Electronic Journal of Education, Social Economics and Technology
Vol. 5, No. 2, (2024), pp. 451~457
ISSN 2723-6250 (online)
DOI: https://doi.org/10.33122/ejeset.v5i2.251

SAINTIS publishing

Research Article

The influence of the application of the snowball-throwing model based on local wisdom on the critical reasoning ability of elementary school students

Fadhia Amaliya*, Muhammad Misbahudholam AR and Yeni Puji Astuti

STKIP PGRI Sumenep, Jawa Timur, Indonesia, 69451
*Corresponding Author: fadhiaamaliyah@gmail.com | Phone: +6285748760754

ABSTRACT

The purpose of this study is to determine the effect of the application of the Snowball-Throwing learning model based on local wisdom on the critical reasoning ability of grade IV students in science lessons at SDN Lalangon 1. The quantitative method was used in this study with a quasi-experimental design of a nonequivalent control group, which involved the experimental class and the control class. Simple random sampling was used to determine the control class and the experimental class, so that the control class was class IVA (23 students) and the experimental class was class IVB (22 students). Data collection techniques include interviews, tests, observations and documentation. The data were analyzed using descriptive data analysis, normality test, homogeneity, and independent T-test on normal data, and Mann-Whitney test on abnormal data with the help of SPSS-23. The results showed that the average post-test of the control class (65,217) was lower than that of the experimental class (77,841). The results of the independent T-test had a significance value of 0.024 (< 0.05), proving that the Snowball-Throwing model based on local wisdom had a significant effect on students' critical reasoning skills in the fourth-grade science lesson of SDN Lalangon 1. In addition, the average achievement of critical reasoning indicators in the experimental class (66%) was higher than that of the control class (44%). Thus, this learning model is not only effective in improving students' critical reasoning skills, but also introducing local wisdom of traditional Sumenep food in a meaningful way.

Keywords: Snowball Throwing; local wisdom; Critical Reasoning

1. INTRODUCTION

The education system for children starts from elementary school which is the initial stage of education for children to develop their potential and abilities. There are several compulsory subjects that must be taken by students in elementary school, including PPKn, Indonesian, mathematics, and science and science. In the science and social studies lesson, it is divided into two topics of discussion, namely science and social studies.

Social Sciences (IPS) is a subject that does not stand on one discipline alone, but a combination of several disciplines (Yuanta, 2019). In science lessons, especially social studies in elementary schools, it has an important role to be taught to students. Because this subject aims to enable students to actively contribute as good citizens of society and the country through the development of knowledge, attitudes, and skills needed by students. In addition, social studies also provide provisions in the form of knowledge, values, attitudes, and skills that are relevant for their lives in society, nation, and state (Putra, 2020).

In order for learning to be more meaningful, not only in the form of knowledge, but also an introduction to the surrounding environment, it is necessary to integrate social studies learning based on local wisdom. One of the science science materials in elementary schools, especially in grade 4, which is related to local wisdom, is in chapter 5 topic B "My Region and Its Natural Wealth". Education based on local wisdom is a teaching to students to be more familiar with the real situations and conditions they encounter in their daily lives. Understanding local wisdom is very important for students, because it encourages them to participate in maintaining order in life, creating a balance with the environment, and playing an active role in preserving the surrounding environment (Setiawan & Mulyati, 2020).

Local wisdom in this study emphasizes on traditional regional foods that are associated with the wealth of natural resources in Sumenep. Through social studies learning, students are expected to be able to develop the ability to interact,

communicate, and be sensitive to social problems in the community, especially problems in the economic field and the use of natural resources. Therefore, it is necessary to implement social studies learning that can train students' critical reasoning skills in solving these problems.

Critical thinking skills are a cognitive ability that is needed to face increasingly complex life dynamics by involving logical, reflective thinking processes, and evaluating arguments to make the right decisions (Suhendra & Wahyuningtyas, 2024). Critical reasoning is one of the 6 dimensions in the Pancasila student profile that must be a concern in the world of education. Critical reasoning is a person's ability to think logically and rationally according to the observation of the information obtained. The information is then analyzed and evaluated to be used as a basis for building confidence, making decisions, or solving problems (Budiyanti & Utami, 2024).

The challenge faced by teachers today is that students depend on existing information without processing and analyzing information first. This can hinder students' critical reasoning skills in making decisions or solving problems. Based on the results of the initial interview with the 4th grade homeroom teacher of SDN Lalangon 1, information was obtained that currently there are few students who ask questions during the learning process. Students are less enthusiastic during learning, especially in science lessons. Lack of interactive learning methods that are able to make students active during the learning process (student-centered learning). Learning methods that do not match the student's learning style. So, a solution is needed that is able to overcome these challenges and problems.

An effective solution that can be done to overcome these challenges is to apply the Snowball-Throwing learning model. The Snowball-Throwing type cooperative learning model is a form of cooperative learning that is based on a contextual approach. Literally, Snowball-Throwing means "rolling snowball," referring to a learning method that involves the use of paper containing questions that are rolled up to resemble a ball. These balls are then thrown alternately between group members to create interaction and shared learning (Febriany & Karim, 2019). Through this learning model, students are not only playing but also able to create students' enthusiasm for learning. In addition, students are invited to reason critically, ask questions, answer and solve the questions they get. In addition to affecting students' critical reasoning skills, the Snowball-Throwing learning model based on local wisdom is able to introduce students to the natural wealth around them. Providing a forum for students to preserve the potential in their area and be able to answer problems regarding meeting the needs of the local community (Suarningsih, 2019).

In accordance with previous research conducted by Suhendra & Wahyuningtyas (2024) using the PTK method, through the application of peer tutors and Snowball-Throwing in social studies class IX lessons, there has been a significant increase in students' critical thinking skills, participation, and activeness. Another study conducted by Samosir et al. (2023) using the experimental method, there was a significant positive influence on the application of the Snowball-Throwing learning model on student learning outcomes in grade IV science lessons. Therefore, the Snowball-Throwing learning model is appropriate when used in science lessons, especially social studies. Based on the above background, the researcher is interested in conducting a study that aims to determine the effect of the application of the Snowball-Throwing Model based on local wisdom on students' critical reasoning skills in the science class IV lesson at SDN Lalangon 1.

2. RESEARCH METHOD

This study uses a quantitative method with quasi-experiments. The design used is a nonequivalent control group design, which involves an experimental class and a control class. This design does not allow full control over external variables that may affect the implementation of the experiment, even though it has a control group (Sugiyono, 2013). The experimental class is the group that receives treatment, while the control class is the group without treatment. This research was conducted at SDN Lalangon 1 with a population of grade IV students, which was divided into classes IVA and IVB with a total of 45 students. The determination of the control class and the experimental class was carried out using simple random sampling so that the control class was class IVA and the experimental class was class IVB.

Tabel 1. *Nonequivalent control group design*

O1	X	O2
O3		O4

Information:

O1 and O3 = Pre-test

X = Treatment

O2 and O4 = Post-test

In **Table 1**, it can be explained that in the experimental class and the control class, there are pre-test and post-test, the difference between the two is in their implementation. After being given a pre-test, in the experimental class, learning will be carried out using the Snowball-Throwing learning model based on local wisdom. Meanwhile, in the control class, learning will be carried out using the conventional learning model.

The data collection techniques used are in the form of interviews, tests, observations and documentation. Interviews were conducted with the homeroom teacher of grade IV of SDN Lalangon 1, to find out the situation and initial data of the students. The test was carried out to students in grades IVA and IVB by providing pre-test and post-test questions. Meanwhile, the observation sheet for the achievement of critical reasoning indicators is used to measure the achievement of critical reasoning indicators during the learning process. Before the pre-test and post-test questions are tested on the research sample, a validity test, a reality test, and a test difficulty level are first carried out. Of the 12 questions tested, 9 questions were declared valid with a calculated r value of 0.425 to 0.765 (declared valid if the r value calculated > the r table, which is 0.423), and realistic with a realistic value of 0.66 > 0.60. In the difficulty level of the questions, out of 12 questions there were 3 easy category questions, 8 medium category questions, and 1 difficult category question, then the researcher selected 8 questions to be used in the research. The data obtained from the results of the pre-test and post-test will be analyzed by data analysis techniques, namely descriptive data analysis, data normality test using the Shapiro Wilk formula, data homogeneity test using the Levene test, and hypothesis test used if the normal data is an Independent T-test, and if the data is abnormal then the Mann-Whitney test assisted by SPSS-23 is used.

3. RESULTS AND DISCUSSION

The research was conducted with a sample of fourth grade students of SDN Lalangon 1 to find out the effect of the application of the Snowball-Throwing learning model based on local wisdom on students' critical reasoning skills. In each class, a pre-test is first given, then in the experimental class a treatment is given in the form of a Snowball-Throwing learning model based on local wisdom while in the learning control class it is carried out conventionally. Then, at the end of the lesson, both classes will get post-test questions to work on. The results of the pre-test and post-test data obtained are described using descriptive statistical analysis assisted by SPSS-23 can be seen in **Table 2**.

Table 2. Results of descriptive statistical analysis

Statistics

	Pre_Control	Post_Control	Pre_Experiment	Post_ Experiment
N	23	23	22	22
Mean	52.174	65.217	52.841	77.841
Median	50.000	62.500	50.000	75.000
Mode	37.5	62.5	37.5	75.0
Minimum	25.0	37.5	25.0	50.0
Maximum	87.5	100.0	87.5	100.0

In **Table 2**, the results of pre-test and post-test data in the experimental class with many students of 22 people and the control class of 23 people can be seen. The average pre-test results of students in the control class (Mean = 52.1) and the experimental class (Mean = 52.8) were not so significant. However, the average post-test results in the control class were much lower than those in the experimental class with a score of 65.2 < 77.8. This shows that the Snowball-Throwing learning model based on local wisdom is better used than the conventional learning model. Then, the pre-test and post-test data were tested for data normality using the Shaphiro Wilk formula assisted by SPSS-23. If the significance value (Sig.) is greater than 0.05, then the data is distributed normally. The following are the results of the normality test of pre-test and post-test data of the control and experimental classes.

Table 3. Data normality test

Tests of Normality

	Class	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Mr.	Statistic	df	Mr.
Results	Pre_Control	0.175	23	0.066	0.920	23	0.066
	Post_Control	0.162	23	0.121	0.920	23	0.068
	Pre_ Experiment	0.187	22	0.043	0.917	22	0.067
	Post_ Experiment	0.164	22	0.127	0.920	22	0.076

a. Lilliefors Significance Correction

Based on **Table 3**, the results of the normality test of pre-test and post-test data in the control and experimental classes showed that all variables in the study were normally distributed. This is because the results of the normality test have a significance value (Sig.) > 0.05. Furthermore, the data homogeneity test from the pre-test and post-test results used the Levene test with the help ofS-23. If the value of Sig. ≥ 0.05, then the data group is homogeneous (equivalent). The results of the Levene test can be seen in Table 4 and Table5, the p-value (Sig.) results in the pre-test data of 0.657 and in the post-test data of 0.206 were obtained. Therefore, the pre-test and post-test data from the control and experimental classes are homogeneous because the p-value > 0.05.

Table 4. Pre-test data homogeneity test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Mr.
Results	Based on Mean	0.200	1	43	0.657
	Based on Median	0.150	1	43	0.700
	Based on Median and with adjusted df	0.150	1	42.895	0.700
	Based on trimmed mean	0.198	1	43	0.659

Table 5. Post-test *data homogeneity test*

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Mr.
Results	Based on Mean	1.648	1	43	0.206
	Based on Median	1.282	1	43	0.264
	Based on Median and with adjusted df	1.282	1	40.571	0.264
	Based on trimmed mean	1.517	1	43	0.225

The normality and homogeneity testing of the data was carried out twice, namely first, after the implementation of the pre-test in the control and experimental classes. Second, after the implementation of post-test in the control class and experiments. After the data of the pre-test results is tested, each new class can be given treatment. The material given in the control and experiment classes is the same material, namely in chapter 5 of topic B "My Region and Its Natural Resources". This topic has a subject matter on the Potential Natural Resources of the Residential Area (Fitri et al., 2021).

In the control class, students will be given conventional learning or a lecture model. Students only serve as listeners by listening to the material delivered by the teacher, then asking questions if given the opportunity by the teacher to ask questions. So that learning tends to be boring because the focus of learning is only on the teacher's explanation. However, in the experimental class, the learning process is carried out using the Snowball-Throwing learning model based on local wisdom. Students will be invited to play while learning about the material in the textbook combined with the natural wealth in the surrounding environment. Students will learn to get to know traditional Sumenep food related to the natural wealth owned in Sumenep. Through this learning model, students can be active during the learning process through the exchange of questions from one student to another (Ade Putra & Zikri, 2020). This can affect students' critical reasoning skills because students will be required to ask questions and answer the questions they get.

After students in the control and experimental classes carry out learning with the treatment that has been given to each class, then students will be given post-test questions. From the results of the post-test that has been carried out, then a normality and homogeneity test is carried out again on the post-test data. It is known that the pre-test and post-test data are stated to be normally distributed and homogeneous, so the data analysis test can be continued in the post-test data hypothesis test using an independent T-test. The use of this hypothesis test is due to the existence of two classes used in this study, namely the control and experimental classes. This test is carried out to test whether the hypothesis that has been formulated can be accepted or rejected.

There are 2 hypotheses, which are as follows: (1) Ho, which is the Snowball-Throwing model based on local wisdom has no effect on students' critical reasoning ability in the fourth grade science lesson at SDN Lalangon 1, (2) Ha, which is the Snowball-Throwing model based on local wisdom has an effect on the students' critical reasoning ability in the fourth grade science lesson at SDN Lalangon 1. The test criteria are divided into 2, namely: (1) if the value of Sig. (2-tailed) > 0.05, then Ho is accepted and Ha is rejected, (2) if the value of Sig. (2-tailed) < 0.05, then Ho is rejected and Ha is accepted.

Tabel 6. *Independent T-test*

		t-test for Equality of Means						
		T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Results	Equal variances assumed	-2.344	43	0.024	-12.6235	5.3863	-23.4860	-1.7611
	Equal variances not assumed	-2.358	40.932	0.023	-12.6235	5.3535	-23.4356	-1.8114

Table 6, shows the value of Sig. (2-tailed) of 0.024 < 0.05. Based on the test criteria that have been formulated, it can be known that Ho was rejected and Ha was accepted. This is then strengthened by looking at the results of observations on the achievement of critical reasoning indicators during the learning process. In the Pancasila Student Profile, there are several indicators of critical reasoning, including the ability to obtain and process information and ideas through questioning, identification, clarification, and information processing; analyze and evaluate the reasoning process; and reflecting and assessing one's own thoughts (Nur Hasmi et al., 2023). From the results of the observations carried out, the results were obtained as contained in Table 7, namely the average results of students in the experimental class who achieved critical reasoning indicators were 66% higher than students in the control class by 44%.

Table 7. Achievement of critical reasoning indicators

Critical Reasoning Indicators	Control Class (%)	Experimental Class (%)
Obtaining and processing information	52	77
Analyze and evaluate reasoning	43	68
Reflecting and evaluating	38	54
Average	44	66

Based on the results of the hypothesis test and the achievement of critical reasoning indicators, it can be concluded that the Snowball-Throwing model based on local wisdom has a significant effect on students' critical reasoning ability in class IV science lessons at SDN Lalangon 1. These results are in line with a study (Jumaroh et al., 2022) entitled "The Influence of the Snowball-Throwing Learning Model on the Critical Thinking Ability of MTS Students in Serang Regency", concluding that when given the Snowball-Throwing learning model, students' critical thinking skills were better than those given the conventional learning model. The effect of the implementation of the Snowball-Throwing learning model on students' thinking ability is in the very good category.

Another research that has been conducted by (Hapsari et al., 2022) with the title "The Effect of the Snowball-Throwing Learning Model on the Learning Outcomes of Energy Change Materials in Grade III Students of SDN Asemrowo Surabaya". The results of the study concluded that the treatment of third grade students of SDN Asemrowo Surabaya in the form of the Snowball-Throwing learning model had a significant effect on the learning outcomes of students on Energy Change material.Through the Snowball-Throwing learning model, students will be more active in learning because in group activities, students will ask more questions. Then, in this learning model, there are stages where each student will make questions and answer questions, so that students can practice their critical reasoning skills. In addition, this learning model is able to realize more meaningful learning for students (Hapsari et al., 2022). The Snowball-Throwing learning model based on local wisdom contains important values for students to understand each concept of the material, so that not only knowledge is obtained but also the implementation of learning based on local wisdom in society (Shufa, 2018).

In the Snowball-Throwing learning model based on local wisdom, students can not only play while learning but can also increase their love for local wisdom in their area, especially in Sumenep. For example, they prefer traditional Sumenep food obtained from natural resources in Sumenep rather than food that comes from abroad. This can be a means for students to get to know Sumenep's traditional food and the natural wealth in the area. Therefore, the Snowball-Throwing learning model based on local wisdom is good to use to improve students' critical reasoning skills.

4. CONCLUSION

The results of this study prove that the application of the Snowball-Throwing learning model based on local wisdom has a significant effect on improving the critical reasoning ability of grade IV students in science lessons at SDN Lalangon 1. The data from the study showed that the average post-test result of the experimental class (77,841) was higher than that of the control class (65,217). The hypothesis test with the independent T-test produced a significance value of 0.024 (< 0.05), which means that the alternative hypothesis was accepted. In addition, the achievement of students' critical reasoning indicators

in the experimental class (66%) was greater than that of the control class (44%). This model also increases student activity through interactive activities such as making and answering questions in the context of traditional Sumenep food. Thus, the Snowball-Throwing learning model based on local wisdom is stated to be more effective than conventional methods in improving students' critical thinking skills, as well as introducing local wisdom in a meaningful way.

RECOMMENDATIONS

The application of the Snowball-Throwing learning model can contribute not only to learning science sciences, but also to other subjects. The integration of local wisdom in learning should be expanded to various aspects, including curriculum and teaching materials as part of efforts to preserve local culture. This research can be used as a reference for further research with a wider scope, such as conducting in-depth studies at various levels of education and different contexts.

ACKNOWLEDGEMENTS

The author would like to thank all parties involved in this research, both to the supervisors who have helped complete this research and the school that is used as the research site.

AUTHOR'S CONTRIBUTIONS

All authors discussed the results and contributed to from the start to final manuscript.

CONFLICT OF INTEREST

The authors declare that they have no competing interests.

REFERENCES

Ade Putra, R., & Zikri, A. (2020). Pengaruh Model Snowball Throwing Terhadap Hasil Belajar Siswa Kelas V Sekolah Dasar. Jurnal Basicedu, 4(2), 426–433. https://jbasic.org/index.php/basicedu

Aini, K., AR, M. M., & Ridwan, M. (2024). Growing Numeral Literacy Skills through Science, Technology, Engineering, Arts, Mathematics Based on Local Wisdom. MIMBAR PGSD Undiksha, 12(1).

AR, M. M., & Hardiansyah, F. (2022). Prosocial behavior of elementary school students based on gender differences in society 5.0. Journal of Innovation in Educational and Cultural Research, 3(3), 390–396.

AR, M. M., Asmoni, A., Aini, K., & Wardi, M. (2024). The Relationship of the 5th Batch Campus Teaching Program to Literacy and Numeracy Skills in Elementary Schools. AL-ISHLAH: Jurnal Pendidikan, 16(2), 1999-2011.

Asmoni, A. (2019). Kapitalisme, Profesionalisme Dosen, Dan Peran Pemerintah Pada Pendidikan Tinggi. Reflektika, 14(2), 103-126.

Asmoni, D., & MPd, S. E. (2018). The Entrepreneurial Leadership of Headmaster in Realizing Achievement School: Case Study at Public Junior High School 1 Lamongan East Java Indonesia.

Astuti, Y. P., & AR, M. M. (2023). Implementation of the Campus Teaching Program Batch 3 in Building Scientific Literacy in Elementary Schools. Jurnal Penelitian Pendidikan IPA, 9(7), 5140-5149.

Budiyanti, N., & Utami, R. D. (2024). Meningkatkan Kemampuan Bernalar Kritis Melalui Model Pembelajaran Project Based Learning Berbantuan Media Digital. Jurnal Edu Research, 5(1), 109–120.

Febriany, N., & Karim, A. (2019). Peningkatan Hasil Belajar IPA Melalui Model Pembelajaran Snowball Throwing Dengan Terapan Gerhana (Gerak Harmoni Bertanya) Pada Siswa Kelas VI SDN 57kota Ternate. Jurnal Didaktika Pendidikan Dasar, 3(2), 607–628.

Fitri, A., Rasa, A. A., Kusumawardhani, A., Nursya'bani, K. K., Fatimah, K., & Setianingsih, N. I. (2021). Buku Panduan Guru Ilmu Pengetahuan Alam dan Sosial untuk SD kelas IV (Pertama). Pusat Kurikulum dan Perbukuan Badan Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi.

Hapsari, R. P., Roosyanti, A., & Suprihatien. (2022). Pengaruh Model Pembelajaran Snowball Throwing Terhadap Hasil Belajar Materi Perubahan Energi Pada Siswa Kelas III SDN Asemrowo Surabaya. Edukasi Tematik: Jurnal Pendidikan Sekolah Dasar, 3(1), 1–8. https://doi.org/10.59632/edukasitematik.v3i1

Hardiansyah, F., Armadi, A., AR, M. M., & Wardi, M. (2024). Analysis of Field Dependent and Field Independent Cognitive Styles in Solving Science Problems in Elementary Schools. Jurnal Penelitian Pendidikan IPA, 10(3), 1159-1166.

Hidayatillah, Y., Wahdian, A., & Misbahudholam, M. (2022). Peran Sekolah melalui Kegiatan Pembiasaan Terintegrasi Pembelajaran IPS untuk Membangun Karakter Siswa Sekolah Dasar. Jurnal Educatio Fkip Unma, 8(4), 1422-1433.

Jumaroh, S., Hamidah, & Ayuningtyas, V. (2022). Model Pembelajaran Snowball Throwing Terhadap Kemampuan Berpikir Kritis Siswa MTs Di Kabupaten Serang. Sigma: Jurnal Pendidikan Matematika, 14(2), 162–170. https://journal.unismuh.ac.id/index.php/sigma

Nur Hasmi, I., Faturrahman, M., & Syahriana, I. (2023). Analisis Profil Pelajar Pancasila Elemen Bernalar Kritis Dalam Mata Pelajaran IPAS Pada Kelas IV-A SD Negeri 007 Sungai Pinang. Seminar Nasional Pendidikan Profesi Guru Tahun 2023, 207–211.

Putra, E. S. I. (2020). Implementasi Pembelajaran Pendidikan IPS Di Sekolah Dasar (Studi Kasus di Kabupaten Indragiri Hilir Propinsi Riau). EDUKASI: Jurnal Pendidikan, 8(1), 32–48.

Samosir, Y., Lumban Gaol, R., Remigius Abi, A., Julinda Simarmata, E., & Mahulae, S. (2023). Pengaruh Model Pembelajaran Snowball Throwing Terhadap Hasil Belajar Siswa Pada Mata Pelajaran IPAS Kelas IV SD Negeri 6 Onanrunggu Kecamatan Onanrunggu Kabupaten Samosir Tahun Pembelajaran 2022/2023. Jurnal Binagogik, 10(2), 398–403.

Setiawan, I., & Mulyati, S. (2020). Pembelajaran IPS Berbasis Kearifan Lokal. Jurnal Ilmiah Pendidikan Dasar, VII (1), 121–133.

Shufa, N. K. F. (2018). Pembelajaran Berbasis Kearifan Lokal Di Sekolah Dasar: Sebuah Kerangka Konseptual. Inopendas: Jurnal Ilmiah Kependidikan, 1(1). https://doi.org/10.24176/jino.v1i1.2316

Suarningsih, N. M. (2019). Peranan Pendidikan Berbasis Kearifan lokal dalam Pembelajaran di Sekolah. Cetta: Jurnal Pendidikan, 2(1), 23–30. http://ejournal.jayapanguspress.org/index.php/cetta

Sugiyono, D. (2013). Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D). Alfabeta.CV.

Suhendra, D., & Wahyuningtyas, N. (2024). Penerapan Tutor Sebaya dan Model Snowball Throwing untuk Meningkatkan Kemampuan Berpikir Kritis Siswa SMP Implementing Peer Tutor and Snowball Throwing Model to Improve Critical Thinking Ability of Junior High School Students. Journal of Innovation and Teacher Professionalism, 2(3), 263–272. https://doi.org/10.17977/um084v2i32024p263-272

Yuanta, F. (2019). Pengembangan Media Video Pembelajaran Ilmu Pengetahuan Sosial pada Siswa Sekolah Dasar. Trapsila: Jurnal Pendidikan Dasarr, 1(2), 91–100.Author, F. & Author, S. (2018). Please Use APA Style for References. Name of the Journal, 12(3), 456-789. https://doi.org/10.1234/56789