Volume 1 Issue 1 (2025) Pages 25-28
Jurnal Pengabdian Cendekia
E-ISSN: XXXX – XXXX
License Creative Commons Attribution-ShareAlike 4.0 (CC BY-SA 4.0)

An Effort to Increase Students' Learning Motivation Using Ice-Breaking Techniques in Class II: A Service in SD Negeri 09 Indralaya

Rodiatun Niswah[1]✉, Dian Andesta Bujuri[2], Ahmad Lamsari[3], Murlita[4], Febri Pramudya Wardani[5], Andi[6]
[1,2,3] Universitas Islam Negeri Raden Fatah Palembang
[4] STEBIS Pagar Alam
[5] IBM Ismi Jakarta
[6] Universitas Sultan Ageng Tirtayasa
Doi: https://doi.org/10.71417/jpc.v1i1.4

Abstrak
Penelitian ini bertujuan untuk mengetahui peningkatan motivasi belajar siswa menggunakan teknik ice breaking di kelas II SD Negeri 09 Indralaya. Metode penelitian yang digunakan adalah kualitatif deskriptif. Dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Subjek penelitian ini adalah siswa-siswa kelas II SD Negeri 09 Indralaya tahun ajaran 2023/2024 yang berjumlah 36 siswa. Dengan diterapkannya ice breaking ini adalah untuk menghilangkan kejenuhan, kebosanan serta ketegangan dalam proses pembelajaran. Berdasarkan hasil penelitian menunjukkan bahwa penerapan ice breaking dapat meningkatkan motivasi belajar siswa. Sehingga membuat siswa dengan mudah menyerap materi yang diberikan oleh guru.

Kata Kunci: Proses pembelajaran; Ice breaking; Motivasi belajar

Abstract
This study aims to determine the increase in student learning motivation using ice-breaking techniques in grade II of SD Negeri 09 Indralaya. The research method used is qualitative descriptive with data collection techniques in the form of observation, interviews, and documentation. The subjects of this study are the second-grade students of SD Negeri 09 Indralaya for the 2023/2024 school year, totaling 36 students. With the implementation of ice-breaking, it is to eliminate boredom, boredom, and tension in the learning process. Based on the results of the study show that the application of ice-breaking can increase student learning motivation. So that students can easily absorb the material given by the teacher.

Keywords: Learning Process, Ice Breaking, Learning Motivation

Copyright (c) 2025 Rodiatun Niswah, Dian Andesta Bujuri, Ahmad Lamsari, Murlita, Febri Pramudya Wardani, Andi

✉ Corresponding author :
Email Address : rodiatunniswah@gmail.com
Received tanggal bulan tahun, Accepted tanggal bulan tahun, Published tanggal bulan tahun

Doi: https://doi.org/10.71417/jpc.v1i1.4

Introduction

Education plays an important role in increasing the intelligence of a nation. According to Law Number 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Muharrir Syahruddin et al., 2022). Therefore, the role of educators in the world of education, especially basic education, is very important. Educators and education personnel are obliged to create an educational atmosphere that is meaningful, fun, creative, dynamic, and dialogical (Hakim, 2016).

In creating a pleasant educational atmosphere, educators must first design a good learning process. A good learning process will be a trigger for the success of an education in school. This success can be achieved through the effectiveness of the learning process in the classroom. Success in the learning process in the classroom can be seen from the achievement of optimal learning goals. It depends on how educators can manage the classroom well so that they can realize an interesting learning process.

However, researchers found that in SD 09 Indralaya, especially in grade II, students seem to have a relatively low motivation to learn, which is represented by their behavior that lacks focus during learning, lacks enthusiasm, and does not actively participate in the learning process. So, various efforts are needed to make the learning process interesting for students.

One of the efforts to make the learning process interesting is to do fun activities. This fun activity can make students interested in the lesson they are learning. This interest will trigger students' motivation to learn so that students will find it easier to understand the material being studied. One way to make the atmosphere in the learning process fun is by applying ice-breaking.(Mita Musyahidah, n.d.)

The application of ice-breaking can provide refreshment and provide an opportunity for the brain that continues to work during the learning process to rest for a while. By using ice breaking, what was initially boring, sleepy, and tense can turn into relaxed and energetic. This makes students motivated to learn and gives a pleasant impression. (Harianja & Sapri, 2022).

Based on the context of the problem, researchers are interested in conducting further research. The purpose of this service research is to increase the learning motivation of grade II students at SD Negeri 09 Indralaya through the application of ice breaking in the learning process. Despite the novelty of this study, no one has ever researched the application of ice-breaking techniques to overcome the problem of learning motivation at SD 09 Indralaya.

Methodology

This research was conducted at SD 09 Indralaya. The method used in this study is a qualitative research method of the descriptive type, which is research that answers questions through analysis. Qualitative research methods are methods whose research results are more related to the results of interpretation that refer to the philosophy of data obtained in the field. (Hartati, 2019). The population in this study is all grade II students of SD 09 Indralaya, totaling 36 people. The sampling technique used is a saturated sample where the entire population is used as a sample in the study due to the small number of populations. As for this study, the author will use data collection techniques in the form of observation, interviews, and documentation where the explanation of the three techniques is as follows:

Observation

Observation is the observation and recording of the subject being researched in the field. Observation was carried out by direct observation in the field, namely at SD Negeri 09 Indralaya. According to Sutrisno Hadi in Sugiyono, observation is a process that is systematically arranged between observation and memory. (Sugiyono, 2021).

Doi: https://doi.org/10.71417/jpc.v1i1.4

Interview

The interview is a process of collecting information using questions and answers between the author and the source or research subject. The author can collect data, information, and a frame of description from the research subject through the results of the interviews conducted. This interview was conducted with class teachers or homeroom teachers II to obtain data related to the learning process. (Emzir, 2010).

Documentation

Documentation is a record of events that have passed. Documents can be in the form of writings, pictures, or monumental works of a person or diaries, life histories, stories, biographies, regulations, and policies. (Patilima, 2007).

Various data obtained will be analyzed using data triangulation so that results that answer the questions in this study are obtained.

Results and Discussion

Result

From the results of observations and interviews conducted in the second grade of SDV Negeri 09 Indralaya, it is known that the learning process at SD Negeri 09 Indralaya takes place like learning in elementary schools in general. Each class is held by their respective homeroom teacher. This learning activity in grade II is implemented using a theme book. The class teacher explained the material and gave assignments during the lesson hours. The learning process carried out in grade II emphasizes the provision of assignments and explanations of material by the lecture method to students through theme books. This kind of learning process is what causes many students to easily feel bored, bored, and lack concentration, making students enjoy playing with their friends. The feeling of boredom or boredom experienced by students can affect students' motivation to learn. This can make students' motivation to learn decrease, thereby reducing students' concentration during the learning process. Therefore, to increase the learning motivation of students, researchers, together with teachers, discussed applying ice breaking to the learning process in grade II of SD Negeri 09 Indralaya.

Based on the results of further observations and interviews, the implementation of ice-breaking in grade II helps increase students' concentration and motivation to learn. The learning process is characterized by a more relaxed, fun, less monotonous learning atmosphere, and students look more enthusiastic in facing learning. Students become motivated to learn and make them easily absorb the material delivered by the teacher.

Discussion

The application of ice-breaking in elementary school is one way to prevent learning from becoming monotonous and boring. (Isnaini, 2019). Here, the teacher learns by presenting material from the theme book in grade II. In each lesson, both at the beginning and in the middle of learning, students are invited to do ice-breaking. Ice breaking carried out in grade II adjusts to the learning situation. Students in grade II are first introduced to ice breaking, which will be carried out so that it is easy to apply to them.

Based on the results of the application of ice breaking in three learning activities, several results were found. First, the use of ice breaking at the beginning is done when praying before starting learning, namely praying together using the song "Five fingers of my right hand, five fingers of my left hand, I arrange them into one, all ten I use to pray," then continue with the study prayer. Furthermore, students are invited to ice break 'applaud their spirits' before entering the explanation of the material. Applying ice-breaking at the beginning of learning makes students enthusiastic and triggers students motivation to start learning.

Furthermore, the second is that in core learning, students are explained the material to be studied by the theme book. When learning activities take place, if students have started to look bored and lack concentration, the teacher inserts ice breaking in the form of a 'focus tap' so that students can refocus on the teacher's explanation. By applying ice-breaking in the middle of learning, students can refocus on the teacher who is explaining the material.

Doi: https://doi.org/10.71417/jpc.v1i1.4

In the third stage, before the end of learning, the teacher invites students to play a game in the form of an "ice-breaking concentration game" as well as give questions to students about the material they have learned. How to play this concentration game: students are first invited to stand up, then students are told to follow the commands that the teacher says: do not follow what the teacher holds or does. For example, the teacher mentions the word "hold the nose", while the teacher holds something different from what the teacher mentioned, for example, the teacher holds an "eyebrow", this is used to trick students into seeing the extent of the student's concentration. Students must hold body parts according to what the teacher says. If there is a student who holds a part of the body following what the author holds, then he will be punished for not concentrating. The punishment from this game can be anything, but here, the teacher gives punishment in the form of answering questions about the material that has been explained earlier. By implementing these ice-breaking games, students feel happy and interested, thereby increasing student motivation in learning (Sirait et al., 2023) and deepening students' knowledge of the material that has been studied.

Conclusion

Based on the results of the research and discussions that have been carried out, it can be concluded that the application of ice breaking in the learning process can increase the learning motivation of students in grade II of SD Negeri 09 Indralaya. This can be seen from the results of observations and interviews through efforts made by implementing various ice-breakers that can help increase students' motivation and enthusiasm for learning. The learning process is characterized by a more relaxed, fun, non-monotonous learning atmosphere, and students look more enthusiastic in undergoing the learning process. This ice-breaking is useful as an effort to make the atmosphere during the learning process more conducive so that it can provide a new learning experience for students.

Bibliography

Emzir. (2010). Metodologi Penelitian Pendidikan: Kuantitatif dan Kualitatif,. Rajawali Pers.

Hakim, L. (2016). Pemerataan akses pendidikan bagi rakyat sesuai dengan amanat Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial, 2(1).

Harianja, M. M., & Sapri, S. (2022). Implementasi dan Manfaat Ice Breaking untuk Meningkatkan Minat Belajar Siswa Sekolah Dasar. Jurnal Basicedu, 6(1), 1324–1330. https://doi.org/10.31004/basicedu.v6i1.2298

Hartati, I. N. dan S. (2019). Metodologi Penelitian Sosial. Media Sahabat Cendekia.

Isnaini, B. B. S. (2019). Penerapan Ice Breaking dalam Meningkatkan Motivasi Belajar Siswa Pada Pembelajaran Sosiologi di X IIS 3 SMAN 1 Pundong. Jurnal Pendidikan Sosiologi, 2–15.

Mita Musyahidah. (n.d.). PENERAPAN ICE BREAKING DALAM PROSES BELAJAR MENGAJAR Mita Musyahidah. Academia.Edu. https://www.academia.edu/37456871/PENERAPAN_ICE_BREAKING_DALAM_PROSES_BELAJAR_MENGAJAR_Mita_Musyahidah

Muharrir Syahruddin, M., Herdah, & Effendy, R. (2022). Penggunaan Ice Breaking dalam Meningkatkan Motivasi Belajar Peserta Didik pada Mata Pelajaran Pendidikan Agama Islam Kelas VIII SMP Muhammadiyah Pinrang. Al-Ishlah: Jurnal Pendidikan Islam, 20(2), 179–186. https://doi.org/10.35905/alishlah.v20i2.3318

Patilima, H. dan. (2007). Metode Penelitian Kualitatif. Alfabeta.

Sirait, S., Anim, Rahmadani, E., & Syafitri, E. (2023). Penerapan Ice Breaker Game Untuk Meningkatkan Motivasi Belajar Siswa. Jurnal Pendidikan Matematika Dan Matematika, 7, 265–272.

Sugiyono. (2021). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Alfabeta.