

Effectiveness Use *Ice Breaking* in Increase Participation Study Students on Learning Economics at State Senior High School 1 Tambang

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Abstract: *This research is motivated by the low participation of students in Economics subjects at SMA Negeri 1 Tambang. The purpose of this study was to determine the level of student participation before and after the application of ice breaking and to measure its effectiveness. The research method used is a Pre-Experimental Design with a One Group Pretest-Posttest Design. The research sample consisted of 29 students of class X Unggul 3 selected through purposive sampling. Data collection was carried out through observation and questionnaires. Data analysis was performed using descriptive statistics, normality tests, and hypothesis testing through Paired Sample t-Test and N-Gain Score analysis. The results showed an increase in the mean score of student participation from 47.17 (pre-test) to 66.10 (post-test). The N-Gain score obtained was 81.32%, which is in the "Effective" category. In conclusion, the ice breaking strategy is effective in increasing student participation in Economics learning at SMA Negeri 1 Tambang.*

Abstract : *Penelitian ini dilatarbelakangi oleh rendahnya partisipasi belajar siswa pada mata pelajaran Ekonomi di SMA Negeri 1 Tambang. Tujuan penelitian ini adalah untuk mengetahui tingkat partisipasi siswa sebelum dan sesudah penerapan ice breaking serta mengukur tingkat efektivitasnya. Metode penelitian yang digunakan adalah Pre-Experimental Design berbentuk One Group Pretest-Posttest Design. Sampel penelitian berjumlah 29 siswa kelas X Unggul 3 yang dipilih melalui purposive sampling. Pengumpulan data dilakukan melalui observasi dan angket. Analisis data dilakukan menggunakan statistik deskriptif, uji normalitas, serta uji hipotesis melalui Paired Sample t-Test dan analisis N-Gain Score. Hasil penelitian menunjukkan adanya peningkatan nilai rata-rata partisipasi siswa dari 47,17 (pre-test) menjadi 66,10 (post-test). Nilai N-Gain yang diperoleh sebesar 81,32% yang masuk dalam kategori "Efektif". Kesimpulannya, strategi ice breaking efektif dalam meningkatkan partisipasi belajar siswa pada pembelajaran Ekonomi di SMA Negeri 1 Tambang.*

Keywords: *Ice Breaking, Participation Learning , Learning Economy*

INTRODUCTION

Education World moment This sued For Keep going adapt with changes in use produce graduates who have Power competition , knowledge broad , and relevant skills . The success of the educational process No Again only measured from achievement academic only , but also from involvement active participant educate during the learning process ongoing . (Depita, 2024, p. 62; Pantow and Korompis, 2024, p. 49; Rusandi et al., 2024)participation student become component crucial in learning Because reflect involvement cognitive , affective , and social student For build meaningful understanding . Especially in eye lesson Economy , participation active very strategic Because student sued No only

understand theory , but also able to think critical and brave put forward opinion to various phenomenon economics in life real .(Ansela et al., 2025; Hulwah and Suriani, 2025, p. 370)

However , these ideal conditions often difficult come true in practice in the field . Based on observations at SMA Negeri 1 Tambang, especially in class X, level participation Study student in eye lesson Economy Still classified as low . The phenomenon found show that Lots students who do not enthusiastic , attitude passive , less focus , even often sleepy moment lesson taking place . Interactions within class tend One direction , where students more very quiet and reluctant ask even though the teacher has give opportunity(Emmanuella and Chrismastianto, 2023, p. 4; Hombing and Yanti, 2023, p. 77; Bhebbhe et al., 2024, p. 1114; Shiddiqy and Sani, 2024, p. 20) that , involvement in discussion group Not yet running optimally because only dominated by a handful student certain , while student other tend become listener passive . Condition This aggravated with easy focus student distracted by the conversation with Friend peers or desire For in and out class .

The low participation This rooted in the atmosphere class that tends to stiff , monotonous , and lacking varied . Learning dominated by methods lecture conventional trigger saturation learn , so that student difficult maintain concentration in term long time . If condition This Keep going left , goal learning Economy For develop ability think critical and understanding deep concept No will achieved in a way maximum . (Mu'ti et al., 2025, p. 13)Therefore that , is necessary A strategy creative and capable melt atmosphere frozen in class and awaken return energy Study student .

As solutions , usage technique *icebreaker* offered as strategy For increase involvement students . *Ice breaking* is activity short designed For change atmosphere rigid class or boring become more relaxed , fun , and exciting . Through activity breaker freezing this , obstacle psychological such as feeling embarrassed , awkward , or afraid of making a mistake reduced , so that created more interaction communicative between teachers and students . Implementation structured *ice* breaking activities beginning , core, and closing expected can functioning as an effective thinking stimulus for high school students .

A number of study previously has study effectiveness strategy This . Research by Anisa *et al.* (2024) found that virtual *ice breaking* can increase activity student in answer questions on online (Melati, Berlian and Rohimah, 2025, p. 1336; Ramadani, Rachman and Sa'diyah, 2025)learning . In addition , Sasan *et al.* (2023) emphasized that *ice breaker* functioning as trigger engagement (*student engagement*) that creates atmosphere class more open . (Ratnawati, Nuryani and Aryanti, 2024; Santika and Dafit, 2024, p. 3550; Siregar, 2024; Kuluşaklı, 2025, p. 2; Ramadani, Rachman and Sa'diyah, 2025)ipun Thus , there are gap research (*research gap*) where some big studies previously focus on levels school base or context online learning . Research This become interesting and different Because focus on effectiveness *icebreaker* offline (face to face) face) on the eyes lesson Economics at the high

school level , especially at State Senior High School 1 Tambang which has characteristics problem specific participation . Based on background behind said , research This aim For measure level participation Study student before and after implementation *icebreaker* as well as test level its effectiveness in a way empirical . It is expected results study This can give contribution practical for economics teachers in create culture learn more active , dynamic , and participatory

METHOD

Study This use pre- experimental method with design *One Group Pretest – Posttest Design* . Study held at SMA Negeri 1 Tambang in the even semester year 2025/2026 academic year . Population study is all over student Class X of SMA Negeri 1 Tambang. Sample study totaling 29 students Class X Superior 3 selected use technique *purposive sampling* . Instrument study in the form of sheet observation participation study and questionnaire . Before used , instruments tested validity and reliability . The test results show instrument fulfil condition For used in research . Data analysis was carried out use statistics descriptive For see data description , Shapiro-Wilk normality test for test data distribution , *Paired Sample t-Test* For know difference before and after treatment , as well as analysis *N-Gain* For measure effectiveness use *icebreaker*.

RESULTS AND DISCUSSION

In the condition early participation Study student in learning Economy Still classified as low . This is seen from Still many less students notice teacher's explanation , less active in discussion group , not yet brave put forward opinion and ask , and Not yet show optimal readiness in follow learning . Besides that , the atmosphere class tend passive so that interaction between teachers and students Not yet ongoing in a way maximum . After the application activity *ice breaking* in the learning process , participation Study student experience improvement in a way gradually . Students start show more enthusiasm tall in follow learning , more active in activity discussion , dare answer teacher's questions , as well as more focus notice material presented . At the meeting next , increase participation Study student seen the more optimal it is shown with readiness follow learning , engagement active in discussion , courage ask and express opinion , and not quite enough answer in finish assigned tasks . Observation results show that implementation *icebreaker* give impact positive to participation Study students . Atmosphere learning become more active , interactive , and fun so that student more motivated For involved in the learning process . Furthermore , the results participation Study student can seen in the table following .

Table 1. Observation Results Participation Study Students Per Indicator

No	Indicator Participation Study	Meeting 1	Meeting 2	Meeting 3	Average (%)	Category
1	Readiness For follow the learning process	53.45	68.10	82.33	67.96	Good
2	Participate in group	68.53	70.69	79.74	72.99	Good
3	Participate in notice teacher's explanation	59.90	67.24	81.03	69.39	Good
4	Participate in notice opinion other students	59.48	68.10	81.03	69.54	Good
5	Participate in put forward opinion	43.10	67.24	71.98	60.77	Enough
6	Participate in ask	50.00	54.22	90.52	64.91	Good
7	Participate in answer question	71.55	75.86	87.07	78.16	Good
8	Willingness in carry out task	74.14	69.40	91.38	78.31	Good
	Amount					
	Overall Average	59.77	67.85	83.26	70.29	Good

Based on recapitulation percentage participation Study students at each indicators , visible that all over indicator experience improvement from meeting First until meeting third . In general , overall average participation Study student is in the category Good that is by 70.29%. This result show that implementation *icebreaker* in learning economy give impact positive to improvement participation Study students , good in aspect readiness study , work The same group , attention to learning , courage ask , answer questions , as well as implementation task

Table 2. Recapitulation Percentage Participation Study Student

Observation Participation Study	Percentage Value	Criteria
Meeting 1 (pretest)	55.22%	Enough
Meeting 2	77.89%	Good
Meeting 3 (posttest)	83.44%	Very Good
Amount	216.55%	
Average	72.18%	Good

Based on results recapitulation percentage participation Study students in three meeting , obtained that at the meeting first (pretest) percentage participation Study student by 55.22% with category enough . At the meeting second happen improvement to 77.89% with category well , and at the meeting third (posttest) back experience improvement to 83.44% with category very good . In terms of total , amount percentage from third meeting is 216.55% with an average of 72.18% which is in the category good . This result show that there is improvement participation Study student from meeting First until meeting third after implementation *icebreaker* in the learning process economy .

Table 3. Calculation Results *N-Gain*

Group	Before	After	<i>N Gain score</i>	<i>N Gain percent</i>	Information
Experiment	1636	2664	0.8132	81.32	Tall

Effectiveness use *icebreaker* in increase participation Study student measured through analysis *N-Gain (Normalized Gain) Test*. Based on results calculation from the research data questionnaire data , it was obtained mark *N-Gain* of 81.32 or 0.8132. Referring to the criteria percentage *N - Gain* , the value that is above 75 % show that use *icebreaker* enter in " Effective " category for increase participation Study students in the eye lesson Economics in class X.3 of SMA Negeri 1 Tambang.

As conclusion , magnitude number *N -Gain* reaching 81.32% strengthens argument that *icebreaker* is strategy very learning potential For overcome low involvement students . Strategy This succeed create interaction two more direction dynamic between teachers and students as well as between students in group . With Thus , the implementation *icebreaker* proven give contribution significant practical in create culture active and participatory learning in the environment of SMA Negeri 1 Tambang

Research result show that implementation *icebreaker* in learning Economy capable increase participation Study student Class X.3 of State Senior High School 1 Tambang. Improvement the seen from results observations on each meeting . At the meeting First before implementation *ice breaking* , average participation Study student only reached 55.22% with category enough . After *ice breaking* applied to the meeting second , percentage participation Study increase to 77.89% with category OK . Next , at the meeting third participation Study student return increase to 83.44% with category very good . This result show that the use of ice breaking can create atmosphere learn more interesting so that push student For involved active in the learning process .

Improvement participation learning is also seen in every observed indicators . Indicators readiness follow learning experience improvement from 53.45% at the meeting First to 82.33% at the meeting third . This is show that *icebreaker* capable increase readiness and concentration student before follow learning . Besides that , indicator notice teacher's explanation and paying attention opinion other students also experienced improvement until reach category very good . Condition the show that student become more focused and capable give more attention Good during the learning process ongoing .

Quite an improvement high is also seen in the indicator ask and answer questions . At the meeting first , students Still tend passive and less believe self For participate in a way verbally . However after implementation *ice breaking* , students become more brave put forward question and answer questions

given by the teacher. This show that activity *icebreaker* can reduce tension and create atmosphere learn more comfortable so that student more believe self in interact during learning .

Besides that , indicator willingness carry out task get percentage highest at the meeting third that is by 91.38% with category very good . This result show that student own not quite enough answer learn more Good after follow learning accompanied by activity *icebreaker*. Atmosphere fun learning make student more motivated For follow activity learning and completing assigned tasks . Effectiveness The use of ice breaking is also strengthened by the results of the *N-Gain* test which obtained mark by 81.32% with category high . The results show that implementation *icebreaker* give great influence to improvement participation Study students . With Thus , ice breaking does not only functioning as activity breaker saturation , but also can become strategy effective learning For increase involvement student in the learning process Economy .

Based on results study said , can concluded that implementation *icebreaker* capable increase participation Study students shown through increasing readiness learning , activity in discussion , courage ask and answer questions , concerns towards the learning process , as well not quite enough answer in carry out task . Therefore that , *ice breaking* can made into as one of the alternative strategy learning that can be used by teachers for create more learning active , interactive , and fun .

CONCLUSION

Based on results research at SMA Negeri 1 Tambang on learning Economy class X.3, can concluded that implementation *icebreaker* effective in increase participation Study students . This is proven with existence improvement percentage participation Study from meeting First by 55.22% (category enough), increased at the meeting second to 77.89% (category good), and back increased at the meeting third to 83.44% (category very good). In overall , average participation Study student reached 72.18% with category Good . Increases also occurred throughout indicator participation learning , including readiness follow learning , work The same in group , attention to teacher's explanation , courage ask , answer questions , and put forward opinion . Besides that , some indicator like willingness carry out assignments , asking questions , and answering question show category very good at the meeting end , which signifies existence improvement activity student in a way comprehensive .The results of the *N-Gain* analysis were 0.8132 or 81.32% which is in the category height also strengthens findings said . With thus , *ice breaking* proven effective in increase participation Study students in learning Economics at State Senior High School 1 Tambang because capable create atmosphere learn more active , fun , and improving involvement student in the learning process .

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