



## ANALYSIS OF THE INFLUENCE OF GIVING REWARDS AND ICEBREAKERS ON THE LEARNING PROCESS AT SDN 04 KARANGTENGAH

Intan Putri Kania<sup>1</sup>, Resnawati Febriani P<sup>2</sup>, Fitria Nurulaeni<sup>3</sup>

<sup>1,2,3</sup> Universitas Nusa Putra, Sukabumi, Indonesia

<sup>1</sup>[intan.putri\\_pgsd19@nusaputra.ac.id](mailto:intan.putri_pgsd19@nusaputra.ac.id), <sup>2</sup>[resnawati.febriani\\_pgsd19@nusaputra.ac.id](mailto:resnawati.febriani_pgsd19@nusaputra.ac.id), <sup>3</sup>[fitria.nurulaeni@nusaputra.ac.id](mailto:fitria.nurulaeni@nusaputra.ac.id)

### ABSTRACT

The learning process should be an activity for students to build their understanding. Even so, there are still many students who look bored and lack enthusiasm. An attempt that needs to do by the teacher is to give rewards and icebreakers. This paper discusses the influence of giving rewards and icebreakers on the learning process at SDN 04 Karangtengah in Cibadak Sukabumi. This paper used qualitative research with teachers and fourth-grade students as the research subjects. Data collection was carried out through observation and interview techniques with research instruments in the form of observation and interview sheets. The results indicate that giving rewards and icebreakers had a significant influence on the learning process for four-grade students at SDN 04 Karangtengah. Thus, giving rewards and icebreakers are able to arouse students' learning motivation and it also has an impact on students' cognitive learning outcomes. Giving rewards and icebreakers can produce students' enthusiasm for learning. Learning also becomes more competitive, collaborative, and varied so that students return to concentrate and actively participate in learning.

**Keywords:** giving reward and icebreaker, the learning process, elementary school

## ANALISIS PENGARUH PEMBERIAN HADIAH DAN ICE BREAKERS TERHADAP PROSES PEMBELAJARAN DI SDN 04 KARANGTENGAH

### ABSTRAK

Proses pembelajaran harus menjadi kegiatan yang aktif bagi siswa untuk membangun pemahamannya. Meski begitu, masih banyak siswa yang terlihat bosan dan kurang semangat. Upaya yang perlu dilakukan oleh guru adalah dengan memberikan reward dan ice breaker. Tulisan ini membahas pengaruh pemberian reward dan ice breaker terhadap proses pembelajaran di SDN 04 Karangtengah Kecamatan Cibadak Kabupaten Sukabumi. Tulisan ini menggunakan jenis penelitian kualitatif dengan guru dan siswa kelas IV sebagai subyek penelitian. Pengumpulan data dilakukan dengan teknik observasi dan wawancara dengan instrumen penelitian berupa lembar observasi dan lembar wawancara. Hasil penelitian menunjukkan bahwa pemberian reward dan ice breaker memberikan pengaruh yang sangat baik terhadap proses pembelajaran di kelas IV SDN 04 Karangtengah. Dengan demikian dapat disimpulkan bahwa pemberian reward dan ice breaker mampu membangkitkan motivasi belajar siswa sehingga berdampak pula pada hasil belajar kognitif siswa. Pemberian reward dan ice breaker dapat memunculkan semangat siswa dalam belajar. Pembelajaran juga menjadi lebih kompetitif, kolaboratif, dan bervariasi sehingga siswa kembali berkonsentrasi dan berpartisipasi aktif dalam pembelajaran.

**Kata Kunci:** pemberian hadiah dan pemecah kebekuan, proses pembelajaran, sekolah dasar

Submitted	Accepted	Published
23 Desember 2022	16 Januari 2023	30 Januari 2023

Citation	:	Kania, I.P., Febriani P, R., & Nurulaeni, F. (2022). Analysis Of The Influence Of Giving Rewards And Icebreakers On The Learning Process At SDN 04 Karangtengah. <i>Jurnal PAJAR (Pendidikan dan Pengajaran)</i> , 7(1), 98-105. DOI: <a href="http://dx.doi.org/10.33578/pjr.v7i1.9111">http://dx.doi.org/10.33578/pjr.v7i1.9111</a> .
----------	---	---

### INTRODUCTION

Education is one of the main components in life, because education is able to guide and determine the direction of human life goals. Education must be seen as a need that is as important as other needs (Maspa, 2019). Education is basically an effort in order to educate students. Education by children one way through learning at school. Learning is the process of organizing the environment around

students which drives students to carry out the learning process. Learning and learning processes are closely related and inseparable in education (Aprida, 2017).

Someone who is carrying out the learning process cannot be seen clearly but from the presence of symptoms of changes in behavior, meaning that a person is considered to have learned if there is a change in behavior. Learning

is a process of teacher interaction with students. According to (Novi, 2016) learning is the result of the interaction between stimulus and response that occurs in teachers and students as well as learning resources that occur in the learning process environment. The teacher as an educator does not only act as a giver of knowledge, the teacher also plays a role in guiding and directing students so that they stay on the right path, especially in the learning process.

The learning process should be an active activity of students to build their understanding, in behavioristic learning theory the teacher plays a role in controlling student behavior input. This is because according to behavioristic learning theory that humans depend on the stimulus they get because in essence humans are passive (Novi, 2016). The teacher must provide encouragement for students to build ideas so that these students become active. This is proven by research from (Zaimmah, 2019) which explains that active students in the learning process have a positive impact, one of which is increasing student results and achievement.

Teachers in learning activities must create situations that make students creative, active, and innovative. According to Savriani (in Cepi, 2020) explains that the more questions students ask, it is clear that students are trying to be active in the learning process. The creativity of educators in using teaching techniques will affect students' behavior in the learning process, if the techniques used by educators are appropriate then students will be more enthusiastic in learning. An educator must make learning patterns fun so that students don't get bored quickly and are eager to carry out learning activities (Sri Sunarti, 2020). An educator must be good at choosing the right learning technique so that the learning process runs as it should.

The process of teaching and learning activities in schools should not be carried out in a monotonous atmosphere. The process of delivering teaching materials using fun techniques will certainly impress and delight students in participating in learning so that student participation in learning will increase (Zakiyyah, 2022). Activities that are fun and enjoyable also need to be done to eliminate

boredom, this is because the brain is used continuously during learning requires cooling and refreshment. According to (Mumun, 2019), an effective learning process should be carried out based on student interest tendencies, so that the learning process takes place ideally. A pleasant learning atmosphere will eliminate boredom and attract students' learning interest to be actively involved in learning which will certainly affect learning outcomes.

The active learning process is sometimes not in line with students' interest in carrying out learning activities. Based on observations made by researchers in elementary schools, there are still many students who feel bored during learning. Student participation in the learning process was very small, students when listening to material and doing assignments given by educators looked less enthusiastic so they did not participate actively in learning. Students behave indifferently, chatting, walking around, sleeping, engrossed in their own drawing and even disturbing their friends. It's different when there is one student who gets a gift from the teacher, the other students pay little attention to and participate in learning, the songs that the teacher inserts during learning always want to be repeated by the students.

Efforts that can be made so that learning becomes impressive and fun is by giving ice breaker. According to (Sugito, 2021) Ice breakers need to be introduced to students in order to increase enthusiasm in the learning process. Ice breaker is a dynamic activity and full of enthusiasm to lighten the mood and increase student interest in learning so as to create a fun atmosphere in learning. According to (Hidayatullah and Istyawati, 2012) ice breakers need to be done to eliminate boredom, refresh the learning atmosphere, arouse enthusiasm for learning, and restore the ability to capture lessons well. This is also evidenced by research from (Isnani Mahmudah, 2019) which explains that the application of ice breakers is very important in the learning process to create readiness and foster the enthusiasm of students in the learning process.

After giving the ice breaker, the teacher can create an active learning atmosphere by

giving rewards. Reward is a prize, reward or award (Andi, 2021). Giving rewards can arouse students' learning motivation so that they actively participate in learning in class, this is because students as human beings need an award and recognition. According to Wisnu (2018) Giving rewards can make students happy and do something positive repeatedly. Other students who have not received rewards will also try to achieve them so that rewards can make students active and more active in learning to improve their achievements. This is also evidenced by research from (Yopi Nisa Febrianti, 2018) which explains that giving positive rewards can increase student motivation in learning. Rewards or awards given by the teacher have the aim of arousing concentration, activeness, and motivation as well as refracting a positive attitude in learning activities.

Based on the description above, the researcher is interested in conducting research at SDN 04 Karangtengah regarding the impact of giving rewards and ice breakers on the learning process of elementary school children. The researcher conducted this study aiming to find out the impact of giving rewards and ice breakers on the learning process of elementary school children through observing and conducting interviews with educators and grade 4 students at SDN 04 Karangtengah.

## REASERCH METHOD

The research we conducted used a type of qualitative research in which the problems we studied described the impact of giving rewards and ice breakers given by educators on the learning activities of elementary school students at SDN 04 Karangtengah, Cibadak District, Sukabumi Regency. According to (Sugiyono, 2015) qualitative research is research that does not make calculations with numbers. Qualitative research is a research method that is carried out as a whole and thoroughly to research subjects where this research prioritizes quality, not numerical data then the results of the research are described in the form of words based on facts.

This research was conducted on November 9 2022 at SDN 04 Karangtengah, Cibadak District, Sukabumi Regency. The subjects of this study

were educators and fourth grade students at SDN 04 Karangtengah. Data collection was carried out by observation and interview techniques with research instruments in the form of observation sheets and interview sheets. The stages of implementation in this research include:

a. The first stage: Observation

At this stage, we made observations regarding the learning activities carried out at each elementary school in Karangtengah.

b. Second stage: Interview with students

At this stage we conducted interviews with students regarding the impact of giving rewards and ice breakers on the learning process of students.

c. The third stage: Interview with the teacher

At this stage we conducted interviews with teachers regarding the impact of giving rewards and ice breakers on the learning process of students.

Researchers used qualitative data analysis techniques sourced from Miles and Hubberman. The components in Miles and Huberman's data analysis (in Sugiyono, 2016) are as follows:

### Data reduction

The researcher selects the main points and summarizes all the data that has been collected. The researcher reduced the data by conducting a comparative analysis of data that was still saturated.

### Data Presentation

Researchers simplify complex information into simpler information so that researchers can easily understand the meaning of the information Conclusion Drawing/Verification Researchers draw conclusions by looking at the results of what has been studied. Drawing conclusions will answer the problem formulations that have been previously determined by the researcher.

## RESULTS AND DISCUSSION

The results are known from the impact of giving rewards and ice breakers on the learning process at SDN 04 Karangtengah, namely based on observations that have been carried out by researchers on November 9, 2022. Researchers make observations during learning activities where the indicators measured in this study are

whether there is or not rewards and ice breakers given by the teacher as well as students' perceptions of giving rewards and ice breakers. In the learning process in class IV, it can be seen that the teacher does apperception by making quizzes, singing, and playing games related to learning material in order to attract students' attention in learning activities.

In addition, educators also give praise verbally and nonverbally when students successfully answer questions and succeed in doing assignments during learning. When students start to feel bored and sleepy in the middle of learning activities, the teacher inserts a game or song to re-awaken students' enthusiasm for learning. In terms of students' perceptions of reward and ice breaker giving, it can be observed that students look confident and look more enthusiastic in learning when given praise or gifts by the teacher. Songs and games given by the teacher in the middle of learning, make students excited again in learning. In addition, the response given by students was very good when the teacher gave songs and games related to learning material.

To test the legitimacy of the observation activities, the researchers conducted interviews

with educators and class IV at SDN 04 Karangtengah. Mr. Pahrudin Hasanudin, as a grade IV teacher in an interview explained "the impact of giving rewards and ice breakers in the learning process of elementary school students certainly makes learning in class active, fun, warm and does not make children tense in learning. In terms of understanding, I see that many children understand, yes, I see when I assess their assignments. Maybe this is because when they are in class they are active and the term participates in the learning chat. The response of the students was also very good when they were given rewards and ice breakers, they actively participated in the lesson, singing, clapping, and actively answering my questions both questions in the form of assignments and questions when I gave material because it was seen when I gave praise both verbally and the child's nonverbal looks on his cheerful face. In addition, children's learning motivation will certainly increase, they look very enthusiastic in learning because when in class they dare to speak up, even to the point of challenging the teacher in learning like they want to be given questions." (Interview, November 9, 2022).



**Figure 1. Interview activity with Mr. Pahrudin Hasanudin as homeroom teacher in class IV SDN 04 Karangtengah.**

This was also expressed by Zahra Amelia as one of the students in class IV. Zahra revealed to the researcher as follows: "I am very happy and grateful when the teacher gives praise and gifts to me, so it makes me enthusiastic in learning. When

I feel sleepy and bored, the teacher gives games and clapping which makes me excited again to study. Sometimes teacher also give material in the form of singing, so it makes me understand better and memorize the material faster. I also feel more

confident when my teacher compliments me. Makes me excited and want to continue answering

questions from him." (Interview, November 9, 2022).



**Figure 2. Interview with Zahra Amelia, one of the students in class IV at SDN 04 Karangtengah.**

Based on observation and interview activities that have been carried out by researchers, it can be concluded that rewards and ice breakers have a very good impact on the learning process in class IV SDN 04 Karangtengah. The existence of rewards and ice breakers given by the teacher, makes students participate actively and enthusiastically in carrying out learning activities in class. Giving rewards and ice breakers during the learning process is able to make students motivated and even have a good level of self-confidence. The boredom and boredom that students feel in the middle of learning disappears when the teacher inserts a song or clapping related to the learning material.

## DISCUSSION

### Increasing students' motivation to learn through giving rewards and ice breakers

From the results of observations and interviews that have been carried out, it appears that this reward is able to make students motivated in carrying out learning. Students are very enthusiastic in learning when given rewards. This is in line with research from (Margolang et al., 2019) which explains that giving rewards is considered very important to increase student enthusiasm and motivation to learn. According to

(Fadlilah and Musfidal, 2019) explaining that giving rewards has a significant effect on the motivation and cognitive learning outcomes of fourth grade students at SDN 1 Karangtengah, this can be seen from the significance value of the MANOVA test, which is  $0.000 < 0.05$  so that  $H_0$  is rejected and  $H_1$  is accepted. In addition, research from (Phungphai and Boonmoh, 2020) also explains that this reward is considered a tool to increase learning motivation and student involvement in learning.

Reward is one way for teachers to appreciate the positive actions or behavior of students. According to Mulyassa in Moch's book, Zaiful Rosyid Aminol Rossid Abdullah, a reward is a response to behavior that can stimulate the recurrence of that behavior. Reward is a prize, reward or award. Giving rewards can be done when students achieve certain goals or developments so as to motivate students to be better. The principles of reward according to (Wisnu, 2018) include:

- 1) Evaluation must be based on attitudes not actors.
- 2) Rewards must have limits.
- 3) The reward given is in the form of attention,
- 4) The reward agreement must be negotiated,
- 5) Giving rewards must be standardized on the process not the result.



The thing to note is that giving rewards must be good and right on purpose, namely so that students know that the behavior they have done is positive and so that students are motivated to carry out these positive activities repeatedly in the future. Giving rewards must have a size limit, teachers need to be careful because if it is too much in giving rewards it is feared that the purpose of the reward itself cannot be achieved or deviates so that students are more concerned with rewards than the core of the learning activity itself (Syuhud, 2012).

In addition to giving rewards, another effort that can be made by the teacher to create student learning motivation is by giving ice breakers. This can be seen from the results of observations and interviews that have been carried out by researchers which show that giving ice breaker is able to eliminate boredom and boredom felt by students in the learning process. This is in line with the results of research from (Khoerunisa and Amirudin, 2020) which explains that the application of ice breakers has a strong influence on students' learning motivation in science subjects in Class 3 of the Nuurushiddiiq Kedawung Integrated Islamic Elementary School, Cirebon. This is based on the results of a correlation analysis of 0.65% with a strong relationship level and hypothesis testing obtained a tcount of 3.1976, while a ttable at a significant level of 0.05% is 1.721, indicating that there is a positive and significant influence between Ice Breaker and students' learning motivation in the science learning process in class III SDIT Nuurushiddiiq Kedawung Cirebon.

Ice breaker is an activity to melt the atmosphere in learning. According to (Chattib, 2014) ice breaker is an activity carried out to melt the ice that makes a feeling of boredom into a more conducive atmosphere. If these activities are carried out in the learning process in class, it is likely that students will return to conditions where they are enthusiastic, motivated, and passionate about learning. A conducive atmosphere can certainly help students achieve learning goals because learning is not monotonous and boring for students.

The appropriateness of the topics discussed must be considered by the teacher when

giving ice breakers. Teachers must avoid thinking that ice breaker is just an activity to kill time when the teacher no longer has material to teach. In fact, an ice breaker is a distraction to break the ice as well as a medium for conveying goals. The teacher must pay attention to the time when giving ice breaker. The condition of students also needs to be considered in giving ice breakers because each student is different as they have their own culture and fears, therefore the teacher must be able to provide ice breakers that are suitable for students so as to be able to arouse students' motivation and enthusiasm for learning (Darmadi, 2018).

Students' interest in rewards and ice breakers is able to foster enthusiasm for learning so that students are moved to listen and understand the material and answer questions quickly and correctly. The existence of giving rewards and ice breakers makes students improve their cognitive abilities, so that the knowledge received by students becomes solid and can improve their learning outcomes. Therefore, giving rewards and ice breakers is very important for students in learning to generate readiness in learning.

## CONCLUSIONS AND RECOMMENDATION

Providing positive rewards, and providing ice breakers that are tailored to the subject matter can be a capital for teachers in building creative, innovative, and active learning. Giving rewards and ice breakers has an impact on the learning process, namely to arouse student learning motivation so that it also has an impact on cognitive learning outcomes. Giving rewards and ice breakers can bring out the enthusiasm of students in learning, learning becomes more competitive, collaborative, and varied so that students return to concentrate and actively participate in learning. Giving rewards and ice breakers can eliminate boredom and refresh students' minds so that the learning atmosphere becomes excited, relaxed, and fun so as to build student readiness in learning. The existence of rewards and ice breakers given by the teacher, makes students actively participate and enthusiastic about carrying out learning activities in class. Giving rewards and ice breakers during

the learning process is able to make students motivated and even have a good level of self-confidence. The boredom and boredom that students feel in the middle of learning disappears when the teacher inserts a song or clapping related to the learning material.

From the conclusions above, the researcher provides recommendations, as follows: 1) teachers should give appreciation to students, namely in the form of positive rewards to generate learning motivation so that students are moved to do good things repeatedly, 2) ice breaker should be given by teacher at the beginning of learning activities, in the middle of learning, and at the end of learning. Providing ice breaker at the beginning of learning makes students ready and feel happy in participating in learning. Then, ice breakers are given in the middle of learning when the child's concentration or focus on learning has started to disappear and class conditions have started to get out of control. After the completion of the learning evaluation activities, ice breakers are given to refresh students' minds. At the end of the lesson, the teacher gives an ice breaker in the form of a quiz with rewards for children who can answer will go home early.

## REFERENCES

- Chattib, M. (2014). *Gurunya Manusia: Menjadikan semua anak istimewa dan juara*. Bandung: Muzan.
- Darmadi. (2018) *Optimalisasi Strategi dalam Pembelajaran*. Bogor: Guepedia.
- Fadlilah, I., Musfidal Laili, A. (2019). Pengaruh Reward Terhadap Motivasi Dan Hasil Belajar Kognitif Siswa Kelas Iv Di Sdn I Karang. *Jurnal Pendidikan Dasar Nusantara*, 5(1), 25-34.
- Harsyadd, F., Afif, A., & Abrar, A. (2016). Studi Komparasi Penggunaan Ice Breaker Dan Brain Gym Terhadap Minat Belajar Matematika Peserta Didik Kelas VII SMP Negeri 21 Makassar. *Jurnal Matematika Dan Pembelajaran*, 4(2), 184-197.
- Hidayatullah, S.N., & Istyawati. (2012). Penerapan *Ice breaking* Pada Proses Belajar Mengajar Peserta Didik Kelas X SMK Negeri 7 Surabaya Pada Mata Pelajaran K3 (Keselamatan dan Keselamatan Kerja). *jurnal JPTM*, 1(2), 67-71.
- Khoerunisa, T., & Amirudin. (2020). Pengaruh Ice breaking terhadap Motivasi Belajar siswa pada Mata Pelajaran IPA di Kelas III Sekolah Dasar Islam Terpadu Nuurusshiddiiq Kedawung Cirebon. *EduBase: Journal of Basic Education*, 1(1), 64-70.
- Kurniawan, W. (2018). *Budaya Tertib Peserta Didik Di Sekolah (penguatan Pendidikan karakter siswa)*. Sukabumi: CV Jejak.
- Mahmudah, I., & Mulyadi, S. K. (2019). Implementasi Ice Breaking untuk menciptakan kesiapan dan semangat belajar peserta didik di MI Tegalrejo Sawit. Skripsi thesis, Universitas Muhammadiyah Surakarta.
- Makawaru, M. (2019). Pentingnya Pendidikan Bagi Kehidupan dan Pendidikan Karakter dalam Dunia Pendidikan. *Jurnal Konsepsi*, 8(3), 116-119.
- Mardiana, A., Saleh, A. (2021). Pemberian *Reward* Terhadap Peningkatan Motivasi Kerja Karyawan Dalam Perspektif Islam. *Mutawazin (Jurnal Ekonomi Syariah IAIN Sultan Amai Gorontalo)*, 2(1), 1-14.
- Margolang, N., Hemita, N., & Antosa, Z. (2019). The Correlation between Reward and Elementary School Students' Learning Motivation. *Journal of Teaching and Learning in Elementary Education (JTLEE)*, 2(1), 64-70.
- Mulyati, M. (2019). Menciptakan Pembelajaran Yang Menyenangkan Dalam Menumbuhkan Peminatan Anak Usia Dini Terhadap Pelajaran. *Journal of Islamic Education*, 1(2), 277-294.
- Nahar, N. I. (2016). Penerapan Teori Belajar Behavioristik Dalam Proses Pembelajaran. *Jurnal Ilmu Pengetahuan Sosial*, 1, 64-74.
- Nisa, F. Y. (2018). Peningkatan Motivasi Belajar dengan Pemberian *Reward and Punishments* yang positif. *Jurnal Edunomic*, 6(2), 93-102.

- Pane, A. (2017). Belajar Dan Pembelajaran. *Jurnal Kajian Ilmu-Ilmu Keislaman*, 03(2), 333-352.
- Phungphai, K., Boonmoh, A. (2021). Students' Perception Towards The Use Of Rewards To Enhance Their Learning Behaviours And Self-Development. *JEE (Journal of English Education)*, 7(1), 39-55.
- Rosyid, M. Z., dan Abdullah, A. R. (2018). *Reward dan Punishment Dalam Pendidikan*. Malang: CV Literasi Nusantara Abadi.
- S., Lestari, D., Azrina, Y., & Tri Novika, A. (2021). Pengenalan Ice Breaker Dalam Meningkatkan Semangat Belajar Siswa. *Jurnal Bahasa Indonesia Prima*, 3(2), 1-6.
- Sugiyono. (2015). *Metode Penelitian Kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sunarti, S. (2020). Metode Mengajar Kreatif Dalam Menciptakan Proses Pembelajaran Yang Menyenangkan. *Jurnal Perspektif*, 13(2), 157-164.
- Supriatna, C., Rohayani, H., & Sabariia, R. (2021). Meningkatkan Keaktifan Belajar Peserta Didik Dalam Pembelajaran Active Dabate Tari Melalui Blended Learning. *Ringkang*, 1(3), 25-35.
- Syuhud, A., & Fatih. (2012). *Pendidikan Islam: cara mendidik anak shaleh, smart dan pekerja keras*. Malang: Pustaka Al – Khoirot.
- Zaimmah. (2019). Penerapan Strategi Pembelajaran Aktif dalam Meningkatkan Hasil Belajar IPA di MTsN Langsa. *At-Tarbawi: Jurnal Pendidikan, Sosial dan Kebudayaan*, 6(1), 66-79.
- Zakiyyah, D., Suswandari, M., & Khayati, N. (2022). Penerapan Ice Breaker Pada Proses Belajar Guna Meningkatkan Motivasi Belajar Siswa Kelas Iv Sd Negeri Sugihan 03. *Journal of Education Learning and Innovation*, 2(1), 73-85.