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The Effect of Ice Breaking on Learning Motivation for Children aged 5-6 Years at RA Ilyasa Nurul Qomar in 2022

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Abstract: Teachers as educators must try to create motivation in children by growing and developing children's interest in learning a field of study to be taught. Based on observations made by researchers in early childhood in the 5-6 year age group, students of RA Ilyasa Nurul Qomar often experience problems in their learning. Most students find it difficult to pay attention to the teacher during learning, and students of RA Ilyasa Nurul Qomar tend to prefer active learning that can move all the five sensory functions of students. Author will conduct research related to increasing students learning motivation through ice breaking. This ice breaking activities carried out by this ice breaking are varied, so that students will feel happy while learning. Based on the calculation of the paired sample t test and the independent sample test, the value of sig (2 tailed) = 0.00 ≤ 0.05, then H^0 is rejected and H^1 is accepted. Based on the calculations and the basis for making decisions from the two hypothesis tests, it was concluded that there was a significant effect of ice breaking on the learning motivation of children aged 5-6 years at RA Ilyasa Nurul Qomar.

Keywords: ***Learning Motivation, Ice Breaking, Early Childhood***

Introduction

In the period of human personal development, of course, there will be a golden age (Golden Age), this period will occur at an early age from birth to 6 years, at which time the sensitivity of the child will be very sensitive to various information from the surrounding environment. At this golden age, children's development will develop very rapidly both from cognitive, physical-motor, socio-emotional, artistic development and the development of children's religious-moral values. Solehudin and Ihat Hatimah (2009) state that PAUD is an educational institution organized to facilitate universal early childhood development (AUD) which is also focused on all aspects of child development (Ali, 2009).

In UU RI No. 20 of 2003 Chapter I Article 1 concerning the National Education System, it is explained that education is a conscious and planned effort in creating a learning atmosphere or atmosphere in which all learning processes have a goal so that students can massively develop their potential so that later they have the basic foundations. good religious spirituality, good emotional management, character personality, good intellectual intelligence, having imprinted morals, and other potentials needed by individuals in social life (Dio Ismi et al., 2021).

Based on the teaching principle, the teacher should be able to understand how the students themselves. Such as understanding the growth and development of each student, understanding the psychology of student learning, and understanding the interests and talents of each student. So that the teaching given by the teacher is not always oriented to the intellectual development of students but also physical-motor, socio-emotional, religious, and moral values, etc. In addition, teachers should also be able to respect and appreciate students as individuals. Where everything that is in the outer individual students can be accepted by the teacher freely accepting all the advantages and disadvantages of students. That way the teacher can create various kinds of learning that are right for each student (Hamalik, 2019).

Education for early childhood is intended to guide and develop all the potential in each child so that each child can develop all his potential optimally through the provision of appropriate treatment or stimulation according to the stage of development of each child. Education that is held for preschool children can be directed at activities or activities that can facilitate each child in their learning environment. Through proper tutoring, it is expected to be able to make children's development develop according to their genetic capacity.

Meanwhile, in terms of learning given to early childhood, this is integrated learning, which does not teach learning separate fields of study, but learning that utilizes one activity but can cover all aspects of children's developmental achievements. This will create a learning that is more oriented toward fun learning activities, namely learning while playing. Early childhood learning activities, it is a process that will require students to be active/massive so that students will seek and find personal concepts as experiences for their lives. So that the fruit of a good and fun experience for children will have a positive impact

on the development of students, and vice versa, so students learn from everything that is felt by the senses such as hearing, sight, taste, and others.

According to J. Heabert, "if viewed from a psychological perspective, children will learn through the impressions they receive through their sensory experiences". According to this theory, the human soul consists of various impressions and responses obtained through the senses, where the impressions obtained are associated with forming the human mind. Based on this theory, learning that can be accepted by students is learning that is oriented to the sensing system owned by students. And in this theory, various stimuli are needed that must be carried out by educators to produce a good impression and experience for students (Hamalik, 2019).

Motivation and learning, are two things that are mutually sustainable and mutually influence each other. Motivation can be defined as a change in energy in a person characterized by feelings and reactions to achieve goals. Uno explained that motivation is an internal and external drive that comes from within a person which can be indicated by the presence of desire and interest; drives and needs; hopes and aspirations; appreciation and respect so that what is the goal can be achieved properly (Susanto, 2018).

MCs. Donald stated that motivation is a change in energy in a person which is characterized by the emergence of feelings and reactions to achieve a goal. He said that "Motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction" (Hamalik, 2019).

Thomas and Jere state that some psychologists refer to motivation as a hypothetical construct used to explain the desire, direction, intensity, and state of goal-directed behavior (Uno, 2018). Thus, motivation is an impulse contained in a person to try to make changes in behavior that are better in meeting their needs.

If viewed from the two principles of motivation: 1) motivation is seen as a process, where this process will help us explain the behavior that is being observed; 2) Motivation determines the character of the process, where the determination of this character is by looking at the instructions of a person's behavior. From these two principles, this motivation is something that is based on what is felt, wanted, needed by an individual. So that it can move and encourage individuals to behave in achieving their goals (Hamalik, 2019).

In the context of education, the motivation needed by students is learning motivation. This learning motivation has an important role in developing student learning activities. this is because this learning motivation serves as a driving machine to improve learning progress and to improve student learning achievement. Yasin explained that motivation in learning is a driving force and a driving force that causes a person based on his will and his circumstances to learn (Susanto, 2018).

According to Kurniasih, learning motivation is all efforts, not only coming from the impulse of the soul, or a person's will but also what efforts are taken to achieve learning goals (Susanto, 2018). This motivation will mobilize students to

the learning objectives, the motivation possessed by a person is a condition that can move people towards a certain goal. So that an individual who has a distinctive role that can create a passion for learning, and also through this passion the child can feel the sensation of pleasure and the child will be more enthusiastic about learning (Rosalin, 2008).

The following are the elements of learning motivation (Susanto, 2018) Motivation starts from a change in energy; 2) Motivation is characterized by the emergence of feelings (affective arousal); 3) Motivation is characterized by a reaction to achieve goals. From the three elements of learning motivation, this learning motivation arises from behavior through social relationships. Through these social relationships, a person can behave according to his circumstances, social skills, social interaction, and communication skills. When the child is in school, the child's social relations will be established both with his friends and with the teacher. If children's social relationships at school are created with comfortable and harmonious conditions, children will be motivated to learn and able to complete tasks and development demands with enthusiasm and well. In addition to social relationships, children's learning motivation can arise due to two aspects, namely: 1) by love (because of pleasure), where children will be motivated when children feel happy when doing one thing or various things; 2) by fear (because of fear), where children's learning motivation arises when children feel afraid, threatened and worried that they will lose money if they don't do something (Susanto, 2018)

This motivation is considered very important to the success or failure of the learning process. If someone learns without motivation, it will be very difficult for that person to get a change for the better. Motivation is a fundamental requirement in improving the quality of learning. Students who learn less motivated or even without motivation will not achieve maximum results. An implementation in issuing children's learning motivation is an effort to develop children's learning capabilities. Thus, the logical way to motivate student learning is to link the learning experience and student motivation into a unified whole.

To keep up with the rapid changes in this era, teachers are required to be able to convey a variety of interesting learning materials through various learning activities that can build a pleasant learning atmosphere for students. Before that, the teacher ability to understand the child's ability to capture or understand learning is needed. Knowing the characteristics of students is important for the continuity of the learning process. Based on a clear understanding of the characteristics of students, teachers can design and implement learning activities according to the child's developmental stage. Most teachers only focus on achievement targets in terms of academics so that they slip into narrow learning, namely suppressing academic learning and being too result-oriented. This causes the teacher to be insensitive to what the students feel. Learning that is too intellectually oriented will only make students very bored, bored and make students less focused when receiving the material presented by

the teacher. Based on these problems, it is necessary to refresh in creating a different learning atmosphere from before.

To revoke the students' enthusiasm for learning, the use of Ice Breaking is felt to be able to help overcome the boredom and boredom of students during learning. Sulastri and Wahyudi stated that "Ice Breaking is defined as a transitional activity that is boring, becomes an activity that can stimulate enthusiasm, relax, so that it can cause attention and a sense of pleasure listening to people who are talking in front of the class". Therefore, according to him, the right learning process for a child is through his life experience, namely a better and more enjoyable experience so that it can have a positive impact on the child's developmental stage (Sulastri & Wahyudi, 2015)

Melvin Silberman, suggests that the term Ice Breaking used in training is intended to remove the ice between the training participants, so that they know each other, understand, and can interact well with each other (Kaniah, 2018). However, the term Ice Breaking which is used in the world of education is more interpreted as a connotative meal of the word "break the ice" which is defined as breaking the atmosphere. What is meant by the atmosphere is to rebuild a new atmosphere in the learning environment of students who previously felt bored, become a pleasant learning atmosphere, and rebuild the spirit of learning students. Ice breaking activities can be done through games or other activities that can build enthusiasm.

While in the world of education itself, Ice Breaking can be defined as an effort to build a pleasant learning atmosphere, so that it will eliminate boredom, boredom and even drowsiness which is very easy to attack when the body condition starts to get tired and saturated (Kaniah, 2018). The objectives of holding Ice Breaking in the world of education include: 1) Creating equal conditions between students in the classroom by eliminating barriers between students to create dynamic conditions among students; 2) Generating motivation among fellow students to carry out activities during the learning process; 3) An awkward mood breaker; 4) Boredom busting; 5) Make the child's focus return after feeling bored and bored; 6) Adding insight into new things; 7) Help train the right brain of students.

Based on the results of observations that have been made by researchers, RA Ilyasa Nurul Qomar students often experience problems in their learning. Most students find it difficult to pay attention to the teacher during learning, and students of RA Ilyasa Nurul Qomar tend to prefer active learning that can move all the five sensory functions of students. So based on these problems, the author will conduct research related to increasing students' learning motivation through ice breaking. This ice breaking can attract the attention of students, and

the activities carried out by Ice Breaking are varied, so students will feel happy while learning.

Based on this background, the title of the research that the researcher will do is "The Effect of Ice Breaking on Learning Motivation of Children aged 5-6 Years at RA Ilyasa Nurul Qomar in 2022."

Method

With scientific mastery related to research methods, this research not only solves various problems that occur, but can also help develop a scientific field that is being explored related to efforts to increase learning motivation through ice breaking. Based on this, this study uses a quantitative approach as a research methodology, namely a research approach that uses a postposi paradigm that uses populations and samples to test the established hypotheses. This approach can reveal how the relationship between two variables or even more through various experiments to find the effect of one variable on another (Sugiyono, 2019).

This study uses an experiment where the type of experiment that will be used is a quasi-experimental design where intivism this research design will involve two groups, namely the control group which will be given treatment without ice breaking treatment, and the experimental group which will be given treatment with ice breaking treatment. In this research design, the group that will be used in the study cannot be chosen randomly. The two groups will be given a pretest before being given the Ice Breaking treatment, this is done to know the initial conditions of the students (Sugiyono, 2019).

In this study, the population that will be used is all students of RA Ilyasa Nurul Qomar of 51 students consisting of two, namely: the age group of 4-5 years (17 students) and the age group of 5-6 years (37 students). Based on the number of students in RA Ilyasa Nurul Qomar, the sample in this study was class B1 with 17 students and B2 with 17 students. The total sample is 34 students. The time of research was carried out in the 2022/2023 academic year starting in July 2022. The location where the research was carried out was RA Ilyasa Nurul Qomar located in Cinangka Village Rt.08/04 Bungursari District, Purwakarta Regency.

Sources of data obtained by researchers are primary and secondary data. Where this primary data is the type and source of research obtained by researchers exclusively from core sources without going through any intermediary, either individually or in groups. The researcher makes the principal, teachers, and students at RA Ilyasa Nurul Qomar to be the primary data source in this research. While secondary data is a source of research data collected by researchers directly to become supporting data for the first source, both in the form of written documents and literature.

Result and Discussion

The purpose of the study was to determine the effect of ice breaking on the learning motivation of children aged 5-6 years. The research was conducted at RA Ilyasa Nurul Qomar with the target or object of research is children aged 5-6 years (group B). The research sample that will be used is 34 students, each of which is divided into two groups, namely 17 students in the experimental group and 17 students in the control group. Each group received a pre-test and post-test. The difference is, the ice breaking treatment will only be given to the experimental group. The research time carried out by the researcher was 5 days of effective learning, with details of activities: interviewing educators, conducting pre-tests in both groups, giving treatment to external groups, conducting post-tests, and collecting documentation.

The research data consists of two variables, namely ice breaking variable (x) and the learning motivation variable (y). This section will explain the description or description of the data for each variable that has been processed using SPSS-25. Achieving the target of student learning outcomes is not as easy as we expect, many aspects can affect children's learning. The teacher's ability to manage the class is one of the factors that affect the learning power of students. Because the teacher is the main spear in the learning process. To create a good learning environment and atmosphere for students, creative, innovative, and intelligent teachers are needed. So that the learning created can be effective for students. Not only meeting the learning needs of students, in early childhood the need for play is also an important aspect that needs to be considered in its development.

According to (Ritonga & Halim, 2021) several things can make children feel bored and unmotivated when studying: 1) Work overload, students get a lot of assignments, so students feel very burdened with the tasks given by the teacher; 2) Lack of control, namely students feel that the learning provided is less interesting, so students are not interested in learning it; 3) Insufficient reward, where students feel they do not get appreciation from the teacher; 4) Breakdown in community, namely students feel less comfortable in establishing social relationships at school (social interaction); 5) Absence in fairness, namely parents' expectations of the child's high value, so that the child feels burdened by it.

The success of the learning process can be seen from the spirit of learning and the motivation of students when learning. when students feel uncomfortable, bored, or not enthusiastic about learning, it can hinder the process of absorption of knowledge in the child's brain. Uno explained that motivation is an internal and external drive that comes from within a person which can be indicated by the presence of desire and interest; drives and needs; hopes and aspirations; appreciation and respect so that what is the goal can be achieved properly (Susanto, 2018). The enthusiasm of students for learning is a reflection of learning motivation. That is, if students feel enthusiastic about learning, it can be said that students are ready to learn and can concentrate fully on learning (Febriandari et al., n.d.).

To stimulate the spirit of learning of students, we need an activity that can arouse their enthusiasm of students. Ice breaking as a transition activity in a boring situation into a pleasant atmosphere is one of the activities that can arouse students' learning enthusiasm. According to Satriani, Ice Breaking is a variety of activities that are used to attract the focus of attention and melt the atmosphere when the room is excited (again conducive) (Harianja & Sapri, 2022).

Ice Breaking is a transitional activity that can be done to change the learning atmosphere that was boring, saturated, causing drowsiness and tension into a more colorful and fun learning atmosphere, to be able to re-build a more effective learning atmosphere and make learning activities fun, enthusiastic, and fun. relax and not make sleepy both students and teachers as educators themselves. The type of ice breaking used by researchers is with 3 types of ice breaking: playing, exercising, and yelling. Researchers using ice breaking in this study were intended to determine the effect resulting from the application of ice breaking on the learning motivation of children aged 5-6 years in group B at RA Ilyasa Nurul Qomar.

Results Pre-test dan Post-test

	Total Test Score		**Mean**	
	Pre-test	**Post-test**	**Pre-test**	**Post-tet**
Eksperimen	1.908	2.452	112,24	144,24
Kontrol	1.871	2.178	110.06	128.12

Information:

- Undeveloped (BB) : 0 – 918
- Growing (MB) : 918 – 1,925
- Growing As Expected (BSH) : 1.925 – 2.754
- Very Good Development (BSB): 2,754 – 3,672

From the calculation using SPSS-25 on central tendency (data concentration) it is stated that in the pre-test experimental group the total score obtained = 1.908 with an average = 112.24 the number of scores states that the level of student learning motivation before giving ice breaking is declared starting. growing (MB). And in the post-test of the experimental group the total score obtained = was 2,452 with an average of 144.24. After the treatment was given to the experimental group, the student's learning motivation became developed as expected (BSH).

Hypothesis Results *Paired Sample T-Test*

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre_test_eksperimen - Post_test_eksperimen	-32.000	12.816	3.108	-38.589	-25.411	-10.295	16	0.000
Pair 2	Pre_test_kontrol - Post_test_kontrol	-18.059	6.485	1.573	-21.393	-14.724	-11.481	16	0.000

Decision making basis:

- If the value of sig (2-tailed) ≥ 0.05 then H^0 is accepted H^1 is rejected
- If the value of sig (2-tailed) ≤ 0.05 then H^0 is rejected H^1 is accepted

Meanwhile, from the calculation of the paired sample t test, the experimental class t-test value = -10.295 and df = 16. Meanwhile, in the control group calculation, the t-test value is -11.481 with df 16. Then the standard deviation of the experimental group obtained a value of = 12.816 with sig. (2 tailed) = 0.00. And in the control group the standard deviation value = 6.485 with sig (2 tailed) = 0.00. If the basis for making this decision uses the basis for comparison of sig (2 tailed) values, it can be concluded that the value of sig (2 tailed) = 0.00 ≤ 0.05, then H^0 is rejected and H^1 is accepted. So this acquisition, it states that there are significant differences in student learning outcomes between the experimental group and the control group. Based on this, the application of ice breaking influences the learning motivation of children aged 5-6 years in group B at RA Ilyasa Nurul Qomar. Stu learning motivation before using ice breaker is smdentsaller than after using ice breakers. Thus, based on the results of these calculations, it can be concluded that ice breaking affects the learning motivation of children aged 5-6 years at RA Ilyasa Nurul Qomar.

Hypothesis Calculation Results Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
hasil belajar	Equal variances assumed	0.369	0.548	4.560	32	0.000	16.118	3.535	8.917	23.318
	Equal variances not assumed			4.560	31.711	0.000	16.118	3.535	8.915	23.321

Decision making basis:

- If the value of sig (2-tailed) ≥ 0.05 then H^0 is accepted H^1 is rejected
- If the value of sig (2-tailed) ≤ 0.05 then H^0 is rejected H^1 is accepted
- If the value of t count ≥ t table then H^0 is rejected and H^1 is accepted
- If the value of t count ≤ t table then H^0 is accepted and H^1 is rejected

When viewed from the calculation of the independent sample test, the value of t count = 4,560 with df = 32 and the t table value of 3,492. While the value of sig (2-tailed) = 0.00 and the mean difference value is 16.118. If the basis for making this decision uses the basis for the decision to compare the value of sig (2 tailed) and the comparison of the calculated t value with the t table, it can be concluded that the value of sig (2 tailed) = 0.00 ≤ 0.05, then H^0 is rejected, H^1 is accepted. And the value of t arithmetic 4.560 ≥ t table then H^0 is rejected and H^1 is accepted. Based on these calculations, it is stated that ice breaking influences the learning motivation of children aged 5-6 years at RA Ilyasa Nurul Qomar.

This analysis is in line with Satriani's opinion, Ice Breaking is a variety of activities that are used to attract the focus of attention and melt the atmosphere when the room becomes an excited state (back conducive) (Harianja & Sapri, 2022). As well as the opinion of Yeganehpour and Takkac that ice acting is an important thing that can support student success in various learning situations (Aniuranti et al., 2021). And the opinion according to Sardiman states that the motivation to learn that arises in the child, it will show good learning outcomes as well (Sholihah & Kurniawan, n.d.).

Conclusion

1. The initial condition of the students in the two groups as seen in the pre-test results of the experimental group had a total score of 1,908 with an

average score of 112.24. Meanwhile, the control group had a total score of 1,871 with an average score of 110.06. The number of scores stated that the level of student learning motivation before the ice breaker was given was declared to have begun to develop (MB). At the time of the pre-test in both groups, the learning environment created looked less conducive, with many students still chatting while the teacher was explaining, the focus and enthusiasm of the students were minimal, so efforts were needed to increase the focus and enthusiasm of students' learning.

2. After the ice breaking treatment is carried out in the form of playing activities, gymnastics, clapping and motivational yells can make children more enthusiastic and enthusiastic in participating in learning, children become more active in asking the teacher, children can complete their tasks well, children can create a conducive learning atmosphere for children, students are able to follow the learning process activities according to children's rules, and ice breaking activities can foster a positive energy for students. This can be seen from the increase in the post-test results of the experimental group which is worth 2,178 which is greater than the results of the initial pre-test which is worth 1,871.

From the calculation of the paired sample t test, the experimental class t-test value = -10.295 df = 16 and the value of sig (2-tailed) = 0.00. In the calculation of the control group, the t-test value was -11.481 with a df of 16. It was concluded that the value of sig (2 tailed) = 0.00 ≤ 0.05, then H^0 was rejected and H^1 was accepted. Meanwhile, in the independent sample test calculation, it was obtained that the t-count = 4.560 with df = 32 and the t-table value of 3.492, and the value of sig (2-tailed) = 0.00. Based on these calculations, the value of sig (2 tailed) = 0.00 ≤ 0.05, then H^0 is rejected and H^1 is accepted. And the value of t arithmetic 4.560 ≥ t table then H^0 is rejected and H^1 is accepted. Based on the calculations and the basis for taking the two hypothesis tests, it is concluded that ice breaking influences the learning motivation of children aged 5-6 years at RA Ilyasa Nurul Qomar. The effect or impact on the use of ice breaking at RA Ilyasa Nurul Qomar, can increase students' learning motivation. It can be seen how the condition of children's learning after the ice breaking. Learning motivation that grows in students can be capital for students to absorb knowledge when at school. After giving ice breaking on the sidelines of learning, it can change the negative perspective of students into a positive perspective and children will judge that learning is fun.

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