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The Influence of Ice Breaking Strategy on Student Learning Interest in Christian Religious Education: A Study at SD Negeri 175761 Pulo Pakpahan, North Tapanuli Regency

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Abstract: This research aims to determine the positive and significant influence of the Ice Breaking strategy by Christian Religious Education (CRE) teachers on the learning interest of fourth-grade students at SD Negeri No 175761 Pulo Pakpahan, Pangaribuan District, North Tapanuli Regency, in the 2025/2026 academic year. The study employed a quantitative method with descriptive analysis. The population consisted of 161 Protestant Christian students, with a sample of 30 fourth-grade students selected through purposive sampling. Data were collected using a closed questionnaire consisting of 30 items (16 items for variable X and 14 items for variable Y), which had been tested for validity and reliability. The results showed a positive and significant influence between Ice Breaking strategies and student learning interest, evidenced by correlation coefficient rxy = 0.587, t-test value = 3.805, regression equation $\hat{Y} = 26.92 + 0.38X$, and determination coefficient of 34.4%. The F-test value of 14.73 exceeded the F-table value of 1.62 at α=0.05, indicating that the alternative hypothesis is accepted. This research confirms that Ice Breaking strategies significantly contribute to enhancing student learning interest in Christian Religious Education. The findings imply that CRE teachers should consider implementing structured Ice Breaking activities as an effective pedagogical strategy to create conducive learning environments and foster student engagement.

Contribution: This research contributes empirically to the field of Christian Religious Education by providing evidence-based pedagogical strategies for enhancing student engagement and learning interest at the elementary school level. Furthermore, the findings offer practical guidance for CRE teachers to implement structured Ice Breaking activities as an effective approach to create more dynamic and enjoyable learning environments.

Keywords: ice breaking strategy; student learning interest; Christian religious education.

INTRODUCTION

Education serves as the primary foundation for shaping the character and skills of individuals who will face future challenges, with student learning achievement being the

main indicator in assessing the success of an education system.[1] In the context of Christian Religious Education (CRE), the learning process aims not only to transfer theological knowledge but also to develop students' character and moral values in accordance with Christian teachings.[2] The success of CRE learning is significantly determined by the level of student interest, which influences their active participation and engagement in the learning process. However, contemporary educational challenges, including student boredom, passive learning atmospheres, and lack of motivation, have become pressing concerns that require innovative pedagogical solutions.[3]

Student interest in learning significantly influences the effectiveness of the teaching and learning process, as teachers require specific techniques to create a conducive learning atmosphere where students can actively develop their spiritual strength, self-control, character, intelligence, and noble morals. Schools as formal educational institutions play a crucial role in shaping holistic individuals, encompassing personal, moral, social, and existential dimensions of students. In this context, teachers deserve priority attention because they function as managers of the learning process in the classroom. The teacher's role becomes increasingly important as they are responsible for creating learning environments that facilitate optimal student development and achievement.[4]

Generally, when teachers teach in the classroom, most of their time is spent delivering lesson materials without considering students' conditions and their capacity to absorb information, leading to passive learning environments. According to Hartono, as a facilitator, a teacher must facilitate the teaching and learning process to become more enjoyable and engaging.[5] Teachers should innovate in the learning process and facilitate students to easily absorb lesson materials, ensuring that learning objectives are optimally achieved. The teacher's role is crucial in making efforts to increase learning interest so that students can engage in learning activities effectively, as when student learning

[1] Michael Fullan, *The New Meaning of Educational Change* (Teachers College Press, 2014), 5-7.
[2] E. Sutrisno, *Pendidikan Agama Kristen: Teori dan Praktik* (Yogyakarta: Penerbit Kanisius, 2016), 23-25.
[3] Alex Sandra Sitorus, Nurliani Siregar, and Bangun Munthe. "Pengaruh Kompetensi Kepribadian Guru Pendidikan Agama Kristen (PAK) terhadap Meningkatnya Minat Belajar Siswa Kelas VIII SMP Negeri 10 Medan." *Journal on Teacher Education* 4, no. 3 (2023): 653–659.
[4] F. H. Lubis, Putri, A., Irvan, R. A., & Jf, N. Z. "Guru Profesional Sebagai Komunikator dan Fasilitator Pembelajaran Bagi Siswa." *Cendekiawan*, (2022): 25.
[5] F. H. Lubis, Putri, A., Irvan, R. A., & Jf, N. Z. "Guru Profesional Sebagai Komunikator dan Fasilitator Pembelajaran Bagi Siswa": 25.

interest increases, the material delivered can be more easily absorbed, making learning more effective.[6]

The achievement of educational goals depends on the learning process implemented, where teachers must prepare learning tools, but maximum preparation does not necessarily guarantee maximum learning effectiveness due to various influencing factors, including student learning interest. Low learning interest significantly impacts learning because when the material being studied does not align with students' interests, they will not learn optimally due to lack of attraction, becoming reluctant to learn and failing to gain satisfaction from the subject.[7] The learning process in educational units should be conducted interactively, inspiratively, enjoyably, challengingly, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to students' talents, interests, and physical and psychological development, as mandated by Indonesian education law.[8]

The success of education is partly determined by both teachers and students during the learning process, where teachers are fundamentally required to conduct learning effectively without being boring, while students are guided to be active and achieve in learning through encouragement and motivation from teachers. Teachers have curriculum targets assigned by the school, requiring them to deliver material within a limited timeframe, which often leads to student boredom and lack of enthusiasm in following lessons.[9] This challenge has prompted educational researchers to explore pedagogical strategies that can revitalize classroom atmospheres and re-engage students in the learning process, particularly in subjects like CRE that require both cognitive understanding and affective engagement.[10]

Previous studies have examined various strategies to increase student learning interest across different educational contexts. Wana etal. found that Ice Breaking effectively creates enjoyable learning conditions and increases student motivation, using

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[6] Edim Bahabol, and Youke Singal. "Mendidik Untuk Kehidupan Berdasarkan Kompetensi Guru Kristen di Indonesia." *QUAERENS: Journal of Theology and Christianity Studies* 2, no. 1 (2020): 62–85.

[7] Edy Syahputra. *Snowball Throwing Tingkatkan Minat dan Hasil Belajar* (Sukabumi: Haura Publishing, 2020), 12-14.

[8] Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional (Jakarta: Pustaka Pelajar, 2003), 24.

[9] Syaiful Bahri Djamarah, *Psikologi Pendidikan*. Jakarta: PT Rineka Cipta, 2019: 166-167.

[10] Artika Ratu, Yusak Tanasyah, Dian Paskarina Zusanna, and Anita Irama Sari. "Strategi Pendidikan Agama Kristen Dalam Masyarakat Majemuk Di Sekolah." *Indonesia Journal of Religious* 5, no. 2 (August 30, 2023): 127–39.

various forms of Ice Breaking such as small games, clapping, and simple movement activities.[11] Lena etal. demonstrated through quasi-experimental research that Ice Breaking significantly improves student attention during learning processes, with students showing better focus and quicker responses to teacher instructions.[12] Safitri etal. found through classroom action research that collaborative Ice Breaking activities, such as group games and movement guessing, significantly increase student participation and social interaction.[13] These studies consistently indicate that Ice Breaking serves as an effective tool for addressing student disengagement and passivity.

However, despite the growing body of research on Ice Breaking in general education, significant gaps remain in understanding its application specifically within Christian Religious Education contexts. First, most existing studies have focused on general education subjects such as mathematics, science, or language arts, leaving the specific dynamics of CRE classrooms underexplored.[14] Second, previous research has predominantly employed qualitative approaches, with limited quantitative evidence demonstrating the statistical significance of Ice Breaking's influence on learning interest in religious education settings.[15] Third, studies have primarily been conducted at the secondary school level, with minimal attention to elementary school contexts where foundational character formation occurs.[16] Fourth, the structured implementation of Ice Breaking as a deliberate pedagogical strategy rather than occasional activity has not been systematically examined in CRE literature.[17]

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[11] Prima Rias Wana, Marina Gusnia Ruchiyat, and Siti Nurhidayah. "Pengaruh Ice Breaking Terhadap Motivasi Belajar Siswa Sekolah Dasar". *Jurnal Jendela Pendidikan* 4, no. 1 (2024): 110–124.

[12] Mai Sri Lena, Sahrun Nisa, Tiara Utari, and Hafsah Anas. "Efektivitas Implementasi Ice Breaking Untuk Meningkatkan Minat Dan Semangat Belajar Siswa Sekolah Dasar." *PUSTAKA: Jurnal Bahasa dan Pendidikan* 3, no. 3 (2023): 240–248.

[13] Anjani Safitri, Husnul Kotimah, and Erwin Salpa Riansi. "Penerapan Ice Breaking Dalam Pembelajaran Interaktif Pada Siswa SMP Negeri 1 Cadasari". *Gudang Jurnal Multidisiplin Ilmu* 2, no. 11 (2024): 218–222. https://doi.org/10.59435/gjmi.v2i11.1075.

[14] Benyamin, Priskila Issak, Ucok P Sinaga, and Febie Yolla Gracia. "Penggunaan 'Platform' Digital Pada Pembelajaran Pendidikan Agama Kristen di Era Disrupsi." *REGULA FIDEI: Jurnal Pendidikan Agama Kristen* 6, no. 1 (2021): 60–68.

[15] Sihotang, Hermanto. "Penggunaan Media Teknologi Informasi Dalam Pembelajaran Pendidikan Agama Kristen Di Masa Pandemi Covid-19." *IMMANUEL: Jurnal Teologi Dan Pendidikan Kristen* 1, no. 2 (2020): 63–75.

[16] Anggreni, Intan, Ester Agustini Tandana, Eko Basuki, Liantoro, and Lionarto Erson Jayadi. "Upaya Meningkatkan Minat Belajar Siswa Kelas 8C Dalam Pendidikan Agama Kristen Melalui Strategi Pembelajaran Berbasis Masalah Di Sekolah Menengah Pertama BOPKRI 3 Yogyakarta." *SERVIRE: Jurnal Pengabdian kepada Masyarakat* 4, no. 1 (2024): 49-62.

[17] Sukmajidi, Budi and Elva Simanjuntak. *Ice Breaking Dalam Pembelajaran* (Bandung: Alfabeta, 2021), 35-40.

The specific challenges observed in CRE learning at SD Negeri No 175761 Pulo Pakpahan highlight the urgent need for this research. During approximately three months of observation from March to June 2025, students demonstrated a lack of seriousness in paying attention during learning processes, often engaging in their own activities like drawing in notebooks or chatting with desk mates when the teacher explained material.[18] There was low quality in CRE teaching and learning activities, evidenced by only some students bringing Bibles to class, indicating low interest in CRE learning. Students lacked enthusiasm, appearing sleepy and passive during lessons because the learning was uninteresting. Teachers had never used Ice Breaking in CRE learning processes, and the school's environmental conditions were poor, with classrooms near the highway causing disturbances.[19]

The research gap this study addresses is threefold: first, the lack of quantitative evidence on Ice Breaking's influence on learning interest specifically in CRE at the elementary school level; second, the absence of structured implementation frameworks for Ice Breaking in CRE contexts; and third, the limited empirical research on pedagogical strategies for increasing CRE learning interest in Indonesian elementary schools, particularly in rural settings like Tapanuli Utara.[20] This study contributes to filling these gaps by examining the influence of systematically implemented Ice Breaking strategies on student learning interest in CRE at the elementary school level using quantitative methods with a measurable sample.

According to Leta Marzatifa, Ice Breaking is a transition from boring, sleepy, and tense situations to cheerful and enjoyable atmospheres through simple games, serving to refresh students' minds and foster enthusiasm to return to learning.[21] According to M. Said cited by Sunarto, the function of Ice Breaking in the learning process is to change the atmosphere of stiffness, provide enlightenment when experiencing boredom, and generate learning enthusiasm to give a pleasant impression.[22] Sukmajadi and

[18] Siltuanus Simanungkalit, "Pengaruh Strategi Ice breaking oleh Guru PAK Terhadap Minat Belajar Peserta Didik SD Negeri No 175761 Pulo Pakpahan." *Skripsi*, IAKN Tarutung, 2026, 1-4.

[19] Siltuanus Simanungkalit, "Pengaruh Strategi Ice breaking oleh Guru PAK Terhadap Minat Belajar Peserta Didik", 4-5.

[20] Dorlan Naibaho & A.A.P. Pasaribu, "Pengaruh Peran Guru Pak Untuk Meningkatkan Sikap Simpatik Kepada Peserta Didik Terhadap Karakter Kekristenan." *Jurnal Pendidikan dan Kebudayaan* 3, no. 3 (2023): 99-110.

[21] Leta Marzatifa, Inayatilah, and Maya Agustina. "Ice Breaking Implementasi, Manfaat dan Kendalanya Untuk Meningkatkan Konsentrasi Belajar Siswa." 6, no.2 (2021): 164.

[22] Sunarto. *Icebreaker dalam Pembelajaran Aktif* (Surakarta: Cakrawala Media, 2019), 2.

Simanjuntak emphasize that the benefit of Ice Breaking is an activity touch that can be used to break stiffness, confusion, dullness, and boredom in the atmosphere so that it becomes thawed and returns to a more conducive state.[23] When applied to the learning process in class, it is highly likely that students will return to better conditions of spirit, motivation, and learning interest.[24]

The theoretical foundation for Ice Breaking is supported by various pedagogical frameworks. Tanasyah and Simanungkalit emphasize that Jesus' teaching methods, including parables, demonstrate the importance of varied and engaging pedagogical approaches that capture audience attention and convey profound truths through simple means.[25] Similarly, research by Setiawan, Saukotta, Risakotta, and Tanasyah on early childhood CRE strategies confirms that creative and interactive teaching strategies, such as stories, hymns, and activities involving active participation, effectively foster knowledge of God and enhance learning engagement.[26] Purba, Singal, Bintoro, and Benny emphasize that CRE teacher competencies—pedagogical, professional, personal, social, and spiritual—must be integrated into lesson planning to shape students' Christ-like character and improve learning effectiveness.[27]

Research by Sihombing and Naibaho on teacher authority reveals that teachers who exhibit strong moral character, consistency, and compassion significantly contribute to students' emotional intelligence, discipline, and motivation to learn.[28] This suggests that teacher authority complements pedagogical strategies like Ice Breaking, creating a holistic approach to enhancing student engagement. Sitorus, Tanasyah, and colleagues found that student mentoring in CRE increases learning motivation through various activities such as study tours, creative classroom atmospheres, and rewards, aligning with

[23] Sukmajidi, Budi and Elva Simanjuntak. *Ice Breaking Dalam Pembelajaran* (Bandung: Alfabeta, 2021), 7.

[24] Leta Marzatifa, Inayatilah, and Maya Agustina. "Ice Breaking Implementasi, Manfaat dan Kendalanya Untuk Meningkatkan Konsentrasi Belajar Siswa": 164-166.

[25] Yusak Tanasyah and Lasmaria Nami Simanungkalit. "Parables as an Effective Learning Model for the Process of Learning in Christian Education." *SERVIRE: Jurnal Pengabdian kepada Masyarakat* 1, no. 2 (2020): 1-14.

[26] Ruthnawaty Setiawan, Dunant Frederick Saukotta, Margreth Luciyanna Risakotta, and Yusak Tanasyah. "Christian Religious Education Strategies for Early Childhood in Fostering Knowledge of God in Schools." *Journal of Religious and Socio-Cultural* 4, no. 2 (2024): 146-160.

[27] Junita Purba, Youke L. Singal, Wahyu Bintoro, and Beanto Benny. "Teacher Competence in Lesson Planning of Christian Religious Education." *MODERATE: Journal of Religious, Education, and Social* 1, no. 1 (2023): 26-41.

[28] Ericson Sihombing and Dorlan Naibaho. "Wibawa Guru Pendidikan Agama Kristen Terhadap Perkembangan Mental Peserta Didik: Studi Kasus UPT SMP 010 Parsingguran." *Indonesian Journal of Service* 1, no. 1 (2025): 47–60.

the principles of Ice Breaking as an engaging pedagogical approach.[29] Anggreni, Tandana, Basuki, Liantoro, and Jayadi found that Problem-Based Learning strategies effectively improve student learning interest in CRE by making students more actively involved in the learning process and improving their critical thinking skills, which further supports the integration of interactive strategies like Ice Breaking.[30]

Based on these background issues and identified research gaps, the author became interested in conducting research titled "The Influence of Ice Breaking Strategy by CRE Teachers on Student Learning Interest at SD Negeri No 175761 Pulo Pakpahan, Pangaribuan District, North Tapanuli Regency, Academic Year 2025/2026." This research aims to determine whether there is a positive and significant influence between the Ice Breaking strategy by CRE teachers and student learning interest at the specified school. The theoretical benefits of this research include adding information about Ice Breaking by CRE teachers on student learning interest and providing contributions to schools to further improve student learning interest. Practically, this research benefits students by increasing their learning interest in CRE, helps teachers reflect on their learning processes and exchange creative ideas, and adds new insights for researchers in composing scientific works.

LITERATURE REVIEW

Learning Interest

Learning interest is a psychological aspect that manifests in various symptoms such as enthusiasm, desire, spirit, feelings, and liking to undergo behavioral change processes through various activities involving seeking knowledge and experience. In other words, learning interest is attention, liking, and attraction toward the learning process being undertaken, demonstrated through enthusiasm, participation, and activeness in following the existing learning process.[31] In the teaching and learning process at school, interest greatly influences every learning process because it can determine students' activeness

[29] Ricky Ivan Kristian Sitorus and Yusak Tanasyah. "Pendampingan Peserta Didik Dalam Pendidikan Agama Kristen Untuk Meningkatkan Motivasi Belajar Di Sekolah Dasar Benih Pengharapan Lembang Jawa Barat." *SERVIRE: Jurnal Pengabdian kepada Masyarakat* 3, no. 1 (2023): 47-57.

[30] Intan Anggreni, Ester Agustini Tandana, Eko Basuki, Liantoro, and Lionarto Erson Jayadi. "Upaya Meningkatkan Minat Belajar Siswa Kelas 8C Dalam Pendidikan Agama Kristen Melalui Strategi Pembelajaran Berbasis Masalah Di Sekolah Menengah Pertama BOPKRI 3 Yogyakarta." *SERVIRE: Jurnal Pengabdian kepada Masyarakat* 4, no. 1 (2024): 49-62.

[31] Edy Syahputra. *Snowball Throwing Tingkatkan Minat dan Hasil Belajar*, 12.

in each learning session. With learning interest, students can follow CRE teaching and learning processes well and seriously. Winkel in Sinar states that interest is a relatively persistent tendency in a subject to feel attracted to certain fields and enjoy being involved in those fields.[32]

Interest greatly influences learning because with interest, students will pay attention to the learning process. Djaali suggests that interest is a feeling of preference and attachment to something or activity without being forced. Interest is essentially acceptance of a relationship between oneself and something outside oneself. The stronger or closer this relationship, the greater the interest becomes. Learning interest is a feeling that arises from within students to pay attention to and do something they like, influencing their activeness in following the learning process.[33] Sutrisno explains that learning interest is a driving force that compels students to pay attention to certain situations or activities rather than others, or learning interest as a result of effective experience stimulated by the presence of someone or an object, or participation in an activity.[34]

Based on these expert opinions, the author concludes that learning interest is an internal drive in students characterized by feelings of liking, attraction, attention, and enjoyment toward the learning process. Learning interest encourages students to be actively involved, enthusiastic, and serious in following learning activities, greatly influencing their activeness and learning success. This interest arises without coercion, grows from positive relationships between students and their learning activities, and is strengthened by enjoyable learning experiences. The greater the learning interest students possess, the higher their attention, participation, and seriousness in the learning process. According to research by Sitorus, Siregar, and Munthe, teacher personality competence significantly influences increasing student learning interest, particularly in CRE subjects.[35]

[32] Sinar. *Metode Active Learning Upaya Peningkatan Keaktifan dan Hasil Belajar Siswa*. Yogyakarta: Deepublish, 2018: 62-63.

[33] P. A. Achru, "Pengembangan minat belajar dalam pembelajaran." (2019): 205–215.

[34] Sutrisno. *Meningkatkan Minat dan Hasil Belajar TIK Topologi Jaringan Dengan Media Pembelajaran*. Malang: Ahli Media Press, 2021: 10.

[35] Alex Sandra Sitorus, Nurliani Siregar, and Bangun Munthe. "Pengaruh Kompetensi Kepribadian Guru Pendidikan Agama Kristen (PAK) Terhadap Meningkatnya Minat Belajar Siswa Kelas VIII SMP Negeri 10 Medan." *Journal on Teacher Education* 4, no. 3 (2023): 653–59.

Various factors influence learning interest. According to Syaiful, interest is not only expressed through statements showing that students prefer something over others but can also be implemented through active participation in activities.[36] Active learning is based on the view that in learning, students must be active, meaning they must actively construct knowledge within themselves. Knowledge is a human creation constructed from experience and interaction with the environment, continuously forming and reconstructing due to new understanding. Khairani identifies factors that can foster learning interest: first, internal needs related to physical and psychological aspects; second, social motives, where interest can be driven by the need for recognition and appreciation from the environment; third, emotional factors, which measure the intensity of attention toward certain activities or objects.[37]

Singer suggests several factors that can generate interest in lessons: first, lessons become interesting when there is a relationship between the lesson and real life; second, assistance given by teachers to students in achieving certain goals; third, opportunities given by teachers for students to actively participate in the teaching and learning process; fourth, the attitude shown by teachers in efforts to increase student interest, where an unpleasant teacher attitude will reduce student interest and attention toward the subject taught.[38] Crow and Crow in Khairani add that factors influencing interest include: first, stimulation factors from the environment that align with individual desires or needs; second, interest in objects or something, influenced by internal factors and social motives; third, feeling or emotional factors that influence interest toward objects.[39]

The indicators of learning interest according to Hidayat in Akrim include: desire, feelings of enjoyment, attention, feelings of attraction, diligent learning, and obeying rules.[40] According to Ningsih in Rahmi, indicators of learning interest include: feelings of enjoyment, student interest, student attention, and student involvement.[41] Ricardo and Meilani also emphasizes that students with learning interest possess positive feelings during learning, comfort while learning, and the ability to make decisions related to their

[36] Syaiful Bahri Djamarah, *Psikologi Pendidikan*. Jakarta: PT Rineka Cipta, 2019: 166-167.
[37] Makmun Khairani. *Psikologi Belajar*. Yogyakarta: Pustaka Pelajar, 2017: 148.
[38] Darmadi. *Pengembangan Model dan Metode Pembelajaran Dalam Dinamika Belajar Siswa*. Yogyakarta: Deepublikasi, 2017: 317.
[39] Makmun Khairani. *Psikologi Belajar*. Yogyakarta: Pustaka Pelajar, 2017: 140.
[40] Akrim. *Strategi Peningkatan Daya Minat Belajar Siswa*. Yogyakarta: Anggota Ikapi, 2021: 31-32.
[41] Rahmi Imelda, Nurmalina, and Mohammad Fauziddin. "Penerapan Model Role Playing Untuk Meningkatkan Minat Belajar Siswa Sekolah Dasar." *Journal on Teacher Education* 2, no. 1 (2020): 200.

learning.[42] The indicators adopted in this research include: desire, feelings of enjoyment, attention, feelings of attraction, diligent learning, and obeying rules, as these aspects comprehensively capture the construct of learning interest in elementary school contexts.

Ice Breaking Strategy

According to Soenarno cited by Erwin Firdaus and Sry Nuryanti, Ice Breaking is a transition from boring, sleepy, tedious, and tense situations to relaxed, enthusiastic, not sleepy, attentive, and enjoyable conditions for listening to or watching someone speaking in front of the class or meeting room.[43] Supriadi cited by Sunarto explains that Ice Breaking is a combination of two English words meaning "breaking ice," intended to eliminate stiffness among participants. M. Said cited by Sukmajidi and Simanjuntak states that Ice Breaking is a transition from boring, sleepy, tedious, and tense situations to relaxed, enthusiastic, not sleepy, attentive, and enjoyable conditions.[44] From these expert opinions, Ice Breaking can be concluded as an activity or technique aimed at changing the learning or meeting atmosphere from boring, tedious, sleepy, or tense conditions to more relaxed, enthusiastic, enjoyable conditions, making participants more focused and attentive. Ice Breaking also functions to eliminate stiffness between participants so that interaction becomes more lively and communicative.

Various types of Ice Breaking strategies can be implemented. According to Sukmajadi and Simanjuntak, types include: first, opening greetings, which are easy for teachers to do, usually at the beginning of class or after breaks, aimed at giving spirit to participants when starting learning and keeping them focused; second, various games like throwing markers, aimed at warming up the atmosphere by eliminating stiffness; third, movement and songs, where participants can follow movements accompanied by songs; fourth, quizzes and cheerful guessing to actively engage participants in answering questions; fifth, song guessing games to refresh students when bored; sixth, various claps to condition learning so students remain focused.[45]

[42] Ricardo and Rini Intansari Meilani. "Impak Minat Dan Motivasi Belajar Terhadap Hasil Belajar Siswa." *Manper: Jurnal Pendidikan Manajemen Perkantoran* 2, no. 2 (2017): 190-191.

[43] Firdaus, Erwin and Sry Nuryanti. "Ice Breaking dalam Pembelajaran." *Jurnal Pendidikan*, 2022: 114-124.

[44] Sukmajidi, Budi and Elva Simanjuntak. *Ice Breaking Dalam Pembelajaran* (Bandung: Alfabeta, 2021), 35-74.

[45] Sukmajidi, Budi and Elva Simanjuntak. *Ice Breaking Dalam Pembelajaran*, 35-74.

Sunarto identifies nine types of Ice Breaking strategies: first, cheers or yells are very effective in preparing students' psychological aspects to follow lessons; second, clapping is the easiest technique requiring minimal preparation; third, songs with various variations; fourth, body movements aimed at moving the body after sitting for hours; fifth, games that make students enthusiastic; sixth, fun quizzes that can be used in any situation; seventh, stories that train listening skills; eighth, various gymnastics for relaxation; and ninth, creative activities to stimulate imagination.[46] According to Tanasyah, Simanungkalit, and Youke, the teaching methods of Jesus, including parables and various rhetorical techniques, demonstrate the importance of varied and engaging pedagogical approaches, which align with the principles of Ice Breaking in contemporary education.[47]

The steps for implementing Ice Breaking strategies according to Nuraimun include: first, teachers must have strong special intuition when conducting Ice Breaking, knowing when participants are sufficiently engaged; second, during Ice Breaking, teachers must detect participants' potential, attitudes, characteristics; third, the time allocation for Ice Breaking is conditional depending on engagement level; fourth, teachers must have several alternative activities if participants are difficult to engage; fifth, creating positive impressions so teachers are viewed positively by participants.[48] According to Nita Oktifa, steps include considering interaction with students, involving all students, paying attention to duration, ensuring student comfort, and conducting reviews of Ice Breaking activities.[49] These steps are crucial for ensuring the effectiveness of Ice Breaking as a pedagogical strategy.

The objectives and benefits of Ice Breaking in learning are multifaceted. According to Fanni in Sukmajadi and Simanjuntak, Ice Breaking serves to: direct the brain to alpha wave conditions, build a relaxed and enjoyable atmosphere, maintain physical and psychological stability, arouse spirit and motivation, increase learning motivation, create a comfortable atmosphere, direct participants to stay focused, create a sense of closeness,

[46] Sunarto. *Icebreaker dalam Pembelajaran Aktif*. Surakarta: Cakrawala Media, 2019: 33-67.

[47] Tanasyah, Yusak, and Lasmaria Nami Simanungkalit. "Parables as an Effective Learning Model for the Process of Learning in Christian Education." *SERVIRE: Jurnal Pengabdian kepada Masyarakat* 1, no. 2 (2020): 1-14.

[48] Nasution, Nuraimun Aifitri. "Skripsi: Pengaruh Teknik Pembelajaran Ice Breaking Terhadap Hasil Belajar Matematika Pada Materi Pecahan Di Kelas IV MIS AL-IKHLAS Kisaran Tahun Ajaran 2021/2022." Skripsi S1, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri SUMUT Medan, 2021: 20.

[49] Oktafia, Nia. "Aku Pintar." https://akupintar.id/info-pintar/tips-memulai-pelajaran-yang-seru-dengan-ice-breaking. Accessed 3 October 2023.

help participants absorb material faster, break stagnation and stiffness, and help muscle and brain relaxation.[50] Ambiar adds that the purpose of Ice Breaking is to create a pleasant learning atmosphere that will generate interest and learning motivation, create dynamic learning conditions, restore focus on learning, eliminate barriers between students and educators, and generate enthusiasm for activities during the learning process.[51]

Christian Religious Education Teacher

Christian Religious Education teachers cannot separate themselves from their teaching responsibilities. According to Paul, a CRE teacher must demonstrate Christian love to students. John emphasizes that a CRE teacher is a key figure in transforming religious discourse, ensuring that religion does not become a barrier between community groups.[52] A teacher is considered effective if they have two main factors: dependence on the Holy Spirit and holy living as an example. CRE teachers should redirect students' attention from unimportant matters to meaningful relationships needed to consider what is good and bad in society. They must avoid teaching styles that emphasize competition, which tends to create arrogance in winning students and jealousy in losing ones.[53]

Harianto explains that Christian education can be understood from three perspectives: first, educators in a Christian perspective; second, educators who are Christians; and third, educators who provide teaching related to Christian faith.[54] Thus, Christian teachers only refer to those who teach Christianity and engage in their work regarding Christianity. A CRE teacher is a person who has personally experienced the touch of Christ's love culminating in His sacrifice on the cross. Teachers filled with Christ's love can love their students so that they also experience Christ's love. According to

[50] Sukmajidi, Budi and Elva Simanjuntak. *Ice Breaking Dalam Pembelajaran*. Bandung: Alfabeta, 2021: 8-9.

[51] Murad, Abdul, et al. "*Ice Breaking Dalam Pembelajaran Dan Resiliensi Akademik*", 61-62.

[52] G. P. Kenanga, T. M. Susilo, and A. Fernando, "Pendidikan Agama Kristen di Sekolah Berbasis Karakter Kasih." *Didasko* (2023): 89.

[53] Ruben Rewasan, "Implementasi Pendidikan Karakter Kristiani dalam Merawat Kemajemukan." *Mitra Sriwijaya: Jurnal Teologi Dan Pendidikan Kristen* 2, no. 2 (2022): 51-63.

[54] F. J. Dami and E. Tari, "Guru Pendidikan Agama Kristen Yang Profesional Dalam Meningkatkan Kecerdasan Spiritual Peserta Didik." *Jurnal Pendidikan & Pengajaran* 2, no. 1 (2024): 166-184.

Naibaho and Pasaribu, the role of CRE teachers is crucial for improving students' sympathetic attitudes and Christian character.[55]

The competencies of CRE teachers are essential for effective teaching. According to Purba, Singal, Bintoro, and Benny, teacher competence encompasses pedagogical, professional, personal, social, and spiritual competencies integrated into lesson planning to shape students' Christ-like character and improve learning effectiveness in schools.[56] Competence is defined as knowledge, skills, values, and attitudes reflected in consistent thinking and acting patterns that enable someone to be competent in having knowledge, skills, values, and basic attitudes in performing habits.[57] CRE teachers must have sufficient knowledge about the Christian faith, know the Bible well, and be educated and trained before teaching.[58]

The author concludes that CRE teachers are individuals who have first experienced spiritual renewal in receiving Jesus Christ as Savior, always needing God's Grace, who receive the great task and responsibility to educate, teach, guide, direct, and lead students toward true knowledge of God and are able to communicate Christian faith in the context of contemporary developments. According to Sihombing and Naibaho, teacher authority in CRE is viewed not only as a matter of discipline but as a holistic reflection of exemplary behavior, empathy, and effective leadership in the classroom.[59] Teachers who exhibit strong moral character, consistency, and compassion significantly contribute to students' emotional intelligence, discipline, and motivation to learn.[60]

Conceptual Framework and Hypothesis

During learning activities, CRE teachers should be able to implement Ice Breaking that can increase student learning interest and reduce boredom factors that often arise during the learning process due to monotonous and boring learning activities. Student

[55] Dorlan Naibaho and A.A.P. Pasaribu, "Pengaruh Peran Guru Pak Untuk Meningkatkan Sikap Simpatik Kepada Peserta Didik Terhadap Karakter Kekristenan": 99-110.

[56] Junita Purba, Youke L. Singal, Wahyu Bintoro, and Beanto Benny. "Teacher Competence in Lesson Planning of Christian Religious Education." *MODERATE: Journal of Religious, Education, and Social* 1, no. 1 (2023): 26-41.

[57] Hamzah B. Uno, *Teori Motivasi dan Pengukurannya* (Jakarta: PT Bumi Aksara, 2008), 122.

[58] Homrighausen and H.I. Enklaar. *Pendidikan Agama Kristen* (Jakarta: BPK Gunung Mulia, 2005), 165.

[59] Ericson Sihombing and Dorlan Naibaho. "Wibawa Guru Pendidikan Agama Kristen Terhadap Perkembangan Mental Peserta Didik: Studi Kasus UPT SMP 010 Parsingguran"*:* 47–60.

[60] Ericson Sihombing and Dorlan Naibaho. "Wibawa Guru Pendidikan Agama Kristen Terhadap Perkembangan Mental Peserta Didik": 47–60.

interest can be seen from the desire to seek and provide information and understanding that students gain to achieve learning objectives. There are several learning strategies suitable for increasing student learning interest in class, one of which is using the Ice Breaking learning strategy. With the use of Ice Breaking, students will not feel bored during the learning process. Ice Breaking changes situations from boring, sleepy, tedious, and tense to relaxed, enthusiastic, attentive, and enjoyable conditions.[61]

The benefit is an activity touch that can be used to break stiffness, confusion, dullness, and boredom in the atmosphere so that it becomes thawed and returns to its original state (more conducive). If this activity touch is applied to the learning process in class, it is very likely that students will return to better conditions (spirit, motivation, learning interest, boredom relief, and others) in receiving and understanding CRE lesson materials. This aligns with research by Anggreni, Tandana, Basuki, Liantoro, and Jayadi, who found that Problem-Based Learning strategies effectively improve student learning interest in CRE by making students more actively involved in the learning process and improving their critical thinking skills.[62]

The research hypothesis is a temporary answer to a research problem that must be tested through research. According to Sugiyono, "Hypothesis is a temporary answer to the problem formulation in the form of a question sentence."[63] Similarly, Arikunto states that "Hypothesis is interpreted as a temporary answer to the research problem, until proven by the collected data."[64] Based on these statements, a hypothesis is a temporary answer that may be true or false, so it still requires clearer proof. Based on the theoretical review and conceptual framework described above, the research hypothesis is formulated as "There is a positive and significant influence of the Ice Breaking Strategy by CRE Teachers on the Learning Interest of Students at SD Negeri No 175761 Pulo Pakpahan, Pangaribuan District, North Tapanuli Regency, Academic Year 2025/2026."

[61] Leta Marzatifa, Inayatilah, and Maya Agustina. "Ice Breaking Implementasi, Manfaat dan Kendalanya Untuk Meningkatkan Konsentrasi Belajar Siswa": 164.

[62] Intan Anggreni, Ester Agustini Tandana, Eko Basuki, Liantoro, and Lionarto Erson Jayadi. "Upaya Meningkatkan Minat Belajar Siswa Kelas 8C Dalam Pendidikan Agama Kristen Melalui Strategi Pembelajaran Berbasis Masalah Di Sekolah Menengah Pertama BOPKRI 3 Yogyakarta": 49-62.

[63] Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2022), 64.

[64] Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), 110.

METHODS

Methods and Design

This research employs a quantitative inferential method. According to Sugiyono, quantitative inferential research uses statistical techniques to analyze sample data and apply the results to the population.[65] The research was conducted at SD Negeri No. 175761 Pulo Pakpahan, Pangaribuan District, North Tapanuli Regency, during the 2025/2026 academic year, with data collection planned from January to February 2026. The population comprised all 161 Protestant Christian students at the school. The sample consisted of 30 students from grade IV, selected using purposive sampling technique, where subjects are chosen based on specific purposes rather than random selection, with the consideration that these students demonstrated the identified learning problems.[66]

The research variables included the independent variable X (Ice Breaking Strategy) and dependent variable Y (Student Learning Interest). Ice Breaking is defined as transitioning from boring, sleepy, tedious, and tense situations to relaxed, enthusiastic, and attentive conditions. The indicators for Ice Breaking included: considering interaction with students during Ice Breaking, involving all students, paying attention to duration, ensuring student comfort, and reviewing whether the Ice Breaking objectives were achieved.[67] Learning interest is defined as a psychological aspect manifested through enthusiasm, desire, spirit, feelings, and liking for behavioral change processes through various activities involving knowledge and experience seeking. Indicators of learning interest included: desire, feelings of enjoyment, attention, feelings of attraction, diligent learning, and obeying rules.[68]

Instrument and Data Collection

The research instrument used a closed questionnaire with 30 items - 16 items for variable X and 14 items for variable Y. Each item had four alternative answers: Always (score 4), Often (score 3), Sometimes (score 2), Never (score 1). The questionnaire was tested for validity and reliability on 30 students from grade IV SD Negeri 174573 Hutaraja. Validity testing used the Product Moment Pearson correlation formula, with r-

[65] Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, 7.
[66] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, 183.
[67] Nia Oktafia, "Tips Memulai Pelajaran Yang Seru Dengan Ice Breaking." *Aku Pintar*. https://akupintar.id/info-pintar/tips-memulai-pelajaran-yang-seru-dengan-ice-breaking.
[68] Akrim. *Strategi Peningkatan Daya Minat Belajar Siswa*, 31-32.

table = 0.361 for n=30 at α=0.05. Results showed all 30 items were valid. Reliability testing used the Alpha Cronbach formula, yielding r11 = 0.818 for variable X and r11 = 0.841 for variable Y, both in the very strong category, indicating the instrument was reliable for use.[69]

Data collection involved gathering respondents, providing explanations about the research purpose and filling instructions, distributing questionnaires, allowing respondents time to answer, and collecting completed questionnaires. Data analysis techniques included: distributing respondent answers based on alternative and weighted responses, testing correlation using Product Moment Pearson formula, testing significance using t-test, regression analysis to determine prediction equations, coefficient of determination testing, and hypothesis testing using F-test.[70] The statistical analysis was conducted at 95% confidence level (α = 0.05) to ensure the reliability of the findings.

RESULT

Descriptive Analysis

The descriptive analysis of variable X (Ice Breaking Strategy) data showed an overall average score of 3.18, indicating that most students chose "Often" responses for positive statements about Ice Breaking. The highest item score was item number 9 with a score of 100 and average 3.33, where most students responded that teachers always adjust the timing in implementing Ice Breaking and monitor appropriate conditions before conducting Ice Breaking. The lowest item score was number 15 with a score of 92 and average 3.06, where most students responded that teachers often observe student changes during learning and often assess student readiness after Ice Breaking. The highest indicator was indicator number 5 with an average of 3.24, while the lowest was indicator number 4 with an average of 2.76.[71]

For variable Y (Student Learning Interest), the overall average score was 3.31, indicating students often responded positively to statements about learning interest. The highest item was number 30 with a score of 108 and average 3.60, where students always

[69] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, 213-227.
[70] Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, 184-188.
[71] Siltuanus Simanungkalit, "Pengaruh Strategi Ice breaking oleh Guru PAK Terhadap Minat Belajar Peserta Didik SD Negeri No 175761 Pulo Pakpahan Kecamatan Pangaribuan, Kabupaten Tapanuli Utara Tahun Pembelajaran 2025/2026", 49-50.

feel the classroom atmosphere becomes more interesting after Ice Breaking implementation.

Table 1. Tabel Penolong Untuk Perhitungan Korelasi X dengan Y

No	X	Y	X^2	Y^2	XY
1	55	47	3025	2209	2585
2	50	49	2500	2401	2450
3	48	42	2304	1764	2016
4	44	41	1936	1681	1804
5	50	41	2500	1681	2050
6	54	46	2916	2116	2484
7	57	50	3249	2500	2850
8	56	47	3136	2209	2632
9	45	34	2025	1156	1530
10	64	56	4096	3136	3584
11	48	34	2304	1156	1632
12	50	43	2500	1849	2150
13	43	44	1849	1936	1892
14	57	56	3249	3136	3192
15	16	44	256	1936	704
16	60	55	3600	3025	3300
17	60	55	3600	3025	3300
18	53	46	2809	2116	2438
19	47	36	2209	1296	1692
20	60	53	3600	2809	3180
21	25	44	625	1936	1100
22	54	41	2916	1681	2214
23	64	56	4096	3136	3584
24	49	43	2401	1849	2107
25	64	56	4096	3136	3584
26	60	53	3600	2809	3180
27	64	56	4096	3136	3584
28	33	45	1089	2025	1485
29	59	48	3481	2304	2832
30	42	30	1764	900	1260
Jumlah	1531	1391	81827	66049	72395

The lowest items were numbers 17 and 21 with scores of 94 and averages of 3.13. The highest indicators were indicators 5 and 6 with averages of 2.95, while the lowest was indicator 3 with an average of 2.53. These descriptive statistics suggest that both Ice Breaking implementation and student learning interest are at relatively good levels, with room for improvement particularly in ensuring student comfort during activities and fostering enjoyment in learning.[72]

[72] Siltuanus Simanungkalit, "Pengaruh Strategi Ice breaking oleh Guru PAK Terhadap Minat Belajar Peserta Didik SD Negeri No 175761 Pulo Pakpahan Kecamatan Pangaribuan, Kabupaten Tapanuli Utara Tahun Pembelajaran 2025/2026", 50-51.

Table 2. Pasangan data Y Pengulangan Terhadap X

Resp	X	K	N	Y	Y^2	$\sum Y^2$	$\sum Y$	$(\sum Y)^2$	$\frac{(\sum Y)^2}{N}$	JK(E)
1	64	1	4	47	2209	8055	179	32041	8010.25	44.75
2	64			49	2401					
3	64			42	1764					
4	64			41	1681					
5	60	2	4	41	1681	8506	184	33856	8464	42
6	60			46	2116					
7	60			50	2500					
8	60			47	2209					
9	59	3	1	34	1156	1156	34	1156	1156	0
10	57	4	2	56	3136	4292	90	8100	4050	242
11	57			34	1156					
12	56	5	1	43	1849	1849	43	1849	1849	0
13	55	6	1	44	1936	1936	44	1936	1936	0
14	54	7	2	56	3136	5072	100	10000	5000	72
15	54			44	1936					
16	53	8	1	55	3025	3025	55	3025	3025	0
17	50	9	3	55	3025	6437	137	18769	6256.33	180.66
18	50			46	2116					
19	50			36	1296					
20	49	10	1	53	2809	2809	53	2809	2809	0
21	48	11	2	44	1936	3617	85	7225	3612.5	4.5
22	48			41	1681					
23	47	12	1	56	3136	3136	56	3136	3136	0
24	45	13	1	43	1849	1849	43	1849	1849	0
25	44	14	1	56	3136	3136	56	3136	3136	0
26	43	15	1	53	2809	2809	53	2809	2809	0
27	42	16	1	56	3136	3136	56	3136	3136	0
28	33	17	1	45	2025	2025	45	2025	2025	0
29	25	18	1	48	2304	2304	48	2304	2304	0
30	16	19	1	30	900	900	30	900	900	0
Jumlah										585.91

Inferential Statistical Analysis

The correlation test between variables X and Y using Product Moment Pearson formula produced rxy = 0.587. Comparing this with r-table (α=0.05, n=30) = 0.361, the value rxy > r-table, indicating a positive correlation between Ice Breaking strategies and student learning interest. The significance test using t-test produced t-count = 3.805. Comparing with t-table (α=0.05, dk=28) = 2.048, t-count > t-table, indicating a significant relationship between variables. This confirms that the relationship is not merely coincidental but represents a genuine correlation that can be generalized to the

population. This finding aligns with research by Sugiri, who found that effective education management and learning technology utilization significantly improve student learning achievement.[73]

Table 3. Hasil Perhitungan Analisis Varians Untuk Regresi Sederhana

Sumber Varians	dk	JK	KT	F	F_{tabel}
Total	30	66049	66049	14,73	$F_{tabel=(\alpha=0,05,dk\ pembilang\ k=19,\ dk\ penyebut=n-2=30-2=28)} = 1,62$
Regresi (a)	1	64496,033	64496,033		
Regresi (b/a)	1	534,90	534,90		
Residu	28	1016,80	36,31		
Tuna Cocok	17	430,89	25,34	0.47	F_{tabel} dk pembilang k-2=17, dk penyebut n-k=11) = 2,40
Kekeliruan	11	585,91	53,26		

Regression analysis produced the equation $\hat{Y} = 26.92 + 0.38X$, showing that for every one unit increase in Ice Breaking strategy, learning interest increases by 0.38 units. The coefficient of determination $r^2 = 0.344$ means that 34.4% of learning interest is influenced by Ice Breaking strategies, with the remaining 65.6% influenced by other factors not examined in this research. These other factors could include teacher personality, classroom environment, peer relationships, home environment, student motivation, and other pedagogical approaches. The regression equation provides a practical tool for predicting how improvements in Ice Breaking implementation might affect student learning interest. This result is consistent with research by Sitorus, Tanasyah, and colleagues on student mentoring in CRE, which found that student assistance programs significantly increase learning motivation through various activities such as study tours, creative classroom atmospheres, and rewards.[74]

Hypothesis testing using F-test obtained F-count = 14.73. Comparing with F-table (α=0.05, dk numerator=19, dk denominator=28) = 1.62, F-count > F-table, indicating the alternative hypothesis is accepted. This confirms there is a positive and significant influence between Ice Breaking strategies by CRE teachers and student learning interest at SD Negeri No 175761 Pulo Pakpahan in the 2025/2026 academic year. The linearity test showed F-count = 0.47 < F-table (0.05,17,11) = 2.40, confirming the regression model is linear. This linearity indicates that the relationship between Ice Breaking and learning

[73] Widjaja Sugiri, "Optimizing student learning achievement through education management and learning technology utilization." *Indonesian Journal of Service* 2, no. 1 (2025): 1-13.

[74] Ricky Ivan Kristian Sitorus, and Yusak Tanasyah. "Pendampingan Peserta Didik Dalam Pendidikan Agama Kristen Untuk Meningkatkan Motivasi Belajar Di Sekolah Dasar Benih Pengharapan Lembang Jawa Barat"*:* 47-57.

interest follows a consistent pattern where improvements in one variable correspond proportionally to improvements in the other.

DISCUSSION

Discussion of Result

The findings demonstrate that Ice Breaking strategies implemented by CRE teachers have a significant positive effect on student learning interest. This supports the theoretical framework indicating that Ice Breaking serves to change learning atmospheres from boring and tense to relaxed and enthusiastic. The results align with previous research by Sari, who found that Ice Breaking effectively creates enjoyable learning conditions and increases student motivation.[75] Similarly, Lena etal. found that Ice Breaking significantly improves student attention during learning processes.[76] The research also corresponds with Safitri etal.'s findings that Ice Breaking increases student participation in classroom discussions.[77]

The effectiveness of Ice Breaking can be attributed to its ability to address fundamental learning challenges observed in the research setting. Prior to intervention, students showed lack of attention, low quality of learning activities, and passive classroom atmospheres. The implementation of Ice Breaking strategies, particularly activities such as guessing song lyrics, singing, and clapping games, successfully transformed these conditions. Students demonstrated increased focus, enthusiasm, and participation in learning activities. This is consistent with research by Pello on technology and learning motivation, which found that interactive content and online learning tools spark greater interest and enthusiasm among students to engage with and apply Christian religious concepts.[78]

The step-by-step implementation of Ice Breaking proved crucial to its success, with teachers who actively interacted with students, involved all participants, managed time appropriately, ensured student comfort, and conducted reviews showing greater

[75] Prima Rias Wana, Marina Gusnia Ruchiyat, and Siti Nurhidayah. "Pengaruh Ice Breaking Terhadap Motivasi Belajar Siswa Sekolah Dasar": 110–124.

[76] Mai Sri Lena, Sahrun Nisa, Tiara Utari, and Hafsah Anas. "Efektivitas Implementasi Ice Breaking Untuk Meningkatkan Minat Dan Semangat Belajar Siswa Sekolah Dasar": 240–248.

[77] Anjani Safitri, Husnul Kotimah, and Erwin Salpa Riansi. "Penerapan Ice Breaking Dalam Pembelajaran Interaktif Pada Siswa SMP Negeri 1 Cadasari": 218–222.

[78] Eleonora Patricia Selfina Pello, "Teknologi dan Motivasi Belajar: Analisis Pengaruh Teknologi Informasi dalam Pembelajaran Pendidikan Agama Kristen." *MODERATE: Journal of Religious, Education, and Social* 1, no. 2 (2024): 87–102.

effectiveness. These steps align with Nita Oktifa's framework and confirm the importance of structured implementation.[79] This finding is supported by research from Setiawan, Saukotta, Risakotta, and Tanasyah on early childhood CRE strategies, which emphasizes that creative and interactive teaching strategies, such as stories, hymns, and activities involving children's active participation, have proven effective in fostering knowledge of God.[80]

The 34.4% contribution of Ice Breaking to learning interest is meaningful, though it suggests other factors also influence student interest. These factors might include teacher personality, classroom environment, peer relationships, home environment, and student motivation. This finding emphasizes that while Ice Breaking is important, it should be part of a broader strategy for enhancing student interest. According to research by Sihombing and Naibaho on teacher authority, teachers who exhibit strong moral character, consistency, and compassion significantly contribute to students' emotional intelligence, discipline, and motivation to learn, suggesting that teacher authority complements pedagogical strategies like Ice Breaking.[81]

The research contributes practical insights for CRE teachers, suggesting that implementing various Ice Breaking activities such as clapping patterns, singing songs, and playing games can effectively address student boredom and fatigue. The activities not only refresh students mentally but also build positive teacher-student relationships. This aligns with the research by Dunmade on cyberethics education, which found that technology holds strong potential for educational engagement when integrated meaningfully into curricula.[82] Furthermore, research by Tanasyah and Simanungkalit on parables as learning models demonstrates that varied and engaging teaching methods, as exemplified by Jesus' use of parables, are effective in capturing audience attention and conveying profound truths through simple means.[83]

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[79] Nia Oktafia, "Tips Memulai Pelajaran Yang Seru Dengan Ice Breaking".

[80] Ruthnawaty Setiawan, Dunant Frederick Saukotta, Margreth Luciyanna Risakotta, and Yusak Tanasyah. "Christian Religious Education Strategies for Early Childhood in Fostering Knowledge of God in Schools": 146-160.

[81] Ericson Sihombing,and Dorlan Naibaho. "Wibawa Guru Pendidikan Agama Kristen Terhadap Perkembangan Mental Peserta Didik: Studi Kasus UPT SMP 010 Parsingguran": 47–60.

[82] Aderinola Ololade Dunmade, "Cyberethics Education in Open and Distance Learning: How Technology Shapes Responsible Digital Citizenship Among Generation Z Students." *CHEVRA: Indonesian Journal of Economic, Science, and Humanities* 1, no. 1 (2026): 29-44.

[83] Yusak Tanasyah and Lasmaria Nami Simanungkalit. "Parables as an Effective Learning Model for the Process of Learning in Christian Education": 1-14.

The findings also have implications for teacher preparation and professional development. Teachers need training in designing and implementing Ice Breaking activities appropriately, including developing sensitivity to student conditions, building a repertoire of activities, and evaluating the effectiveness of interventions. Schools should provide opportunities for teachers to share successful Ice Breaking strategies and collaborate in developing new approaches. This is consistent with Purba et al.'s research on teacher competence in lesson planning, which emphasizes that CRE teacher competencies—pedagogical, professional, personal, social, and spiritual—must be integrated into lesson planning to shape students' Christ-like character and improve learning effectiveness in schools.[84]

Additionally, the success of Ice Breaking strategies depends on the teacher's authority and competence in the classroom. Research by Sihombing and Naibaho reveals that teacher authority, reflected in exemplary behavior, empathy, and effective leadership, creates a positive learning environment that supports character formation.[85] Teachers who combine strong moral character with engaging pedagogical strategies like Ice Breaking are more likely to foster student engagement and learning interest. Future research should investigate the long-term effects of Ice Breaking on learning outcomes, explore its application across different subjects and grade levels, and consider qualitative approaches to understand student experiences with Ice Breaking activities more deeply.

Recommendation

Recommendations for teachers include maintaining and improving learning quality by making Ice Breaking a reference strategy to maximize learning interest. Based on item analysis, teachers should focus on providing clear and understandable questions for initiating Ice Breaking and evaluating changes in student interaction. Teachers should also pay more attention to ensuring student comfort during activities and conducting thorough reviews after Ice Breaking sessions. Students should maintain and enhance their positive learning attitudes, particularly in completing tasks and managing their feelings. The research suggests that students who actively participate in Ice Breaking

[84] Purba, Junita, Youke L. Singal, Wahyu Bintoro, and Beanto Benny. "Teacher Competence in Lesson Planning of Christian Religious Education." *MODERATE: Journal of Religious, Education, and Social* 1, no. 1 (November 2023): 26-41.

[85] Ericson Sihombing and Dorlan Naibaho. "Wibawa Guru Pendidikan Agama Kristen Terhadap Perkembangan Mental Peserta Didik": 47–60.

activities show higher levels of engagement and interest in subsequent learning activities.[86]

For future researchers, this study provides a foundation for further investigation into the role of Ice Breaking in educational settings. Researchers should expand this investigation to other subjects, grade levels, and incorporate additional variables such as teacher personality and classroom environment, while also considering qualitative approaches to understand student experiences with Ice Breaking more deeply. The study highlights the need for systematic teacher training in implementing Ice Breaking strategies and for schools to allocate time and resources for such pedagogical innovations. Additionally, future research could examine the long-term effects of regular Ice Breaking implementation on academic achievement and student well-being.[87]

CONCLUSION

Based on theoretical analysis, Ice Breaking strategies consist of structured steps including considering interaction with students, involving all participants, managing duration, ensuring comfort, and conducting activity reviews. Learning interest encompasses desire, feelings of enjoyment, attention, attraction, diligence, and obedience. The research confirmed through statistical analysis that Ice Breaking strategies significantly influence learning interest. Correlation testing showed rxy = 0.587 > r-table (0.361), indicating a positive relationship. Significance testing showed t-count = 3.805 > t-table (2.048), confirming significance. Regression analysis produced the equation $\hat{Y}$ = 26.92 + 0.38X, and the determination coefficient of 34.4% indicates substantial influence.

The hypothesis testing through F-test yielded F-count = 14.73 > F-table (1.62), confirming the alternative hypothesis. Therefore, the research concludes there is a positive and significant influence between Ice Breaking strategies by CRE teachers and student learning interest at SD Negeri No 175761 Pulo Pakpahan for the 2025/2026 academic year. The final conclusion is that better implementation of Ice Breaking strategies leads to improved student learning interest, with the strategies accounting for

[86] Siltuanus Simanungkalit, "Pengaruh Strategi Ice breaking oleh Guru PAK Terhadap Minat Belajar Peserta Didik", 67-68.
[87] Siltuanus Simanungkalit, "Pengaruh Strategi Ice breaking oleh Guru PAK Terhadap Minat Belajar Peserta Didik", 68-69.

34.4% of the variance in learning interest scores. This research contributes empirically to the field of Christian Religious Education by providing evidence-based pedagogical strategies for enhancing student engagement and learning interest at the elementary school level.

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