



The Effect Of Ice Breaking Implementation On Students' Learning Interest In Economics Learning In Grade X

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Abstract

The low learning interest of students in the Economics subject at SMA Swasta Imelda Medan has resulted in many students not achieving the Minimum Mastery Criteria (KKM), which is suspected to be influenced by less varied teaching methods and minimal student engagement in the learning process. This study aims to examine the effect of ice breaking implementation on students' learning interest in Economics class X at SMA Swasta Imelda Medan. This research uses a quantitative approach with a quasi-experimental method (One Group Pretest-Posttest Design). The sample consists of 32 students in class X whose learning interest was measured before and after the implementation of ice breaking. Data were analyzed using simple linear regression and Shapiro-Wilk normality test to ensure data distribution normality. The results show an R Square value of 0.712, indicating that ice breaking implementation can explain 71,2% of the variation in students' learning interest. The correlation coefficient (R) of 0.844 indicates a moderate to strong relationship between ice breaking and students' learning interest. The normality test shows that the data are normally distributed with a Shapiro-Wilk significance value greater than 0.05. In conclusion, the implementation of ice breaking has a significant effect on students' learning interest in Economics class X at SMA Swasta Imelda Medan. This study suggests that ice breaking should continue to be used as a teaching strategy to enhance students' learning interest.

Keywords: Ice Breaking, Learning Interest

INTRODUCTION

Education plays an important role in increasing the intelligence of the nation and preparing students to be able to contribute in various areas of life. (Fitri, Saputra, & Taufiq, 2022) . The learning process in formal schools is the key to successfully achieving educational goals, because it is through this process that students acquire the knowledge, skills, and expected changes in attitude. (Febriandar, 2018) . In the learning process, teachers play a central role as facilitators who must be able to create an effective, engaging, and student-centered learning environment. Teacher creativity in selecting and implementing learning methods significantly determines students' success in understanding the subject matter, including in Economics. (Ilham & Supriaman, 2021) .

The subject of Economics at the high school level aims to equip students with an understanding of economic principles, critical thinking skills, and the ability to make wise decisions. (Nesi & Akobiarek, 2018) . However, in its implementation, some students still

face challenges in understanding the Economics material, as reflected in the uneven achievement of the Minimum Completion Criteria (KKM) in class X of SMA Swasta Imelda Medan (Prayuda, Agung, & Mashari, 2022) . The data were obtained based on the results of observations conducted by the researcher directly at the school, thus providing a real picture of the learning conditions and student learning outcomes. The following data shows the learning outcomes of students at Imelda Private High School , Medan:

Table 1. Data on learning outcomes of class X students of Imelada Private High School, Medan

No.	Class	Number of students	Students who achieve KKM		Students who do not achieve the KKM	
			>75	%	<75	%
1.	XA	32	24	75%	8	25%
2.	XB	34	14	43.75%	20	56.25 %
3.	XC	33	18	54.54%	15	45.45%
4.	XD	32	15	46.87%	17	53.12%
5.	XE	32	16	50%	16	50%

Data source: Imelda Private High School Administration

Based on the table data of the learning outcomes of class X students at SMA Swasta Imelda Medan, variations in the achievement of the Minimum Completion Criteria (KKM) in the Economics subject are visible in each class. In class XA, as many as 75% of students have achieved the KKM, while 25% have not achieved the standard. Class XB shows a lower percentage of students achieving the KKM, namely 43.75%, with 56.25% of students not yet completing it. Class XC and XE each have about half of the students achieving the KKM, namely 54.54% and 50%, while the rest have not met the criteria. Class XD has a percentage of students achieving the KKM of 46.87%, with 53.13% of students not yet completing it.

One of the main factors causing low learning outcomes is the lack of student interest in learning Economics subjects. (Ikhsan Candra Prayuda, Putry Agung, & Ali Mashari, 2022) . Many students feel bored, tired, and unmotivated, so they tend to be inactive in the learning process. The view that economics is a difficult subject and is synonymous with mathematics in the social studies group further reinforces students' negative attitudes toward this subject. (Muharrir, Herdah, & Effendy, 2022) .

In addition, less varied learning methods and minimal interaction between teachers and students also worsen the situation. (Ilham & Supriaman, 2022) . Students who are accustomed to traditional learning methods often have difficulty adapting to new approaches, such as the differentiation method. (Jabnabillah & Reza, 2022) . The limited time teachers have to provide individual attention makes some students feel neglected and less involved in the learning process, so their understanding of the material is limited. (Fadila, Kurniawan, & Mujib, 2023) .

To address these issues, innovations in the learning process are needed to increase student interest and participation. One strategy that can be implemented is the use of

icebreakers in learning. Icebreakers serve to lighten the mood, reduce boredom, and increase student engagement and enjoyment in class. (Jabnabillah & Reza, 2022) . With the proper implementation of icebreakers, it is hoped that the learning atmosphere will be more enjoyable and students will be more motivated to participate in Economics learning (Rosmalah, Hasdiana, & Satriani DH, 2019) .

Based on the problems above, this study focuses on "The Effect of *Ice Breaking Implementation* on Students' Learning Interest in Economics Learning for Class X at Imelda Private High School, Medan, Academic Year 2025/2026"

METHOD

This study uses a Pre-Experimental Design with a quantitative approach. Pre-experimental design is an experimental design that is not fully experimental because it does not involve a control group. The researcher used this method to prove the hypothesis that there is an effect of using Ice Breakers in increasing students' interest in learning Economics in class X of SMA Swasta Imelda Medan, with a One Group Pretest-Posttest Design that uses the same sample group to be measured twice, namely before and after being given treatment (treatment). The researcher conducted a pretest to measure the initial conditions, then provided treatment in the form of an expository learning model. This method is a direct teaching method and with clear material delivery, accompanied by ice breaking techniques to create a fun learning atmosphere, increase concentration, and motivate students, then ended with a posttest to measure changes due to the treatment (Sundari, Putra, & Dedy, 2022) .

The location of this research was carried out at Imelda Medan Private High School located at Jl. Bilal No. 48, Pulo Brayan Darat I, Medan Tim. District, Medan City, (Sormin, 2017) population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. The object of this research is to find the effect of using Ice Breaking in increasing students' interest in learning Economics subjects at Imelda Private High School in the 2025/2026 Academic Year. Class X at Imelda Medan Private High School became the population in this study, namely class Xa 32 students, class Xb 34 students, class Xc 33 students, class Xd 32 students and class Xe 32 students. The total population is 163 students. This population was chosen because it represents all class X students who take Economics subjects, so the results of the study are expected to describe the actual conditions as a whole (Sojanah & Hadi, 2020) .

Subjects are a portion or representative taken from the entire object being studied which is considered representative of the entire population and is taken using certain techniques. To obtain samples, researchers use purposive sampling techniques (Jatmiko, 2020) . Purposive Sampling is a non-random sampling technique with special considerations and certain criteria set by researchers, so as to obtain samples that are informative and relevant to the research (Ikhsan Candra Prayuda et al., 2022). The determination of class Xa as the designated sample class is based on observation results which show that class Xa has

representative characteristics and learning conditions that are in accordance with the research objectives and has an ideal number of students for effective learning management and data collection (Pratiwi & Deni, 2022) .

To see the relationship between each variable using regression analysis, namely simple linear regression analysis. The linear regression model of the independent variable (X) on the dependent variable (Y) can be expressed in a mathematical relationship as follows:

$$Y = a + bX$$

RESULTS AND DISCUSSION

Research result

The following is a descriptive statistical analysis of the learning interests of 10th-grade students at Imelda Private High School, Medan, processed using SPSS Version 22.0 to provide an overview of research data on the effect of ice breaking implementation on learning interests (Ilham & Supriaman, 2022) . Learning interest data were processed before and after the ice breaking implementation. Details of the results are presented in the following table (Mahatir, 2021) :

Table 1. Descriptive Statistics of Students' Learning Interests

Statistical distribution		
	Initial Survey	Final Survey
N	32	32
Range	22	26
Minimum	18	80
Maximum	40	106
Sum	918	2979
Mean	28.69	93.09
Standard Deviation	7,055	6,198
Standard Error of Kurtosis	0.809	0.809
Skewness	0.067	0.058
Kurtosis	-1.214	-0.404
Number of Classes	6	6
Class Length	5	7

(Source: processed results of SPSS 22.

Data Analysis Techniques

Simple Regression Analysis

Simple linear regression analysis was used to determine the effect of the independent variable, namely the application of ice breaking (X), on the dependent variable, namely learning interest (Y). The following are the results of the simple regression test from the results of data analysis using SPSS:

Table 2. Model Summary

Model Summary					
Model	R	R Square	Adjusted Square	R	Standard Error of the Estimate
1	.844 ^a	0.712	0.703		7,512
a. Predictors: (Constant), Ice_breaking					

From the table above, it is known that the R value = 0.844, the R square value = 0.712, which is 71.2% of the increase in student learning interest and 28.8% is influenced by other factors. Therefore, it is concluded that *Ice Breaking* has a significant influence on Learning Interest.

Table 3. Simple Linear Regression Test Results

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	25,326	8,481		2,986	0.006
Ice_breaking	2,113	0.245	0.844	8,616	0.000
a. Dependent Variable: Interest in learning					

Based on simple linear regression, the following data can be obtained: The constant value (a) shows a value of 25.326 and the regression coefficient (b) shows a value of 2.113, so the following equation is obtained:

$$Y = a + bX$$

$$Y = 25.326 + 2.113X$$

1. The constant of 25.326 states that if there is no interest in learning, then *ice breaking* will remain at 25.326.
2. The regression coefficient X of 2.113 states that for every increase in learning interest, the *ice breaking value* will increase by 2.113.

Regression Significance Test (F Test)

The significance test of the regression coefficient uses the F statistic as a method for evaluating the significance of the relationship between variables as follows:

Table 4. Results of the regression significance test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4189.115	1	4189.115	74,236	.000 ^b
	Residual	1692,885	30	56,429		
	Total	5882,000	31			

a. Dependent Variable: Interest in learning

Hypothesis:

H_0 = There is no significant simultaneous influence of variable X (*Ice Breaking*) on variable Y (Learning Interest).

H_1 = There is a significant simultaneous influence of variable X (*Ice Breaking*) on variable Y (Learning Interest), namely:

, the calculated F value was 74.236 with a significance value (p) <0.001. This calculated F value is greater than the F table of 4.17, so it can be concluded that the overall regression model is significant. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. This indicates that there is a significant relationship between the implementation of *ice breaking* and the level of student learning interest.

T-Test (Partial)

To partially determine the effect of ice breaking on learning interest, the SPSS version 22 application was used.

The decision making criteria are as follows.

a) If $t_{\text{count}} > t_{\text{table}}$, then the hypothesis is accepted .

b) If $t_{\text{count}} < t_{\text{table}}$, then the hypothesis is not accepted .

Based on the results of the SPSS calculations, the calculated t value was obtained. from *Ice Breaking* (X) to Learning Interest (Y) is the calculated $t = 8.616$ this value is greater than the t_{table} value which is obtained with $\alpha = 0.05$ and dk (degrees of freedom) = 30 (32-2) which is 2.042 and the comparison between the calculated t with t_{table} shows that $t_{\text{count}} > t_{\text{table}}$ ($8.616 > 2.042$). Thus, the hypothesis "There is a positive influence of *Ice Breaking* on the learning interest of class X students at Imelda Private High School, Medan, 2025/2026 academic year" can be proven and accepted.

Discussion

The Effect of Ice Breaking Implementation on Students' Learning Interest

The results of measuring students' learning interest after implementing the ice breaking method showed a significant increase. Based on the results of the simple linear regression test, an r Square value of 0.712 was obtained, indicating that variable X (ice breaking) was able to predict or explain 71.2% of the variation of variable Y (learning interest) in this study. This indicates that ice breaking has a fairly significant influence on learning interest, although there is still 28.8% of the variation explained or predicted by other factors outside the model used. The correlation value (R) of 0.844 shows a moderate to fairly strong relationship between ice breaking and learning interest. The standard error of the estimate of 7.512 indicates an acceptable level of model prediction accuracy. (Sugito, 2021) .

This increase in learning interest also aligns with teacher and student observations, which indicate that the learning process has become more dynamic, communicative, and conducive. The atmosphere created through the implementation of icebreakers successfully

alleviates students' tension and boredom, enabling them to become more enthusiastic and focused in the learning process. (Rahmi, 2018) .

The data from the thesis also shows that the application of ice breaking is able to explain 44.5% of the variation in students' learning interest, which means that almost half of the increase in interest can be attributed to the use of ice breaking in the economics learning process in class X of SMA Swasta Imelda Medan. This is in line with the research conducted which shows that there is an effect of the application of ice breaking on students' learning interest, and this is also in line with research conducted by which says that the application of ice breaking during learning can increase students' learning interest. Thus, it can be concluded that the use of ice breaking as a learning strategy is very effective in increasing students' learning interest in high school, especially in the subject of Economics as proven in this study.

Results of Ice Breaking Implementation

In this study, it was found that after the implementation of ice breaking, students' interest in learning increased significantly, as seen from changes in scores and the distribution of students' interest in learning to a higher value range. (Rawa et al., 2021) . This finding is highly relevant to the research problem, which identified low learning interest as a major issue in Economics learning. The results of this study positively answer the question of whether the implementation of icebreakers can increase students' learning interest. (Prayuda et al., 2022) . .

The students' lack of enthusiasm and easily bored prior to the icebreaker technique changed to a more enthusiastic and focused learning environment after the technique was implemented. This demonstrates the effectiveness of icebreakers in creating a pleasant learning environment and supporting increased learning interest, in line with the research objectives. (Ratnasari, 2017) .

Research Limitations

This study has limitations that should be noted. The research design used was a pre-experimental One Group Pretest-Posttest without a control group, so it cannot completely eliminate the influence of external variables that may play a role in increasing student learning interest. The study sample consisted of only 32 students in one class, so the limited number and variety of subjects limit the generalizability of the research results. (Rasam & Sari, 2018) .

Furthermore, other internal factors such as student psychological conditions, the quality of teacher interactions, and external factors such as the learning environment have not been controlled in detail. This opens up opportunities for further research with more robust designs, control groups, and larger and more diverse samples to obtain more accurate and broadly applicable results.

CONCLUSION

Based on the results of the research that has been conducted, regarding the effect of the application of ice breaking on students' learning interest in economics learning for class

X of SMA Swasta Imelda Medan in the 2025/2026 Academic Year, the following conclusions are drawn:

1. Based on the results of the normality test using the Shapiro-Wilk test, a significance value of 0.279 was obtained for *Ice Breaking* and 0.985 for Learning Interest, both of which are greater than 0.05. This indicates that the data for both variables are normally distributed, thus meeting the assumption of normality in the statistical analysis used in this study.
2. Judging from the Simple Linear Regression equation obtained:
$$Y = a + bX$$
$$Y = 25.326 + 2.113X$$

This regression equation means that if X is zero, then Y is approximately 25.326. Every time X increases by 1, Y increases by 2.113. So, the larger X is, the larger Y is.
3. There is a positive influence of the implementation of ice breaking on the learning interest of class X students of SMA Swasta Imelda Medan in the 2025/2026 academic year. This can be seen from the results of $t_{\text{count}} > t_{\text{table}}$ ($8.616 > 2.042$).
4. The contribution of the influence given by the ice breaking variable to the learning interest variable obtained as a result of simple linear regression obtained an R Square figure of 71.2% or 0.712.

Suggestion

Based on the conclusions above, the suggestions given by the researcher in this study are:

1. For teachers: teachers are advised to implement ice breaking because it has been proven to significantly increase students' interest in learning.
2. For students: students are expected to improve their readiness and initial condition before taking part in the learning process, because this has an important influence on the learning outcomes obtained.
3. For researchers: further research is recommended to expand the object of study and also consider external and internal factors that may play a role in the dependent variable so that the analysis is more comprehensive.
4. These are the conclusions and suggestions based on the results of this study. Hopefully, this research can make a positive contribution to the world of education, particularly in increasing student interest in learning at Imelda Private High School, Medan.

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