

## Utilization of Ice Breaking Techniques to Reignite Students' Engagement in Learning within Elementary Education

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### ABSTRACT

It is common and often happens when the teaching and learning process occurs; students feel bored with learning. Teachers must be more creative in finding out the way to create more enjoyable learning. This study aims to understand the implementation of ice breaking so that every learner uses ice breaking to know the supporting factors and to overcome the inhibiting factors. This study uses a descriptive-qualitative approach. The subjects of this study were teachers as class teachers and class I.A. students. Data collection techniques in this study used interviews, observations, and documentation. The validity of the data in this study used source and technology triangulation. The interactive analysis model was used for data analysis in this study and was carried out in four stages: data collection, data reduction, data presentation, and drawing conclusions. The results showed that students were thrilled and interested in using ice-breaking in the teaching and learning process, which was carried out at the beginning, middle, and end of learning. Students' very high interest and interest affect student learning outcomes so that students can understand the learning material faster. For subsequent researchers, it is hoped that they can apply and find out about the types of ice breaking that can overcome student boredom and restore students' interest in learning.

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## INTRODUCTION

Learning in elementary schools is very directed at forming each student's character. It involves interaction between teachers and students both in and outside the classroom in the school environment. Based on this, teachers must have more ability to create active, effective, and efficient learning. Motivation, concentration, and interest determine teaching and learning in schools<sup>1</sup>. In teaching and learning, sometimes students are less focused during learning; this can be caused by a lack of interest or interest in learning from students, and the learning process will be more enjoyable<sup>2</sup>. Learning that runs well and smoothly will interest students in a lesson they are studying<sup>3</sup>. The more active students are in learning activities, the more their brain's ability to capture learning materials will develop<sup>4</sup>.

It is not uncommon for students to experience difficulties in learning due to a lack of interest in learning. Interest is a person's tendency to like something. Interest comes from a person in the form of a feeling of liking or interest in something and is not influenced by others<sup>5</sup>. Interest has a significant influence on the student's learning process. Sometimes, students can be less focused when learning takes place; this can be caused by a lack of interest seen when students participate in learning. If students have reached a saturation point or start to feel bored, then, of course, students lose interest in learning. If students' interest in learning is lost, it will impact their learning achievement. In this condition, teachers are required to be able to restore students' interest in learning in various creative ways that teachers need to do. One way that teachers can do this is by doing ice-breaking activities.

Ice breaking is an activity that changes the classroom atmosphere from a dull and tense atmosphere to a relaxed and enthusiastic atmosphere, and there is attention to listening to people speaking in front of the class. Ice breaking can also be made using materials, student conditions, and the learning environment<sup>6</sup>.

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<sup>1</sup> Rahmawati, Anif, Dyah Dwi Astuti, and Oevi Milla Ferina. "Penerapan Metode Ice Breaking Dalam Melatih Minat Siswa Terhadap Pembelajaran Tematik Kelas 5 Sd Negeri 1 Hadiluwih." *Journal of Social Empowerment* 5, no. 1 (2020): 63-70.

<sup>2</sup> Septina, Allya Zulfa. "Pengaruh Kreativitas Guru Dalam Menerapkan Ice Breaking Terhadap Motivasi Belajar Siswa Sekolah Dasar." *Academia edu* (2022).

<sup>3</sup> Haryati, F. D., & Puspitaningrum, D. (2023). Implementasi ice breaking sebagai pematik motivasi belajar siswa dalam pembelajaran. *Jurnal Al-Ilmi: Jurnal Riset Pendidikan Islam*, 4(1), 99-106.

<sup>4</sup> Rahmi, Imelda, Nurmalina Nurmalina, and Moh Fauziddin. "Penerapan Model Role Playing Untuk Meningkatkan Minat Belajar Siswa Sekolah Dasar." *Journal on Teacher Education* 2.1 (2020): 197-206.

<sup>5</sup> Harianja, May Muna, and Sapri Sapri. "Implementasi dan Manfaat Ice Breaking untuk Meningkatkan Minat Belajar Siswa Sekolah Dasar." *Jurnal Basicedu* 6.1 (2022): 1324-1330.

<sup>6</sup> Septina, Allya Zulfa. "Pengaruh Kreativitas Guru Dalam Menerapkan Ice Breaking Terhadap Motivasi Belajar Siswa Sekolah Dasar." *Academia edu* (2022).

According to Rahmi et.al,<sup>7</sup> ice-breaking is a game or activity that changes the frozen atmosphere in a group. Implementing ice-breaking can eliminate boredom, boredom, drowsiness, and simple things that everyone does without needing qualified skills<sup>8</sup>. Ice breaking can be done either at the beginning, in between, or at the end of the learning process so that students can receive lessons well<sup>9</sup>. This activity is very effective and can be applied in every learning session. Ice breaking will also not interfere with or interrupt the learning material that should be delivered. When providing ice-breaking activities, it is essential to ensure that they include familiarity, communication, and teamwork. Ice breaking has also been proven effective in appropriately improving speaking, language, and thinking skills<sup>10</sup>. Ice breaking in the learning process has several types, namely, types of cheers, applause, songs, body movements, humour, games, stories, magic, and audiovisual.<sup>11</sup>

Some ice-breaking activities include games, exercise, and cheers. This is done when students start to look bored. After the teacher carried out the ice-breaking activity, the condition of the students was seen to change; for example, students returned to paying attention to what was being studied and paying attention to what was conveyed by the teacher; in addition, student boredom was seen to decrease, so that the learning process could take place optimally. The use of ice-breaking techniques in the learning process is quite crucial because it can help students get out of the tense and frozen atmosphere when receiving material from the teacher so that the information conveyed by the teacher will be received directly by the students. Conditions like this make students start to move by asking something that is not yet understood so that the communication process in learning becomes effective. This is a key to restoring interest in students in the learning process<sup>12</sup>.

This study aims to create a pleasant learning atmosphere using ice-breaking in learning to restore students' interest in learning. In the learning process, there are often obstacles, including some students needing to be more enthusiastic when participating in learning in class, sleepy students, and students

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<sup>7</sup> Rahmi, Imelda, Nurmalina Nurmalina, and Moh Fauziddin. "Penerapan Model Role Playing Untuk Meningkatkan Minat Belajar Siswa Sekolah Dasar." *Journal on Teacher Education* 2.1 (2020): 197-206.

<sup>8</sup> Harianja, May Muna, and Sapri Sapri. "Implementasi dan Manfaat Ice Breaking untuk Meningkatkan Minat Belajar Siswa Sekolah Dasar." *Jurnal Basicedu* 6.1 (2022): 1324-1330.

<sup>9</sup> Rahmawati, Anif, Dyah Dwi Astuti, and Oevi Milla Ferina. "Penerapan Metode Ice Breaking Dalam Melatih Minat Siswa Terhadap Pembelajaran Tematik Kelas 5 Sd Negeri 1 Hadiluwih." *Journal of Social Empowerment* 5.1 (2020): 63-70.

<sup>10</sup> Syahri, Syahri. "Kepemimpinan Kepala Sekolah dalam Pengelolaan Ekstrakurikuler di MI Nahdatul Ulama Sumber Agung." *Al-Azkiya: Jurnal Ilmiah Pendidikan MI/SD* 6.2 (2021): 132-143.

<sup>11</sup> Rahmi, Imelda, Nurmalina Nurmalina, and Moh Fauziddin. "Penerapan Model Role Playing Untuk Meningkatkan Minat Belajar Siswa Sekolah Dasar." *Journal on Teacher Education* 2.1 (2020): 197-206.

<sup>12</sup> Prayuda, Ikhsan Candra, et al. "Pengaruh Teknik Ice Breaking Terhadap Minat Belajar Peserta Didik Kelas II SD." *Jurnal Evaluasi Dan Pembelajaran* 4.1 (2022): 1-5.

who look passive and pay less attention to the teacher when explaining the lesson material. Therefore, teachers must apply ice-breaking in the teaching and learning process and know the supporting factors, inhibiting factors, and solutions that must be done when they find students who lose interest in learning in class. This study is expected to be a benchmark for success in implementing ice-breaking activities with student interest, especially in the learning process at MI Muhammadiyah PK Kartasura.

## **METHOD**

This research was conducted at MIM PK Kartasura regarding the implementation of ice breaking using a qualitative descriptive research method with a case study research design. The location of the research is Jl. Slamet Riyadi 80, Katrasura, Sukoharjo, Central Java 57167. The purpose of selecting the method and design is to present descriptive data from a phenomenon studied in the field. Qualitative research methods with a phenomenological approach are one type of qualitative approach, where the researcher observes the participants to find out the phenomena that occur in the participants' lives. This study is expected to describe the data comprehensively and accurately. The research data were obtained from primary and secondary sources. The primary data source came from MIM PK Kartasura, which consists of teachers and 29 IA students in the IA class. Secondary data were obtained from teacher documents, theoretical studies, and scientific articles. The instruments used consisted of interview guidelines, observation guides, and documentation.

Data collection techniques use observation, documentation, and, most importantly, the interview process. Interviews are conducted to exchange information and ideas through questions and answers; this is done by discussing topics and asking questions about the topic so that data can be found. Observations were made when researchers observed informants carrying out teaching and learning activities (KBM) at MI Muhammadiyah Special Program Kartasura, Sukoharjo.

The validity of the data in this study is the triangulation of sources used to check data collected from various informants. As for the triangulation of techniques, interview and observation techniques produce the same data. In the Data Analysis Technique stage, this study uses an interactive analysis model proposed by Miles and Huberman. This is done in four phases: Section: (1) Description and Discussion; (2) Data reduction to select relevant and meaningful data; (3) Presentation of data that combines information to explain a situation; (4) Drawing conclusions, drawing temporary conclusions and conclusions can be done after the data is complete. Concluding is the result of research on the focus of the research based on the data that has been analyzed. The conclusion is presented in the form of a descriptive object, which the research study guides the research. The conclusion is temporary; the data in the research can change or develop when the research is still ongoing.

## RESULTS AND DISCUSSION

### *Implementation of Ice Breaking in Restoring Students' Interest in Learning at School*

Ice breaking in learning is vital to make students happier, and the atmosphere in the classroom becomes more cheerful and enthusiastic for learning. Ice breaking is an activity that changes the classroom atmosphere from a dull and tense atmosphere to a relaxed or enthusiastic atmosphere, and there is attention to listening to people speaking in front of the class. Ice breaking can also be made using materials, student conditions, and the learning environment. Interest has a significant influence on the student learning process. Sometimes, students can be less focused when learning takes place; this can be caused by a lack of interest seen when students follow the learning.

The study results on ice-breaking activities carried out at MIM PK Kartasura for one month. Learning will run conducive if students focus on the teacher who explains the learning material. Teachers often carry out ice-breaking activities, but in their implementation, the teacher's creativity still needs to be improved in applying the ice-breaking types that are carried out at the beginning, in the middle, and at the end of learning. The ice-breaking technique is implemented in classroom learning when the learning atmosphere is starting to be unconditioned or tends to be boring, so it is more enthusiastic and interested in learning again. Ice breaking is very useful in restoring students' interest in learning. By implementing ice-breaking, students will automatically become more active and move in learning activities (psychomotor)<sup>13</sup>. Ice-breaking types can be used, namely cheers, claps, songs, gestures, humour, games, stories or fairy tales, and magic<sup>14</sup>. This study used five types of ice-breaking: claps, cheers, songs, gestures, and games.

Based on the interviews, observations, and documentation conducted at MIM PK Kartasura, it was found that most students already know the application of ice breaking and the types of ice breaking in the form of enthusiastic applause and body movements through teachers carried out during learning. Sometimes students start to get bored so that the classroom atmosphere becomes crowded and not conducive. As conveyed by Mrs. Endah, as a first-grade teacher, students have implementing ice breaking, only teachers are not creative enough in implementing ice breaking in every lesson so that students get bored and pay less attention to the teacher. In line with the research results<sup>15</sup> which state that teachers

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<sup>13</sup> Fauzan, Gagan Aditya, and Usman Aripin. "Penerapan Ice Breaking dalam Pembelajaran Matematika untuk Meningkatkan Rasa Percaya Diri Siswa VIII B SMP Bina Harapan Bangsa." *JPMI (Jurnal Pembelajaran Matematika Inovatif)* 2.1 (2019): 17-24.

<sup>14</sup> Khoirullah, Agil. *Pengaruh Penggunaan Teknik Ice Breaker Dalam Pembelajaran Terhadap Motivasi Belajar Siswa Kelas V SDN Cihampelas*. Diss. FKIP UNPAS, 2020.

<sup>15</sup> Erviana, Vivi Eka, Didik Tri Setiyoko, and Moh Toharudin. "Analisis Penerapan Ice Breaking Dalam Pembelajaran Kurikulum Merdeka Peserta Didik Di Sekolah Dasar." *Concept: Journal of Social Humanities and Education* 2.3 (2023): 57-64.

should be able to master the application of ice breaking and develop creativity regarding ice breaking so that the application of ice breaking is not monotonous.

The application of ice breaking consists of three stages were produced using ice breaking at the beginning, middle, and end of learning. First, the use of ice breaking at the beginning of learning activities, where the teacher does ice breaking in the form of clapping and cheers. This impacts students, who become more enthusiastic and focused when learning begins. Ice breaking in the form of clapping is often carried out at the beginning of learning activities, which aims to build student readiness to participate in learning activities and help students refocus on learning. Ice-breaking cheer is ice-breaking that uses words of encouragement usually used at the beginning of learning activities. It uses words of encouragement spoken simultaneously and together to motivate students to participate in learning activities. Using ice-breaking is very effective in preparing the psychological aspects of students to be ready to follow lessons, especially at the beginning of learning; besides that, ice-breaking is also very effective in restoring the enthusiasm and interest of students in learning. As expressed by Mrs. Endah, a first-grade teacher, the ice-breaking method is not dull, rigid, and passive, so learning activities can be fun, refreshing, and active and arouse children's interest in learning more enthusiastically. Teachers can create various variations of ice-breaking by changing certain songs that students, done happily and enthusiastically, have memorized and using facial expressions compact with their pronunciation. The purpose of ice breaking is to restore the enthusiasm of students to be more interested in learning and achieve higher achievements. In line with the results of the study revealed<sup>16</sup>, what is meant by ice breaking is a game or activity designed to change the atmosphere of frozenness in the group and to create a conducive atmosphere. The most dominant or frequently used type of icebreaker is applause, which is often used in early learning activities because it is the most accessible type of icebreaker, and it does not require preparation that takes much time.

Furthermore, the teacher also applies the ice-breaking method with steps that involve understanding the student's condition first. If students feel bored or lose focus on learning, the teacher will divert their attention by using ice-breaking body movements and songs. Ice-breaking types of body movements and songs teachers apply in learning activities in the first grade are often done in the middle of learning. In its implementation, the teacher uses cell phones and speakers. The teacher asks students to listen to songs through speakers; then the teacher invites students to sing along to the song; the songs sung contain educational values and are related to the learning material to be learned, for example, during Islamic religious education lessons on the pillars of Islam, the teacher asks students to listen to the pillars of Islam song then asks students to sing the song together and follow the movements directed by the teacher, by singing and moving students

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<sup>16</sup> Sugito, Sugito. "Pengenalan Ice Breaking Dalam Meningkatkan Semangat Belajar Siswa." *Jurnal Bahasa Indonesia Prima (BIP)* 3.2 (2021): 145-150.

find it easier to accept the learning material. Ice breaking carried out in the middle of learning has a positive impact, where students become more enthusiastic about learning and refocus on the material being discussed. As explained by Mrs Endah, a first-grade teacher, students quickly respond to what the teacher sings and enthusiastically imitate the songs and movements given. This aligns with the research results, which state that the student's response to the ice breaking was excellent and enthusiastic because the implementation was carried out in an active and pleasant atmosphere. In line with the research results<sup>17</sup> stating that the student's response to the ice breaking was excellent and enthusiastic because the implementation was carried out in an active and pleasant atmosphere. This aligns with the research results<sup>18</sup>, which state that students will be more likely to accept the material if the atmosphere is not tense, relaxed, comfortable, and friendly. This ice-breaking activity involves simple body movements that can be done together. In a pleasant atmosphere, students learn more efficiently. Therefore, ice-breaking is effective in the learning process.

In the third stage, before the end of the lesson, the teacher states to students and allows them to express what they have yet to understand during the meeting. In addition, the teacher gives individual assignments in the LKS as a form of evaluation to measure student learning outcomes, which are then collected that day. Furthermore, the ice-breaking method is also applied to the final learning activities, namely ice-breaking types of games and quizzes; the teacher makes a quiz game with questions by singing while holding a marker, and when the song stops, the teacher will give the student holding the marker questions, and for students who can answer will be given a reward usually in the form of grades or snacks. As conveyed by Mrs Endah, a first-grade teacher, the researcher not only used the question game while singing that the researcher applied, but the researcher also gave quizzes related to the learning material and students who answered the most questions were given snack prizes; the researcher ended the meeting with prayer and greetings. In line with the results research<sup>19</sup> which state that ice-breaking can be in the form of exciting questions or activities that can be used to make students more relaxed in the learning atmosphere. Ice breaking is one technique that makes learning fun; ice breaking is a simple, light, and concise game or activity that changes the atmosphere of frozenness, stiffness, boredom, or drowsiness in the learning process. This is also in line with the

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<sup>17</sup> Firdaus, Mawar Dwi Aprillia, and Hindun Hindun. "Penerapan Ice Breaking Sebagai Efektivitas Belajar Mengajar pada Siswa Kelas II di SD Negeri 02 Bintaro." *PUSTAKA: Jurnal Bahasa dan Pendidikan* 4.1 (2024): 186-193.

<sup>18</sup> Fajarudin, Akhmad Afnan, and Ahmad Samsudi. "Teknik ice breaking sebagai penunjang semangat dan konsentrasi siswa kelas 1 MI Nurul Islam Jatirejo." *Idarotuna: Journal of Administrative Science* 2.2 (2021): 147-176.

<sup>19</sup> Zuhariyah, Zuzu, and Ilham Fahmi. "Pengaruh Ice Breaking Terhadap Hasil Belajar Peserta Didik Kelas Ii Di Sd Negeri Pusakajaya Utara I Kabupaten Karawang." *Pendas: Jurnal Ilmiah Pendidikan Dasar* 7.1 (2022): 25-38.

research results<sup>20</sup>, which state that the application of ice breaking at the end of learning can make students enthusiastic even though it is at the end of learning.

## DISCUSSION

The learning process at MIM PK Kartasura sometimes needs to go according to plan. Of course, there are inhibiting and supporting factors for implementing ice-breaking during learning. The supporting factor is students' interest in ice breaking. A saturated or dull learning atmosphere becomes an opportunity for teachers to do ice breaking, which can be used spontaneously or conceptually, more contextually with the learning conditions faced at that time, when teachers provide support or motivation to students, and a calm environment and the availability of complete learning equipment such as notebooks, pens, and textbooks. Teachers also choose ice-breaking based on class conditions, facilities, and time available for learning because it makes students more enthusiastic and interested in learning. In line with the study's results<sup>21</sup>, interest is significant in carrying out ice-breaking activities; the higher the individual's interest, the higher the desire to do ice-breaking, and vice versa. Interest is liking and being attracted to something or an activity without anyone telling you to<sup>22</sup>. Three factors underlie the emergence of interest, namely, 1) internal motivation, 2) social, and 3) emotional factors. Teachers need to arouse students' interest in learning so that they can be enthusiastic about receiving lessons, make students aware of being directly involved in learning support and motivation for students, students actively follow class lessons, a quiet environment and the availability of complete learning equipment such as notebooks, pens, and textbooks<sup>23</sup>.

Meanwhile, the inhibiting factor in the implementation of ice breaking is the less conducive atmosphere so that students pay less attention to the teacher explaining the material so that it is not conveyed optimally. When teaching, it is seen that teachers have also experienced difficulties in teaching in class. These difficulties or obstacles hinder teachers from achieving the learning objectives set. The difficulties experienced by each teacher vary greatly because students in the class consist of individuals with different characters, so at some point, various problems will arise that teachers face. Thus, the difficulties and obstacles are more dominantly caused by student factors. When the teacher invites them to ice-

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<sup>20</sup> Algivari, Annisa, and Dea Mustika. "Teknik Ice Breaking pada Pembelajaran Tematik di Sekolah Dasar." *Journal of Education Action Research* 6.4 (2022): 433-439.

<sup>21</sup> Indriany, Leny, and Syamsul Alam. "Pengaruh Ice Breaking Berbasis Media Poster Terhadap Minat Belajar Siswa Kelas III." *Jurnal Elementaria Edukasia* 6.3 (2023): 1092-1102.

<sup>22</sup> Sati, Sati, Diana Setiana, and Andini Nur Amelia. "Implementasi Pembelajaran E-Learning Terhadap Minat Belajar Peserta Didik di Masa Pandemi Covid-19." *Jurnal Basicedu* 6.1 (2022): 51-57.

<sup>23</sup> Dores, Oleggius Jiran, Fatkhan Amirul Huda, and Rusita Riana. "Analisis minat belajar matematika siswa kelas IV sekolah dasar negeri 4 sirang setambang tahun pelajaran 2018/2019." *J-PiMat: Jurnal Pendidikan Matematika* 1.1 (2019): 38-48.



breaking, some students still need help understanding, and some do as they please. As a teacher, managing or educating well is difficult because students have different characteristics and desires. The role of the teacher is to arouse students' interest in learning. Teachers need to pay attention to various strategies in the teaching and learning process to motivate students and focus on each material the teacher presents.<sup>24</sup> Teachers must be truly able to master all skills related to teaching. Teachers' skills and mastery greatly influence students' interest in learning because, without teachers who master their skills, students will quickly get bored and not interested in continuing teaching and learning activities because there is no exciting and enjoyable atmosphere<sup>25</sup>. In line with the research results<sup>26</sup> stating that teachers must learn the ice-breaking method because by understanding the ice-breaking method, teachers can handle student boredom that often occurs during the teaching and learning process. This is very natural because students are still at the age of playing. In line with the research results<sup>27</sup>, teachers should prepare learning based on objectives, materials, and student characteristics from the planning stage to the evaluation stage. This is also in line with the research results<sup>28</sup>, which state that ice-breaking also needs to be applied in the lesson plan because the teaching and learning process uses this method, so it must be included in the core activities.

### ***Solutions to Overcome Inhibiting Factors***

Based on the opinions given, teachers are well prepared to overcome the difficulties and obstacles faced during learning. Efforts to overcome these obstacles include approaching students if there are students who are noisy or experiencing these obstacles or if there are students who are noisy or experiencing learning difficulties. When the teacher approaches students, the teacher asks several questions about the material being discussed and then begins to guide students in understanding the material. An individual approach to students' classroom management requires an individual approach, too. In choosing a method, pay attention to the usefulness of an individual approach so that teachers, in carrying out their duties, always take an individual approach to students in the class. In addition to using an individual approach, teachers can divert children's attention by inviting them to do appropriate ice-breaking at that time. Because of

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<sup>24</sup> Riinawati, Riinawati. "Hubungan konsentrasi belajar siswa terhadap prestasi belajar peserta didik pada masa pandemi Covid-19 di sekolah dasar." *Edukatif: Jurnal Ilmu Pendidikan* 3.4 (2021): 2305-2312.

<sup>25</sup> Zuhariyah, Zuzu, and Ilham Fahmi. "Pengaruh Ice Breaking Terhadap Hasil Belajar Peserta Didik Kelas Ii Di Sd Negeri Pusakajaya Utara I Kabupaten Karawang." *Pendas: Jurnal Ilmiah Pendidikan Dasar* 7.1 (2022): 25-38.

<sup>26</sup> Harianja, May Muna, and Sapri Sapri. "Implementasi dan Manfaat Ice Breaking untuk Meningkatkan Minat Belajar Siswa Sekolah Dasar." *Jurnal Basicedu* 6.1 (2022): 1324-1330.

<sup>27</sup> Zuhariyah, Zuzu, and Ilham Fahmi. "Pengaruh Ice Breaking Terhadap Hasil Belajar Peserta Didik Kelas Ii Di Sd Negeri Pusakajaya Utara I Kabupaten Karawang." *Pendas: Jurnal Ilmiah Pendidikan Dasar* 7.1 (2022): 25-38.

<sup>28</sup> Sinar, Sinar, Kamaruddin Tone, and Abdul Latief. "Persepsi Guru Terhadap Metode Ice Breaking Di SMP Negeri 5 Campalagian." *Journal Pegguruang* 2.2 (2020): 484-489.

this, children are more interested in paying attention to their teacher again when teaching in front of the class. This can also restore students' enthusiasm and interest in learning. Another effort to overcome students who are challenging to manage and noisy is to create a more pleasant atmosphere with different ice-breaking for each lesson so that they do not get bored and are more interested. In line with the research results<sup>29</sup> stating that a relaxed and not tense atmosphere should be created by teachers in the learning process so that learning becomes effective and enjoyable, this is intended to be able to receive the material delivered. Students will be more likely to receive the material if the atmosphere is not tense, relaxed, comfortable, and more friendly. Also in line with the research results<sup>30</sup> stating that the application of ice breaking for students to create a conducive atmosphere, be more familiar with their friends, and train concentration.

The advantage of spontaneous ice breaking in the learning process is that it can be used at any time according to the conditions and situations during the learning process. This makes the learning process memorable for students. Not only that, teachers also feel satisfied because the learning objectives can be achieved optimally. The difference between this study and previous studies lies in the focus of the problems studied and the data obtained, which are new and different. This study implies that teachers can apply ice-breaking techniques in learning activities to make learning fun and encourage students to learn again.

## CONCLUSIONS

Based on the results and discussion above, ice-breaking can be used at the beginning of learning, in the middle of learning, and at the end of learning. Ice breaking makes students happier, and the atmosphere in the classroom becomes more cheerful, and they look more enthusiastic about learning. In using ice-breaking, teachers adjust to the conditions of students, the environment and the duration of time used so that students can follow the ice-breaking well. Students are thrilled when following the ice-breaking given by the teacher, so using ice-breaking as an interlude when learning is exciting to restore students' interest in learning and their readiness to receive learning better. Supporting factors for implementing ice breaking are students' interest when ice breaking is carried out, learning conditions or atmosphere, and supporting infrastructure for ice breaking. At the same time, the inhibiting factors are from students who have different characteristics.

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<sup>29</sup> Fajarudin, Akhmad Afnan, and Ahmad Samsudi. "Teknik ice breaking sebagai penunjang semangat dan konsentrasi siswa kelas 1 MI Nurul Islam Jatirejo." *Idarotuna: Journal of Administrative Science* 2.2 (2021): 147-176

<sup>30</sup> Haryati, Fini Dwi, and Diah Puspitaningrum. "Implementasi ice breaking sebagai pematik motivasi belajar siswa dalam pembelajaran." *Jurnal Al-Ilmi: Jurnal Riset Pendidikan Islam* 4.1 (2023): 99-106.

The researcher suggests that teachers are advised to use ice-breaking when teaching material. Research shows that the ice-breaking method has been proven to restore students' interest in learning and positively impacts cooperation between students. Teachers should develop effective, efficient, and enjoyable learning methods. This method must actively involve students in the learning process to improve students' competence in answering and completing assignments and questions given by the teacher.

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