



**International Journal of Education, Social Studies,  
And Management (IJESSM)**

e-ISSN : 2775-4154

**Volume 3, Issue 3, November 2023**

The International Journal of Education, Social Studies, and Management (IJESSM) is published 3 times a year (**February, Juny, November**).

**Focus** : Education, Social, Economy, Management, And Culture.

**LINK** : <http://lppipublishing.com/index.php/ijessm>

**Implementation of Ice Breaking in Increasing Student's Spirit of Learning (Case Study of STIT Al Hikmah Tebing Tinggi Private Students)**

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**ABSTRACT**

The application of interesting and unique ice breaking can be a solution to overcome student boredom and saturation in learning activities. Exciting and fun ice breaking activities can strengthen connections, build concentration, improve communication, and create a warmer and friendlier atmosphere. Ice Breaking activities are generally used in several parts of the activity. One of them is when opening a lecture. The implementation of ice breaking in learning to reduce student learning boredom was carried out in the second semester of the Early Childhood Islamic Education Study Program, Al Hikmah Tebing Tinggi Tarbiyah Science College. Based on the research results, it appears that there is an effect of implementing ice breaking in reducing boredom and increasing student enthusiasm for learning. The decrease in learning boredom from the high to low category was inseparable from the influence of the implementation of ice breaking which was carried out over twelve meetings and saw a shift in students' attitudes from what previously looked tense to being cheerful. Ice breaking can foster interest in learning, make the atmosphere more comfortable and can increase student cohesiveness in class and during the lecture process. This research aims to explain the application of ice breaking in student learning activities in class. In this research, qualitative methods and literature study were used. The data obtained is collected, analyzed, and conclusions are drawn in the implementation of learning each week so that it can be seen and compared whether learning uses ice breaking or not.

**ARTICLE INFO**

*Article history:*

Received

12 October 2023

Revised

07 November 2023


Accepted

01 December 2023

**Keywords**

**Doi**

**Corresponding**

**Author** 

*Ice Breaking, Passion For Learning, Students*

[10.52121/ijessm.v3i3.185](https://doi.org/10.52121/ijessm.v3i3.185)

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**INTRODUCTION**

Students are considered intellectual people, even in certain areas, students are hailed for bringing change to this country and nation. Generally, student is the term for people who are studying at an academy, high school or university. However, not all students are able to participate in learning well without

obstacles. Most students prefer to study accompanied by some practice, compared to just using lecture and question and answer methods which only discuss theory. Students generally get bored more quickly if the lecturer takes too long to explain theory using the lecture method or only in one direction. It starts with the lecturer opening the lecture with a question and answer session, and most students are still shy and sometimes unable to reveal the information they want in class during the lecture session. So a situation that is quite rigid causes boredom and decreased enthusiasm in the lecture process. Some of the symptoms of boredom in lectures can be seen from students who start to have fun telling stories with their friends, are busy with gadgets, look sleepy, look tired, panic, and lose concentration and are not enthusiastic.

Several experts suggest that enthusiasm is a feeling of willingness that allows someone to work to produce more work (Hariyanti: 2018). According to Hasibuan, enthusiasm is a person's desire and sincerity to do their work well and with discipline to achieve maximum work performance. Passion is a very strong feeling that is experienced by everyone, it can be seen as an important part of an activity so that something can be aimed at directing potential that creates, enlivens, fosters a high level of desire.

In higher education, learning is known as the lecture process. Learning is a process of changing behavior through education or more specifically through training procedures. According to the traditional view, learning is an effort to acquire a certain amount of knowledge. Meanwhile, according to the modern view, learning is a process of changing behavior through interaction with the environment. In a book on Educational Psychology, Mustaqim explains the meaning of learning based on the opinions of several experts including: According to Lyle E. Boume JR. Bruce R. Ekstrand, learning is a relatively permanent change in behavior caused by experience and training. According to Diffotd T.Morgan, learning is a change in behavior that is relatively permanent and is the result of past experience. According to Mustofa Fahmi, learning is an expression that shows a person's behavior or experience. According to Guilfred, learning is a change that results from stimulation. Taking some of the definitions above, learning in general can be concluded as a change in behavior that is relatively permanent and occurs due to practice and experience.

The result of learning is a change in human attitudes and behavior. Changes in the learning process can be in the form of new results or improving results that have been obtained previously. However, not all changes in behavior are called learning, and learning is not only related to subjects but also mastery, perception habits, pleasure, interests, social adjustments and skills, and aspirations. Behavior in learning has a fairly broad meaning, including

knowledge, understanding, skills, attitudes and so on. Behavior in learning is carried out consciously and deliberately, this deliberateness is reflected in the presence of readiness, motivation and goals to be achieved, these three factors encourage someone to carry out the learning process or in higher education it is called the lecture process.

From the explanations above, it can be concluded that the enthusiasm for learning is an effort to obtain a certain amount of knowledge that will change a person's behavior. Life is actually a place and process of learning, where all forms of activities carried out by humans are the starting point for measuring the results of their learning. Therefore, one thing that can be done to overcome boredom in the learning process and increase students' enthusiasm for learning is to apply ice breaking as a solution.

Fanani (2010) defines ice breaking as a touch of activity that can be used to break the ice, chaos, boredom and saturation of the atmosphere so that it melts and the atmosphere can return to its original (more conducive) state. Meanwhile, according to Suryoharjuno (2012), the definition of ice breaking is a transition from a boring, sleepy, tedious and tense situation to being relaxed, enthusiastic, not sleepy, and there is attention and a feeling of pleasure in listening to or seeing the person speaking in front of you. Ice breaking is a learning activity that is dynamic, full of enthusiasm and functions to break the ice and generate learning motivation so as to create a pleasant learning condition (Kurniasih, 2015).

Ice breaking techniques in the form of playing activities can increase students' concentration in learning because ice breaking games can create a relaxed atmosphere in interaction, not boring in learning and will focus attention. Ice breaking in the form of a game is effective in improving social skills (Bakhtiar, 2015). Ice breaking as a group guidance technique is attempted to reduce boredom in the learning process, because with ice breaking students also receive learning that is carried out through a process of mutual cooperation and group discussions, to play a game that will be played together. Therefore, it is believed that Ice Breaking is suitable to be applied in helping students overcome the problem of boredom in the learning process. Ice breaking is also a tool that can be a permanent and appropriate solution, because the ice breaking game takes on a mediating and reducing role. Unifying thought patterns and action patterns into one point of attention is something that can condition the atmosphere to be dynamic and focused (Soenarno, 2007).

## **RESEARCH METHODE**

Based on the characteristics of the problems raised in this research, the method used is a qualitative research method, which emphasizes the analysis of descriptive data in the form of written words from observations. The author uses this approach to analyze the implementation of ice breaking in the student learning process. The analysis of this data is more focused on library research, namely by reading, reviewing and analyzing books and several other written sources that are closely related to the problems discussed.

The approach used in this study is a library research approach, according to Zed in (Rahayu, 2020) that literature or literature study can be interpreted as a series of activities relating to methods of collecting library data, reading and taking notes as well as processing research materials. This type of research is qualitative research. According to Ibnu in (Arifudin, 2023) qualitative research is research where the data is expressed in verbal form and analyzed without using statistical techniques. In this research, the research object consists of 2 (two) objects, namely formal objects and material objects (Ulfah, 2019). The formal object in this research is data, namely data related to the study of the implementation of ice breaking in student learning in class. Meanwhile, the material object is a data source, in this case a study of the implementation of ice breaking to increase student learning enthusiasm. Data collection was carried out using documentation techniques, namely conducting a review of library materials to collect materials, and literature studies, namely studying materials related to the research object.

According to (Bahri, 2021), this data collection technique is the most strategic step in research because the main aim of research is to obtain data. There are several ways or techniques for collecting data, including observation and documentation. The data sources used in this research consist of primary and secondary data. According to (Fikriyah, 2022) primary data is data collected directly from the individuals being investigated or first hand data. And according to (Mayasari, 2021) secondary data is data that exists in libraries. In this research, the author uses observation and documentation methods as tools for data collection, because this research is library research. In other words, according to (Rahman, 2021) this technique is used to collect data from primary and secondary sources.

## **RESULT AND DISCUSSION**

Saturation and fatigue in the learning process affect the level of student enthusiasm for learning. Therefore, it is recommended for students to try to avoid boredom and exhaustion in learning. Because boredom and fatigue can

cause students to experience mild to severe stress and ultimately feel very stressed when undergoing the learning process. Therefore, it is necessary to strive for a condition that is free from fatigue and effort so that students study in a happy condition. Apart from fatigue, mental tension can also arise from course loads that are considered too heavy, achievement targets that are very high, lecturers who are too strict and harsh, and other things.

One effort that can be implemented to overcome this is the provision of ice breaking techniques as a solution to the problem of student learning boredom. Ice breaking techniques are given to students in several simple game forms. The games implemented have the values of leadership, teamwork, creativity, honesty, and can increase learning concentration. The ice breaking game carried out in this research is by carrying out several movements with keywords and explanations given first by the lecturer which will be carried out together so that activities can occur that can relax and make students happier.

Fadillah in (Mawati, 2023) explains that it is called learning when there is interaction between students and educators, there are adequate learning resources available in the learning environment so that certain changes in behavior occur. Therefore, ice breaking can be one of the right things to revive students' enthusiasm for learning. Implementing ice breaking in the form of play activities can increase students' concentration in learning because ice breaking activities can create a relaxed atmosphere in interaction, not boring learning and focus of attention will emerge. Ice breaking as a group guidance technique is sought to be a technique to reduce student learning boredom, because with the ice breaking technique students can also learn something through a cooperative attitude or group discussion to carry out game activities together. Therefore, the ice breaking technique is believed to be very suitable to be applied in helping students overcome the problem of boredom in their studies.

The implementation of ice breaking in learning to reduce student learning boredom was carried out in the second semester of the Early Childhood Islamic Education Study Program, Al Hikmah Tebing Tinggi Tarbiyah Science College. Based on the research results, it appears that there is an effect of implementing ice breaking in reducing boredom and increasing student enthusiasm for learning. The decrease in learning boredom from the high to low category was inseparable from the influence of the implementation of ice breaking which was carried out over twelve meetings and saw a shift in students' attitudes from what previously looked tense to being cheerful. According to Prijosaksono (2008), another reason for the need for games is that humans generally like to move and move, rather than sitting still because moving and being dynamic is

their identity. Children and adults need lots of experiences, varied, meaningful and fun.

The children's brain is very happy with the emergence of something unique, interesting, new, challenging, fun and amazing, including games that stimulate the brain, especially by involving the five senses as a whole (visual, audio and kinetic). It is the same as what Mahfud (2010) expressed, namely that through ice breaking individuals can get to know other things and feel comfortable with their new environment during the learning process. Therefore, it can be concluded that there has been a change in the level of learning boredom among PIAUD students at STITT Al Hikmah Tebing Tinggi, which was initially high, decreased to low due to the implementation of ice breaking games (various clapping, various brain gym, one finger right and left, arranging cards, arranging uno, odd-even, Snake Catching, this is one, this is two, if this is three, hands are twirling, fish are swimming, aram sam sam, tiki-tiki bam bam, and Giyomi) which contain the values of leadership, teamwork, creativity, as well as focus and concentration which helps students control themselves in the learning process, minimizes boring learning situations, causes drowsiness, boredom, and freezing, tense and tired to become relaxed, enthusiastic, no longer sleepy, and attention appears and a feeling of enjoyment arises from listening, pay attention or see people who are talking in front of the class. In this case, it is the lecturer who teaches the class.

## **CONCLUSION**

Based on data analysis and discussion of research results, it can be concluded that: (1) The implementation of ice breaking in student learning activities is carried out through the initial preparation stage, transition, activity implementation stage and ending stage. In each ice breaking activity, students participated enthusiastically and actively participated in each type of game given; (2) The level of learning achievement of students at the Al Hikmah Tebing Tinggi Tarbiyah Science College in the Early Childhood Islamic Education study program before the ice breaking technique was applied in the learning process was in the high category, and after the ice breaking technique was applied in the learning process learning boredom decreased. in the low category; (3) There is a significant influence on the implementation of the ice breaking technique in the learning process, namely reducing the level of learning boredom for students of the PIAUD STIT Al Hikmah Tebing Tinggi study program in the second semester. This means that the ice breaking technique can reduce students' learning boredom and increase their enthusiasm for learning.

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