

Analysis of The Effect of Ice Breaking on Interpersonal Development of Early Childhood

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Abstract

Early childhood education is essentially education that is held to facilitate the growth and development of children as a whole or emphasize the development of all aspects of the child's personality, especially interpersonal aspects. The purpose of this study is to analyze the effect of ice breaking on the interpersonal development of early childhood. This study was used a quantitative approach or quasi-experimental research designs. The data collection method was used observation and documentation. Data analysis techniques was used the t-test with the help of SPSS 23.0 for windows. The results showed that there were differences in interpersonal abilities of young children before and after ice-breaking activities. The pretest value of interpersonal aspects of early childhood in the control and the experimental class has a probability value of $0.000 > 0.05$. While the post - test interpersonal aspects of early childhood in the control class and the experimental class have a probability value of $0.000 < 0.05$. Increased interpersonal aspects of early childhood before and after the ice-breaking activity around of 72.34%. It was concluded that the hypothesis was accepted that there was a significant increase in the development of interpersonal aspects of the age of 5-6 years through ice-breaking activities.

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INTRODUCTION

Early childhood education is essentially education that is held to facilitate the growth and development of children as a whole or emphasize the development of all aspects of the child's personality (Suyadi, 2013: 16). Hasan, (2009: 29) At this age, 90% of the physical brain of a child has been formed. In these times, children should begin to be directed and this golden moment will not happen twice. Children are born with a potential that is ready to be developed in the environment. Every child has multiple intelligence, as Gardner, (2003: 45) said, including linguistics, logic-mathematics, musical, visual-spatial, kinesthetic, naturalist, spiritual (spiritual), and what is not less important is intrapersonal and interpersonal intelligence. But the abilities possessed by children are not the same or have different proportions. Some children have one outstanding ability, some children have two or more abilities and every child has the opportunity to learn in the style of each child. If this is fulfilled then the child will develop properly.

Nina's (2014), revealed that play is a fun activity and needs are inherent in children so that children can learn many skills in comfort without pressure. Through games, children will be well prepared for their environment and ready for their next level of education. Developing various intelligences during childhood can be done through fun games. Various intelligences can be used in several languages, such as planning, development, planning, and evaluation development.

Further move Samsudi (2016), states that Education is a conscious and deliberate effort to create an atmosphere of learning and teaching processes so that students actively develop their potential to have spiritual strength in religion, control self, personality, intelligence, noble character, and acquire the skills needed for society and the nation. School management based on Multiple Intelligences takes into account the potential of students according to various intelligences. Management will succeed

if management significantly pays attention to the input, process, output, and outcome stages. This is needed for an effective school management model based on the concept of Multiple Intelligences starting from input, process, output and results.

Every child has a variety of intelligence. As they get older, their intelligence has also been developed. In this case, it is necessary to provide appropriate stimulation. So that their intelligence can be developed optimally. Children must be seen not as an isolated unit, but as a social creature, forming part of a network of relationships. Interactions, relationships, social groups, and sociocultural structures form sequential levels of social complexity (Hartono, et al. 2018 ; Roberth, 2010)

People who have good interpersonal intelligence and good thoughts can increase human interactions and relationships to be positive or mutually beneficial. Interpersonal intelligence plays a role in forming and also maintaining relationships, as well as knowing various roles that exist in a group, both as members and as leaders and if it can be developed by their interpersonal aspects in various methods will be very easy to increase their interpersonal intelligence significantl (Maryani,2013 ; Macnamara,2015).

Then, research on Silvia (2016), stated that results get information that the development of children's interpersonal intelligence develops well so that it shows: (1) attitude able to play together, (2) attitude able to distinguish friends who are sad, angry and happy, (3) attitude wants to play together and interact with peers, (4) Attitudes show interest or willingness to play in groups or teams, (5) Attitudes to accept friends of different sexes, (6) Attitudes to accept the physical condition of friends, (7) Can be independent of parents, (8) Show sympathetic responses to friends and others, (9) Understand the consequences of committing an offense and be responsible, (10) Speaking and listening to

other people's conversations first, (11) Showing pleasure helping his friends.

Sulaiman, et al (2010), to increase intelligence was required an appropriate action so that the desired results can be achieved. In the interpersonal context a learning strategy is needed that can facilitate students to continue to interact positively with their peers. Also, the interpersonal intelligence on the high level will be able to think critically well the last, interpersonal soul skill was required in the integration of learning process skill. So the interpersonal skill are also important as a provisim for student to heir live in the future.

Education must be truly directed so that it does not merely develop cognitive aspects, but must be balanced with aspects of affection and psychomotor. Learning and monitoring of behavior must be done intensively. Schools must be able to see and treat students as whole people. Learning design is expected to provide experiences that can develop various potentials of children. Stimulation through learning or play activities must be able to touch all aspects. Thus, all aspects of children's intelligence can develop. But in reality, the use of teaching methods used today tends to involve students less actively participating in learning. Learning is more centered on the teacher so that activities tend to sit more, listen, take notes and memorize or remember the material taught by the teacher. Thus the teacher's efforts are made by giving the game Ice-Breaking.

Based on research conducted by Achmad (2010), ice breaking shows that in general, the main task of the teacher is to plan, guide, and evaluate the teaching and learning process. However, it is not as easy as thought by the teacher because the teacher has several challenges. Even though they have done their work, the teacher cannot produce optimal results. One factor related to the learning environment, learning environment that does not support can affect the physical and psychological aspects of students. This can cause student fatigue and it affects their cognitive development and creativity which in turn affects their learning achievement.

Children's learning activities are synonymous with play that is fun, the role of educators as motivators is needed in supporting early childhood education. Boredom in children often occurs because it has a short concentration power, in learning it takes pause time as a transitional situation to break the freezing atmosphere of learning by motivating children's learning activities by applying ice breaking as the main supporting activity in creating effective learning and ice breaking can create a learning atmosphere that is not boring. ice breaking strategies given to children aged 4-5 years greatly increases as expected so that children can focus on learning and take responsibility for their work (Lelly, 2017 ; Erma, et al. 2016).

Suryoharjuno (2011), revealed that ice breaking is a transitional situation from being boring, making sleepy, saturating and tense to relaxed, excited, not sleepy, and there is attention and there is a sense of pleasure to listen or see people talking in front of the class or meeting room. According to him the child does the learning process through his life experience. A good and pleasant experience has a positive impact on children's development. Children learn from everything they see, they hear and they feel. This learning process will be effective if the child is in a happy and happy condition. Vice versa, the child will feel scared, anxious, uncomfortable and less optimal results. This ice breaking game activity began to be implemented in PAUD Pelangi Nusantara Semarang.

Pelangi Nusantara PAUD is a place that researchers choose to conduct research because they get information that there are still many PAUD children aged 5-6 years (TK) when learning, children look tired, tired and start to get bored. In this condition children vent through running, talking alone, playing alone, silent or making noise in class, talking too loudly, some children only want to share and help to friends who used to play with it, the child looks different distinguish friends. This shows that children are less able to control themselves in facing their friends when they are cooperating, the nature of respecting and understanding other people is not yet visible,

and the ability to mediate conflicts between friends has not been possessed by early childhood, resulting in children having difficulty controlling their emotions, so that teachers in class conditions less effective in classroom learning. As a substitute figure for parents in school teachers must be able to control this kind of situation, seeing a variety of factors that can interfere with learning conditions, both internally and externally, so as a teacher an effort that can be done is by providing a stimulus or a good stimulus to develop children's intelligence. One of the stimuli for the child's environment is the ice breaking game method that is appropriate and interesting for children. Therefore, researchers have an idea to use ice breaking which can improve the interpersonal development of children aged 5-6 years.

Through this research, it is expected to provide theoretical benefits and practical benefits for the community including increasing insight and knowledge, especially in the field of early childhood education and the potential for more development through scientific research work. It is also hoped that this research can provide useful input to the world of education, especially for teachers and institutions in order to develop ice breaking games that can develop various kinds of children's intelligence.

METHOD

This study was used a qualitative approach on quasi-experimental research designs (quasy experiments). This method was chosen because the researcher wanted to reveal

in detail and depth the effect of ice breaking on the interpersonal aspects of early childhood. The samples on this research used in the study were children of group B aged 5-6 years totaling 40 PAUD Character Pelangi Nusantara Gunungpati District and in RA Pelangi Nusantara 02 District. Data collection techniques was used observation and documentation. To test the validity of the data, were used the instrument validity and reliability test. The reason for using the instrument's validity and reliability test was to strengthen the data was obtained by the researcher to match other sources. After testing the validity of the data, researchers conducted data analysis techniques. Analysis of the data was used using descriptive analysis and t test with the help of SPSS 23.0 windows. which consists of several steps including tests of normality, homogeneity tests, hypothesis testing, then making conclusions or verification

RESULTS AND DISCUSSION

The difference in the development of interpersonal aspects of children before and has been breaking ice activities in children aged 5-6 years

Interpersonal development through ice-breaking activities in early childhood through several aspects including social sensitivity, social insight, and social communication.

This research obtained the results by of the percentage of interpersonal aspects after and before learning activities in the control and experiment class can be seen in Table 1.

Table 1 Recapitulation of Interpersonal Aspects of Early Childhood Levels in the Control Class and Experimental Class

Group	N	<i>Pre-test</i>				<i>Post-test</i>			
		Lowest Score	Highest Score	Average	Std. deviation	Lowest Score	Highest Score	Average	Std. deviation
Experiment	20	19	31	25.85	3.407	35	48	44.55	3.086
Control	20	19	32	26.70	3.278	27	31	32.15	3.048

Based on Table 1, it can be seen that the average value of interpersonal aspects of early childhood before ice breaking in the experimental group was 25.85. While the average value of interpersonal aspects of early childhood after ice breaking in the experimental group was 44.55. This shows the average value of the interpersonal aspects of early childhood in the experimental group has increased. The experimental group increased by 18.70.

In the control group, the average pre-test interpersonal aspects of early childhood were 26.70. While the average post-test score of interpersonal aspects of early childhood is 32.15. In the control group, the increase was only 5.45. So that, the development of interpersonal aspects in the experimental group increased higher than in the control group.

The results of this study indicate that there are differences in the development of interpersonal aspects of children before and after ice-breaking activities in children aged 5-6 years. The findings in this study are relevant to several previous studies. Some of these studies include research conducted by Rosyadi *et al.* (2019), that there are differences in the average value of student interest in learning before and after ice-breaking activities. Ice-breaking activities are very interesting so that it makes children more

active in learning and learning becomes child-centered. Child-centered learning will make children actively interact with teachers and friends to stimulate the development of interpersonal aspects.

Based on the discussion, it can be assumed that the findings in this study are relevant to the results of previous studies. Ice breaking is a fun and child-centered method. Ice breaking activities will stimulate children to actively interact with teachers and friends so that the development of children's interpersonal aspects will develop.

Increasing the development of interpersonal aspects of children through ice-breaking activities in children aged 5-6 years

Ice-breaking activity in this study was measured through several indicators including fun, enthusiasm, dynamic, relaxed, and focused. Based on the results of field research conducted through filling out the questionnaire, the description of early childhood learning activities in PAUD Character Pelangi Nusantara Gunungpati Semarang District and RA Pelangi Nusantara 02 Gayamsari District Semarang. Presented in the following Table 2:

Table 2 Recapitulation of Early Childhood Activity Results in the Control Class and Experiment Class

Group	N	<i>Pre-test</i>				<i>Post-test</i>			
		Lowest Score	Higher Score	Average	Std. deviation	Lowest Score	Higher Score	Average	Std. deviation
Experiment	20	25	70	51.75	13.599	60	100	87.00	9.651
Control	20	30	55	41.5	7.626	35	80	56.75	10.166

Based on Table 2, it can be seen that the average value of early childhood scores before ice breaking in the experimental group was 51.75. While the average value of interpersonal

aspects of early childhood after ice breaking in the experimental group was 87. This shows the average value of the interpersonal aspects of early childhood in the experimental group had

increased. The experimental group increased by 48.25.

In the control group, the average pre-test value of early childhood learning activities was 41.5. While the average post-test score of interpersonal aspects of early childhood is 56.75. In the control group, the increase was only 15.25. So that early childhood activities in the experimental group increased higher than those in the control group.

The findings in this study indicate that there is an increase in the development of interpersonal aspects in children aged 5-6 years after ice-breaking activities. The findings of the study are relevant to several previous studies that conducted research on ice-breaking activities. Research that is relevant to the findings in this study was conducted by Purwoko (2018) that ice-breaking can increase student motivation in physical education learning. However, the study looked at the effect of ice-breaking activities on increasing student motivation. Whereas, in this study the effect of ice breaking on increasing the development of interpersonal aspects of children aged 5-6 years.

The application of ice breaking can attract, explore, and activate the student

motivation. Other than that ice-breaking can improve student concentration, sharpen memory and capture power, and can build cohesiveness in groups. Children who can build cohesiveness in groups will be able to develop interpersonal aspects (Ambini,2016 ; Susanah,2014).

That the findings in this study are relevant to previous studies. Ice-breaking activities can improve the development of interpersonal aspects of children aged 5-6 years. The application of ice breaking in learning activities will increase student cohesiveness in groups so that children will also be able to develop interpersonal aspects.

Ice breaking activities are effective for developing interpersonal aspects of children aged 5-6 years.

The hypothesis to be tested in this study is the effectiveness of ice-breaking activities to develop interpersonal aspects of children, using paired sample t-test tests to test the differences in the two average levels of interpersonal aspects before and after ice-breaking activities are given. The average can be seen in Table 3:

Table 3 Average Ability of Interpersonal Aspects of Early Childhood Before and After Ice Breaking Activities

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Eksperimen	25.85	20	3.407	0.762
	Pos_Eksperimen	44.55	20	3.086	0.690

In Table 3 it can be seen that before being given ice-breaking activities the average (mean) ability of interpersonal aspects of early childhood by 25.85. Whereas after being given ice-breaking activities, the average (mean) ability of interpersonal aspects was 44.55. Based on the average value of interpersonal aspects ability in the above table, it can be said that ice-breaking activities are effective to improve aspects of interpersonal development of early childhood.

The results of this study prove the research conducted by Afrizal (2016) that ice

breaking activities are very important in the learning process to refresh the atmosphere of learning, eliminate boredom, drowsiness, and can motivate learning desires and to avoid feeling uncomfortable when learning, so that it is effective to develop interpersonal aspects of children aged 5-6 years.

Fanani (2010) revealed that there are several benefits of applying ice breaking in the teaching and learning process, one of which is to be able to glue tenuous interpersonal relationships. While research conducted by

Febriandari et al (2018) shows that teachers who have creativity in applying ice breaking will affect student learning outcomes. That is because the application of ice breaking can restore the concentration of student learning so that the interaction between the teacher and students is getting stronger. The stronger interaction between teachers and students shows that students have interpersonal intelligence.

Based on the discussion that has been done, it can be said, that the icebreaking activity is effective in increasing the interpersonal intelligence of children aged 5-6 years. Ice-breaking activities can refresh the atmosphere of learning, eliminate boredom, get sleepy, and can motivate student learning desires. Ice-breaking activities can also strengthen tenuous interpersonal relationships.

CONCLUSION

Based on the research process that has been carried out as well as the analysis that has been done by researchers, it can be concluded that developing interpersonal aspects can use ice-breaking games. Ice-breaking activity will restore the concentration of children so that interaction can occur between teacher and child. Ice-breaking will also restore tenuous interpersonal relationships and stimulate solidarity within the group. Solidarity in groups will build social communication between children which is an indicator that children have interpersonal intelligence.

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