

TEACHERS' EFFORTS TO BOOST STUDENTS' MOTIVATION TO LEARN THROUGH ICE-BREAKING ACTIVITIES AMONG YEAR 2 PUPILS AT MI SALAFIYAH PASIRSARI 02, PEKALONGAN CITY

Fitrotul Uyun¹, Aan Fadia Annur²

UIN K.H. Abdurrahman Wahid Pekalongan

Email: fitrotuluyun21111@mhs.uingusdur.ac.id, aan.fadia.annur@uingusdur.ac.id

ABSTRAK

Rendahnya semangat belajar siswa sekolah dasar khususnya di kelas II MI Salafiyah Pasirsari 02 Kota Pekalongan dikarenakan pembelajaran yang kurang menarik dan cenderung monoton. Kondisi ini menuntut guru untuk melakukan upaya yang dapat meningkatkan semangat belajar siswa, salah satunya dengan pelaksanaan kegiatan ice breaking sebagai selingan pembelajaran. Tujuan penelitian ini untuk mendeskripsikan upaya guru, kendala yang dialami guru, serta solusi dari kendala yang dialami guru dalam meningkatkan semangat belajar melalui ice breaking pada siswa kelas II MI Salafiyah Pasirsari 02 Kota Pekalongan. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan jenis metode penelitian lapangan (Field Research) melalui teknik pengumpulan data wawancara, observasi, dan dokumentasi. Teknik analisis data melalui tiga tahapan, yaitu kondensasi data, penyajian data dan penarikan kesimpulan. Berdasarkan hasil penelitian, disimpulkan bahwa terlihat guru sudah berupaya meningkatkan semangat belajar melalui ice breaking dengan cara menerapkan ice breaking yang responsive dan strategis, pemilihan ice breaking yang berpusat pada siswa, dan menciptakan lingkungan belajar yang kondusif dan menyenangkan. Meskipun dalam pelaksanaannya guru mengalami beberapa kendala seperti keterbatasan waktu, kurangnya referensi dan variasi ice breaking, dan siswa kurang antusias dan cenderung pasif. Untuk mengatasi kendala tersebut, guru menemukan solusi yaitu dengan cara, manajemen waktu yang efisien, mencari referensi dan pengembangan variasi, pendekatan individual dengan siswa pasif, serta melibatkan siswa secara aktif dalam proses pembelajaran.

Kata Kunci: Upaya Guru, Semangat Belajar, Ice Breaking

ABSTRACT

The low learning enthusiasm of elementary school students, particularly in second grade at MI Salafiyah Pasirsari 02, Pekalongan City, is due to uninteresting and monotonous learning. This situation requires teachers to take steps to increase student learning enthusiasm, one of which is implementing ice-breaking activities as a break from learning. The purpose of this study is to describe teachers' efforts, the obstacles they encounter, and their solutions to these obstacles in increasing learning enthusiasm through ice-breaking activities in second grade students at MI Salafiyah Pasirsari 02, Pekalongan City. This study used a descriptive qualitative approach with a field research method (Field Research)

through data collection techniques such as interviews, observation, and documentation. Data analysis involved three stages: data condensation, data presentation, and conclusion drawing. Based on the results, it was concluded that teachers have made efforts to increase learning enthusiasm through ice-breaking activities by implementing responsive and strategic ice-breaking activities, selecting student-centered ice-breaking activities, and creating a conducive and enjoyable learning environment. Although teachers encountered several obstacles in implementation, such as time constraints, a lack of references and variations in icebreakers, and students' lack of enthusiasm and tendency to be passive, to overcome these obstacles, teachers found solutions through efficient time management, seeking references and developing variations, engaging passive students individually, and actively involving students in the learning process.

INTRODUCTION

Education is one of the most important factors in shaping pupils' character and skills, particularly in early childhood. At lower primary levels, pupils begin to develop their cognitive, social and emotional skills, which will influence their learning process. During the learning process, pupils sometimes experience a loss of concentration due to lessons that are unengaging and monotonous; they tend to lack enthusiasm in teaching and learning activities (Marzatifa, Inayatillah, and Agustina 2021).

A passion for learning has a significant impact on creating effective and enjoyable learning experiences. A passion for learning is the desire or effort to do something well and consistently in order to achieve a desired goal. Pupils' enthusiasm for learning can be observed in the way they engage with lessons earnestly, for example, through their seriousness whilst studying, completing tasks thoroughly, always participating in class, consistently enjoying the learning process, and never giving up or losing hope (Umam and Masyithoh 2024). Students must possess this spirit in their learning process, and teachers are expected to be able to create an interactive learning atmosphere by using strategies that can build interest in learning and motivate students to learn (Yuningsih and Masyithoh 2023).

Based on the results of initial observations carried out by the researcher at MI Salafiyah Pasirsari 02 in Pekalongan City, it was found that some Year 2 pupils exhibited a low level of enthusiasm for learning. This was evident from the pupils'

declining concentration when the teacher explained the material; they became easily bored during learning activities, which led to a lack of enthusiasm. This situation results in teaching and learning activities becoming less effective and learning objectives not being achieved to their full potential. Therefore, strategies are needed to reignite students' enthusiasm for learning so that the learning process becomes more lively, meaningful, and less monotonous.

Enjoyable learning activities play a vital role in boosting pupils' enthusiasm for learning. Therefore, teachers bear full responsibility for creating a productive, comfortable and enjoyable learning environment that can serve as a bridge for pupils in the process of understanding the subject matter presented by the teacher (Nasir 2023). One approach teacher can adopt is to incorporate ice-breaking activities as a break during lessons. However, in reality, there are still many teachers who have not been able to create a conducive, effective, and comfortable learning atmosphere, which results in students lacking enthusiasm for learning. This is not the case with the teacher of Class II at MI Salafiyah Pasirsari 02 in Pekalongan City; during the initial observation conducted by the researcher, it was evident that the class teacher had already implemented a variety of ice-breaking activities that could boost students' enthusiasm for learning.

Ice breaking activities are simple games or songs designed to alleviate boredom during lessons. They serve to refresh the mind, helping students refocus during the learning process. The use of ice-breaking activities is highly beneficial to the success of teaching and learning. These activities can be carried out at various points during a lesson, for example at the start, in the middle, or even at the end of a session. Ice-breaking activities usually take the form of games, clapping exercises, singing, short stories, or other active activities that can help students reduce boredom whilst learning and engage actively in the learning process (Haryati and Puspitaningrum 2023).

Ice breaking activities are essential in the teaching and learning process in the classroom. This is consistent with the research conducted by Deswati et al., (2020:22) entitled "The Effect of Ice-breaking on the Learning Outcomes of Primary School Pupils in Thematic Learning", which explains that the use of ice-breaking aims to restore a learning atmosphere that is more conducive, serious and

enjoyable, as well as ensuring that pupils remain physically and mentally comfortable and always fresh during learning activities. Furthermore, Zakiyyah et al. (2023:83) state in their study titled “The Application of Ice-breaking Activities in the Learning Process to Enhance Learning Motivation Among Year 4 Pupils at Sugihan 03 State Primary School” that the implementation of ice-breaking activities can help pupils overcome feelings of boredom and fatigue regarding the lessons delivered during learning activities. Pupils tend to be more enthusiastic and highly engaged in the learning process, finding it enjoyable, following the inclusion of ice-breaking activities in thematic learning.

The study by Ashar et al. (2024:192), entitled “The Application of Ice-Breaking Activities to Enhance the Learning Motivation of Pupils in Class 1A at UPTD SDN 66 Kanjitongan, Maros Regency”, states that there was an increase in pupils’ learning motivation, with scores rising from 66.67% in Cycle I to 81.48% in Cycle II. Therefore, the application of ice-breaking activities can enhance students’ learning motivation in Class 1A at UPTD SDN 66 Kanjitongan, Maros Regency. Another study conducted by Fajarudin et al. (2021:171), titled “Ice-Breaking Techniques as a Support for the Enthusiasm and Concentration of Year 1 Students at MI Nurul Islam Jatirejo”, demonstrated a significant increase in students’ enthusiasm and concentration before and after the application of these techniques in the teaching and learning process. Prior to the implementation of ice-breaking, there were still students who experienced a decline in motivation and concentration during learning activities. This was influenced by the application of ice-breaking techniques to the learning process, as evidenced by the significant differences observed in student behaviour.

Therefore, it is essential for teachers to recognise the vital role of ice-breaking activities in stimulating pupils’ enthusiasm for learning. Selecting ice-breaking methods that suit the pupils’ personalities and needs can make them more enthusiastic about participating in lessons. Furthermore, ice-breaking activities can also help pupils interact with their peers and teachers, thereby creating a more comfortable classroom atmosphere. Based on this background, the researcher is interested in discussing and investigating the topic entitled “Teachers’ Efforts to

Boost Students' Motivation to Learn Through Ice-Breaking Activities Among Year 2 Pupils at MI Salafiyah Pasirsari 02 Pekalongan City".

METHOD

The type of research to be employed in this study is field research. In this study, the author collected valid and concrete data by conducting a field study on teachers' efforts to boost students' enthusiasm for learning through ice-breaking activities among Year 2 pupils at MI Salafiyah Pasirsari 02. The research approach adopted is a descriptive qualitative approach. A descriptive qualitative approach is one that emphasises a deep understanding of the research subjects' perceptions of the issue under study, with the data results taking the form of descriptive analysis in the form of verbal narratives from the research subjects. This approach is also a research method that presents a phenomenon using appropriate data and is conducted in a planned manner (Sahir 2022). The primary data sources for this study were the Year 2 teachers at MI Salafiyah Pasirsari 02 in Pekalongan City, the subject teachers at MI Salafiyah Pasirsari 02 in Pekalongan City, and the Year 2 pupils at MI Salafiyah Pasirsari 02 in Pekalongan City. Meanwhile, the secondary data sources in this study are books and literature that support and relate to this study, as well as data obtained through interviews and observations at MI Salafiyah Pasirsari 02 in Pekalongan City.

DISCUSSION

Teachers' Efforts to Boost Students' Motivation to Learn Through Ice-Breaking Activities Among Year 2 Pupils at MI Salafiyah Pasirsari 02, Pekalongan City

Based on the results of interviews, observations and documentation carried out by the researcher, it was found that teachers' efforts to boost students' motivation to learn through ice-breaking activities among Year 2 pupils at MI Salafiyah Pasirsari 02, Pekalongan City, have been implemented quite effectively in daily practice. Teachers have made every effort to boost pupils' enthusiasm for learning as much as possible. The following are the teachers' efforts to boost

pupils' enthusiasm for learning through ice-breaking activities among Year 2 pupils at MI Salafiyah Pasirsari 02, Pekalongan City:

1. Implementing responsive and strategic ice-breaking activities

According to the research findings, teachers always carry out ice-breaking activities spontaneously without including them in the teaching modules. However, teachers do prepare specific types of ice-breaking activities before lessons begin. This indicates that, although the implementation of ice-breaking activities is spontaneous, teachers do make preparations in advance for those activities that are relevant to the lesson content. Ice-breaking activities are usually carried out when pupils begin to look bored and their enthusiasm for learning starts to wane.

The spontaneous use of ice-breaking activities demonstrates teachers' pedagogical competence in understanding pupils' characteristics and in managing the learning process, where teachers must adapt to changing circumstances. This is as outlined in Law No. 14 of 2005 on teacher communication (Lisnasari et al. 2020).

In lessons at Class II of MI Salafiyah Pasirsari 02 in Pekalongan City, ice-breaking activities are highly effective in creating a pleasant learning atmosphere, which can help pupils boost their enthusiasm for learning and capture their interest, thereby making them more enthusiastic about the learning process. This is in line with research (Haryati and Puspitaningrum 2023) which states that ice-breaking activities serve to create a more lively and spirited learning atmosphere, making students more enthusiastic about participating in the learning process. Ice-breaking activities can also help students understand the material presented by the teacher.

Furthermore, according to other relevant studies, such as the study by Ratna (2020), which states that spontaneous ice-breaking activities do not require planning, as their purpose is to calm a restless class and refocus pupils' attention during the learning process—whether in the initial, main or final stages—by taking into account the appropriate conditions and timing, thereby ensuring that pupils remain active and enthusiastic throughout the activity.

2. Selection of student-centred ice-breaking activities.

Field research indicates that when selecting types of ice-breaking activities, teachers adapt them to the characteristics of the pupils, taking into account their

cognitive and motor development levels, which can help improve pupils' concentration, cooperation amongst pupils, and understanding of the subject matter. Furthermore, the selection of ice-breaking activities is also based on students' needs; for instance, when the aim is to help students understand the subject matter, ice-breaking activities may take the form of learning-based tasks such as singing. Conversely, to reduce students' boredom and boost their enthusiasm for learning, teachers may opt for lighter ice-breaking activities such as clapping games or quizzes to practise students' concentration.

This is consistent with the findings of other studies, which suggest that the use of ice-breaking activities is intended to ensure that the material is easily absorbed and that pupils can understand the lessons delivered by the teacher, as pupils tend to be more receptive to learning in a relaxed atmosphere (Sukmajadi and Simanjuntak 2021).

This statement is supported by the results of interviews with pupils, which indicate that pupil involvement in choosing ice-breaking activities is also very important. In Class II at MI Salafiyah Pasirsari 02 in Pekalongan City, pupils are sometimes actively involved in choosing the ice-breaking activities they want; this was evident during the researcher's observation, when the teacher first asked the pupils what sort of ice-breaking activities they would like. The pupils even took the initiative to ask the teacher to introduce an ice-breaker when they began to look bored and unenthusiastic during the lesson. The ice-breakers most favoured by the pupils tended to be clapping games, singing, and concentration games.

In line with Deci and Ryan's Self-Determination Theory (as cited in Frangki 2024), intrinsic motivation stems from internal desires and personal fulfilment. By involving pupils in the selection of ice-breaking activities, teachers enable them to feel a sense of ownership over their own actions, which in turn can boost their motivation and enthusiasm for learning.

This is consistent with relevant research indicating that the implementation of ice-breaking activities has been successful, starting with the selection of the types of quizzes and games used. Students are actively encouraged to solve the problems presented in the ice-breaking activities and to interact with their peers (Nazhifah, Budianto, and Fathulloh 2024).

3. Creating a conducive and enjoyable learning environment

Based on the results of interviews and observations conducted by the researcher, the efforts of Year 2 teachers to create a conducive and enjoyable learning environment can be seen in the types of ice-breaking activities provided, which are enjoyable and easy for pupils to understand. Furthermore, the timing of the ice-breaking activities in the middle of the lesson is appropriate, as pupils tend to lose their enthusiasm for learning at this point; engaging ice-breaking activities can help to boost their enthusiasm once again.

This is in line with the view that ice-breaking activities are a series of exercises designed to create a comfortable atmosphere amongst students. Ice-breaking activities consist of simple, enjoyable and brief games that help to create engaging and interactive learning experiences (Iqbal 2024).

This is supported by other research which suggests that ice-breaking activities can create a pleasant, warm and refreshing learning atmosphere. The inclusion of ice-breaking activities in the learning process provides students with a more meaningful learning experience (Widianti and Suryaman 2020).

Challenges Faced by Teachers in Boosting Students' Motivation to Learn Through Ice-breaking Activities Among Year 2 Pupils at MI Salafiyah Pasirsari 02, Pekalongan City

1. Time Constraints

One of the challenges in boosting pupils' enthusiasm for learning through ice-breaking activities is the constraint of time. This recurring time constraint highlights the tension between the need to refresh the learning atmosphere and the demands of the curriculum. This poses a challenge for teachers, who must manage the duration of activities to ensure efficiency without compromising the core learning objectives. Furthermore, during the implementation of ice-breaking activities, pupils sometimes ask teachers to repeat the ice-breaking exercises, and this can significantly eat into lesson time.

Consequently, time constraints can hinder teachers from providing optimal academic support. This is consistent with the view that one of the factors fostering a desire to learn stems from the teacher, who plays a role in enhancing this desire

by providing emotional support, employing engaging teaching methods, and offering academic support (Rizka Maghfirah et al., 2024).

2. Lack of Variety and References for Ice-Breakers

Teachers face several challenges in the process of boosting students' enthusiasm for learning through ice-breakers in Class II at MI Salafiyah Pasirsari 02, Pekalongan City, where class teachers find it difficult to come up with ice-breaker ideas that are appropriate for the lessons to be delivered to the pupils. Teachers are required to be more creative in selecting the type of ice-breaker. One way to do this is by seeking references on ice-breakers; however, this remains a challenge for teachers because, in practice, they tend to use the same ice-breaker repeatedly every day without varying it across different learning sessions.

This is consistent with the findings of Zuhaery et al. (2024), which indicate that when implementing ice-breaking activities in the classroom, teachers still lack creativity in developing new types of ice-breaking activities; consequently, they tend to use existing ice-breaking activities whilst incorporating elements of local dialects and everyday language. Therefore, it is essential for teachers to enhance their skills, expertise and creativity to ensure that the implementation of ice-breaking activities does not become monotonous.

3. Passive and Unenthusiastic Pupils

The use of ice-breaking activities is expected to have a positive impact on pupils. This is evident from the teachers' efforts to boost pupils' enthusiasm for learning during lessons through a variety of ice-breaking activities. However, in reality, this has not yet been fully realised and there are still challenges in its implementation. In Class II at MI Salafiyah Pasirsari, not all pupils responded with the same enthusiasm. Some of them do not even follow the teacher's instructions due to a lack of understanding of the rules set by the teacher, leaving them confused and unable to participate fully in the ice-breaking activities. This problem is caused by several factors, one of which is a lack of intrinsic interest among the pupils. This is in line with the thinking of Ritonga et al. (2025), who state that pupils with low enthusiasm for learning usually have minimal participation in the learning process. They tend to be passive, lack focus, and show little interest in the material being taught.

Solutions to the Challenges Faced by Teachers in Boosting Students' Motivation to Learn Through Ice-breaking Activities Among Year 2 Pupils at MI Salafiyah Pasirsari 02, Pekalongan City

The challenges faced by the Year 2 teacher at MI Salafiyah Pasirsari 02 in Pekalongan serve as evidence that various obstacles arise in every learning process. These challenges may stem from the teacher, the pupils, or an unsupportive learning environment. In light of these challenges, as identified in the researcher's findings, the teacher proposed several solutions to address the issues that have arisen, including:

1. Efficient Time Management

To ensure effective learning, teachers are expected to be able to overcome the problem of time constraints that frequently arise during the learning process. One way to do this is for teachers to get into the habit of managing lesson time so that all learning components can be covered effectively. In Year 2, it was evident that teachers endeavoured to manage the duration of ice-breaking activities more efficiently; although some pupils occasionally requested a repeat of the ice-breaking activity, the teachers had already adjusted the duration to ensure that the subject matter could also be delivered effectively.

This is supported by Aristanti's research (2024), which states that some time management strategies include: incorporating ice-breaking activities into lesson plans, managing the duration of ice-breaking activities, and conducting evaluations to adjust the methods and timing of implementation.

2. Researching and Developing Variations of Ice-Breakers

Teachers' creativity plays a vital role in creating a meaningful learning environment. In practice, Year 2 teachers face difficulties in maintaining pupils' enthusiasm for learning, particularly when the ice-breaking activities used have been repeated frequently and have become monotonous for the pupils. Therefore, it is necessary for teachers to develop new types of ice-breaking activities, supported by their creativity, to create ice-breakers that can capture pupils' interest. As indicated in the interview results, the Year 2 teacher mentioned that they utilise the internet to search for references regarding ice-breaking activities. This is supported by a subject teacher's statement that they continuously innovate to

integrate these activities with the learning material to be delivered, as well as to capture students' interest when they begin to lose enthusiasm. Furthermore, several Year 2 students stated that they have asked their teachers to introduce new ice-breaking activities more frequently on a daily basis.

Teachers are expected to hone their professional competence by devising a variety of ice-breaking activities that are tailored to the subject matter and are more creative and innovative. This is consistent with other research indicating that professional competence is linked to mastery of the subject matter as well as other components, such as the ability to develop teaching materials in a more creative, innovative and engaging manner (Lisnasari et al. 2020).

3. An Individualised Approach for Passive Pupils

The results of interviews and observations conducted by the researcher indicate that teachers have implemented individualised strategies to support pupils who tend to be passive and lack enthusiasm in the classroom, such as giving them more personalised attention than other pupils. Furthermore, teachers also allow passive students to find a comfortable space, for example by choosing a close friend who can encourage them to gradually mingle with the others. In this way, students will gradually become accustomed to interacting, and teachers can help passive students to slowly open up and participate in the learning process.

This is consistent with the research by Rizka Maghfirah et al. (2024), which states that peers play a role in motivating fellow students in their learning. The social relationships formed between students tend to have a significant influence. Furthermore, appreciation and social support from peers make students more motivated, and the competition that arises among students presents a unique challenge and encourages them to remain enthusiastic about improving their academic efforts.

4. Actively Engaging Pupils in the Learning Process

Based on the results of interviews conducted by the researcher, one of the solutions adopted by teachers to overcome the challenge of boosting pupils' motivation to learn is to actively engage them in the learning process through ice-breaking activities. The Year 2 teacher believes that actively engaging pupils can

foster their enthusiasm, increase their participation, and create a more interactive and enjoyable learning experience.

In practice, teachers play a role in giving pupils the opportunity to participate directly in ice-breaking activities, such as choosing the type of ice-breaker to be used. This is consistent with the statements made by Year 2 pupils, who took the initiative to ask the teacher directly to include an ice-breaker in the middle of the lesson. This is in line with research (Aini 2022), which states that when teachers incorporate ice-breaking activities, the impact on pupils is highly positive, as they become more active.

CONCLUSION

Based on the results of research conducted at MI Salafiyah Pasirsari 02 in Pekalongan City, it can be concluded that teachers' efforts to boost students' enthusiasm for learning through ice-breaking activities are realised through several strategies, namely by implementing responsive and strategic ice-breaking activities, selecting student-centred ice-breaking activities, and creating a conducive and enjoyable learning atmosphere. In implementing these efforts or strategies, teachers face a number of challenges, including: time constraints, a lack of variety and references for ice-breaking activities, and passive and unenthusiastic pupils. However, teachers can overcome these challenges through several solutions, namely: efficient time management, seeking references and developing variations of ice-breaking activities, an individualised approach for passive pupils, and actively involving pupils in the learning process. Overall, the efforts undertaken by the Year 2 teacher at MI Salafiyah Pasirsari 02 in Pekalongan City have proven successful and have enhanced pupils' enthusiasm, focus, and participation in learning activities. They have also helped

REFERENCES

- Aini, Husna Dzakia. 2022. "Implementasi Ice Breaking Dalam Meningkatkan Minat Belajar Siswa Di Kelas IV B MIN 2 Kota Kediri (Studi KAasus Di MIN 2 Kel. Bandar Kidul Kec. Mojoroto Kota Kediri)."
- Aristanti, Galuh Fanica. 2024. "Penerapan Metode Ice Breaking Dalam Menumbuhkan Motivasi Belajar Anak Usia Dini Di RA Tambaksogra Sumbang Banyumas."

- Ashar, Siti Asmawar, Muh.Akmal Hamid, Nurhikma R, and Difa Nadiyah. 2024. "Penerapan Ice Breaking Untuk Meningkatkan Motivasi Belajar Siswa Kelas I A UPTD SDN 66 Kanjitongan Kabupaten Maros." *Jurnal Yudistira: Publikasi Riset Ilmu Pendidikan Dan Bahasa* 2 (1): 186–92. <https://doi.org/10.61132/yudistira.v2i1.416>.
- Deswati, Ida Ayu Putu, Agus Budi Santosa, and Nanda William. 2020. "Pengaruh Ice Breaking Terhadap Hasil Belajar Siswa Sekolah Dasar Pada Pembelajaran Tematik." *TANGGAP: Jurnal Riset Dan Inovasi Pendidikan Dasar* 1 (1): 21–29.
- Fajarudin, Akhmad Afnan, Ahmad Samsudi, and Ni'mah Lailatul Mas'adah. 2021. "Teknik Ice Breaking Sebagai Penunjang Semangat Dan Konsentrasi Siswa Kelas 1 MI Nurul Islam Jatirejo." *Idarotuna : Journal of Administrative Science* 2 (2): 147–76. <https://doi.org/10.54471/idarotuna.v2i2.21>.
- Fikriansyah, Rini Setiawati, and Maya Gita Nuraini. 2023. "Upaya Guru Pendidikan Agama Islam Dalam Meningkatkan Motivasi Belajar Al-Qur'an Pada Siswa Kelas VII SMP Negeri 1 Ulubelu Kecamatan Ulubelu Kabupaten Tanggamus." *JIT: Jurnal Ilmu Tarbiyah* 2 (1): 73–90.
- Frangki, Bangau. 2024. *Pengaruh Motivasi Dan Lingkungan Belajar Terhadap Prestasi Siswa*. Edited by Muhammad Suhardi and Randi Pratama Murtikusuma. 1st ed. Mataram: Pusat Pengembangan Pendidikan dan Penelitian Indonesia.
- Haryati, Fini Dwi, and Diah Puspitaningrum. 2023. "Implementasi Ice Breaking Sebagai Pematik Motivasi Belajar Siswa Dalam Pembelajaran Pai." *JURNAL AL-ILMI* 4 (1): 99–106.
- Herizal, Gusti. 2023. *Interaksi Dan Motivasi Dalam Belajar Mengajar*. 1st ed. Malang: CV.Literasi Nusantara Abadi.
- Iqbal, Ahmad. 2024. *Pembelajaran Menyenangkan Dengan Ice Breaking*. Edited by TIM Jejak Pustaka. 1st ed. Yogyakarta: Jejak Pustaka.
- Lisnasari, Srie Faizah, Nurul Nur Azizah, Septy Nurfadhillah, Jens Batara Marewa, Irnin Agustina Dwi Astuti, Sudirman, Ulfah Sari Rezeki, et al. 2020. *Pengembangan Profesi Guru*. Bandung: CV.Media Sains Indonesia.
- Marzatifa, Leta, Inayatillah, and Maya Agustina. 2021. "Ice Breaking : Implementasi , Manfaat Dan Kendalanya Untuk Meningkatkan Konsentrasi Belajar Siswa." *Al- Azkiya: Jurnal Ilmiah Pendidikan MI/SD* 6 (2): 162–71. <https://doi.org/10.32505/al-azkiya.v6i2.3309>.
- Muharrir Syahrudin, Herdah, and Rustan Effendy. 2022. "Penggunaan Ice Breaking Dalam Meningkatkan Motivasi Belajar Peserta Didik Pada Mata Pelajaran Pendidikan Agama Islam Kelas VIII SMP Muhammadiyah Pinrang." *Al-Ishlah: Jurnal Pendidikan Islam* 20 (2): 179–86. <https://doi.org/10.35905/alishlah.v20i2.3318>.

- Nasir, Agus. 2023. "Menciptakan Lingkungan Belajar Yang Menyenangkan Untuk Meningkatkan Sikap Siswa Dalam Belajar." *JBSI (Jurnal Bahasa Dan Sastra Indonesia)* 3: 136–45. <https://doi.org/10.47709/jbsi.v3i01.2789>.
- Nauval, Geovani Ilyas, Unang Wahidin, and Moch Yasyakur. 2022. "Upaya Guru Pendidikan Agama Islam Dan Budi Pekerti Dalam Meningkatkan Minat Belajar Siswa Kelas Iv Pada Mata Pelajaran Pendidikan Agama Islam Dan Budi Pekerti." *CENDIKIA MUDA ISLAM:JURNAL ILMIAH* 2 (4).
- Nazhifah, Salsabila, Budianto, and Fathulloh. 2024. "Implementasi Ice Breaking Terhadap Penguatan Konsentrasi Peserta Didik Pada Pembelajaran Tematik." *Jurnal AL-Amin Pendidikan Guru Madrasah Ibtida'iyah* 3 (1): 101–7.
- Nopus, Erlisna Kholisotun. 2022. "PENGARUH ICE BREAKING TERHADAP SEMANGAT BELAJAR SISWA KELAS IV SDN SAMPROK JASINGA BOGOR."
- Nur, Syamsiara, Ni'mah Wahyuni, Andi Hamsiah, Liza Husnita, Nurlina, Faizin, Yanti Sri Wahyuni, et al. 2024. *Profesi Keguruan Di Indonesia*. Edited by Andi Asari. 1st ed. Solok: PT Mafy Media Literasi Indonesia.
- Ratna, Mia Sri. 2020. "Implementasi Ice Breaking Dalam Mengembangkan 6 Aspek Perkembangan Anak Pada Kelompok B3 Usia 5-6 Tahun Di Raperwanida II Mataram Tahun 2019/2020."
- Ritonga, Rahmilawati, Marsya Indri, Yanda Tanjung, Sardame Hotmauli Sitompul, Melina Marbun, and Feby Zaliani Margolang. 2025. "DAMPAK RENDAHNYA MINAT BELAJAR SISWA TERHADAP PROSES PEMBELAJARAN DI SEKOLAH DASAR THE IMPACT OF LOW STUDENTS ' LEARNING INTEREST ON THE." *JIIC:JURNAL INTELEK INSAN CENDEKIA* 2 (6): 11237–43.
- Rizka Magfirah, Nur, Yurfiah, and Syamsurijal. 2024. "Analisis Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Siswa Kelas IV Dalam Penerapan Kurikulum Merdeka Di Sekolah Dasar." *Jurnal Penelitian Pendidikan Guru Sekolah Dasar* 2 (1): 923–32. <http://www.jurnal-umbuton.ac.id/index.php/prosahttps://doi.org/10.35326/prosa.v8i4.5536>.
- Roffina, zamrat desi. 2020. "Meningkatkan Semangat Belajar Siswa Dalam Pembelajaran Relasi Dan Fugsi Melalui Pendekatan Scientific." *Jurnal Pendidikan Tambusai / 4* (2004): 810–20.
- Sahir, Syafrida Hafni. 2022. *Metodologi Penelitian*. Edited by Try Koryati. I. Yogyakarta: KBM Indonesia.
- Sanjani, Maulana Akbar. 2020. "Tugas Dan Peranan Guru Dalam Proses Peningkatan Belajar Mengajar." *Jurnal Serunai Ilmu Pendidikan* 6.<https://doi.org/10.1016/j.jnc.2020.125798%0A>
- Sukmajadi, Budi, and Elva Simanjuntak. 2021. *Powerfull Ice Breaking*. Edited by Alviana C. 1st ed. Yogyakarta: Penerbit Samudra Biru.
- Sulistiani, Irma, and Nursiwi Nugraheni. 2023. "Makna Guru Sebagai Peranan

Penting Dalam Dunia Pendidikan.” *Jurnal Citra Pendidikan* 3 (4): 1261–68. <https://doi.org/10.38048/jcp.v3i4.2222>.