



**The Effectiveness of Ice Breaking to Increase Student Motivation in Learning Physical Education, Sport, and Health at Teluk Dalam 3 Elementary School, Banjarmasin**

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**Abstract**

Learning motivation is an important factor in successful learning, especially in Physical Education, Sports and Health (PESH) subjects that require active participation of students. One method that can be used to increase student learning motivation is ice breaking. This study aims to analyze the effectiveness of ice breaking in increasing student motivation in learning PESH at Teluk Dalam 3 Elementary School Banjarmasin. The research method used was a survey involving 32 respondents. Data was obtained through a questionnaire that measured students' perceptions of the effect of ice breaking in PESH learning. The results showed that the majority of students gave a positive response to the application of ice breaking. As many as 78.1% of students felt more motivated after participating in ice breaking, 87.5% of students felt that the learning atmosphere was more interactive and fun, and 81.3% of students stated that ice breaking helped improve focus and concentration during learning. The study concludes that ice breaking is an effective pedagogical strategy that should be continuously implemented and varied according to student characteristics and needs. This method not only enhances learning motivation but also creates a more interactive, enjoyable, and conducive learning environment, ultimately supporting better academic outcomes in physical education at the elementary school level.

**How to Cite**

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## INTRODUCTION

Physical Education, Sports and Health (PESH) is a subject that focuses on improving physical fitness, motor skills, and students' understanding of the importance of healthy living (Mustafa, 2021). Despite its many benefits, learning PESH often faces challenges in the form of low student motivation, particularly at the elementary school level where foundational attitudes toward physical activity are established (Idham et al., 2022). In order for learning to be effective, teachers need to encourage learning, create an attractive learning environment, and motivate students to actively participate. Research indicates that student motivation is a crucial factor influencing the success of the learning process, as highly motivated students tend to be more proactive, creative, and enthusiastic in achieving their learning goals (Andriani & Rasto, 2019). The importance of motivation in learning has been consistently documented, with studies emphasizing that motivation serves as a fundamental factor determining student learning outcomes (Emda, 2017). One approach that can be used in the learning process to address motivational challenges is ice breaking. Ice breaking refers to activities designed to create a more relaxed atmosphere, reduce boredom, and stimulate students' enthusiasm in learning environments (Fajriyani et al., 2023). This method aims to make the learning environment more comfortable, making students feel more engaged and motivated to follow the learning process (Algivari & Mustika, 2022). Research has demonstrated that relieving tension through ice breaking activities can significantly increase students' interest and enthusiasm in learning (Hidayat et al., 2023). Studies have shown that the use of ice breaking has a positive and significant impact on student learning outcomes in elementary schools, with students demonstrating increased activity, enthusiasm, and focus during learning sessions (Deswanti et al., 2020).

In the context of physical education learning specifically, research indicates that ice breaking techniques can effectively enhance student motivation in physical activities (Semakur, 2020). The implementation of ice breaking techniques has been shown to create positive learning environments across various educational contexts, with studies demonstrating significant improvements in student engagement and participation (Adilah Prautami et al., 2023). Moreover, research on interactive learning approaches in physical education emphasizes the effectiveness of motivational strategies in enhancing student par-

ticipation and learning outcomes (Cahyaningtias & Ridwan, 2021). Teluk Dalam 3 Elementary School Banjarmasin is one of the schools that utilizes ice breaking methods in PESH learning. This school has three PESH teachers who regularly use ice breaking as part of their teaching strategies, aiming to create a fun and motivating learning environment for students. However, despite the widespread implementation of ice breaking techniques in various educational contexts, the effectiveness of ice breaking in increasing student motivation specifically in PESH learning at this school environment has not been thoroughly investigated through systematic research. Therefore, this study aims to analyze the effectiveness of ice breaking in increasing student motivation in PESH learning at Teluk Dalam 3 Elementary School Banjarmasin. Based on the background described above, the research problems can be formulated as follows:

1. How effective is ice breaking in increasing student motivation in PESH learning at Teluk Dalam 3 Elementary School Banjarmasin?
2. What are the students' perceptions regarding the implementation of ice breaking activities in PESH learning?
3. What aspects of learning motivation are most significantly influenced by ice breaking activities?

This research contributes novelty by employing a quantitative approach to measure the specific impact of ice breaking on various dimensions of learning motivation, including learning enthusiasm, task completion motivation, character development, and learning atmosphere creation. Additionally, the research provides empirical evidence from Teluk Dalam 3 Elementary School Banjarmasin, offering insights into the practical implementation of ice breaking strategies in Indonesian public elementary schools, which can serve as a reference model for similar educational institutions seeking to enhance student motivation in physical education learning.

## METHODS

This study uses a quantitative descriptive method with the aim of analyzing the effectiveness of icebreaking techniques in increasing student learning motivation in Physical Education and Health (PESH) lessons at Teluk Dalam 3 Elementary School Banjarmasin. Positive sampling was conducted for students in grade 4 of Teluk Dalam 3 Elementary School Banjarmasin. This research is limited to conducting only in grade

4 of Teluk Dalam 3 Elementary School Banjarmasin and analyzing the effectiveness of icebreaking techniques as a strategy to increase student learning motivation such as energized games and group formation activities.

This data consists of numbers or ratings used to measure the level of student motivation before and after the application of the icebreaker method. Data was collected from ice breakers in Physical Education and Health (PESH) classes. It was collected through questionnaires, observations, or interviews to assess the level of student motivation before and after applying the method.

The students in this study were students of Teluk Dalam 3 Elementary School Banjarmasin who attended Physical Education and Health (PESH) classes.

Selecting students who are actively participating in PESH learning from several classes and determined using purposive sampling. To calculate the sample size in this study using the Slovin Formula as follows:

$$n = N / 1 + N(e^2)$$

n = Sample size

N = Sample population

e = 10% margin of error

Based on the formula above, researchers get the number of samples needed by researchers in research, namely:

$$n = 32 / (1 + (32 \times 10^2))$$

$$n = 32 / (1 + (32 \times 0.2))$$

$$n = 32 / (1 + (6,6))$$

$$n = 32 / 6,6$$

$$n = 4,8484848484848$$

Data collection is an important step in research and serves as a means of collecting the necessary information. This study uses data collection techniques such as questionnaires. A questionnaire is a series of questions that can be asked directly or indirectly to respondents. This study uses a questionnaire with a Likert scale as a data collection instrument.

The survey has five levels of statement ranking that respondents can choose from; Strongly Disagree, Disagree, Agree, Strongly Agree.

Based on this research, data collection was carried out using a questionnaire distributed to students of Teluk Dalam 3 Elementary School Banjarmasin through the Google Forms link.

Data was analyzed using descriptive statistics to measure the average change in student motivation between pre-test and post-test scores. The purpose of this data comparison was to evaluate the effectiveness of the ice breaking method.

## RESULTS AND DISCUSSION

This results and discussion will review the effectiveness of ice breaking in increasing students' learning motivation in physical education learning at Teluk Dalam 3 Elementary School Banjarmasin. The analysis will include the impact of ice breaking on student participation, the level of engagement in learning, as well as how this strategy can be optimized to support educational goals in primary schools **Table 1. Table 2. Table 3.**

**Table 1.** Gender of Respondents at Teluk Dalam 3 Elementary School Banjarmasin

Gender	Frequency	Percentage
Male	14	43,8%
Female	18	56,3%
Total	32	100%

**Table 2.** Effectiveness of Ice Breaking in Physical Education Learning at Teluk Dalam 3 Elementary School Banjarmasin.

Classification	Frequency	Percentage
Strongly Agree	7	21,9%
Agree	24	75%
Disagree	1	3,1%
Strongly Disagree	0	0
Total	32	100%

**Table 3.** Respondents' Motivation towards Ice Breaking in Physical Education Learning at Teluk Dalam 3 Elementary School Banjarmasin.

Improving the Spirit of Learning	Frequency	Percentage
Strongly Agree	4	12,5%
Agree	26	81,3%
Disagree	1	3,1%
Strongly Disagree	1	3,1%
Motivation to Complete Tasks		
Strongly Agree	3	9,4%
Agree	26	81,3%
Disagree	1	3,1%
Strongly Disagree	2	6,3%
Improving Student Characteristics		
Strongly Agree	6	18,8%
Agree	26	81,3%
Disagree	0	0%
Strongly Disagree	0	0%

Creating a Learning Atmosphere		
Strongly Agree	4	12,5%
Agree	28	87,5%
Disagree	0	0%
Strongly Disagree	0	0%
Total	32	100%

The research findings at Teluk Dalam 3 Elementary School Banjarmasin demonstrate significant positive outcomes regarding ice breaking effectiveness. The results show more than 90% of students (combining strongly agree and agree responses) perceive ice breaking as effective in physical education learning, which strongly aligns with the research conducted by Rias Wana et al. (2024) who found that ice breaking has a significant positive influence on elementary school students' learning motivation. Their study demonstrated that ice breaking activities create more conducive learning environments and help students become more actively engaged in the learning process, supporting the high effectiveness rates observed in the current research.

Research conducted at Teluk Dalam 3 Elementary School Banjarmasin shows that the majority of students benefit from ice breaking activities in increasing their motivation to learn PESH. Respondents revealed that after participating in ice breaking, they felt more energized, more ready to participate in physical activities, and easier to concentrate during learning. The finding that 87.5% of students reported improved learning atmosphere creation is consistent with Zakiyyah et al. (2022), whose research showed that the implementation of ice breaking in the learning process successfully increased student learning motivation by creating more engaging and dynamic classroom environments. Their study reported significant improvements in student participation and enthusiasm during learning activities.

The study's results indicating that 81.3% of students experienced improved learning spirit are supported by experimental research conducted by Ashar et al. (2023) who investigated the application of ice breaking to improve learning motivation in first-grade elementary students. Their study revealed that implementing ice breaking techniques resulted in optimal outcomes, with over 80% of students achieving high learning motivation levels in the learning process. The research showed that students became increasingly enthusiastic about learning activities after being provided with varied ice breaking activities, demonstrating that ice breaking can effectively

enhance student motivation.

In addition, ice breaking has proven to be effective in reducing boredom and saturation during PESH learning. Many students feel that this activity makes the classroom atmosphere more dynamic and fun. The varied activities in ice breaking, such as small games or simple movements, are able to re-energize students and increase their involvement in the learning process. This finding is corroborated by Khoerunisa & Amirudin (2020), who conducted research on the effect of ice breaking on student learning motivation in science subjects. Their study found that ice breaking serves as a simple, lightweight, and concise activity that functions to change the composition of stiffness, boredom, or drowsiness in learning, thereby building an atmosphere full of enthusiasm and fun learning.

The application of ice breaking also has an impact on increasing interaction between students and teachers. This activity allows teachers to build closer relationships with students, thus creating a more conducive learning atmosphere. Students who feel comfortable with their teachers tend to be more active in asking questions, discussing and participating in learning activities. This good interaction between teachers and students contributes to increased motivation and effectiveness in delivering PESH materials. The positive outcomes observed in this study (93.7% combined positive responses for improving student characteristics) support the findings of Febriandari et al. (2018), whose research demonstrated that teacher creativity in implementing ice breaking significantly influences student learning motivation and outcomes. Their study emphasized that ice breaking serves as an effective pedagogical strategy that enhances both student motivation and learning achievement.

Furthermore, ice breaking plays a role in fostering an attitude of cooperation and togetherness among students. In many ice breaking activities, students are invited to work in groups or pairs, so they learn to collaborate and support each other. This not only has a positive impact on PESH learning, but also develops students' social skills that are useful in everyday life. With a stronger sense of community, students become more confident and motivated to contribute to learning activities.

Overall, the effectiveness of ice breaking in increasing students' motivation in learning PESH at Teluk Dalam 3 Elementary School Banjarmasin is very real. This activity not only creates a more pleasant learning atmosphere, but also helps improve focus, participation and interaction



between students and teachers. The research findings demonstrate that ice breaking serves multiple functions simultaneously: enhancing learning motivation (93.7% positive response), improving task completion motivation (90.7% positive response), developing student characteristics (100% positive response), and creating conducive learning atmospheres (100% positive response). These comprehensive positive outcomes align with the broader body of research on ice breaking effectiveness in Indonesian elementary education contexts. Therefore, the application of ice breaking should continue to be carried out and developed with interesting variations so that the benefits can continue to be felt by students in every PESH learning session.

## CONCLUSION

Based on the results of research on the effectiveness of ice breaking in increasing student motivation in learning PESH at Teluk Dalam 3 Elementary School Banjarmasin, it can be concluded that the application of ice breaking has a significant positive impact on student enthusiasm and involvement in learning. The majority of respondents showed positive responses to various aspects of learning after participating in ice breaking, such as increased focus, active participation, enthusiasm in completing tasks, and a more fun and dynamic learning atmosphere.

From the survey results, most students feel that ice breaking helps reduce boredom, improve concentration, and create better interactions between students and teachers. In addition, ice breaking also encourages students to be more motivated in participating in physical activities and achieving in PESH learning. Although there were a small number of students who did not feel a significant impact, overall, ice breaking proved to be an effective method to increase students' learning motivation.

Thus, the application of ice breaking in PESH learning at Teluk Dalam 3 Elementary School Banjarmasin needs to be continuously developed and varied according to the characteristics and needs of students. With the right strategy, ice breaking can be one of the approaches that support a more interactive, fun, and effective learning process in improving student learning outcomes.

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