

COMPARISON OF THE APPLICATION OF ICE BREAKING AT THE BEGINNING OF LEARNING AND THE CORE OF LEARNING TO PARTICIPATION IN PHYSICAL EDUCATION LEARNING AT SMA NEGERI 6 CIMAHI

ABDURROHMAN JAELANI

¹Department of Sport Education, ¹Postgraduated School, ¹Universitas Pendidikan Indonesia

Abstract

The research is based on real observational research, regarding the low participation of students in participating in physical education learning in high school. The formula of the trouble on this study what is the application of ice breaking in early learning has an effect on core learning participation, whether the utility of ice breaking in core learning has more effect on gaining knowledge of participation than the application in early mastering. in the meantime, the motive of this research is to find out whether or not the application of ice breaking can enhance getting to know and pupil participation which has more have an effect on preliminary getting to know or center learning. The method used on this study is an experimental technique that objectives to growth pupil learning participation thru the application of ice breaking at the start and core of getting to know. The design in this look at used a pretest-posttest manage organization design. The population of this look at have been students at SMA Negeri 6 Cimahi. The pattern in this examine became a random sample, this is, the ownership of each elegance has the possibility to be the utility of institution ice breaking inside the initial and middle gaining knowledge of where 80 human beings from the whole sample of John Matheson in each institution amounted to twenty humans. Statistical analysis used is normality check, homogeneity check, speculation checking out. The check effects display that the speculation is well-known with the 63rd t count that is same to two,512 then then examine the t count number with the desk for n variety 40 then dk of 38 (n_1+n_2-2) is received t table of two,021 t be counted (2,512) > t table (2.021), it way that the software of ha ice breaking can increase the initial getting to know participation that's zero.093 and on the core of gaining knowledge of is 0.196. Thus, it can be concluded that the application of ice breaking in core learning is more influential than initial learning on physical education participation in learning at SMA Negeri 6 Cimahi. Thus the hypothesis is accepted.

Keywords: Ice Breaking, Physical Education, Senior High School

*Corresponding address: Bandung, Indonesia

*Corresponding e-Mail: jaelaniabdurrohman@upi.edu

Introduction

There are so many subjects given by schools that aim to achieve general educational goals. One of the subjects given is physical education. Physical education provided in schools

provides broad opportunities for students to gain learning experiences through physical activities as well as in the health sector.

Physical education is an integral part of other education. Therefore, the implementation of physical education must be directed, planned, programmed, selected and systematic according to the needs of the students. The purpose of physical education is not just to do physical activity or move, but to develop the potential for children's behavior which depends on several aspects, namely cognitive, affective, psychomotor. Thus, sports and health physical education taught in schools has a very important role, by providing opportunities for students to be directly involved in various learning experiences through sports and health physical activities.

Education is an integral part of development. The educational process cannot be separated from the development process itself. Development is directed and aims to develop human resources and the development of the economic sector, which are interrelated and take place simultaneously.

Talking about education, of course, cannot be separated from all the efforts that must be made to develop quality human resources, while quality human resources can be seen in terms of education, which is clearly contained in the goals of national education (Hamalik, 2008: 1).

Physical Education, Sports, and Health are basically an integral part of the overall education system, aiming to develop aspects of health, physical fitness, critical thinking skills, emotional stability, social skills, reasoning and moral action through physical activity, sports, and health. Physical education, sports, and health are media to encourage physical growth, psychological development, motor skills, knowledge and reasoning, appreciation of values (attitude-emotional-sportivity-spiritual-social), as well as habituation of healthy lifestyles that lead to stimulating growth and the development of balanced physical and psychological qualities (Darminto & Jasmani, 2017).

Through the implementation of regular physical education programs, the development of students' lives will be more perfect, not only the growth and development of their bodies, but also their emotional, mental, and social relationships will be better because they are able to interact through attitudes and behaviors that are approved by the community. These changes do not only occur in the school environment but will be carried over into the lives of students in the community where they live.

The implementation of physical education in the school environment is always sought so that students feel joy, get pleasure, and are able to facilitate the distribution of desires (hobbies). An enjoyable and fun educational activity is one of the efforts to reduce the mental tension students experience as a result of continuously sitting in class. By participating in exciting physical activities in physical education, students will get refreshed and have readiness in carrying out the next activity, especially in social interaction in a new environment and atmosphere.

Students who try to experience and act during learning can form patterns of knowledge that are more meaningful for students. By actively involving students, the learning process has been designed to develop students' cognitive, affective, and psychomotor aspects. In addition, without the learning participation of students, the learning process may not take place properly because the learning process involves interaction

between students and educators. In other words, student learning participation is one of the principles that need to be considered by teachers in the learning process.

The main duties and responsibilities of a teacher or instructor are to manage teaching more effectively, dynamically, efficiently, and positively which is characterized by awareness and active involvement between two teaching subjects, the teacher as the initial initiator and influence and mentor, while the students as those who experience and actively involved in obtaining change from within teaching. Therefore, efforts to increase learning participation can be applied in all subjects taught to students, including physical education learning.

Ice Breaking is a small activity in an event that aims to make participants get to know other participants and feel comfortable with their new environment. This activity is usually humorous, sometimes embarrassing, sometimes just informational, sometimes enlightening. Based on the problem above, the writer provides a solution to solve the problem by using an ice breaking game. Learning using ice breaking makes students more active in the learning process because ice breaking is a simple, light and concise game or activity that serves to change the atmosphere of freezing, stiffness, boredom or sleepiness in learning. So that it can build a dynamic learning atmosphere full of enthusiasm and enthusiasm that can create a learning atmosphere that is fun, serious, but relaxed. Thus, this is where the role of ice breaking is needed to eliminate boring situations for teachers and students, and come back fresh and fun.

The advantages of ice breaking are that it "makes long hours feel fast, has a fun impact on learning, can be used spontaneously or conceptually, creates a compact and unified atmosphere."

In doing ice breaking, teachers need guidelines or ways to run it so that ice breaking runs optimally, the results will also be felt by teachers and students. One of them is by remembering the guidelines or methods that have been prepared in advance, so that they do not forget and are channeled to their goals, namely students..

Methods

The method used in this study is an experimental research method Experimental research is to investigate whether or not there is a causal relationship between certain treatments in the experimental group, as well as to determine the difference in the effect of the independent variables on the dependent variable being studied.

Please explain briefly but clearly about the research approaches used, research samples, instruments, data collection stages, and data analysis measures taken.

Participant

"Probability sampling is a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a member of the sample. This technique includes, simple random sampling, proportionate stratified random sampling, disproportionate stratified random sampling, sampling area (cluster) sampling (sampling by area).

Population & Sample

Based on this opinion, it can be concluded that the population is the entire object/ subject that has certain qualities and characteristics to be studied and then drawn conclusions. The population used for this study was class XI students in the 2016-2017 academic year at SMA Negeri 6 Cimahi

Instrument

In a research research instrument is a tool used to measure natural and social phenomena that are observed in a study. As stated in Sugiyono (2010, p. 148), the research instrument is a tool used to measure the observed natural and social phenomena. Specifically, all of these phenomena are called research variables. In the variable of student active participation, the author uses the theory of Keith Davis, Human Relations at Work (in Andari, 2016, p. 48). According to Davis, the key to thinking in participation is mental and emotional involvement. Then the mental and emotional elements are described in more detail into five components, namely: participation, involvement, willingness, willingness and activity. The instrument used to measure student active participation refers to the theory of Keith Davis. The observation sheet for student learning participation contains aspects of learning participation prepared by researchers at the research planning stage. The grid of observation sheets in learning activities is presented in the following table:

Researched Variables	Indicator	Sub Indicator
Participation according to Siedentop, Student Process Variables (in Suherman, 2009: 36)	Instructions	Students behave well in accordance with the demands of general behavior desired by the teacher in the physical education learning process (eg listening and paying attention when the teacher explains the learning material)
	Management	Students are involved in management affairs in physical education learning (eg attendance list, changing clothes, walking to the field, taking equipment, obeying rules, warnings, reprimands)
	exercise	Students perform movement tasks according to learning (eg: playing games, practicing according to teaching materials)

One way to find out the active participation of students in physical education learning is the Total Active Learning Time. In Suherman (2009, p. 114) One way to find out how students spend time in physical education learning is by analyzing time (time analysis).

The time analysis or often called the record of the length of the learning time is used as an observation sheet that is used to measure the active participation of students in physical

education learning. There are four categories of activities proposed by Suherman (2009, p. 115).

Procedure

To prove the truth of the formulated hypothesis, the steps that must be taken are to process and analyze the data to accept or reject the hypothesis. So after the initial test data and final test data are collected, the next step is to process the data and analyze the data statistically. For the calculation, using the Microsoft Excel 2010 application.

Data Analysis

The normality test carried out is by using the Lilliefors. Normality Test, The homogeneity test was carried out using the F test, namely the steps to find F, The t test is used to test whether the independent variable has an impact on the dependent variable. This test is carried out with the assumption that other variables are zero. According to Sugiyono (2011, p. 97) in the t-statistical test there are two types of test criteria, Calculate and compare the gain score to see the difference between the two implementations, If the data is homogeneous and not normally distributed, then non-parametric statistical calculations are carried out.

Result

The application of ice breaking at the core of mastering towards studying participation has increased, it can be seen from the posttest average value of the application of ice breaking at the core of learning, which is (323.25) which is greater than the average value of the pre-test application of ice breaking at the beginning of learning, namely (226, 50) with a probability value of 0.000, so the research hypothesis proposed by the researcher is accepted. RESULT AND DISCUSSION This means that there is a difference in the application of ice breaking at the beginning and at the core of learning towards learning participation in SMAN 6 Cimahi.

Discussion

Giving ice breaking type of applause at the beginning of learning made almost all students interested and excited. When the teacher explains the subject matter, students also pay attention and are active in participating in learning. The group assignments given by the teacher also make students able to work together with their groups, and be directly involved in solving the problems they are facing. The use of ice breaking songs that are adapted to the subject matter makes students feel happy and gives students a better understanding of the material being studied.

Conclusion

Researchers can conclude that there is a significant comparison of the application of Ice Breaking at the beginning of learning and at the core of learning to physical education learning participation in SMAN 6 Cimahi.

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