LEARN TO DANCE THROUGH ICE BREAKING GAMES

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Abstract

This research is motivated by the lack of motivation, enthusiasm, and interest in students' learning in dance lessons at school. This is allegedly due to the teacher's learning style factor which is fairly monotonous and boring so that it affects learning outcomes that are less than optimal. The purpose of this study was to describe the process and results of dance learning through Ice Breaking in class VII students at SMPN 10 Bandung. The use of Ice Breaking in dance learning activities can foster a pleasant learning atmosphere for students so that they have the desire to learn dance. This study uses a descriptive method with a qualitative approach. Collecting research data using observation, interviews and documentation studies. The subjects of the study were seventh grade junior high school students consisting of 31 students. The results of this study indicate that the Ice Breaking game can create a fun learning atmosphere. In addition, through the Ice Breaking game, it can be seen that there is a development of student learning outcomes in dance learning through increasing student grades from each meeting, so this study concludes that the use of Ice Breaking by teachers has a positive influence and impact on the process and results of dance learning for seventh grade students at SMPN 10 Bandung. This research is expected to provide benefits for readers in general, and especially for teachers in developing the dance learning process creatively and innovatively so that the learning that takes place can be interesting and fun.

Keywords: Teaching and Learning Activities, Dance Learning, Ice Breaking, Learning Process, Learning Outcomes.

PRELIMINARY

The process of teaching and learning activities (KBM) is an important factor in the passage of quality education.Sutarto (2017)revealed that an education system is not enough just to "transfer of knowledge", but should also be able to trigger the cognitive aspects of an individual which can be proven by how someone is able to create knowledge and new findings.The role of the teacher has a major influence in realizing the ideal quality of education, where in fact teachers are required to be able to package a learning process as well as possible, one of which is fun and not monotonous learning in order to provide optimal learning outcomes. Students with diverse personalities and backgrounds can receive the material optimally and have high interest, enthusiasm and motivation to learn. In dance learning, for example, an interesting learning process becomes a teacher's challenge to create a meaningful educational atmosphere for students. Ice Breaking is a very effective way to attract the attention of students in participating in dance

lessons so that students avoid boredom as a result of the learning process limited to imitation.

There are several studies that have been carried out related to the use of Ice Breaking in the learning process.In the journal written byRista & Andayani (2018), examines the use of the Ice Breaking-based fun game method in the process of teaching and learning activities in the classroom. Furthermore, a thesis written byJatmiko (2020), researching activities that are fun and can be used as a brain cooler so as to eliminate boredom, an increase in motivation, interest and student learning outcomes. Other relevant research is in the thesisSuhartono (2016), examines the inhibiting factors that affect the effectiveness of the teaching and learning process including learning saturation experienced by students. However, what makes the difference lies in the context of the subjects where this research focuses on dance learning in particular, the school level at the junior high school level, the type of Ice Breaking that is highlighted also leads to the provision of a stimulus that is adjusted at each meeting, and the research method used is descriptive method. qualitative.

According toSlameto (in Arifin, 2017)Learning is a process that a person goes through to obtain behavioral changes. While learning is an activity carried out by educators and students in achieving the goals of a learning process(Sagala, 2009;Hernawan, 2018;Suardi, 2018; Rustaman, 2001). From this statement, it can be seen that the key to good learning success is if there has been a change in behavior, in line with the expression(Hamalik, 2006). There are components in learning, first the learning objectives are guidelines in determining the focus to be achieved after carrying out the learning process(Suryosubroto, (1990). Second, learning material is something related to the content delivered during the KBM process(Djamarah

(2012). Third, learning media is used as a tool for students in the learning process(Dina, Nurrita 2018). Fourth, the learning method is the stage used during the KBM process(Afandi 2013). Fifth, learning evaluation is the final stage in learning in the form of systematic, continuous, and comprehensive activities in order to measure the results of student performance in learning(Farida, 2017).

Kusumastuti (2014)explained that dance education has an influence and benefits on the personal formation of students from creative dancing activities, not just creating dances to be performed. The purpose of learning dance according toSekarningsih & Rohayani, (2006)is to foster aesthetic and artistic sensitivity, so that an appreciative, critical and creative attitude will be formed in students. Ice Breaking is an activity in the form of a game that is used to break the ice so that a boring, saturated and tense atmosphere becomes more relaxed, fun, enthusiastic, makes conditions more conducive and there is a sense of interest in listening to those who speak in front of the class.(Chatib, Jatmiko 2020;Said 2010;Adi 2010).

In dance learning at school, students learn with a focus on direction, some of which are honing memory, creativity, cooperation and mental and physical readiness to achieve learning targets with a good level. However, not a few students experience obstacles and find it difficult to participate in dance lessons. Barriers that are often experienced are lack of motivation and interest in learning due to boring and even monotonous learning styles. Ice Breaking is a very effective way to attract the attention of students in participating in dance lessons so that they can foster motivation, enthusiasm and interest in learning and avoid boredom as a result of the learning process limited to imitation. The dance learning carried out by the Cultural Arts teacher

class VII-D at SMPN 10 Bandung uses a stimulus in the form of Ice Breaking to motivate students in the dance learning process through adjusting the material at each meeting. This attracted the attention of researchers to examine the use of Ice Breaking in dance learning.

The purpose of this study is to describe the effectiveness of using Ice Breaking in dance learning which includes describing the dance learning process and the results of dance learning through Ice Breaking at SMPN 10 Bandung.

METHOD

This research design uses descriptive analysis method with a qualitative approach.Creswell (Raco, 2018)argues that qualitative research is an approach and search that aims to understand a central phenomenon.In this study, the researcher intends toanalyze data through descriptions based on the depiction of data that has been collected in accordance with what is happening in the field. In addition, this method is used to provide a detailed description, write it down systematically, concretely and precisely(Karyati et al., 2022; Putri et al., 2021; Rohayani et al., 2022). In this case, the researcher uncovers, analyzes, and describes the various problems being researched related to dance learning carried out by the Cultural Arts teacher using Ice Breaking in class VII-D students at SMPN 10 Bandung, which in it describes the situation or all activities related to the process. and the results of dance learning using Ice Breaking.

Participants are parties who are involved or have a role in the research activity. The participants in this study were students of class VII-D and the Teacher of Cultural Arts at SMPN 10 Bandung as the main resource persons. This research was conducted at SMPN 10 Bandung which is located at Jl. Raden Dewi Sartika No.115,

Pungkur, Kec. Regol, Bandung City, West Java 40252 – Indonesia. Researchers conduct research directly by participating in field activities. The researcher took the location because of the condition of the object that supports the research, where the dance learning carried out in this school uses the Ice Breaking technique as a stimulus in carrying out dance learning.

Based on the source of data collection, this study uses primary data, namely data obtained directly from the object under study according to the procedures and data collection techniques through observation, interviews, documentation, and literature studies. Collecting data through observation, researchers participated directly and thoroughly in every activity of class VII-D students. Observations were made by the researchers five times to observe the Ice Breaking-based dance learning process with different materials for each meeting. Furthermore, the researchers conducted interviews with the Cultural Arts teacher to find out the difficulties often experienced by students, the reasons for using Ice Breaking, learning components for five meetings, and student responses based on learning outcomes using Ice Breaking. Subsequent interviews with students to find out impressions or messages in participating in Ice Breaking-based learning. Researchers also collect data with documentation as a refinement of data from observations and interviews. To support the research conducted, the researcher conducted a literature study to be able to find information relevant to this research.

The data analysis used by the researcher refers to the qualitative method. There are stages of data analysis in qualitative research according toHuberman & Miles (2002)The first is data collection, researchers collect data as needed in the field as much as possible. The second is data reduction, at this stage a selection occurs through

the process of summarizing, selecting and focusing on the main things that are important and included in the research topic. The third is the data presentation stage, where the researcher enters the data that has been presented in a structured, detailed, and interconnected manner. Fourth, namely decision making or verification, researchers draw conclusions in the form of important data related to research to ensure the validity of the data that has been taken. The preparation of the data collected using these stages will be easy to understand, read, and inform others.

RESEARCH RESULT
Profile of SMPN 10 Bandung

SMP Negeri 10 Bandung is an educational institution located within the Bandung City Education Office. SMP Negeri 10 Bandung was established in 1960 according to the Decree of the Minister of Education and Culture Number 187/SR/B.III/1960 dated May 25, 1960.

SMPN 10 Bandung has 782 students consisting of 395 male students and 387 female students. If sorted by level, it consists of 252 grade 7 students, 249 grade 8 students, and 281 grade 9 students, with a total of 39 teachers. SMPN 10 Bandung also has 19 study rooms with a total of 25 study groups consisting of 8 class 7 (7A-7H), 8 class 8 (8A-8H), and 9 class 9 (9A-9I). In addition, SMPN 10 Bandung also has 12 subjects and 14 extracurriculars that students can participate in.

Ice Breaking-based Dance Learning Process

The dance learning process is carried out using Ice Breaking as a learning stimulus. Ice Breaking is used by teachers as an effort to attract students' attention to take part in dance lessons. The types of Ice Breaking that the teacher does are of course very diverse, adapted to the dance learning material at each meeting. At the learning

planning stage, the teacher designs a Learning Implementation Plan (RPP) with dance materials that will be given to class VII students at SMPN 10 Bandung. Dance learning was carried out for 5 meetings with different materials.

1st Meeting

The main material at this first meeting was to introduce the basic movements in dance. The basic movements taught by the teacher include the Ukel Movement, Capang Movement, Sembada Movement, Nyawang Movement, Lontang Movement, Adeg-Adeg Motion, Seser Movement, Slide Movement, Trisi Movement, Gilek Movement, Godeg Movement, and Galieur Movement. At this meeting the teacher did two types of Ice Breaking, namely "Imitating the Movement" and "Demonstrating the Spoken".

Mimic Movement, students stand face to face and in pairs; the teacher gives instructions 1 or 2; students determine themselves and their partners who will be "1" and "2"; when the teacher mentions "1" students code "1" must make a movement and students code "2" must imitate the movement; if the teacher says "2" then students code "2" who are obliged to make a move and students code "1" who imitates.

Figure 1. Ice Breaking Mimics Movement
(Doc. Khairunnisa, 2022)

Display the Spoken, this game outwit student concentration; for example when the teacher says "Hands" but what the teacher demonstrates is "Footwork"; What students must demonstrate is

hand gestures according to the clue, namely "demonstrates what is said, not what is demonstrated".

Figure 2. Ice Breaking Spoken Demonstration
(Doc. Khairunnisa, 2022)

Ice Breaking "Imitating Movements" chosen by the teacher has the aim of providing opportunities for students to be able to create simple movements reflexively and spontaneously. "Spoken Demonstration" aims to train concentration and attract students' attention in demonstrating the basic dance movements. The response given by class VII-D students in participating in the learning series is quite good, it can be seen from the enthusiasm and learning motivation that has emerged and is embedded in most students. However, at the beginning of this meeting, some students still experienced obstacles or found it difficult to follow the teacher's material, namely demonstrating traditional dance movements. There are also a small number of class VII-D students who find it awkward to move. Even so, overall the students of class VII-D seemed enthusiastic in learning the basic movements of dance.

2nd Meeting

The material for this second meeting was focused on arranging movements in groups. The teacher forms student study groups into 5 fixed groups to be able to process dance moves, either by imitating the basic movements in the previous

meeting, adapting movements from existing dances, or creating simple movements from developing the resulting ideas which can then be compiled into a creative dance. At the second meeting, the teacher gave two types of Ice Breaking, namely "Guess the Picture" and "Favourite Group".

Guess the picture, students in groups (5 people) line up in front of the class; students turn their backs on the teacher except for the leading students; the teacher shows a picture of an animal which must then be demonstrated by the leading student so that the next student can guess; after recognizing the picture and determining the movement the leading student taps the shoulder of the second student and demonstrates the motion; the second student is tasked with adding movements that he thinks are relevant to the movements of the first student; if the motion has increased, the second student continues to pat the shoulder of the third student and so on; The last student is tasked with guessing the actual animal picture.

Figure 3. Ice Breaking Guess the Image
(Doc. Khairunnisa, 2022)

favorite group, students are invited to choose one of the three body parts (hands, feet, and head) that they like; the teacher instructs students to join groups according to the same preferences; after gathering students are given approximately 5 minutes to exchange ideas, choose, create and arrange movements according to the body part;

The final stage is that the three groups display the results of their simple motion creation in front of the class.

Figure 4. Ice Breaking Favorite Group
(Doc. Khairunnisa, 2022)

The game "Guess the Picture" aims as a means to accommodate students' creativity in creating movements that are relevant and spontaneous with the theme of living things in the form of animals. Not only in the process of creating motion, students are also required to be creative in thinking to compose and add motion that is considered in accordance with their instincts. The "favorite group" is chosen by the teacher with the aim that students are able to recognize their body parts that can be used as a means of movement in dancing. In addition, students are required to think creatively in making simple movements according to the focus of their limbs. The responses shown by class VII-D students have shown an increase from the previous meeting. Students have higher motivation and enthusiasm as well as more active student behavior in participating in each series of learning, including the task of compiling motion with the group. At the second meeting, there was also a change, seen from a small number of students who still felt awkward at the first meeting, now they have shown that they can adapt when participating in the learning process.

3rd Meeting

The learning material for the third meeting was to introduce the count and tempo of dance moves. The teacher explains the concept of counting and tempo in motion. Students continue the process of practicing dance in groups, of course, using the appropriate count and tempo. The Ice Breaking carried out at this meeting contains three types.

Clap Morning, Afternoon, Evening, the teacher will say the word "morning" "afternoon" or "evening" while telling stories; if the teacher mentions the word "morning" the students must clapping their hands 4 times slowly; if the word "afternoon" students must clapping their hands 2 times loudly; whereas if it is called "night" then students are not allowed to clapping their hands/silence.

Figure 5. Ice Breaking Applause Morning, Afternoon, Night
(Doc. Khairunnisa, 2022)

counting, students are divided into 4 groups; a group of 8 people; students determine who will be 1, 2, 3, 4, 5, 6, 7, and 8; this game is done by counting 1-8; if the teacher calls "fast" then all students with numbers 1, 2, 3, 4, 5, 6, 7, and 8 in the group will count in turn; if the teacher says "medium" it means that the students only speak with numbers 1, 3, 5, and 7 while other numbers do not speak or count only silently; if the teacher mentions "slow" who makes a sound when counting, only students with numbers 1 and 5,

other than those numbers, count silently; so that whether it's fast, medium, or slow, the reference count remains the same 1-8, but some are mentioned and some are in the heart.

Figure 6. Ice Breaking Counting
(Doc. Khairunnisa, 2022)

Clap Fast, Medium, Slow, this game uses a count of 1-8; the teacher will mention clues of slow clapping, medium clapping, and fast clapping; if the teacher says "slow clapping" students count 1-8 silently and then clap only on counts 1 and 5 only; if the teacher says "moderate clapping" students clap on counts 1, 3, 5, and 7; whereas if the teacher calls "quick clapping" the students clap on a full count of 1, 2, 3, 4, 5, 6, 7, and 8.

Figure 7. Ice Breaking Clap Fast, Medium, Slow
(Doc. Khairunnisa, 2022)

Ice Breaking The first is "Morning, Afternoon, Evening Applause", in this game students focus on concentration exercises. This is a factor that the teacher considers in giving this type of Ice Breaking at the beginning of learning, considering the need for high concentration in

understanding tempo and counting in dance. The next Ice Breaking is "Calculating", through this game the teacher intends to provide a stimulus to students in order to understand the concept of counting in a dance. While the last Ice Breaking is "Fast Tap Medium Slow", this game is still related to the previous game, this type of Ice Breaking is given by the teacher as a stimulus with the aim that students can understand the concept of tempo or beat in dance. At this meeting, the students of class VII-D showed a good learning response. In fact, students feel comfortable, active, and enjoy every series of activities provided by the teacher from the beginning of learning to the end. The provision of stimulus through the three types of Ice Breaking above is also very helpful for teachers in terms of delivering material. Class VII-D students are more responsive and can easily understand the material given today. This is evidenced by the suitability of the count and tempo when it has been applied in the group training process.

4th Meeting

The main material at the fourth meeting is the application of levels and floor patterns in dance. The teacher explains the concept of floor patterns and levels in motion through the delivery of material. Students practice dance practices in groups based on the results of the preparation of movements by linking the lessons that have been learned, namely using counts and levels and floor patterns. At this meeting the teacher gave two types of Ice Breaking, namely "Teacher Says" and "Formation Group".

Teacher said, the key word in this game is "the teacher says" for students to demonstrate three natural objects; the three objects in question are stones, flowers and trees; if the teacher calls "rock" the student must squat like a rock; if the teacher mentions "flowers" students have to lower their

bodies to be shorter with raised hands; whereas if the teacher mentions "tree" the student must tiptoe up with his hands to form a circle above his head; the rules are that students must demonstrate the object mentioned by the teacher if in front of the noun it says "the teacher says"; example "the teacher said .. rock!" means that students must demonstrate the teacher's direction, whereas if the teacher only says "stone" it means that students are not allowed to demonstrate or change their body position.

Figure 8. Ice Breaking Teacher Says
(Doc. Khairunnisa, 2022)

Forming a Formation Group, the teacher appoints students randomly to stand in front of the class; the teacher will mention the sample number "4" then the students must quickly find a group of 4 members and immediately make a formation; the formation formed can be a semi-circle, forming a diamond, a triangle, a parallelogram, the letter V, and others according to the creativity of each group.

Figure 9. Ice Breaking Forming Group

Formation
(Doc. Khairunnisa, 2022)

The game "Teacher Says" is used as a stimulus by the teacher as an early stage in the introduction of levels in motion. Through this game, students are indirectly taught to be able to distinguish various types of levels in a dance move. In addition, in this game, students can practice concentration when listening to instructions from the teacher. While the game "forming a formation group" is the teacher's effort in providing learning stimuli in the context of floor patterns in dance. This game also aims to train students' dexterity and spontaneity in the realm of creativity. The teacher hopes that this game can have a positive impact on students so that they can be more agile in spontaneous creative thinking. The responses of class VII-D students showed good progress and development from previous meetings. Enthusiastic, active, creative, responsive is shown by students in the learning process. The pattern of critical thinking and creativity that develops is increasingly visible from day to day. Most of the class VII-D students seemed to like the Ice Breaking-based dance lessons taught by the Cultural Arts teacher at SMPN 10 Bandung.

5th Meeting

OnIn this fifth meeting, the teacher focused on assessing the final learning outcomes in the form of practical tests, namely performing dances in groups as well as individual written tests. The dance performances of the five groups were Sajojo Dance, Manuk Dadali Dance, Ampar-Ampar Banana Dance, Yamko Rambe Yamko Dance, and Zapin Dance. The dances that are displayed are the result of group work in compiling student movements in the learning process that has taken place in previous meetings.

The costumes and accessories used by each group are diverse and creative and adapt to the dances that are performed. At this meeting the teacher did not do Ice Breaking. This is because at this meeting the teacher focused on observing the learning outcomes of the Ice Breaking-based learning process from the first meeting to the fourth meeting.

Figure 10. One of the Class VII-D Student Group Performances
(Doc. Khairunnisa, 2022)

Ice Breaking-based Dance Learning Outcomes

Learning outcomes can be measured from the mastery of the material through learning responses and behavior shown by class VII-D students while carrying out Ice Breaking-based dance lessons conducted by the Arts and Culture teacher at SMPN 10 Bandung. The student learning outcomes obtained at each subsequent meeting are calculated by the teacher to get an average value, both the value of knowledge based on theoretical assignments and the value of skills related to practical assignments and behavioral observations.

During the Ice Breaking-based dance learning process, students can follow the theoretical tasks well. This shows that students are able to understand the material presented by the teacher. The delivery of material and assignments given by the teacher is still relatively easy to understand, students do not experience significant difficulties in working on theoretical

assignments so that they can be completed properly.

In mastering dance practice including the progress of each meeting, overall students can follow the learning process very well, although in the process from one meeting to the next there are a small number of students who still experience obstacles when receiving practical material or doing assignments in groups. The difficulties experienced in general occur because some of these students do not have experience in learning dance so that an adaptation process is still needed in the learning stage, including mastering dance moves. However, the difficulties and obstacles experienced by students generally only appear at the beginning of the meeting. More and more, most students have progress when following the dance learning process in practice. It means,

In formulating learning outcomes, the teacher observes learning outcomes through learning responses and behavior shown by class VII-D students while carrying out Ice Breaking-based dance lessons at SMPN 10 Bandung. As for the aspects observed during the learning process, namely student interest in participating in dance lessons, motivation in learning dance, creativity in motion based on the results of group exploration, progress generated at each meeting, self-confidence to appear, and being active when participating in every activity during learning. take place.

Student learning outcomes during the Ice Breaking-based dance learning process as a whole showed satisfactory results, both in theory and in practice. More and more, most of the students have progress when following the dance learning process. That is, at each meeting provides learning outcomes that have progress towards a better direction.

Table 1. Average Grade VII-D

Average Value of Each Meeting				
Number 1	2nd	The 3rd	To 4	5th
80,10	80.63	81.81	82.90	85.92

The data shows that the average class value at each meeting shows results that continue to increase. The total types of Ice Breaking given by the teacher during the learning process are 9 types of Ice Breaking. The highest average overall class score was obtained at the fifth meeting, namely when the final result was a dance performance. This shows that all types of Ice Breaking applied by the teacher in the dance learning process are categorized as successful. Ice Breaking-based dance lessons at previous meetings really helped students in achieving learning outcomes. Students seem easier to absorb the material and understand every instruction or direction given by the teacher.

There are several types of Ice Breaking which show a greater influence on understanding the material and show students' responses to become more active. The types of Ice Breaking include "Imitating the Movement", "Guess the Picture", "Clap Medium Fast Slow", and "Teacher Says". The four types of Ice Breaking are Ice Breaking which are most in demand by students, it can be seen from the response and enthusiasm shown by students when Ice Breaking activities are carried out.

DISCUSSION

The implementation of the dance learning process in class VII-D SMPN 10 Bandung is carried out using Ice Breaking as a stimulus in learning. The use of Ice Breaking in dance learning aims to foster student interest and motivation in learning dance at school, so that the learning that takes place will be more fun and meaningful. In line with opinionYulianti, (2021)who revealed that one way of learning that can be empowered so that learning activities become full of enthusiasm and enthusiasm is by applying Ice Breaking in KBM, so that students will be more enthusiastic in learning and optimize self-motivation to learn. This certainly has a major effect on the smoothness of the learning process and maximum learning outcomes.

The learning material provided by the teacher to the VII-D class students of SMPN 10 Bandung is in accordance with the indicators. The series of learning activities prepared by the teacher have been carefully designed, including the use of Ice Breaking in the learning process of each meeting.

The teacher has been classified as active and innovative in delivering dance material to class VII-D students of SMPN 10 Bandung. The activeness and innovation of a teacher when delivering material both in theory and practice has a very large influence on student learning outcomes. In line with opinionMas (2008),Quality teachers are teachers who are proficient in the role of ideal teachers, namely teachers who master competence in teaching so that students can see changes in behavior that can affect learning motivation, challenge students' ambitions, and can create passionate and fun learning conditions.This will give the effect of encouragement to students so that they can better understand and master the learning material that has been given by the teacher.

The stimulus given by the teacher through games at each meeting greatly facilitates students in absorbing the material presented by the teacher, especially in practical learning. Class VII-D students feel happy with dance learning, even some students in class VII-D who at first are not easy to blend in, like to be alone, and have low

interest and motivation to learn now turn into students who are active, more confident, able to communicate with groups, and there is an increase in interest, motivation and enthusiasm in participating in learning. The changes shown by students are the result of learning. This is reinforced by the expression Winkel (Kurniasari et al., 2020)that learning is a mental activity that takes place in an active interaction process through two-way communication between students and students within the scope of their environment, which can produce changes in the scope of knowledge, level of understanding, physical abilities or skills and attitude values.

CONCLUSION

Dance learning through Ice Breaking conducted by the teacher in class VII-D SMPN 10 Bandung has been running very well and optimally. Through the Ice Breaking stimulus in dance learning, students become easier to understand the material presented by the teacher. The pattern of critical thinking and creativity that develops is increasingly visible from day to day. Students can show high motivation, enthusiasm and interest in learning in dance subjects. Active, responsive, confident, and responsive are also shown by students so as to provide an increase in the quality of learning that is accelerating. Of course, the response shown by students ideally has met the criteria for success in the passage of a learning process. Based on the findings and observations,

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