

The Role of Ice Breaking in Increasing Student Learning Motivation in Thematic Learning at MI Nurul Arsyad

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ABSTRACT

Thematic learning in class VI MI Nurul Arsyad incorporates ice breaking activities to foster an engaging and interactive learning environment. This study explores the implementation of ice breaking and its impact on student motivation. Using qualitative methods, data were collected through interviews, observations, and documentation from early to late October 2024. Data was analyzed using Miles and Huberman's model, including data reduction, presentation, and conclusion drawing. Triangulation techniques ensured data validity. The findings indicate that ice breaking effectively creates a positive classroom atmosphere by enhancing student attention, engagement, and reducing tension. It also boosts student confidence and participation. As a result, students show improved motivation and academic performance. The study recommends that teachers regularly incorporate ice breaking techniques to promote a productive learning environment.



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1. PENDAHULUAN (12 PT)

An effective learning process requires strategies that are able to attract attention and increase student motivation. In an educational environment, especially in Madrasah Ibtidaiyah (MI), innovative approaches are essential to create a fun and interactive learning atmosphere. One method that can be used is ice breaking, which serves to break the ice and create student engagement from the start of learning.[1]

Ice breaking is one of the right efforts to put students back in the alpha zone.[2] Ice breaking not only aims to entertain, but also to build familiarity between students and create a safe and supportive environment. With a more relaxed atmosphere,

students will be more open to participating in learning activities, expressing opinions and collaborating with classmates. This becomes important in the context of thematic learning, where the integration of various aspects of learning is necessary to achieve a more holistic understanding. Students become more active and excited when participating in the learning process and become motivated to learn so that later the learning objectives to be achieved are not misguided and effective.[3]

Learning motivation is a key factor in educational success. Motivated students tend to be more active, excited and able to absorb information better. Therefore, this study aims to explore the role of ice breaking in increasing students' learning motivation at MI Nurul Arsyad, as well as how this method can be integrated in thematic learning to achieve optimal learning outcomes. By understanding the relationship between ice breaking and learning motivation, it is hoped that educators can design more effective and engaging learning experiences for students. When learning is carried out in a pleasant atmosphere, students become more creative and innovative.[4]

Teachers often do not realize that the objects they face are humans who have different characteristics and have moods that can change at any time.[5] In learning Arabic, teachers often spend time using lectures, students become less excited and bored in learning Arabic.[6] What is conveyed by the teacher in front of the class seems to only enter the right ear and then exit the left ear without any meaningful impression of the learning that is followed. If students already feel bored, then students will sleepy, yawn, chat with their friends, or make a crowd in class. This makes the classroom atmosphere chaotic, and if this continues, learning will lead to failure.[7]

In the learning process, attention and motivation are two things that cannot be forgotten. Without both, student learning outcomes will not be optimal.[8] For this reason, teachers need to apply methods that can motivate learning, create a fun atmosphere. When students feel happy and enthusiastic about the learning that takes place, and do not easily feel bored, bored, tired or sleepy when participating in learning, so that it can arouse students' motivation to learn.[9] The teacher's efforts to create a more pleasant learning atmosphere so that it can foster student learning motivation, one of the techniques is ice breaking. Ice breaking is one of the right efforts to return students to the alpha zone.[2] Ice breaking, in my opinion, is one of the steps to shift the atmosphere from boring, sleepy, saturated to fresh again, excited, not making lethargic or sleepy, and students' attention returns to the teacher with a happy feeling. By providing ice breaking carried out in thematic learning in particular, it is hoped that it can help achieve learning objectives, so that it can be said that the learning process is successful.[10]

Based on an interview with the 6th grade Arabic teacher Mr. Dede Bahrudin, S.Pd, he said that students more often experience boredom and boredom in learning Arabic in class. If there are no activities that can arouse the enthusiasm for learning, when students are bored and bored, the atmosphere will be crowded in the classroom and it is not conducive so that it is not possible to continue the learning activities. therefore, it is the teacher who tries to find ways to get the class back in focus and the mood is fun. One way is to provide ice breaking with the aim of making thematic learning more fun and being able to arouse students' enthusiasm to take part in the learning process. The author took

the object of research of grade VI students of MI Nurul Arsyad because he wanted to know how the implementation of ice breaking in class VI and how the role of ice breaking on student learning motivation in thematic learning class VI MI Nurul Arsyad.

2. METHOD

This type of research is qualitative research with three data collection techniques, namely interviews, observation, and documentation. The implementation of the research started from the beginning of October to the end of October 2024. The data analysis technique in this research uses the analysis model developed by Miles and Huberman, which consists of three stages: data reduction, data presentation, and conclusion drawing. In addition, to ensure the validity of the data collected, researchers applied the triangulation technique (a method used in research to validate data by collecting information from various sources or using various data collection techniques. The purpose of triangulation techniques is to increase the accuracy and reliability of research results by comparing and confirming data obtained from different methods).

3. RESULTS AND DISCUSSION

3.1 Student Interest and Attention

Students do not feel bored in learning Arabic because teachers often give yells, guesses, and games. The techniques used, such as yells and games, reflect active learning methods. It helps students engage directly and stimulate their interest in learning. Fun and varied activities can reduce the boredom that often arises in language learning. Students are more likely to stay focused and motivated. With the delivery of interesting teacher material, students can focus on paying attention to the teacher's explanations. Students feel more able to focus on the material being taught when the teaching method is interesting. This shows that active engagement can increase student attention. An engaging way of delivering can help students relate the material to real-life experiences, making it easier for them to understand and remember the information being taught. During the learning process, students enjoy the atmosphere so that they do not go in and out of the classroom for unclear reasons. Students' interest in an exciting atmosphere indicates that they are more involved in learning activities. Interactive and engaging activities encourage active participation, which contributes to better understanding. An attractive atmosphere can increase student motivation. When they feel happy and entertained, they are more likely to attend, contribute, and develop curiosity. The desire of students to learn Arabic next is with discussions that are easy to understand and exciting. Students want an exciting and enjoyable learning experience, which shows that they want to be actively involved in learning, not just passive listening. The use of games in learning makes the learning process more interesting. This shows that fun methods can increase students' attention. Learning methods that involve games can help students understand the material in a more fun way. Practical experiences are often easier to remember compared to more traditional teaching methods. Students are happier and more interested in learning Arabic. Students who are interested in the lessons, they tend to be more motivated to learn. This can lead to better achievement and a deeper understanding of the material. By doing ice breaking before learning, students are physically and psychologically ready to be on fire to follow the learning process.

It can be concluded that the use of active learning methods, such as chanting, guessing, and games, significantly increased students' interest and engagement in learning Arabic. The fun and interactive atmosphere makes students more motivated, focused and able to understand the material better, thus supporting higher academic achievement.

3.2. Learning Motivation

By providing ice breaking to students, it can raise students' energy and enthusiasm. This activity creates a more cheerful atmosphere and reduces tension, so students feel more enthusiastic about learning. Ice breaking activities can also strengthen relationships between students, creating a sense of togetherness that makes them more comfortable interacting in class. Students' enthusiasm for learning Arabic, which is triggered by the teacher's interesting teaching approach.

It can be concluded that ice breaking activities can increase students' enthusiasm in learning, create a cheerful atmosphere, reduce tension, and strengthen relationships between students. An interesting teaching approach also contributes to students' enthusiasm for Arabic learning.

3.3. Students' Enjoyment in Learning

Students feel happy during learning but often feel bored if the lesson is too long. If they are bored in class, they will be sleepy and tell their own stories with their friends. Although you love to learn, learning for too long can lead to boredom. This indicates that students' attention span has limits, and excessive duration can reduce their interest. This statement emphasizes the importance of finding a balance between the duration of learning and the methods used. More dynamic and disconnected learning can help keep students focused. Students are happy if they are given ice breaking, when the classroom conditions are still crowded or not conducive ice breaking can make students focus and help students feel more relaxed and ready to learn. Students feel happier and more engaged when there is an ice breaking activity in the midst of thematic learning. The integration of ice breaking in thematic learning is very beneficial to improve the classroom atmosphere, student engagement, and overall learning experience. The students' mood turned to joy and enthusiasm, it signified that ice breaking had managed to revive their energy. This can motivate students to be more actively involved in learning. This change in mood shows the importance of maintaining mental health in the classroom. Entertaining activities can contribute to a better learning atmosphere, making students feel happier and ready to learn.

It can be concluded that even though students enjoy learning, too long a duration can lead to boredom and loss of focus. Therefore, it is important to find a balance in the duration of learning and the methods used. Ice breaking activities have proven to be effective in livening up the classroom atmosphere, increasing student engagement, and maintaining mental health, so that students feel happier, relaxed, and ready to learn.

3.4. Students' Enjoyment in Learning

Students feel more comfortable and confident in sharing ideas, asking questions, and discussing. The fear of being wrong reflects the existence of a safe and supportive classroom atmosphere. Students feel that their opinions are valued, so they are more

courageous to speak up. Ice breaking creates a positive learning environment, where students feel safe to express themselves, which in turn increases their engagement and understanding. The students' boredom and sleepiness are slightly reduced when they finish ice breaking. When students engage in games, they feel more active and awake. This suggests that interactive activities can help reduce drowsiness and boredom. While games are effective in boosting morale, learning that lasts too long without pauses or variations can lead to boredom and re-drowsiness. This shows the importance of time management in learning sessions. Students become more active, which shows that they are more deeply involved in class activities. This can include participating in discussions, asking questions, or collaborating with classmates. Higher engagement also showed increased student confidence. When they feel comfortable talking and interacting, it reflects a better sense of confidence in conveying opinions or ideas. Memorizing mufrodat (vocabulary) using songs shows that students appreciate the use of creative methods in learning. Music often helps improve memory, as it involves rhythmic and melodic elements that make the material more interesting. Students feel more active and engaged in learning. This activity breaks the ice and creates a more interactive atmosphere, so students feel more encouraged to participate. The combination of group discussion and singing can liven up the classroom atmosphere. This helps students feel more energetic and excited to participate in learning activities.

It can be concluded that creating a safe and supportive classroom atmosphere, through activities such as ice breaking and the use of games, can increase student comfort, confidence, and engagement. While games are effective for keeping the spirit going, it's important to set the duration of learning so that it doesn't take too long without variety. Creative methods, such as memorizing vocabulary with songs, also contribute to increased student engagement and memory, creating a more interactive and energetic learning atmosphere.

4. DISCUSSION

The next research that is a reference for this research is conducted by Shofia Nurzami Aryani. "The Role of Ice Breaking on Learning Motivation in Thematic Learning of Class IV Students of Min I Bantul". This type of research is qualitative research with three data collection techniques, namely interviews, observations, and documentation. The results of this study show that (1) Based on the implementation techniques of ice breaking in class IV C, it is divided into two, namely spontaneous ice breaking (gymnastics, clapping, games, and motivational fairy tales) and planned as stated in the lesson plan. (2) The role of ice breaking on students' learning motivation is that students are physically and psychologically ready, more interested in lessons, enthusiastic and able to direct their attention to the teacher, more at home in class, active in participating in lessons, and enthusiastic about participating in learning. [11]

Attention and motivation in the learning process can be influenced by various factors, including the learning atmosphere. A monotonous environment can make students feel bored and tired. In this condition, students' ability to remember information may decrease, making it difficult for them to accept new information and experiences. According to the results of Achmad Fanani's research, teachers often lack awareness that the objects they face are human beings who have different

characteristics and have moods that can change at any time. By applying the ice breaking technique, the classroom atmosphere becomes more fun and interactive, which in turn increases student engagement in the learning process. These activities help reduce tension, create a sense of security, and strengthen social relationships between students.[12]

The above research has similar results carried out by IKIP PGRI Pontianak, Tri Mega Ralasari explained that the main cause of boredom is due to the factor of saturation or fatigue in learning which is mental and physical. Students' mental factors can be influenced by greater learning pressure compared to fun in the learning process, as well as monotonous teaching methods from teachers that make learning less interesting. Meanwhile, from a physical perspective, many activities outside the classroom, such as extracurricular activities or playing with friends, can reduce students' break time. This results in unsupportive mental and physical fatigue. Implementing ice breaking in the classroom can increase students' attention and focus, which is very important in the context of thematic learning.[13]

Furthermore, research conducted by Aprilia et al that Ice breaking is applied during learning from the beginning to the end, including clapping variations, asking news, songs, and games. At the beginning of learning, clapping and asking news are used to build enthusiasm. During core activities, games are played when students start to get bored and lose concentration. At the end of the lesson, claps and songs are used to keep students' spirits up. Ice breaking is effective in reducing boredom, increasing students' enthusiasm, and helping them refocus on learning. It can be concluded from the above research that ice breaking can increase students' motivation and enjoyment in learning.[14]

Then, research conducted by Dwi et al showed that before the application of ice breaking, students of SD Negeri Sugihan 03 lacked enthusiasm for learning and were reluctant to go to school. After its application, the learning atmosphere became more pleasant, students were more relaxed, motivated, and eager to follow the lesson. Ice breaking is effective in increasing motivation, concentration, and making students more focused and attentive to the teacher's explanation. Teachers are encouraged to continue to motivate students and use ice breaking as an alternative media to create a conducive learning atmosphere.[15] It can be concluded that the application of ice breaking can increase motivation and create a more active learning atmosphere for students.

5. CONCLUSION

Based on the results of the research and discussion, it can be concluded that ice breaking activities have a positive influence on student learning motivation. By applying the ice-breaking technique, the classroom atmosphere becomes more fun and interactive and is able to increase student involvement in the learning process. These activities help reduce tension, create a sense of security, and strengthen social relationships between students. In addition, the use of ice breaking also contributes to increased attention and focus of students, which is very important in the context of thematic learning. However, it is important to set the duration of learning so that it is not too long to prevent boredom. The results showed that when students felt more motivated and engaged, they were better able to absorb and understand the subject

matter effectively. Therefore, the application of the ice breaking method in learning is highly recommended to create a more productive and fun learning environment. The application of the ice breaking method in learning can increase students' motivation to learn.

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