



Application of the Snowball Throwing Learning Model on the Topic of Drawing Closer to Allah SWT through Asmaul Husna

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Abstract: Application of the Snowball Throwing Learning Model on the Topic of Drawing Closer to Allah SWT through Asmaul Husna

Objective: This study aims to identify learning innovations that address students' problems in understanding learning materials at Nurul Ulum Elementary School in Surabaya. **Method:** This study employs a qualitative method, utilizing interviews and observation for data collection, and the Miles and Huberman model for data analysis. **Results:** Technological developments have facilitated access to audiovisual media in learning, such as YouTube, and increased the effectiveness of student learning. The role of educators in facilitating learning videos enables more effective and efficient use of learning resources. **Conclusion:** Learning innovations through audiovisual media at SD Nurul Ulum Surabaya have a positive impact on students' understanding of the material. Readily accessible technology, such as digital platforms and interactive applications, enhances learning effectiveness, with educators playing a crucial role in facilitating their use. **Contribution:** This research contributes to encouraging the adoption of audiovisual media in Islamic Religious Education learning in elementary schools, as well as providing educators with insight into the importance of integrating technology to improve learning effectiveness and efficiency.

Keywords: Snowball Throwing, Islamic Religious Education, Asmaul Husna

Abstract: Penerapan Model Pembelajaran Snowball Throwing pada Materi Dekat dengan Allah SWT melalui Asmaul Husna

Tujuan: Penelitian ini bertujuan untuk menggambarkan proses penerapan model pembelajaran Snowball Throwing pada materi "Dekat dengan Allah SWT melalui Asmaul Husna" serta menelaah keunggulan dan kelemahannya. **Metode:** Jenis penelitian menggunakan metode deskriptif-kualitatif. Pengumpulan data menggunakan observasi, wawancara, dan dokumentasi, analisis melalui tahapan reduksi data, penyajian hasil, dan penarikan kesimpulan. **Hasil:** Model pembelajaran Snowball Throwing meningkatkan partisipasi, pemahaman, dan hasil belajar siswa, serta menumbuhkan rasa tanggung jawab, kerjasama, dan saling menghormati. Tantangan seperti keterbatasan waktu dan penyesuaian metode dapat diatasi dengan pengelolaan kelas yang efektif dan bimbingan guru. **Kesimpulan:** Model pembelajaran Snowball Throwing dapat meningkatkan keterlibatan siswa dan pemahaman Asmaul Husna, serta memperkuat interaksi sosial yang positif. **Kontribusi:** Penelitian ini memberikan kontribusi dalam pengembangan metode pembelajaran yang lebih menarik dan interaktif dalam pendidikan PAI, serta memberikan wawasan tentang penggunaan model Snowball Throwing sebagai model inovatif untuk meningkatkan hasil kognitif dan sosial di kelas.

Kata Kunci: Snowball Throwing, Pendidikan Agama Islam, Asmaul Husna

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A. INTRODUCTION

Islamic Religious Education is an effort to help students understand, appreciate, and apply Islamic teachings as a whole, including faith, sharia, and morals. This process emphasizes intellectual understanding but also shapes spiritual and moral attitudes and social skills in line with Islamic principles (Bintang et al., 2023). Islamic Religious Education encompasses three primary domains: cognitive, affective, and psychomotor. As a result, students not only understand these ideas but also can apply religious teachings in their daily lives (Syafrin et al., 2023). To achieve this goal, Islamic Religious Education must be planned systematically by combining appropriate materials, methods, and media, which will enable a dynamic, enjoyable, and meaningful learning atmosphere. Islamic Religious Education plays a significant role in shaping students' ethical character and providing them with a comprehensive understanding and experience of Islamic teachings (Ritonga et al., 2025). Through Islamic Religious Education, students are not only required to understand the material cognitively, but are also expected to understand spiritual and moral values in their daily lives. However, in practice, Islamic Religious Education often faces various challenges, including a lack of active student participation, the dominance of lecture-based methods, and limited interaction between teachers and students. This condition makes the learning process less engaging and results in a low understanding of the material among students (Septantiningtyas et al., 2025). Consequently, to create an active, enjoyable, and meaningful learning atmosphere, it is necessary to apply innovative and participatory learning models. The snowball-throwing learning model can be applied because it stimulates active student participation, strengthens communication among them, and facilitates understanding of concepts in Islamic religious education.

Innovative learning models play a crucial role in ensuring that Islamic values are conveyed effectively through methods that are relevant to contemporary times. The selection of learning models needs to take into account the characteristics of students, materials, objectives, and available facilities. In the context of an independent curriculum, teachers are expected to implement an approach that focuses on learners, is interactive, and is relevant to real-life situations, allowing the material to be linked to everyday experiences. Innovation in learning methods is a crucial aspect in ensuring that Islamic values are conveyed effectively through strategies that are relevant to contemporary times (Hawa, 2025). Therefore, new learning methods, such as project-based learning, problem-based learning, and cooperative learning, can help students acquire modern skills, including critical thinking, effective communication, teamwork, and innovation. In a collaborative and participatory learning model, student engagement can be increased, social skills can be developed, and a deeper understanding of religious concepts can be achieved. Thus, a deep understanding of learning model theories is a crucial foundation for determining the method (Rika et al., 2024).

The snowball throwing model is a collaborative learning technique that emphasizes student interaction through the process of asking and answering questions in turn. This approach can be an effective solution in learning methods (Ainun, 2022). The snowball-throwing model creates an engaging learning experience and increases student motivation to learn. Students will more easily grasp basic concepts and share more ideas and information. In this model, each student creates questions related to the material they are learning and forms them into paper balls, which are then thrown to other students in turn to be answered (Widia, 2021). The snowball throwing model has several advantages that can enhance Islamic Religious Education, including increasing students' critical thinking capacity, encouraging them to think more critically and innovatively, as well as training communication skills and promoting responsibility and cooperation in groups (Agustin & Gumala, 2025).

Additionally, this model makes learning enjoyable and interactive, thereby enhancing students' motivation to learn. The snowball throwing model can be developed through social interaction and personal experiences during the learning process, where students work together to help one another understand each other through communication (Jasrio et al.,

2024). During snowball-throwing practice, students do not just passively receive information but also act as learning resources for their friends by creating and answering questions. This activity enhances self-confidence, fosters a sense of responsibility, and develops reflective thinking skills (Mashuri et al., 2024). Additionally, the activity of throwing and receiving paper balls containing questions fosters a relaxed, enthusiastic, and enjoyable learning atmosphere. This approach is particularly suitable for elementary school students who are very curious and learn more easily through physical activities and social interaction (Aulia et al., 2024). Thus, snowball throwing is a concrete application of the principles of active, creative, and student-centered learning as emphasized in the independent curriculum.

Previous research on the use of the snowball throwing learning model in Islamic Religious Education has shown that its application can significantly improve student learning outcomes, with student learning scores increasing from 37% in the first stage to 85% in the second stage. This study demonstrates that the snowball throwing model is effective in creating an active and engaging learning environment, and it has been successful in enhancing students' understanding of the material taught (Fadilah, 2022). Furthermore, the snowball throwing model enables active participation among students and fosters more dynamic and meaningful learning interactions. This has a positive impact on student learning outcomes in Islamic Religious Education (Putra & Sufiani, 2021). It confirms that the application of the snowball throwing learning model not only improves learning achievement but also enhances communication and interaction between teachers and students in an educational context, encouraging students to be more actively involved in classroom activities. In addition to these three studies, several other literature sources also support the effectiveness of the snowball throwing model. This model demonstrates the ability to increase student participation, create interactive learning, and develop students' social and academic skills in a balanced manner. Furthermore, this model also shows potential in developing students' understanding of Islamic Religious Education, based on these various findings. Based on this explanation, the snowball throwing game model is an efficient and innovative approach to enhancing the quality of Islamic Religious Education in schools.

From the preliminary research conducted by researchers at SDN 2 Luran Kulon, it was found that the teaching and learning process generally employs lectures and discussions as the primary methods for delivering lesson material and engaging students in the learning process. With this information, the author will examine how the snowball throwing learning model is applied to the subject matter of closeness to Allah SWT through Asmaul Husna, as well as the advantages and disadvantages of the snowball throwing learning model in teaching Asmaul Husna.

Research on the application of the Snowball Throwing learning model in the subject matter "Close to Allah SWT through Asmaul Husna" is still limited, particularly in the context of developing effective methods to enhance students' understanding of Asmaul Husna within Islamic religious education. Most existing studies focus more on the application of this learning model in other academic fields, such as mathematics or language, and not many have explored its impact on the understanding of spiritual values in Islam. Therefore, it is essential to conduct further research on how the Snowball Throwing model can enhance the learning of Asmaul Husna, which encompasses not only cognitive aspects but also affective and spiritual aspects, enabling students to understand better and draw closer to Allah SWT.

This study aims to determine how the snowball throwing learning model is applied to material related to Allah SWT through Asmaul Husna, as well as to identify the strengths and weaknesses of the snowball throwing learning model in teaching material related to Allah SWT through Asmaul Husna. The expected benefits of this study cover three main aspects. From a theoretical perspective, this study will help students understand learning strategies, particularly regarding the effectiveness of the snowball throwing model in the context of religious education.

B. METHOD

This study uses a qualitative approach with a descriptive research type. This approach was chosen based on its ability to explain phenomena that occur naturally in the school environment with variable interventions, allowing researchers to understand the conditions in depth and in accordance with the existing context. Descriptive research aims to provide a complete, detailed, and comprehensive picture of the learning process carried out by teachers in the classroom. This process encompasses the teacher's approach, methods of interaction, and the student's reactions during the learning process. Therefore, this study not only emphasizes the final results but also examines the dynamics of the process that arise when applying the snowball throwing learning model.

This study was conducted in 2024. The research subjects consisted of Islamic Education teachers and fifth-grade students at SDN Laran Kulon 2. These subjects were selected because Islamic Education teachers have a direct role in designing, implementing, and evaluating learning activities. Fifth-grade students were selected because they were considered cognitively, socially, and emotionally ready to participate in learning using the snowball throwing model.

In this study, data collection was conducted using three primary techniques: observation, interviews, and documentation. In particular, observation was used to record the level of student engagement, patterns of interaction between students, and the implementation of the snowball throwing learning model. Interviews were conducted with teachers and students to gather their perspectives on the implementation of the model. Documentation was used to collect supporting data, such as student work, photos of learning activities, and teacher notes. Qualitative data analysis in this study was conducted through three main stages: data sorting, data presentation, and concluding ([Daruhadi & Sopiati, 2024](#)). The data reduction stage involved selecting, focusing on, and simplifying the initial data obtained from observations, interviews, and documentation so that only the most relevant information would be analyzed further ([Waruwu, 2023](#)). Data presentation involved arranging the reduction results into Narrative descriptions, tables, or visuals to facilitate researchers' identification of patterns and relationships. Concluding is the stage of formulating the main findings based on the data presented, accompanied by verification to ensure the accuracy of the conclusions regarding the application of the snowball throwing model in Islamic Religious Education learning.

C. RESULTS AND DISCUSSION

Result

Based on the results of observations, interviews, and documentation carried out at SDN Lekan Kulon 2, the application of the snowball throwing learning model in the subject of closeness to Allah SWT, as taught through Asmaul Husna, showed a significant increase in student activity and understanding. Students appeared to be more motivated to progress through each stage of learning, so that they not only received information passively, but also actively participated in exploring and understanding the material through interaction with their peers. This suggests that methods that combine elements of play with academic activities create a more engaging learning environment and enhance the effectiveness of learning. Islamic Education teachers carried out the learning process through structured stages, beginning with the delivery of material and an introduction, followed by an activity in which students wrote questions related to the material. This stage was then followed by an activity of asking and answering questions in a fun and interactive atmosphere. With this structured approach, students found it easier to understand the learning process. They were more ready to participate actively in each activity, resulting in a more focused and directed learning process.

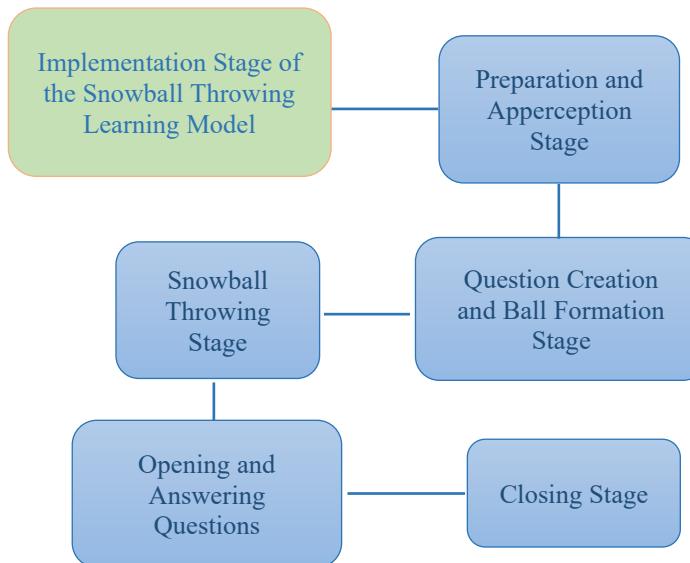


Figure 1. Snowball Throwing Learning Model

In the initial stage, the teacher provided guidance in the form of an explanation of the game's objectives and procedures. Students were told that each of them would write down questions related to Islamic Education material, then crumple the paper into a ball and throw it to another friend. Instructions were given in easy-to-understand language. Based on the interview results, students stated that the teacher's instructions were clear enough to avoid confusion. Understanding these rules is a crucial factor in ensuring the smooth implementation of the snowball throwing model. Based on the interview results, students stated that the instructions provided by the teacher were clear enough, allowing them to avoid confusion. Understanding the rules of the game is crucial for the smooth implementation of the snowball throwing model. With structured rules and appropriate guidance from the teacher, students can remain focused on writing and answering questions while maintaining order and harmony in the classroom. This demonstrates that combining creative learning methods with practical guidance can significantly enhance the quality of Islamic Religious Education learning.

This activity created a lively and interactive learning environment, with students enthusiastically participating in discussions and boldly expressing their opinions without fear of making mistakes. Based on interviews with teachers, the application of the snowball throwing model can increase students' self-confidence. According to the learning evaluation results, the average student score increased, and most students met the minimum completion criteria. In addition, students showed a better understanding of the meaning of Asmaul Husna, were able to relate the attributes of Allah to their daily behavior, and showed positive developments in their religious attitudes. The documentation, in the form of photos of activities and teacher notes, supports these findings, showing that the level of student participation increased by more than 70% compared to the previous conventional learning model. In addition, interviews with students revealed that the application of the snowball throwing method made the learning process more engaging and easier to understand, as it was presented through fun games and encouraged cooperation with friends.

Discussion

The results of this study indicate that the application of the snowball throwing learning model has an impact on the development of student activity and learning achievement in Islamic Religious Education, particularly in material related to Allah SWT through Asmaul Husna. Cooperative and socially interactive learning can enhance students' understanding of

concepts and foster the development of their interpersonal skills. In this context, the snowball-throwing model serves as a learning tool that combines elements of activity and participation. In this approach, students not only receive information but also create and develop ideas through interaction with their peers. In the activity of asking and answering questions, students are allowed to build understanding independently (Hasanah & Mulyadi, 2025). In addition to influencing the improvement of cognitive abilities, the application of the snowball throwing model also has a positive impact on the affective aspects of students.

Through a learning process that emphasizes social interaction and cooperation with their peers, students are trained to appreciate diverse perspectives, listen with empathy, and develop a sense of responsibility for the results achieved together. This activity not only focuses on academic achievement, but also contributes to the formation of attitudes and behaviors that reflect Islamic values in everyday life. The learning process presented through game activities creates a livelier and more enjoyable classroom atmosphere (Aziz & Astutik, 2023). The activities of throwing and answering questions create dynamic interactions and encourage students to participate. In this comfortable and open learning environment, students feel more confident in expressing their opinions without fear of making mistakes or being ridiculed (Salbas & Ekmekci, 2025). This situation plays a significant role in fostering courage and self-confidence, which are important foundations for effective teaching and learning. Thus, the snowball-throwing learning model plays a role in instilling moral values such as mutual respect and cooperation. When students collaborate in groups, they are trained to communicate effectively, divide tasks fairly, and respect each team member's opinions and roles. The interaction process that occurs among students becomes a valuable social learning tool while also honing their ability to relate to others positively.

These values align with Islamic educational principles that emphasize brotherhood, tolerance, and mutual care and respect. These learning activities help foster discipline and a sense of responsibility in students. In question-and-answer sessions, each student has a role to play that must be carried out with full awareness. They learn to listen carefully to questions, understand their meaning, and provide relevant and appropriate answers. This process fosters perseverance, honesty, and responsibility for the tasks at hand. Thus, the snowball-throwing method is not only fun to learn but also helpful in developing character in a practical context (Sari et al., 2019).

Additionally, the application of this model yields a more peaceful, friendly, and interactive classroom environment. Teachers act as guides who direct the classroom dynamics to remain conducive and meaningful (Park, 2022). The relationship between teachers and students becomes closer because the learning process occurs in a dialogical manner, rather than unilaterally. In such an environment, values such as politeness, patience, and compassion naturally develop and become integral to the students' personalities.

In this activity, the teacher acts as a companion who encourages students to participate actively and helps them understand asmaul husna more deeply. The application of the snowball throwing model has been shown to have a significant impact on improving student learning achievement (Al Maududi et al., 2025). Based on the results of observation and learning evaluation, students have made significant progress in understanding, memorizing, and applying the meaning of Asmaul Husna in their daily lives. For example, when students learn about the nature of Ar-Rahman (the Most Merciful), they strive to embody the value of compassion in their social interactions at school. Thus, learning not only instills conceptual understanding but also fosters spiritual awareness, which is manifested in positive behavior (Yunanti & Amaliyah, 2025). Students are actively involved in the learning process through experience, reflection, and collaboration, which makes learning activities more meaningful. As a result, the snowball throwing model can be considered an efficient, relevant, and contextual approach to developing the quality of Islamic Religious Education at the elementary school level.

Additionally, the application of the snowball throwing model supports the implementation of a free curriculum that emphasizes student-centered learning. In this process, teachers help students experiment, collaborate, and develop critical thinking skills (Mazidah et al., 2023). Through these activities, students' analytical and communication skills experience significant improvement in spiritual terms. This model also helps students better understand Islamic values (Saputra & Najah, 2025). The enjoyable learning process makes it easier for students to remember the meanings of the Asmaul Husna while instilling the attributes of Allah SWT into their daily behavior. Thus, effective Islamic Religious Education learning must balance cognitive, affective, and psychomotor aspects.

Furthermore, the application of the snowball throwing model contributes to the development of critical thinking and interpersonal communication skills, which are essential for navigating learning challenges in the 21st century (Safnina, 2021). Through the activities of writing questions, throwing, and answering questions, students are trained to formulate ideas in a structured manner, think rationally, and express their opinions with confidence. The question-and-answer interaction between students fosters positive social interaction, where they learn to respect each other's opinions and collaborate to find solutions to the given problems (Murliati & Zubaidah, 2025). In addition to fostering analytical thinking skills, this activity also strengthens collaborative skills because each student is encouraged to contribute. Therefore, the snowball throwing model not only creates a fun learning atmosphere but also helps instill social responsibility, tolerance, and togetherness in school.

From a spiritual perspective, the application of the snowball throwing model has a significant impact on students' understanding of Islamic principles. The learning process, presented engagingly and interactively, helps younger students remember and understand the meaning contained in the Asmaul Husna. Through this activity, students not only learn the concept of Allah SWT, but also practice emulating His attributes in their daily behavior (Masda & Nuryani, 2024). For example, the attribute of al-'adl (the Most Just) can be reflected when students are fair in distributing opportunities to answer questions. In contrast, the attribute of as-sami' (the All-Hearing) is evident when they learn to respect and listen to their friends' opinions earnestly. Thus, Islamic Religious Education learning becomes more meaningful because it can integrate cognitive, affective, and psychomotor aspects in a balanced manner, in line with the vision of Islamic education to shape individuals who are faithful, knowledgeable, and have noble character. From a social perspective, the application of the snowball throwing model plays a crucial role in fostering attitudes of cooperation, responsibility, and mutual respect among students. In the process of creating questions, students are trained to think critically and systematically, while answering activities help them learn to express their opinions politely and confidently. This interaction creates a dynamic and conducive classroom atmosphere where every student feels they have a role and their contributions are valued. However, the study's results also reveal several obstacles to its implementation. Some students appear to be less active in the early stages because they are not yet accustomed to a learning pattern that requires active participation. Additionally, time constraints pose an obstacle, especially when numerous questions need to be addressed. Teachers must plan their time well, provide clear instructions, and adjust the number of students to the duration of the lesson so that the activity runs optimally and effectively.

The interactions that occur during learning activities create a more lively, active, and conducive classroom atmosphere for the learning process. Each student feels responsible and important in learning activities, so they are encouraged to participate optimally (Agusti & Alimni, 2025). Through the application of this model, a sense of togetherness and mutual respect can be fostered among students, as they learn to listen to others' opinions and accept differences of opinion with an open and tolerant attitude. In the context of Islamic Religious Education, these values align with the concept of ukhuwah islamiyah (brotherhood), which emphasizes the importance of living in harmony, helping one another, and respecting fellow

human beings ([Ningsih, 2022](#)). Thus, the application of the snowball throwing model can improve the quality of student learning while instilling social and moral values in line with the objectives of Islamic education. Although this model offers numerous advantages, the study's results reveal several challenges associated with its application. In the early stages, some students did not appear to be fully active as they were still adjusting to a learning method that required active participation. They needed time to adapt from passive learning habits to a more participatory learning pattern. In addition, differences in academic abilities among students sometimes caused imbalances in class activity, with more confident students often dominating the activities. Therefore, teachers play a crucial role in managing the classroom, motivating students who are passive, and creating an open learning environment where every student feels valued and has equal opportunities to participate ([Azahra et al., 2025](#)).

Other findings also show that the application of the snowball throwing model brings significant changes to the learning atmosphere in the classroom, making it more dynamic, active, and enthusiastic. The learning process, which was originally one-way and teacher-dominated, has changed to become two-way or even multi-way due to interaction between students. Thus, the role of the teacher has shifted from being the center of information to being a facilitator who guides the discussion. This demonstrates that active learning is employed in Islamic Religious Education, where experience and social interaction influence knowledge acquisition. Through this activity, students will also gain a theoretical understanding of the Asmaul Husna. However, they will also be able to relate it to spiritual and social experiences in their daily lives, for example, emulating the nature of ar-rahman by behaving gently towards others. In addition to encouraging increased learning activity, the application of the snowball throwing model also fosters positive social relationships among students. Through activities that involve exchanging ideas and discussing, students learn to build cooperation and strengthen a sense of togetherness in the classroom ([Pratama & Zubaedi, 2025](#)). The learning environment also becomes more open and participatory, where each student is given equal space to express their opinions and show their contributions. With this change, the Islamic Education learning process has undergone a significant shift, moving from a traditional teacher-centered approach to one that prioritizes active student participation. In this context, teachers serve as facilitators, responsible for guiding, directing, and encouraging students to gain understanding through interaction and direct learning experiences ([Pitkänen et al., 2020](#)).

The application of the snowball throwing model in Islamic Religious Education contributes significantly to improving students' understanding of Islamic values. Through this learning activity, students not only learn the Asmaul Husna in terms of their names and meanings in theory, but are also guided to understand and relate these meanings to the context of everyday life ([Nisa & Heriyanto, 2024](#)). By employing this learning approach, which involves active participation, students come to understand that each of God's attributes has a profound connection to human behavior. As a result, the learning process becomes more lively, contextual, and meaningful for students ([Putri & Nawry, 2025](#)). During the discussion and question-and-answer sessions, students are trained to reflect on how the attributes of Allah can be emulated in their behavior. For example, they are encouraged to emulate the attribute of ar-rahman by showing compassion to others, and the attribute of al-adl by being fair in various situations, such as when speaking or working together in groups. This process helps students realize that Islamic values need not only to be understood intellectually but also to be manifested in real actions within their school environment and social life.

This approach emphasizes that the snowball-throwing model plays an important role in fostering affective aspects in students. Through direct involvement in educational and enjoyable activities, students can also be trained to respect others' opinions, manage their emotions, and develop a sense of responsibility ([Ramdhani & Astutik, 2025](#)). This method aligns with the primary objectives of Islamic education, which emphasize the harmony between knowledge, faith, and noble character. Therefore, students are encouraged to understand and

apply religious teachings in their daily lives (Ervina et al., 2025). Additionally, research has shown that student learning outcomes can be enhanced by employing the snowball throwing model. Based on the evaluation results, most students demonstrated an increase in scores after applying this method. Students who were previously passive began to actively participate in discussions and answer questions, while students who were already active gained a deeper understanding of the Asmaul Husna material. Students not only saw an increase in academic achievement, but their attitudes and behavior also improved, becoming more in line with Islamic values.

According to the results of interviews with teachers, this model helps students become more focused, understand the material more easily, and remember and apply the meaning of Asmaul Husna in real life. Students who previously struggled to understand Arabic terms are now able to memorize and explain their meanings using everyday language. This improvement proves that snowball throwing is effective in strengthening memory through a learning process that involves direct experience and cooperation. Thus, the application of this model significantly improves conceptual understanding and learning outcomes in Islamic Religious Education, as it fosters positive interactions between teachers and students and has an impact on the cognitive domain. The application of this model also plays a crucial role in developing social skills and fostering cooperation among students. Activities carried out in groups require each student to support one another and exchange ideas, creating an open and collaborative learning environment. Students who were previously less active began to show courage in expressing their opinions and engaging in healthy discussions with their friends (Al-Hudzaifah, 2025). In this process, the teacher acts as a guide who directs the learning process, enabling all students to participate equally and understand the material in depth, rather than merely completing tasks formally.

The application of the snowball throwing model serves as a means to reduce boredom in the learning process. By integrating game elements, learning activities become more interesting and enjoyable. Students do not just passively follow the lesson, but feel actively involved in each stage (Buana et al., 2025). This approach is particularly suitable for Islamic Religious Education material, which has often been considered monotonous or focused solely on memorization, providing a refreshing variation in the classroom learning process. In addition to creating a pleasant learning atmosphere, the snowball throwing model is also effective in increasing student motivation (Solihin & Hariyanti, 2025). Key factors such as healthy competition, responsibility in answering questions, and the courage to express answers in front of peers make learning more interactive and less passive. This process indirectly builds confidence and independence in understanding the material. In character education, the snowball-throwing model successfully instills moral and spiritual principles in students. Through interaction with friends, students learn to develop empathy and mutual respect. Question-and-answer activities help train courage and discipline, while social interaction during learning shapes attitudes of honesty, tolerance, and responsibility. This demonstrates that this approach not only focuses on mastering academic material but also helps build character in accordance with Islamic educational values. The application of the snowball throwing model reflects the ideal vision of Islamic education, which aims to integrate mastery of knowledge, character development, and spiritual growth. This model demonstrates that Islamic Religious Education can be presented innovatively and engagingly without compromising the moral and spiritual values that are to be instilled. Thus, students not only gain a good academic understanding but also develop a strong Islamic personality, ready to face various challenges in life with the provisions of knowledge, faith, and noble character (Elbaz et al., 2024).

Although there were several obstacles in its implementation, such as time constraints and students' adaptation to new methods, teachers managed to overcome them through effective classroom management. Teachers made careful plans and guided the students through the activities. The activities were carried out efficiently and on time, thanks to good management.

Overall, the challenges that arose became part of the adaptive learning process, enriching the experience of both teachers and students in applying innovative methods. Teachers prepared learning steps systematically, ensured active student participation, and reflected on the learning outcomes at the end of the activity (Daly-Smith et al., 2020).

Additionally, the snowball throwing model demonstrated that students were directly involved in the learning process, making it more meaningful. In this activity, students not only listened to or read about Asmaul Husna but also played an active role in understanding and applying it. For example, when they learned about the nature of al-'adl (the Most Just), students were encouraged to apply a fair attitude when dividing tasks or turns in groups. Similarly, when understanding the attribute of as-sami' (all-hearing), they learn to respect their friends' opinions and listen attentively to them. This process also plays a role in shaping confidence in the face of differing opinions among students. The snowball-throwing activity encourages positive social interaction, boosts self-confidence, and makes each student feel that they have an important contribution to make in the learning process.

This approach fosters a spiritual experience that is both real and relevant to daily life. Therefore, applying the snowball throwing learning model not only contributes to improving students' academic achievement but also plays a role in shaping a strong Islamic character (Chankseliani et al., 2025). Interactive and fun activities make learning meaningful and relevant to their lives, allowing for a deeper understanding of Islamic teachings. In addition to enhancing academic understanding, this learning model also significantly contributes to the development of a strong Islamic character. Through collaborative activities, discussions, and planned games, students are encouraged to respect others' opinions, control their emotions, and foster an attitude of mutual assistance (Maesaroh & Suprihatin, 2024). This approach aligns with the principles of Islamic Religious Education, which emphasizes the unity of knowledge, faith, and morals throughout the entire learning process. The interactive, enjoyable, and collaborative classroom atmosphere reflects the teacher's success in implementing modern, contextual, and spiritually nuanced learning strategies. In this case, the teacher acts as a facilitator, helping students learn religious concepts in creative ways. Students are motivated to think critically and learn moral lessons that can be applied to their daily lives if they actively participate in the learning process (Howell, 2021). Islamic Religious Education has become a valuable tool for shaping students' personalities and benefiting their lives. The application of the snowball throwing model demonstrates that religious education can be effectively combined with modern learning methods without compromising its spiritual essence. Therefore, students not only develop academically but also possess a strong Islamic character, enabling them to face challenges with confidence, guided by their faith and knowledge.

D. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implications

This study demonstrates that the Snowball Throwing learning model can enhance the classroom atmosphere, making it more lively, interactive, and enjoyable. Students find it easier to understand the meaning of Asmaul Husna and relate it to their daily lives through a learning method that involves question-and-answer sessions. Because students show enthusiasm and courage to speak, teachers are also better able to manage the classroom. This study also demonstrates that Islamic Religious Education does not always necessitate a lecture-based approach. Teachers must be more innovative in using active learning models so that the objectives of Islamic Religious Education, particularly those related to moral and spiritual values, can be more effectively conveyed. In addition, the results of this study suggest that teachers require training to effectively implement innovative models, thereby enabling more focused and successful learning.

2. Research Contribution

This research makes several important contributions to the theoretical, practical, and academic fields. Theoretically, this research demonstrates that the Snowball Throwing learning model is not only practical in general subjects but also highly relevant to Islamic education, particularly in the context of Asmaul Husna material. Practically, this research provides a concrete example of how teachers can utilize the snowball throwing model to enhance their students' engagement and understanding. This is because the model is easy to use and can serve as an alternative to more complex approaches. Meanwhile, academically, this research can serve as a reference for other researchers who wish to conduct studies on active learning in Islamic Religious Education. Further research can expand the topic, include more locations, or combine this model with technology to produce more innovative learning approaches.

E. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

This study produced several suggestions for further research. To determine whether the snowball throwing model is effective in various Islamic Education learning contexts, future research could expand its scope by involving more schools or educational levels. In addition, future research could combine the snowball throwing model with technology-based learning media, such as digital applications or interactive platforms, to determine whether this combination can have a significant impact. Furthermore, further studies can focus on learning more about how students' affective aspects and Islamic character develop after participating in this social interaction-based learning. This will provide a better picture of the role of this model in character building. Furthermore, quantitative experimental research can be conducted to evaluate the statistical effectiveness of this model and compare it with other active learning models. Therefore, future research is expected to enhance our understanding of innovation in Islamic Religious Education and contribute significantly to the development of innovative, relevant learning strategies that meet the educational needs of the 21st century.

F. CONCLUSION

From the results of the research that has been conducted, it can be concluded that the application of the snowball throwing learning model in the subject of "close to Allah SWT through Asmaul Husna" in Islamic Religious Education at SDN Leran Kulon 2 can develop the learning process and performance of students. By applying this model, the learning atmosphere will become more active, innovative, creative, effective, and enjoyable. Through the activity of throwing balls containing questions at each other, students are now directly involved in the learning process by asking questions, rather than just listening, answering, and discussing interactively with their friends. The results of the study show that student activity has increased significantly, as have their critical thinking skills and their understanding of the meaning of Asmaul Husna. Through the activity of exchanging questions, students develop greater confidence in expressing their opinions, work together harmoniously in groups, and learn to appreciate their friends' perspectives.

From a spiritual perspective, this activity also deepens students' religious awareness by fostering the values of Asmaul Husna, such as compassion, wisdom, and patience, which are reflected in their daily behavior. Teachers play a crucial role as facilitators who guide the learning process to ensure it remains focused and conducive to learning. With effective classroom management, problems such as varying student readiness, time constraints, and adapting to new methods can be mitigated. As a result, the learning process becomes more meaningful and oriented towards the needs and active participation of students. Overall, it has been demonstrated that the snowball learning model can enhance the quality of Islamic Religious Education learning in various ways, including cognitively, affectively, and socially. This model is one of the learning innovations that can help teachers achieve the goals of Islamic

education in shaping students who are strong in faith, well-behaved, and able to apply Islamic values in their daily lives.

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AUTHOR CONTRIBUTIONS STATEMENT

All authors discussed the results and contributed to the final manuscript. IF: Conceptualization, Writing - Original Draft and Methodology. APA: Data Analysis and Interpretation, Writing - Review & Editing.

DECLARATION OF COMPETING INTEREST

The author declares that the entire content of this research was compiled objectively and was not influenced by any financial, academic, professional, or personal conflicts of interest that could affect the research process, data analysis, or writing of this article

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