



## The Influence of the Effectiveness of Icebreaking Implementation on the Learning Motivation of Class II Students at SDN 141 Pekanbaru

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**Abstract:** Icebreaking is an activity that can lighten the mood and create a friendly atmosphere. The purpose of this research is to discuss the effectiveness of icebreaking for class II students. There were 20 students involved in the experimental research design. The instrument used is a questionnaire that has been validated and reliable in data collection. Findings regarding student learning motivation have met the criteria for analysis and hypothesis testing. The research results showed that icebreaking had an impact on increasing the enthusiasm for learning of class II students at SDN 141 Pekanbaru. It can be concluded that the second data variant is homogeneous because the data obtained, for example  $H_a$ , is acceptable. Significance level test  $\alpha = 0.05$  with  $dk = 9$ ;  $t_{table} = .012$ ; and  $t_{count} = 9$  is used in hypothesis testing calculations. Class II students at SDN 141 Pekanbaru have a strong influence on the use of icebreaking because  $t_{count} (0.012) > t_{table} (9)$ . Therefore it can be stated that  $H_a$  is accepted and  $H_o$  is rejected.

## INTRODUCTION

The main goal of education is realized through the irreplaceable role of teachers. As leaders in the classroom, teachers are required to have various competencies that are very important in managing learning. Teachers are not only conveyers of information, but also as managers who are able to inspire and

motivate students. With their creativity, teachers create a dynamic learning atmosphere and spark student enthusiasm. The teacher's ability to manage fresh ideas not only improves the quality of learning, but also shapes the character and maximum potential of each individual in the class. In this way, teachers are not only teachers, but also



mentors who direct students towards success in education and life (Iswati, 2018).

Education plays a very important role because it can help individuals to develop intellectually and explore the potential hidden within them. The hope is that students can adapt to the changes that occur and have high enthusiasm for the learning process, which is one of the key factors for success in achieving academic achievement. One of the strategies used to optimize students' abilities is to increase students' understanding of each material taught by the teacher (Oktariani, 2018).

Achievements achieved in the learning process are the result of all the efforts made by teachers towards students. In other words, all teacher activities such as learning planning, material selection, approaches, strategies, learning methods, and evaluation, all aim to achieve student learning success. The learning process is the steps that form deep understanding, open the door to discovery, and empower individuals to develop into lifelong learners (Sutikno, 2021).

One way to achieve this is to use icebreakers. This method has been

around for a long time and is applied in various contexts, including schools, with the aim of encouraging student-teacher and student-student interactions and improving the overall quality of the learning environment (Kavarela, 2024). According to (Puspita, 2023) Icebreaking is an activity that can break the ice and create a friendly atmosphere. It is estimated that when this ice breaking activity is included in the lesson plan, students will show cooperation and pay attention to the teacher. This means that students will learn more efficiently and effectively and the expected learning goals will be achieved if learning is made fun for them.

Education has a big role in increasing the intelligence of a nation. Therefore, every country is required to provide educational pathways in order to achieve optimal progress (Amalia, 2020). In their development efforts, teachers need to increase their competence in line with current developments supported by science and technology. The education given to children must include learning aspects that can influence their growth and development, as well as help shape the student's personality. Education is

basically a process of bringing students from a state of stupidity, incompetence, helplessness, unrighteousness, bad morals, towards a strong faith. Therefore, the role of teachers in education is very important, especially at the basic education level (Mundziroh, 2013).

"To strengthen learning, icebreakers used in the education sector need to have learning objectives," said Sulastrin in (Muharrir Syahrudin et al., 2022). Therefore, highly creative educators will always support a flexible environment and way of life by creating their own icebreaker models." Students will be inspired to learn without feeling forced when creative educators present a positive outlook.

Currently, learning methods in elementary schools tend to rely only on lectures, discussions and questions and answers, and rarely use ice breaking techniques. Apart from that, in the learning process students are often involved in chatting which results in a lack of concentration on the lesson material. Problems that arise related to students' lack of concentration are lack of focus, boredom, boredom, and so on. The learning atmosphere becomes less

enthusiastic or unpleasant (Algivari, 2022). In this case, the teacher is one of the factors causing students' low interest in learning. Therefore, it is important for teachers to pay attention to various strategies in the teaching and learning process so that students are motivated and can focus their attention on each material presented (Riinawati, 2021).

One of the techniques used in the learning process is ice breaking. Ice breaking aims to create a relaxed classroom atmosphere so that students can focus more while studying. More than that, this technique also aims to strengthen the relationship between teachers and students, and can improve students' memory of lesson material. Ice breaking provides refreshment and provides an opportunity for the brain which continues to work during learning to rest for a moment. By implementing ice breaking, the atmosphere that was previously monotonous, boring and tense can change to become relaxed and enthusiastic. Ice breaking can help students stay motivated and enthusiastic in continuing their learning (Harianja, 2022).

Icebreaking is changing a tense, boring and scary atmosphere into a fun,

non-scary and calming atmosphere. This also attracts the attention of the speaker at the front of the class and creates a lively and cheerful atmosphere. To lighten the mood, play games such as joking, clapping, singing, playing, and so on. Students' attention and concentration also recovered (Alawiyah, 2019).

Ice breaking is a technique or activity used to start or open a meeting or learning session in a light, fun and interactive way. The use of ice breaking in the learning process is a strategy designed to open the atmosphere, build interaction, and create a sense of comfort among students. Ice breaking has an important role in overcoming initial tension, stimulating participation, and helping students to be more open in expressing opinions and communicating with each other. This method can take the form of light games, group activities, or casual questions and answers aimed at breaking the ice and creating a friendly atmosphere. In addition, ice breakers can be creatively integrated with learning materials, thereby providing opportunities for students to feel more involved and build positive relationships with others. By designing relevant ice breakers, teachers can help

create a good foundation for an effective teaching and learning process, increase student motivation, and open the door to more memorable learning experiences (Prautami, 2023).

The results of the researcher's initial observations in class II at SDN 141 Pekanbaru with Mrs. Nurhayati, S.Pd. on March 6 2024, it was revealed that teachers did not pay attention to students' conditions or the learning environment when delivering material, thereby reducing students' motivation, enthusiasm and enthusiasm for learning. As a result, some children become less confident with their friends and pay less attention to the teacher's explanations in front of the class when they feel afraid or bored. Apart from that, teachers do not use fun strategies to foster a lively learning atmosphere in the classroom. For example, teachers do not include the Ice Breaking technique in their lesson plans so that learning feels boring and tedious for students.

Primary school teachers should encourage their children's curiosity and love of learning in light of the issues mentioned by the researchers above. When students are passionate and engaged in their education, they often

perform better academically and develop the social skills necessary for future success. Therefore, by using the Ice Breaking technique, this problem can be overcome. Teachers' understanding of the effectiveness of Ice Breaking in achieving this goal is also important for educators and educational practitioners.

Apart from that, research by (Deswanti et al., 2020) with the title "The Effect of Ice Breaking on Primary School Student Learning Outcomes in Thematic Learning" is also relevant because it identifies the problems of class III teachers who still use teacher-centered lecture methods in relation to content books, so students are reluctant to participate fully in the learning process. One of the reasons why students find it difficult to focus and concentrate is when learning is not fun for them.

Therefore, researchers are interested in choosing a research title based on field research findings and research references regarding the effectiveness of ice breaking in increasing children's learning motivation. Specifically, the research title "The Effect of Effectiveness of Implementing Ice Breaking on the Learning Motivation of Class II Students at SDN 141 Pekanbaru" is what we want

to convey, accompanied by the latest data and findings regarding the use of ice breaking in learning in elementary schools, especially for early age students. To maximize students' learning motivation, researchers will also discuss the difficulties and elements that must be considered when using the ice breaking technique. Researchers will also provide useful advice on how to ensure this technique works well and is successful.

### METHOD

The method used in this research is quasi-experimental which includes two groups, namely the experimental group and the control group. The measurement effect is calculated from the difference between the initial and final measurements before and after treatment (Sugiyono, 2018).

There are two groups in this method, namely the experimental group that received icebreaker treatment, while the control group received treatment without this treatment.

Table 1 Research Design

Kelompok	Pre-Test	Treatment	Post-Test
Eksperimen	O <sub>1</sub>	X <sub>1</sub>	O <sub>2</sub>
Kontrol	O <sub>1</sub>	X <sub>2</sub>	O <sub>2</sub>

Suban as quoted in (Saroya, 2017),  
29 What is meant by "population" is the

entire research object, which can be test symptom scores, people, animals, plants, or events as a source of data for certain research characteristics. The research population was all 2nd grade students at SDN 141 Pekanbaru.

Several tests are carried out in the following order in data analysis techniques:

#### 1. Normality Test

Parametric statistical tests can be applied if the data is regularly distributed. Significance values are used to interpret normality test findings. Data is considered not normally distributed if the significance value is less than 0.05. Conversely, if the value is greater than 0.05 then the data is considered regularly distributed. To make it easier to calculate data normality tests, researchers will use the SPSS Statistics 23 application with Kolmogrov-Sminov.

#### 2. Regression Test

The purpose of this test is to ascertain, assuming that the independent variable is constant, the partial significance of the influence of the independent variable on the dependent variable.

By using the significance values contained in the Coefficient table, decisions are made. The 95% confidence level or 5% significance level ( $\alpha = 0.05$ ) is usually used as a basis for testing regression results.

#### 3. Reliability Test

From the term reliability, the word reliability is obtained. Reliability is defined as measurement. The understanding that a research tool can be relied upon as a data collection instrument and is able to provide actual facts in the field is called reliability. The tool for determining the reliability of a questionnaire is its ability to function as an indication of a variable or construct.

#### 4. Validity Test

(Hardianti, 2018) To find out whether a questionnaire is valid or not, a validity test is used. Validity can be assessed by comparing the total construct or variable score with the question item score.

#### 5. Homogeneity Test

The homogeneity test compares two variants to find out whether the two data sets are homogeneous or not. To make it easier to calculate

data homogeneity tests in the following circumstances, researchers will use the SPSS Statistics 23 application.

## 6. Hypothesis

The purpose of testing the hypothesis in this research is to find out whether icebreaking has an effect on the learning motivation of class II students at SDN 141 Pekanbaru. The SPSS Statistics 23 program will be used by researchers to facilitate testing this hypothesis. Researchers used Paired Samples T Test. The same population group was tested using the paired sample T test, but the sample data conditions were different because of the treatment given. Not many samples are used  $n < 30$  in this case. To determine changes in a population before and after receiving therapy, the Paired Sample T-Test is used.

## RESULT & DICUSSION

### Result

The pretest and posttest results provide information regarding student learning motivation according to research data. The pretest and posttest results were collected respectively

before and after the ice breaking implementation.

Table 1 displays the pretest and posttest results:

Table 1 Pretest and Posttest Results

Pair		Mean	N	Std.
				Error Mean
1	Pretest	4.7188	1.4195	.25094
	Posttest	7.5625	.66901	.11827

When compared with the pretest average which is visualized in the form of a bar graph, the average posttest result is greater. The difference between the score findings before and after treatment shows that the ice breaking technique has an effect on students' learning motivation.

The following graph provides an explanation of the difference in scores between the pretest and posttest:

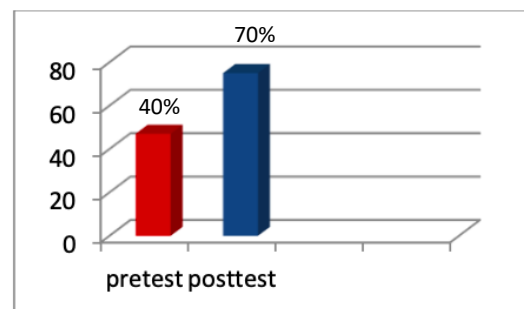


Figure 2 Diagram of Pretest and Posttest Results

Because the ice breaking technique can increase excitement, increase relaxation, and change a boring learning

environment into a fun one, research results show that its application can balance children's learning motivation. By using the ice breaking technique,

students can absorb the information conveyed by the teacher.

**Data Analysis Test**

1. Normality Test

Table 2 Normality Test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Eksperimen	,207	10	,200*	,892	10	,177
Posttest Eksperimen	,239	10	,110	,857	10	,070
Pretest Kontrol	,233	10	,132	,933	10	,480
Posttest Kontrol	,222	10	,178	,880	10	,129

Both experimental and control class data are normally distributed, as seen in the table above. As shown by the comparison values, both data

sets are considered to be regularly distributed.

2. Homogeneity Test

Table 3 Homogeneity Test Results

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Pretest	Between Groups	3,200	1	3,200	,043	,838
	Within Groups	1335,600	18	74,200		
	Total	1338,800	19			
Posttest	Between Groups	361,250	1	361,250	4,351	,051
	Within Groups	1494,500	18	83,028		
	Total	1855,750	19			

sig. > 0.05 indicates that the pretest data for both classes are homogeneous

is accepted with the condition that  $F_{count} < F_{table}$ .

sig. > 0.05 indicates that the posttest data for both classes is homogeneous

3. Hypothesis Test

Based on this table, the variance of the two data can be said to be homogeneous if the  $F_{count}$  value is compared with  $F_{table}$ , which can be expressed as  $0.51 \leq F_{table}$ . Therefore,  $H_a$

To determine the effect of treatment interventions before and after the ice breaking on the interest in learning of class II students at SMAN 141 Pekanbaru, hypothesis testing was carried out. Researchers used the t test for analysis to test this hypothesis. The

following is a table of t test calculation results.

Table 4 Paired Samples Statistics

Pair		Mean	N	Std. Deviation	Std. Error Mean
		1	Pretest Kontrol	63,00	10
	Posttest Kontrol	70,50	10	2,550	,806

Table 5 Paired Samples Correlations

Pair		N	Correlation	Sig.
		1	Pretest Kontrol & Posttest Kontrol	10

Sig. <0.05 indicates a difference in motivation before and after treatment. However, for the control class, the increase is slight, sis, not very significant

At the significance level  $\alpha = 0.05$ , the value of  $t = 9$  and  $t_{table.012}$  is determined using the results of the t test calculations in the experimental and control groups. These results show that by calculating and comparing t a value of  $9 \geq 0.012$  can be obtained. Based on this, it can be said that there is an influence of ice breaking on the learning motivation of class II students at SDN 141 Pekanbaru because the average value of the experimental class is greater

than the average value of the control class.

## Discussion

Icebreaking apparently had an influence on the learning motivation of class II students at SDN 141 Pekanbaru, based on data collected from research results. If we examine how the experimental class and control class apply icebreaking to the learning enthusiasm of class II students at SDN 141 Pekanbaru, we can see the differences. To find out the results of data calculations, the SPSS 23 test was used. The data is known to be distributed regularly. Next, the SPSS 23 test is used for calculations. We can assume that the variation in the second data is homogeneous because the data received is  $H_a$ .

The group that took part in the ice breaking session showed a higher increase in interest and enthusiasm for learning compared to the group that did not take part in the ice breaking session. Students reported feeling more comfortable, more motivated, and more involved in the learning process after attending the ice breaking session. Ice breaking techniques help them feel more comfortable in learning, increase

self-confidence, and open up opportunities to share thoughts and experiences. Apart from that, ice breaking also helps students obtain additional information that is relevant to the learning topic, broaden their horizons, and improve their understanding of the material.

Purwanti defines motivation as the strength or energy that moves a person to carry out an activity. Motivation is a mental condition that gives someone encouragement to do something (Purwanti, 2018). Based on this understanding, learning motivation can be interpreted as an impulse or force that moves a person to achieve certain learning goals. Motivation to learn is influenced by various factors, both originating from within oneself and from outside a person (Arianti, 2018).

It is important to know that learning motivation is influenced by individual internal and external factors, including the educational environment. Environmental factors, such as conditions at school, quality of learning spaces, and learning systems, play an important role in shaping learning motivation. Therefore, it is important to implement an interesting and

innovative education system to create a pleasant and comfortable classroom atmosphere for students. One effective method to achieve this is to use "ice breaking" activities. Ice breaking can change the classroom atmosphere from bored to enthusiastic, prevent drowsiness, and help students to focus more on the learning process. Thus, implementing ice breaking can be an effective strategy in increasing student learning motivation and creating a more positive and productive learning environment (Marlina, 2024).

Ice breaking really helps teachers in the ongoing learning process, helps when students are noisy, less enthusiastic, and so on. Ice breaking has positive impacts/advantages and negative impacts/weaknesses. For example, when students are rowdy in class, ice breaking helps condition students not to be rowdy. Students who are less enthusiastic when following lessons, the teacher invites students to do ice breaking to restore students' enthusiasm. Applying ice breaking techniques can be an effective strategy for creating a positive learning climate and increasing student participation in the learning process. Therefore, it is

recommended that teachers integrate ice breaking into their learning plans regularly to maximize students' learning potential (Lena, 2023).

By implementing icebreaking, students will automatically be more active and move in learning activities (psychomotor). Icebreaking in learning functions as a way to overcome students' mental and physical stiffness. The aim is to create a learning atmosphere that is dynamic, full of enthusiasm and enthusiasm. Icebreaking can be interpreted as a game or activity that changes the stiff atmosphere in a group. Before an event starts, icebreaking is needed as a way to overcome the ice at the start of the event. Icebreaking can be chosen spontaneously or without special preparation. In carrying out icebreaking, teachers can adapt the material being taught to the theme being studied. Teachers can provide material that is appropriate to the child's developmental characteristics and relates to the child's experiences. This icebreaking activity is carried out by children of the same age and involves simple body movements that can be felt together. In a fun atmosphere, it

becomes easier for children to learn. Therefore, the icebreaking technique is effective in the learning process (Haryati, 2023).

This article provides evidence that the use of the interview method in ice breaking is effective in fostering student interest and enthusiasm for learning. Ice breaking carried out through interviews provides students with the opportunity to share experiences, communicate and build relationships with fellow students. This makes students feel more connected to the learning material and increases their learning motivation.

This research provides an important contribution to educators and educational practitioners in developing effective strategies to increase students' interest and enthusiasm for learning. The application of ice breaking with the interview method can be an interesting alternative in designing positive initial interactions in the classroom, thereby creating a more inclusive and meaningful learning environment for students.

Results of the Effectiveness of Ice Breaking Implementation:

1. Increase Interest in Learning: By using ice breakers, students will be

more interested and enthusiastic in participating in learning. Fun and interactive activities can arouse students' interest so they are more motivated to learn.

2. Increase enthusiasm for learning: Ice breaking can help increase student enthusiasm for learning. Through social interaction and togetherness in ice breaking activities, students feel more connected to their classmates and teachers. This will provide additional motivation for students to be active in the learning process.
3. Increases Student Concentration and Participation: Ice breaking helps relieve initial stiffness and shifts students' attention to the learning atmosphere. By having fun activities at the beginning of learning, students will find it easier to concentrate and participate in more serious learning activities.

The application of ice breaking in learning can be done in various ways, including the following:

a. Self Introduction

This method is done by briefly introducing yourself to your classmates. Students are asked to state their names, hobbies and other things that can introduce themselves. That way, students can get to know each other and interact more easily.

b. Guessing Word Game

This method is done by inviting students to play guessing words. The teacher will provide instructions or words related to the topic to be studied. Students are asked to guess the word with the help of the clues given. This game can improve students' creativity and thinking abilities.

c. Ballon Game

This method is done by inviting students to play with balloons. Students are asked to throw balloons to their classmates and then ask questions given by the teacher. The classmate who is asked must answer the question before throwing the balloon to another classmate. This game

can improve students' communication skills and raise enthusiasm for learning.

Apart from that, as Fanani explained, icebreaking has very broad benefits, such as: 1) Training students to be able to think broadly, systematically and creatively; 2) Train students to be able to interact in groups and work together in teams; 3) Increase students' self-confidence; 4) Train concentration, dare to act and not be afraid of making mistakes; 5) Strengthen tenuous interpersonal relationships; 6) Train students to respect other people; 7) Strengthen self-concept; 8) Train leadership skills; 9) Train decision making and action (Desmidar, 2021).

Ice breaking has a number of benefits, namely that this activity can be done and learned by anyone without needing to have special skills. Second, ice breaking can create an atmosphere of joy, familiarity and happiness between students and between educators and students. Third, ice breaking is able to create nuances in education and learning processes that are meaningful and enjoyable. By implementing ice breaking, students will automatically become more active and move in

learning activities (psychomotor). Ice breaking in learning functions as a way to overcome students' mental and physical stiffness. The aim is to create a learning atmosphere that is dynamic, full of enthusiasm and enthusiasm (Qatrunada, 2023).

Ice breaking itself is an activity carried out by everyone to attract the focus of attention and melt the atmosphere in the room back to its original state, namely an enthusiastic state (back to being conducive) (Satriani, 2018). And this enthusiasm is the capital for every individual in carrying out an activity (Kurniasari, 2021). Teachers can apply ice breaking at the beginning of learning so that the results obtained are more optimal and during the learning process to eliminate student stiffness or boredom which can cause students to become sleepy during the learning process. Ice breaking is used to create a learning atmosphere from passive to active, from stiff to active, and from bored to happy (Mi, 2020). There are several types of ice breaking activities that can be done, including shouting, playing, singing, clapping, joking, and body movements. With ice breaking, learning becomes fun

and can foster students' interest and motivation to learn (Prasiscka, 2021).

The use of icebreakers in the learning process looks easy, but it is not as easy as imagined, adequate skills, creativity that can support it, and adequate practice are still needed to achieve the desired learning goals. On the other hand, if the ice breaking activity is considered easy and carried out as is, then no meaning will be obtained. The benefits of ice breaking are felt by every individual who applies it, creating a learning atmosphere that is fun, conducive and can arouse students' interest and motivation in the learning process.

One interesting strategy to increase students' learning motivation is through the application of the ice breaker game. The ice breaker game is an activity that aims to relieve initial tension and create bonds between students. This game can be the key to opening the door to a new enthusiasm for learning (Prihatiningtyas, 2023). In a learning context, icebreakers are not just entertainment at the start of a session, but also a strategic tool to create a strong foundation for ongoing learning motivation (Sirait, 2023).

The importance of implementing ice breaking in learning has many aspects and is supported by various research results. The application of ice breaking can reduce student boredom and fatigue. Ice breaking is used to reduce student boredom and fatigue, especially after a period of concentration, by refreshing students and reviving their enthusiasm for learning (Puspita, 2023). Ice breaking serves to increase student involvement and concentration. Icebreaking activities can make students more active, enthusiastic and focused during the learning process thereby increasing concentration and engagement (Siregar, 2024). A theory states that the things you need to pay attention to when Ice Breaking: a. A teacher must have strong instincts when implementing Ice Breaking, where he must be able to assess whether students are open or not, and whether it needs to be continued. If Ice Breaking is stopped before students are completely open, this can affect the delivery of subsequent material. b. When implementing Ice Breaking, a teacher must be able to recognize the initial potential, attitudes, traits and special characteristics of each student, at

least some students. c. The duration of Ice Breaking must be adjusted to the condition and softness of the student (Fatihani, 2024).

### CONCLUSION

Based on the results of research and discussions carried out by researchers, it can be concluded that there is a positive influence of the application of icebreaking on students' interest in learning at SDN 141 Pekanbaru, this is proven by the results of research and discussions carried out by researchers. In particular, the application of icebreaking to students' interest in learning in the learning process has better results compared to not using icebreaking.

The findings above show that ice breaking learning has a positive impact on students' learning motivation to improve and maximize their achievement in class. In contrast to the traditional approach which only allows learning to occur in one direction from teacher to student, this learning paradigm invites students to learn in a comfortable atmosphere. Students' interest and enthusiasm for learning increases when ice breakers are used. Teachers can achieve educational and

learning goals together, and learning has a directed purpose.

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