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Content

Motivation, Learning Activity, and Learning Outcomes of
Grade V Elementary School

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Abstract: The purpose of this study is to determine the effect of ice breaking on learning motivation, active learning and learning outcomes of fifth-grade elementary students, Bengkulu City. Non-Equivalent Control Group Design in the form of the quasi-experimental method was used in this study. The type of research is quantitative descriptive. The population were the public elementary students in Bengkulu City, while the sample of this study were two classes, those were VA and V B. Data collection techniques in this study were questionnaires and tests. Based on the description of the results of the research and discussion, it can be concluded that (1). There is an influence of ice breaking on the learning motivation of fifth-grade students of public elementary school 56 Bengkulu City. This is shown in the t-test that the value of t-test of 5.00> t table value at a significant level of 5% is 2.01 (2). There is an influence of ice breaking on the learning activeness of fifth-grade students of public elementary school 56 Bengkulu City. This is shown in the t-test that the value of t-test is 5.04> t table value at the 5% significance level of 2.01. (3). There is a significant effect of ice breaking on student learning outcomes on cognitive aspects of fifth-grade students of public elementary school 56 Bengkulu City. This is indicated by the calculation of the t-test that the value of t testis 2.71> the value of t table at a significant level of 5% of 2.03.

Keywords: Icebreaking; Learning Motivation; Learning Activity; Learning Outcomes

1. Introduction

Learning is a process carried out by an individual to get the abilities, skills, and attitudes obtained in stages and continuously from infancy to old age. Dimyati (2013) states that the learning process is something that is experienced by students and is a response to all ways of learning carried out by the teacher. Thus it can be interpreted that learning is a process of changing individual behavior that is gradual and continuous as a result of experiences in the form of interactions with the surrounding environment that occur throughout life.

The occurrence of a learning process cannot be separated from the factors that influence it, both supporting factors and factors that hinder the learning process of an individual. Factors that influence learning consist of two factors, namely internal factors, and external factors. Both of these factors influence each other in the learning process

of an individual. Therefore, both of them greatly determine the quality of learning and learning outcomes. One of the internal factors of learning is the motivation to learn. Motivation to learn is the driving force that causes a person's behavior to act towards achieving certain goals (Renata et al, 2018) (Andriani et al, 2018). If students have high learning motivation, they will encourage learning outcomes to be more maximal. Unlike the case, if students have low learning motivation, he will experience obstacles and difficulties in the learning process making it difficult to achieve maximum learning outcomes. There are several things that affect learning motivation in students. According to Uno (2017) motivation to learn can arise due to intrinsic and extrinsic factors. One of the extrinsic factors is when there is an interesting atmosphere from the outside that causes learning motivation to increase. An attractive atmosphere for students will bring

students a pleasant learning process. A pleasant atmosphere will lead to a learning and learning process taking place in a happy and impressive atmosphere that can attract students to be actively involved in the learning process (Trinova (2012). A pleasant atmosphere will make students become actively involved in the learning process. Active involvement of students in learning is something that should be done by students in the learning process. Without the activeness of students, while studying, the learning process will not be optimal (Sardiman, 2011), The activity referred to in this case is learning activities that include physical activity and mental activity. Physical activity includes physical activities carried out, while one mental activity is concentration activities.

Based on the results of observations in the learning process of Social Sciences (IPS) VB class students in the city of Bengkulu, it is known that students lack motivation, enthusiasm, and passivity during the ongoing learning process. Some students seem to lack concentration, do not understand the material being studied, do not want to ask even though they have been given the opportunity to ask questions by the teacher, the learning atmosphere looks stiff. This causes teaching and learning activities to be more teacher-centered and causes low student learning outcomes in social studies subjects. Based on the description above, one way to create an atmosphere that can foster motivation is to make students active and fun in learning, namely with ice breaking. Ice breaking is a small activity in the form of games carried out in learning activities that aim to melt the atmosphere of tension, boredom, and saturation into fun so that students become excited again to take part in the learning activities undertaken. Ice breaking is needed in classroom learning to maintain students' stamina, emotions and thinking skills. Thus, ice breaking that provides a pleasant atmosphere can lead to a sense of comfort in students and can foster a positive attitude in the learning process. A comfortable and

pleasant atmosphere will make it easier for students to capture information in the learning process. Pleasant and memorable learning will be a gift for students so as to encourage students' motivation to be more active in learning and achievement shown through their learning outcomes (Ismail, 2008). Thus students will be motivated to do and try to continue to follow the learning process with Sabaik possible. The results of Ambini Research (R. 2016) showed that students' learning motivation after being given ice-breaking activities was better and higher than learning motivation before being applied for icebreaking activities on the sidelines of learning. After the implementation of ice breaking activities students feels happy, are more active and are again focused on learning.

In line with the description above, the results of research Arimbawa. (2017) show that the social studies learning motivation of students taught by using icebreaking are far higher than the students' motivation taught by not using icebreaking. This shows that ice breaking has a positive impact on the process of learning motivation in students in elementary school. Khadiyanti (2014) study also showed that ice breaking and poster media jointly had a positive effect on the interest of Surakarta Pajang 3 elementary school students with the influence of ice breaking of 0.875% and poster media had an effect of 12.404% on interest in learning. Based on the description above, the researcher wanted to know the effect of ice breaking on learning motivation, active learning and learning outcomes of fifth-grade students of Public Elementary School 56 in the city of Bengkulu. The formulation of the problem in this study is how much ice breaking affects motivation, activity and student learning outcomes. The goal to be achieved by doing this research is to find out how much influence ice breaking has on motivation, student learning activeness, and student learning outcomes.

2. Research Methods

The method used in this research is the experimental method. The experimental design used is Non-Equivalent Control Group Design which is a form of quasi-experimental research method (quasi-experiment) involving two groups, namely the experimental group and the control group. The use of the quasi-experimental method in this study was carried out because the determination of the sample was not carried out.

The population in this study were all fifth-grade students in 56 Public Elementary School, Bengkulu City 2018-2019 academic year, while the research samples were VA class students as the Control class and VB class students as the experimental class. The independent variable in this study is icebreaking, while the dependent variable is learning motivation, active learning, and student learning outcomes. In this study, the data collection techniques used were questionnaires and tests. Questionnaires are used to determine learning motivation scores and student learning activeness scores, while the test sheet is used to determine the scores of student learning outcomes, especially in cognitive aspects. Before being used, the questionnaire was first validated by experts regarding the content and readability of the questionnaire. After the questionnaire was declared valid regarding the content and level of readability, then a trial was conducted to determine the level of validity, reliability, level of difficulty and power difference. To find out whether or not the distribution of sample data, whether the sample is homogeneous or not, and whether or not there are influences of independent variables on the dependent variable, normality, homogeneity and t-test tests are conducted. In this study data analysis was carried out through descriptive analysis. To find out the magnitude of the influence of ice breaking on motivation, student learning outcomes and learning, an effective size formula from Cohen were applied, namely: ES = (Ye-Yc)/Sc. Where is ES = Effect Size, Ye = Average value of the experimental group, Yc = Average value of the comparison group, and Sc = Standard deviation of the comparison group? The magnitude criteria of Effect Size are classified as follows: ES <0.2 = classified as low, 0.2 - 0.8 = moderate, ES> 0.8 = high.

3. Result and Discussion

Research Results on aspects of student learning motivation, in the control class the mean was 64.88, standard deviation 3.19, and variants 10.22. While in the experimental class the mean was 70.3 standard deviation of 3.45 and variant 11.90. In the aspect of student learning activeness, the control obtained mean 58.72 standard deviations 3.75 and variant 14.9. While in the experimental class the mean is 68.05 standard deviation of 3.98 and variant 15.94. On the aspects of student learning outcomes, the results of the pretest on the control obtained mean 69.16 standard deviations 6.00 and variants 36.02. While in the experimental class the mean was 63 standard deviations 8.17 and variants 66.84. In the posttest results, the control class obtained mean 78.33 standard deviations 6.15 and variants 38.23. While in the experimental class the mean was 82 standard deviations 5.23 and variants 27.36. x^2

Normality Test

In the aspect of learning motivation, the control class obtained x^2 counts -7.76 <than at x^2 table 9.6. In the experimental class, obtained x^2 counts <than at x^2 table 9.5 at the significance level of 5%. Thus the data on learning motivation in the control class and experimental class were normally distributed.

In the aspects of student learning activity, the control class obtained x^2 counts -11.91 < from x^2 table 9.5 while in the control class, obtained x^2 counts 8, 16 <than x^2 table 9.5 at a significance level of 5%. This shows that the learning activeness data in the control class and experimental class is normally distributed. In the results of the pretest and

posttest, the control class obtained x^2 $_{counts}$ inter pretest 8.37, x^2 calculated post-test 3.48, in the experimental class x^2 calculated pretest 9.41 and x^2 $_{counts}$ posttest 7.59. x^2 Calculate both at pretest and posttest < from $_{table}$ 11.1 at significance level 5%. This shows that student learning outcomes are normally distributed.

Homogeneity Test
        In the aspect of learning motivation, obtained f counts 1.16 <f $_{table}$ 2.17 at the significance level of 5%. Thus the data on learning motivation in the control class and experimental class came from homogeneous variants. On the aspects of student learning activeness, obtained f $_{counts}$ 1.13 <f table 2.17 at the significance level of 5%. Thus the data of learning activeness in the control class and experimental class came from a homogeneous variant. In the pretest results obtained f arithmetic 1.86 < f $_{table}$ 2.17 at the significance level of 5%, and in the posttest obtained f $_{counts}$ 1.72 <f $_{table}$ 2, 17 at a significant level of 5%. This shows that the data on student learning outcomes come from the same variant.
        The t-test on aspects of learning motivation obtained t count of 5.00 <t $_{table}$ 2.03 at a significance level of 5%. Thus ice breaking has a significant influence on student learning motivation. On the aspects of student learning activeness, obtained t count 7.40 <t $_{table}$ 2.03 at the significance level of 5%. Thus ice breaking has a significant influence on student learning activeness. On increasing gain in student learning outcomes, obtained t count 4.13 <t $_{table}$2.03 at a significance level of 5%. Thus ice breaking has a significant influence on student learning outcomes.
        To determine the magnitude of the influence of ice breaking on motivation, activity, and student learning outcomes, the effect size (ES) formula was used to obtain the following results: (1) On learning motivation, the ES value was 1.69, which included very strong criteria (2) In the aspect

of learning activeness, the ES value is 2.48, which is included in the very strong criteria, (3) In the aspects of student learning outcomes, ES scores are 0.74, which is included in the strong category. Thus it can be concluded that ice breaking has a very strong influence on student learning motivation, ice breaking has a very strong influence on student learning motivation, and ice breaking has a strong influence on student learning outcomes.

Effect of Icebreaking on Student Learning Motivation
        Based on the description of the research results from the prerequisite test shows that for t $_{count}$ = 5.00 greater than table = 2.01 so it can be concluded that the learning process by applying ice breaking has an influence on student learning motivation. It can also be seen from the mean student learning motivation questionnaire between the control class and the experimental class. In the control class, the mean is 64.89, while the mean in the experimental class reaches 70.3. Thus it can be concluded that ice breaking has a significant influence on student learning motivation.
        In its implementation, in the control class that did the learning without using icebreaking, their motivation was still quite sufficient. This can be seen from their facial expressions when doing learning in class. Unlike the case with the experimental class. In the experimental class that uses ice breaking, almost most of the students in the class seemed enthusiastic in learning. Some of them look forward to something about things that will be learned later.
        Ice breaking is given to make students more concentrated in listening to instructions from the teacher so that what they hear must be in accordance with what they do. In addition, students are motivated not to repeat the mistake again when given similar ice breaking. The ice-breaking process is in the form of two games by doing a single pat double pat and doing bits 1 and 2 bits. Ice

breaking is intended so that students become relaxed again, such as before starting learning. Indeed this ice breaking is not related to the material but can increase student concentration and student motivation in the learning process. This can be seen on the student's face that beaming as if they want to get something new. The difference in impact is also inseparable from the role of the researchers themselves. Providing encouragement to learn, feedback, reinforcement, and stimulus in the form of ice breaking can provide a positive response from students that is what encourages students to learn. With the growth of encouragement in students, it is not impossible that the response will grow in other students.

Such response is also almost the same as the results of research by Hidayatuloh, Adil (2015) which explains that student responses to icebreaking are given by the teacher, students become the focus of the teacher, students concentrate again in learning, students re-enthusiasm in learning. This is in accordance with the statement of Arimbawa (2017) by giving ice breaking treatment to the class can provide changes in behavior and motivation to learn to students and make students more enthusiastic in doing learning.

Some things that were discovered during the study were that some students were not able to always focus their attention on learning activities, as well as listening to teacher explanations and during discussions. Such conditions were also explained by Sunarto (2012) that based on several studies, average strength the average person to continue to concentrate on something is only about 15 minutes. The same thing was also stated by Rian (2018) who stated that the average person is only able to concentrate on one particular focus only around 15-25 minutes, after which their concentration will be dispersed again.

From the description of the discussion above, it shows that giving ice breaking in learning can help gather concentration, increase student learning motivation and

dilute the atmosphere to be more conducive. If this ice breaking is able to be applied to the learning process in the classroom, it is more likely that students return to better conditions (enthusiasm, motivation, passion, boredom, etc.) Fanani (2010). But when the ice breaking is done excessively it will make students not concentrate or even tend to be crowded and the classroom atmosphere becomes not conducive to doing further learning activities.

Based on the effect size analysis, it can be concluded that ice breaking has an effect of 1.69 when viewed from the criteria made in chapter iii before, the effect of 1.69 is categorized in the high or strong category. So that it can be concluded that ice breaking gives a strong influence on student learning motivation.

Effect of Icebreaking on Student Learning Activity

In the control class that was not given ice breaking treatment, students' learning activeness was still relatively low. This is evident from students who have been divided into several groups, still looking stiff and waiting to be given assignments. During the learning process, which is accompanied by a question and answer with students to explore students' initial knowledge, those who answer the question only.

In the experimental class conducted with the provision of ice breaking, it can be said to have relatively high learning activeness. This can be seen from the activities carried out by the students. Like hypothesizing when given initial problems and then shown by the students' efforts to find answers to the problems. In addition, there are also positive responses from students such as giving some questions to the teacher. Their expressions also showed that they were ready to carry out learning activities.

Ice breaking is given to increase students' learning activeness in the form of boat riding games, with rules a) The game is called boat riding, b) All students are asked to

stand up, c) First clue: Teachers want to sail in large boats, anyone may participate provided they have to carry objects according to the requirements given by the teacher, d) To make students more familiar with each other, the teacher gives a second clue: students are asked to say the name then say the object to be taken "my name is yogi, I will bring yogurt", e) third clue: the teacher says "my name is yogi, I will bring "a yoyo", f) Students who cannot carry objects in accordance with the intended meaning will still stand.

With such a game students will think critically about the needs that have been given by the teacher, with the consequence that students who cannot carry objects in accordance with the teacher cannot sit in a chair. However, after the ice breaking is over, all students are welcome to sit back. Such conditions indicate that ice breaking that can bring joyful atmosphere into learning can provide a positive impact on student learning activeness Arimbawa (2017: 6) by giving treatment in the form of ice breaking in class can provide changes in behavior and motivation to learn to students and make students are more enthusiastic in learning. Thus, students who have the motivation to take part in learning will make every effort to succeed in learning.

Changes in behavior that were previously less active changed to be more active. This was also shown in the results of a study by Ambini (2016) which stated that after the implementation of ice breaking activities students felt happy, more active and re-focused on learning. Learning activeness as described above is also in line with the results of research Suhartono, Isnain (2016) stating that ice breaking can improve the effectiveness of the learning process and make students more enthusiastic in learning and play an active role in the learning process.

Learning activeness shown by several students can be in the form of giving questions, expressing opinions, writing important things in learning, working on practice questions, and collecting group data. Similar results are also shown in the results of the study by Widiyanti (2013) which stated that there was an increase in response, enthusiasm and activity, both during the ice breaking (men and women participated) and question and answer and identification of titles and authors. This is indicated by the atmosphere in the classroom showing a conducive atmosphere when the teacher carries out the preliminary stage.

The things that were found in this study were, some students were seen as active in learning. But the activity was negative. Like walking or running around in the classroom. Asking things outside the learning material, and talking with peers when the teacher gave an explanation. This is reasonable, considering the developmental stages of elementary school students are still in the concrete operational stage, namely the stage of students to do something based on understanding the concepts they find.

Fanani (2010) states that icebreaking activities in the learning process in accordance with the conditions and needs of students can solve the freezing atmosphere of learning in the classroom and outside the classroom, so that the process of interpersonal interaction, between personal and group between teachers and students, can be better, so the learning process can take place better. Brain optimization and creativity of students is needed through non-learning activities (ice breaking activities) and needs to be implemented in the learning process.

From the results of the effect size analysis, it was concluded that the ice breaking had an effect of 2.48 when viewed from the criteria made in chapter iii before, the effect of 2.48 was categorized in the high or strong category. So that it can be concluded that ice breaking has a strong influence on student learning activeness.

Effect of Icebreaking on Student Learning Outcomes

This can be seen from the results of learning aspects of the pretest and posttest knowledge that showed posttest learning outcomes better than the results of the learning pretest. After obtaining the calculation using the t-test it can be concluded that t count = 2.71> t table = 2.03 states that there is significant influence between student learning outcomes in the control class and the experimental class. Mean obtained at the pretest in the control class is 69, 17 while in the experimental class only 63. After the action was given in the form of ice breaking in the experimental class, the mean value obtained at the posttest in the control class was 78.3, while the mean in the experimental class reached 82.

This shows that the ice breaking given to the experimental class has a significant impact on student learning outcomes on cognitive aspects. It shows that the absorption of information possessed by the experimental class students is higher when compared to the control class. This is supported by the results of research Faruqi (2016) which state that by inserting ice breaking in learning can increase student absorption. In addition, ice breaking, such as a boat ride which is then accompanied by an explanation and associated with learning material, will make it easier for students to remember so that such learning will become more meaningful.

Based on the results of multiple regression analysis it can be concluded that student motivation has an effect of 7.53% on the achievement of learning outcomes. Every one number occurs in learning motivation, then student learning outcomes will increase by 0.42. Student learning activeness has an influence of 17.56% on the achievement of student learning outcomes. Every time there is an increase in numbers on active learning, student learning outcomes will increase by 0.45.

Student learning motivation and student learning activeness together have an effect of 12.85%, on the achievement of student learning outcomes, the rest is influenced by other factors not examined in this study. Thus, every time there is an increase in learning motivation, the learning outcomes will increase by 0.02. Every time there is an increase in numbers on student learning activeness, student learning outcomes will increase by 0.44.

In contrast to the results of research Hidayatuloh, Adil (2015) which states that ice breaking does not directly influence student achievement because student achievement in a learning process depends on understanding whether students absorb the learning but ice breaking influences student attitudes related to the learning process. This is contrary to the results of Husna's research (2014: xviii) which shows that the average value of experimental class questionnaires is greater than the value of the control class questionnaire, which indicates that ice breaking has a significant influence on learning motivation and achievement of student learning outcomes. This is in accordance with the results of this study. The score in the learning motivation questionnaire and learning activeness in the experimental class was higher than the control class. The learning outcomes of the experimental class students were also higher when compared to the control class.

Based on the results of the effect size analysis, it can be concluded that ice breaking has an effect of 0.74 when viewed from the criteria made in chapter iii before, the effect of 0.74 is categorized in the medium category. So that it can be concluded that ice breaking has a moderate influence on student learning outcomes.

Conclusion

Based on the description of the results of the research and discussion in this study, it can be collected as follows: (1). There is an influence of ice breaking on the learning motivation of fifth-grade students of the

Public Elementary School 56 City of Bengkulu. This is shown in the t-test that the value of t count of 5.00 > t table value at a significant level of 5% is 2.03. (2). There is the influence of ice breaking on the learning activeness of class V students of the public elementary school 56 City of Bengkulu. This is shown in the t-test that the value of t count is 5.04> t table at a significant level of 5% at 2.03. (3). There is a significant effect of ice breaking on student learning outcomes on cognitive aspects of class V of Public Elementary School 56 Public Elementary School, Bengkulu City. This is indicated by the calculation of the t-test that the value of t count is 2.71> the value of t table at a significant level of 5% of 2.03.

Acknowledgment

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