
THE UTILISATION OF *ICE BREAKING* TO INCREASE STUDENT LEARNING ACTIVITIES IN GRADE III OF NURUL ILMI PRIVATE MADRASAH IBTIDAIYAH

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ABSTRACT

This research was conducted because of the background of the lack of creativity carried out by the teacher towards efforts to divert the attention of students who are less focused, not too enthusiastic and quickly bored in participating in learning activities, with the aim of this study is to find out the use of *Ice Breaking* to increase student learning activities in grade III Madrasah Ibtidaiyah Swasta Nurul Ilmi Kota Bima School Year 2024. The type of research used is descriptive qualitative with data collection techniques in the form of observation, interviews and documentation. The location of this research was at Madrasah Ibtidaiyah Swasta Nurul Ilmi Kota Bima. Primary data sources obtained are through the main informants of several teachers at Madrasah Ibtidaiyah Swasta Nurul Ilmi Kota Bima. The results showed that the *Ice Breaking* method is very effective in solving various problems that occur during the learning process. the use of *Ice Breaking* is very likely to restore students' enthusiasm in learning. Students no longer feel bored, saturated and depressed during the learning process. Students will feel happy, motivated and have a higher enthusiasm for learning. The use of *Ice Breaking* can also change the learning atmosphere to be fun. So *Ice Breaking* is considered important and effective to be used as one of the methods or ways to increase students' learning activities.

Keywords: Ice Breaking, Student Learning Activity, Madrasah Ibtidaiyah

ABSTRAK

Penelitian ini dilaksanakan karena dilatar belakangi oleh minimnya kreativitas yang dilakukan oleh guru terhadap upaya mengalihkan perhatian siswa yang kurang focus, tidak terlalu semangat dan cepat bosan dalam mengikuti kegiatan pembelajaran, dengan Tujuan dari penelitian ini adalah untuk mengetahui pemanfaatan *Ice Breaking* untuk meningkatkan aktivitas belajar siswa pada kelas III Madrasah Ibtidaiyah Swasta Nurul Ilmi Kota Bima Tahun Ajaran 2024. Jenis penelitian yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data berupa observasi, wawancara dan dokumentasi. Lokasi penelitian ini berada di Madrasah Ibtidaiyah Swasta Nurul Ilmi Kota Bima. Sumber data primer yang diperoleh yaitu melalui informan utama beberapa guru di Madrasah Ibtidaiyah Swasta Nurul Ilmi Kota Bima. Hasil penelitian menunjukkan bahwa cara atau metode *Ice Breaking* sangat efektif digunakan untuk menyelesaikan berbagai problem yang terjadi ketika proses pembelajaran berlangsung. penggunaan *Ice Breaking* sangat memungkinkan mengembalikan semangat siswa dalam belajar. Siswa tidak lagi merasa bosan, jenuh dan tertekan ketika proses pembelajaran. Siswa akan merasa senang, termotivasi dan memiliki semangat belajar yang lebih tinggi. Penggunaan *Ice Breaking* ini juga dapat mengubah suasana belajar menjadi menyenangkan. Sehingga *Ice Breaking* dianggap penting dan efektif untuk dijadikan sebagai salah satu metode atau cara untuk meningkatkan aktivitas belajar para peserta didik.

Kata kunci : Ice Breaking, Aktivitas Belajar Siswa, Madrasah Ibtidaiyah

INTRODUCTION

Student activities are all series of student activities carried out in the classroom during the learning process so as to produce behaviour that will affect student learning outcomes.¹ In other words, students are required to be active in capturing / receiving learning topics from teachers through proactive ways in the learning process, such as actively reading when there is an opportunity to read, actively raising their hands and giving answers when the teacher asks questions. Active and have the opportunity to express opinions.² The implementation of learning requires students to remain active so that the learning process is not only monotonous to the teacher. Learning must also have two-way communication between teachers and students, this is in line with the theory that explains about learning interactions, that learning must be in a lively and active condition.³

Student learning activities are various activities carried out by students or learners in the classroom when the learning process takes place. Such as writing activities, reading activities, viewing and listening to learning materials. According to angga candra rosadi, et al. Student activity in learning activities is inseparable from how the teacher's method or strategy is to activate students in the classroom, thus the method to be used in a series of learning systems has a very important role.⁴ Student learning activities are very important to improve to achieve the planned learning objectives. The learning activities to be implemented are a series of learning processes that really pay attention to developing student competencies

¹ Syahru Ramadhan, "Implikasi Materi Bahasa Indonesia Dalam Buku Tematik Terhadap Perkembangan Pengetahuan Siswa Sd/Mi Kelas Iv," *El-Muhbib Jurnal Pemikiran DAN Penelitian Pendidikan Dasar* 4 (2020): 144–61; Irene Widya Siswanti DAN Sudarti Sudarti, "Analisis Presepsi Guru Tentang Pembelajaran Ilmu Pengetahuan Sosial Sekolah Dasar Berbasis Lingkungan," *Jurnal Perseda : Jurnal Pendidikan Guru Sekolah Dasar* 4, NO. 3 (2022): 205–10, [HTTPS://DOI.ORG/10.37150/PERSEDA.V4I3.1465](https://doi.org/10.37150/PERSEDA.V4I3.1465).

² Yulia Nelisma DKK., "Hubungan Aktivitas Belajar Dengan Prestasi Siswa Smkn 1 Pasaman, Kabupaten Pasaman Barat," *Jurnal Konseling Gusjigang* 8, NO. 1 (2022): 1–7, [HTTPS://DOI.ORG/10.24176/JKG.V8I1.7052](https://doi.org/10.24176/JKG.V8I1.7052).

³ Muslim Syahru Ramadhan, "Implementasi Pembelajaran Tematik Dalam Pendekatan Saintifik Pada Mata Pelajaran Fiqih Kelas Vi Di Min 1 Kota Bima Syahru," *El-Muhbib Jurnal Pemikiran DAN Penelitian Pendidikan Dasar* 4 (2020): 1–16.

⁴ Angga Candra Rosadi, Dadang Gunadi, DAN Windu Mandela, "Sebelas April Elementary Education (Sae) Upaya Meningkatkan Aktivitas Dan Hasil Belajar Siswa Pada Mata Pelajaran Bahasa Indonesia Melalui Pendekatan Kontekstual" 2, NO. 3 (2023); Fajar Dwi Mukti, "The Implementation OF Cooperative Learning Model IN Indonesian Language Learning IN Grade Iv OF Madrasah Ibtidaiyah Jayapura City," *Educasia: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran* 8, NO. 3 (20 Juli 2023): 207–15, [HTTPS://DOI.ORG/10.21462/EDUCASIA.V8I3.158](https://doi.org/10.21462/EDUCASIA.V8I3.158); Fajar Dwi Mukti, "Pengembangan Media Pembelajaran Augmented Reality (Ar) DI Kelas V Mi Wahid Hasyim," *Elementary: Islamic Teacher Journal* 7, NO. 2 (2019): 299–299, [HTTPS://DOI.ORG/10.21043/ELEMENTARY.V7I2.6351](https://doi.org/10.21043/ELEMENTARY.V7I2.6351).

through the application of appropriate learning methods and strategies in accordance with learning objectives.⁵

Madrasah Ibtidaiyah Swasta Nurul Ilmi Kota Bima, as the research location, the researcher found several problems during the learning process. Of course, these problems aroused the researcher's curiosity about what caused them. Among the problems that the researcher found, starting from finding many students who lack discipline, students who often sleep in grade, to students who prefer to play rather than listen to the teacher's explanation. So that these various problems can prevent and hinder the increase in student learning activities. Of course, the problem that researchers found was caused by the learning atmosphere itself.⁶

The learning atmosphere as mentioned by the researcher above reflects the quality of learning that has not been fully maximised, if the teacher is unable to design a learning process that can create a better learning climate, then the teacher will find it difficult to implement learning as previously planned.⁷ Teachers not only pay attention to the breadth of material, but also must see and pay attention to the readiness of students in receiving the material presented. Sometimes the condition of students when receiving learning material changes according to the conditions faced by students, sometimes students are enthusiastic and sometimes not. This requires teacher creativity to be able to create interesting and fun learning conditions, so that students feel more ready to receive learning material.⁸

Hartono explained that in general, when teachers teach in the classroom, most of their time is spent conveying subject matter without paying attention to the condition and ability of the students' memory. Teaching seems to be a hollow routine for the development of student knowledge. Teaching is not a matter of qualified knowledge, teaching must also be willing to be a good facilitator for students. Teachers must be able to facilitate the teaching and learning process to be more enjoyable. A teacher should make innovations in the teaching

⁵ Syahrudin Ramadhan DAN Dewi Masitha Syafruddin, "Efektivitas Penerepan Media Video Animasi Pada Pembelajaran Tahfidz Institut Agama Islam Muhammadiyah Bima Article Info," *Kreatif: Jurnal Studi Pemikiran Pendidikan Agama Islam* 21, NO. 2 (2023).

⁶ Hermansyah Ilham, "Pendidikan Moral Anak Usia Sekolah Dasar Dalam Perspektif Al-Gazali DAN Implikasinya Pada Pembentukan Karakter Siswa," *Kreatif: Jurnal Studi Pemikiran Pendidikan Agama Islam* 21, NO. 2 (2023): 260–71.

⁷ Ahmad DKK., "Menumbuhkan Karakter Positif Siswa Melalui Tayangan Inspiratif DI Sdn Inpres Nanga Ni'u Desa Karampi," *El-Muhbib: Jurnal PEMIKIRAN DAN PENDIDIKAN DASAR* 7, NO. 1 (2023): 119–31.

⁸ Syahrudin Ramadhan DKK., "Penerapan Teknik Pembelajaran Talking Stick Untuk Meningkatkan Kolaborasi Dan Kreativitas Siswa Pada Pembelajaran Tematik Di Kelas Ii Mis Sambi Nae Kota Bima," *Al Ibtidaiyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 3, NO. 1 (2023): 61–76, [HTTPS://DOI.ORG/10.46773/IBTIDAIYAH.V3I1.520](https://doi.org/10.46773/ibtidaiyah.v3i1.520).

and learning process that can attract students' interest and enthusiasm so that they can easily absorb learning materials and achieve optimal learning objectives.⁹

To overcome this, teachers must be able to do something creative that can foster active, innovative and creative learning. And the important point is to present *Ice Breaking* in it. Suyati explained that *Ice Breaking* is an activity in diverting the situation from tense, boring, to fun, excited, relaxed and not boring so that the learning atmosphere can melt and become more conducive has a significant effect. M. Said also explained that *Ice Breaking* is an activity or game that serves to change the condition of ice in the group.¹⁰

Ice breaking activities are not only considered as entertainment or ceremonial activities, but this activity is important to change learning conditions from previously inactive, lacking enthusiasm to become more lively and passionate. *Ice breaking* can also be said to be one of the strategies that must be applied by teachers in designing an interesting and fun learning process.¹¹ Psychologically, a lively classroom atmosphere will provide motivation and enthusiasm for students as well as eliminate boredom, sleepiness and other negative feelings. By applying *ice breaking*, teachers are helped to divert students' attention and concentration from previously less focused to focused and students are easier to manage and direct according to what the teacher wants in learning.¹²

Thus, it can be concluded that *Ice Breaking* is an effort that can be made by educators as a method or way of creating a comfortable and pleasant learning atmosphere through games or other activities. Through *Ice Breaking*, which can be done either by planning in advance through a lesson plan or done without planning, teachers will find it easier to improve student learning activities even better. The effect of *Ice Breaking* is very positive, while students who learn without using *Ice Breaking* tend to have lower learning motivation

⁹ Zuzu Zuhariyah DAN 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* Vii, NO. Volume 7 Nomor 1 Juni 2022 (2022): 25–38, [HTTPS://DOI.ORG/10.23969/JP.V7I1.5222](https://doi.org/10.23969/JP.V7I1.5222); F Ahmad DAN D Mustika, "Problematika GURU DALAM MENERAPKAN MEDIA PADA PEMBELAJARAN KELAS RENDAH DI SEKOLAH DASAR," *Jurnal Basicedu* 5, NO. 4 (2021), [HTTPS://JBASIC.ORG/INDEX.PHP/BASICEDU/ARTICLE/VIEW/1056](https://jbasic.org/index.php/basicedu/article/view/1056); Fatkhur Dwi Adriansyah, Abdul Rozak, DAN Zaharah Zaharah, "Peran Organisasi Perguruan Pencak Silat Bekasi Sejati Haji Hasbullah Upaya Pelestarian Kesenian Tradisi Betawi," *Jurnal Dinamika Sosial Budaya* 25, NO. 2 (2023): 329–329, [HTTPS://DOI.ORG/10.26623/JDSB.V25I4.8062](https://doi.org/10.26623/JDSB.V25I4.8062).

¹⁰ Dwi Zakyyah, Meidawati Suswandari, DAN Nur Khayati, "Penerapan Ice Breaking Pada Proses Belajar Guna Meningkatkan Motivasi Belajar Siswa Kelas Iv Sd Negeri Sugihan 03," *Journal OF Educational Learning AND Innovation (Elia)* 2, NO. 1 (2022): 73–85, [HTTPS://DOI.ORG/10.46229/ELIA.V2I1.333](https://doi.org/10.46229/ELIA.V2I1.333).

¹¹ Ilham Ilham, Syahrul Ramadhan, DAN Agus Salam, "Problem Pendidikan Islam Di Madrasah Ibtidaiyah Dan Upaya Mengatasinya," *El-Muhbib: Jurnal Pemikiran DAN Penelitian Pendidikan Dasar* 6, NO. 2 (2022): 164–79, [HTTPS://DOI.ORG/10.52266/EL-MUHBIB.V6I2.1218](https://doi.org/10.52266/EL-MUHBIB.V6I2.1218).

¹² Mery Selvia, "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, NO. 2 (2022): 122, [HTTPS://DOI.ORG/10.36841/PGSDUNARS.V10I2.1119](https://doi.org/10.36841/PGSDUNARS.V10I2.1119).

compared to learning that uses *Ice Breaking* techniques. One alternative that can be used as a solution to overcome these problems is to apply *Ice Breaking* in the learning process. Through *Ice Breaking*, it is expected that the atmosphere in learning becomes more fun.¹³

RESEARCH METHODS

The type of research that researchers will use is qualitative research with a phenomenological approach. Qualitative research with a phenomenological approach is research that examines and investigates an event or phenomenon that occurs directly in students.¹⁴ Which where the method aims to find out how the use of *Ice Breaking* so that it can increase student learning activities in grade III Madrasah Ibtidaiyah Swasta Nurul Ilmi Kota Bima. The data collection techniques used are observation, interviews and documentation.¹⁵ While the primary data sources in this study are the main informants including the homeroom teacher III and the Akidah Akhlak subject teacher.

RESEARCH RESULTS AND DISCUSSION

The use of *Ice Breaking* in the learning process has a good effect. Among the changes obtained after using *Ice Breaking* is that the learning atmosphere becomes fun, not saturated and rigid. Thus, *Ice Breaking* can be said to be one of the most effective ways to increase students' learning activities. While the Nurul Ilmi Private Madrasah Ibtidaiyah school directs all teachers to have the skills to apply ice breaking, teachers are not only skilled in explaining learning materials, but teachers must also make ice breaking as one of the activities applied in both when starting learning activities, in the middle and at the end of learning. This activity is carried out with the aim that students remain enthusiastic in following the entire series of lessons from start to finish.

Based on the results of researcher interviews with grade teachers and grade III subject teachers, it shows that the use of *Ice Breaking* can help students in fostering their enthusiasm for learning. So that it causes an increase in student learning activities. The activities carried out by students after the use of *Ice Breaking* are writing and reading activities. In addition, the most important activity that can be improved after the use of *ice breaking* is listening to

¹³ Taufiqulloh Dahlan DKK., "Penggunaan Ice Breaking Untuk Meningkatkan Motivasi Belajar Peserta Didik Di Sekolah Dasar," *Didaktik: Jurnal Ilmiah Pgsd Stkip Subang* 9, NO. 3 (2023): 112–21, [HTTPS://DOI.ORG/10.36989/DIDAKTIK.V9I04.1518](https://doi.org/10.36989/didaktik.v9i04.1518).

¹⁴ A.Muri Yusuf, "Metode Penelitian Kuantitatif, Kualitatif DAN Penelitian Gabungan" (Jakarta: Kencana, 2017).

¹⁵ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif DAN R&D)* (Bandung: Alfabeta, 2019).

the explanation of the material presented by the teacher. Ice breaking activities applied by the teacher are quite diverse and adjust to the material being taught. For example, when the teacher wants to explain about the concept of clean and healthy living in accordance with the values of Islamic teachings in everyday life, the teacher and students can sing together about See My Garden. After singing, the teacher can ask questions to students related to what important lessons can be taken from the lyrics of the song that has been sung. Because it has begun with singing activities that entertain students, students will be enthusiastic to answer and express their ideas and ideas in accordance with the material discussed.

One form of activity that has been implemented by Madrasah Ibtidaiyah Swasta Nurul Ilmi teachers as described above has illustrated that creating an interesting and fun learning atmosphere through *ice breaking* activities is very important. In addition, the use of *ice breaking* also helps students be active in asking and answering questions from the teacher. Students also often report that it would be fun if *Ice Breaking* is done repeatedly. The existence of *Ice Breaking* techniques helps them have a sense of comfort in learning. The classroom atmosphere is also more conducive after the use of *Ice Breaking* in between times. More than that, *Ice Breaking* aims to create a relaxed atmosphere in the classroom so that students can focus more on learning. This technique also aims to strengthen the relationship between teachers and students, and can improve students' retention of the subject matter.¹⁶

Socio-emotional conditions between teachers and students greatly affect the effectiveness of the application of learning in the classroom, this is also shown by the feelings that students have towards their teachers. This issue also shows that students' interest in the material or subject being taught is very dependent on the teacher's behaviour and the way the teacher is emotionally close to the students. The application of active and effective learning strategies through *ice breaking* activities can make students interested in the teacher, especially in the subjects taught and the material to be delivered. In principle, if students are happy with the teacher, then students will also be happy and happy in participating in the learning process.

When the teacher is explaining the learning material with a long duration of time, usually the situation and conditions of student enthusiasm have begun to decline because students have begun to feel bored, bored, and even sleepy. Here, the teacher provides *Ice Breaking* in the form of light physical activities such as hand clapping (Appreciation-shaped

¹⁶ Himma Qatrunada DKK., "Penerapan Ice Breaking UNTUK Meningkatkan Motivasi Belajar Bahasa Indonesia Siswa Kelas Vii DI Smp Negeri 13 Surakarta," *EJOURNAL.YUDHAENGLISHGALLERY.COM Jurnal Pendidikan*, VOL. 5, 2023.

hand clapping, rhythmic hand clapping, and hand clapping in the form of games such as "clap 1, 2, 3), besides that, the teacher also does *Ice Breaking* in the form of songs or yells that involve members need and done in groups. This is done by the teacher to restore the atmosphere that is not conducive, restore the enthusiasm for learning and student concentration as before.¹⁷ The process of diverting students' attention is not something easy, especially if it is only done by reprimanding, motivating or even giving punishment. By paying attention to the psychological conditions of students, this method is not appropriate because it will create new problems. In fact, the teacher's efforts by applying *ice breaking* in various ways have been able to restore students' conditions from unfocused to focused.

Various activities that have been implemented by teachers at Madrasah Ibtidaiyah Swasta Nurul Ilmi have led to the perception that learning is not only talking about the aspect of knowledge transformation, far from that learning is applied to accommodate all the needs of students including the need for students to play. For elementary school age students, playing is not a futile activity that has no meaning and does not have a positive influence on student development. There is a theory that explains that based on the level of growth and development of elementary school students, students prefer or tend to play while participating in the learning process. This condition has also provided space for teachers at Madrasah Ibtidaiyah Swasta Nurul Ilmi to seriously apply ice breaking during the implementation of learning. In addition to teachers feeling helped because students become more focused and enthusiastic, students also feel helped because their desire to be able to play can be channelled through *ice breaking*.

In implementing learning, teachers must also be more orderly and pay attention to things that make the learning process run in accordance with the objectives and what has been planned. So that in its application the teacher uses *Ice Breaking* on two different occasions. First, *Ice Breaking* is done in a planned manner. In other words, teachers plan *Ice Breaking* in advance through lesson plans and are carried out at certain times. For example, during the initial activities, core activities, and closing activities. Then secondly, teachers do *Ice Breaking* spontaneously when the grade is in a less pleasant condition and children start to be busy with their own activities such as playing, chatting with their classmates and so on. This method is carried out by the teacher so that the implementation of ice breaking becomes more directed and does not interfere with the learning process. Choosing the right time and a good

¹⁷ Silvina Noviyanti, Sari Diah Eka Puspita, DAN Tanti Riska, "Implementasi Teknik Ice Breaking Pada Pembelajaran Di Sd 64/I Muara Bulian," *Jurnal Pendidikan DAN Konseling* 4, NO. 3 (2022): 501–10.

and interesting way will be able to create a more conducive, effective and efficient learning atmosphere as desired.

As explained by Alfina Honestyas Retyka Sari, et al that teachers also include *Ice Breaking* in the RPP (Learning Implementation Plan) which has been prepared systematically. Thus, the *Ice Breaking* carried out by the teacher is planned. This is done by the teacher to prepare *Ice Breaking* in accordance with the learning material to be taught. For example, when teaching the material "Names of the Prophets" during moral teaching to students, the teacher will provide *Ice Breaking* in the form of songs that are in accordance with the material. However, sometimes *Ice Breaking* is done spontaneously. In other words, ice breaking is done by the teacher without any prior planning or preparation. For example, occasionally doing "Tepuk semangat" when the classroom starts to get noisy.¹⁸

In this case, both ways of using ice breaking have their own advantages. Teachers can easily explain learning material by planning in advance. Teachers can also control students and do not need to worry about the incompatibility of the lesson plan that has been prepared running not optimally. Because the use of ice breaking with spontaneous techniques is also very helpful to overcome this. By doing *Ice Breaking* in a planned manner, students will be better prepared to receive learning material. Meanwhile, *ice breaking* that is done spontaneously can help teachers to be prepared to deal with an unpleasant atmosphere.

The benefits of using *Ice Breaking* in the learning process include: 1. Through *Ice Breaking* students can increase their learning activity. A boring atmosphere makes students not interested in learning and delivering material from the teacher. So that after being given *Ice Breaking* students are again more active in learning. 2.: *Ice Breaking* helps students increase their concentration and participation. Students will easily break the initial rigidity and *Ice Breaking* can divert students' attention back to the delivery of the material. With fun activities at the beginning of learning, students will find it easier to concentrate and participate in more serious learning activities. 3. Helps students in building their social relationships. Both with the teacher and their friends. Through *Ice Breaking*, students can interact and get to know each other with their classmates. This activity helps build better social relationships between students and students as well as students and teachers thus creating a more positive and inclusive learning environment.¹⁹

¹⁸ Alfina Honestyas DKK., "Analisis Penerapan Ice Breaking Dalam Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran Bahasa Indonesia Di Madrasah Ibtidaiyah," T.T.

¹⁹ Mai Sri Lena DKK., "Efektivitas Implementasi Ice Breaking UNTUK Meningkatkan Minat DAN Semangat Belajar Siswa Sekolah Dasar," *Pustaka* 3, NO. 3 (2023): 240–48.

In its use, *Ice Breaking* also has disadvantages when applied. The disadvantages of using *Ice Breaking* are that its use must be adjusted to the cooperation of the students themselves because usually students will understand when they are first exemplified how to do the *Ice Breaking*. If the time used is too long, then students will be too busy playing.²⁰ In addition, *Ice Breaking* also has a weakness where its application must be adjusted to the conditions in each place.²¹ In other words, *Ice Breaking* sometimes has to be different so that students do not get bored doing the same *Ice Breaking*.

Based on what was conveyed by the teacher at Madrasah Ibtidaiyah Swasta Nurul Ilmi, that "this shortage is also a challenge for teachers to have high creativity. Teachers are required to be creative in this case because if the teacher does the same *Ice Breaking* at every meeting, the students will feel bored. So, every time you want to do *ice breaking*, the teacher must look for other ideas so that children do not feel bored with the same ice breaking". However, the use of *ice breaking* is very helpful for teachers in solving various problems that exist. Teachers will find it easier to deliver material by not having to worry about conditions or a less conducive learning atmosphere. *Ice breaking* can help teachers in changing the boring, rigid and saturated atmosphere to be cool, fun and not make students sleepy. *Ice breaking* also helps teachers in achieving the desired learning objectives. Such as the fulfilment of student learning activities.

In order to support teacher creativity in implementing ice breaking as described by the researcher above, Madrasah Ibtidaiyah Swasta Nurul Ilmi teachers make various efforts including seeing and learning how to ice breaking as found in books, YouTube and other social media. Sometimes creativity is born from ideas and ideas from, sometimes also inspired by other teacher colleagues and can even be seen on social media. This has shown that teachers must be more proactive in learning and learning things that have not been mastered or previously known. Many teachers are too confident when dealing with students, but when students do not really respond to what the teacher explains related to the material, sometimes the knowledge or knowledge that wants to be transformed to students becomes scattered and worthless. This requires serious attention from teachers, so that in the future teachers can prepare things that they want to do earlier, and more importantly, learn.

CONCLUSIONS

²⁰ Ratna Khairunnisa, Euis Kusumarini, DAN Riyandana Adinda, "Pentingnya Penggunaan Ice Breaking Terhadap Fokus Belajar Siswakelas Vd Di Sdn 012 Samarinda Ulutahun Pembelajaran 2022/2023," *Jurnal Pendas Mahakam* 08, NO. 1 (2023): 50–54.

²¹ Memperoleh Gelar DKK., "Penerapan Ice Breaking Dalam Peningkatan Hasil Belajar Kognitif Dan Motivasi Siswa Muatan Bahasa Indonesia Kelas 4 Sd Negeri Babadan Skripsi Diajukan UNTUK Memenuhi Sebagian DARI Syarat UNTUK," T.T.

The implementation of learning by using *Ice Breaking* has a quite positive influence in various aspects of learning. Among the positive effects obtained from the use of *Ice Breaking* are changes in student behaviour in learning, returning the boring classroom atmosphere to fun and increasing student learning activities. The increase in learning interest of third grade students of Madrasah Ibtidaiyah Swasta Nurul Ilmi Kota Bima in the use of *Ice Breaking* is certainly one of the things that is good enough for teachers as an effort to increase student enthusiasm and motivation. Ice breaking activities are carried out through a variety of creativity ranging from singing, clapping, games and so on. This activity is carried out solely not for entertainment and ceremonial purposes, but is carried out by containing educational value and adjusting to the material being studied. Therefore, the application of ice breaking in learning activities is said to be quite effective and efficient.

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