Implementation and Benefits of Learning through Ice Breaking

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Abstract
Ice breaking is used to create a learning atmosphere from passive to active, from rigid to motion, and bored to cheerful. There are several types of ice breaking activities that can be applied including, yelling, games, singing, clapping, humor, and limb movements. This study aims to identify the implementation and benefit of learning through ice breaking. This study used a qualitative research design as its methodology. Observation and documentation are the methods used to gather data. The analysis process, which entails data reduction, data presentation, and conclusion/verification, is based on the Miles and Huberman theory. The benefit of learning through ice breaking namely this activity can be done and learned by everyone without having special skills and tools that can provide an atmosphere of joy and intimacy as well as feelings of happiness among students, as well as between educators and students.
Keywords: Ice breaking, Implementation, Interest in learning, Benefits of ice breaking

INTRODUCTION

The learning model is one of the supporting factors in the process of transferring knowledge from teachers to students. A teacher must also have the right teaching and learning strategies (Prihatini, 2017). Conventional methods are no longer relevant to use. Therefore, teachers are required to hone their ability to choose and apply learning models correctly. So that the use of the right learning model can affect the learning process that is effective and efficient and able to realize the goals of learning.

There are several learning models that are commonly applied by teachers in learning. Such as examples non examples, jigsaw, numbered heads together, cooperative script, think pair and share, Role Playing, make a match, student facilitator and explaining, student teams achievement divisions (STAD), Mind Mapping, demonstration, debate, problem based introduction (PBI), snowball throwing, talking stick, ice breaking, group investigation, course review horay, and many other learning models that can be applied and studied so that the learning process runs smoothly and without obstacles.

In learning interest in learning is one of the important things (Fitri et al., 2021). Because when the interest of students has emerged, then the learning process will be more fun. Sometimes students can be less focused when learning takes place, this can be caused by a lack of interest seen when students take part in learning. To arouse student interest, the teacher can apply ice breaker both at the beginning of learning, on the sidelines, and at the end of the learning process so that students return to focus and are able to receive lessons well.

Ice breaking itself is an activity that is implemented by everyone to attract the focus of attention and melt the atmosphere in the room into its original state, which is an excited state (back conducive) (Satriani et al., 2018). And this spirit is the capital of every individual to carry out an activity. Teachers can apply ice breaking at the beginning of learning so that the results obtained are more optimal and on the sidelines of the learning process in order to eliminate

student boredom or boredom that can cause students to feel sleepy in the learning process. Ice breaking is used to create a learning atmosphere from passive to active, from rigid to motion, and bored to cheerful. There are several types of ice breaking activities that can be applied including, yelling, games, singing, clapping, humor, and limb movements. With the help of Ice breaking, learning becomes fun and can encourage students' interest in learning (Prasiscka & Putra, 2021).

Interest is a person's tendency to like something. Interest comes from a person in the form of liking or interest in something and is not influenced by others. Grow students' interest in learning from the start by explaining the benefits of studying the material to be taught (Maulidina & Bhakti, 2020). Basically, interest is the process of accepting the relationship between ourselves and something from outside ourselves, the stronger the relationship, the stronger the interest in it. Interest is also a high tendency and excitement or a great desire for something. Expression of interest itself can be shown by a student's preference for something compared to others. Interest depends on how the process is given when learning. In order to arouse the interest of students, the teacher can relate the lessons that will be taught by the teacher to the daily needs of students, so that students feel that the lessons they need to learn for their lives. Interest has a considerable influence on the process and achievement of student learning outcomes (Berutu & Tambunan, 2018), because when interest is not in accordance with the lesson, students will never learn well.

In another study it was also said that interest is a condition when a person has more attention on something with a curiosity to find out and is willing to study it more deeply (Nisa et al., 2015). One of the factors that can influence one's business is interest. Therefore, this study aims to identify the implementation and benefit of learning through ice breaking.

RESEARCH METHODS
This study used a qualitative research design as its methodology. Observation and documentation are the methods used to gather data. By observing the students, the observation is carried out. While the learning model is studied using the documentation. Analysis is done after the data has been gathered. The analysis process, which entails data reduction, data presentation, and conclusion/verification, is based on the theory of (Miles et al., 2014).

1. Data Reduction
   This stage takes place continuously in line with the implementation of the research. Intended to further sharpen, classify, direct, remove unnecessary data and organize it.
2. Data Presentation
   Presentation of data is a collection of structured information that gives the possibility of drawing conclusions and taking action. By observing the presentation of the data, the researcher easier to understand what is happening and what to do. The form of data presented can be in the form of charts, brief descriptions, graphs, charts or tables.
3. Withdrawal of Conclusions/Verification
   Based on the data that has been reduced and presented, the researcher makes conclusions that are supported by strong evidence at the data collection stage. Conclusions are answers to the formulation of problems and questions that have been expressed by researchers since the beginning.

RESULTS AND DISCUSSION
Implementation of Ice breaking in Learning
The results of the study show that the application of Ice breaking in learning can reap very good results:

Figure 1. Implementation of Ice Breaking

1. Students' interest in learning after the implementation of Ice breaking is quite good. It is shown from the enthusiasm and enthusiasm of students when learning to use Ice breaking and has a significant influence on student learning outcomes.
2. Conducting various Ice breaking activities aimed at the right target can help restore (restoration) learning concentration to students. The concentration of each student must be different, therefore teachers must understand all the characters and uniqueness of their students in order to optimize learning activities.
3. There is a positive effect or influence caused by Ice breaking. It means that it has an effect that can make students motivated to want to learn.
4. Through the implementation of Ice breaking on the sidelines of student learning, it has quite an influence on students' absorption, and after the insertion of Ice breaking can affect the level of students' understanding of learning.
5. Training elementary students' interest in learning can be done in various ways in Ice breaking, such as clapping, singing, etc. Research applies Ice breaking at the beginning, in the middle, and also at the end of the lesson in order to obtain maximum results.
6. Ice breaking can affect English communication skills by using the Question Student Have strategy compared to the insertion of Reinforcement.
7. Ice breaking can affect student learning outcomes, further evidence leads to the achievement of KKM scores, after Ice breaking is applied students experience an increase in the percentage of KKM scores.
8. Teachers guide students to sing, or do other ice breaking activities, so that students want to pay attention to their teacher in delivering lessons and to avoid students playing around while learning. When students are invited to do Ice breaking activities, students seem enthusiastic about doing these activities such as yelling, singing and clapping which can change the atmosphere in the classroom into a very cheerful and enthusiastic atmosphere which will ultimately foster student interest in learning.

Benefit of Ice breaking in Learning
Ice breaking has several benefits as follows:
1. This activity can be done and learned by everyone without having special skills.
2. Tools that can provide an atmosphere of joy and intimacy as well as feelings of happiness among students, as well as between educators and students.
3. Able to create nuances in education, a meaningful and fun learning process

Research that has previously been carried out by (Marzatifa et al., 2021) which has a discussion similar to the one the author is researching, he examined several journal articles which contained elements of implementation and the benefits of implementing Ice breaking. In his research, he obtained the results that the application of Ice breaking can affect student learning motivation, student absorption, student interest in learning, and learning outcomes that can foster student learning enthusiasm. This is directly proportional to the results of the author's

research, that there is an influence felt by each individual who gets the use of Ice breaking in their learning process. Such as having an effect on student interest in learning, student absorption, student motivation, learning models assisted by Ice breaking activities also have a positive effect in showing their learning outcomes. So it can be said that Ice breaking does have a good and significant influence on the learning process. Especially those who still use conventional methods in teaching should be able to replace the old ways by using new ways so that learning objectives can be achieved.

For the learning process in the future, teachers should be able to change the monotonous teaching method, so that students are more enthusiastic about wanting to take part in learning in the classroom. In this case, some teachers do not want to bother inserting ice breaker in the learning process, because the teacher is comfortable with the monotonous teaching method that is identical to lectures. The research hopes that teachers can change their way of thinking for the sake of education progress and for the sake of educating the nation's children.

The benefit of implementing Ice breaking in the classroom is to destroy boredom, boredom, and sleepiness with simple things that can be done by everyone without the need for qualified skills.

CONCLUSION
The use of Ice breaking in the learning process looks easy, but it is not as easy as imagined, it still requires adequate skills, creativity that can support, and adequate training in order to achieve the desired learning objectives. On the other hand, if the ice breaking activity is considered easy and implemented in a modest manner, then there will be no meaning obtained. The benefits of Ice breaking are felt by every individual who applies it, creating a fun, conducive learning atmosphere, and can generate interest and motivation of students in the learning process.

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