



## **Enhancing Social Studies Learning Outcomes through Interactive Ice Breaking and Peer Teaching Strategies in Junior High School**

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### **Abstract**

This study aims to improve student learning outcomes in Social Studies (IPS) class IX-E at SMPN 5 Pamekasan through the interactive ice breaking game method “hooray-huuu” and the “Everyone is a Teacher Here” (ETH) strategy. This study used the Classroom Action Research (PTK) method consisting of two cycles, each of two meetings. The research subjects were 29 students. In cycle I, the student learning completeness rate reached 52%, while in cycle II it increased to 92%. This increase showed that the use of interactive game method and ETH strategy was effective in improving students' learning outcomes and motivation. The results recommend this method to create a more fun and participatory learning atmosphere, which allows students to be more active and understand the subject matter well.

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## **Introduction**

Education as a conscious effort made by the teacher as a step in providing understanding and experience for children. children are shown various sciences or subjects that are appropriate and supportive (Suryana et al., 2023). In improving knowledge, education is very important and influential both in formal and informal areas in order to form quality human beings. and informal areas in order to form quality human beings. To create quality human beings, of course, several indicators and indicators and goals that can be achieved by children in the learning process. learning process. This educational goal will provide direction and encourage student success in the process of forming personality and increase the knowledge of students without excluding other elements in education (Prabowo, 2019).

The implementation of the education curriculum is aimed at achieving educational goals in the learning process. based on the low learning outcomes of students due to several factors including social studies subjects that are difficult to understand and understand. the delivery of material that is too rigid causes students to find it difficult to understand and digest the material presented so that boredom and laziness arise to learn (Susilowati, 2022).

As Saiful Sagala (Sagala, 2017) says, the teaching process is an interactive learning process. In other words, teachers teach as educators and students learn. This also has a big impact on improving student understanding. In learning, especially social learning, teachers need to use teaching tools or teaching tools that can attract students' attention. In this process, it has a function to be the main tool in the learning process, because in this learning there are several components that must be achieved.

The education unit curriculum is organized interactively according to the talents, interests, and physical and mental development of students, is participatory, stimulating, challenging, encourages active participation, and provides broad opportunities for participants (Meni Handayani et al., 2020). In school education, the teaching and learning process is carried out by students, and teaching is carried out by teachers and achieves maximum results. Thus, education organizers can understand each other and work together to get the right information to carry out the education and learning process (Djamaluddin & Wardana, 2019). Basically,

people who are interested in interest will feel happy when listening to it. This atmosphere makes it easier for students to understand the subject.

The problem here is also found in one of the secondary schools. The results of interviews conducted with social studies teacher Class IX-E at SMPN 5 Pamekasan namely, Mrs. Badriyah Indicates that the learning outcomes of students are low because this social studies subject is difficult to understand and understand in terms of delivering the material here is also too rigid so that students are difficult to understand and digest the material explained so that boredom and laziness arise to learn.

In this case, a fun and refreshing learning system can be understood in a game or commonly called an interactive ice breaking game in everyone is a teacher here. In this learning process using games to create a good and fun atmosphere so that it can make students more motivated to learn.

The use of the hooray-huuu ice breaking interactive game in everyone is a teacher here in learning in this class can help students to think creatively and innovatively and provide lessons that make an impression on students other than in terms of learning material (Muharrir Syahrudin et al., 2022). For example, linking learning materials with things that happen in everyday life.

As described by Adi Soenarno (Adi, 2010) regarding the hooray-huuu ice breaking game here is a game where stating a statement that is considered correct by other students will be greeted with applause and cheering hooray, while the wrong question is greeted with huuuu cheers. Ice breaking here can be given at the beginning of learning to prepare students' interest in learning, or in between learning to eliminate boredom and increase students' concentration again and can even be given at the end of learning to end the activity with joy.

Meanwhile, according to Amral (AMRAL, 2020) about everyone is a teacher here this is one of the instructional techniques of active learning which is included in peer teaching (peer learning). Everyone is a teacher here is a simple strategy to increase class involvement and personal responsibility. During the teaching and learning process, not everything has to come from the teacher, participants sit at the ceiling and listen to the teacher's lecture, but participants can teach each other among themselves (Asiza & Irwan, 2019). With the use of this ETH learning

strategy which is one of the peer tutor learning, it is expected that students can easily understand the concept of learning material so that it can improve student learning outcomes.

By applying this strategy, students can more easily understand the material presented well. Nevertheless, it is necessary to instill good values to students in education. One of them can be done by embedding values into learning (Herlinawati et al., 2022). Therefore, to create a positive atmosphere in learning activities, it is important to create an emotional connection between teachers and students, make learning fun, build relationships and remove all threats from the learning environment. One way to make the learning process more effective is by using games or strategies in teaching (Puspita, 2023).

Based on these problems, the authors try to provide a solution, namely by creating a new learning atmosphere for students with the use of interactive ice breaking games in everyone is a teacher here, because learning using ice breaking games in everyone is a teacher here can attract students to be more interested in using games in learning, so that it is not too rigid in teaching and learning.

## **Method**

This type of research uses a class action research approach, where this research is reflective, participatory, collaborative, class action research lies in the existence of natural situation actions to solve practical problems (Pratiwi Bernadetta Purba et al., 2019). This research includes research that uses experimental classroom action research. Experimental classroom action research is research on the application of various learning techniques and strategies that are considered more efficient and effective for use in the learning process (Rivki et al., 2021).

Steps taken in the research include, first to determine what issues I wanted to raise. After that, compile questions that represent to explore the problems in the study. The second is determining the research location related to what methods are suitable in data collection. After completing the preparation stage and determining the research subject, I carried out the data collection stage. Data collection can be taken by coming directly to the location where the research will

be carried out, then proceed to data processing and data analysis. The last is data presentation.

According to Kemmis and Mc Taggart (Arikunto, 2010) states that the class action research method consists of three stages in one cycle, if in this class action, shortcomings are found and the predetermined targets are not achieved, then improvements are made in the planning and implementation of the next cycle.

The data analysis used in the learning process through observation is recorded in the observation sheet instrument in student learning activities. The data collected in the observation sheet from the qualitatively analyzed observation sheet is presented in percentage form (Salim et al., 2020).

To calculate the percentage used is the following formula:

$$P = \frac{\sum x}{n} \times 100 \%$$

Description:

P= percentage number

$\sum x$ = the frequency for which the percentage is being sought

N= total number of students.

## Result and Discussion

This action research uses classroom action research (PTK). The purpose of this research is to improve the learning outcomes of students in class IX-E at SMPN 5 Pamekasan, Kec. Pademawu, Kab. Pamekasan. This research was conducted with 2 cycles with each cycle consisting of 4 meetings, and this research was conducted on the sub-material of Socio-Cultural Change. In this study conducted in II cycles, cycle I was concluded that it had not reached the success criteria of the action set, while in cycle II it had reached the success criteria of the action set.

As for the stages of this first cycle in making observations, the first is the observation of learning activities with the hooray-huuu interactive ice breaking game in the everyone is a teacher here strategy. At this stage, the observations that have been compiled and assess the results of the action using the observation and evaluation format that has been prepared. The following will be a list of what is observed in student learning activities which include the following:

Cycle I was held on December 06, 2022 where one meeting was 2 lesson hours (JP) or 2 x 40 minutes. Cycle I was carried out in I meeting by continuing the

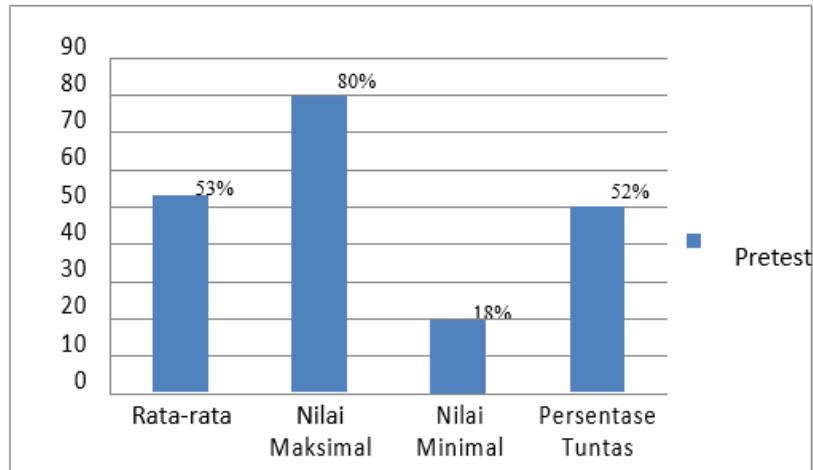
subject matter previously delivered by the teacher. During the implementation or action, the social studies teacher as a teacher was observing and recording the implementation of actions in the learning process.

The stages in making the first observation are observation of learning activities with interactive ice breaking hooray-huuu games in the everyone is a teacher here strategy. At this stage, the observations that have been prepared are carried out and assess the results of the action using the observation and evaluation format that has been prepared. The following will be a list of what is observed in student learning activities which include the following:

**Table 1. Observation of Student Learning Activities Cycle I**

| No | Name                          | Cycle I Pretest |
|----|-------------------------------|-----------------|
| 1  | Ach. Fawaid Maulidi           | 48              |
| 2  | Adit Triawan Ismail           | 24              |
| 3  | Aprilia Dwi Anggraini         | 81              |
| 4  | Arif Billah                   | 42              |
| 5  | Bunga Shabrina Rafika         | 75              |
| 6  | Diana Anis Safitri            | 69              |
| 7  | Diyah Nurlaily Mulyono        | 82              |
| 8  | Fajriyan Dwi Cahyono          | 75              |
| 9  | Farel Pratama                 | 37              |
| 10 | Ghazi Al Ghifari Firmansyah   | 31              |
| 11 | Hendri Firmansyah Yoga P      | 36              |
| 12 | Intan Permata Sari            | 24              |
| 13 | Januar Indra Kusuma           | 57              |
| 14 | Kayla Arindra Nugroho         | 30              |
| 15 | M. Abylal Rizqi Ramadhan      | 48              |
| 16 | Meyla Lovita Sianipar         | 18              |
| 17 | Moh. Faisal Maulidi           | 28              |
| 18 | Moh. Maulana Malik            | 62              |
| 19 | Muhammad Kevin Maulidi Amir   | 55              |
| 20 | Prista Elani Saputri          | 62              |
| 21 | Randy Ravaisi                 | 80              |
| 22 | Rega Purnama Sufan Syahbana   | 75              |
| 23 | Reto Adi Purwo Andoko         | 55              |
| 24 | Septi Jiyanti                 | 69              |
| 25 | Shinta Safarina Putri Firdaus | 72              |
| 26 | Syarifuddin Zuhri             | 52              |
| 27 | Trifina Ade Aprilia           | 42              |
| 28 | Vivin Anita Sari              | 62              |
| 29 | Ziyadatus Sholehah            | 62              |
|    | <b>Total</b>                  | <b>1.553</b>    |
|    | <b>Average Value</b>          | <b>53</b>       |
|    | <b>Maximum Value</b>          | <b>80</b>       |
|    | <b>Minimum Value</b>          | <b>18</b>       |
|    | <b>Percentage Complete</b>    | <b>52%</b>      |

**Figure1. Percentage of Student Learning Outcomes Cycle**



Based on table 1 and figure 1 above, it can be seen that the completeness of student learning outcomes in the initial implementation can be seen that the average student has not mastered the subject matter that has been presented by the teacher. After students know the learning process in cycle I with 2 meetings there is an increase in student completeness in the implementation of the pretest, which is obtained with a total score of 1,553 divided by 29 students with an average score of 53 and the highest score of 80 and the lowest score is 18 with a completeness rate of 52%.

As for the results of observations of learning activities and field notes after the implementation of learning cycle I, it can be concluded that the implementation of social studies learning by applying interactive games ice breaking hooray-huuu in everyone is a teacher here strategy in cycle I showed an increase quite well but less optimal in its application. However, the completeness of student learning obtained from cycle I has not yet reached the success indicators set in this study, namely the achievement of Minimum Success Criteria (KKM) in social studies subjects with a score  $\geq 75$  reaching 75%. From observations during learning here there are still some students who do not understand the learning material delivered by the teacher, less active when the teacher gives the opportunity to ask questions and students are just silent, and there are also students who are difficult to direct when learning activities take place, and there are still some students who talk to themselves, crowded so that it disturbs other students.

Therefore, this class action research was continued in cycle II. In cycle II, there needs to be improvements in the action, namely as follows:

1. Focusing students' attention on the teacher's explanation so that they can pay attention when the teacher explains the learning material.
2. Adjusting the time stated in the lesson plan with its implementation, namely by managing time.
3. Improve grammar and tempo so that it is not too fast or too slow when explaining the material.
4. Provide guidance to students who are less active in learning activities. Motivate students to do the task according to the time specified. Motivate students to ask and answer questions.
5. Organize students who are busy and undisciplined to pay attention to the teacher and their friends in learning activities.

Meanwhile, the results of observations in cycle II or observations of teacher activities in cycle II show that teachers have been able to carry out learning activities well in the use of interactive games ice breaking hooray-huuu in the strategy of everyone is a teacher here better. Learning social studies subjects in cycle II is an improvement from the implementation of learning in cycle I by using interactive ice breaking hooray-huuu games in the everyone is a teacher here strategy.

In providing an explanation of the material that is accompanied by being given the opportunity to make their own questions and the questions are not answered by themselves but are randomized (answered by their friends), in this case participants can act as teachers for other students with the hooray-huuu game interspersed.

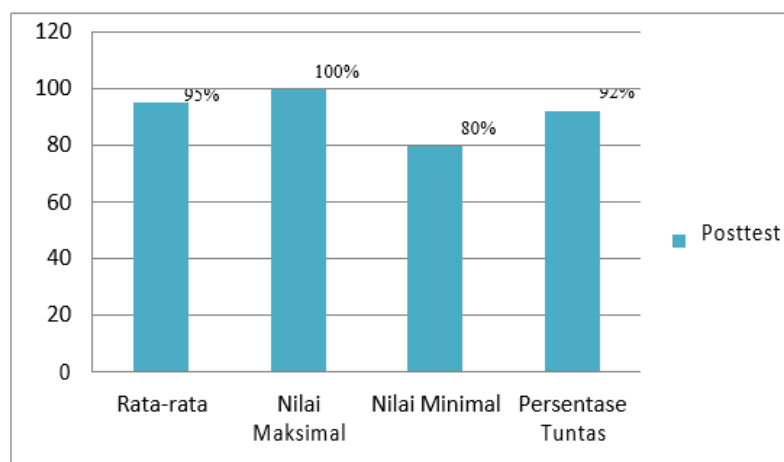
Classroom management carried out by teachers in cycle II is much better than cycle I. The teacher is able to explain and organize active learning with the application of interactive ice breaking hooray-huuu games in the everyone is a teacher here strategy. In addition, the teacher also provides encouragement such as providing motivation to students to foster students' interest in learning in the classroom. The following will be a list of what was observed in student learning activities in cycle II which includes the following:



**Table 2. Observation of Student Learning Activities Cycle II**

| No                         | Name                          | Cycle II Posttest |
|----------------------------|-------------------------------|-------------------|
| 1                          | Ach. Fawaid Maulidi           | 100               |
| 2                          | Adit Triawan Ismail           | 90                |
| 3                          | Aprilia Dwi Anggraini         | 100               |
| 4                          | Arif Billah                   | 89                |
| 5                          | Bunga Shabrina Rafika         | 100               |
| 6                          | Diana Anis Safitri            | 100               |
| 7                          | Diyah Nurlaily Mulyono        | 95                |
| 8                          | Fajriyan Dwi Cahyono          | 96                |
| 9                          | Farel Pratama                 | 100               |
| 10                         | Ghazi Al Ghifari Firmansyah   | 90                |
| 11                         | Hendri Firmansyah Yoga P      | 90                |
| 12                         | Intan Permata Sari            | 100               |
| 13                         | Januar Indra Kusuma           | 92                |
| 14                         | Kayla Arindra Nugroho         | 96                |
| 15                         | M. Abylal Rizqi Ramadhan      | 95                |
| 16                         | Meyla Lovita Sianipar         | 96                |
| 17                         | Moh. Faisal Maulidi           | 92                |
| 18                         | Moh. Maulana Malik            | 95                |
| 19                         | Muhammad Kevin Maulidi Amir   | 96                |
| 20                         | Prista Elani Saputri          | 100               |
| 21                         | Randy Ravaisi                 | 100               |
| 22                         | Rega Purnama Sufan Syahbana   | 95                |
| 23                         | Reto Adi Purwo Andoko         | 96                |
| 24                         | Septi Jiyanti                 | 100               |
| 25                         | Shinta Safarina Putri Firdaus | 100               |
| 26                         | Syarifuddin Zuhri             | 90                |
| 27                         | Trifina Ade Aprilia           | 88                |
| 28                         | Vivin Anita Sari              | 95                |
| 29                         | Ziyadatus Sholehah            | 92                |
| <b>Total</b>               |                               | <b>2.772</b>      |
| <b>Average Value</b>       |                               | <b>955</b>        |
| <b>Maximum Value</b>       |                               | <b>100</b>        |
| <b>Minimum Value</b>       |                               | <b>80</b>         |
| <b>Percentage Complete</b> |                               | <b>92%</b>        |

**Figure 2. Percentage of Cycle II Learning Outcomes**



Meanwhile, in cycle II there was an increase in student completeness in the implementation of the posttest with a total of 2,772 divided by 29 students with an average score of 95, the highest score of 100 and the lowest score of 80 with a completeness rate of 92%. In this case, student learning outcomes are optimal or have reached the success criteria set at 88%. Because the average percentage of indicators of student interest in learning in cycle II reached 92% by using the use of interactive ice breaking games in the everyone is a teacher here strategy. In this study, the achievement of Minimum Completeness Criteria (KKM) for social studies subjects with a score  $\geq 75$  reached 92%.

In this case, student learning outcomes are optimal or have reached the success criteria set at 88%. Because the average percentage of indicators of student interest in learning in cycle II reached 92% by using the use of interactive ice breaking games in the everyone is a teacher here strategy. In this study, the achievement of Minimum Completeness Criteria (KKM) for social studies subjects with a score  $\geq 75$  reached 75%.

Based on the results of observations by observers in the learning activities of cycle II, it was found that the use of interactive ice breaking games in the everyone is a teacher here strategy was better than cycle I, so it can be concluded as follows:

1. Students find it easier to understand the subject matter delivered with the use of interactive ice breaking games in the everyone is a teacher here strategy.
2. The value of students will be fostered if students are accustomed to doing group work and being independent in completing the assigned tasks.
3. Activities that require students should be familiarized in order to create an active classroom condition.
4. There is an increase in student learning outcomes that have met the target in cycle II and can be seen in the posttest results.

The average increase in student activity in learning by using interactive ice breaking games in everyone is a teacher here has increased in each cycle. At meetings I and II in silkus I it can be explained that of the four aspects, namely the first, paying attention when the teacher explains the material from all students, the percentage is still small, namely 25% or out of 29 students who pay attention to only 3 students and those who do not pay attention to 26 students.

In the second activity, namely working together or discussing in doing assignments, the percentage is 50%. This happened because students were not accustomed to working on their own tasks. In the third activity, the success of students in carrying out actions is 70%. And this success can be seen when students take action. In the fourth activity, students dared to convey their work in front of the class and looked very brave to come forward so that the percentage was 100%.

In the next activity, namely at meetings I and 2 in cycle II, it can be explained that from the four aspects, namely the first, paying attention when the teacher explains the material from all students, the percentage begins to increase, namely 68% or out of 29 students who pay attention to only 17 students and those who do not pay attention to 12 students. In the second activity, namely working together or discussing in doing assignments, the percentage is 60%. This happened because students were used to doing their own work. In the third activity, the success of students in taking action is 88%. And this success can be seen when students take action. In the fourth activity, students dared to convey their work in front of the class and looked very brave to come forward so that the percentage was 100%.

After students know the learning process and are getting used to the use of games and strategies used in student learning activities here has increased. In cycle II meetings I and II, the enthusiasm of students in learning has increased slightly as usual, this is because students are getting used to doing their own assignments and students ask in difficulty to work on, besides that students are also motivated by the use of games and strategies used so that in this activity it increases.

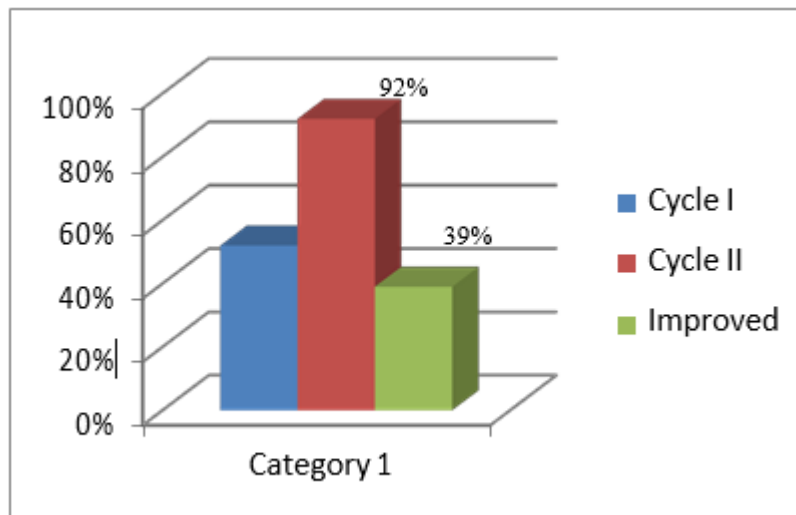
The increase in student learning outcomes in cycle I and cycle II in social studies learning by using ice breaking games in everyone is a teacher here can be seen in tables 4.5 and 4.7. The following is a comparison of the learning outcomes of cycle I and cycle II.

**Table 3. Comparison of Learning Outcomes in Cycle I and Cycle II**

| No | Indicator       | Cycle I<br>Score<br>Pretest | Cycle II<br>Score<br>Posttest |
|----|-----------------|-----------------------------|-------------------------------|
| 1  | Average         | 53                          | 95                            |
| 2  | Maximum Value   | 80                          | 100                           |
| 3  | Minimum Value   | 18                          | 80                            |
| 4  | Completion Rate | 52%                         | 92%                           |

Based on table 3 and figure 3 above, it can be seen that after being given action, student learning outcomes have increased in each cycle. In cycle I, the pretest score got 40%, thus the pretest score in cycle I increased by 40%, then the posttest completeness value in cycle II got 95%, thus increasing by 55%.

**Figure 3. Completeness of Learning Outcomes in Cycle I and Cycle II**



From the research results, the level of completeness of student learning outcomes in cycle I was 52% while in cycle II the level of completeness of student learning outcomes was 92%, so the level of completeness of student learning outcomes from cycle I to cycle II increased by 39% (figure 4.4). then the desired target has been achieved for student learning completeness at the end of the cycle has exceeded the specified target of 88%.

Based on research conducted during the learning process, it can be seen that the use of interactive ice breaking games in everyone is a teacher here in social studies subjects by using good steps can increase student learning

completeness which can be seen from the posttest cycle II increased to 92% so that researchers can identify that the use of games in this strategy can improve student learning outcomes due to several things, namely as follows:

1. The use of interactive games ice breaking hooray-huuu in everyone is a teacher here strategy is very suitable for use in learning social studies. Because the object of study of social studies here explains about social and cultural changes that can be done or seen through daily activities.
2. The use of interactive ice breaking games in the everyone is a teacher here strategy in the learning process makes students more active. Because students here are given the opportunity to prove themselves to be or act as teachers for other students and also in the old days.
3. The use of interactive ice breaking games in the everyone is a teacher here strategy in the learning process can foster student motivation in learning. Because it participates in action and not just as a note taker or listener.
4. The use of interactive ice breaking games in the everyone is a teacher here strategy, this learning process places students as learning subjects that involve students more actively and make students able to think critically and scientifically.
5. The use of interactive ice breaking games in the everyone is a teacher here strategy makes the learning process more fun and meaningful, so it is not easily bored and not difficult.

Based on the explanation above, it can be stated that the use of interactive ice breaking games in the everyone is a teacher here strategy can improve social studies learning outcomes in class IX-E students at SMPN 5 Pamekasan. The above discussion also shows and proves that the use of interactive ice breaking games in the everyone is a teacher here strategy can improve the learning outcomes of students in class IX-E at SMPN 5 Pamekasan.

## **Conclusion**

The use of the interactive ice breaking game “hooray-huuu” combined with the “Everyone is a Teacher Here” strategy is proven to improve student learning outcomes in social studies subjects. From cycle I to cycle II, the student learning completeness rate increased by 39%, from 52% to 92%. This method not only improves learning outcomes, but also creates a more active, fun and participatory

learning atmosphere. Thus, it is recommended that teachers apply this method more widely to increase students' involvement and understanding in the learning process.

### **Suggestion**

To improve better student learning outcomes, efforts that can be made by teachers to implement learning by using games and interesting strategies in Social Studies subjects. Then for students, it is hoped that they will be more active in the process of learning activities that support the various strategies used by the teacher so that they can help students to better understand the material and can improve their learning outcomes.

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