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The Effect of Ice Breaking on Arts and Cukture and Practical Art Learing Motivation (SBdp) of Grade V Students of SD 8 Mamboro: Ice Breaking, Learning Motivation, Arts and Culture

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A R T I C L E I N F O

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A B S T R A C T

The purpose of this study is to ascertain how ice breaking affects students' motivation to learn in the subject (SBdP) of class V SDN 8 Mamboro. This study uses quantitative. There are two groups to be studied, namely the first group with the treatment of the ice breaking learning model (X1) and the other group with treatment without the ice breaking learning model (X2). The population in the study of class V A students of SDN 8 Mamboro as the experimental class with a total of 19, class V B students of SDN 8 Mamboro as the control class with a total of 18 students so that the total number of 37 students. The sampling technique is saturated sampling. Data collection uses observation, interviews, documentation and tests. Data analysis is used descriptive. The results of the study, obtained the application of Ice Breaking has a significant effect on the motivation of class V students in the subject of SBdP. It can be seen from the results of the Mann-Whitney-U test which produces a significance value of 0.041, and in the posttest data of 0.032. The alternative hypothesis (Ha) is accepted while the null hypothesis (Ho) is rejected since both significance values (0.041 < 0.05 and 0.032 < 0.05) are less than the 5% significance level

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INTRODUCTION

Education is a process that supports individuals in changing their attitudes and values, broadening their understanding, acquiring knowledge, developing their potential, and helping them become better individuals. Thus, education can be understood as a human endeavor to foster personality in accordance with societal values, while simultaneously helping students develop knowledge, skills, values, attitudes, and behavioral patterns that are useful in life (Wulan Sriyana et al., 2025)

Arts, Culture, and Crafts (SBdP) is a subject that plays a crucial role in shaping character and developing students' creativity. Through this subject, students are introduced to, understand, and appreciate various forms of art and culture, as well as craft skills found in Indonesia and around the world. Arts, Culture, and Crafts (SBdP) the learning process at elementary school level is an important factor in developing students' abilities, creativity, artistic skills, and appreciation for traditional culture and crafts. SBdP is an integral part of the elementary school curriculum, helping students develop aesthetic sensitivity, self-expression, and practical skills. SBdP learning involves activities such as painting, drawing, singing (music), dancing, making crafts, and learning about local culture. This helps students develop their cultural identity, appreciate cultural diversity, and stimulate imagination and creative innovation (Masrahul Fakhri, 2023).

Music arts education is a learning process that supports the expression of a person's ideas or thoughts arising from observations of the environment, using musical elements, resulting in a musical work containing aesthetic value (Hilmiah Almanda, 2023). This can be recognized by the individual and others in their environment, so it can be understood and enjoyed. Music education equips students with the ability to express and appreciate art creatively to develop their personalities and instill balanced attitudes and emotions. Music arts enhance discipline, tolerance, socialization, democratic attitudes, and include environmental sensitivity (Suci, 2023).

Motivation is defined as to increase motivation will be followed by an increase in the intensity of efforts made by individuals.This concept encompasses three main elements: effort, organizational goals, and needs. Henry Simamora defines motivation as a function of an individual's expectation that a certain effort will result in a level of performance that, in turn, will yield a desired reward or outcome (Adi Yusuf & Suhada, 2024). Students' learning motivation in every learning activity plays a significant role in improving their learning outcomes in a particular subject. Students who demonstrate good learning abilitiesn motivation are more likely to achieve high learning outcomes. A high level of motivation will encourage a person to make greater efforts, so the higher the results achieved. Therefore, motivation is essential in the teaching process (Yogi Fernando et al., 2024).

Based on initial observations conducted with the Principal and Homeroom Teacher regarding the Effect of Ice Breakers on the Motivation to Learn Arts, Culture, and Crafts (SBdP) in Grade V Students at SDN 8 Mamboro, In the observation process, it was found that the role of teachers in providing ice

breaking to students has not fully provided ice breaking because teachers have difficulty in finding the right ice breaking for students so that students do not feel bored when carrying out learning in class. Learning Contextual Teaching and Learning (CTL) has the benefit of making the educational process more significant and applicable to everyday life. Through this approach, students are expected to understand the connection between learning experiences at school and situations they encounter in everyday life (Damayanti Nababan, 2023).

LITERATURE REVIEW

Icebreaking is an activity that can be used to break the ice, chaos, and boredom, thus thawing the atmosphere and making it very possible for students to return to a state of enthusiasm, motivation, and enthusiasm in learning, and so on. Icebreaking can be done in various forms of activities, for example, in the form of humorous stories adapted to everyday life, with prizes, enthusiastic cheers or games tailored to the ongoing material, and so on. With the presence of icebreaking, learning activities are expected to be able to atmosphere will be enjoyable, students no longer feel bored, more enthusiastic, and can improve learning outcomes (Pembelajaran et al., 2021). The advantage of icebreaking is that it can make monotonous learning more enjoyable, make time feel faster, so that during the learning process it becomes enjoyable without the burden of learning Mery Selvia (2021).

Based on research conducted by Dwi Haryati (2023) The study also demonstrated that the advantage of spontaneously using icebreakers in the learning process is that they can be used at any time, depending on the conditions and situations present during the lesson. This makes the learning process more memorable for students and improves their Considering this description, researchers are eager to carry out studies related to learning outcomes on the "Influence" "The Effect of Ice Breaking on the Motivation to Learn Arts, Culture and Crafts (SBdP) of Grade V Students of SDN 8 Mamboro". This is to find out the extent of the ability of teachers at SDN 8 Mamboro in providing Ice Breaking to students of SDN 8 Mamboro.

METHODS

This study is quantitative in nature. research, namely research that consists of two groups to be studied, namely the first group utilizing the ice breaking learning model (X1) and the other group without using the ice breaking learning model (X2). The group using the ice breaking model is called the experimental class and the group not using the ice breaking model is called the control class.

Tabel 1. Non-equivalent (ice breaking) control group research design.

Class	Pretest	Treatment	Posttest
Experimental Class	O1	x	O2
Control Class	O3	-	O4

Source : Sugiyono : 2011 : 13

Description:
O_1: Prior to therapy, an experimental class
O_2: Following therapy, the experimental class
O_3: Prior to treatment, the control group
O_4: Control group following therapy
X: Therapy administration

Population used in the study was 19 students from grade V A of SDN 8 Mamboro as the experimental class and 18 students from grade V B of SDN 8 28 Mamboro as the control class, for a total of 37 students. For more details, see the table below.

Tabel 2 Student Population

No	Class	M	W	Students
1	Experimental Class	8	11	19
2	Control Class	7	11	18
Total				37

RESULTS

The research conducted at this school used two classes: an experimental class and a control class. The results of the research showed that the implementation of Ice Breaking significantly impacted the motivation of fifth-grade students in the Arts and Culture subject, specifically percussion instruments and songs. This can be proven through the results Mann-Whitney U test which obtained a value of significance of 0.041, and in the posttest data it was 0,032.

Pre-test Data Analysis Results

The pre-test was administered to the control class (class V B) with 18 students, and to The class under experimentation (class V A) with 19 students. The initial test was conducted to determine students' abilities in the fine arts material on line and shape exploration. Complete Data is visible in Table 4.2 below:.032.

Tabel 4 Pretest Data

Description	Pretest Data	
	Control Class	Kelas Eksprimen
Subject	18	19
Minimum Score	10	16
Maximum Score	29	29
Average Score	19.0556	22.5789

The average score (mean) of the students in the control class is known from the data experimental course a in the table. 19.0556, The average score of students in the experimental class is (mean) 22.5789. So, the initial ability level between the difference There isn't much of a gap between the experimental and control groups.

Tabel 5. Post-test Data (Final Test) for VA and VB classes

Description	Pretest Data	
	Control Class	Experimental Class
Subject	18	19
Minimum Score	12	15
Maximum Score	33	34
Average Score	22.4444	27.2105

These results indicate a variation in the mean creativity scores between the experimental and control classes, with the learning outcomes of students in the experimental class were higher than those in the control class. This suggests that the implementation of Ice Breaking can increase student learning motivation in Arts and Culture subjects.

Data Normality Test Results

The purpose of the normality test is to ascertain if the collected data are normally distributed. In this study, the normality test was conducted using the Kolmogorov-Sminor test with calculations assisted by SPSS Statistics 24. In this study, normality was assessed using the following test criteria: if the sig value is greater than 0.05, the data are normally distributed; if it is less than 0.05, the data are not. The data normalcy test results for the control and experimental classes are described as follows, as seen in Table 4.3:

Tabel 6 Case Processing Summary

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pretest	37	100.0%	0	0.0%	37	100.0%
Posttest	37	100.0%	0	0.0%	37	100.0%

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.103	37	.200*	.962	37	.231
Posttest	.189	37	.002	.909	37	.005

Based on the results of the normality test conducted using the Shapiro–Wilk test with the help of the IBM SPSS Statistics 24 program, the pre-test significance value (Sig.) was obtained at 0.231 and the post-test significance value was 0.005. The pre-test significance value <0.05, so it can be concluded that the pre-test data is not normally distributed. Meanwhile, the post-test significance value >0.05 indicates that the post-test data is normally distributed.

Homogeneity Test Results

The homogeneity test in this study was conducted using Levene's test with the help of IBM SPSS Statistics 24. This test aimed to determine whether the variances of the post-test data in the control and experimental classes were equal. The test criteria used were: if the significance value (Sig.) obtained was greater than the $\alpha = 0.05$ thus, the data in both groups can be stated as homogeneous. Conversely, if the significance value was less than 0.05, then the data were considered non-homogeneous. The data homogeneity test findings for the control and experimental classes are described below and are visible in Table 6.

Test of Homogeneity of Variances

Hasil

Levene Statistic	df1	df2	Sig.
5.251	1	72	.025

Hypothesis Test Results

A significance level was used for hypothesis testing of 5% (0.05). results of the Mann-Whitney U analysis, calculated using SPSS Statistics 25, are shown in Table 4.3 below:

Mann Whitney Test Table Pretest

Ranks

	Group	N	Mean Rank	Sum of Ranks
Results	Control	18	15.28	275.00
	Eksperimental	19	22.53	428.00
	Total	37		

Test Statistics[a]

	Results
Mann-Whitney U	104.000
Wilcoxon W	275.000
Z	-2.043
Asymp. Sig. (2-tailed)	.041
Exact Sig. [2*(1-tailed Sig.)]	.042[b]

Mann Whitney Posttest Table

Ranks

	Groups	N	Mean Rank	Sum of Ranks
Results	Control	18	15.08	271.50
	Eksperimental	19	22.71	431.50
	Total	37		

Test Statistics[a]

	Hasil
Mann-Whitney U	100.500
Wilcoxon W	271.500
Z	-2.149
Asymp. Sig. (2-tailed)	.032
Exact Sig. [2*(1-tailed Sig.)]	.032[b]

As can be seen from the above table, the Asymp. Sig. (2-tailed) value was achieved with a significance value of 0.000 < 0.05, indicating that there was a significant difference between the control and experimental classes during the pretest. This indicates that the initial conditions of the two classes were not equal, with the average ranking of the experimental class being superior to the control class.

DISCUSSION

This quantitative research was conducted at SDN 8 Mamboro. The researchers used two samples: class VA as the experimental class and class VB as the control class. The purpose of this study was to determine the effect of ice breaking on student learning motivation in the Arts and Culture (SBdP) subject in fifth grade at SDN 8 Mamboro.

Considering the outcomes of the research, it was found that the implementation of ice breaking greatly impacted the motivation of fifth-grade students in the Arts and Culture subject, specifically percussion instruments and songs. This was demonstrated by the Mann-Whitney U test, which Generated a significant value of 0.041, and the posttest data demonstrated a significance value of 0.032. Because both significance values were less than the 5% significance level (0.041 <0.05 and 0.032 <0.05), Based on the test results. The null hypothesis (H_0) is rejected, but the alternative hypothesis (H_a) is accepted. Thus, there was a significant difference between the motivation of students taught with ice breaking compared to students taught without ice breaking. These results were further supported by differences in average student motivation scores. The experimental class using Ice Breaking achieved an average score of 27.2105, whereas the control group makes use of Ice Breaking achieved an average score of 22.4444. This indicates that Ice Breaking is more effective in increasing student motivation, particularly in the Arts and Culture (SBdP) subject, which covers percussion instruments and songs.

CONCLUSIONS AND RECOMMENDATIONS

Referring research findings that have been carried out on the provision of Ice Breaking on the Motivation of fifth grade students at SDN 8 Mamboro in the Music Arts subject, the conclusions obtained show that the provision of ice-breaking facilities has a significant influence on increasing student motivation. The results of the test analysis using Mann-Whitny U test show a significance value of 0.041 and the posttest data is 0.032. Because both significance values are

smaller than the 5% significance level (0.041 <0.05 and 0.032 <0.05) based on these results, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is not accepted. which means there is a significant difference in motivation between students who learn using Ice Breaking and students who do not provide Ice Breaking. The application of Ice Breaking through the provision of Ice Breaking not only encourages students to be more active but also helps in growing motivation to learn percussion instruments and songs therefore Ice Breaking can be used as an effective learning strategy to increase student creativity in Arts and Culture subjects.

FURTHER STUDY

Teachers should implement an arts and culture learning approach, particularly for percussion instruments and songs, by providing icebreakers. Icebreakers can encourage students to be more active and creative through projects relevant to their daily lives and environment.

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