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The Snowball Throwing Learning Model on Economic Learning Outcomes as Material of Demand and Supply Class X at MA Islamiyah Padang Garugur North Padang Lawas

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Abstract

This research aims 1) To find out an overview of the implementation of the snowball throwing model. 2) To find out the picture of economics students' learning outcomes on the main topic of demand and supply before and after using the snowball throwing model. 3) To see the influence of the application of the snowball throwing model on the learning outcomes of economics students on the main topic of supply and demand in Class X MA Islamiyah Padang Garugur. The population in this study were all students of Class X MA Islamiyah Padang Garugur, consisting of 1 class totaling 38 students. The sample IS Class X with a total of 38 people. Based on the results of the research conducted, it can be concluded that the description of the use of the snowball throwing model in Class An overview of the results of studying economics on the main topic of demand and supply in Class Meanwhile, the description of the results of studying economics on the main topic of demand and supply in Class Through the hypothesis test carried out, it is known that the calculated t value is 2.810, while the significant value obtained is 0.000, so it is known that the Sig. (2-tailed) < 0.05. "This means that there is a significant influence between the use of the snowball throwing model on student learning outcomes on the main topic of demand and supply in Class X MA Islamiyah Padang Garugur North Padang Lawas." This means that there is a significant influence between the snowball throwing model on economic learning outcomes on the main topic of supply and demand for Class X students at MA Islamiyah Padang Garugur.

Abstrak

Penelitian ini bertujuan 1) Untuk mengetahui gambaran penerapan model *snowball throwing*. 2) Untuk mengetahui gambaran hasil belajar siswa ekonomi pada materi pokok permintaan dan penawaran sebelum dan sesudah menggunakan model *snowball throwing*. 3) Untuk melihat pengaruh antara penerapan model *snowball throwing* terhadap hasil belajar siswa ekonomi materi pokok permintaan dan penawaran di Kelas X MA Islamiyah Padang Garugur. Populasi dalam penelitian ini adalah seluruh siswa Kelas X MA Islamiyah Padang Garugur tahun yang terdiri dari 1 kelas yang berjumlah 38 siswa. Untuk menentukan besarnya sampel dalam penelitian ini, maka teknik pengambilan sampel adalah sampel keseluruhan (*total sampling*) yaitu Kelas X dengan jumlah 38 orang. Berdasarkan hasil penelitian yang dilakukan, maka dapat ditarik kesimpulan bahwa gambaran penggunaan model *snowball throwing* di Kelas X MA Islamiyah Padang Garugur Padang Lawas Utara diperoleh nilai sebesar 3.23 berada pada kategori "Baik". Gambaran hasil belajar ekonomi materi pokok permintaan dan penawaran di Kelas X MA Islamiyah Padang Garugur Padang Lawas Utara sebelum menerapkan model *snowball throwing* diperoleh nilai rata-rata 61.97 berada pada kategori "Cukup". Sedangkan gambaran hasil belajar ekonomi materi pokok permintaan dan penawaran di Kelas X MA Islamiyah Padang Garugur Padang Lawas Utara sesudah menerapkan model *snowball throwing* diperoleh nilai rata-rata sebesar 67.50 berada pada kategori "Cukup". Melalui uji hipotesis yang dilakukan diketahui nilai t hitung sebesar 2.810 sedangkan nilai signifikan yang didapat sebesar 0.000 maka diketahui bahwa nilai Sig. (2-tailed) < 0.05. Artinya, ada pengaruh yang signifikan antara penggunaan model *snowball throwing* terhadap hasil belajar siswa materi pokok permintaan dan penawaran di Kelas X MA Islamiyah Padang Garugur Padang Lawas Utara". Artinya, terdapat pengaruh yang signifikan antara model *snowball throwing* terhadap hasil belajar ekonomi pada materi pokok permintaan dan penawaran siswa Kelas X di MA Islamiyah Padang Garugur.

Kata-kata kunci: *Snowball throwing*, Permintaan dan Penawaran, Hasil Belajar

INTRODUCTION

Learning outcomes are when the learning material is completed. Proof that someone has learned is what happens changes in the person's behavior, for example from not knowing to knowing and from not understanding to understanding. Results Learning also occurs in changes in aspects, namely: knowledge, skills, appreciation, emotions and social relationships. To support good learning outcomes, learning activities are needed, because without learning activities, learning experiences will not occur. Direct experience in the learning process is an activity learning, there is no learning without learning activities.

One of the problems that arise after carrying out learning activities is a weak learning process which results in low student learning outcomes. In the learning process, children less encouraged to develop thinking skills. Learning process in class directed at the child's ability to memorize. They are unable to understand the information they remember to relate it to everyday life. This inability makes students theoretically smart, but poor in application in everyday life.

Based on the results of pre-research, namely by looking at the collection of daily values for MA Islamiyah Padang students Garugur Padang Lawas Utara, it is known that the average score obtained is 65, while the KKM set for the subject area Economics at MA Islamiyah Padang Garugur Padang Lawas Utara is 75. This shows that student learning outcomes have not reached the Minimum Completeness Criteria (KKM) or are still low. Student learning outcomes for economics subjects can be seen as follows :

Table 1
Recapitulation of Daily Scores for Economics Subjects at MA Islamiyah Padang Garugur North Padang Lawas

No	Kriteria Siswa	Jumlah Siswa	Persentase (%)
1	Tidak mencapai KKM	26	68.42
2	Mencapai KKM	12	31.58
	Total	38	100

In table 1 regarding the recapitulation of student learning outcomes for MA Islamiyah Padang Garugur Padang Lawas Utara students, it can be seen that there are 12 students who have met the established KKM criteria or have reached 31.58%. However, there were 26 more students who did not reach the KKM or 68.42%. Of course, it is necessary to pay attention to the causes of not achieving the specified KKM.

Ideally, learning at school is successful in accordance with the learning objectives. However, it was hampered by several factors so that the goal was not achieved. The factor causing the lack of success of a learning process is the learning model used by the teacher in delivering lessons. A learning model that is still monotonous, not varied and not interesting to students will make students feel bored and fed up. When the lesson was explained, they paid less attention, resulting in minimal understanding of the material provided by the teacher.

The following are several causal factors that may influence students not achieving the KKM: Students do not pay enough attention when studying the teaching and learning process occurs, students are less careful and less serious when working on questions both during tests and semester exams, students are less active in class, such as the absence of

questions from students when the teacher gives them the opportunity to ask questions, the lack of a *snowball throwing learning model* in teaching, the family environment which is less harmonious can cause a decrease in students' enthusiasm for learning which has an impact on decreasing learning outcomes, a school environment where students think that economics subjects are less important and religious knowledge is the most important.

To overcome these obstacles, various efforts have been made, such as providing textbooks, providing learning facilities and infrastructure, providing training, providing additional tutoring and so on. Even the invitation to students in the teaching and learning process is required to be more active, because if the teacher's delivery of information is not followed effectively, then it is likely that student learning outcomes will be lower.

The emergence of this problem requires a solution, so a teacher's action is needed to find and implement a learning model, namely the *snowball throwing learning model* . *The snowball throwing* learning model makes it possible students to be active in finding answers to each problem so that the material will be easily remembered by students. Based on the explanation that has been explained, researchers are interested in conducting research on "The effect of implementing *the snowball throwing learning model* on the economic learning outcomes of the main topic of supply and demand in class X at MA Islamiyah Padang Garugur Padang Lawas Utara ."

The Nature of Learning Outcomes Main Material Demand and Supply

Demand is a material that discusses the quantity of goods or services that consumers want and are able to buy at various price levels and within a certain time period. Demand can be described as a schedule or curve that shows the relationship between various quantities of goods that consumers want at various price levels for these goods, ceteris paribus. Or, according to (Waty, 2023), demand is the number of goods or services that people want and able to be purchased by buyers at a certain price within a certain time period, with other factors remaining constant (ceteris paribus). For example, 200,000 recreational ride entrance tickets are sold every month for IDR 25,000.

Factors that Influence Learning Outcomes

Success in learning is determined by many factors, both internal and external to the student. According to (Suzana, 2021) state that there are two factors that determine learning success, including:

1. Internal Factors. Internal factors, namely learning outcomes are influenced by factors originating from within the individual himself. Internal factors are divided into two parts, namely physiological factors and psychological factors: a) Physiological factors are physical factors found in the individual, b) Psychological factors In the group of psychological factors, namely: interest, talent, student intelligence, motivation and self-confidence.
2. External Factors. External factors are factors that can influence student learning that come from outside the individual. These include external factors, namely: (a) Factors originating from parents (b) Factors originating from school (c) Factors originating from society to have a positive impact on children. For example, by

providing religious education from an early age. Below the author describes one by one the main material indicators of demand and supply.

Identifying Factors that influence Demand

Other factors can be simplified as non-price factors. According to (Waty, 2023), the factors that influence demand are:

1. Price

There is an inverse relationship between the price of an item and quantity demanded in a certain time period, with other factors remaining constant (ceteris paribus), meaning that when the price of a good or service increases, the consumer tends to buy more little and when

The price of a good or service decreases, the consumer's tendency is to buy more. An increase in the price of a good or service will, ceteris paribus, reduce the quantity of the good or service demanded.

2. Income

Consumer income influences their purchasing power and demand for normal and inferior goods. Normal goods are goods whose demand will increase along with increases in consumer income such as clothes, cars, vacation package. Inferior goods are goods that are in demand will decrease as consumer income increases, such as the use of public transportation, cheap clothing and snacks.

3. Related goods (substitute and complementary goods)

The demand for a good or service is influenced by the price and availability of related goods, in the form of substitute goods or complement. Substitute goods or substitutes are goods that can be used as a substitute for other goods, for example brand A coffee can be replaced with brand B coffee or

Complementary or complementary goods are goods that are used together with other goods such as white rice and fried chicken. When the price of goods substitutes increase, demand for original goods will increase. For example, someone usually drinks a brand of coffee

A is low sugar in nature, but he often drinks brand B coffee because it has a flavor variant that brand A doesn't like. When the price of brand B coffee increases, this person will return to consuming brand A coffee.

4. Preference

Consumer preferences will reflect consumer habits, tastes, beliefs, values and expectations. Preferences can change and are caused by various factors, such as season, social life, advertising, fashion, trends. Changes in preferences can affect the demand for certain goods and services positively and negatively.

5. Expectation

Consumer expectations about price, income, quality, availability of goods and services in the future are influenced by current consumer demand. For example, if

A catering entrepreneur predicts that the price of chilies will rise next week, so he will probably buy more chilies now to avoid paying a higher price for chilies next week.

Identify the factors that influence the Offer

(Waty, 2023) state that the factors that influence supply are as follows.

1. Price of the Goods Itself (*Price*)

The price of an item is always seen as a very important factor in determining the supply of that item. Therefore supply theory mainly focuses its attention on the relationship between the price level and the quantity of goods supplied. The law of supply basically says that the higher the price of an item, the more quantity of that item will be offered by sellers. Conversely, the lower the price of an item, the smaller the quantity of that item offered. The following example explains the law of supply.

2. Price of Other Related Items

The prices of other goods that are interrelated can influence the supply of an item. Other goods that are related include substitute and complementary goods.

3. Increased Production Costs

Production costs, such as raw material prices, higher wage rates, or increases in interest rates on capital, and other costs, will cause a company to produce fewer goods within a fixed budget. This increase in production costs will also reduce company profits. If the profits of an industry are no longer attractive, the company will reduce the amount of production, even closing the industry. This will result in a reduction in the supply of goods. The relationship between production costs and the number of goods offered is negative. This means that if production costs rise, the quantity of goods offered falls.

4. Technology Used

The level of technology plays a very important role in determining the number of goods that can be offered. Increased production and developmen. The rapid economic growth in various countries is mainly due to the use of increasingly modern technology. Technological advances have been able to reduce production costs, increase productivity, improve the quality of goods and create new goods. In relation to the supply of goods, technological progress. This creates the following two effects: (i) production can be increased more quickly, and (ii) production costs become cheaper. In this way, profits will increase.

5. Number of Producers

If the number of producers of a particular product increases, the supply of that product will also increase.

6. Company Production Goals

The company's goal in general is to maximize profits, not to maximize production output. As a result, each company does not use its production capacity to the maximum, but will use it at the level of production that will provide maximum profit. According to “The factors that influence supply are a) only the good itself, b) the price of other goods, c) production costs, d) the company's operating objectives and e) the level of technology used.

Based on the opinion above, it can be concluded that in general the factors that influence the rise and fall of supply are the number of traders, production prices, prices of alternative goods, changes in technology, only related commodities, changes in prices of combined products and weather factors, where this can be found from The cost curve is closely related to the price received or selling price.

Draw demand and supply curves .

According to (Sihotang, 2007) the demand curve can be seen from the demand for chicken eggs, where a curve or line depicts the nature of the relationship with the quantity of an item demanded by sellers." Based on the opinion above, it can be concluded that the curve Demand is a curve drawn from the close relationship that exists between price and quantity demanded. The supply of an item is influenced by the price of the item itself and factors other than the price of the item itself. These two factors will have different impacts on the curve supply, that is, if the price factor of an item itself changes (for example, getting higher or lower), then the supply will change along the way.

Supply curve, this is called movement along the supply curve. If non-price factors change, (for example production costs, technology used and so on), then this causes a shift in the supply curve. Increase in supply will shift the supply curve to the right and a decrease in supply will shift the supply curve to the left. This is called a shift in the supply curve (Waty, 2023). Based on the opinion above, it can be concluded that The supply curve is a curve drawn from the close relationship that exists between price and quantity demanded

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Application of the *Snowball Throwing* Learning Model

The snowball *throwing model* is a variation of the questioning technique focuses on the ability to organize questions into an interesting game of throwing snowballs accompanied by questions to friends. According to Yunus, quoted by (Husen, 2020), he stated that *snowball throwing* method is one of the learning methods developed based on a contextual approach (CTL). *Snowball throwing,* according to its origin, means "snowball" and can be interpreted as a learning method using question balls made of paper which are rolled into a ball shape and then thrown in turns among the group. Meanwhile, according to (Abusaman, 2020) *snowball throwing* is a model of collaborative learning. Learning to throw snowballs is a learning model where studentsdivided into several groups and each group member asks a question on the question ball.

From the opinion above, it can be concluded that the *snowball throwing learning model* is a way of presenting learning materials, forming students in several heterogeneous groups, then each group is selected as a group leader to receive material from the teacher .

Steps *Snowball Throwing*

There are several steps in implementing the *snowball throwing learning model.* According to (Rahmaniati, 2024) states that the steps in implementing the *Snowball throwing learning model* are as follows: (1) Material preparation; The teacher prepares the lesson material to be taught and prepares several questions related to the material; (2) Group Formation;Students are divided into small groups consisting of 4-5 people; (3) Explanations and Instructions; The teacher explains to students the *Snowball throwing method* and provides clear instructions regarding the implementation process; (4) Preparation of Questions; Each group is given time to develop several questions related to the material they have studied. These questions are written on small pieces of paper which are then folded like a ball; (5) Throwing Process; After all groups have finished writing questions, each group throws paper balls containing questions to other groups; (6) Discussion and discussion; Each group opens the ball of paper they received, reads

the question, and discusses the answer together as a group. After the discussion, the group presents the results discussion to the class and (7) Reflection and Closing; The teacher facilitates joint reflection regarding the learning process that has been carried out, emphasizes important points from the material, and provides feedback.

RESEARCH METHODS

Types of research

This thesis writing applies a quantitative approach. According to (Sugiyono, 2017) quantitative research is research in the form of numbers and analyzes that use statistics. Meanwhile, according to (Amiruddin, 2010) the research was carried out by collecting data and using a structured list of questions prepared based on measurements. of the variables studied which then produces data quantitative. This research uses experimental research methods. The application of a quantitative approach in this research uses experimental methods. This method is defined as a method with a form systematic with the aim of finding the influence of one variable on another by providing special treatment and strict control in a condition. Design the research used was *a one group pre-test-posttest pre-experimental design* . This design involves one group being given *a pre-test* (O), given *treatment* (X) and given *a post-test* . The success of treatment is determined by comparing the pre-test scores and post-test scores.

Place and time of research

The location of this research was carried out at MA Islamiyah Padang Garugur Padang Lawas Utara, Padang Bolak District, North Padang Lawas Regency. The author's reasons for making MA Islamiyah Padang Bolak North Padang Lawas District determined the location of this research based on the consideration that to the author's knowledge, no one has researched the effect of implementing *the snowball throwing learning model* on the results of studying economics, the main material on demand and supply, class X.

Research Population and Sample

(Sugiyono, 2017) explains that population is a generalized area consisting of objects or subjects that have certain quantities and characteristics that are determined by researchers to be studied and then draw conclusions. From the opinion in from above it can be concluded that population is a generalized area consisting of objects/subjects that have certain quantities and characteristics determined by the researcher to be studied and then conclusions drawn. Thus, the population in this research is all MA Islamiyah Padang students Garugur Padang Lawas Utara for the 2023/2024 academic year consists of 1 class totaling 38 people .

Data collection technique

Collection techniques are the methods used to collect research data. In this way , the author determines the instruments used to obtain data about the model learning *Snowball Throwing* (X) using observation sheets and to obtain data on the results of learning economics on the main topic of demand and supply using tests in the form of multiple choice questions for class X.

Data analysis technique

Snalysis , namely a description of the two variables, namely variable X (*Snowball Throwing learning model* and variable Y (learning outcomes) based on mean, median, frequency distribution and histogram (Sugiyono, 2017).

1. Statistical analysis is used to see the differences in learning outcomes before and after implementing the *Snowball Throwing model* using formula as:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Information :

t : t value for correlated samples

$\bar{D}$: (*difference*) the difference between the initial test score and the final test score for each individual

D : average difference value (average of D)

D^2 : D squared

N : Many research subjects

RESULTS AND DISCUSSION

1. Description of Data on the Use of *the Snowball Throwing* Learning Model in Class X MA Islamiyah Padang Garugur North Padang Lawas

Data from research on the use of learning models *Snowball Throwing* is measured through observations or observations made by colleagues (*observers*) on the implementation of the learning model carried out by researchers. Next, data The observations obtained were analyzed using the SPSS version 26 application so that the average value of using the *Snowball Throwing learning model was known* as follows:

Table 2
Mean, Median, Mode Values of Observation Results Using the *Snowball Throwing Learning Model*

X

N	Valid	13
	Missing	0
Mean		3.65
Median		4.00
Mode		4
Minimum		3
Maximum		4

Source: Processed SPSS Version 26 output

Based on the output table of calculation results carried out via SPSS Version 26, it is known that the average value of the results of observations made in learning using the model *snowball throwing* is 3.23, which is in the "Good" category. Meanwhile, the median

value is 3.00 and the value mode of 3. Thus it can be concluded that the implementation of learning was carried out by researchers using a model *Snowball throwing* learning went well and according to the steps set out. This is proven by observations made by colleagues whenimplementation of learning using *the snowball throwing learning model* in class X MA Islamiyah Padang Garugur Padang Lawas Utara. Where the observation result obtained was 3.23 in the "Good" category, which means that the implementation of the use of the model was carried out well by the researcher.

The average value of observations of the implementation of *the snowball throwing learning model* obtained shows: "Good" category. Next, we look at the observation values for each indicator of *the snowball throwing* learning model starting from material preparation,group formation, explanation and instruction, composing questions, throwing process, deliberation and discussion as well as reflection and closing.

2. *Pretest* Data Economic Learning Results Main Material Demand and supply in Class X MA Islamiyah Padang Garugur Padang Lawas Utara

This spreads from the lowest value of 40 to the highest value of 90. Next, to see the mean, median and mode as well as the lowest and highest scores from the pretest results obtained by students, they can be seen in the following table.

Table 3
Mean Value, Median, Pretest Mode Economic Learning Results Main Material Demand and Supply in Class X MA Islamiyah Padang Garugur

Pretest

N	Valid	38
	Missing	0
Mean		65.28
Median		65.00
Mode		65 [a]
Minimum		45
Maximum		80
Sum		2350

Source: Processed SPSS Version 26 output

From the SPSS Version 26 output data above, it can be seen that the average value of the pretest carried out was 61.97, which is in the "Enough" category, while the median value was 60.00 and the mode value was 50. Next, the average value is explained.

Pretest each Indicator from the Subject Matter of Demand and Supply; Factors that influence demand, factors that influence supply and demand and supply curves are as follows.

Table 4
Average Pretest Value of each Indicator of the Main Material of Demand and Supply

No	Indicator	Average	Criteria
1	Factors influencing demand	69.92	Enough
2	Factors influencing supply	51.50	Not enough

3	Demand and Supply curves	64.91	Enough

Furthermore, to complete the explanation regarding the distribution of student pretest result data, you can see the histogram of the results processed by SPSS Version 26 below.

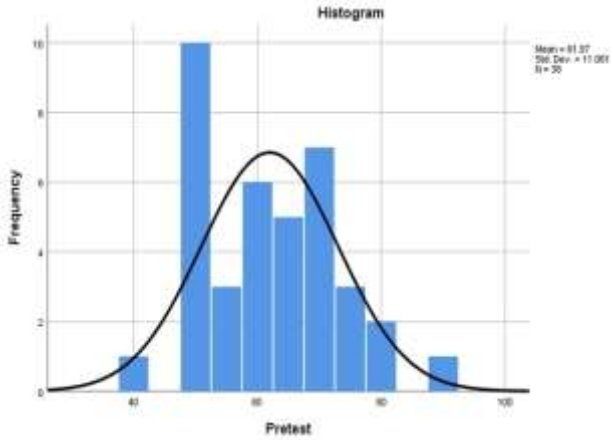

Figure 1. Histogram of Pretest Results for Main Material Demand and supply for Class X at MA Islamiyah Padang Garugur Padang Lawas Utara

3. *Posttest* Data Economic Learning Results Main Material Demand and supply in Class X MA Islamiyah Padang Garugur Padang Lawas Utara

Based on the results of data collection carried out on 38 students of Class X MA Islamiyah Padang Garugur Padang Lawas Utara regarding learning outcomes economics, the main subject of demand and supply, after using the *snowball throwing learning model* the scores in this study were spread from the lowest score of 40. The highest score is 90. Next, to see the mean, median and mode as well as the lowest and highest scores from the posttest results obtained by students, they can be seen in the following table.

Table 5
Mean Value, Median, *Posttest Mode* Economic Learning Results Main Material Demand and Supply in Class X MA Islamiyah Padang Garugur

Posttest

N	Valid	38
	Missing	0
Mean		68.75
Median		70.00
Mode		60 [a]
Minimum		40

Maximum	85
Sum	2475

Source: Processed SPSS Version 26 output

From the SPSS Version 26 output data above, it can be seen that the average *posttest score* carried out was 67.50, which is in the "Enough" category. while the median value is 70.00 and the mode value is 75. Next, the average value of each indicator and the achievement of each criterion are explained.

Table 6

The average Posttest value of each Indicator of the Main Material of Demand and Supply

No	Indicator	Average	Criteria
1	Factors influencing demand	74.06	Good
2	Factors influencing supply	65.04	Enough
3	Demand and Supply curves	62.72	Enough

Next, to complete the explanation regarding the distribution of the results data The student's posttest can be seen in the histogram of the results from the SPSS Version 26 process below.

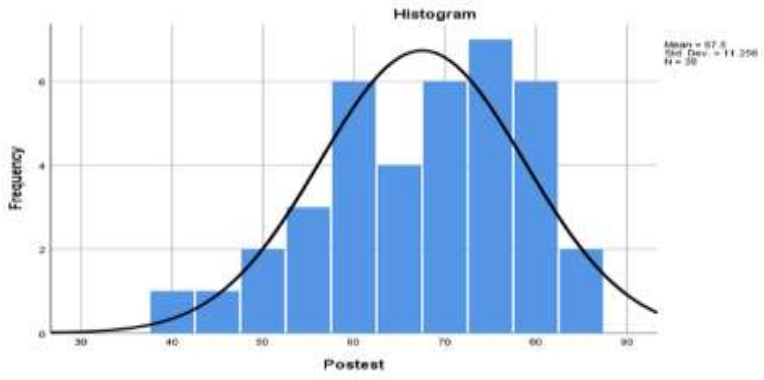

Figure 2. Histogram of *Posttest Results* for Main Material Demand and supply for Class X at MA Islamiyah Padang Garugur Padang Lawas Utara

4. Description of T-Test Results Data Effect of *Snowball Throwing Learning Model* on Economics Learning Outcomes Main Material Demand and Supply in Class X MA Islamiyah Padang Garugur Padang Lawas Utara

To find out the truth of the hypothesis proposed in this research, the data collected was analyzed through calculations. As for The hypothesis set out in this research is "There is a significant influence between *the snowball throwing* learning model on the economic learning outcomes of the main topic of demand and supply in class X at MA Islamiyah Padang Garugur Padang Lawas Utara". Data was collected through pretest and posttest on 38 students. After the data was collected, hypothesis testing was carried out using SPSS Version 26. The hypothesis testing carried out can be seen in the following table.

Table 7

t Test Results

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest - Postest	-5.526	12.125	1.967	-9.512	-1.541	-2.810	37	.000

Based on the SPSS Version 26 output table, the results of the hypothesis test above show that the mean value is 5,526 with a standard deviation value of 12,125. The calculated t value is 2,810, while the significant value obtained is 0,000, so it is known that the Sig. (2-tailed) < 0.05. So you can

It was concluded that the alternative hypothesis formulated in this research was accepted. This means that there are differences in economic learning outcomes on the main subject of demand and supply before and after learning using the *snowball throwing learning model* , which means "There is a significant influence between the use of *the snowball throwing learning model* on student learning outcomes on the main subject of demand and supply in class X MA Islamiyah Padang Garugur North Padang Lawas".

DISCUSSION

What is discussed from the results of the research carried out by the researchers described above is as follows:

1. *The snowball throwing* learning model is a model of a way of presenting learning material where students are formed into several heterogeneous groups (ability, gender, race) then each group is selected by a group leader to receive material from the teacher. As (Rahmaniati, 2024) states that the *Snowball throwing learning model* is a learning model that begins with the formation of a group which begins with the group leader toget an assignment from the teacher then each student makes a question that is shaped like The ball (question paper) is then thrown to the other students. Each student answers the question from the ball they get. The score obtained for using *the snowball throwing learning model* in class X MA Islamiyah Padang Garugur Padang Lawas Utara is 3.23 which, if consulted on the assessment criteria in the Chapter III table, is in the "Good" category. This means that the application of *the snowball throwing* learning model in the learning process has been implemented well and in accordance with the steps in the main topic of demand and supply.
2. The description of learning outcomes is the results obtained by students after experiencing teaching and learning interactions. The learning outcomes in question are the results of studying demand and supply material. (Eryanto, 2022) states that learning outcomes are often used to find out how far students understand the material that has been taught. To find out the results Learning needs to be measured or evaluated periodically. The purpose of the evaluation is to see quantitative learning results or numbers obtained by students. Obtained scores for learning the main material on demand and supply in class X MA Islamiyah Padang Garugur Padang Lawas Utara before using the *snowball throwing learning model* 61.97. If consulted, the assessment criteria are in the "Adequate" category. This means that students still

need to improve their abilities regarding the main material of supply and demand. Whereas

3. The score obtained from studying economics on the main topic of demand and supply after using the *snowball throwing learning model* was 67.50. If this value is consulted with the assessment criteria in table 5 in chapter III, it is also in the "Fair" category, but the nominal value has increased. This means that student learning outcomes on the main topic of demand and supply have increased after the *snowball throwing learning model was used* in the teaching and learning process.
4. *Snowball Throwing* learning model on economic learning outcomes on the main topic of demand and supply in class X MA Islamiyah Padang Garugur Padang Lawas Utara. The research results
5. The research carried out by Wardhani and Sawab above is similar to the results of this research in that the *Snowball Throwing learning model* can influence student learning outcomes. This can be seen by the increasing increase in student learning outcomes after implementing the *Snowball Throwing learning model* in class X MA Islamiyah Padang Garugur Padang Lawas Utara.

CONCLUSIONS

Conclusion

Based on the results of the research conducted, the author draws several conclusions based on the results of data collection. The conclusions are as follows:

1. *the snowball throwing* learning model in class X MA Islamiyah Padang Garugur Padang Lawas Utara obtained a score of 3.23 in the "Good" category.
2. The studying economics on the main topic of demand and supply in class is in the "Enough" category. Meanwhile , the description of the results of studying economics on the main topic of demand and supply in *class*
3. The description of the influence through the hypothesis test carried out shows that the calculated t value is 2,810, while the significant value obtained is 0,000, so it is known that the Sig. (2-tailed) < 0.05. "This means that there is a significant influence between the use of *the snowball throwing learning model* on student learning outcomes on the main topic of demand and supply in class X MA Islamiyah Padang Garugur Padang Lawas Utara."

Implications

The results of the data analysis carried out showed that the alternative hypothesis (Ha) which was established was accepted as true, which means that there was a significant influence between the use of the *Snowball Throwing learning model* on student learning outcomes on the main subject of demand and supply in class X MA Islamiyah Padang Garugur Padang Lawas Utara. The results

Known (Ha) which is accepted as true, which implies that teachers as educators in schools play an important role in achieving goals and improve student learning outcomes. Through the use of the *Snowball Throwing* learning model , students are expected to be more active in learning, more active and serious in learning, especially learning independently. So by getting used to this, students can more easily master it and understand the content of the lesson material presented by the teacher.

Teachers are the spearhead in educational progress who directly deal directly with students at school. For this reason, teachers need to prepare materials, carry out group formation, provide clear explanations and instructions, formulate questions, explain the throwing process ball, supervising the implementation of the discussion and the teacher carrying out reflections on the material on demand and supply, especially the material on factors that influence demand, factors that influence supply, and demand and supply curves.

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