



ICE BREAKING TO HELP THE CHILDREN IN SUWUNG VILLAGE IN STARTING THE PROCESS OF SELF-ESTABLISHMENT

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Abstract

Education is a process that supports self-development and formation, making it possible to cope with all changes and problems with an open mind and creative approach without losing identity. This community provides Ice Breaking to Help the Children in Suwung Village in Starting the Process of Self-Establishment. This Community service Program activity aims to provide learning that can help the fostered children in Suwung Village, provide learning in a pleasant atmosphere to be applied to the fostered children in Suwung Village, and provide knowledge about models, media, and learning techniques—needed by the foster children in Suwung Village in the learning community in Suwung Village. The method of this community service is the program offered to partners in the icebreaking learning model. This learning model is carried out in two ways: playing together and singing as explained by Setyawan (2015) that icebreaking was carried out with two events, namely playing and singing. The result of this community service program show that the problems faced by partners are the lack of learning models that can help the fostered children in Suwung Village, partners need learning in a pleasant atmosphere to be applied to the fostered children in Suwung Village, and the lack of attention to models, media, and learning techniques needed by foster children in Suwung Village. Thus, this PKM activity is carried out to provide learning that can help the formation of the guided children in Suwung Village, provide learning in a pleasant atmosphere to be applied to the fostered children in Suwung Village, and provide knowledge about models, media, and learning techniques needed by the assisted children in Suwung Village in the learning community in Suwung Village.

Keywords: Education, Ice Breaking, Self-Establishment, Linguistic Community service

I. INTRODUCTION

Education is a process that supports self-development and formation, making it possible to cope with all changes and problems with an open mind and creative approach without losing identity. The basic requirement of the world of education today is to improve the quality of learning. [Abduh \(2011\)](#) revealed that the learning process sometimes creates an unsupportive atmosphere that causes the learning objectives not to be achieved. The atmosphere in question is stiff, cold, or frozen so that learning at that time becomes less comfortable. According to [Dryden & Vos \(2000\)](#), learning will be effective if the learning process is carried out in a pleasant atmosphere (joyful learning). Several things make the

atmosphere in the classroom fun. Namely, the teacher uses various variations, models, and techniques, uses interesting and challenging media for students, and understands students' physical condition before starting learning.

According to (Anwar & Hikmah Khoirunisa, 2018; Pratama, Maduretno, & Yusro, 2021; Wiratha, 2012), the learning model becomes a vehicle for educational interaction between teachers and students in teaching and learning activities; therefore, teachers need to pay attention to the accuracy of choosing learning models by objectives, types, and nature of subject matter, student conditions, available facilities, as well as the ability of teachers to understand and implement learning models. So the use of the right learning model will determine the effectiveness and efficiency of learning. Many learning models can be applied to optimize the learning process, including examples non-examples, numbered heads together, cooperative script, numbered heads structure, Student Teams Achievement Divisions (STAD), Jigsaw, Problem Based Introduction (PBI), Articulation, Mind Mapping, Make a Match, Think Pair and share, Debate, Role Playing, Ice Breaking, Group Investigation, Talking Stick, Snowball Throwing, Student Facilitator and Explaining, Course Review Horay, Demonstration and many others (Agus, 2013; Praptinasari, Santosa, & Probosari, 2012; Wati & Sutarman, 2019).

The ice breaker is a transition from a boring situation that makes you sleepy, boring, and tense to relaxed, excited, does not make you sleepy, and there is attention. There is a sense of pleasure to listen to or see other people talking in front of the class or meeting room (Caswita 2005). . Ice breaking is an opening for today's learning that can make the classroom atmosphere fun. The fun does not mean that teachers and students in the classroom play and laugh. Fun in the sense that students in the class can enjoy, not feel intimidated, or pressured in learning. This will make the presence of a teacher so eagerly awaited in the classroom. With ice-breaking, students will feel at home in class. Ice-breaking is one of the routines that manage to break the boredom, freeze, and fear in the classroom. So that the learning process returns to its enthusiasm and returns to its original state (more conducive), students will also easily accept the words conveyed by the teacher. Based on this description, it can be stated that the ice-breaking game is an activity carried out to dilute the boring, rigid, and passive learning atmosphere into fun, stimulating, active learning activities and generate motivation to make learning more fun. Learning motivation is a psychological factor that is non-intellectual. A distinctive role is the act of passion, feeling happy and eager to learn (Sardiman, 2011).

The term icebreaking comes from two foreign words: ice, which means ice, which means it has stiff, cold, and hard properties while breaking means to break. The literal meaning of ice breaking is 'ice breaking.' So, icebreaking can be interpreted as breaking or melting a stiff atmosphere to make it more comfortable to flow and relax. It is intended that the materials submitted can be accepted. Students will be more receptive to subject matter if the atmosphere is not tense, relaxed, comfortable, and more friendly (Sunarto, 2012). According to Suwarjo and Imania (2010), icebreaking aims to

1. Create a relaxed atmosphere for students,
2. So that participants are entertained, happy, and relaxed,
3. Generate a passionate and enthusiastic learning atmosphere,
4. Fostering learning motivation.

In addition, the function of ice breaking is 1) Introduction, 2) Eliminating boredom in participants, 3) Warming up before outdoor activities, 4) Filling the gap time, 5) Increasing

the enthusiasm and enthusiasm of participants in participating in learning activities, 6) Introduction before the material, 7) Familiarize students.

Suwung Village is one of the villages located in South Denpasar District, Denpasar City, Bali Province, 500 meters south of the city center. This village is the same as other villages in Denpasar. The fostered children in Suwung Village are children aged 4 to 13 years who are starting the process of self-formation. As explained above, education is a process that supports the formation of a child.

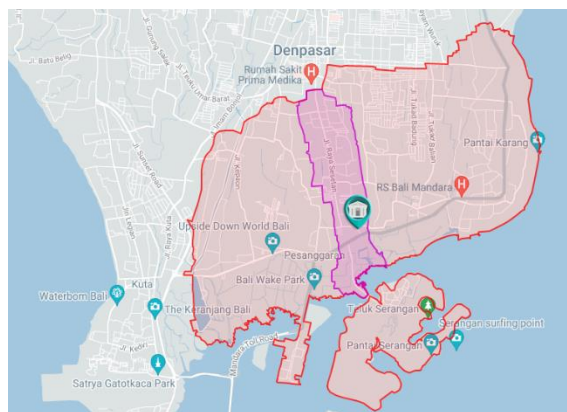


Figure 1. Map of Banjar Suwung

Based on observations made to the assisted children in Suwung Village, it was found that the children in Suwung Village needed learning in a pleasant atmosphere. Thus, the Master of Linguistics Study Program at Warmadewa University offers a program that can help the formation of children in Suwung Village through the Community service Program (PKM). This Community service Program activity aims to provide learning that can help the fostered children in Suwung Village, provide learning in a pleasant atmosphere to be applied to the fostered children in Suwung Village, and provide knowledge about models, media, and learning techniques—needed by the foster children in Suwung Village in the learning community in Suwung Village. Programs offered to partners are offline (offline) even in a pandemic, but health protocols are still adhered to. The Community Service Program activities location is in Suwung Village, South Denpasar District, Bali. Partners in this activity are children assisted in Suwung Village aged 4 to 13 years. The program offered to partners in the icebreaking learning model. This learning model is carried out in two ways: playing together and singing as explained by [Setyawan \(2015\)](#) that icebreaking was carried out with two events, namely playing and singing. According to [M. Said \(2010:1\)](#), icebreaking can be done with various forms of activity; some are done by playing games, patting innovations, in the form of funny stories, guessing with prizes. Ice-breaking can be done by presenting games in the form of jokes, variations of clapping, singing, playing, and so on.

II. METHOD

Programs offered to partners are offline (offline) even in a pandemic, but health protocols are still adhered to. The Community Partnership Program activities location is in Suwung Village, South Denpasar District, Bali. Partners in this activity are children assisted in Suwung Village aged 4 to 13 years.



Figure 3. Children in Suwung Village

The program offered to partners in the icebreaking learning model. This learning model is carried out in two ways: playing together and singing as explained by [Setyawan \(2015\)](#) that icebreaking was carried out with two events, namely playing and singing. According to [M. Said \(2010:1\)](#), icebreaking can be done with various forms of activity; some are done by playing games, patting innovations, in the form of funny stories, guessing with prizes. Ice-breaking can be done by presenting games in the form of jokes, variations of clapping, singing, playing, and so on.

III. RESULT AND DISCUSSION

This Community Service Program provides benefits to children in Suwung Village. As for these benefits, namely, the children in Suwung Village receive learning that can help the formation of the guided children in Suwung Village, receive learning in a pleasant atmosphere to be applied to the fostered children in Suwung Village, receive knowledge about models, media, and learning techniques needed by the assisted children in Suwung Village in the learning community in Suwung Village. The assisted children in Suwung Village as partners in this PKM activity contributed to the implementation. Where the fostered children in Suwung Village are very enthusiastic about participating in the ice-breaking learning model, the assisted children in Suwung Village are trying to participate in learning in the form of games and singing, the children in Suwung Village are also willing to give answers to the questions given related to English lesson being studied.

In carrying out the community service program this time, it was full of obstacles and outside of the original goal. However, this can be overcome properly because of the supporting factors to provide a good solution. The presentation is as follows.

3.1 Obstacles

Some of the obstacles found were due to the lack of efforts to motivate and foster interest in learning in the assisted children in Suwung Village before the subject matter was delivered, the lack of variation in the delivery of material such as games, or the stimulus given to the assisted children in Suwung Village. In addition, teachers lack mastery of varied learning models—lack teacher creativity. The fostered children in Suwung Village feel bored when the lessons are presented without any variation in teaching. Teachers' creativity in learning helps to liven up the classroom atmosphere. Creativity combines

learning methods with ice breaking to make learning varied and more meaningful.

3.2 Supporting factors

The supporting factor in this Community Service Program is the ice-breaking learning model itself. According to [M. Said \(2010: 1\)](#), Ice-breaking is a game or activity that serves to change the frozen atmosphere in the group. Ice-breaking can be done in various forms of activity; some are done by playing games, patting innovations, in the form of funny stories, guessing with prizes. Ice-breaking can be done by presenting games in the form of jokes, variations of clapping, singing, playing, and so on. The ice breaker model is used to break up a less conducive atmosphere. Thus, students' concentration and attention become focused again ([Alawiyah, 2019](#); [Pratama et al., 2021](#)). The forms of ice breaking include:

1. Games are also very helpful to make the class warm and fun. Teachers can also carry out the learning process while playing with games related to the learning context. Keep in mind that there is a difference between playing games for fun and learning. Playing games just for fun is not meant to achieve learning goals. Maybe many people say that he learned a lot from his games. However, the lessons learned have many accompaniment effects and are not the game's main goal. Learning games assume that games are deliberately designed to achieve certain learning objectives or are called game-based learning. Teachers do games as a learning activity ([Setyawan, 2015](#)).



Figure 4. Ice breaking in the form of a game

2. Songs or songs accompanied by body movements This song or song is also widely used in icebreaking. Play is by playing a song and then inviting the audience to sing or move together. Teachers can also design movements or chorea that support singing or songs and incorporate them into learning materials.



Figure 5. Ice-breaking in the form of a song

3.3 Solution and Next Action

The solution to the problems found in this Partnership Program is to provide learning that can help the fostered children in Suwung Village, provide learning in a pleasant atmosphere to be applied to the fostered children in Suwung Village, and provide knowledge about models, media, and the learning techniques needed by the assisted children in Suwung Village in the learning community in Suwung Village. The next action of the solution is to apply the ice-breaking learning model to the children in Suwung Village.

3.4 The next plan

The next plan is to carry out socialization and training for teachers or learning communities in Suwung Village to use various learning models. One of the learning models planned to provide training to teachers or learn communities in Suwung Village is ice-breaking with coverage including clapping, yelling, types of humor, types of games, singing, etc. Ice-breaking can be done in various forms of activity, and some are done by playing games, patting innovations, in the form of funny stories, guessing with prizes.

3.5 Strategic Steps for Further Realization

The strategic steps for the next realization are observing teachers or teaching staff in the learning community, one of which is in Suwung Village. Based on observations, a training program will be offered on the scopes and forms of ice breaking to help shape the child's self.

IV. CONCLUSIONS AND SUGGESTIONS

4.1 Conclusion

The problems faced by partners are the lack of learning models that can help the fostered children in Suwung Village, partners need learning in a pleasant atmosphere to be applied to the fostered children in Suwung Village, and the lack of attention to models, media, and learning techniques needed by foster children in Suwung Village. Thus, this PKM activity is carried out to provide learning that can help the formation of the guided children in Suwung Village, provide learning in a pleasant atmosphere to be applied to the fostered children in Suwung Village, and provide knowledge about models, media, and learning techniques needed by the assisted children in Suwung Village in the learning community in Suwung Village.

4.2 Suggestion

The researcher is of course still aware that the above report still has many errors and is far from perfect. Suggestions are highly expected in order to make this report a good report by referring to many sources as well as constructive criticism from readers.

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