



The role of teachers in instilling religious character in children aged 5-6 years in kindergarten

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To cite this article:

Emilawati, Y., Sumiadi, R & Mahendra, J.P. (2025). The role of teachers in instilling religious character in children aged 5-6 years in kindergarten. *Panicgogy International Journal*, 3(1), 31-38.

To link to this article: nakiscience.com/index.php/pij

Implementation of ice breaking in improving students' learning interest in grade 4 of state elementary school

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Abstract

The research aimed to explore how the use of ice-breaking activities affected student engagement and participation in the learning process. Specifically, it focused on how ice breaking was implemented at the beginning, middle, and end of lessons and the impact it had on creating a more enthusiastic and enjoyable learning atmosphere. This qualitative, phenomenological research aimed to provide insights into the effectiveness of ice-breaking games in fostering a more interactive and motivating classroom environment. The research was conducted in class 4 of elementary school during the second semester of the 2023/2024 academic year with a total of 35 students. This was qualitative research using phenomenological methods. Data collection techniques included observation, interviews, and documentation. The data collected were tested for credibility through extended observations during the research, increasing persistence and accuracy, carrying out triangulation, conducting negative case analysis, referencing materials related to the research, and conducting member checks. The results of this research showed that there was an increase in interest in learning for grade 4 students at elementary school through the use of ice-breaking games. The focus of the grade 4 teacher was to implement ice breaking at the beginning, middle, and end of lessons in a planned manner. As a result, by using the ice-breaking game, students became more enthusiastic in participating in the learning process, and the learning atmosphere became more enjoyable.

Keywords: Ice breaking game, Learning interest, Elementary school

1. Introduction

Education plays an important role in the progress of the country and nation (Idris et al., 2012). Therefore, the education system in Indonesia must be able to contribute to technological progress and the era of the 5.0 industrial revolution. In today's era of globalization, quality education is very important. Mega life is full of competition that cannot be avoided and is increasingly difficult to avoid. For this reason, educational institutions in Indonesia must be able to produce competitive students. In addition to intellectual intelligence (Ritonga, 2022).

Ingvarson et al. (2017) in their research stated that the quality of teachers determines the quality of education of a nation. To carry out education at the elementary, secondary, and early childhood levels, teachers must meet the competencies and qualifications that meet national education standards. In addition, the findings of their research show that the management of teacher professional education is still ineffective. A systematic and organized process is needed, starting from the selection system for prospective professional teachers through professional pre-service PPG. Education is a relationship between adults and children who are not yet adults; in this case, teachers teach children to help their development (Sabani, 2019).

The role of teachers in the teaching and learning process is still very important (Runisah et al., 2021; Sudirman et al., 2021). The role and responsibility of teachers in education are very important, both as educators and as teachers (Sund & Wickman, 2008).

Teachers are the most important component in determining the success of the teaching and learning process in the classroom (Fatihah et al., 2023). As leaders, teachers must be able to build a leadership system that can encourage the interest, motivation, and enthusiasm for learning of their students (Andriani et al., 2015). According to Sleman (2022), teachers are responsible for achieving school education goals and the future careers of students, which depend on their parents (Han et al., 2018). Teachers have important responsibilities, such as teaching, caring for and educating children.

Ice breaking is a touch of activity that can be used to solve problems in the classroom such as: freezing, chaos, boredom and saturation of the atmosphere so that it becomes thawed and the atmosphere can return to its original state (more conducive) (Dressel, 2020). If this touch of activity is applied to the classroom learning process, then it is very likely that students will return to a better condition (enthusiasm, motivation, passion for learning, boredom and so on). Ice breaking can be done in various forms of activities, for example in the form of games and meaningful games from teachers, guessing with prizes, or funny stories. Activities can be done in between 5 - 15 minutes depending on the needs. Ice breaking can be done anytime depending on the conditions and needs, and can be done by any teacher. In its implementation, it does require teacher skills and creativity, especially in choosing the right activities according to the needs that can foster students' interest in learning (Fanani, 2010; 67-68)

If students' interest in learning is low, it will hinder learning and result in low learning achievement. Conversely, if students' interest in learning is high, it will improve students' achievement. Sutanto and Suhermanto (2024), interest can be defined as a great passion or enthusiasm for learning. Students who enjoy learning will certainly be able to focus their attention on the material being taught. This will help students work hard to achieve their goals (Muna, 2022). Therefore, interest is one of the factors that can influence students' learning success. Interest in learning affects a person's learning activities. Students who are curious will be motivated to find new things. Conversely, students who do not want to learn will be bored and avoid it, meaning they have no curiosity (Marwa, 2020; 215)

In the learning process, learning seems easy. However, to achieve the desired learning goals, sufficient skills, creativity that can be learned, and adequate training are required. If learning activities are considered easy and applied carelessly, the meaning obtained will not be achieved. The benefits of ice breaking are greatly felt by everyone who uses it. It rounds out learning to be fun and enjoyable, and can increase students' interest and motivation during the learning process. In the implementation of the observation, the researcher observed the students during the learning process, in the middle of the lesson, the researcher applied ice breaking in the classroom with the aim of increasing the interest of students who were still busy in the learning process. The researcher conducted an observation at SDN 1 Rempek. The ones who specifically conducted this observation were in grade 4 or high grade, because the researcher conducted the observation in high grade according to the results in the school itself, the researcher heard from several groups in the school. That only grade 4 groups were active in implementing ice breaking on students at the beginning, middle and end of the lesson. With the actions of the teacher, the students' enthusiasm in learning increased greatly.

2. Methods

In this study, the researcher used qualitative research, an approach oriented towards natural phenomena or symptoms. This research design was selected because it allows for a deeper, more holistic understanding of the subject matter by observing real-life situations as they naturally unfold. Unlike quantitative research, which often involves controlled variables and testing, qualitative research focuses on the complexity of human experiences and interactions. The researcher aimed to uncover the meanings, patterns, and experiences

that participants attribute to the phenomena in question. By using this approach, the study could provide rich, contextual insights into the research topic, taking into account the intricacies of the social and cultural environment.

The type of research employed in this study was phenomenology, which is grounded in the idea that human beings understand the world through direct experiences. Phenomenology emphasizes the exploration of participants' lived experiences and how they perceive and make sense of their surroundings. In phenomenological research, the researcher seeks to understand the essence of these experiences by diving deeply into individual accounts and interpreting them within their specific context. This approach allows the researcher to capture the meaning and significance that individuals assign to their experiences, providing a subjective understanding of how they interact with the world. The phenomenological method, therefore, helped the researcher gain an in-depth insight into the participants' perceptions, emotions, and interpretations of their experiences.

This research was conducted at SDN 1 Rempek, a setting chosen for its relevance to the study's focus. Data collection techniques included observation, interviews, and documentation, which provided multiple perspectives on the topic. Observation allowed the researcher to collect firsthand data on the behaviors, actions, and interactions of participants within their natural environment. Interviews were used to gather detailed, personal accounts from participants, allowing them to share their thoughts, feelings, and reflections on the phenomena under study. Finally, documentation served as an important tool to corroborate and validate the data gathered through observation and interviews. By using these techniques, the study ensured a comprehensive approach to data collection, which contributed to the richness and depth of the research findings. These methods worked together to give the researcher a nuanced understanding of the educational context and the participants' experiences within it.

3. Results and Discussion

3.1 Implementation of ice breaking in Increasing Learning Interest of Grade 4 Students of SDN 1 Rempek

Ice Breaking Planning Stage

Before carrying out the learning process, the teacher prepares ice breaking in the form of a game, the grade 4 teacher prepares ice breaking the day before starting learning by looking at the implementation of ice breaking. The teacher plans the type of ice breaking game by watching shows on YouTube. And following the variations shown in the video, after the teacher sees the show. The teacher follows the directions from the show that has been seen, and changes the application of the ice breaking game slightly according to class conditions.

The teacher prepares his own ice breaking by watching YouTube shows, by looking at the condition of the students. The grade 4 teacher also chooses ice breaking that is in accordance with the material and learning objectives that will be conveyed, so it will make it easier for the teacher to convey the learning material that will be explained. The grade 4 teacher of SDN 1 Rempek applies ice breaking In planning ice breaking in grade 4 of SDN 1 Rempek, the teacher carries out the plan by finding ways to attract the attention of his students.

There is a plan that the teacher wants to achieve in ice breaking activities such as implementing ice breaking games in the middle of the lesson, and at the end of the lesson. To enliven the atmosphere in the classroom. In the middle of the lesson, the teacher applies an ice breaking game of the "boom focus" type, while at the end of the lesson, the teacher applies an ice breaking game of the "Doraemon Says" type. The next target in the ice breaking planning is to maximize the elimination of boundaries between students, encourage students to have self-confidence, train students about solidarity, prepare students for lessons, and build good student character.

Based on the results of interviews with grade 4 teachers of SDN 1 Rempek, it can be concluded that in determining the ice breaking game to be chosen, the teacher must choose one that is safe for students, and the time is not too long. so that the educational values obtained from the ice breaking game can create solidarity, cooperation, independence, and concentration. Ice breaking games are applied in the middle and at the end of learning. According to Muharrir (2022), in designing ice breaking, creating a conducive learning atmosphere is an important factor in order to get full attention from students. If the atmosphere in the classroom is not conducive, it will cause students to feel bored, tired, not focused on the teacher, sleepy, and even talk to their classmates. As a result, teachers will have difficulty in understanding the material to students even though the material has been delivered. It is important for teachers to choose the right strategies and methods for students who are less motivated to participate in learning. A method is a tool or way to achieve goals with which learning can be effective. There are many methods that teachers can choose to overcome the problem of lack of activity and refocus students' attention in learning, one of which is the Ice Breaking Implementation method. Ice Breaking for elementary school students (SD) went well and it was seen that students were more enthusiastic about participating in learning and playing an active role in learning.

Ice Breaking Implementation Stage

After planning, continue with the implementation of ice breaking. Teachers apply ice breaking games that can be practiced during learning because they can prevent student boredom and increase student concentration. With the process of implementing ice breaking, in the process of implementing ice breaking games. With different levels of student mentality, there are students who express themselves by opening activities by inviting their friends to stand and move their bodies enough to warm up, then there are students who are shy to lead activities in front, then the teacher provides assistance to students in expressing themselves and implementing ice breaking in front of the class

The implementation of this ice breaking game only takes 5-6 minutes. Although the time is very short, it is able to increase student interest in learning and make students more focused on learning. All 4th grade students must be involved in implementing the ice breaking game. This is to ensure whether students understand the flow of the game or not. All students follow the game according to the teacher's instructions.

In implementing this ice breaking game, the teacher applies ice breaking in the middle of learning with the aim of restoring student focus, and also at the end of the lesson to reflect student enthusiasm after following the learning process. The teacher explains the game first to the students before starting the game. The teacher asks 4 students to come forward to practice in front of their friends, after seeing the instructions from their friends in front and understanding the type of game that will be carried out.

The ice breaking that the teacher applies in the middle of learning is based on observations to increase students' interest in learning. The teacher starts the game with the following stages: a) Teacher reflects the multiples of the number 4 which must be replaced with the word "boom". b) The teacher uses multiples of 4. Students start counting from 1, 2, 3 alternately, quickly, with the note that multiples of 4 must not be rounded up. But replaced by rounding up "boom". c) Teacher continues to count one, two, three, "boom", five, six, seven, "boom", and his four. d) Students who are wrong in counting will get a penalty; the penalty is to work on the difficult subject matter that is being completed. e) After the students start to focus, the teacher finishes the game and continues the learning that is being carried out from the implementation of ice breaking that is carried out in the middle of learning, it can be concluded that the boom focus ice breaking game that is applied can arouse students' interest in learning, even the enthusiasm of students in participating in ice breaking is very lively, so that the ice breaking game implemented by the teacher runs as expected. The implementation of the ice breaking game "doraemon says" which is implemented by the teacher at the end of learning to normalize the atmosphere after learning takes place, the stages of implementing ice breaking are as

follows: a) Initially, grade 4 students are instructed to stand up led by the teacher. b) The rules of this game are that students must follow what Doraemon says. c) For example, the teacher gives the instruction "Doraemon says, move the head", so the students must move the head. d) If the teacher gives the instruction "move the head", then there is a student who moves the head, it means he is wrong. Because in the instructions there are no words "Doraemon says" e) The game starts if the teacher says, "Doraemon says, the game starts" f) The game ends if the teacher says, "Doraemon says, the game ends". Based on the results of observations, teachers also apply ice breaking after learning to restore the classroom atmosphere before recess, so that children feel more enthusiastic again. This is in accordance with the following expert opinions: According to Sholiha (2024) Ice breaking is a simple, light and concise game or activity that functions to change the composition of freezing, stiffness, boredom or drowsiness in learning. So that it can build a learning atmosphere that is full of enthusiasm and fun. It is rare for teachers to provide ice breaking or pauses in the middle of the lesson material being delivered. In fact, doing ice breaking in the middle of delivering lesson material is very important, because often all the material delivered by the teacher cannot be absorbed properly by the students (Khoerunisa 1, 2020, p. 87)

Evaluation of Ice Breaking Activities in Class 4 SDN 1 Rempek

After the implementation of the ice breaking game, the teacher evaluated the students in implementing ice breaking well. The use of ice breaking can be seen from the pleasure, effectiveness, and involvement of students in participating in ice breaking activities. So that students' interest in learning increases. However, there are also students who feel shy when the implementation of ice breaking takes place in class and do not pay attention to the teacher's instructions when explaining the implementation of ice breaking. Every teacher certainly has obstacles in implementing learning in class, this is certainly a material for evaluation for teachers to be more creative in implementing enjoyable learning.

Based on the results of an interview with the principal of SDN 1 Rempek which the researcher conducted on June 6, 2024. In carrying out activities, of course, there is preparation that needs to be done by an educator, to achieve the desired goals, the implementation of ice breaking in class 4 SDN 1 Rempek is carried out in planned stages. Evaluation as part of a learning program needs to be optimized, because it does not only rely on assessing learning outcomes, but also requires an assessment of input, process, and output. One of the important factors for the effectiveness of learning is the evaluation factor for both the learning process and the learning outcomes. Evaluation is an activity of systematically collecting facts about the learning process to determine whether there are changes in students and to what extent these changes affect the lives of students (Astin, 2012). Evaluation can encourage students to study more actively continuously and also encourage teachers to further improve the quality of the learning process and encourage education managers to further improve facilities and the quality of student learning (Sudirman et al., 2023). In this regard, optimizing the evaluation system has two meanings, the first is an evaluation system that provides optimal information.

3.2 The Impact of Ice Breaking Implementation in Increasing the Interest in Learning of Grade 4 Students of SDN 1 Rempek

The impact of the implementation of ice breaking applied by grade 4 teachers of SDN 1 Rempek has a positive impact, this can be seen from the enthusiasm of students when learning after the implementation of ice breaking. There are two impacts in the implementation of ice breaking, namely the impact on students and the impact on teachers. The positive impacts on grade 4 students of SDN 1 Rempek are as follows: a) The implementation of ice breaking can help students feel happier and more enthusiastic in learning, so that students' interest in learning increases to follow the ongoing learning. b) The implementation of ice breaking games applied by grade 4 teachers is very interesting for students so that students are more focused and concentrated in learning. c) Ice breaking

games can build a sense of comfort and get to know each other. So that students feel confident and encourage them to be active in learning.

Based on the results of the observations above, it can be concluded that the positive impact that occurs on students is very good, so that it can increase students' creativity in learning and can strengthen relationships between students when ice breaking is applied during learning. Based on the results of the interview, the enthusiasm of students in participating in ice breaking activities is very good, with this it is necessary to improve the implementation of ice breaking games

The positive impacts on teachers based on the results of observations are as follows:

a) By implementing ice breaking carried out by teachers, it can help teachers to start more interesting learning. b) By implementing ice breaking, good relationships can be built with students, so that communication between teachers and students is open and positive c) The implementation of ice breaking can also help teachers to create varied and non-boring learning d) Ice breaking can also provide effectiveness to the learning explained by the teacher.

Based on this, it can be concluded that the positive impact of implementing ice breaking on teachers can make it easier for teachers during the learning process so that the learning objectives that have been prepared can be achieved. The positive impacts explained according to experts are as follows: According to Pratiwi (2017) positive impacts are activities to persuade, convince, influence or impress others with the aim of following or supporting their desires from exciting and enjoyable activities.

Learning interest of grade 4 students of SDN 1 Rempek

The learning interest of grade 4 students of SDN 1 Rempek in learning greatly increased during the learning process in which the researcher observed two aspects of interest that occurred in grade 4 students of SDN Rempek. Student learning interest can be seen in 2 aspects as follows: a) Cognitive Aspect, seen in the cognitive aspect, the learning interest of grade 4 students developed and formed. During the implementation of ice breaking, children who have a high learning interest tend to be more easily focused and concentrated in learning. Even grade 4 students of SDN 1 Rempek showed a high curiosity and enthusiasm for learning new things. b) Affective Aspect, the affective aspect emphasizes the emotional side in the form of a pleasant attitude that can develop into a positive relationship. This also applies to the relationship between teachers and students, if both have a pleasant relationship, then interest in school will also be better and so will the learning process.

Based on the expert opinion that states the interest of children in learning as follows Cui et al. (2024), interest can be defined as a passion or great enthusiasm for learning. Students who enjoy learning will certainly be able to focus their attention on the material being taught. This will help students work hard to achieve their goals. Therefore, interest is one of the factors that can influence the success of student learning. Interest in learning influences a person's learning activities. Students who are curious will be motivated to create new things. On the other hand, students who do not want to learn will be bored and avoid it, meaning they have no curiosity (Marwa, 2020; 215).

4. Conclusion

Based on the results of the study on the implementation of teachers in increasing the interest in learning of grade 4 students of SDN 1 Rempek. The following conclusions were obtained: The role of teachers is very important in increasing the interest in learning of grade 4 students. In addition, teachers also apply ice breaking games to arouse students' enthusiasm and interest in learning. Increasing students' interest in learning is one of the main keys to achieving educational goals. That the application of ice breaking games in grade 4 of SDN 1 Rempek is when the learning process increases student enthusiasm, and makes the classroom more lively if the ice breaking game is applied, even the class 4

teacher of SDN 1 Rempek applies ice breaking in a planned manner, so that when the ice breaking game is applied in the classroom it runs according to what is planned by the teacher.

In implementing ice breaking, every deficiency will definitely be found by every teacher, the shortcomings found by the class 4 teacher of SDN 1 Rempek when implementing the ice breaking game are because there are students who are embarrassed and do not understand the language. While the advantages of implementing ice breaking can eliminate students' awkwardness towards the teacher, they feel that learning feels faster. Even students' enthusiasm and interest in learning increases.

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