

## Increasing Student Learning Motivation with the Application of Ice Breaking in Grade IV of State Elementary School 262 Panyileukan Bandung City

**Galuh Nur Insani<sup>1</sup> Haldini Reygita<sup>2</sup> Mutia Ade Syafitri<sup>3</sup> Deti Rostika<sup>4</sup>**

Elementary School Teacher Education Study Program, Universitas Pendidikan Indonesia,  
Bandung City, West Java Province, Indonesia<sup>1,2,3,4</sup>

Email: [galuhnurinsanii@upi.edu](mailto:galuhnurinsanii@upi.edu)<sup>1</sup> [haldinireygita@upi.edu](mailto:haldinireygita@upi.edu)<sup>2</sup> [2102737@upi.edu](mailto:2102737@upi.edu)<sup>3</sup>  
[derosti@upi.edu](mailto:derosti@upi.edu)<sup>4</sup>

### Abstract

The Ice breaking method itself is an activity applied by everyone to attract the focus of attention and melt the atmosphere in the room into its original state, which is an excited state (conductive again). The purpose of this study was to find out how much the influence of ice breaking in increasing learning motivation in students. This study used a quality method where researchers used observation methods on grade V students in one of the elementary schools in the Panyileukan area. Based on the results of the study, it can be concluded that ice breaking is very influential in increasing student learning motivation.

**Keywords:** Ice breaking, Motivation, Learning



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### INTRODUCTION

The purpose of national education as described in RI Law Number 20 of 2003 is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, the community, the nation and the State. Therefore teachers or educators must work professionally in encouraging student learning enthusiasm and be able to devise strategies to facilitate learning activities in detail and effectively (Indrawati, 2019).

The learning model is one of the supporting factors in the process of transferring knowledge from the teacher to students. A teacher must also have the right teaching and learning strategy (Prihatini, 2017). Conventional methods are no longer relevant to use (Itqan, 2018). Therefore, teachers are required to hone their skills in choosing and being able to apply learning models correctly. So that the use of appropriate learning models can affect the learning process effectively and efficiently and be able to realize the goals of learning.

Learning may occur without learning, but the effect of a learning on learning results are more often favorable and usually easily observable. Teaching is defined as a situation to create a situation that can stimulate students to learn. This situation does not have to be a transformation of knowledge from teacher to students but can be done in other ways, for example learning through prepared learning media. Learning is a system that aims to help the student learning process, which contains a series of events that are designed, arranged in such a way as to influence and support the teaching and learning process properly. There are several methods used for the teaching and learning process, one of which is the ice breaking method.

The Ice breaking method itself is an activity that is implemented by everyone to attract the focus of attention and melt the atmosphere in the room into its original state, namely an excited state (back to conducive) (Satriani et al., 2018). The teacher can apply ice breaking at the beginning of learning so that the results obtained are more optimal as well as during the

learning process so that it can remove the freeze or boredom of students which can cause students to feel sleepy in the learning process. Ice breaking is used to create a learning atmosphere from passive to active, from stiff to motion, and saturated to cheerful (Mi & Baten, 2020). According to (Prasiscka & Putra, 2021) there are several types of ice breaking activities that can be implemented including yells, games, singing, applause, humor, and limb movement. With the help of Ice breaking, learning becomes fun and can encourage students' interest in learning.

Based on the author's experience when conducting teaching simulations to elementary school students, many students feel bored when learning, the class atmosphere becomes monotonous because they are only given material. So, in this case, based on the background of this problem, the authors are interested in conducting experimental research with the title Increasing the Learning Motivation of Elementary School Students in Class With Ice Breaking in Class V students at SDN 262 Panyileukan.

## **RESEARCH METHODS**

This research uses a type of qualitative research method. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions, etc., holistically, and by means of descriptions in the form of words and language, in a special natural context. by utilizing various scientific methods (Moleong, 2012). This research was conducted at one of the public elementary schools in the Panyileukan area, Bandung on May 22. This research was conducted in class V as many as 25 students. The technique used is to use observation and experimentation regarding how much influence ice breaking has on learning in elementary schools. Data collection techniques with documentation, from several journals that have been previously researched and described in a systematic and structured manner (Marzatifa & Agustina, 2021). This research was conducted by referring to several journals.

## **RESEARCH RESULTS AND DISCUSSION**

Ice breaker is a game or activity in the classroom that functions to change the atmosphere of freezing in the classroom, there are also those who argue that ice breaker is a transition from a boring, saturating, tense and sleepy situation to relaxing, not making sleepy and excited again when learning. Ice breaker is the right way for teachers to create a fun and conducive classroom atmosphere. Based on the research results, the researcher will conduct an analysis of the research results in the form of a descriptive analysis at SDN 262 Panyileukan City of Bandung.

The application of ice breaking to increase children's learning motivation in class IV SDN 262 Panyileukan makes students excited while learning is carried out and becomes concentrated. Based on the data obtained by the researcher, it will be discussed how the motivation to learn through the application of ice breaking in class IV SDN 262 Panyileukan City of Bandung, the discussion is as follows: During teaching and learning activities, students will be bored if from the beginning to the end of learning that's all and not interspersed with ice breaking, this requires a teacher who is responsive to the conditions of the students, of course, will immediately take action on the conditions and learning situation if it is deemed not conducive. There are also 2 types of ice breaking implementation, namely those that are carried out spontaneously and those that are planned. Spontaneous ice breaking is usually carried out when it is felt that students are no longer conducive or busy themselves when learning begins, what the teacher does is usually give ice breaking spontaneously so that students focus in one direction.

Student motivation with the application of ice breaking during the learning process can be seen from the results of observations made by researchers in class IV SDN 262 Panyileukan City of Bandung, among others, students become happy and enthusiastic in participating in the teaching and learning process and students are very enthusiastic in participating in learning, besides the focus of students' concentration on the lessons being taught and students who are used to talking to themselves are reduced and switch to listening to the teacher who is explaining.

The application of ice breaking in learning, even though it is small, is very effective in increasing student learning motivation, increasing student activity and can also be used as a learning model according to the lesson being taught. According to the results of the study also, students become happy because in learning there are movements and games that are played together which makes it fun to play on the sidelines of lessons and keeps students from getting bored following the lessons taught by the teacher especially for elementary school students.

## **CONCLUSION**

Based on the explanation above, it can be concluded that the application of ice breaking is very important to increase student motivation in learning. Because if you don't do ice breaking where learning is only continuous material, students will feel bored. This was proven when the authors made observations at one of the elementary schools in Bandung, namely SDN 262 Panyileukan for grade 5 students. According to the results of the study, students also became happy because in learning there were movements and games that were played together which made it fun to play on the sidelines. Interrupted lessons and makes students not bored following the lessons taught by teachers, especially elementary school students.

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