arabic grammar, especially *Nahwu*. By integrating the snowball throwing method, this study demonstrates that Nahwu learning can stick to a flexible and monotonous approach. On the other hand, this method can introduce interactive elements that can make *Nahwu* learning more dynamic and interesting and positively impact student understanding. Accordingly, three questions can be asked. First, how is the snowball throwing method implemented in *nahwu* learning? Second, what are the supporting and inhibiting factors in implementing the snowball throwing method? Third, how do students respond to applying the snowball throwing method in learning *nahwu*? The answers to these three questions will provide an in-depth understanding of the effectiveness of the snowball throwing method in learning *nahwu*.

This article is based on an argument that *Nahwu* learning is often seen as a domain that tends to place excessive emphasis on linguistic aspects, often ignoring non-linguistic aspects that are just as important (Asse et al., 2023; Juryatina & Amrin, 2021). Understanding the grammatical structure of Arabic is indeed crucial. However, in many cases, a lack of attention to non-linguistic aspects can be detrimental to the quality of learning (A. Manangin et al., 2023; Rahman, 2023). One aspect that is often overlooked is choosing a suitable learning method. These non-linguistic aspects emphasise the need to integrate more diverse and contextual learning methods, allowing students to learn actively and apply their knowledge in everyday life situations. Thus, improvements in the choice of learning methods can significantly contribute to the effectiveness of *Nahwu* learning, creating a more engaging, relevant, and applicable environment for students.

## 2. METHODS

This research uses a qualitative descriptive research method. Sugiyono (2018) explained that qualitative research methods are used to observe the natural condition of an object without particular intervention from the researcher. According to Sudjana (2005), descriptive research attempts to describe a symptom, event or occurrence when the research is conducted. This research seeks to reveal the implementation of the snowball throwing method in learning *nahwu*. This research shows the practice of learning *nahwu* in the classroom using the snowball throwing. Then, researchers will explore data regarding their responses to this method of learning *nahwu*.

The subjects of this research consisted of 35 grade 1 *Wustho* students at the Al-Hidayah Islamic Boarding School, Karangploso Malang. This research focuses on learning *nahwu* material titled "*Inna wa akhwatuha*". The selection of this material is based on suitability to the syllabus set by the boarding school, and this material is selected based on suitability to the research implementation schedule. The reference books used are the *Nahwu* Imrithi Book and the al-Arabiyyah al-Muyassarah Book. Primary data comes from students who take *Nahwu* learning classes. Secondary data was obtained through documentation in the form of photos of learning implementation and documents related to the learning process.

This research data collection used observation, interviews, and documentation. Observation is meant to make direct observations during the learning process. Meanwhile, the interview was conducted with six students, three boys and three girls, who participated in the learning process. The selection of these six students was based on the desire to ensure adequate representation of diverse backgrounds and levels of participation in the learning process. This group consisted of two students with good understanding, two with moderate understanding, and two with poor understanding. By involving some of the students who cover these variations, it is hoped that interviews can provide a comprehensive picture of various student perspectives and experiences in participating in learning using the snowball throwing method. In addition, this number is sufficient to obtain representative information without involving the entire number of students in class 1 of the Al-Hidayah Islamic Boarding School.

Data analysis techniques using the Miles, Huberman, and Saldana interactive model include data condensation, data display, and conclusion drawing/verifying (Miles et al., 2014). The analysis begins with data collection through observation, interviews, and documentation. Next, the field notes were rechecked, and data appropriate to the research objectives was selected, while less relevant data was filtered out. Data from interviews and documentation was then rearranged and grouped based on research objectives for further analysis. The data condensation process aims to make it easier for researchers to present data. Data relevant to implementing the snowball throwing method in *nahwu* learning are presented and interpreted according to relevant theory. The results of data condensation are presented through tables, graphs, pictures, and narratives, which are then identified, categorized, and given a systematic, objective, and comprehensive explanation according to the main problem. The final step involves summarizing the research results based on the categories and meaning of the findings. This process involves comparing student responses with the conceptual meaning contained in the research problem.

### **3. RESULTS AND DISCUSSION**

#### **Implementation of the Snowball Throwing Method in *Nahwu* Learning**

The *nahwu* learning process in this research was carried out in class 1 of the *Wustho* Islamic Boarding School Al-Hidayah Karangploso Malang, with 35 students. During the research, five students were absent, of which 3 had permission, and two others were sick.

Before applying the Snowball Throwing Method in *Nahwu* learning on the material "*Inna wa akhwatuha*" in class 1 *Wustho* at the Al-Hidayah Islamic boarding school, the first step taken by the teacher was to provide a general overview of the material to all students. This step aims to open their understanding of the "*Inna wa akhwatuha*" concept. This explanation includes learning objectives and the relevance of understanding the material in the Arabic context. In addition, the teacher emphasizes sentence structures related to "*Inna wa akhwatuha*", presents concrete examples, and provides illustrations to facilitate students' understanding. The reference books used are the *Nahwu* Imrithi Book and the al-Arabiyyah al-Muyassarrah Book. The following summarises the "*Inna wa akhwatuha*" material from the two books.

Table 1. Learning Materials

إِنَّ وَأَخْوَاتُهَا (تنصب الاسم وترفع الخبر)		
أخوات إنَّ	فائدة	الأمثلة
إِنَّ	للتوكيد	إِنَّ عَلِيًّا نَشِيطٌ (Truly, Ali is diligent)
أَنَّ	(Affirmation)	عَلِمْتُ أَنَّ أَحْمَدَ نَاجِحٌ (I know that Ahmad is successful)
لَكِنَّ	للإستدراك	قَامَ حَامِدٌ لَكِنَّ زَيْدًا جَالِسٌ (Hamid was standing but Zaid was sitting)
كَأَنَّ	للتشبيهه	كَأَنَّ فَاطِمَةَ بَدْرٌ (Fatimah looks like the full moon)
لَعَلَّ	للترجي	لَعَلَّ الْأُسْتَاذَ حَاضِرٌ (Hopefully Ustadz will be present)
لَيْتَ	للتمني	لَيْتَ الشَّبَابَ عَائِدٌ (If the youth would return)

Next, after the teacher provides a general overview of the material, "*Inna wa akhwatuha*", the teacher applies the snowball throwing method to evaluate students' understanding of the material. The implementation of this method is as follows:

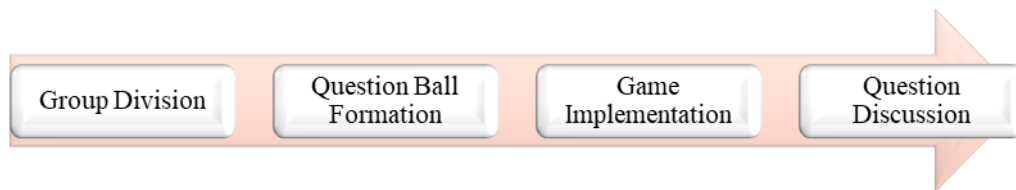


Figure 1. Implementation Process

In the first stage, the teacher forms small groups in the class. Students are divided into five groups, each comprising 6 people. Each group will become a team that supports each other during the learning process. The second stage is forming a question ball. Each group member is asked to write their questions regarding the *Inna wa akhwatuha* material on paper. The papers are collected and arranged into a ball of questions. This ball will be the main instrument in the snowball throwing game.

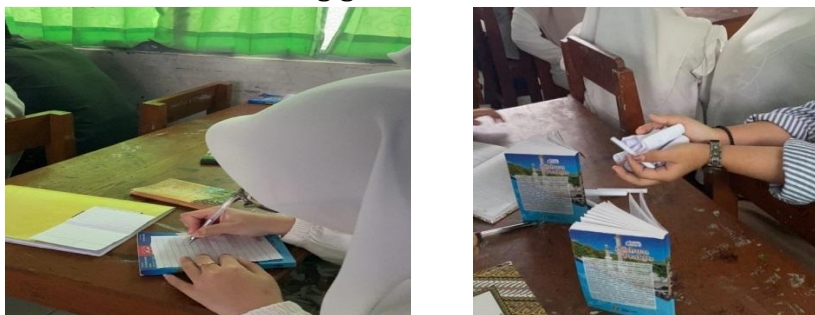


Figure 2. Students write questions and form question balls

Then, in the third stage, the implementation of the game begins. Each group member comes forward and throws their question ball to the other group members. The student who receives the question ball reads it and tries to answer the question. Throwing and catching the question ball creates a dynamic atmosphere and motivates students to participate actively.



Figure 3. Implementation of the Game

Finally, in the fourth stage, after the game is finished, the teacher guides the discussion of questions. Students who answer questions provide their answers, and the teacher provides clarification or additional explanations if needed. Discussion of these questions serves as a collective reflection to ensure understanding is truly enhanced through active interaction during the game.

## **Supporting and Inhibiting Factors for Implementing the Snowball Throwing Method in Nahwu Learning**

Data related to supporting and inhibiting factors in implementing the snowball throwing method in *nahwu* learning was obtained through direct observation. The results of these observations show that several factors support and inhibit the application of this method.

The supporting factors are: First, teacher motivation. Teachers openly praise students who give correct answers. They praise for correct answers and provide support and positive reinforcement even when students try to answer even though their answer is not completely correct. This creates a safe atmosphere and stimulates students' desire to participate without fear of making mistakes.

The second supporting factor is student activity. Student activity can be observed from their enthusiasm during the learning process using the snowball throwing method. Most students showed high enthusiasm and dared to convey their answers orally or by writing them on the blackboard. In addition, student participation is not only limited to providing answers but also includes their involvement in listening to answers from classmates. They show interest and attention while their friends are talking, giving positive responses such as nodding as a form of agreement with the answers given by their classmates. These actions demonstrate that the snowball method implemented by the teacher is effective when students are enthusiastically engaged and actively participate in the learning process.

The third supporting factor is conducive classroom conditions, where the teacher effectively manages the placement of students' seating positions based on the groups that have been formed. This creates an organized and structured class, providing a fun atmosphere during the snowball throwing activity. Students appear relaxed and comfortable without visible stress or tension, facilitating accessible and supportive interactions. They are not afraid to participate actively and voice their opinions because they feel safe without the risk of criticism or negative judgment from teachers or classmates.

However, several inhibiting factors need to be considered when implementing the snowball throwing method. First, the lack of attention from some students can be seen from their passive attitude and lack of participation in groups. Some students seemed more interested in playing with their friends next to them than focusing on the answers given by their group friends on the question paper. When their turn came, they did not provide answers or responses or even ask questions when the teacher allowed them to ask questions about the material. The absence of adequate interaction and lack of collaboration between students can hinder the effectiveness of the snowball throwing method in achieving learning goals.

Second, students' different ability levels. Students in *Wustho* Class 1 have different levels of ability, such as capturing and understanding learning material. Some students still need help understanding the learning material, so teachers must repeat the material presented several times to ensure optimal understanding. Some students need more time

and additional help to digest the material, while others grasp the concepts quicker.

Third, time constraints. This is because the number of students in class 1 *Wustho* is quite large, while the duration of learning is limited. This condition caused some students not to get their turn to be actively involved in the snowball throwing game. The snowball throwing process requires time to write the question, throw the ball, answer the question and deliver the answer. Time limitations result in some students not getting enough opportunities to participate directly, so the collaborative goals of this method are limited.

By paying attention to the supporting and inhibiting factors, it can be concluded that the application of the snowball throwing method in learning *nahwu* in class 1 *Wustho* has a positive impact, but it also faces several obstacles. These obstacles become evaluation material for teachers to continue improving the effectiveness of this learning method and adapting it to student needs.

### Student Responses to the Snowball Throwing Method in *Nahwu* Learning

Data on student responses to applying the snowball throwing method was obtained through interviews with six students. The results of the interview are shown in the following table:

Table 2. Student Interview Results

Focus Question	Interview Result					
	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
The aim of learning <i>nahwu</i>	To understand Arabic sentence structure correctly	To be able to speak Arabic well	To be able to compose sentences well	To be able to speak Arabic according to the rules	To be able to understand the position of Arabic sentences	To efficiently translate Arabic sentences
The intensity of feeling the difficulty of learning <i>nahwu</i>	Sometimes it's hard, sometimes it's not	Sometimes, I find it difficult, especially when asked to give examples	I once found it difficult to construct sentences	Often feel difficult	Sometimes it's hard, sometimes it's not. Depends on the material	Very often find it difficult
Feelings of boredom and boredom in studying <i>nahwu</i>	I rarely get bored because I like learning <i>nahwu</i>	Rarely get bored	Sometimes, it gets boring if the teacher just explains the	Sometimes feel bored	I once felt bored	Often, especially if there is too much material



material						
Impressions of the application of snowball throwing in <i>nahwu</i> learning	It's fun and helps to understand better	Impressed because the material is easier to understand	The material is easier to understand	Be more enthusiastic about following lessons	The material presented by the teacher is more impressive	It's enjoyable, so you don't feel sleepy when studying
<i>Snowball throwing</i> as a solution to <i>nahwu</i> learning problems	Totally agree because learning while playing	Agree, because I am more enthusiastic about learning	Totally agree, because it's not boring	Agree, the material has become more accessible to understand	Agree, because I feel challenged to answer the question	Totally agree, the material is accessible to remember

Based on the results of interviews with six students, Table 2 shows that the goals of learning *nahwu* for them are very diverse. Most of them stated they wanted to understand Arabic sentence structures correctly to communicate well in Arabic. Other goals include the desire to speak Arabic according to applicable rules, understand the position of sentences in the Arabic context, and have the ability to translate sentences fluently. The level of difficulty felt by students also tends to vary. Some students mentioned that they had difficulty sometimes, especially in constructing sentences. For example, when asked to create their sentences by applying the *nahwu* rules that have been learned. Apart from that, the difficulty level is also influenced by the material taught. Some students stated that certain materials could be more difficult than others, indicating differences in the difficulty level between topics in learning *nahwu*.

Students also expressed feelings of boredom and boredom. Some students said they rarely felt bored during *nahwu* learning because they were highly interested in learning *nahwu*. Students with solid interests tend to be more motivated to overcome difficulties and feel involved in learning. This high interest arises from their interest in Arabic and their desire to deepen their understanding of Islamic religious teachings using Arabic. On the other hand, some students experience boredom, especially when the learning methods used feel monotonous or too focused on the teacher's explanations without variation. A lack of interactivity in learning or variety in teaching methods can cause this boredom. For example, suppose learning only uses lecture and explanation methods without interactive activities or material delivery variations. In that case, students may feel they lose interest and feel bored. Apart from that, the amount of material presented also influences students' feelings of boredom. If too much material is not presented interestingly or interactively, students can feel overwhelmed and lose interest in learning. They feel overwhelmed or have difficulty processing all the information presented.

In the context of implementing snowball throwing as a *nahwu* learning method,

students gave positive responses. They felt that snowball throwing made learning more fun, helped them understand the material better, increased enthusiasm for learning, and made it easier to understand. Students also revealed that snowball throwing helps overcome feelings of boredom and boredom in learning *nahwu* because this method provides an activity that is not boring and makes students feel challenged to answer questions. Overall, students agreed that snowball throwing could effectively solve *nahwu* learning problems. They agreed with this method because it made learning more fun, increased their enthusiasm for learning, and helped them understand the material better.

Implementing *nahwu* learning in class 1 of *Wustho* Al-Hidayah Islamic Boarding School Karangpulo Malang has been carried out systematically, from preparation to evaluation of *nahwu* learning, which involves the snowball throwing method. The use of this method also received positive responses from students. The effectiveness of learning can be assessed from several vital aspects. Learning implementation management involves planning, organising, and evaluating learning activities. Effective communicative process between teachers and students. Student responses include reactions, participation, and understanding of learning material. Learning activities involving students, such as discussion and collaboration, can increase understanding. Developing classrooms for active learning becomes part of a comprehensive educational drive for students involved and engaging in learning (Qureshi et al., 2023). Based on this, it can be concluded that implementing snowball throwing can be an effective alternative in improving the quality of *nahwu* learning among students.

Implementing the snowball throwing method in *nahwu* learning can be represented as an approach combining interactive, collaborative, and creative elements. The snowball throwing method creates an interactive learning environment where students are not only recipients of information but also active contributors to the formation of knowledge. By throwing "snowballs" (knowledge or questions) from student to student, dynamic dialogue and exchange of ideas occurs. In their research, Malikovna et al. (2022) revealed that interactive and collaborative learning has advantages in improving student performance on high-level learning measurements in Bloom's Taxonomy, which includes analysis, synthesis, and evaluation. These three levels demonstrate a student's ability to remember and understand information and apply, organize, and evaluate concepts in more depth. Such a learning environment becomes an authentic experience for students so that learning feels meaningful (Ratnaningsih & Septiana, 2019). Effective learning provides cognitive, affective, and psychomotor changes and learning experiences for students (Gunawan et al., 2023).

The integration of interactive, collaborative, and creative aspects of learning using the Snowball throw method is very in line with the principles of constructivism. Constructivism theory emphasizes that knowledge is received passively and built by individuals through active interaction with the environment and personal experience (Stupiansky, 2022). The interactive aspect of learning emphasizes the importance of direct interaction between students, both with the teacher and fellow students (Magdalena et al., 2021). The Snowball throwing method involves this interaction through a series of questions, discussions, and

exchange of ideas among students, which creates an environment that facilitates the exchange of ideas. Collaborative aspects create opportunities for students to collaborate to build understanding (Sagala, 2023). In this method, students exchange ideas, discuss concepts, and form ideas together. The creative aspect emphasizes students' creativity in completing assignments or solving problems (Rifa'i, 2022). Creativity is an essential aspect of learning that can help students become active, independent and innovative learners (Mashudi, 2021). In this way, students are not just recipients of information but are actively involved in building their knowledge. This shows that learning is not just about receiving information but also about the active process of building knowledge by individuals and groups learning and adapting it to student needs.

This research successfully provides a comprehensive overview of the implementation of the Snowball Throwing method as an innovation in teaching Nahwu, the supporting and inhibiting factors in its implementation, and students' responses to its application. This method has proven effective in creating an interactive, collaborative, and creative learning environment aligned with constructivist principles. Students' responses to applying the Snowball Throwing method in Nahwu learning indicate that it can effectively improve the quality of Nahwu learning. Therefore, the results of this research answer the question of the effectiveness of the Snowball Throwing method in Nahwu learning. Considering the systematic implementation, supporting and inhibiting factors, and positive student responses, it can be concluded that the snowball throwing method has great potential to enhance the quality of Nahwu teaching.

#### 4. CONCLUSION

There are three essential findings in this research. First, the implementation of the snowball throwing method in *nahwu* learning starts with delivering material, forming groups, forming question balls, implementing games, and discussing questions. Second, supporting factors include teacher motivation, student activity, and a conducive classroom atmosphere. Meanwhile, inhibiting factors include lack of student attention, differences in ability levels, and limited time in classes with a large number of students. Third, students' responses to the snowball throwing method were generally positive. They stated that this method made learning fun, helped them understand the material, and increased enthusiasm for learning. Students also consider snowball throwing an effective solution to difficulties in *Nahwu* learning. Overall, the implementation of snowball throwing in *Nahwu* learning positively contributes to student interaction, understanding of the material, and learning motivation.

This paper makes a conceptual and methodological contribution. Conceptually, this research provides new insights into the dynamics of *Nahwu* learning by introducing the snowball throwing method. This method is a learning approach and a tool to increase interaction between students, understanding of the material, and motivation to learn. Methodologically, this research provides a framework for educators to design more innovative and participatory learning strategies. Researchers realize that the results of this

research have limitations, namely that they only focus on one type of *nahwu* learning method. So, suggestions for further research could involve further exploration of variations in learning methods and strategies in the context of *nahwu* learning. Research could broaden the scope by including different language games or learning activities to evaluate their impact on students' understanding.

## 5. REFERENCES

- A. Manangin, A. R., Hairuddin, H., & Hj. Bahri, R. B. (2023). Non-Linguistic Problems in Arabic Language Learning at Madrasah Aliyah in Kotamobagu City. *Al-Kalim : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 2(1), 29–50. <https://doi.org/10.60040/jak.v2i1.16>
- Aditya, M. Y., & Ridwan, A. (2020). Snowball Throwing: An English Learning Method to Teach Descriptive Writing. *English Teaching Journal: A Journal of English Literature, Language and Education*, 8(1), 14–18. <https://doi.org/10.25273/etj.v8i1.6438>
- Andayani, A. K., & Suparno, S. (2023). Pengaruh Model Snowball Throwing Berbasis Media Pop-Up Book Terhadap Hasil Belajar. *Pelita : Jurnal Kajian Pendidikan Dan Pembelajaran Indonesia*, 3(2), 35–41. <https://doi.org/10.56393/pelita.v3i2.146>
- Asrofin, D., Salma, K. N., & Putra, W. H. (2022). The Effect of Mind Mapping Learning Media on Learning Achievement in al-Nahwu al-Wadih at Madrasah Tsanawiyah. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 4(1), 414–421. <https://doi.org/10.37680/scaffolding.v4i1.1368>
- Asse, A., Putri, F. F., Fatimah, T., Nursyam, N., & Faqihuddin, D. (2023). Diversity Problems in Students' Educational Backgrounds and Learning Program Policies of Arabic Language Education. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(4), 535–546. <https://doi.org/10.31538/tijie.v4i4.701>
- Dianto, D. (2020). Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Kemuhammadiyah melalui Model Pembelajaran Snowball Throwing Di Madrasah Aliyah Muhammadiyah 1 Medan. *Intiqad: Jurnal Agama Dan Pendidikan Islam*, 12(1), 34–44. <https://doi.org/10.30596/intiqad.v12i1.4012>
- Ginting, D., Manik, S., Sinambela, E., & Pasaribu, A. N. (2021). The Effect of Snowball Throwing Method and SQ4R Method for Students' Reading Comprehension Skill at SMA Negeri 1 Kuala Stabat. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 4(November), 10990–10997. <https://doi.org/https://doi.org/10.33258/birci.v4i4.3155>
- Gunawan, G., Yanti, P. R., & Nelson, N. (2023). Methods for Achieving Cognitive, Affective, and Psychomotor Aspects in Islamic Religious Education Learning: A Study at Senior High School in Rejang Lebong. *AL-ISHLAH: Jurnal Pendidikan*, 15(1), 981–991. <https://doi.org/10.35445/alishlah.v15i1.2793>
- Harahap, Y. S., & Ashadi, R. I. (2020). The Application of The Audiovisual Media Snowball Throwing Model to Improve Students' Ability to Write Narrative Text. *Research, Society and Development*, 9(10), e429107976. <https://doi.org/10.33448/rsd->

- Hardiansyah, F. (2022). Snowball Throwing: A Method To Uplift Elementary School Students' Responsibility on Environment. *AL-ISHLAH: Jurnal Pendidikan*, 14(3), 3853–3864. <https://doi.org/10.35445/alishlah.v14i3.1966>
- Hisbullah, H., & Firman, F. (2019). Penerapan Model Pembelajaran Snowball Throwing dalam Meningkatkan Hasil Belajar Ilmu Pengetahuan Alam di Sekolah Dasar. *Cokroaminoto Journal of Primary Education*, 2(2), 100–113. <https://doi.org/10.30605/cjpe.222019.231>
- Indriani, R. (2019). The Use of Snowball Technique in Teaching Writing Skills in EFL Classroom. *VELES Voices of English Language Education Society*, 3(1), 8–16. <https://doi.org/10.29408/veles.v3i1.1051>
- Istiqomah, H., & Mahliatussikah, H.-. (2019). Musykilat al-Tarbiyyah Tuwajihuha al-Thalabah fi Ta'allum al-Lughah al-Arabiyah li Ghairi al-Nathiqin biha. *Jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 11(2), 254–280. <https://doi.org/10.24042/albayan.v11i2.5257>
- Juryatina, J., & Amrin, A. (2021). Students' interest in Arabic language learning: the roles of teacher. *Journal of Educational Management and Instruction (JEMIN)*, 1(1), 40–49. <https://doi.org/10.22515/jemin.v1i1.3459>
- Kojin, K. (2022). Effectiveness of the Grammar and Translation Methods in Learning Arabic. *Eurasian Journal of Applied Linguistics*, 8(2), 171–179. <https://doi.org/http://dx.doi.org/10.32601/ejal.911551>
- Kurniasari, R., & Rezania, V. (2022). Penerapan Metode Snowball Throwing Berbantuan Media Audio Visual dalam Meningkatkan Hasil Belajar IPS Siswa Kelas IV. *Jurnal PGSD: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 15(1), 33–38. <https://doi.org/10.33369/pgsd.15.1.33-38>
- Kustiningsih, E. S. (2019). Improving Speaking Ability of Students in English Introduction Material Through Snowball Throwing Games in Class VII B SMPN 3 Surabaya. *Indonesian Journal of Contemporary Education*, 1(1), 1–5. <https://doi.org/10.33122/ijoce.v1i1.1>
- Kusumaningrum, S., & Setyawati, I. G. (2019). Penerapan Metode Snowball Throwing Dalam Pembelajaran Baahasa Inggris Untuk Meningkatkan Penguasaan Kosakata dan Kemampuan Psikomotorik Siswa SD Islam Terpadu Kota Sorong. *Jurnal Pendidikan*, 7(1), 21–29. <https://doi.org/10.36232/pendidikan.v7i1.207>
- Lestary, V. S., Wulandar, R., Fadillah, N. N., & Ismi, M. D. Al. (2023). Penggunaan Model Pembelajaran Kooperatif Snowball Throwing untuk Meningkatkan Keaktifan Belajar Siswa pada Mata Pelajaran Matematika. *Journal of Education Research*, 4(3), 1566–1570. <https://doi.org/10.37985/jer.v4i3.301>
- Magdalena, I., Sabil, F., & Ramadhan, Y. F. (2021). *Desain Pembelajaran Interaktif SD*. Sukabumi: CV Jejak.
- Malikovna, K. R. N., Mirsharapovna, S. Z., Shadjalilovna, S. M., & Kakhramonovich, A. A. (2022). Types of Interactive Methods in Teaching English to Students. *Texas Journal of*

*Multidisciplinary Studies*, 14, 1–4.

- Manik, S., Simanjuntak, G., Panjaitan, S. M., Baene, A. C., & Sinaga, E. Y. (2022). Pelatihan Peningkatan Kemampuan Bahasa Inggris Melalui Metode Snowball di HKBP Binjai Timur. *JURNAL ABDIMAS MADUMA*, 1(1), 1–10. <https://doi.org/10.52622/jam.v1i1.63>
- Mashudi, M. (2021). Pembelajaran Modern: Membekali Peserta Didik Keterampilan Abad Ke-21. *Al-Mudarris (Jurnal Ilmiah Pendidikan Islam)*, 4(1), 93–114. <https://doi.org/10.23971/mdr.v4i1.3187>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. USA: Sage Publications.
- Muassomah, M., & Munjiah, M. (2019). Learning Qawaid Through Language Game Adlif Kalimat for Students of Arabic Language and Literature at UIN Maulana Malik Ibrahim Malang. *Alsinatuna: Journal of Arabic Linguistics and Education*, 5(1), 58–771.
- Mufida, N. M. (2021). Improving Student Reading Comprehension Through Cooperative Learning (Snowball Throwing) at Senior High School. *Jurnal Pendidikan Indonesia*, 2(09), 1582–1592. <https://doi.org/10.59141/japendi.v2i09.281>
- Muhammad, D., & Muassomah, M. (2021). Respon Siswa Terhadap Pembelajaran Tarkib Berbasis Mind Mapping di Masa Pandemi Covid-19. *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab*, 23(1), 67. <https://doi.org/10.32332/an-nabighoh.v23i1.3004>
- Nurmalasari, M., & Apsari, Y. (2019). Improving Student's Participation in Speaking English Using Snowball Throwing Technique. *PROJECT (Professional Journal of English Education)*, 2(2), 115. <https://doi.org/10.22460/project.v2i2.p115-121>
- Putra, A. T. A., & Sufiani, S. (2021). Penerapan Model Pembelajaran Snowball Throwing dalam Meningkatkan Hasil Belajar Peserta Didik Mata Pembelajaran PAI di SMPN 23 Konawe Selatan. *LITERASI (Jurnal Ilmu Pendidikan)*, 12(1), 23–31. [https://doi.org/10.21927/literasi.2021.12\(1\).23-32](https://doi.org/10.21927/literasi.2021.12(1).23-32)
- Putra, R. A., Hadiyanto, H., & Zikri, A. (2020). Pengaruh Model Snowball Throwing terhadap Hasil Belajar Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(2), 426–433. <https://doi.org/10.31004/basicedu.v4i2.377>
- Qureshi, M. A., Khaskheli, A., Qureshi, J. A., Raza, S. A., & Yousufi, S. Q. (2023). Factors Affecting Students' Learning Performance Through Collaborative Learning and Engagement. *Interactive Learning Environments*, 31(4), 2371–2391. <https://doi.org/10.1080/10494820.2021.1884886>
- Rahman, A. (2023). Non-Linguistic Approach in The Formation of The Arabic Language Environment. *Al-Fusha: Arabic Language Education Journal*, 5(2), 57–63. <https://doi.org/https://doi.org/10.36835/alfusha.v5i2.1185>
- Ratnaningsih, D., & Septiana, S. (2019). Pembelajaran Kolaboratif Pada Mata Pelajaran Bahasa Indonesia di SMK Negeri 1 Kotabumi. *Edukasi Lingua Sastra*, 17(1), 21–28. <https://doi.org/10.47637/elsa.v17i1.103>
- Respaningsih, K., & Minsih, M. (2023). Pop-up Books in The Snowball throwing Learning

- Model Compared to Fifth-Grade Students. *International Journal of Elementary Education*, 7(1), 54–59. <https://doi.org/10.23887/ijee.v7i1.56846>
- Rifa'i, M. H. (2022). *Model Pembelajaran Kreatif, Inspiratif, dan Motivatif*. Cirebon: Yayasan Wiyata Bestari Samasta.
- Sagala, G. H. (2023). *Konsep Belajar dan Pembelajaran: Suatu Ulasan Teoretis dan Empiris*. Jakarta: Kencana.
- Salim, D. P., Saini, F., & Paputungan, F. (2020). Improving Students' Speaking Skills through Snowball Throwing Technique (STT) at Indonesian Junior High School. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 8(1), 198–216. <https://doi.org/10.24256/ideas.v8i1.1321>
- Saputra, H. I., & Munadi, S. (2019). Implementing Snowball Throwing Model to Improve Learning Motivation and Test Scores of Vocational High School Students. *Journal of Physics: Conference Series*, 1273(1), 1–6. <https://doi.org/10.1088/1742-6596/1273/1/012012>
- Stupiansky, S. W. (2022). Jean Piaget's Constructivist Theory of Learning. *In Theories of Early Childhood Education*. New York: Routledge.
- Sudjana, N. (2005). *Metode Penelitian*. Bandung: Tarsito.
- Sugiyono. (2018). *Metode Penelitian Pendidikan (pendekatan kuantitatif, kualitatif dan R&D)* (Alfabeta (ed.); XXVII). Yogyakarta: Alfabeta.