



The Implementation of Ice Breaking in Improving the Spirit of Learning Children of Group B in Dharma Wanita Persatuan Lambangan Kindergarten, Wonoayu

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DOI: 10.33086/cej.v3i3.2486

Submission: November 17, 2021

Revised: December 28, 2021

Accepted: December 28, 2021

Keywords

Ice Breaking, enthusiasm for learning, early childhood

Abstract

This research aimed at knowing whether the implementation of ice breaking activities can increase the enthusiasm of early childhood learning in Dharma Wanita Persatuan Lambangan Kindergarten. This research was conducted at Dharma Wanita Persatuan Lambangan, Wonoayu. This research uses classroom action research using the observation method. The subjects in this classroom action research were students in group B of Dharma Wanita Persatuan Lambangan Wonoayu Kindergarten, which consisted of 18 children (4 boys and 14 girls). The object of this research is the implementation of ice breaking in increasing children's enthusiasm for learning. the results of this study in the first cycle showed that out of 18 students, there were no children who were in the very high category. The percentage results from the first cycle of action were 37.04% in the high and medium categories, and 62.96% of the children entered in the low category. The results obtained in the second cycle showed that of the 18 students, there were no students whose learning enthusiasm was very low, the percentage obtained from the second cycle of actions showed very high, high and medium categories reaching 94.44% while those in the low category had the smaller percentage is 5.56%. So this study shows that the implementation of ice breaking activities can increase the learning spirit of group B children in Dharma Wanita Persatuan Lambangan Kindergarten because each child has achieved the criteria and managed to achieve at least 80% completeness in the high success category. and very high in cycle II.

Kata Kunci

Ice Breaking, semangat belajar, anak usia dini

Abstrak

Penelitian ini bertujuan untuk mengetahui pengimplementasian kegiatan ice breaking mampu meningkatkan semangat belajar anak usia dini di TK Dharma Wanita Persatuan Lambangan. Penelitian ini dilaksanakan di TK Dharma Wanita Persatuan Lambangan Wonoayu kabupaten Sidoarjo. Pada penelitian ini menggunakan jenis penelitian tindakan kelas dengan menggunakan metode observasi. Subjek pada penelitian tindakan kelas ini adalah peserta didik pada kelompok B TK Dharma Wanita Persatuan Lambangan Wonoayu yang berjumlah 18 anak (4 anak laki-laki dan 14 anak perempuan). Objek pada penelitian ini adalah implementasi ice breaking dalam meningkatkan semangat belajar anak. Hasil penelitian ini pada siklus I menunjukkan bahwa dari 18 peserta didik, tidak ada anak yang masuk pada kategori sangat tinggi, Hasil persentase dari tindakan siklus I adalah terdapat 37,04% masuk pada kategori tinggi dan sedang, dan terdapat 62,96% anak masuk pada kategori rendah. Hasil yang diperoleh pada siklus II menunjukkan bahwa dari 18 peserta didik, tidak ada peserta didik yang semangat belajarnya sangat rendah, persentase yang diperoleh dari tindakan siklus II menunjukkan kategori sangat tinggi, tinggi dan sedang mencapai 94,44% sedangkan yang masuk pada kategori rendah memiliki persentase yang lebih sedikit yaitu 5,56%. Sehingga dalam penelitian ini menunjukkan bahwa implementasi kegiatan ice breaking dapat meningkatkan semangat belajar anak kelompok B TK Dharma Wanita Persatuan Lambangan karena tiap anak telah mencapai kriteria dan berhasil mencapai ketuntasan minimal 80% dengan kategori keberhasilan tinggi dan sangat tinggi pada siklus II.

A. Introduction

Early childhood generally has different abilities, and children have unique characteristics and the way children learn. Each child has a different learning style which is influenced by factors from the child himself, one of which is the enthusiasm factor in the child or the motivation given by a teacher so that the role of a teacher is significant to foster children's enthusiasm in carrying out the process. The spirit of children during the learning process has an important role that a teacher needs to understand to help students achieve comprehensive learning goals. Nisa & Sujarwo (2020) stated that learning motivation is needed because it can help stimulate and stimulate children to carry out learning activities to run well. Implementation of the educational process while at school, learning activities are the main activities because the success or failure of educational goals depends on how the learning process is implemented (Fadlillah, 2019).

In early childhood education institutions' learning process, motivation is an important aspect that an educator must give an essential key in carrying out an active, innovative, creative, effective, and fun learning process. As Yeti & Mulya (2018) said, because not all children in the class follow the lesson quietly, sometimes some children are still sleepy in class, sometimes there are also children who are forced to go to school because their parents sometimes even have children in class but are afraid of the teacher afraid of being scolded by the teacher, but there are also Children who enter class because of a desire from within to understand learning. According to Febriandari (2018), all parents and teachers want their children to have high enthusiasm for learning because children who have high enthusiasm for learning affect children's learning achievement.

Monotonous and rigid learning activities without fun and happy atmosphere make learning quickly boring. In general, a child has limitations in aspects of focus and concentration.

The average strength for a child can continue to focus and concentrate in a monotonous situation ranging from 10-15 minutes so that the rest of the mind will switch to other things that are more interesting and will shift attention to others. According to Damanik (2019), when the child's mind can no longer focus, the child's attention will be divided, resulting in the child's absorption of information being disturbed. The child's interest influences the range of children's concentration in an activity. The concentration possessed by the child is closely related to the child's enthusiasm for learning so that if the child's concentration has begun to decline, the child's enthusiasm for learning will also decrease. If the process of absorbing information is disturbed, it will greatly affect the level of understanding, and learning objectives will not be achieved optimally. Sometimes boredom, tiredness, and boredom are often experienced by some students, which causes a decrease in children's attention during the learning process. Sleepy conditions during the learning process are often caused by classroom management that is still classical, learning materials that are less attractive to children, and not using interesting learning media. Therefore, it is necessary to implement ice-breaking activities to attract or focus children's attention in the learning process. The learning process can run fun so that children do not get bored easily when in class. Every child must own the spirit of learning because it has a very important position so that learning objectives can be achieved, and the spirit in the child can provide direction for children to learn. (Emda, 2018)

In previous research, several activities can be used as an effort to increase children's enthusiasm for learning. For example, in research conducted by Aulina (2018), the result of that study in Kindergarten in the Tanggulangin sub-district, it was stated that the Whole Brain Teaching method could increase children's learning motivation which requires educators to try to attract children's attention to focus more on learning material, which will be delivered. Ice-breaking is an activity that is carried out quickly to generate students' motivation to learn. The spirit of children's learning arises when the atmosphere is pleasant, and learning activities will be effective when carried out in a happy and pleasant state (Fanani, 2010). The implementation of ice breaking can be carried out at the beginning of learning to build children's learning enthusiasm to receive children's learning materials. Ice-breaking can also be carried out during core learning activities because to maintain children's concentration when carrying out learning activities, and ice-breaking can also be applied at the end of learning to restore the mood of children to stay enthusiastic after doing learning activities (Farichah, 2021)

Ice-breaking can be interpreted as art to encourage learning so that the learning atmosphere becomes fun which is applied in a short duration of time. Ice-breaking activities serve to increase children's learning enthusiasm, so in its implementation, it is carried out in a short time because the shorter, the better, ice-breaking activities should be carried out by all students, not just some students (Ashadi, 2018). The ice-breaking activity carried out must have a specific purpose so that an educator must be able to explain to students so that they know the benefits of doing the ice-breaking activity. The implementation of ice-breaking activities that can be carried out is very diverse, such as yelling, games, body movements, applause, and songs. Mahmud & Idham (2017) stated that The urgency of ice breaking is generally helpful for effective learning and overcoming boredom, boredom and raising children's enthusiasm for learning in between monotonous learning materials so that students can regain concentration and refocus children's attention in receiving learning. According to Deswanti et.al (2020), so that the role of a teacher is needed to be an example for their students during the learning process because it is to inspire the formation of children's character. The role of a teacher is also needed to motivate students in the classroom because this can help students to improve the quality of learning (Mahmud & Idham, 2017)

The spirit of learning in children can arise due to intrinsic factors in the form of a desire to succeed and encouragement from learning needs, hopes, and ideals. Meanwhile, extrinsic factors are the existence of a conducive learning environment and the existence of fun and interesting learning activities. Based on Maryani & Westhisi (2021) statement the principles in applying ice breaking, namely applying it to balancing the right and left brain and ice-breaking as a form of approach to students. In the implementation of ice breaking, some strategies must be used, namely the process of selecting and preparing the ice breaker to be used, the application of ice breaking to increase children's enthusiasm for learning, there must be conformity with the learning objectives, the application of ice breaking must be in the right situation and the application of ice breaking in the learning activities of the selection process. to be applied at the beginning of learning, core learning activities or at the end of learning activities. Considering that early childhood learning concentration is still low for about 10-15 minutes, a teacher needs to create an interesting and fun learning atmosphere. Therefore classroom action research needs to be done to find out how the level of achievement of children's learning enthusiasm is by taking the research topic "Implementation of ice breaking in increasing the enthusiasm for learning in group B children in the Dharma Wanita Persatuan Lambangan Kindergarten" and the purpose of this study was to obtain an overview of the implementation of ice breaking which was carried out in increasing the enthusiasm for learning in early childhood in group B at Dharma Wanita Persatuan Lambangan Kindergarten, Wonoayu. Sidoarjo Regency.

B. Methodology

Research Design

This research uses classroom action research. Classroom action research is an action taken to observe learning activities in the classroom (Aqib & Chotibuddin, 2018). This classroom action research aims to increase children's enthusiasm for learning through ice-breaking activities in group B at Dharma Wanita Persatuan Lambangan Kindergarten, Wonoayu sub-district in the 2021/2022 school year. In the implementation of this classroom action research, researchers collect two types of data, namely quantitative data collected from those analyzed and qualitative data in the form of information in the form of text to describe the level of children's understanding of a material (Arikunto, 2021)

Research Subjects and Schedule

The subjects in this study were group B students of Dharma Wanita Persatuan Lambangan Wonoayu Kindergarten, Sidoarjo Regency in the 2021/2022 academic year, which consisted of 18 children with details of 4 boys and 14 girls. The object of this research is the implementation of ice breaking in increasing children's enthusiasm for learning. This research was conducted in October 2021 at the Dharma Wanita Persatuan Lambangan Kindergarten, Wonoayu sub-district, Sidoarjo Regency, for the 2021/2022 academic year.

Research procedure

This research was designed in two cycles. Each cycle consists of four stages, namely 1). the action planning stage includes equating perception with the teacher and preparing the instruments needed for research, 2). the implementation stage of the action is carried out based on the lesson plan that has been prepared. The implementation of the cyclical action is carried out in 3 meetings, 3). the observation or evaluation phase is carried out to determine the achievement of planning and implementation of actions. Observations are carried out from the beginning of learning to the end of learning activities. In contrast, evaluation is carried out to

determine the impact of the implementation of ice breaking in increasing children's learning enthusiasm and 4). the reflection stage is used to examine the results of the implementation of the ice-breaking activity that has been carried out which then the results are reviewed to find alternatives to determine new, more effective actions to increase children's learning enthusiasm because this alternative will be used for classroom action research in the cycle next. This classroom action research was carried out for 2 cycles, and each cycle was carried out in 5 meetings, namely at the first meeting for the implementation of the pre-cycle and the next 4 meetings for ice-breaking activities in learning and evaluation at the end of the cycle. Observations and observations are made during the learning process. Observation activities are carried out as material for evaluating the implementation of learning to look for existing strengths or weaknesses so that based on the weaknesses found, a more effective plan will be made in the next cycle of action.

C. Result and Discussion

Result

This research was carried out in October 2021. The research subjects were 18 children in group B kindergarten consisting of 4 boys and 14 girls in the Dharma Wanita Persatuan Lambangan Kindergarten in Wonoayu, which is located in the Simbolan village, Wonoayu sub-district. The research was conducted in the academic year 2021/2022. Action research, pre-action, and 2 cycle actions are planned in this classroom. In one cycle, two meetings are held. If in one cycle increasing children's enthusiasm for learning has reached a minimum success indicator of 80%, the research does not need to be continued in the next cycle, but if in cycle II the increase in children's learning enthusiasm has not reached the success criteria, the research needs to continue in cycle III.

Pre-cycle activities are carried out in one meeting using the plant theme. This pre-action in increasing the spirit of children's learning has not achieved the desired results. It can be seen from the results of the pre-action, there is 88.89% in the very high and high category, and there are 11.11% in the medium category, and there are no children who have very low and low enthusiasm for learning. So, the percentage obtained from the action research cycle 2 has succeeded.

Table 1.1 Result of Pre-cycle

Category	Aspects of being observed in the research						Average (%)
	Children who are actively doing tasks		Children's curiosity		Child's attention center		
	F	%	F	%	F	%	
Very High	-	-	-	-	-	-	-
High	2	11,11%	2	11,11%	2	11,11%	11,1%
Medium	4	22,22%	3	16,67%	5	27,78%	22,23%
Low	12	66,67%	13	72,22%	11	61,11%	66,67%
Very Low	-	-	-	-	-	-	-
TOTAL	18	100	18	100	18	100	100

Based on table 1 above, the results obtained from 18 children consisting of 4 boys and 14 girls in group B Dharma Wanita Persatuan Lambangan Kindergarten who were the subject of

research in the pre-action, the results obtained for the aspect of active children doing tasks there were 2 children (11, 11%) are in the high category, there are 4 children (22.23%) who are in the medium category, and 12 children (66.67%) are in a low category. Then in the aspect of children's curiosity, there are 2 children (11.1%) who are in the high category, there are 3 children (16.67%) who are in the medium category, and 13 children (72.22%) are in a low category. And for the aspect of the center of attention of children, there are 2 children (11.11%) who are in the high category, there are 5 children (27.78%) who are in the medium category, and 11 children (61.11%) are in a low category.

Cycle 1 action research was carried out in two meetings using the plant theme, the fruit plant sub-theme in cycle 1 action in increasing children's enthusiasm for learning using ice-breaking had not reached the maximum target, seen from the results of the first cycle action, the results of the low category still dominated, this This is because ice breaking activities are only used at the beginning of learning so that children cannot focus attention, children's sense of responsibility is still lacking in completing tasks and children's curiosity is still low.

Table 1.2 Action Observation Data of Cycle 1

Category	Aspects of being observed in the research						Average (%)
	Children who are actively doing tasks		Children's curiosity		Child's attention center		
	F	%	F	%	F	%	
Very High	-	-	-	-	-	-	-
High	4	22,22%	3	16,67%	3	16,67%	18,52%
Medium	3	16,67%	3	16,67%	4	22,22%	18,52%
Low	11	61,11%	12	66,66%	11	61,11%	62,96%
Very Low	-	-	-	-	-	-	-
TOTAL	18	100	18	100	18	100	100

Based on the data that has been collected in the first cycle of action research, it can be obtained data for the aspect of active children in doing assignments. There are 4 children (22.22%) who fall into the high category, there are 3 children (16.67%) who fall into the medium category, and 11 children (61.11%) were in a low category. Then in the aspect of children's curiosity, there are 4 children (22.22%) who are in the high category, there are 4 children (22.22%) who are in the medium category, and 10 children (55.56%) are in the low category. . And for the aspect of the center of attention of children in receiving learning materials, there are 3 children (16.67%) who are in the high category, there are 4 children (22.22%) who are in the medium category, and 11 children (61.11%) are in the middle category. So by looking at the percentage of data obtained, there are three aspects of observing children's learning enthusiasm: children actively doing assignments, children having curiosity, and the center of children's attention when receiving learning material has increased compared to pre-action. The percentage results from cycle 1 actions are that there is 37.04% in the high and medium categories, and there are 62.96% children in the low category, but the results from cycle 1 actions have not achieved maximum success. Therefore, researchers need to improve and evaluate the second cycle of action.

Cycle II action research with the theme of plants is planned for two meetings, and each meeting is carried out based on the planning that has been made and is different from the

planning in the first cycle of action. The data on the average value increases children's learning enthusiasm through ice-breaking activities in the second cycle of action in table 1.3 below.

Based on the results of the data that has been obtained, it shows that the level of enthusiasm for learning for group B children at Dharma Wanita Persatuan Lambangan Kindergarten, Wonoayu sub-district is very good, so this shows that the implementation of ice-breaking activities can be said to have been successful by achieving the criteria for completeness in the category of very good success. The aspect of children's learning enthusiasm in the second cycle of action only left 1 child in the low category, 1 child in the medium category, and 16 children in the medium, high, and very high category. The results of the second cycle of action showed an increase, namely the minimum success criteria for completeness had reached 80% of children included in the success category, namely high and very high.

Table 1.3 Action Observation Data of Cycle II

Category	Aspects of being observed in the research						Average (%)
	Children who are actively doing tasks		Children's curiosity		Child's attention center		
	F	%	F	%	F	%	
Very High	7	38,89%	8	44,44%	10	55,55%	46,29%
High	8	44,44%	8	44,44%	6	33,33%	40,74%
Medium	2	11,11%	1	5,56%	1	5,56%	7,41%
Low	1	5,56%	1	5,56%	1	5,56%	5,56%
Very Low	-	-	-	-	-	-	-
TOTAL	18	100	18	100	18	100	100

The results of data from 18 children consisting of 4 boys and 14 girls in group B of Dharma Wanita Persatuan Lambangan Kindergarten students who were the subject of the second cycle of action research for the active aspect of doing the task, there were 7 children (38.89%) enrolled in the very high category, 8 children (44.44%) in the high category, 2 (11.11%) children in the medium category and 1 (5.56%) children in the low category. In the aspect of children's curiosity, there are 8 children (44.44%) in the very high category, 8 children (44.44%) in the high category, 1 child (5.56%) in the medium category, and 1 child (5.56%) fall into the low category. There are 10 children (55.55%) in the very high category, 6 children (33.33%) in the high category, 1 child (5.56%) in the medium category, and 1 child (5, 56%) who fall into the low category. Looking at the results of the study through percentages, data obtained from 3 aspects that have been related to children's learning enthusiasm, namely children actively working on assignments, children's curiosity, and the center of children's attention in receiving learning materials, have increased enthusiasm for learning when compared to the results of the first cycle of action, the percentage obtained from the second cycle of action shows the very high, high and medium categories reaching 94.44% while those in the low category have a smaller percentage of 5.56%. So, based on the results of the second cycle of actions regarding the implementation of ice breaking in increasing the learning spirit of group B children at Dharma Wanita Persatuan Lambangan Kindergarten, it was declared successful according to the results of the percentages that had been obtained.

The results of the action to increase children's enthusiasm for learning through ice-breaking activities can be seen in table 1.4 below:

Table 1.4 Action Result Data increases children's enthusiasm for learning through ice breaking

Category	The results of observations from three aspects that have been observed are children actively doing assignments, children's curiosity, and the center of children's attention when receiving learning materials			Average (%)
	Pre-cycle	Cycle 1	Cycle 2	
	%	%	%	
Very High	-	-	46,29%	15,43%
High	11,1%	18,52%	40,74%	23,45%
Medium	22,23%	18,52%	7,41%	16,05%
Low	66.67%	62,96%	5,56%	45,07%
Very Low	-	-	-	-
TOTAL	100	100	100	100

Based on the results of the data that has been obtained from the three aspects observed to increase children's learning enthusiasm through ice-breaking activities, there is 15.43% in the very high category, 23.45% in the high category, and 16.05% in the high category. moderate, and there is an average decrease in the low category of 45.07%. So with a decrease in the average percentage of the three aspects observed, this study proves that ice-breaking activities can increase children's enthusiasm for learning in group B at Dharma Wanita Persatuan Lambangan Kindergarten, Wonoayu sub-district, Sidoarjo district in the 2021/2022 school year.

Discussion

The discussion in this research covers the entire cycle of actions carried out and all aspects of the assessment that is the focus of classroom action research. The researcher's initial activity was first to approach the children. The following is an explanation of the research results:

1. Pre-cycle

Pre-Cycle is an activity that is carried out before carrying out research actions. In this pre-cycle, the researcher observes the activities carried out by children during the learning process involving 18 children consisting of 4 boys and 14 girls. Based on the results of the pre-action, children's enthusiasm for learning during the learning process is still low because it can be seen from the three aspects observed: the child's attention center, the child's curiosity, and the child's attention center in receiving learning material.

Based on the results of the pre-action of 18 children consisting of 4 boys and 14 girls who were the research subjects, the results obtained were observing aspects of the child's attention center, children's curiosity, and children's activity when doing assignments. There is 88.89% in the very high and high category, and there are 11.11% in the medium category, and there are no children who have very low and low enthusiasm for learning. So that the percentage obtained by the researcher from observations in the pre-action shows that those in the low category are much larger than those in the medium and high categories. So the results of this pre-action show that there are still many students who have low learning enthusiasm because this happens because the children lack motivation and reinforcement provided by the teacher, learning media are less attractive, and the use of learning methods that are not appropriate. So that, there is a need for an evaluation process or improvement process at the time of researching the first cycle of action.

2. Cycle I

In the first cycle of action research which was carried out in two meetings, the researchers carried out ice-breaking activities to increase children's enthusiasm for learning. The theme used during the first cycle of action is the plant theme with the sub-theme of fruit plants. Ice-breaking activities are carried out on the sidelines of learning activities when children feel tired and bored because they restore children's enthusiasm and concentration when studying. Ice-breaking activities that can be carried out include clapping enthusiasm, motion and fruit plant theme songs, singing songs of various fruit plants, and clapping plants.

Before implementing the action research cycle 1, the researcher first discussed with colleagues the research plan and asked for help to collect data regarding the development of children's learning enthusiasm. Next, the researcher and colleagues design learning activities, prepare learning media that will be used and prepare ice breakers that will be applied during the learning cycle in cycle 1. The learning process is carried out starting from the beginning of learning activities, core learning activities to the end of learning activities by doing Observations on 3 aspects: the center of children's attention, children's curiosity, and children's activity when doing assignments. In this action research cycle 1, the focus of the research is the application of ice breaking to increase children's enthusiasm for learning because by applying ice-breaking, children get new information or knowledge about the parts of plants.

Based on the results of the first cycle of action research, there were 18 children consisting of 4 boys and 14 girls who were the research subjects. It was obtained from the results of observing the aspects of the child's attention center when receiving learning materials, children's curiosity, and children's activity when doing assignments. There are 37.04% in the high and medium categories, and there are 62.96% children in the low category. So, the percentage obtained by the researcher from observations in the first cycle of action research shows an increase in children's learning enthusiasm compared to the results of observations in pre-action even though the results are not optimal.

3. Cycle II

The results of the second cycle of action research showed that there was a better improvement than the first cycle of action research. The results of the observations in the second cycle of action research were on the aspect of the child's attention center in receiving the material, the child's curiosity, and the child's activity when doing the task. Of the 18 children consisting of 4 boys and 14 girls, the percentage obtained from the second cycle of action showed very high, high, and medium categories reaching 94.44%, while those in the low category had a smaller percentage of 5, 56% so that the percentage obtained from the second cycle of action research has achieved success. The percentage in the very high and high category is greater than the medium category in the observation on the aspect of the child's attention center in receiving learning material, children's curiosity and children's activity when doing assignments, and no students who fall into the category of very low learning enthusiasm and low.

This study indicates that implementing ice-breaking activities can increase children's learning enthusiasm. This can be seen from the changes in every aspect that has been observed. This change is obtained from the results of observations of actions on children and observations of teacher activities. Children's enthusiasm for learning can increase because an evaluation of the weaknesses that have been found during observation and direct observation of teacher activities in cycle 1 actions and observations of children in cycle action research has been carried out. 1 in the reflection and then made an improvement.

D. Conclusion

Based on the research results that have been done, the conclusion that can be put forward is that the implementation of ice breaking has been applied in group B TK Dharma Wanita Persatuan Lambangan, Wonoayu District, Sidoarjo Regency can increase children's learning enthusiasm. This can be proven from an increase that occurs in the results of research on pre-action from the three aspects that have been observed showing the percentage there are 88.89% included in the very high and high category, and there are 11.11% in the medium category, and no children who have enthusiasm for learning is very low and low. After conducting action research in cycle 1, there was an increase in the observed aspects with the action results in cycle 1 of 18 children consisting of 4 boys and 14 girls who were the research subjects, the child's curiosity and the child's activity when doing the task. There are 37.04% in the high and medium categories and 62.96% children in the low category. The results of the first cycle of action research have not been maximized so that researchers will continue to conduct action research in cycle II. In this second cycle of action research, from three aspects that have been observed, namely the aspect of the center of children's attention in receiving learning material, children's curiosity, and children's activity when doing assignments, the result is that the second cycle of actions shows very high, high and moderate categories reaching 94.44 % while those in the low category have a smaller percentage, namely 5.56%. So, the percentage obtained from the second cycle of action research has achieved success.

Acknowledgement

Thanks to Allah SWT, who has given health, convenience, and smoothness for the author in the process of working on this journal. We also express our gratitude to various parties who have helped us either directly or indirectly in contributing to the completion of this scientific journal. We also express our deepest gratitude to the educational institution where the research is conducted at the Dharma Wanita Persatuan Lambangan Kindergarten, Wonoayu District, specifically for the Kindergarten B group, and we also extend our deepest gratitude to the head of the Dharma Wanita Persatuan Lambangan Kindergarten who has allowed us to carry out the research. This research would not have been possible without their help.

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