

Increasing The Learning Enthusiasm of Elementary School Students Using Numeracy Guess The Number Ok Yes Combined With Ice Breaking to Show The Profile Of Pancasila Students

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Abstract

The purpose of this research is to increase students' enthusiasm for learning in the learning process by using numeracy guessing numbers ok yes combined with ice breaking. The method used is PTK (Classroom Action Research) with two cycles. In cycle I, did not use numeracy guessing numbers ok yes ice breaking, while in cycle II in every lesson using numeracy guessing numbers ice breaking ok yes which makes children enthusiastic and eager to learn and there is also a critical thinking process in learning that is useful for distinguishing various kinds of numbers. The subjects in this study were grade 6 (six) elementary school students in Mukomuko Regency, totaling 15 students. The learning outcomes obtained in cycle I were 46%, while in cycle II 100% by using the numeracy guess the number ok yes ice breaking learning pattern. The conclusion of this study is that numeracy guessing numbers ok yes combined with ice breaking can increase students' enthusiasm for learning in the learning process which shows the profile of Pancasila students and can make students think more critically.

A. Introduction

In one of the public primary schools in Mukomuko Regency, there were five students who experienced low learning enthusiasm. This was evidenced by the students who often did not go to school. After finding information from the family and the neighborhood, two male twin students rarely go to school, because they play more at home. The background of these twin students is a broken home family, the parents have been divorced for a long time. The mother became a migrant worker in Malaysia and has remarried while the father's whereabouts are unknown. These twin students live with their aunt who has a poor family background and has a disability in the leg.

The first cause is that the two students rarely go to school, namely the distance of the school is quite far from the house on foot, the second is the lack of motivation provided by both biological parents, the third is the lack of listening to what their aunts say. The aunt said that the two students had been woken up every morning to get ready for school, but these twin students still did not listen to what their aunt said.

The third male student rarely went to school because he often slept late at night to help his parents peel jengkol fruit, making it difficult for him to get up early. Another reason is that in the village where the student lives, the majority of parents have left for the garden to work in the morning. The fourth male student, experienced almost the same problem as the twin students, namely living with a grandmother with a deceased mother and father who worked overseas so that the enthusiasm for learning and attending school was lacking.

Meanwhile, the fifth student comes from an intact and complete family background with a father, mother and siblings and a stable economy. However, the student is 16 years old and lacks confidence with his classmates. Supposedly sitting in Junior High School (SMP), but the student has special needs who

experiences unstable emotions and often fights with his friends. In the learning process, the student also had difficulty understanding various alphabets and vocabulary.

From the various problems found, the author provides an understanding to students that school and learning are not a burden and a forced obligation but a necessity that they need for the future and are useful in carrying out students' daily lives. One way is to build a strong sense of affection and happiness with students, vary learning patterns and give rewards to students who come to school quickly and are enthusiastic about learning. Teachers can also encourage students by singing at the beginning of learning and using numeracy guess the number ok yes combined with ice breaking.

According to [Fiteriani](#) (2015) the spirit of learning is an important thing that must be owned by students, and also teachers must be able to bring out the spirit of learning (motivation) both intrinsic and extrinsic motivation. Meanwhile, according to the author, making students' mindset about the spirit of learning to go to school is not an obligation but a necessity that cannot be separated. Teachers can provide creative and innovative learning that makes students comfortable, happy and happy in learning not depressed or forced. One way to increase students' enthusiasm for learning is by using ice breaking in the learning process. Ice breaking is a simple, light and concise game or activity that serves to change the arrangement of freezing, stiffness, boredom or sleepiness in learning. So that it can build a learning atmosphere that is full of enthusiasm and fun ([Khoerunisa & Amirudin, 2020](#)). Ice Breaking is also a technique for a teacher to divert the boring atmosphere of students to be refreshed and excited to learn. This means that a teacher can create an atmosphere that makes students active or enthusiastic again in learning. Ice Breaking is very useful to refresh the minds of students, and foster enthusiasm for learning again ([Muharrir et al., 2022](#)). Ice breaking techniques can also be combined with the game of guess the number ok yes.

According to [Sukayati](#) (2004) that number guessing game is a form of game in which the child will guess the number that will be mentioned by the teacher. The teacher must mention the characteristics or things related to the numbers that will be guessed by the child. This number guessing game is also accompanied by number cards. According to [Sutejo](#) (2007) In this number guessing game, the teacher/facilitator thinks of a secret number that the children have to guess. Only the teacher knows this number. When the number has been determined it is then written on paper and hidden.

According [Partini](#) (2012) In learning, games have several advantages, namely: games are something fun to do, something entertaining and interesting. Games allow active participation of children to learn. Games can provide immediate feedback. Games allow children to solve real problems. Games provide real experiences and can be repeated as many times as desired, operational errors can be corrected. Helps children improve their communicative skills. Helps children who have difficulty learning with traditional methods. Games are flexible, can be used for various educational purposes. Games can be easily made and reproduced.

Based on the Regulation of the Minister of Education and Culture Number 22 of 2020: Pancasila students are the realization of Indonesian students as lifelong learners who have global competence and behave in accordance with the values of Pancasila, with six main characteristics: faith, devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning, creativity, and creativity ([Asrijanty, 2021](#)).

The author limits this research to only one aspect of the Pancasila Student Profile, namely critical reasoning. Critical reasoning is being able to objectively process both qualitative and quantitative information to build links, analyze, evaluate and conclude various information. Critical reasoning is also a very complex thinking process so that students find the right answers in a learning process.

To solve a problem requires critical reasoning as material to analyze an object and find ways to solve the problem. Meanwhile, according to [Lestari](#) (2014) When critical thinking is developed, a person will tend to seek the truth, think divergently (open and tolerant of new ideas), can analyze problems well, think systematically, be curious, mature in thinking, and can think independently. The problem faced now is that the development of students' critical thinking skills at the basic education level has not been handled systematically ([Nahdi, 2015](#)). And according to [Sulistiani](#) critical thinking is also an attitude to think deeply about problems that are within one's range of experience.

The Merdeka Curriculum has three learning implementation structures, one of which is the Pancasila learner profile strengthening project. The Pancasila learner profile is designed to answer the big question of what competencies are produced by the education system. Strengthening the Pancasila learner profile focuses on instilling individual character and competence in daily life instilled in students through

intracurricular learning, co-curricular and extracurricular activities, incorporated into school culture. School culture is the climate or atmosphere of the school in interacting and communicating and how norms are applied at school. Intracurricular learning is the subject content of activities or learning experiences. Co-curricular is contextualized project-based learning, while extracurricular is an activity in developing talents and interests (Nahdiyah et al., 2022). It is hoped that in this Pancasila Student Profile, students can truly have a soul full of intelligent but faithful, and helpful characters in accordance with the points contained in the six dimensions of the Pancasila Student Profile.

According to Kihajar Dewantara, character education is education that leads students to have a noble personality, responsibility, nationalism and a critical spirit that is actually owned by students (Sukri et al., 2016). So, a teacher must be able to provide stimulus to students and make students accustomed to thinking critically in various ways, with a learning process that stimulates critical thinking.

By using numeracy guess the number ok yes combined with ice breaking, students are excited to learn, students also show happy facial expressions, so the sense of pleasure that students get is very strong. In the process of ice breaking guess the number ok yes, students understand various kinds of numbers with the initial activity, namely counting. The teacher displays numbers and students answer quickly, which when in odd numbers students will say ok and for even numbers students say yes. This process of understanding various numbers makes students race to reason critically.

B. Research Methods

This research was conducted in class VI of SD Negeri in Mukomuko Regency, Bengkulu Province, totaling 15 students consisting of 3 girls and 12 boys in PJOK lessons for two cycles within two weeks. The first week starts in August 2021. Data collection techniques using tests and non-tests. Tests are used to determine students' enthusiasm for learning and students' critical reasoning. Non-test techniques are in the form of observation sheets and notes to assess during the learning process. Data analysis used in the form of qualitative analysis through the presentation of data obtained descriptively comparative. The research method is a classroom action research method (PTK) consisting of two cycles, namely Cycle I and cycle II. The steps of activities carried out include planning, implementation, implementation, safety and reflection.

According to Agung (2012) variable is a concept that becomes the object of research observation. Meanwhile, according to the author, the variable is the center of attention being studied. The research variable examined here is to increase the enthusiasm for learning of elementary school students by using numeracy guessing numbers ok yes combined with ice breaking to show the profile of Pancasila students. Meanwhile, the observation method is "A way of obtaining or collecting data carried out by systematic observation and recording of a particular object" (Agung, 2011). Observation is carried out to obtain the desired data as an object of direct observation.

Based on direct observation, it can be seen that students are not enthusiastic in learning so that student learning outcomes are not satisfactory. The spirit of learning is also in line with learning outcomes, if students are enthusiastic about learning, the learning outcomes obtained are above the KKTP (Criteria for Achieving Learning Objectives). Calculation of the percentage of completeness of learning outcomes using the formula:

$$P = \frac{\sum \text{siswa tuntas belajar}}{\sum \text{siswa}} \times 100 \quad (1)$$

C. Result and Discussion

The average person concentrates on learning for approximately 20 minutes (Suryanto, 2015). Based on the observation, it is known that the length of time students concentrate is influenced by physical and psychological conditions. If the physical and psychological conditions are not good, then concentration decreases. In addition, it can also be seen from the subject matter that students like and dislike, the level of difficulty of the material, learning motivation and learning methods applied by the teacher, which also affect the duration of student concentration.

In accordance with the research revealed by Kompri (2016) The position of motivation in learning not only provides the right direction of learning activities, but also provides positive consideration in learning activities. Motivation is also very important to provide enthusiasm and guidance to students in the learning process.

In Cycle I, using conventional learning, the results were obtained, namely 1) Students began to actively tease their friends, 2) Looking right and left looking for a friend he will tease, 3) Looking right and left like confusion in understanding the material, 4) Playing alone / talking to himself, 5) Talking with friends, 6) Sitting on the move, 7) Daydreaming, 8) The teacher invites interaction students do not respond, 9) Biting pens or pencils and tapping on the table and 9) Do not like or get bored with the material taught by the teacher in direct speech. 7 students who obtained scores reached KKTP (Criteria for Achieving Learning Objectives) 46% and 8 students who did not reach KKTP (Criteria for Achieving Learning Objectives) 53%.

In Cycle II with learning using numeracy guess the number ok yes combined with ice breaking, the results obtained are, 1) Students begin to reason critically focused, 2) Students' eyes are focused on the teacher listening to questions, 3) Focus on sitting in their places by listening, 4) Respond well excited and enthusiastic in answering, 5) Laughing happily, 6) Not walking around, 7) Responding well to the material provided by the teacher, 8) Students smile to show that they are happy not bored, 9) Students are enthusiastic in answering and 10) Students ask for frequent ice breaking so that they are excited. All students are complete from KKTP (Criteria for Achieving Learning Objectives) which is 100%.

Meanwhile, in the critical reasoning assessment when students answer guess the number ok yes using odd numbers with the answer ok and even with the answer yes or with prime numbers and square numbers. Example Question:

1. Andi took 5 baseballs from the warehouse, so the answer is 5, because 5 is an odd number.
2. When exercising, the teacher asked ani and ana to help her take 2 balls each, because ani and ana took 2 balls each, so the total number of balls was 4, so the student numbered 4 answered yes because 4 is an even number. The questions that are developed make students think critically to find the right and correct answer.

In cycle I in the process of guessing the number ok yes there were various expressions of students in conveying their answers. There were students who could answer immediately, there were also students who said mmmmmmm ok and there were also students who answered incorrectly while laughing and there were also those who could not answer until the count of three (the students' reasoning process was long). After cycle II students were more relaxed, could answer questions quickly, but with various expressions. Some laughed while answering ok or yes and some while flashing their hands so as to make their friends laugh. And, there were also students standing up doing celebratory movements while dancing so that the students laughed even more. A happy learning atmosphere makes students happy without pressure, and makes students excited to come to school. The spirit of learning is even higher, learning is not a compulsion or pressure but learning is a necessity. This kind of mindset is emphasized so that students have extraordinary enthusiasm for school.

Communicating with parents and guardians is still done, providing explanations and understanding of what is happening to their children and what steps are taken so that students are enthusiastic about coming to school and learning in class.

Table 1. Recapitulation of Spirit of Learning and Critical Reasoning

	Cycle I	Cycle II
Vigorous learning with learning outcomes above KKTP (Criteria for Achievement of Learning Objectives)	46%	100%
Critical Reasoning	53%	100%

D. Conclusion

Numeration guess the number ok yes combined with ice breaking can increase the enthusiasm of elementary school students to show the profile of Pancasila students, namely critical reasoning.

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