



Implementation of Ice Breaking on PJOK Learning Motivation

Vira Nur Savitri¹, Agus Santosa^{2*}, Dedi Kurnia³

^{1,2,3}*Physical Education, Health, and Recreation Study Program, STKIP Pasundan, West Java, Indonesia*

Abstract

This study aims to determine the implementation of ice breaking on student learning motivation. The research method used is Experiment. The population of grade 5 SDN 1 Wanayasa was 32 students, sampling was carried out using the Total Sampling technique, the research sample amounted to 32 students. The research instrument used a questionnaire (questionnaire). Hypothesis testing using paired Sample T test, which is to test the normality and homogeneity of the research data Because the significance value is less than $0.0020 < 0.05$, it can be concluded that the research data is accepted. The results of the increase from the Pre-test and Post-test increased by 5.7%. So it can be concluded that ice breaking can increase student learning motivation. So that it can spur students to be more active in the learning process at school.

Kata kunci: Implementation, Ice Breaking and Learning Motivation

INTRODUCTION

Fun learning can create a relaxed atmosphere so that students do not feel pressured during the learning process, so that learning becomes more interesting, student involvement can attract the teacher's full attention. Creative teachers can make students enthusiastic about the learning process and students become motivated to learn. What will differentiate each individual child from other children depends on their character. In fact, whether a person is good or bad can be seen from his or her habits of behavior. Character for a child is not only the responsibility of the school, but also a shared responsibility with the family, community and government. All of these parties have a very close relationship in forming good character for each child (Nurlaela & Pratomo, 2020) A teacher must pay attention to the characteristics of his students so that learning can run well and carry out learning activities that make students interested. This student interest will give rise to motivation to learn.

Student learning motivation is very important for learning activities because motivation can determine student learning outcomes. A student's success in learning is greatly influenced by motivation in learning. The existence of student motivation to learn

when teaching and learning activities are taking place will result in a situation of mutual support and mutual assistance to students in solving a problem they face in the teaching and learning process. There are still many schools whose students lack enthusiasm, one of which is the school I will research, namely SD Negeri 1 Wanayasa, they need interesting and fun motivational encouragement so that their enthusiasm for learning increases.

Motivation has an important role in the teaching and learning process for both teachers and students. For teachers, knowing students' learning motivation is very necessary to maintain and increase students' enthusiasm for learning. For students, motivation to learn can foster enthusiasm for learning so that students are encouraged to carry out learning actions. Students carry out learning activities happily because they are driven by motivation (ARIANTI, 2019).

Learning motivation can be classified into two, namely intrinsic motivation (circumstances that originate from within the student himself which can encourage him to carry out learning actions) and extrinsic motivation (circumstances that come from outside the individual student which encourage him to carry out learning activities). The presence or absence of learning motivation greatly influences student learning success. Learning success will be achieved if you have the will and encouragement to learn.

One of the low levels of student learning motivation is the lack of creativity of a teacher when providing learning material, resulting in a lack of communication in the learning process and more and more teachers just teaching, but not motivating students to be more active in the ongoing learning process (Waritsman et al., 2020) In the place I was going to research, I found several students who still lacked focus and enthusiasm because the teacher did not attract the students' attention when learning. Teacher creativity is really needed when learning takes place, avoiding boring learning, so that students remain focused on the material the teacher is conveying.

Achieving learning objectives is one of the factors that really determines the success of teaching and learning (Budiman et al., 2018; Septiana et al., 2021). Learning is the main activity in the entire educational process at school. The success of achieving educational goals depends greatly on the effectiveness of the learning process. Meanwhile, learning can be interpreted as a relatively permanent change in individual behavior caused by experience and involving cognitive skills and attitudes in an effort to achieve educational goals. Learning is effective if the interaction between educators and students is active and the expected goals can be achieved within the specified time span (Emda, 2018) In the place I was going to research I found several students who were still less focused and less enthusiastic because the teachers were lacking. attract students' attention when

learning. Teacher creativity is really needed when learning takes place, avoiding boring learning, so that students remain focused on the material the teacher is conveying.

Teacher creativity in learning will also be able to increase student learning motivation. Students will be more enthusiastic about learning and avoid boredom. Students are motivated and happy with teachers who are full of creativity. Learning activities become more lively and dynamic, not monotonous and boring (Suharni, 2021).

Creative teachers can utilize everything available so that teaching and learning interactions can take place in a fun way and make students motivated to participate in learning. Teachers can optimize their creativity to motivate students both from within and from outside. From within, for example, teachers must be good at being a person close to students. Meanwhile, from outside, for example, teachers can choose the right method and use appropriate media so that students are motivated to learn (Oktiani, 2017).

When I made an observation at a school, I discovered something that made me interested in doing research. In this school, there are classes where students are less enthusiastic about learning, there are many factors that cause this, including the teacher's lack of creativity in delivering material, resulting in monotonous learning which makes students get bored quickly and focus quickly on their learning. is lost. After conducting an interview with a teacher regarding students' learning motivation, there are several factors that influence learning motivation, firstly, the influence of their family environment, secondly, an unpleasant classroom atmosphere, and thirdly, the influence of today's developments, many children have been influenced by using gadgets so that it can reduce focus in learning. Therefore, there is a need for teacher creativity through activities Ice Breaking which is able to create a pleasant learning atmosphere.

Activity ice breaking that will be implemented must contain the values of familiarity, communication, teamwork, creativity and increase students' interest in learning. Using appropriate learning techniques that are not boring and interesting during lessons can help students to be motivated or willing to pay attention to the lesson. Ice breaking is an activity that diverts the situation from boring, tedious and tense atmosphere in the class to relaxed, enthusiastic, and there is attention and a sense of pleasure in listening or watching people talking in front of the class or meeting room. Implementation technique ice breaking in learning, namely spontaneous techniques in learning situations and planned techniques in learning situations (Prayuda et al., 2022).

Ice breaking It can be done in various forms of activities, for example in the form of funny stories adapted to everyday life, prizes, enthusiastic shouts or games adapted to the ongoing material and so on. With the Inside ice breaking It is hoped that the learning

atmosphere will be enjoyable, students will no longer feel bored, will be more enthusiastic, and can improve learning outcomes (Selvia, 2022). Ice breaking one of the creativity of a teacher to break the boredom, frozenness and fear that occurs in the classroom. So that the learning process returns to enthusiasm and returns to its original state (more conducive), students will also easily accept the words conveyed by the teacher (Sugito, 2021). Therefore, educators should be able to become motivators so that students are interested and enthusiastic in learning, so that the process can be created. learning is fun and increases learning motivation in students (Zakiyyah1 et al., 2022a). In previous research, it was stated that "there is an influence of the application of ice breaking during physical education lessons in class, on increasing the learning motivation of class (Hendro Purwoko & Priambodo, 2018).

Learning activities modified with Ice Breaking will prevent students from getting bored quickly. In previous research from (Keguruan et al., 2020a) also discussed Ice Breaking, the differences in what it will influence. Here the researcher will try to conduct research that applies Ice Breaking to grade 5 students at SD Negeri 1 Wanayasa in PJOK lessons.

METHOD

The research method used in this research is a quantitative method using experiments. The design used in this research is One Group Pretest Posttest Design. This research focuses on how to increase student learning motivation by using Ice Breaking. The learning process was carried out 6 times (Pujiarti, 2022). The population used in this research was 32 class V students at SDN 1 Wanayasa. Meanwhile, the sampling technique used is Saturated Sampling or Total Sampling (Iii, 2019). A questionnaire sheet with a Likert scale was used to obtain data regarding student learning motivation. The questionnaire contains a collection of statements given to students to determine learning motivation. Statements given to students to determine student learning motivation in learning using ice breaking learning techniques. Researchers will use the help of the SPSS Statistics 23 application to make testing this hypothesis easier. Researchers used the Paired Sample T test.

RESULTS AND DISCUSSION

Result

The description and analysis of data in this study was carried out to prove the research hypothesis, namely whether there is a difference in the average score of learning motivation in the One-Group Pretest Posttest design model, where students in the initial

test are given a questionnaire that has been validated, with students who are given treatment for 2 tests. pretest and posttest and 4 treatment meetings. Where the class is class 5 with a total of 32 students.

A statistical description of the student response questionnaire regarding the implementation of giving rewards to PJOK learning motivation can be seen in the following table:

Table 1. Descriptive Statistik Skor Angket Respon Siswa

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-test	32	32	70	100	90,41	8,879	23,2601
Post-test	32	39	78	117	96,12	9,732	18,246
Valid N	32						

The results of the pretest scores via questionnaire when responding to the implementation of Ice Breaking on students' learning motivation obtained the lowest score of 70 and the highest score of 102. The results of the posttest score of the questionnaire on the Implementation of Ice Breaking on the learning motivation of experimental class students obtained the lowest score of 78 and the highest score of 117. The table above also shows an average score for the pre-test of 90 and for the post-test of 96. Therefore, there is an increase in the score of 6. This means that the implementation of Ice Breaking on student learning motivation, there is an influence so that it has increased.

Table 2. Paired Samples Test

Paired Differences							Significance	
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df
					Lower	Upper		
Pair 1	PRE-TEST - POST-TEST	-5.8125	13.3668	2.36295	-10.63177	-.99323	-2.460	31
							.0010	.0020

Based on Table 2 above, it is known that the significance value of the hypothesis test is 0.0020. Because the significance value is less than $0.0020 < 0.05$, it can be concluded that the research data is accepted. Because the implementation of Ice Breaking on learning motivation has a large positive influence, the decision to apply Ice Breaking on learning motivation has practical significance.

Discussion

This research aims to determine the implementation of ice breaking on learning motivation in class V students of SD Negeri 1 Wanayasa. This research uses 1 variable as

the research object with a total of 32 students. The research will give a pretest to students before treatment. The pretest in this research is a student motivation questionnaire test. The aim is to measure the results of student learning motivation at the beginning of learning. The research instrument used to collect data was a questionnaire instrument consisting of a learning motivation questionnaire. The average score for learning motivation was a pre-test mean of 90.4 and a post-test mean of 96.1. This shows that the average learning motivation score in the post-test is greater than in the pre-test with a difference in mean score of 5.7%.

Technique ice breaking is an active and interesting learning technique, apart from making students more active, this technique is also very useful for eliminating students' feelings of boredom, saturation and laziness in learning. Based on research that has been carried out by researchers in the classroom, using the technique ice breaking, it turns out that learning in class can be made more active, students start to be more enthusiastic about participating in learning activities. Classroom learning has been said to no longer be teacher-centered and can begin to be conditioned to be student-centered (Keguruan et al., 2020b).

Ice breaking In the context of classroom learning, it is used to lighten the atmosphere, maintain learning concentration, increase learning motivation, and can be used to sharpen memory in lessons. Ice breaking make students concentrate and be very good at understanding ice breaking which is used to defuse a tense atmosphere in the process of improving children's social skills is very good (Dhinata et al., 2020).

Ice breaking When learning takes place, students' motivation to learn will be visible and students will concentrate again on learning. Ice breaking This is one of the activities that is effective in increasing student learning motivation and student activity. Students also feel happy because during the learning activity there is a movement or game that is played together and is fun. Ice breaking which is applied during the learning process makes students not easily bored following the lessons given by the teacher (Zakiyyah1 et al., 2022b)

Based on the results of the hypothesis test, a significant value of $0.0020 < 0.05$ is obtained, so according to the basis of the decision in the paired sample test, it can be concluded that H_0 is rejected and H_a is accepted. This means that there is a difference between learning motivation. This is proportional to the average value of motivation at that time pre-test and post-test namely 90.4 and 96.1. So it can be concluded that the implementation has a very large positive influence Ice Breaking on learning motivation. So it was decided to implement Ice Breaking is of practical significance where the target of the research is to increase student learning motivation.

CONCLUSION

Based on the results of research that the author has conducted, there is an increase in the pre-test and post-test of 6. This is proven by the results of hypothesis testing with a significant value of $0.0020 < 0.05$ so that in this research the alternative hypothesis (H_a) is accepted. So it can be concluded that there is an increase in the implementation of Ice Breaking on the learning motivation of grade 5 students at SD Negeri 1 Wanayasa. Even though it is classified as moderate, this should not be ignored because Ice Breaking is very important, this is because Ice Breaking can be one of the factors to encourage student learning motivation.

REFERENCES

- ARIANTI, A. (2019). Peranan Guru Dalam Meningkatkan Motivasi Belajar Siswa. *DIDAKTIKA : Jurnal Kependidikan*, 12(2), 117–134. <https://doi.org/10.30863/didaktika.v12i2.181>
- Budiman, A., Juliantine, T., & Abduljabar, B. (2018). Student's Low Respect and Self-Regulation: is TPSR the Solution. *Integrating Science and Technology in Developing Sport and Physical Education. Portugal: SCITEPRES*.
- Dhinata, Z. M., Aristya, F., Muhammadin, A., & Fath, A. (2020). *MOTIVASI BELAJAR SISWA KELAS V MELALUI PENERAPAN ICE BREAKING DI SDN 1 PRINGKUKU TAHUN PELAJARAN 2019 / 2020 PENDAHULUAN Pendidikan pada hakekatnya merupakan proses untuk membantu peserta didik dalam pengembangan diri sehingga mampu menghadapi segala peru.* 1–9.
- Emda, A. (2018). Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran. *Lantanida Journal*, 5(2), 172. <https://doi.org/10.22373/lj.v5i2.2838>
- Hendro Purwoko, D., & Priambodo, A. (2018). Pengaruh Penerapan Ice Breaking Pada Pembelajaran Pendidikan Jasmani Terhadap Peningkatan Motivasi Belajar. *Jurnal Pendidikan Olahraga Dan Kesehatan*, 6, 483–487.
- Iii, B. A. B. (2019). *Bab iii metode penelitian 3.1.* 40–54.
- Keguruan, F., Ilmu, D. A. N., & Palopo, U. C. (2020a). *PENGARUH PENERAPAN ICE BREAKING TERHADAP MOTIVASI BELAJAR IPA PADA SISWA KELAS V MAWAR.*
- Keguruan, F., Ilmu, D. A. N., & Palopo, U. C. (2020b). *PENGARUH PENERAPAN ICE BREAKING TERHADAP MOTIVASI BELAJAR IPA PADA SISWA KELAS V MAWAR.*
- Nurlaela, L. S., & Pratomo, H. W. (2020). *Pengaruh Pola Asuh Orang tua terhadap Pembentukan Karakter Anak pada Siswa Kelas III Mandrasah Ibtidaiyah Tahfizhul Qur ' an Asasul Huda Ranjikulon.* 2(September).
- Oktiani, I. (2017). Kreativitas Guru dalam Meningkatkan Motivasi Belajar Peserta Didik. *Jurnal Kependidikan*, 5(2), 216–232. <https://doi.org/10.24090/jk.v5i2.1939>
- Prayuda, I. C., Agung, P., Mashari, A., & Kunci, K. (2022). *PENGARUH TEKNIK ICE BREAKING TERHADAP MINAT BELAJAR Tujuan dari penelitian ini yaitu untuk mengetahui pengaruh teknik Ice Breaking terhadap minat belajar peserta didik kelas II SD Negeri 21 Negeri Katon Kabupaten Pesawaran . Jenis penelitian ini adalah qu.* 4(1), 1–5.
- Pujiarti, T. (2022). Pengaruh Penggunaan Teknik Ice Breaking terhadap Hasil Belajar Matematika Siswa Sekolah Dasar. ... *Journal (Jurnal Penelitian Dan PKM Bidang Ilmu*

- Selvia, M. (2022). Pengaruh Ice Breaking Terhadap Hasil Belajar Peserta Didik Pada Pembelajaran Tema 8 Sub Tema 2 Kelas Ii Sekolah Dasar. *Jurnal IKA PGSD (Ikatan Alumni PGSD) UNARS*, 10(2), 122. <https://doi.org/10.36841/pgsdunars.v10i2.1119>
- Septiana, R. A., Santosa, A., & Budiman, A. (2021). Model Pembelajaran Sepakbola bagi Anak Usia Dini. *Musamus Journal of Physical Education and Sport (MJPES)*, 4(01), 29–35.
- Sugito, S. (2021). Pengenalan Ice Breaking Dalam Meningkatkan Semangat Belajar Siswa. *Jurnal Bahasa Indonesia Prima (BIP)*, 3(2), 1–6. <https://doi.org/10.34012/bip.v3i2.1717>
- Suharni, S. (2021). Upaya Guru Dalam Meningkatkan Motivasi Belajar Siswa. *G-Couns: Jurnal Bimbingan Dan Konseling*, 6(1), 172–184. <https://doi.org/10.31316/g.couns.v6i1.2198>
- Waritsman, A., Studi, P., Pendidikan, T., & Tolitoli, U. M. (2020). *KREATIVITAS GURU DALAM MENGAJAR UNTUK*. 1(2), 27–34.
- Zakiyyah¹, D., Suswandari², M., & Khayati³, N. (2022a). PENERAPAN ICE BREAKING PADA PROSES BELAJAR GUNA MENINGKATKAN MOTIVASI BELAJAR SISWA KELAS IV SD NEGERI SUGIHAN 03. *Maret 2022-Journal of Educational Learning and Innovation*, 2(1), 73. <https://doi.org/10.46229/elia.v2i1>
- Zakiyyah¹, D., Suswandari², M., & Khayati³, N. (2022b). PENERAPAN ICE BREAKING PADA PROSES BELAJAR GUNA MENINGKATKAN MOTIVASI BELAJAR SISWA KELAS IV SD NEGERI SUGIHAN 03. *Maret 2022-Journal of Educational Learning and Innovation*, 2(1), 73. <https://doi.org/10.46229/elia.v2i1>