

THE EFFECT OF ICE BREAKING ON LEARNING MOTIVATION OF JUNIOR HIGH SCHOOL STUDENTS IN KUBU RAYA

Syhhila^{1*}

¹English Department, Faculty of Teacher Training and Education, University of Nahdlatul Ulama, 78391, INDONESIA

Abstract

Many factors cause students to fail in learning, especially if students are tired, sleepy, hungry and very formal meetings. It is undeniable that it will cause boredom and laziness which in turn leads to an unpleasant atmosphere, not passionate, or lazy to think more deeply. The biggest result of this condition can make the material delivered incomprehensible so that all learning becomes useless. The author argues that the use of Ice Breaking can have a significant influence on students' learning motivation. So the researcher intends to find out the motivation of student learning by using Ice Breaking in English subjects. In this study, the author used a pre-experimental method using the one-group method "pre-test and post-test design". To determine whether there was a significant effect of ice breaking on motivation, the authors used comparative techniques to analyze and compare students' grades before and after being taught using ice breaking. Based on the data from the research in the discussion, it was concluded that the application of Ice breaking affects student learning motivation. This can be seen from the average score of students before using Ice Breaking is low at 51.93% and after using Ice Breaking the average score obtained by students is high at 84.6%. Based on the calculated value with the t-test table (paired sample t-test) shows a significant difference between the results before and after ice breaking. To see the value of ttable, it is based on degrees of freedom whose magnitude is N-1, which is 30-1 29. A value of 29 at a significant level of 5% is obtained ttable 1.6991. Based on the results of t-test analysis (paired sample t-test), Then it can be obtained that tcount is greater than ttable is 2.6586 1.6991 and Sig. (2 tailed) 0,000 0,05 then Ho is rejected and Ha is accepted. So it can be concluded that there is an influence of ice breaking on student learning

Article History

Received 3 /10/2023

Revised 15/11/2023

Accepted 5/12/2023

Keywords:

English Learning,

Ice Breaking,

Learning Motivation.

^{1*}contact: syhhila@gmail.com

Citation in APA Style: Syhhila, S. (2023). The Effect of Ice Breaking on The Learning Motivation of Junior High School Students in Kubu Raya. *Khatulistiwa English Language and Linguistics, Vol. 1* (2), 111 - 116.

motivation, it can be concluded that the use of Ice Breaking affects the learning outcomes of seventh graders.

INTRODUCTION

Previous research has shown that the success of a learning process is influenced by student learning motivation. A teacher as a facilitator must motivate students to learn and achieve learning goals. Motivation in the learning process involves encouraging students to engage, guiding them through each activity, guiding them towards the right task, and guiding them towards the right goal. The effectiveness of the learning process can be related to various factors, including the role of teachers in implementing learning methods. Teachers must have good teaching methods and appropriate learning models to ensure learning outcomes are achieved. Education is a crucial factor in determining knowledge and skills, leading to better job opportunities and a more established life. The National Education System Law no. 20 of 2003 emphasizes that education is a conscious effort to create a learning atmosphere and process that actively develops students' potential for religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state country. Education is essential for building knowledge, skills, and social status. It should be fun, engaging, and effective to create a positive learning environment. By incorporating ice breaking activities into training and seminars, educators can create a more conducive learning environment that fosters growth and success.

Learning should be fun and engaging, encouraging students to be active, creative, and innovative. Teachers must use creativity and techniques to influence student behaviour and make learning activities more enjoyable. Factors such as tiredness, sleepiness, hunger, and formal meetings can lead to boredom and laziness, creating an unpleasant atmosphere and making the material presented incomprehensible. Ice breaking is an activity that serves to change the frozen atmosphere in groups and create a cheerful, happy, and festive atmosphere in training, seminars, or similar events. This activity can be conditioned to a disciple type state and can help create a conducive atmosphere for learning. The first benefit of ice breaking is to create a conducive atmosphere, which is essential for the success of an activity. Without excitement, the brain cannot focus for long periods, making it difficult for the brain to focus. Ice breaking activities can be used in various forms, such as games, simulations, and activities that involve many participants.

LITERATURE REVIEW

According to Dryden and Vos (Darmansyah, 2011: 24) fun learning is when the interaction between teachers and students provides opportunities for creating conducive learning conditions. Learning can be said to be fun if there is a relaxed atmosphere, free from pressure and safe. Thus, a teacher must be a motivation for himself and his students by providing a treat for models and learning materials actively, one of which is by applying ice breaking in learning. Ice breaking as an activity carried out by a person or group in order to dilute the atmosphere that is considered rigid to be more comfortable. Every learning model has its advantages and disadvantages, including this ice breaker. According to (Saroya, 2014: 20) the advantages of Ice Breaking include: first, it can make long periods of time feel fast. Second can have a fun impact on learning. The third can be used spontaneously or conceptually. And finally, it can create a compact and unified atmosphere. Not only that, the weaknesses of ice breaking include: First, excessive ice breaking can obscure the learning objectives. Both tend to be crowded in class. And finally, ice breaking can be confusing and affect the focus of students.

Basically, motivation is a conscious effort to move, direct and maintain a person's behaviour so that he is compelled to act to do something so as to achieve certain results or goals. According to Hamzah B. Uno (2011:23) "learning motivation is an internal and external encouragement for students who are learning to conduct behaviour, generally with several indicators or supporting elements. These indicators, among others: the desire to succeed, encouragement and need in learning, hopes and aspirations for the future, appreciation in learning, and a conducive learning environment. In addition, Winkel (2005: 160), states that learning motivation is the overall psychic driving force in students that causes learning activities to achieve a goal. In line with the above opinion, Sardiman A. M (2007:75), explains that learning motivation is all the driving forces within students that lead to learning activities that ensure the continuity of learning activities that provide direction to learning activities so that the goals desired by the learning subject can be achieved. From several definitions that have been expressed by experts, the motivation for learning can be concluded that the motives of students that arise to continue learning to be better and excel to achieve the desired goals.

METHODS

Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples. There are several experimental research design methods, including Pre-Experimental Design, True Experimental Design, Factorial Design, and Quasi Experimental Design. Pre-Experimental design is a design that only involves groups or groups with pre-test and post-test. This design is not a controlled or controlled group, because it does not involve external variables that contribute to the dependent variable. This can happen because there are no control variables and the sample is not evenly distributed.

In this study, researchers used pre-experimental and one-group "pre-test and post-test design" to conduct experiments in groups. To determine the significant effect of ice breaking on motivation, researchers used comparative techniques to analyse and measure participants' scores before and after ice breaking in MTS Al-Mustaqim students. The population in this study used grade VII students of Mts Al-Mustaqim Arang Limbung. The sample used in this study was class VII A students, which was 30 students. The data collection technique used in this study was questionnaires. The data analysis technique is using the Dependent T-test formula.

RESULTS

Based on the calculation of the validity test results above, it is known that if $r_{\text{count}} > r_{\text{table}}$, the valid question items with $= 0.361$ amount to 20 question items. After obtaining valid question items, the question items are declared valid and will be given to research variables through pre-tests and post-tests in experimental classes to find out whether there is an influence of ice breaking on student learning motivation

While the results of the reliability test on the Cronbach Alpha count can be between $0.6 \leq R_n \leq 0.79$ that have high criteria listed at 0.709, that is, the results prove that all statements in the questionnaire are declared reliable.

The basis for decision making is based on the value of t_{count} with t_{table} . Based on the t-test (paired sample t test) above, it shows a significant difference between the results before and after ice breaking. To see the value of t_{table} , it is based on the degree of freedom (dk), the magnitude of which is $N-1$, which is $30-1 = 29$. The value of $dk = 29$ at a significant level of 5% obtained $t_{\text{table}} = 1.6991$. Based on the results of the t-test analysis (paired sample t-test), it can be obtained that the t_{count} is greater than t_{table} , which is $2.6586 > 1.6991$ and Sig. (2

tailed) = 0.000 < 0.05 then H_0 is rejected and H_a is accepted. So it can be concluded that there is an influence of ice breaking on student learning motivation

DISCUSSION

Prerequisite Test Result

Validation Test

The validity test of question items is used to determine whether the instrument is valid or void with the help of the Microsoft excel program will process 30 questions answered by 30 students. The test is valid if $r_{\text{count}} > r_{\text{table}}$ at a significance level of 5% with $n = 30$, $r_{\text{table}} = 0.361$. Meanwhile, if $r_{\text{count}} < r_{\text{table}}$, the test item is considered invalid. The result of the calculation of the validity of the question item is declared valid.

Reliability Test

The results of the reliability test on the Cronbach Alpha count can be seen that it has a high criterion of 0.709 that is the results prove that all statements in the questionnaire are declared reliable.

Pried Sample T-test

Based on the calculated value with the t-test table (paired sample t test) shows a significant difference between the results before and after ice breaking. To see the value of t_{table} , it is based on the degree of freedom (dk), the magnitude of which is $N-1$, which is $30-1 = 29$. The value of $dk = 29$ at a significant level of 5% obtained $t_{\text{table}} = 1.6991$. Based on the results of the t-test analysis (paired sample t-test), it can be obtained that the t_{count} is greater than t_{table} , which is $2.6586 > 1.6991$ and Sig. (2 tailed) = 0.000 < 0.05 then H_0 is rejected and H_a is accepted. So, it can be concluded that there is an influence of ice breaking on student learning motivation, it can be concluded that the use of Ice Breaking affects the learning motivation of seventh graders.

CONCLUSION

Based on the data from the research in the discussion, it was concluded that the application of Ice breaking affects student learning motivation. This can be seen from the average score of students before using Ice Breaking is low at 51.93% and after using Ice Breaking the average score obtained by students is high at 84.6%. Based on the calculated value with the t-test table (paired sample t test) shows a significant difference between the results before and after ice breaking. To see the value of t_{table} , it is based on the degree of freedom (dk), the magnitude of which is $N-1$, which is $30-1 = 29$. The value of $dk = 29$ at a significant level of 5% obtained $t_{\text{table}} = 1.6991$. Based on the results of the t-test analysis (paired sample t-test), it can be obtained that the t_{count} is greater than

t_{table} , which is $2.6586 > 1.6991$ and $\text{Sig. (2 tailed)} = 0.000 < 0.05$ then H_0 is rejected and H_a is accepted. So, it can be concluded that there is an influence of ice breaking on student learning motivation, it can be concluded that the use of Ice Breaking affects the learning motivation of seventh graders.

REFERENCES

- A.M, Sardiman. (2007). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Raja.
- Abidin, Yunus. (2018). *Design Sistem Pembelajaran Dalam Konteks Kurikulum 2013*. Bandung: PT Rineka Cipta.
- Achmad, F. (2010). *Ice Breaking dalam Proses Belajar Mengajar*. <http://www.digilib.unipasby.ac.id/download.php?id=118>.
- Anggraini, Renia. (2018). *Pengaruh Teknik Pembelajaran Ice Breaking Terhadap Motivasi Belajar Pada Mata Pelajaran IPA Kelas III MI Masyariqul Anwar Sukabumi Bandar Lampung*. Lampung: Skripsi Tidak Diterbitkan.
- Anni, Catharina Tri. (2006). *Psikologi Belajar*. Semarang: Unnes Press.
- Aprianti, Windi. (2019). *The Effect of Using Ice Breaking on Social Studies Learning for fourth grade students at SDN Paranga*. Selayar.: Skripsi Tidak Diterbitkan.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Darmansyah. (2011). *Strategi Pembelajaran Menyenangkan dengan Humor*. Jakarta: PT Bumi Aksara.
- Dimiyanti dan Mujiono. (2009). *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.
- Hamzah B, Uno. (2011). *Teori Motivasi dan Pengukurannya: Analisis Bidang Pendidikan*. Jakarta: Bumi aksara.
- Made, Wena. (2009). *Strategi Pembelajaran Inovatif Kontemporer: Suatu Tujuan Konseptual Operasional*. Jakarta: PT. Bumi Aksara.
- Prihartanta, Widayat. (2015). *Teori-teori Motivasi*. [http://www.wadademia.edu/197792312/Teori-teori motivasi](http://www.wadademia.edu/197792312/Teori-teori%20motivasi).
- Ramantika. (2015). *The Influence of The Ice Breaking Game on Students Motivation in The Learning Social Studies*. Tangerang: Skripsi Tidak Diterbitkan.
- Said. (2010). *Pengantar Valuasi*. Jakarta: Salemba Empat.
- Slameto. (2010.). *Belajar dan Faktor-faktor yang Mempengaruhi*. Jakarta: PT Rineka Cipta.
- Soenarno Adi. (2005). *Ice Breaker Permainan Atraktif-Edukatif*. Yogyakarta: Andi Offset.
- Sugiyono. (2015). *Metode Penelitian Kuantitatif Kualitatif Dan R & D*. Bandung: Alfabeta.