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The Role of Icebreaker in Learning Process for Student with Mild Mentally Retardation in SLB YPAC Semarang

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Abstract

Icebreaker is a way that is often used in teaching in the schools. This study aimed to describe 1) The role of an icebreaker in the learning process for student with mild mental retardation in SLB YPAC Semarang, 2) Application technique of an ice breaker activities in the learning in SLB C YPAC Semarang, 3) The kind of icebreaker activities that implemented by the teachers to student with mild mental retardation in SLB YPAC Semarang, 4) The reaction of the students for the use of icebreaker in learning process in SLB YPAC Semarang. This study uses descriptive qualitative research methods. The subjects in this study were the teachers that taught a student with mild mental retardation and students with mild mental retardation. Data were collected through interviews, participant observation, and documentation techniques. Data were analyzed through data reduction, data display, and conclusion.The research result showed that 1) the role of an icebreaker in the learning process for student with mild mentally retardation is to solve the "ice" or rigidity when the learning process is ongoing, to maintain the stamina, emotions, and intelligence of thinking students, and also it can provide a sense of joy that can foster a positive attitude in the learning process. 2) The application of icebreaker activities that implemented by the teacher to students is given spontaneously in early learning activities, in the middle of learning activities and at the end of the learning activities. 3) The kind of icebreaker activities that implemented by theteacher are clapping, singing, bodybuilding, and some games to break the saturation in the classroom. 4) The reaction of the student for the use of icebreaker that they become more focused on teachers, more excited when participating in learning activities, and increasing the concentration of students.

Keywords : *Icebreaker, Learning process, Student with mild mentally retardation, SLB YPAC Semarang*

I. INTRODUCTION

Education and learning are two different things but still interconnected. Educational emphasis on the change and transformation, but the change will happen if it is supported by anunderstanding of new knowledge. According UU No 20 Tahun 2003 about National education systems, "The understanding of the new knowledge will only acquire through learning in school, in the classroom, through the interaction of students with learning resources. While the change and transformation will occur after the process of understanding."

On mild mental retardation children that experiencing barriers specifically related with attention or concentration, memory, speaking the language correctly, and in academic ability, it takes fun learning situations so that students can feel comfortable during the learning process and can understand the explanation given by the teacher. Responding to these problems, approaches can be developed through creative learning techniques, innovative and fun that suitable for children to overcome their saturation.

According to Meria (2015) learning for themildmentally retardation student should be done in a fun learning patterns. In terms of the teacher need to motivate thestudent in learning activities, prioritizing the process, so that student will be active, unsaturated, comfortable, and ease in learning. One of the ways that can be done by the teacher to solve saturation students is to use an icebreaker. Icebreaker is indispensable in the learning process in the classroom to keep the emotional stamina and thinking theintelligence of students. An icebreaker is intended to give a sense of joy that can foster a positive attitude in the learning process (Sunarto, 2012). Enjoyable learning atmosphere and energetic certainly does not happen automatically, but it must be well planned by the teacher. To create fun learning situations besides making learning scenarios that involve all students to become active, would be very helpful if the teachers

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are able to use an icebreaker as a tool to create a sense of excitement.

II. METHOD

This study uses descriptive qualitative research methods. The subjects in this study were the teachers that taught a student with mild mental retardation and students with mild mental retardation. The research is conducted in SLB C YPAC Semarang, Indonesia. The research method used is descriptive qualitative research. According to Lexy (2007: 6) qualitative research is a research that is intended to understand the phenomena of research subject's experience such as behavior, perception, motivation, action, and so on holistically, and through descriptions in the form of words and language, in a special context of natural and by using various natural methods.

The subject in this research is fourteen students with amildmentally retardationin SLB C YPAC Semarang at the fourth grade, fifth grade, and sixth grade. Data were collected through structured interview, participant observation, and documentation techniques.Data were analyzed through data reduction, data display, and conclusion by Miles and Huberman (1992). The conclusion is presented in narrative text in the form of field notes.

III. RESULT AND DISCUSSION

The research result in this research are:

1. The role of an icebreaker in the learning process for student with mild mental retardation in SLB YPAC Semarang

The learning process that serious and without the feel of joy will surely make the learning will become saturation. Sunarto (2012:3) states that in generally human strength to keep the concentration in monotony only about 15 minutes. Afterward, the mind will immediately switch to other things which may be very far from where he sat follow a particular activity. Our brains cannot be forced to perform focus for a long time. For convenience, you can use a set age. Example, for children aged 5 years, the span of optimum focus can do is 5 minutes. For children aged 15 years, the span of optimum focus can do is 15 minutes. When in 35-year-old or 60 years old the span of optimum focus is 30 minutes. Therefore 30 minutes is the focus maximum time range in order to avoidbrain fatigueexcessively. When the mind cannot focus anymore, then immediately takes theeffortto focus it back. The efforts that can be done by theconventional teacher is by increasing the tone of voice becomes louder, threatening or even banging the table to call back the attention. It is actually just aggravated the situation of learning.

Based on the research results, teachers in SLB C YPAC Semarang have used an icebreaker as a technique to solve the saturation in the learning process in the classroom. The role of ice breaker is to break the "ice" or rigidity when the learning process is ongoing, maintain emotional stamina, emotions, and intelligence of thinking students, and also it can provide a sense of joy that can foster a positive attitude in the learning process. Thus it is important for teachers to master various techniques of anicebreaker in an effort to constantly keep learning stamina of mild mentally students.

2. The application technique of icebreaker activities that implemented by the teacher or student with mild mental retardation in SLB YPAC Semarang

Icebreaker in the learning can be done spontaneously, at the beginning of a learning process, the middle of a learning process, and at the end of thelearning process. According to Sunatro (2012:107) the application technique of icebreaker activities in the learning process that are:

a. Application of an icebreaker spontaneously in the learning process Icebreakers can be done spontaneously without prior preparation. A teacher who responds to the child's condition it will immediately take action against the conditions and unfavorable learning situation during the learning process. Icebreaker gave spontaneously in learning with the aim to:
   1) Refocus child attention
   2) Give the new spirit when students reach their saturation point
   3) Turning student attention to focus on a different subject matter
b. Icebreaker in early learning activities
   At the start of the learning process, a teacher must carry out some issues related to "Mental alertness" of the students in following the learning process. In order to set the conditions. Besides doing an apperception, teachers can start the learning process with icebreaker activities. The advantages of icebreaker activities at the beginning of the learning activities are:
   1) Icebreaker activities can be selected more accurately, both in adjusting the subject matter and accuracy choosing the principle of the use an icebreaker.
   2) There is an opportunity for teachers to learn about icebreaker that will be conveyed.
   3) Icebreakers can be prepared more in sync with learning strategies that selected by teachers at that time.
   4) Icebreaker feels more integrated with the learning process.
c. Icebreaker in the middle of learning activities

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On the middle of learning activities is a crucial time, because the students must concentrate continuously during the learning process. In such a long time period to concentrate continuously on the same thing is very difficult, for it needs the icebreaker to solve the saturation. The use of icebreakers in the middle learning must conduct with the following rules:

1) Icebreaker is used at the turn of the session or turn of events.
2) Icebreaker is used when the student has a saturation at learning process.
3) Icebreaker used for providing the subject matter is being studied

d. Icebreaker at the end of the learning activities

Although the lesson was finished icebreaker is still necessary. Icebreaker at the end of the learning process is used to:

1) Provide reinforcement about understanding the new learning concept that has been learned
2) Ending activities with joy
3) Motivating students to constantly happy to follow the next lesson

Based on research, all kinds of application about icebreakers have been used by teachers in the learning process, either spontaneously, at the beginning of the learning activities, at the middle of the learning activities, and at the end of learning activities. However, teachers are more likely to use an icebreaker spontaneously. This is because the concentration power of mild mentally retardation student is weaker than normal children generally so that when the child feels saturated then they will be given an ice breaker by teachers.

3. The kind of icebreaker activities that implemented by the teachers to student with mild mental retardation in SLB YPAC Semarang

There are many icebreaker activities that can be developed by the teacher during the learning process in schools to optimize the learning process. According to Sunarto(2012:33), there are nine types of icebreaker activities that can be developed for learning in schools that are ayell, applause, song, Exercise, humor, games, fairy tales, magic, audio visual. Based on research, teachers in SLB C YPAC Semarang implement such kind of icebreakerslike applause, song, exercise and games to break the saturation in the classroom. However, activities that often the mainstay of the teacher is singing. The songs are often sung include children's songs, national songs, and traditional songs.

4. The reaction of the students for the use of icebreaker in learning process in SLB YPAC Semarang

Based on the meaning of icebreaker, icebreaker activities need to be carried out by teachers when the situation began to be saturated, rigid, or tense. If this situation continuing it is feared the concentration of students in the learning process will decline or may even disappear. When the teacher notice most students are drowsy, listless, lackluster, and so on then the teacher can apply icebreaker activities to restore the attention, concentration, and spirit of students. Based on the research in SLB C YPAC Semarang, the reaction of students when participating in learning activities that implemented by the teacher they become more active, focused and excited about participating in learning activities.

IV. CONCLUSION

The results based on interviews with classroom teachers and documentation in SLB C YPAC Semarang obtaining the results that are:

1. The role of an icebreaker in the learning process for student with mild mental retardation in SLB YPAC Semarang is to solve the "ice" or rigidity when the learning process is ongoing, to maintain the stamina, emotions, and intelligence of thinking students, and also it can provide a sense of joy that can foster a positive attitude in the learning process.
2. The application technique of icebreaker activities that implemented by the teacher to students is given spontaneously in early learning activities, in the middle of learning activities and at the end of the learning activities. Icebreaker used when students they have started to feel bored in the learning activities.The technique of icebreaker is using on all subjects, but most often require an icebreaker is mathematic learning.
3. The kind of icebreaker activities that implemented by theteacher are clapping, singing, bodybuilding, and some games to break the saturation in the classroom. But the activities that often performed is singing together.
4. The reaction of the student for the use of icebreaker that they become more focused on teachers, more excited when participating in learning activities, and increasing the concentration of students.

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