



The Effect of Ice Breaking in Increasing Students' Learning Motivation in Elementary Schools

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Abstract: This study aims to analyse the effect of using ice breaking in increasing students' learning motivation in primary schools. The research method used is a literature study with a qualitative approach that focuses on learning motivation. Identification of literature sources is done through literature searches in academic databases such as PubMed, Google Scholar, and digital libraries. The results of the analysis show that the application of ice breaking in primary school learning has a positive and significant impact on students' learning motivation. Ice breaking can restore students' concentration and make them more active, enthusiastic, and focused in learning, so that it can improve their learning outcomes. Learning motivation is an important factor in learning, because it can affect various abilities and student learning outcomes. Therefore, teachers need to understand and foster learning motivation in students through ice breaking in the learning process so that students can succeed in learning.

Keywords: Elementary Schools; Ice Breaking; Learning Motivation.

Introduction

Learning is a process of increasing knowledge and insight through various activities carried out consciously and systematically by individuals so that they can acquire new skills, abilities, and knowledge (Asmarani et al., 2023; Hidayat et al., 2023; Shaleha, 2023; Islamiati et al., 2024). Teachers as educators have an important role in achieving the success of a student. Therefore, teachers must be able to develop effective, creative, and innovative learning processes in managing learning. Success in learning is largely determined by the teacher's ability both in teaching and managing the class, so that the learning process can take place effectively and efficiently (Nurhalisah, 2010).

A teacher must be able to organize or manage the class, interact with students, and create conducive learning. Apart from that, teachers must also be able to provide a pleasant atmosphere so that students do not feel bored and can pay good attention to learning. One effort that teachers can make to create enjoyable learning is providing icebreakers.

Ice breaking is an activity carried out when the learning atmosphere feels rigid, passive, and boring. Ice breaking can break the learning atmosphere to be more fun and refreshing (Jafar et al., 2023b). According to (Dananjaya, 2013), Ice Breaker is a warm-up activity that can change the cold, frozen, and rigid atmosphere to be warmer, melting, and relaxed. Changing the frozen atmosphere in classroom learning into fun can occur if the brain is in a certain wave state. The same thing is also stated by (Chatib, 2013), that Ice breaking is very effective in restoring concentration by directing the brain to the alpha zone, which is a relaxed condition that can encourage the flow of creative energy and provide a fresh and healthy feeling. This makes the atmosphere relaxed and fun again so that students can understand information while learning. A pleasant atmosphere for students can reduce pressure and coercion, allowing them to focus and concentrate more while learning (Asmarani et al., 2023). In addition, ice breaking can also restore students' concentration and motivation to learn, and affect student learning outcomes (Febriandari et al., 2018).

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Learning motivation also includes students' passion or enthusiasm for learning to achieve optimal results (Andriani & Rasto, 2019). Teachers can increase learning motivation by fostering student enthusiasm. This enthusiasm can be increased by teachers through the creation of a pleasant learning atmosphere (Suprihatin, 2015). Various studies reveal that enjoyable learning can overcome low learning motivation. Barkley (2010) states that enjoyable learning can increase students' motivation to learn throughout life. Pleasant learning does not cause a sense of force or pressure for students (Krisna, 2020). Students who feel happy can learn independently without waiting for instructions from the teacher first. Therefore, teachers need to try to create a relaxed but serious atmosphere during the learning process in class with students (Wana et al., 2024). Motivation to learn is an encouragement within an individual either consciously or unconsciously to do something based on experience so that it can change one's behavior and understanding. Students are expected to increase learning motivation by giving ice breaking (Asniar et al., 2022).

The use of ice breaking in the learning process is one of the important efforts that can be made by teachers to create a pleasant learning atmosphere and increase student learning motivation.

Method

This research uses a qualitative literature study approach. In the process, researchers collected, reviewed, and analyzed various literature sources such as books, articles, and scientific journals relevant to the research topic. Furthermore, the data from the literature analysis is described to produce information that is in accordance with the research discussion.

The main purpose of this research is to analyze and expand knowledge about the effect of ice breaking in increasing students' learning motivation in elementary schools. In addition, this study also aims to provide information to teachers that the use of ice breaking in learning can motivate students and create a pleasant learning atmosphere.

Result and Discussion

Based on the analysis of various literature sources, it was found that the application of ice breaking in learning in elementary schools has a positive and significant impact on students in increasing students' learning motivation. Ice breaking affects students' motivation and learning outcomes. Where the application of ice breaking makes students active, enthusiastic, and concentrate so as to improve student learning outcomes (Pujiarti, 2022). Learning motivation

is one of the important factors in learning. According to (Jafar et al., 2023a) Motivation is an encouragement within the individual both consciously and unconsciously to do something based on experience so that it can change one's behavior and understanding. When students lack motivation in learning, this can have a negative impact on various student abilities and their learning outcomes. Therefore, it is important for educators to understand and foster learning motivation in students so that they can achieve success in learning. The success or failure of students can be seen from the learning outcomes of the students (Andryannisa et al., 2023). The success of students in learning can be influenced by factors from outside and inside the individual, while one of the factors is the teacher (Pujiarti, 2022). The success of learning cannot be separated from the role of the teacher who acts as a facilitator and guide for students. Effective teachers are able to design and manage learning that is interesting, motivating, and develops students' potential optimally. Thus, the pedagogical and leadership abilities of teachers in the classroom are key factors in achieving satisfactory learning outcomes for students (Amelia et al., 2023).

According to Abi (2018), the average person is only able to concentrate on one particular focus for 15 to 25 minutes in the learning process. After that, concentration tends to break down again. This means that learners' concentration period does not even reach one lesson hour. Especially if learning takes place in the last hour, many learners will have difficulty concentrating. This is a challenge for teachers because the learning process requires serious attention from learners. When students' minds cannot be focused anymore, it takes effort to restore their attention. Therefore, it is very important for teachers to master various ice breaking techniques in an effort to improve students' learning concentration. According to Sunarto (2017), there are several types of ice breaking techniques that can be used such as yelling, clapping, singing, games, storytelling, magic, and listening to audiovisuals.

Analysis of the literature shows that the application of ice breaking in elementary school learning not only has a positive impact on students' learning motivation at the time but can also provide long-term benefits, including: (a) Positive Character-building breaking activities that involve cooperation, communication, and problem-solving can contribute to positive character building in students, such as self-confidence, leadership, and social skills. (b) Improved Memory and Understanding of Materials; Through ice breaking that involves fun and interactive activities, students tend to remember and understand the learning materials more easily. (c) Development of Creativity and Innovation; Ice

breaking activities that challenge students' creativity and imagination can encourage the development of creative and innovative thinking skills in the long run. Other benefits of ice breaking in learning according to (Harianja & Sapri, 2022) are: (1) This activity can be done and learned by everyone without having to have special skills. (2) A tool that can provide an atmosphere of excitement and familiarity and a feeling of happiness between students, as well as between educators and students. (3) Able to create nuances in education, a learning process that has meaning and is fun (Arimbawa et al., 2017).

Conclusion

Based on the analysis, it can be concluded that the application of ice breaking in elementary school learning has a positive influence in increasing students' learning motivation. Ice breaking makes students more active, excited, and concentrated in participating in learning. Ice breaking is proven to be effective in overcoming students' concentration and attention problems, especially during the last hour of learning when students tend to experience a decrease in focus, with various ice breaking techniques that can be used by teachers to restore students' learning concentration. The impact of ice breaking is not only limited to motivation and learning outcomes at the time, but can also provide long-term benefits, such as positive character building, improved memory and understanding of the material, and the development of creativity and innovation in students.

Author Contributions

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Conflicts of Interest

The authors declare no conflict of interest

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