



Efforts To Increase Students' Learning Motivation Through Ice Breaking In PJOK Learning

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Abstract: This research applies the Classroom Action Research (PTK) method using a cycle approach in an effort to increase student learning motivation in Physical Education, Sports and Health (PJOK) subjects. This research consists of two cycles with stages of planning, implementation, observation, and reflection. In Cycle I, the average student learning motivation reached 45.31%, while in Cycle II, the average learning motivation increased significantly to 70.62%. This increase of 25.31% reflects positive changes in students' interest and enthusiasm for learning. The results obtained indicate that the intervention in the form of using "ice breaking" and refreshment during learning in Cycle II successfully stimulated students' interest and motivation. This increase in learning motivation also reflects the effectiveness of the emphasis on more interesting and participatory learning. These positive results illustrate the impact of the improvements and efforts made in Cycle II in creating a better learning environment. This research provides a positive view of the use of PTK methods with a cyclical approach and the implementation of "ice breaking" in increasing student learning motivation in PJOK subjects. The implications of these findings underscore the importance of innovative approaches in learning to achieve more optimal learning objectives.

Keywords: Learning motivation, ice breaking

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INTRODUCTION

Education is the main foundation in forming a competent and qualified young generation. In the educational process, learning motivation has an important role in stimulating students to be active, participate and achieve optimal results in learning. High learning motivation will help students develop their potential more effectively, thereby creating a dynamic and productive learning environment. One branch of learning that also requires a high level of motivation is Physical Education, Sports and Health (PJOK).

Physical Education, Sports and Health (PJOK) is a branch of learning that involves physical activity and sports. Even though it has great benefits for students' health and development, sometimes some students do not participate and are not motivated in the learning process. Some students do not have a strong interest in certain sports taught in PJOK lessons. This lack of interest can affect their motivation to be actively involved in the learning process which results in low student learning motivation in PJOK lessons.

"Learning motivation is a psychological condition that encourages someone to learn" (Khodijah, 2014, p. 150). Understanding the importance of student learning motivation in PJOK learning is recognized as a key factor in achieving successful learning outcomes. Experience shows that students often face challenges in maintaining their learning motivation in these subjects. "Motivation is a change in energy within a person which is characterized by the emergence of "feelings" and is preceded by a response to a goal" (Sardimaan, 2014, p.73).

Several factors that can influence students' low learning motivation in PJOK include the complexity of the material, lack of variety in learning methods, and lack of social interaction that



encourages active participation. Lack of variety in learning methods can also lead to decreased motivation. Students have a variety of learning styles and preferences in how they acquire knowledge. If PJOK learning is focused on one type of method or offers little variety in activities, students who do not feel engaged by the method may lose interest in learning. Therefore, it is important to use a variety of learning approaches, such as games, physical exercises, discussions. According to Latipah (2012, p. 190) using games and simulations is quite effective in developing students' interest and motivation.

One approach that has been proven effective in increasing students' learning motivation is the application of the ice breaking technique (refreshing opening) in learning. The application of "ice breaking" or warm-up techniques in the Physical Education, Sports and Health (PJOK) learning context can be an effective strategy for generating students' interest and maintaining their involvement during the learning process. This method involves introducing light activities or short games before starting the main lesson.

According to (Satriani et al., 2018) Ice breaking is an activity carried out by everyone to attract the focus of attention and melt the atmosphere in the room to its original state, namely an enthusiastic state (back to being conducive) and supported by opinions (Mi & Baten, 2020) Ice breaking is used to create a learning atmosphere from passive to active, from stiffness to movement, and boredom to joy.

Based on the opinion above, several previous studies have supported the motivation of students towards learning Physical Education, Sports and Health using a play approach, explaining that 88% of students are motivated to take part in PJOK learning (Dedi Asmajaya, 2021).

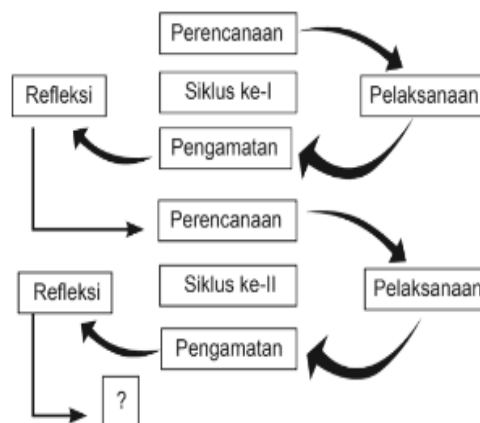
The implementation of Ice Breaking aims to break the initial ice and create a more relaxed and comfortable atmosphere in the classroom. In the context of PJOK learning, ice breaking techniques can take the form of games or light physical activities that involve all students in positive interactions.

METHODS

The method in this research uses classroom action research (PTK). According to (Arikunto, 2011 p. 3) Class action research (PTK) is an examination of learning activities in the form of actions, which are deliberately created and occur in a class together. These actions are given by the teacher or with direction from the teacher which are carried out by students. PTK is an approach that focuses on improving learning practices through repeated reflection, action and evaluation. The goal is to identify problems in learning, design appropriate solutions, implement these actions, and then evaluate the results.

Research design

The procedure used in this research is a cycle model. The research procedure is divided into 2 cycles, cycle I, namely planning, implementation, observation and reflection. Then in cycle 2 it is not much different from cycle 1, only in cycle 2 it is hoped that the deficiencies in cycle I can be corrected.



Picture. Research flow (arikunto 2015)

Research sites

This research was carried out at SMKN 2 Majene for the 2023/2024 academic year

Research subject

The subjects in this research were 32 class X BD students, of which 14 were male and 18 were female.

Research time

This research was carried out in August 2023 where each cycle held 2 meetings.

In this research, the data collection technique is non-test, namely observation, documentation and questionnaires to find out students' opinions about the learning carried out by the teacher. The following are the questionnaire questions given which are taken from (Putera et al, 2023.p 135)

No	Question	Answer	
		Yes	Not
1	I am happy with today's learning.		
2	From today's lesson I am motivated to exercise.		
3	Today's learning is more interesting than last week's.		
4	I feel disappointed if today's lesson is empty.		
5	I want today's lesson to be done again next week.		
6	The games provided are very interesting.		
7	I understand today's material after doing today's activities.		
8	I can't wait for next week's lesson.		
9	I will keep my body fit through sports activities.		
10	I feel fitter after learning today.		

Data analysis

The data analysis technique is in the form of a questionnaire which is analyzed using percentages based on each student's answers and then discussed in the discussion as a reference to see the students' enjoyment of the learning provided by the teacher. The following is the analysis formula

$$P = \frac{F}{N} \times 100$$

In the formula above:

P = is the percentage of students' interest in learning.

F= is the number of students who responded with answers indicating interest in learning (for example, "yes").

N= is the total number of students who took part in the research or questionnaire.

RESULT AND DISCUSSION

Table 1. Results Of Cycle I Student Questionnaire

Question No	Answer Yes		Answer Not	
	Amount	%	Amount	%
	1	25	78,12	7
2	9	28,12	23	71,87
3	18	56,25	14	43,75
4	16	50	16	50
5	18	56,25	14	43,75
6	20	62,5	12	37,5
7	9	28,12	23	71,87
8	10	31,25	22	68,75
9	11	34,37	21	65,62
<u>10</u>	<u>9</u>	<u>28,12</u>	<u>23</u>	<u>71,87</u>
Average	45,31 %		54,69 %	

Based on the table above, data was obtained from filling out questionnaires by 32 students after completing learning in cycle 1. The results analyzed showed that there were variations in students' responses to the questionnaire questions. In this case, the "yes" response was given by students with an average percentage of 45.31%, while the "no" response dominated with an average percentage of 54.68%. However, the average percentage difference between these two types of responses is only around 9.37%, which indicates that the majority of students are not fully interested in learning physical education, sports and health.

There are three particular questions that attract attention, because they have a significant number of "no" answers compared to the other questions. First, the question "from today's learning i am motivated to exercise" received 23 "no" answers. Second, the question "i understand today's material after doing today's activities" also received 23 "no" answers. Third, the question "i feel fitter after studying today" also has a significant number of "no" answers.

In dealing with these findings, efforts are needed to increase students' interest in learning physical education, sports and health in cycle 2. This can include developing more interesting teaching methods, emphasizing positive aspects of learning material, as well as integrating sports activities. Which can motivate students. Thus, the aim of cycle 2 is expected to create a learning environment that arouses more interest and positive responses from students.

Table 2. Results Of Cycle Ii Student Questionnaires

Question No	Answer Yes		Answer Not	
	Amount	%	Jumlah	Amount
	1	29	90,62	3
2	23	71,87	9	28.12
3	25	78.12	7	21.87
4	22	68.75	10	31.25

5	25	78.12	7	21,87
6	23	71.87	9	28.12
7	22	68.75	10	31.25
8	21	65.62	11	34.37
9	17	53.12	15	46.87
10	19	59.37	13	40.62
Average		70.62		29.38

The table above shows data from taking a questionnaire filled in by 32 students. The questionnaire was filled in after learning in cycle 2 was completed. The table above shows that there are more students who answered "yes" than students who answered "no". Judging from the difference in the average percentage of each answer, it is 41.24%. This shows that many students are interested in learning physical education, sports and health after being given ice breakers in between lessons.

This significant difference in average percentage indicates a positive change in students' interest in learning physical education, sports and health after implementing improvements in cycle 2. It seems that efforts to include "ice breaking" or refresher activities in the middle of learning have had an impact positive. A more positive response from students shows that the introduction of interesting elements in learning is able to motivate and increase their interest in the subject.

This indicates that more innovative learning methods, as well as approaches that involve social interaction and physical activities, can increase students' interest in learning. Thus, the changes in cycle 2 seem to have succeeded in creating a more positive and interactive learning environment, which in turn influences students' interest and active participation in learning physical education, sports and health.

DISCUSSION

Based on the results obtained in cycle i, where the average student learning motivation reached 45.31%, and in cycle ii, the average learning motivation increased to 70.62%. This increase reached 25.31%, which shows a significant change in students' interest and enthusiasm for learning. This increase in learning motivation by 25.31% reflects the positive impact of the improvements and efforts made in cycle ii. This also reflects that interventions in the form of "ice breaking" and refreshments during learning have been successful in stimulating student interest and motivation. In addition, the increase in average learning motivation could also reflect that the emphasis on more interesting and participatory learning has resulted in a better learning environment.

These changes indicate that a more innovative, creative and interactive approach to learning can positively influence student learning motivation. This significant increase has positive implications in creating a more meaningful and inspiring learning experience in dealing with learning material.

Therefore, the findings from this research not only support the findings of (afrizal & rio sahaputra 2022), but also strengthen the belief that learning approaches that involve game and interaction elements have great potential in increasing student learning motivation. In addition, the play approach to learning has a deeper impact, considering that play allows children to fulfill their various developmental needs, including the interests they have (pratiwi, 2017).

Moreover, other research discussing the play approach to improving physical fitness in students shows that the play approach is a very effective strategy. This approach allows exciting learning through game activities that can motivate and involve students in the learning process (samosir & aditya, 2022). Thus, combining the concept of a play approach in learning has the potential to provide experiences that are not only valuable, but also meaningful for students,

stimulating their interest and enthusiasm in learning and actively participating in physical education, sports and health learning.

Based on previous research findings, many have shown that the play approach, including the application of ice breaking, has significant effectiveness in increasing students' learning motivation towards pjok subjects. Therefore, efforts are needed to provide innovative and interesting learning, such as taking a playful approach by implementing ice breaking. The aim is to arouse high interest from students in learning pjok and achieve learning objectives optimally

CONCLUSION

Based on the results of research that has been carried out, it was found that the application of the ice breaking method to increase learning motivation in PJOK subjects in class X of SMKN 2 Majene had a very positive impact. In the Physical Education, Sports and Health learning process, learning innovations are needed that are able to attract students' attention, so that they can be interested and enthusiastic in participating in the learning.

Furthermore, these findings show that the use of ice breaking in the context of PJOK learning has the potential to have a positive impact. High learning motivation in this subject can bring further benefits, namely increasing the level of physical fitness of students. Thus, it can be concluded that efforts to introduce learning innovations such as ice breaking have a significant influence in increasing students' interest and learning outcomes in Physical Education, Sports and Health.

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